

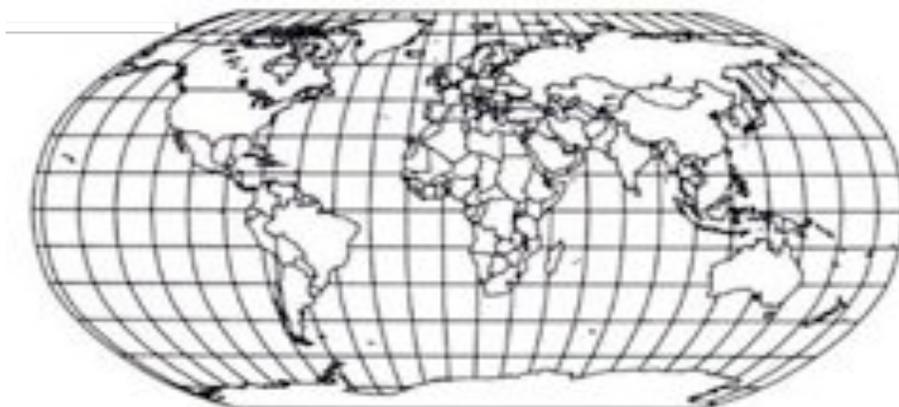
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

71st

Issue

celebrating 71
issues and 19
years in print
since 1990



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Website: www.gilesig.org Check out back issues on our homepage!

NEWSLETTER #71

Our spring 2009 newsletter comes out in the middle of the global swine flu scare. Feel free to put on a mask and wash your hands before reading this! Our key theme this issue is "Language Teaching, Nationalism and Patriotism". This features an article on patriotism and education by John Spiri, teaching activities about nationalism by Albie Sharpe as well as quotes, quizzes and comments. Also included are an article on service learning in Hawaii by Alice Lachman, global issue presentations at the TESOL 2009 conference in Denver, two new book series aimed at promoting international understanding plus a rich variety of global education news, events and information from Japan and around the world.

◆ **REMINDER:** After 19 years as a paper-only newsletter, we're now offering electronic subscriptions by e-mail. Please let us know if you'd like to try this eco-friendly option!

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

Teaching Peace and Cultural Understanding in the Classroom

August 2, 2009 Yamaguchi University
<http://web.cc.yamaguchi-u.ac.jp/~johnson/>

The *World Council for Curriculum and Instruction* (WCCI) will hold a 1-day conference on Sunday August 2 at Yamaguchi University on *Teaching Peace and Cultural Understanding in the Classroom*. All those interested are invited to submit proposals. For details, see their website.

CALL FOR PAPERS Deadline May 30, 2009
 Contact: J. Johnson <WCCI-Japan@gmail.com>

SIT Summer Programs

www.worldlearning.org/5186.htm

Conflict Transformation Across Cultures

The School for International Training in Vermont USA will hold its annual *Conflict Transformation Across Cultures* (CONTACT) program from June 1-12, 2009. Details at their website above.

2009 Summer Institute for Intercultural Communication

The Summer Institute for Intercultural Communication will run workshops on 43 topics in 3 sessions (July 15-17, July 20-24, July 27-31). Topics include

- Teaching Intercultural Communication
- Understanding & Developing Global Leadership
- Facilitating Dialog Across Cultures

Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225, USA
 <ici@intercultural.org> www.intercultural.org

Global Education Events

- **World Peace Week**
 May 26 - 31, 2009 Taos, New Mexico (USA)
 Website: www.worldpeaceweek.net
 - **FFIPP Summer Tour to Palestine / Israel**
 June 28 – July 9, 2009 FFIPP (USA)
 Website: www.ffipp.org
 - **Peaceable Schools Summer Institute**
 July 6 – 10, 2009 Lesley Univ. (USA) www.lesley.edu/academic_centers/peace/institute.html
 - **Institute on Global & Experiential Education**
 July 11 - 15, 2009 WACE (Massachusetts, USA)
 Website: www.waceinc.org/institute/index.htm
 - **IPE Summer Peace Education Institute**
 July 26 – Aug. 2, 2009 Budapest (Hungary)
 Website: www.tc.edu/PeaceEd/IPE/
 - **PJSA 2009: Exploring Non-Violence**
Peace and Justice Studies Association
 Oct. 8 - 10, 2009 Marquette Univ. (USA)
 Web: www.peacejusticestudies.org/conference/
 - **Asian Conference on Education (ACE)**
Local Problems, Global Solutions
 Oct. 24-25, 2009 Osaka <<http://ace.iafor.org/>>
Proposal Deadline: July 15, 2009
 - **2009 Peace Education in Canada Conference**
Living Schools: Sharing Paths to Peace
 Nov. 12 - 15, 2009 Hamilton (Ontario)
 Website: www.peace-education.ca/pec-2009
- More global education events listed at: www.tc.columbia.edu/PeaceEd/newsletter/61.htm

Peace Boat: Summer 2009

< www.peaceboat.org >



Peace Boat invites college students to join its Summer *International Training Program*. This 36-day trip takes place Aug. 8 – Sept. 12 and features visits to Vietnam, Kenya and Egypt plus on-board lectures on poverty, peace and global issues.

To apply: Japan tel: 03-3363-7561
 E-mail: <info@peaceboat.gr.jp>

Democratic Education

www.ioe.ac.uk/newsEvents/17257.html



The Institute of Education (IOE) of London University (England) will hold a 1-week summer intensive course on the theme of *Transnational Perspectives on Democratic Education* from July 1 – 8, 2009. Details at the website above. **To apply:** Ms. Ruth Shewan <r.shewan@ioe.ac.uk>

Green Teacher

< www.greenteacher.com >



Green Teacher is a dynamic North American environmental education website and magazine which offers exciting teaching ideas, activities and resources on environmental and international themes to help teachers promote global awareness at their schools. Check out their website and subscribe to the magazine!

JALT GLOBAL ISSUES SIG OFFICERS FOR 2009

Here are our 2009 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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▪ Tohoku Rep ▪ Other regions
▪ project & website assistants

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

Directory of Book Donation Organizations

Browse their new website for a listing of projects which donate used books to needy countries.

Sabre Foundation, 872 Massachusetts Ave.,
Cambridge MA 02139, USA

Website (updated): <www.sabre.org>

i EARN Egypt Book Request

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

Vietnam Book Donation Project

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

"Book Aid" South Africa Library Project

Help black South African kids! Check first to see what's needed. They'll mail to South Africa.

Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>

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

WHERE CAN I GET RECYCLED PAPER?

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

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

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

Websites
about
recycling

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

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



US Shooting Linked to English Ability

According to CNN, an ESL student who killed 13 people in an April 3rd shooting at an immigration center in Binghamton, New York was motivated by feelings of humiliation after people made fun of his poor English. Law enforcement sources identified the gunman as Jiverly Wong, a naturalized US citizen from Vietnam. According to police, those who knew him were not surprised by his actions. "Apparently people were making fun of him. He felt he was being degraded because of his inability to speak English, and he was upset about that." Wong had been studying English at the American Civic Association, the site of the shooting rampage, until dropping out the first week in March.

"*Binghamton Struggles to Understand Why Gunman Killed*" April 5, 2009 <www.cnn.com>

English Teaching in Gaza and the West Bank

The British Council and Amideast are working to provide teacher training, resources and support for Palestinian EFL instructors, despite difficult conditions linked to the Israeli military attacks on Gaza earlier this year. Dr. Ribhi Salem, director of the American International School (AIS) in Gaza, described how his school was destroyed by an Israeli airstrike but has now relocated and is still in operation. A *Palestine English Language Teachers Association* (PELTA) has just been formed.

"*English Against the Odds*" in *EL Gazette* #352 May 2009, UK. www.elgazette.com

Integrating Indigenous Cultures into ELT

by Susan Barfield & Joelle Uzarski

This article discusses a variety of ways in which English language teachers can promote awareness of native peoples through ESL classroom activities designed around indigenous artifacts and cultures. The article begins by noting that nearly half of the world's 7,000 languages are in danger of extinction, most of which are languages spoken by native peoples. The authors then present a set of EFL activities, at both basic and advanced level, for raising awareness of native peoples and cultures. These include EFL teaching units on: Maori tattoos, Bantu storytelling, Tibetan prayer flags, South African beads and North American star quilts.

English Teaching Forum Vol. 47/1 2009 USA
<http://englishprograms.state.gov/forum/>

Language Learning on the Eightfold Path

by Carole Poppleton

(Maryland Institute College of Art, Baltimore)

This article explains how applying Buddhist principles to language teaching can help empower students. The author became interested in Asian religions as a result of teaching students from Korea, Japan and China. She describes Buddha's *Four Noble Truths* about the nature of suffering and links these to the suffering language learners experience due to classroom anxiety, views of language learning as "difficult" and low self-esteem ("I'm no good at languages"). In her work with her students, she emphasizes three points from Buddha's *Eightfold Path*: (1) *Right Effort* – helping ESL students to clarify their motivation; (2) *Right Mindfulness* – concentrating on learning rather than on feelings of anxiety and self-doubt; (3) *Right Concentration* – avoiding distractions, focusing on communication, getting "in the flow".

Language Magazine Vol. 8/7 March 2009
www.languagemagazine.com

Why the British Do Not Learn Languages

by James A. Coleman (Open University, UK)

This article discusses the causes of the UK's dismal achievements in foreign language learning and provides a variety of statistics to document the current state of British language proficiency:

- Adults unable to hold a conversation in a foreign language: UK = 62% (Germany = 33%)
- Average # of foreign languages studied in high school: UK = 0.1 (Germany = 1.4, Holland = 2.6)
- According to a 2007 BBC survey, only 2% of UK adults could ask for the toilet and 3% could say "sorry" in the language they studied in school.

