

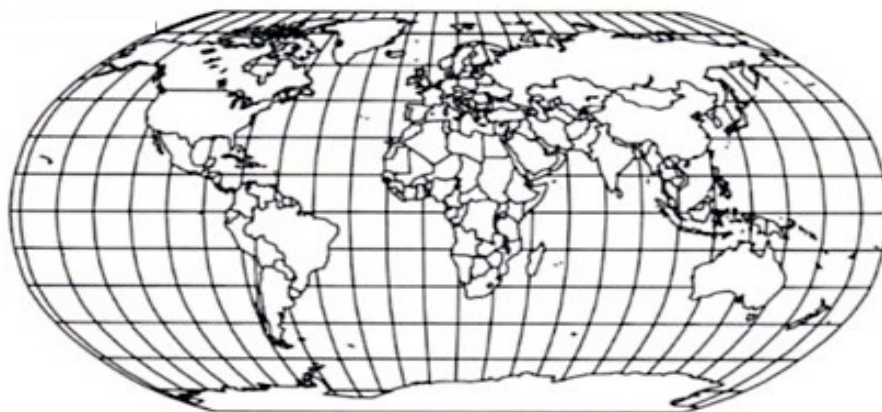
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

92nd

Issue

celebrating 92
issues and 24
years in print
since 1990



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

NEWSLETTER #92

Our summer newsletter for 2014 brings together a wide variety of articles on global issue themes: (1) a set of resources and strategies prepared by Tim Grose to help language educators teach about the UN *Millennium Development Goals*, (2) an EFL classroom lesson designed by Anthony Torbert to raise awareness of gemstones and conflict diamonds, and (3) an article by Carol Begg about teaching for global citizenship by combining global education with multiliteracies. Conference news includes reports on this spring's 2014 IATEFL congress in Harrogate, England (April) and the annual Pan-SIG conference in Kyushu, Japan (May). We also feature a special section of teaching activities and resources to mark the 