The author notes how UK language learning achievement peaked in the mid-1990s and has since dropped markedly. He attributes this to the growth of nationalistic xenophobia caused by right-wing politicians, an anti-foreign press and a national mindset which praises native speaker monolingualism, ignores multilingual speakers and communities in Britain, and stirs up hostility towards Europe and other foreign countries.

Language Learning Journal 37/1 April 2009 UK
www.all-languages.org.uk/publications_journals.asp

Language Teaching Conferences

- **Preparing Lg. Teachers for the 21st Century**
May 28 - 30, 2009 Washington DC (USA)
Website: <http://nclrc.org/lte2009/>
- **Linguapax Asia Human Trafficking**
June 14, 2009 University of Tokyo (Japan)
Website: www.linguapax-asia.org
- **Asia TEFL Creativity in ELT in Asia**
August 7 - 9, 2009 Bangkok (Thailand)
Website: www.asiatefl.org
- **JACET ELT and International Exchange**
September 4 - 6, 2009 Sapporo (Japan)
Website: www.jacet.org
- **KoTESOL Professional Excellence in ELT**
Oct. 24 - 25, 2009 Seoul (South Korea)
Proposals: June 1, 2009 www.kotesol.org
- **TEFLIN Responding to Global Challenges**
Dec. 8 - 10, 2009 East Java (Indonesia)
Proposals: Aug. 30 www.teflin-indonesia.org
- **GloCALL Globalization & Localization**
Dec. 8 - 11, 2009 Chiang Mai (Thailand)
Proposals: June 15, 2009 <http://glocall.org/>

Shin Ei-Ken National Conference

August 1 –3, 2009 Seisen University, Tokyo
<www.shin-eiken.com>

Shin Ei-Ken, Japan's high school EFL association, will hold its 50th anniversary national conference August 1 – 3, 2009 at Seisen University in Tokyo on the theme *People, Language, Laughter and Peace*. For details, see their website (in Japanese).



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

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

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

IATEFL 2010 CONFERENCE

IATEFL's 44th annual conference will be April 7 - 11, 2010 in Harrogate, England. The proposal deadline is in September. Details on their website

IATEFL's Global Issues SIG (GI-SIG)

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

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

Key Internet Websites on Global Issues and Language Teaching



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

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

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

TESOLers for Social Responsibility (USA)
www.tesol.org (search for "TSR")



Teachers of English to Speakers of Other Languages

*700 S. Washington St, Suite 200,
Alexandria, VA 22314-4287 USA*

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

TESOL 2010 CONFERENCE

TESOL's 44th annual conference will be March 24 – 27, 2010 in Boston, Massachusetts on the theme Boston TESOL Party: Re-imagining TESOL.

Deadline for Proposals: June 2, 2009

◆ *For video and poster sessions:* Aug. 3, 2009

◆ *Details:* www.tesol.org

TSR Accepted as TESOL Interest Section

TESOLers for Social Responsibility has officially been accepted as a Social Responsibility Interest Section (SR-IS). Thanks to all who supported us!!

TSR Chair: Rob Clement <tsr@tesol.org>

Website: www.tesol.org (Search: "TSR")

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

Non-JALT Newsletter Subscriptions

Japan: ¥2,000 per year

Overseas: US \$15 / UK 10 pounds

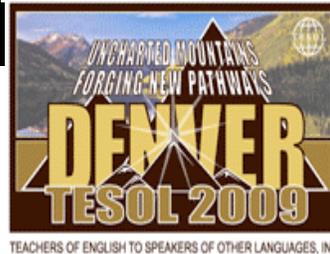
More Conference Information

* www.conferencealerts.com/language.htm

* www.jalt-publications.org/ilt/confcal/

CONFERENCE REPORT: TESOL 2009

TESOL 2009, the 43rd annual convention of the organization TESOL (*Teachers of English to Speakers of Other Languages*), was held March 26 – 28, 2009 in Denver, Colorado on the theme “Uncharted Mountains, Forging New Pathways.” With 1000 presentations by educators from 100 countries attended by 6,000 participants, this is the largest English teaching conference in the world. A large number of global presentations were given. Here is a small sampling.



TESOL Plenary Talks



Unpacking the Schooling of Linguistic Minorities

This talk discussed the need to support minority students through multicultural education, social justice, critical pedagogy and educational reform. Allan Luke (Australia) <Wikipedia: “Allan Luke”>

Sustainability in TESOL: Classroom Voices

This talk, by TESOL’s President, discussed how classroom teachers can help promote environmental justice, protect the planet and sustainable lifestyles. Shelley Wong (George Mason University, USA)

Expressing Obligations to Others in a Global World

This talk gave examples of how young people world-wide are using new technologies to communicate across cultures and explore their moral obligations to “strangers.” Glynda Hull (New York Univ. USA)

Pre-Conference Workshops

Conflict Resolution Strategies in ESL Programs

This workshop used case studies and scenarios to address potential causes of conflict, effective conflict resolution strategies and conflict prevention. Jon Phillips (USA) <jonphillips@operamail.com>

Using Short Stories to Advance Critical Thinking

This workshop showed how to create a stimulating ESL course designed around short stories aimed at promoting language skills and critical thinking. Sybil Marcus (USA) <swmarcus@inreach.com>



TSR-sponsored Sessions

TESOLers for Social Responsibility



Bringing Social Justice into the ESL Classroom

This gave ideas on how to bring social justice into ESL classes through readings, video & simulations. Rob Clement (UAE) <robcanuk@gmail.com>

TESOL Position Statement Opposing Bullying, Harassment and Hate Crimes

- During the conference, TESOL announced its new 2009 position statement on opposing bullying. Check it out at: www.tesol.org

Other Conference Presentations

Out of the Classroom Into the Community

This talk argued that language learning is more than just a classroom experience and described how to engage students in activities in the local community. Alysia Joost (USA) <ajoost@sas.upenn.edu>

Exploring the Unspoken Privilege of Whiteness

This multimedia session took an anti-racist stance to explore how unspoken assumptions of “whiteness” impact language learners in multiracial ESL schools. Gail Kasun (USA) <gskasun@gmail.com>

Political Correctness vs Marketability in ELT

This talk discussed the challenge for textbook writers and publishers of producing teaching materials that are both politically correct yet that sell well. Carline Linse (Ireland) <clinse@aol.com>

Balancing Language and Content

In this session, ESL teachers of history and social studies discussed how to balance language and content. Gertrude Sachs <gtinkersachs@gsu.edu>

Educating Refugee Students from the Mid-East

This talk discussed how to educate Arab refugees by using home culture content and community support. Asli Hassan (UAE) <aahassan@pi.ac.ae>

EFL Materials Development for Remote Schools

This talk used examples from the rural Philippines to explain how teachers in remote regions can create culturally-appropriate teaching materials. Alan Seaman (US) <Alan.Seaman@wheaton.edu>

Empowering ESL Civics for Immigrant Rights

This explained how to empower ESL students with the knowledge and language needed to stand up for their rights at work, at home and on the streets. Gretchen Bitterlin (US) <gbitterli@sdccd.edu>

Dynamic Grassroots Advocacy

This special TESOL Leadership session provided participants with information on effective advocacy techniques. John Segota (USA) <john@tesol.edu>

English and the Global Economy

This discussed an international research study on the economic impact of English proficiency in the global economy. Kathy Bailey <kbailey@miis.edu>

Six Practices for Teaching Language & Content

This session used a variety of classroom examples and student stories to present six research-based practices for teaching both language and content. Donald Freeman (USA) <donaldfr@umich.edu>

Equity, Leadership & Advocacy for Learners

This talk discussed the knowledge and skills needed by teachers to become effective leaders, student advocates and promoters of equity in their schools. Bonnie English (USA) <bonenglish@bust.com>

Intercultural Challenges in On-Line English

In this session, a panel discussed challenges faced by students in online cross-cultural communication involving e-mail, IM, blogs and Facebook. Joshua Borden (UK) <jsborden@hotmail.com>

Identity, Faith & Practice in English Teaching

This session featured an inter-faith panel of educators who discussed how religion and faith influence teacher and student identity and classroom practice. Mary Wong (US) <mwong@apu.edu>

Critical Thinking to DIE for Pre-Academic ESL

This talk introduced a variety of classroom activities designed to help students master basic critical thinking skills using the classic DIE approach to critical thinking (*describe, interpret, evaluate*) Donna Case (US) <donnacase@aol.com>

Challenges of Teaching English in Mongolia

This talk described Mongolia's transformation from a communist to a free-market state and its need to re-train Russian teachers as EFL instructors. Enkhmend Lkhagva <enkhmend@yahoo.com>

English for Women in Afghanistan

This explained how *Alliance for International Women's Rights* supports women leaders in Asia via ESL classes delivered by e-mail and Skype. Connie Tucker (US) <ctucker@citruscollege.edu>

Language, Identity, Power: Promoting Equity

This session described the relative status of English and Urdu in Pakistan, and argued for EFL programs and policies which promote social stability. Aliya Zafar <aleezee2001@yahoo.com>

Intercambio Volunteer ESL Programs

This described the work of the group *Intercambio* in sending volunteers out into local communities to teach English and assist immigrants. Shawn Camden (USA) <www.intercambioweb.org>

Ukraine's History Matters: Service Learning

This poster session described a community service learning project in which Ukrainian EFL students interviewed their grandparents and older people about the past. Kristina Gray (USA)

Teaching Sustainability in ESL

This poster presented ideas for incorporating the topic of sustainability into ESL curricula in order to promote a healthier and more equitable world for all. Kelley Weibel (USA) <kweibel@edcc.edu>

Global Voices of Poetry

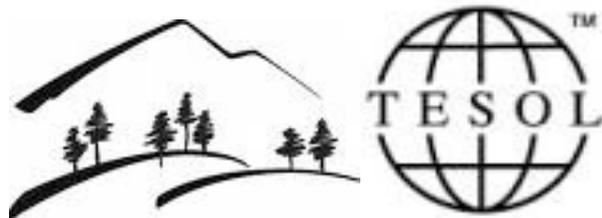
This poster introduced a complete set of activities to promote language learning, cultural exchange and confidence building as part of National Poetry Month. Sharyn Moore (USA) <smoore@els.edu>

Teaching Culture Without Taking Time

This talk explained how, by better managing class time, teachers can introduce up to 5 hours of culture per semester via 4-skills cultural capsules. Elena Shvidko (USA) <icylena@hotmail.com>

Service Learning and Social Justice

This session introduced a content-based ESL service learning course that engaged students in active reflection about cultural definitions of social justice. Lauren Rea (USA) <lrea@slu.edu>



Intercultural Competence Via Study Abroad

This reported research using the *Intercultural Development Inventory* on how study abroad promoted Japanese students' intercultural competence. Naeko Naganuma (AIU, Japan) <nana9801@aiu.ac.jp>

Non-Native English Varieties and EFL in Asia

This talk reviewed research on Asian Englishes and discussed implications for the portrayal of Asian Englishes in high school and college textbooks. Danilo Dayag (Philippines) <dayagd@dlsu.edu.ph>

That's So Gay: Addressing LGBT Concerns

This session discussed the issue of school bullying and addressed concerns of perceived and self-declared LGBT (lesbian/gay/bisexual/transgender) students. Kristin Rivers (USA) <kskorner@hotmail.com>

Intercultural Awareness Activities for ESL

This poster introduced classroom activities which can help students understand and adjust to cultural differences without being judgmental or emotional. Winnie Cragg (USA) <winniec@mfw.org>

Service Learning Projects for IEP Curricula

This discussed the design of an Intensive English Program on human rights which involved service learning and class reading of the text "Of Mice and Men". Julie Adler (USA) <adlerjd@uwec.edu>

ELT and Linguistic Imperialism

This talk discussed linguistic imperialism and EFL, analyzed the role of English teachers and presented a list of Dos and Don'ts for ELT. Courtney Campbell (US) <courtneyjcampbell@gmail.com>

Clashing Values and Ethical Dilemmas

This talk presented conflicts faced by ESL/EFL teachers between what they feel to be right vs. what is considered so by students and employers. Kitty Purgason (US) <kitty.purgason@biola.edu>

Prejudice and Discrimination of ESL Students

This session presented and discussed personal experiences concerning prejudice and discrimination faced by international students living in the US. Chiu-Hui Wu (USA) <chw210@ufl.edu>

Intercultural Communication Projects

This discussed 12-14 week projects using ethnographic interviews aimed at building intercultural awareness between American and ESL students. Tisha Pankop <Youtube.com "Tisha Pankop">

Teaching Argumentation in China

This discussed how Chinese EFL teachers used a social-political approach to teach argumentative writing in a society new to the practice of debate. Weiguo Qu (China) <>wgqu@fudan.edu.cn>

Global English, Global Problems

This addressed the questions: What culture do we teach when teaching English-as-a-global-language? What impact does English have on local cultures? Svetlana Ter-Minasova (Russia) <dean@ffl.msu.ru>

Getting More From Movies: 12 Activities

This workshop demonstrated 12 different ESL speaking and writing activities for movie classes designed around the film "Dead Poets Society". Jennifer Miller (USA) <jennifer.miller@elic.org>

Graduate School or Peace Corps? Do Both!

This session introduced the Peace Corps Masters International (MI) program through which students serve overseas while earning their Masters degree. Eric Goldman (USA) <www.peacecorps.gov>

Race, Language and Hierarchy in ESL

This talk discussed how non-native English-speaking teachers of color (NNESTs) are under-represented in teaching and leadership positions. Naomi LeBeau (US) <onolebeau@comcast.net>

Approaches to Using Museums for ESL

This poster discussed the value of ESL museum visits based on PhD research about how best to use museums for language learning. Sherice Clark (UK) <sherice.n.clarke@education.ed.ac.uk>

It's a Tough Time to Be in America

This discussed how worldwide crises, negative attitudes and social backlash impact immigrants and refugees, and how teachers can support students. Kirsten Schaezel (USA) <kirsten@cal.org>

Black Englishes in the Classroom

This panel session discussed features of Black English varieties in the US, Caribbean and Africa plus implications for the classroom and advice for teachers. Sybil Ishman (USA) <srince@rit.edu>

Teaching English & Environmental Education

This talk demonstrated how English teachers can contribute to protecting nature based on environmental education and ESL activities in Ukraine. Svitlana Kuzmych <Kuzmych@gala.net>

Building Global Pathways to the Future

This talk described educational and cultural exchanges carried out since 2004 between ELT associations in Washington DC and in Senegal. Gail Doughty (USA) <gail.doughty@fcps.edu>

Eco-ESL in Practice

This talk introduced ways to combine ecology and ESL into the classroom to help students acquire both language and global understanding. Anthony Lavigne (Korea) <anthony_lavigne@yahoo.com>

Exploring Multicultural Pioneers

This poster showed how students used the Internet, computers and *Kidspiration* Web software to research and present reports on multicultural heroes. Minchun Hou (USA) <minchun.hou@pgcps.org>

Go Green: Mother Nature as EFL Resource

This poster introduced interactive in-class and out-of-class environmental education activities developed by English teachers in Madagascar. Laingo Ramanantoanina <RamanantL@state.gov>

Save the Trees: Activities without Worksheets

This poster showed how to forgo paper worksheets in favor of easily adaptable no-prep activities that engage students with language in creative ways. Amy King (USA) <aking1@nkcsd.k12.mo.us>

Student Learning via International Clubs

This poster presented the benefits of ESL student-directed learning through participation in an International Club for cultural learning and sharing. Gary Krukar (US) <krukarg@matc.edu>

Voices of Saudi Students Studying in the US

This talk introduced research on challenges faced by Saudi students in adapting to US schools involving misperceptions and discrimination. Donna Shaw <donna.shaw@oregonstate.edu>

English, English Teaching and Islam

This talk analyzed EFL texts, videos and materials from an Islamic country to show how children construct a Muslim identity through English. Ahmar Mahboob <amah5863@usyd.edu.au>

Peace Education and Language Learning

This talk discussed how English teachers can integrate peace education into EFL classrooms, even in war-torn societies. Khadar Bashir-Ali (UAE) <khadarbashir_ali@hotmail.com>

Intercultural Communication for Native Speakers

This session introduced an on-line course developed to teach native speakers strategies for improving interactions with non-native speakers. Stephanie Hanson (USA) <s_L_hanson@yahoo.com>

Developing Arab Students' Critical Thinking

This talk discussed an approach to promoting critical thinking among Arab EFL students through modeling critical thinking questions. Ozgur Pala (Qatar) <ozgur.pala@qu.edu.qa>

Sociocultural/Political Discourse in EFL Clubs

This talk explained how Tajikistan EFL students explored social, political, cultural and historical perspectives through culturally-relevant readings. Lori Fredricks (USA) <solarsocks@yahoo.com>

What is Critical EAP Now?

This discussed the 12-year history of critical EAP (*English for Academic Purposes*) and new research on EAP and issues of gender, race and power. Sarah Benesch (US) <benesch@mail.csi.cuny.edu>

Language 911: A Health Literacy Curriculum

This workshop introduced lesson plans, on-line teaching resources and PBS TV video clips for engaging ESL students with health issues. Maxine Einhorn (USA) <meinhorn@kqed.org>

Addressing Global Problems via Technology

This talk discussed a collaborative college ESL writing project on global warming in which students used online discussions, wikis and YouTube. Christine Meloni <meloni@gwu.edu>

Building Critical Inquiry via News Feeds

This talk showed how news feeds can support online student writing while promoting inquiry, critical reading and community building. Charles Nelson (USA) <charles.p.nelson@gmail.com>

Embracing Stereotypes to Understand Culture

This presentation argued that foreign language teachers, rather than shying away from stereotypes, should learn to see them as a golden opportunity for students to explore language and culture. Todd Vidamour (Siberia) <sr.elf.nsk@gmail.com>

Are Our Students Bullied or Bullies?

How does bullying affect ESL students? Do they also harbor negative attitudes to the host country? This reported a survey of high school ESL students. Myles Hoenig (US) <Myles.Hoenig@pgcps.org>

Developing Bias Awareness in ESL Classes

This workshop led participants on a journey of self-discovery to help them recognize biases both within themselves and in their students. Andwatta Barnes (USA) <NBeslconsult@aol.com>

How Globalization Attitudes Affect ESL

This presented the results of a survey on student attitudes to globalization to see if these affected their attitudes to English language learning. Alan Seaman (USA) <Alan.Seaman@wheaton.edu>

Making a Difference in the Community

This session described how students from three award-winning ESL Civics program used their English skills to make a real difference in their community. Lori Howard <lhoward@casas.org>

Nurturing EFL Teachers Affected by Trauma

This talk, based on work in Kosovo, described the challenges of helping EFL teachers recover from trauma linked to war and human rights atrocities. Michael Medley (US) <medley@emu.edu>

Peacing It Together: Conflict Resolution in ESL

This talk introduced language teaching ideas and activities for teaching about peace and conflict developed at the United States Institute for Peace. Alison Mojto (USA) <mojto@verizon.net>

Cultural Knowings in an ESL Peace Camp

This described a cross-border EFL peace camp for teenagers in Haiti and Dominican Republic which used Moran's Cultural Knowings Framework. Marshall Brewer (US) <marshall.brewer@sit.edu>

Addressing Global Issues through Literature

This session discussed the advantages of using literature as a means of addressing global issues and introduced multi-skill activities on global concerns. Lori Rink <lmrink@hotmail.com>

Teaching for World Citizenship via Themes

This session demonstrated content-based lessons on themes such as world religions, world flags and world names. Kip Cates (Japan) <kcates@rstu.jp>

TESOL's 2010 international conference will be held from March 25 – 27 next spring in Boston.
<> Deadline for regular proposals: June 2, 2009
<> Deadline for videos & posters: Aug. 3, 2009
<> For details, go to: <www.tesol.org>



Teaching About Patriotism and Nationalism

As calls for “patriotism education” arise in Japan and elsewhere, this is a good time for teachers and students to discuss this topic, share their opinions and join the debate. Here are some teaching ideas:

- Try out the 4 classroom activities on patriotism described by Albie Sharpe (pages 14-16).
- Have your students try the *Patriotism Quiz* (below) or the *Flags & Anthems Survey* (right), then discuss their answers and opinions.
- Have students read the *Patriotism Quotes* on pages 16-18, choose which quotes they were impressed by, then discuss their thoughts.
- Have students survey their friends, families and other people about their attitudes to the flag, the anthem, to nationalism and to forced patriotism.
- Have students do research about patriotism and nationalism in other countries.

Patriotism Quiz - True or False?

- _____ 1. In 1918, an American was arrested for refusing to kiss the flag.
- _____ 2. Until 1942, students in American schools were forced to do a Nazi-style salute.
- _____ 3. In 1999, an American was ejected from Yankee Stadium for not standing during the playing of “God Bless America”.
- _____ 4. The music for *Kimigayo*, Japan’s national anthem, was written by a foreigner.
- _____ 5. Japan’s *Hinomaru* flag and *Kimigayo* anthem were officially adopted in 1856.
- _____ 6. As of 2003, 41 school teachers in Japan had been reprimanded for not taking part in national anthem-related school events.
- _____ 7. The Emperor of Japan is against forced patriotism.
- _____ 8. One educator in Japan has died as a result of the culture wars over forced patriotism.

Democracy in Action: Share Your Thoughts!

Teachers in Japan are being punished by their schools for resisting forced patriotism and for refusing in good conscience to stand for the anthem and flag at school events. Do you or your students think this is right? Why not discuss this at school, send your opinions to the Ministry of Education or write letters to your local newspaper

Ministry of Education <www.mext.go.jp>
3-2-2 Kasumigaseki, Chiyoda-ku, Tokyo 100-8959

The National Flag: What Do You Think?

1. Should students and teachers be forced to stand for or salute the national flag? (Explain.)
 - (a) Yes
 - (b) No
2. What decorations should be put on classroom walls and used at school events? (Explain.)
 - (a) the school flag
 - (b) the city flag
 - (c) the prefecture flag
 - (d) the national flag
 - (e) the U.N. flag
 - (f) a photo of the Prime Minister or President
 - (g) a photo of the Emperor or King
 - (h) a photo of the Earth
 - (i) all of the above
 - (j) nothing
 - (k) your idea: _____.

The National Anthem: What Do You Think?

1. Should students and teachers be forced to sing or stand for the national anthem? (Explain)
 - (a) Yes
 - (b) No
2. How often should the national anthem be played at school? (Explain your opinion.)
 - (a) every 10 minutes
 - (b) at the beginning and end of each class
 - (c) at the beginning and end of each day
 - (d) at the beginning and end of each year
 - (e) never
 - (f) your idea: _____.
3. When and where should the national anthem be played? (Explain your opinion)
 - (a) in schools at all official school ceremonies
 - (b) in every movie theater before the movie starts
 - (c) before and after every sports event
 - (d) before and after the evening news on TV
 - (e) each dawn all over the city with loudspeakers
 - (f) your idea: _____.
4. What punishment should be given to students and teachers who refuse to sing or stand for the national anthem? (Explain your opinion)
 - (a) no punishment
 - (b) a 1-hour lecture about patriotism
 - (c) a 2 hour detention or a salary cut
 - (d) expulsion from school
 - (e) a prison sentence
 - (f) 100 lashes of the whip
 - (g) torture by the secret police
 - (h) the death penalty (execution)
 - (i) your idea: _____.

Answers to Patriotism Quiz (page 10)

1. TRUE: The man resisted when a crowd tried to forcibly make him kiss the flag. (Leepson 2005)
2. TRUE The Nazi salute was changed to the hand-on-heart in 1942. (*Pledge of Allegiance* Wikipedia)
3. TRUE: The man had to go to the toilet during the song and was ejected by two police officers. <www.wirednewyork.com> "Forced Patriotism"
4. TRUE The music for Japan's Kimigayo anthem was written by John William Fenton, a British musician, in 1869. *Hinomaru, Kimigayo Express Conflicts* (July 17, 2007) <www.japantimes.co.jp>
5. FALSE The Hinomaru flag and Kimigayo anthem were officially adopted as national symbols 10 years ago in 1999. *Hinomaru, Kimigayo Express Conflicts* (July 17, 2007) <www.japantimes.co.jp>
6. FALSE As of 2003, 410 Japanese teachers had been reprimanded for not taking part in anthem events. *172 Teachers Lose Suit Over Kimigayo* (March 27, 2009) <www.japantimes.co.jp>
7. TRUE In 2004, Emperor Akihito publicly stated that he prefers that teachers and students not be forced to sing the national anthem or show respect to the flag. *Emperor Against Forced Patriotism* (Nov. 6, 2004) <www.japantimes.co.jp>
8. TRUE In 1998, a principal in Hiroshima committed suicide after being caught between his school board which required forced patriotism and teachers who resisted. *Hinomaru/Kimigayo Express Conflicts* (July 17, 2007) <www.japantimes.co.jp>

Saying No To Forced Patriotism

In 2002, Governor Jesse Ventura vetoed a bill that would have required all Minnesota public school children to recite the pledge of allegiance at least once a week. In an interview, he compared the forced pledge to the indoctrination practices of World War II Nazis and today's Taliban. "I am vetoing this bill because I believe patriotism comes from the heart. Patriotism is voluntary. It is a feeling of loyalty that is the result of knowledge and belief. A patriot shows their patriotism through their actions, by choice. No law will make a citizen a patriot." Saying a pledge to your country because someone says you have to is meaningless. Forcing people, especially children, to honor the nation is counter to the freedoms the US was founded on. Ventura is not against his country and has no problems with the pledge itself. He does have a problem with laws making a show of patriotism mandatory. Source: <www.atheistparents.org>

Books About Patriotism

For Love of Country?

by Margaret Nussbaum (1996) Beacon Press
▪ classic collection of essays about nationalism

Pledging Allegiance: The Politics of Patriotism

by J. Westheimer (2007) Teachers College Press
▪ a stimulating set of articles about patriotism

Flag: An American Biography

by Marc Leepson (2005) Thomas Dunne
▪ history of the US flag from 1776 to the present

To the Flag: An Unlikely History of the Pledge

by Richard Ellis (2005) Univ. of Kansas Press
▪ a history of the US pledge of allegiance

Forced Patriotism in Japan

Tokyo's Flag Law: Patriotism or Indoctrination?

www.nytimes.com December 16, 2004
▪ good overview of "forced patriotism" in Japan

Sitting Out, Standing Tall: Tokyo Teachers

www.japanfocus.org/-John-Spiri/2703
▪ article on teachers resisting forced patriotism

A Touchy Subject

www.guardian.co.uk June 5, 2006
▪ article on patriotism education in Japan

Committee Against Firing Tokyo Teachers

<http://stopdismissal.blogspot.com/>
▪ English website supporting Japanese teachers

Tokyo Teachers: One Day Action

www.youtube.com
▪ Tokyo demonstration for teachers' rights

DVD about Forced Patriotism in Japan



An 80-minute DVD (Japanese with English subtitles) about teachers in Japan who have been punished for refusing to stand for the *Hinomaru* flag or *Kimigayo* anthem is available for purchase. Proceeds help to cover legal costs of the teachers fighting for freedom of conscience.

- Title: 君が代不起立 *Against Coercion: Refusing to stand for Kimigayo*
- Price: ¥6,000
- for details or ordering info (in English), contact Akira Matsubara <mgg01231@nifty.ne.jp>
- for info in Japanese: Video Press Tel: 03-3530-8588 Fax: 3530-8578 <www.vpress.jp>



Examining Patriotism and Education

by John Spiri (Tokyo University of Agriculture and Technology)



Defining Patriotism

Most definitions of patriotism include the concept of love for and loyalty towards one's nation. Although patriotism is commonly associated with positive feelings such as unity, unselfishness, and love, it can be argued that patriotism is an unnatural sentiment that creates bias, and is a major cause of war. Furthermore, efforts to include patriotism in schools at any level are essentially indoctrination, not education.

Patriotism as Love of Fellow Citizens

Patriotism implies expressing love for one's fellow citizens. Loving other people makes sense, and is surely beneficial for society as a whole. Such love arises naturally for the individuals that one comes into contact with and works and plays with. A neighborhood, a workplace, a county, a prefecture, a nation and all of humanity benefit from loving, cooperative and altruistic behavior. Patriotism, however, extols the virtues of targeting a particular group of individuals to love. With what logic—and to whose benefit—is it to focus almost exclusively on national unity as opposed to community, state, or global unity?

Citizens of a nation are largely strangers. Nations contain a huge number of individuals with diverse ideas and ways of thinking. Howard Zinn, in *A People's History of the United States*, writes, "Nations are not communities and never have been. The history of any country, presented as the history of a family, conceals fierce conflicts of interest between conquerors and conquered, masters and slaves, capitalists and workers, dominators and dominated in race and sex."

Patriots of some nations, like Japan, might point to kinship, claiming Japan is "racially pure" and hence "family." However, tracing ancestry back a few more generations, Japanese can find their supposed family is part of a larger family of Koreans, Chinese, Portuguese, and innumerable other races. Keep tracing ancestry and we arrive in Africa and the birth of the human species. There is no logical or biological reason to limit the notion of family to those within national borders.

Thus, a nation is not homogenous. If a person can love hundreds of millions of strangers as patriotism implies, surely it would be better advised to spread that affection and commitment to all of humanity. With patriotism, the feelings of love and unity are always narrowly focused on those within national borders.

Patriotism and Identity

One rationale for patriotism is that humans need to identify with greater entities and ideals, and that internationalism doesn't satisfy that need. Michael McConnell is an academic, author, and defender of patriotism. In his essay *Don't Neglect the Little Platoons* he writes, "Humanity at large—what we share with other humans as rational beings—is too abstract to be a strong focus for affections. Since "the world" has never been the locus of citizenship, a child who is taught to be a 'citizen of the world' is taught to be a citizen of an abstraction."

McConnell, however, fails to acknowledge that to be a citizen of a nation is likewise to be a citizen of an abstraction, with the only concrete evidence of national membership being man-made papers such as passports. Citizens of a nation are artificial constructs; looking at a person, there is no way to know her citizenship. In the case of a "world citizen," however, individuals are members of a natural entity, the earth, and humanity always absolutely identifiable.

Patriotism as Loyalty to National Government

Wikipedia notes that patriots should be willing to sacrifice their lives for the state. Loyalty means to remain faithful despite circumstances. It is oxymoronic at best, and Orwellian doublespeak to cynics, to suggest that autonomous independent-thinking citizens of a so-called free, democratic society should maintain "unswerving allegiance" to its national government. "Unswerving allegiance" amounts to a certain amount of bias and blindness, for the sake of unity narrowly focused within national borders, especially in times of war. In fact, wars rely on the loyalty of citizens. Without this loyalty, it's hard to imagine soldiers killing and risking their lives when their governments demand that the bombs start falling.

The Education Connection

John Taylor Gatto, two-time winner of the New York state *Teacher of the Year* award, traces the history of compulsory schooling to Prussia.

"After Napoleon's army defeated Prussia (Germany) at the battle of Jena in 1806, Fichte (the Prussian philosopher) declared, 'Education should provide the means to destroy free will.' Look what Napoleon had done by banishing sentiment in the interests of nationalism.

Through forced schooling, everyone would learn that “work makes free,” and working for the State, even laying down one’s life to its commands, was the greatest *freedom* of all. Here in the genius of semantic redefinition lay the power to cloud men’s minds...”

Thus, Prussia laid the foundations for the illusion that the state is a powerful father figure, necessarily worthy of the loyalty of its citizens. From its inception, public school education was not envisioned as a way to cultivate the human spirit, but as a way to make the individual loyal to the nation. Gatto describes how public schools are designed to break an individual’s independence, by making pupils obey the dictates of bells, follow a fragmented curriculum and have their worth defined—judged—externally via grades. Youth who don’t conform to the dictates of the system get branded rebellious, receive poor grades, or simply flunk out. Beyond these systematic means of bending the student’s will to the demands of the state, there are overt expressions of love which most schoolchildren the world over are expected to express. In the United States, a supposed champion of freedom and critical thinking, children routinely recite, “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

The U.S. Pledge of Allegiance

Few people question whether having children promise their loyalty to the national government has a place in public schools. In *Examining the Pledge of Allegiance*, Leisa Martin discusses the history of the pledge and mentions a few controversies regarding it, but never raises the point of whether this sort of indoctrination belongs in schools at all. She mentions that in 1925 thirty-five Mennonite children refused to salute the flag because “they felt taking up arms and taking other peoples’ lives to defend the U.S. was against their religious beliefs.” Her words “to defend the U.S.” should be phrased “to fight in wars,” especially since American soldiers have fought solely on foreign soil for over 100 years. Martin also notes that originally the pledge was said with a stiff arm salute, not unlike the Nazi salute. Schools dropped this during World War II. Martin does offer some facts troubling to critics of the Pledge. Since 911, seventeen U.S. states have enacted new pledge laws, and 35 states mandated that the Pledge be recited daily during school. Unfortunately, this clinging to old ways of patriotism and indoctrination is not limited to the United States. Japan has recently made similar moves of its own.

Education for Patriotism in Japan

In Japan, where patriotism was discouraged after World War II, pressure is building to make school children more patriotic. In August 1999, a law instituted the *Hinomaru* rising sun flag as the official flag of Japan and *Kimigayo* (*His Majesty’s Reign*) as the official national anthem. Both were and are potent symbols of Japan’s pre-war militarization and invasions of neighboring countries. Moreover, Japan’s *Fundamental Law of Education*, which had called for “nurturing truth, peace, and justice” was revised. Then prime minister Shinzo Abe and his allies passed a bill that demanded schools instill “a love of one’s country” in children. Some critics of the new law saw shades of an 1890 edict that decreed children must recite stanzas of patriotic praise before the portrait of the Emperor. That same year, in 1999, a Hiroshima principle, caught between teachers who refused to stand for the *Kimigayo* during school ceremonies and pressure from the school board who demanded that they do so, committed suicide.

Tokyo teachers have suffered the brunt of punishment. Tokyo Governor Ishihara, who has suggested Japan bomb North Korea and calls Japan’s peace constitution “nonsense”, has pressed school boards to force teachers to stand. Those who refuse have been suspended without pay, transferred to distant schools, not allowed home-room duties, and abused by students. One teacher, Kimiko Nezu, has taken the school board to court and won. The board has appealed to the Japanese supreme court. A verdict is expected in 2010.

Few educators would deny the value of independent thinking. The problem is deeper than any single act of indoctrination. More important are the ways people carve up the world into “us” and “them”; learn to view international problems through the lens of national identity; the extent young adults feel compelled to conform to the dominant culture of their society; and the tendency for young men and women to agree to become soldiers who follow orders and even kill strangers on the order of their commander. Educators have a responsibility to deeply consider these issues and the meaning and implications of patriotism.

Martin, L. 2008. “Examining the Pledge of Allegiance” *Social Studies*. US: Heldref Publications.

McConnell, M. 1996. “Don’t Neglect the Little Platoons” in *For Love of Country*. Beacon Press.

Zinn, H. 1980. *A People’s History of the United States*. New York: Harper Perennial.

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The Patriot's Pitchfork and other Misadventures with Nationalism

Four activities for teaching about 'love of country' in the classroom

by Albie Sharpe (Ritsumeikan University, Kyoto, Japan)



Introduction

The following activities can either be taught as a single unit, or separately. They are designed to challenge the expectation that there should be a unified belief about one's country – itself a form of oppression. The activities create an awareness of diverse views about patriotism. They also examine the assumption that educating people to love their country will lead to a stronger, more moral society. The first is an easy introductory activity designed to examine how important love of one's country is in relation to other important aspects of human society. It is important that students don't know what the topic is before they start, as this may affect the results.

(1) Love of Country Ranking Activity

If you have a multicultural class, you can generate insightful discussions by comparing how students rank things. In my experience, Japanese students rank love of country fairly low. This activity reflects my own process of realization: while I do have some love for my country, and my adopted country, it is not nearly as important as peace, justice or in fact, most other things on the list. (If teachers from other countries want to share results, we could create an online comparison on the GILE SIG webpage: www.gilesig.org).

1. Which of the following are most important to you? Rank them by number (1 – 16)

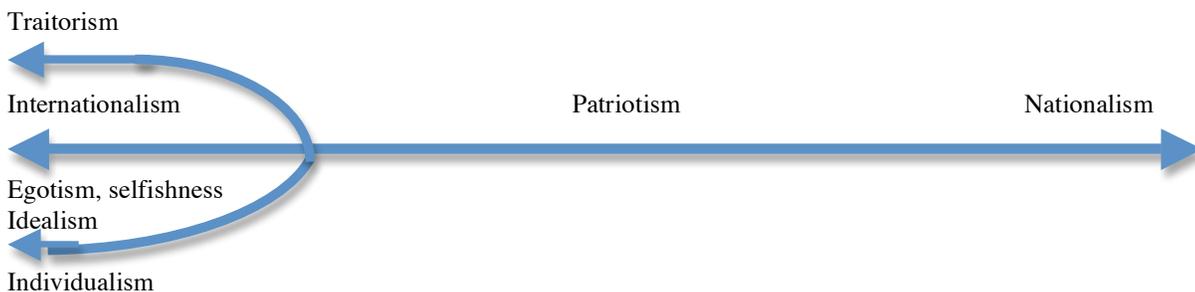
- _____ love of one's parents
- _____ love of one's country
- _____ love of all humanity
- _____ love of peace
- _____ love of oneself
- _____ love of justice
- _____ love of nature
- _____ love of one's partner (boyfriend/girlfriend)
- _____ love of all children
- _____ love of money
- _____ love of equality
- _____ love of God
- _____ love of one's children
- _____ love of life
- _____ love of the universe
- _____ love of _____.

2. The Patriot's Pitchfork

I based the following activity on the idea that patriotism ('love of one's country') and nationalism ('my country is better than any other') form part of a continuum of possible ways of thinking about one's country and about international society. I asked students to draw the following line as a continuum on a piece of paper, and to identify the word that would go on the left-hand side where the question marks are:



Like all good classes, things almost immediately went wrong! In addition to identifying internationalism, globalism or various manifestations of these, students produced egotism, traitorism, individualism, selfishness and enemies of the state. Once the dust had settled, we were left with a chart that looks like this – a pitchfork:



The pitchfork shows how easy it can be for a person who defines themselves as loving international society to be labeled as a traitor. Similarly, those who say they love peace, justice, or humanity regardless of nation, can also be labeled as selfish or as hopeless idealists.

(3) Using the Pitchfork

Groups of students are then given a pack of 26 cards labeled A-Z (below) each with a person and a belief or behaviour. Each group is asked to label the pitchfork (e.g. F could be nationalism, C could be internationalism). At the end, students place themselves on the pitchfork in relation to other behaviours. The main insight of this activity is that some problems connected with nationalism are not caused by love of country, but by not accepting that others may feel a different way. This activity can be used to show that a diversity of beliefs.

A	A raises the flag outside her/his house every morning
B	B supports his/her nation's sporting teams
C	C believes that it is important to live in another country to really love your own country
D	D wants to run for political office to stop immigration from countries of people who have a different skin color.
E	E wants to serve her/his country in the military
F	F is prepared to die for his/her country if necessary
G	G cries when the national anthem is played.
H	H thinks her/his country is the best in the world.
I	I often supports sporting teams from countries where victory would most help the local people or benefit the sport.
J	J wants to create a multicultural society where all people can live freely according to their beliefs. He/she is willing to fight anyone who says it isn't.
K	K wants the government to build a strong military so that the country won't have to depend on others for defense.
L	L refuses to stand up for the national anthem, and does not accept the legitimacy of the flag.
M	M believes that the country has already given up too much sovereignty to the United Nations and other international bodies

(4) Discussion

At the end of the class, I distribute one of four readings to students. These describe nationalism in Japan and China, plus attempts by the Abe administration to promote patriotism in schools, and those who oppose it. These can be found at:

1. Sitting out but standing tall : <http://search.japantimes.co.jp/cgi-bin/fl20080219zg.html>
2. Animosity toward Japan is again the rage in China: www.usatoday.com/news/world/2005-02-23-china-japan_x.htm
3. Right Wing Rising: www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/2001/07/10/MN211532.DTL
4. Abe to play hardball with soft education system: <http://search.japantimes.co.jp/cgi-bin/nn20061027f1.html>

N	N thinks that true patriotism means the government of the country should always be supported when it is attacked by foreigners (even if he/she doesn't like the government)
O	O thinks true patriots always question their government when it is doing the wrong thing.
P	P believes that his/her country is not perfect
Q	Q supports the country's soldiers while they are serving in another country. Q wants her/his country to be self-reliant.
R	R thinks most wars are unnecessary, and that it's right to question using the country's forces in other countries, but loves it all the same.
S	S thinks that we need a new international system to replace national governments
T	T believes that patriotism and nationalism are both dangerous and can lead to war.
U	U believes that his/her country has helped protect the world from tyrants, and deserves to be upheld as a symbol of justice.
V	V always goes to see movies from her/his country to support the local film industry.
W	W believes strongly in the military, but believes it should only be used for defense.
X	X attacks supporters of other sporting teams, particularly when his/her country's team loses.
Y	Y feels sad when sporting teams from his her country lose.
Z	Z believes that people who want to live in her/his country should pledge allegiance to the country.

The following lesson, the students summarize the articles for their other group members, before launching into a discussion, which may be based on the following questions. Alternatively, students can

generate their own list of questions.

Albie Sharpe Ritsumeikan University,
Kyoto, Japan Email: <duckpond@gol.com>

- What do you think about the policy of teaching students to love the flag?
- Do you think that patriotism can be taught?
- Do you think Japan's problems with youth can be solved by teaching 'moral' education?
- Did any of the teachers at your school ever choose to make a personal statement opposing patriotism (like Kimiko Nezu in Tokyo)?
- If you were a teacher in a high school, and the government decided to introduce a policy of patriotic education, what would you do?
- How do you feel when you see nationalist trucks driving through Japanese cities and towns playing patriotic songs?

- Would you ever consider joining a nationalist group? Why?
- Why do you think young people are attracted to nationalist groups?
- Do you think nationalist groups will continue to grow in strength in future in Japan?
- How did you feel when anti-Japanese riots erupted in China? Do you feel that the riots were justified? Why (not)?
- How do you feel about Nationalism in China? Do you think the Chinese or Koreans feel the same way about Nationalism in Japan?
- Do you think patriotism and nationalism can lead to war?



Quotes About Patriotism And Nationalism



My Country

My country, right or wrong. - Stephen Decatur

The peace and welfare of this and coming generations of Americans will be secure only as we cling to the watchword of true patriotism: "Our country -- when right to be kept right; when wrong to be put right."
- Carl Schurz

"My country, right or wrong" is a thing no patriot would ever think of saying except in a desperate case. It is like saying "My mother, drunk or sober."
- G. K. Chesterton

What do we mean by patriotism? I suggest that what we mean is a sense of national responsibility... a patriotism which is not short, frenzied outbursts of emotion, but the tranquil and steady dedication of a lifetime.
- Adlai Stevenson

Ask not what your country can do for you, but what you can do for your country. - J. F. Kennedy

Patriotism, Loyalty and Conscience

Patriotism means unqualified and unwavering love for the nation, which implies not uncritical eagerness to serve, nor support for unjust claims, but frank assessment of its vices and sins, and penitence for them.
- Alexander Solzhenitsyn

The highest patriotism is not a blind acceptance of official policy, but a love of one's country deep enough to call her to a higher plain. - G. McGovern

Our country is not the only thing to which we owe allegiance. It is also owed to justice and to humanity. Patriotism consists not in waving the flag, but in striving that our country shall be righteous as well as strong.
- James Bryce

Patriotism is not enough. I must have no hatred or bitterness towards anyone.
- Edith Cavell

You're not supposed to be so blind with patriotism that you can't face reality. Wrong is wrong, no matter who says it.
- Malcolm X

We must not confuse dissent with disloyalty. When the loyal opposition dies, I think the soul of America dies with it.
- Edward R. Murrow

Never do anything against conscience even if the state demands it.
- Albert Einstein

Each man must decide for himself what is right and what is wrong, which course is patriotic and which isn't. You cannot shirk this and be a man. To decide against your conviction is to be an unqualified and excusable traitor, both to yourself and to your country, let them label you as they may.
- Mark Twain

Moral cowardice that keeps us from speaking our minds is as dangerous to this country as irresponsible talk. The right way is not always the popular and easy way. Standing for right when it is unpopular is a true test of moral character.
- Margaret Chase Smith

I love America more than any country in this world, and, exactly for this reason, I insist on the right to criticize her perpetually. - James Baldwin

Patriotism is a superstition artificially created and maintained through a network of lies and falsehoods; a superstition that robs man of his self-respect and dignity, and increases his arrogance and conceit. - Emma Goldman

Love of country is like love of woman -- he loves her best who seeks to bestow on her the highest good. - Felix Adler

Patriotism is your conviction that this country is superior to all others because you were born in it. - George Bernard Shaw

If you want a symbolic gesture, don't burn the flag; wash it. - Norman Thomas

Patriotism is usually stronger than class hatred, and always stronger than internationalism - George Orwell

Patriotism is not short, frenzied outbursts of emotion, but the tranquil and steady dedication of a lifetime. - Adlai Stevenson

Patriotism, Dissent and Governments

I want to love my country rather than feel ashamed of it because of how its government acts. - Yen Chin

Men in authority will always think that criticism of their policies is dangerous. They will always equate their policies with patriotism, and find criticism subversive. - Henry Steele Commager

Dissent, rebellion, and all-around hell-raising remain the true duty of patriots. - Barbara Ehrenreich

Confusing patriotism with unconditional support for government policy does core damage to the meaning of citizenship. - Richard Falk

To oppose corruption in government is the highest obligation of patriotism. - Edward Griffin

Love your country, but never trust its government. - Robert A. Heinlein

When I am abroad, I always make it a rule never to criticize or attack the government of my own country. I make up for lost time when I come home. - Winston Churchill

Dissent is the highest form of patriotism. - Howard Zinn

The government is merely a servant; it cannot be its prerogative to determine what is right and what is wrong, and decide who is a patriot and who isn't. Its function is to obey orders, not originate them. - Mark Twain

To announce that there must be no criticism of the president, or that we are to stand by the president, right or wrong, is not only unpatriotic and servile, but morally treasonable to the American public. - Theodore Roosevelt

A patriot must always be ready to defend his country against his government. - Edward Abbey

Patriotism is supporting your country all the time, and your government when it deserves it. - Mark Twain

My kind of loyalty is loyalty to one's country, not to its institutions or office-holders. - Mark Twain

A politician will do anything to keep his job -- even become a patriot. - William R. Hearst

Our government has kept us in a perpetual state of fear - in a continuous stampede of patriotic fervour - with the cry of grave national emergency. Always, there has been some terrible evil at home, or some monstrous foreign power that was going to gobble us up if we did not blindly rally behind it. - General Douglas MacArthur

If ever a time should come when vain and aspiring men shall possess the highest seats in Government, our country will stand in need of its experienced patriots to prevent its ruin. - Samuel Adams

Abuses of Patriotism

Patriotism is the last refuge of the scoundrel. - Samuel Johnson

When fascism comes to America, it will be wrapped in the flag and carrying the cross. - Sinclair Lewis

When a whole nation is roaring Patriotism at the top of its voice, I am fain to explore the cleanness of its hands and the purity of its heart. - Ralph Waldo Emerson

One of the great attractions of patriotism -- it fulfills our worst wishes. In the person of our nation we are able, vicariously, to bully and cheat, with a feeling that we are profoundly virtuous. - Aldous Huxley

Patriotism and War

If you can't get them to salute when they should salute and wear the clothes you tell them to wear, how are you going to get them to die for their country? - General George Patton

I only regret that I have but one life to give for my country. - Nathan Hale

Patriots always talk of dying for their country, but never of killing for their country - Bertrand Russell

Patriotism is a kind of religion; it is the egg from which wars are hatched. - Guy de Maupassant

A citizen of America will cross the ocean to fight for democracy, but won't cross the street to vote in a national election. - Bill Vaughan

The nationalist not only does not disapprove of atrocities committed by his own side, but he has a remarkable capacity for not even hearing about them. - George Orwell

During war, hatred becomes quite respectable, even though it has to masquerade often under the guise of patriotism. - Howard Thurman

If I had to choose between betraying my country and betraying my friend, I hope I should have the guts to betray my country. - E. M. Forster

Patriotism is the willingness to kill and be killed for trivial reasons. - Bertrand Russell

Heroism on command, senseless violence, and all the loathsome nonsense that goes by the name of patriotism - how passionately I hate them! - Albert Einstein

Beware of the leader who strikes the war drum in order to transfer the citizens into patriotic glow. Patriotism is indeed a double-sided sword. It makes the blood so boldly, like it constricts the intellect. If the striking of the war drum reached a height and the blood is cooking and hating, and the intellect is dismissed, the leader doesn't need to reject the citizens' rights. The citizens, caught by anxiety and blinded through patriotism, will subordinate all their rights to the leader and this even with happy courage. Why do I know that? I know it, because this is what I did. - Julius Caesar

If America is destroyed, it may be by Americans who salute the flag, sing the national anthem, march in patriotic parades, cheer Fourth of July speakers - normally good Americans, but Americans who fail to comprehend what is required to keep our country strong and free, Americans who have been lulled away into a false security. - Ezra Taft Benson

Patriotism and Nationalism

Patriotism is when love of your own people comes first; nationalism, when hate for people other than your own comes first. - Charles de Gaulle

Nationalism is an infantile disease. It is the measles of mankind. - Albert Einstein

Patriotism varies, from a noble devotion to a moral lunacy. - W. R. Inge

Patriotism is often an arbitrary veneration of real estate above principles. - George Nathan

Patriotism is just loyalty to friends, people, families. - Robert Santos

You'll never have a quiet world till you knock the patriotism out of the human race. - George Bernard Shaw

True patriotism hates injustice in its own land more than anywhere else. - Clarence Darrow

Patriotism is proud of a country's virtues and eager to correct its deficiencies; it also acknowledges the legitimate patriotism of other countries, with their own specific virtues. The pride of *nationalism*, however, trumpets its country's virtues and denies its deficiencies, while it is contemptuous toward the virtues of other countries. It wants to be, and proclaims itself to be, "the greatest," but greatness is not required of a country; only goodness is. - Sydney Harris

Planetary Patriotism

Our true nationality is mankind. - H.G. Wells

My affections were first for my own country, then, generally, for all mankind. - Thomas Jefferson

The love of one's country is a splendid thing. But why should love stop at the border? - Pablo Casals

God has given you your country as cradle, and humanity as mother; you cannot rightly love your brethren of the cradle if you love not the common mother. - Giuseppe Mazzini

Sample Websites for Quotes on Patriotism

www.wisdomquotes.com/cat_patriotism.html
www.quotationspage.com/subjects/patriotism/
[www.quoteworld.org/categories/patriotism](http://www quoteworld.org/categories/patriotism)
www.quotedb.com/categories/patriotism
www.planetaryexploration.net/patriot/



NICE Service Learning: English in the Community

by Alice Wahl Lachman (University of Hawaii at Manoa)



Introduction

More than 50 years ago, Martin Luther King urged, “*Everyone can be great because everyone can serve.*” His call was for humanity to celebrate its potential by reaching out to others in need. At the University of Hawaii Manoa Outreach College, the *English for Conversational Purposes* program (ECP) at NICE (*New Intensive Courses in English*) has been realizing MLK’s challenge for almost two years through its service learning skills class. Along with accuracy and fluency classes, international students representing multiple cultures have learned about American culture from the inside out and shared their own cultures with the Oahu community. By using their English skills in an authentic way in the community, students have learned through service. They continue to make a difference and through their contribution begin to understand local and national social, economic, and environmental challenges.

Community Service Activities

This integrated skills class of students with lower and upper level English ability has five main branches: (a) individual volunteer sites (b) group volunteer events (c) classroom speakers from local non-profit organizations (d) integration through reflection and presentation, and (e) on-line research and dialogue with other service learners locally, nationally, and internationally. Students volunteer a minimum of 2 hours each week at a site related to their interests. For example, one computer teacher from Japan studying English for 6 months at NICE volunteered at a local high school technology center. Other students volunteered weekly at the Senior Day Care Center or at a Child Care Center. In addition to individual sites, students work with native speaker groups or special events. Examples include feeding the homeless in Waikiki, organizing an origami project at the Kapiolani Women’s and Children’s Hospital, helping out with the June Jones Foundation Run for HUGS, preparing food with the Salvation Army Thanksgiving for the needy, reading stories at the Boys and Girls Club, planting trees for the Hawaiian garden at a local elementary school, helping with the Honolulu *keiki* triathlon and the Honolulu marathon, assisting US student volunteers at the Ronald McDonald House, and guiding people on the Honolulu City Lights Trolley – a fundraising event for the Hawaii Foodbank.

In class, we have welcomed speakers from non-profit agencies such as the Red Cross, Ronald McDonald, Habitat for Humanity, Outdoor Circle, PACT, HUGS, Special Olympics, Alzheimer’s Association, Aloha United Way, the Domestic Violence Hotline in Japan and Hawaii Foodbank. Students improve their listening comprehension and speaking fluency by taking notes, asking questions and sharing their cultural perspectives.

Reflection, Sharing and Research

Another important component of the class is student reflection. Students share in writing and in conversation what they did that week, how they feel, what questions they have, and what cultural insights they gleaned. They also review films such as *Pursuit of Happiness* or *Pay It Forward* to reflect on their experiences. Students have also participated at service learning conferences at Kamahameha, Punahou School and the University of Hawaii. By telling others of their service, they see themselves in a bigger community of learners and volunteers. Some moments are unforgettable. At a service learning conference at Kamahameha, students got to meet Julie Chavez, daughter of Cesar Chavez who was the conference speaker.

A final component is online research and dialogue. Students are now linking up with other college students doing service learning to create a dialogue that will go beyond the class and Hawaii. We are bridging with programs on the mainland and abroad too. Students also research local and international NGOs (*Doctors Without Borders, the Peace Corps, Habitat for Humanity, Second Harvest...*) and present to the class what they learn.

NICE students have volunteered more than 1,000 hours of service this past year alone. Students have engaged with all kinds of people from Oahu, shared their cultures, and used their English in an authentic way. By giving to the local community, our students have demonstrated MLK’s concept of being “great.” In addition, they have been given an exciting opportunity for leadership, empowerment through contribution, cross-cultural insight and language development.

Alice Wahl Lachman has taught ESL and EFL in the US, Africa, the Middle East, Japan, and Brazil.

Alice Wahl Lachman

University of Hawaii at Manoa (NICE Program)

E-mail: <alachman@hawaii.edu>

NEWS AND INFORMATION

Global Ed in New Zealand

<www.globaled.org.nz>



This *Global Education Centre* provides information about global education in New Zealand. Check out their global issue magazines, media, teaching resources, school programs and youth network.

TOPICS Online Magazine

< www.topics-mag>



TOPICS is an on-line magazine which gives English learners the chance to share their ideas, experiences and concerns about cultural differences, international understanding and global issues.

Palestine EFL Association

<http://pelta-palestine.blogspot.com>



PELTA (the *Palestinian English Language Teachers Association*) is a new organization for EFL teachers in the West Bank and Gaza. Check out their website or contact them to lend support.

Global Issues

<www.globalissues.org>



Global Issues is a great website about current world problems. Check out its 500+ articles on topics 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 global education website which features an educator's zone, free teaching units, "60-second" tours of global issues and a special *Fast Facts, Quick Action* section.

New Internationalist

< www.newint.org >



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

Soldiers of Peace

www.soldiersofpeacemovie.com



Soldiers of Peace is a new movie, narrated by UN peace ambassador Michael Douglas, with inspiring stories from 14 nations about working for peace. Buy the DVD!

U.N. Cyber School Bus

www.un.org/Pubs/CyberSchoolBus/



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

Oxfam Education

www.oxfam.org.uk/education/



Oxfam Education is a great global education website for teachers and students with info, news and resources on world issues and global citizenship.

Global Issues in English

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



Global Issues in English is an EFL website created by GILE Membership Chair Tim Grose. It provides a complete on-line EFL textbook on global issue themes.

World Wise Schools

<www.peacecorps.gov/wws/>



World Wise Schools is a great website set up by the US Peace Corps about world cultures and global issues. It features inspiring stories, resources & lesson plans.

Global Issues Literature

www.rinkl.net/wiki/tiki-index.php



Global Issues Literature is a Wiki run by ex-GILE Membership Chair Lori Rink. It has an annotated list of EFL fiction readers on global issue topics.

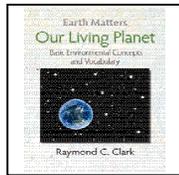


LANGUAGE TEXTBOOKS ON GLOBAL THEMES

Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.

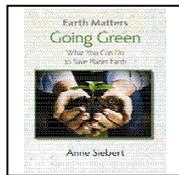


- (1) **"Earth Matters Series"** – R. Clark & A. Siebert (2009) (3 books: US \$29 each for text and CD)
 Pro Lingua Associates, PO Box 1348 Brattleboro, Vermont 05302 USA
 E-mail: info@prolinguaassociates.com Web: www.prolinguaassociates.com



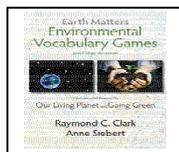
Our Living Planet: Basic Environmental Concepts (by Raymond C. Clark)

This ESL book's 10 units deal with topics such as *the solar system, Planet Earth, rocks and dirt, air, weather and climate, seas and oceans, rivers and lakes, the biosphere, plants and animals* as well as *human impact on the environment*.



Going Green: What You Can Do To Save Planet Earth (by Anne Siebert)

This ESL book's 10 units cover topics such as *saving electricity, recycling paper, clean water, reducing trash, fresh air, car use, bottled water, planting trees, buying locally* and *becoming an eco-hero*.



Environmental Vocabulary Games (by Raymond C. Clark & Anne Siebert)

This teacher resource, designed for the two books above, contains language learning cards, games and activities on the environment including *phrase matching, word matching, bingo, line-up, crosswords, verb cards* and *quiz cards*.

- this illustrated series has been designed for low intermediate ESL learners
- the two main texts contain photos, readings, vocab, comprehension questions, listening, dictation and writing tasks. A third text provides games and activities.

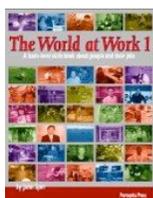
- (2) **"Acapulco Vacation"** by J. Harmer, D. Maybin, K. Tatsukawa (2009: ¥1900) (with listening CD)
 Nan'undo Press, 361 Yamabuki-cho, Shinjuku, Tokyo 162-0801 Tel: 03-3268-2311
 Fax: 03-3269-2486 E-mail: nanundo@post.email.ne.jp Web: www.nanun-do.co.jp



This 86-page EFL text for intermediate learners aims to improve listening comprehension skills by means of an exciting radio drama on an environmental theme. The book's 11 units follow the fictional story of two women journalists on holiday in Acapulco who get involved in an Erin Brockovich-style detective case concerning the dumping of toxic waste at sea. Each 6-page unit includes a vocabulary preview, cultural note, key expressions, listening comprehension check, dictation, episode summary and a section to predict what happens next.

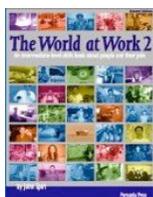
- (3) **"The World at Work"** by John Spiri (2 books with CDs) <<http://spiriatwork.net/books.htm>>
 Perceptia Press (Nagoya, Japan) <info@perceptiapress.com> <www.perceptiapress.com>

(a) **"The World At Work 1"** Basic (2008) 9-784939-130878 (¥2,100)



This basic level EFL text aims to improve students' English skills in listening, speaking, reading and writing while promoting career awareness about the world of work. The book's 15 units feature interviews for 15 careers including farmer, photographer, firefighter, teacher, nurse, taxi driver and zoo staff from countries such as Japan, Laos, Vietnam, Thailand and the USA. Each 4-page unit contains vocab, listening tasks, speaking topics, a reading text and writing activities.

(b) **"The World At Work 2"** Intermediate (2008) 9-784939-130861 (¥2,100)



This intermediate-level text contains 15 units of 2 career interviews each, for a total of 30 job profiles. Careers dealt with include doctor, professor, counsellor, journalist, woodcarver, model, temple abbot, freeter, advertising executive, musician, foreign laborer and NGO staff. Countries represented include Japan, Cambodia, Malaysia, Korea and the US. Each 6-page unit contains vocabulary prep, listening tasks, speaking topics, two readings plus additional activities.



NEW GLOBAL ISSUES BOOK SERIES

Here, we present two new series on global themes: one on teenagers around the world and one about key issues linked to globalization.



GLOBAL CONNECTIONS

(2008 Edition)

<www.compasspointbooks.com>

This glossy new illustrated book series for young people profiles the lives, interests, hobbies and concerns of typical teenagers from 30 different countries around the world.



- Teens in Argentina (D. Smith)
- Teens in Australia (B. Haugen)
- Teens in Brazil (C. Jones)
- Teens in Canada (K. Shea)
- Teens in China (B. Haugen)
- Teens in Cuba (K. Conyers)
- Teens in Egypt (B. Somerville)
- Teens in England (E. Willingham)
- Teens in Finland (J. Skog)
- Teens in France (N. Kranz)
- Teens in Ghana (M. Weatherley)
- Teens in Greece (N. Musolf)
- Teens in India (L. Shores)
- Teens in Iran (D. Seidman)
- Teens in Israel (M. Burgan)
- Teens in Japan (S. Donovan)
- Teens in Kenya (R. Cantwell)
- Teens in Mexico (B. Baumgart)
- Teens in Morocco (S. Donovan)
- Teens in Nepal (N. Yackley)
- Teens in Nigeria (P. Dell)
- Teens in Pakistan (J. Bedell)
- Teens in Peru (S. Donovan)
- Teens in Russia (J. Smith)
- Teens in Saudi Arabia (D. Seidman)
- Teens in South Korea (S. Donovan)
- Teens in Spain (J. Skog)
- Teens in Thailand (S. Donovan)
- Teens in the Philippines (J. Skog)
- Teens in the USA (K. Shea)
- Teens in Turkey (A. Lilly)
- Teens in Venezuela (C. Jones)
- Teens in Vietnam (G. Nicolai)

GLOBAL VILLAGE SERIES

(www.evansbooks.co.uk)

Travel and Tourism

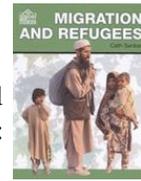
by Carol Inskipp (2008) \$32



This book discusses issues such as: What impact does tourism have on local peoples and cultures? Does tourism increase international understanding?

Migration and Refugees

by Cath Senker (2008) \$32



This book looks at problems faced by migrants and refugees and asks: Should rich nations help refugees? Would legalization help stop people trafficking?

Food and Farming

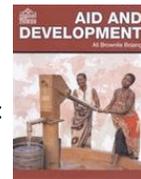
by John Baines (2008) \$32



This book looks at food issues and asks: Does free trade increase food security? Do multinationals have *too much power? Are we aware of what we eat?*

Aid and Development

by Ali Bojang (2008) \$32



This books looks at aid and asks: Does foreign aid really meet the needs of local people? How can aid be sustainable? Is debt cancellation good?

Natural Resources

by Sally Morgan (2008) \$32



This focuses on natural resources and asks: Who owns the world's resources? How can we try to best *manage these? Which resources are renewable?*

Trade

by Rob Bowden (2008) \$32



This book looks at issues of world trade and asks: How can small local shops compete with global corporations? What is fair trade? Does the WTO (World Trade Organization) promote inequality?



GLOBAL EDUCATION MATERIALS FOR PURCHASE



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

DVD on "A Culture of Peace"

Learn how to promote peace and conflict resolution in your class using ideas developed at the US Institute of Peace. ¥1000 / \$10

Book: "I Love Korea"

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

Book "The World Around Us"

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

Global Perspectives (JACET)

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

Fair Trade Goods

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

* www.peopletree.co.jp

* www.worldfairtradeday09.org/

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 material

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 31	World No Tobacco Day ¹	July 11	World Population Day ⁵
June 5	World Environment Day ²	Aug 6 / 9	Hiroshima Day / Nagasaki Day ⁶
June 20	World Refugee Day ³	Aug 9	World Indigenous Peoples Day ⁷
June 26	International Day against Drugs ⁴	Aug 15	Anniversary of the End of WWII ⁸

1 No Tobacco Day	< www.who.int/tobacco/wntd/ >	< www.tobaccofacts.org >	< www.anti-smoke-jp.com >	
2 World Environment	< www.unep.org/wed >	< www.environment-agency.gov.uk/wed/ >	< wikipedia >	
3 Refugees	< www.unhcr.org >	< www.unrefugees.org >	< www.japanforunhcr.org >	
4 Drugs	< www.unodc.org >	< www.theantidrug.com >	< www.dapc.or.jp >	< wikipedia >
5 World Population	< www.populationconnection.org >	< www.unfpa.org/wpd/ >	< wikipedia >	
6 Hiroshima/Nagasaki	< www.pcf.city.hiroshima.jp >	< www.dannen.com/hiroshima_links.html >	< wikipedia >	
7 Indigenous	< www.un.org/depts/dhl/indigenous/ >	< www.acn.net.au/articles/indigenous/peoples/ >	< YouTube >	
8 WWII	< www.spartacus.schoolnet.co.uk/2WW.htm >	< wikipedia >	< www.besthistorysites.net/WWII.shtml >	
* More dates: < www.countmeincalendar.info > < www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html >				

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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

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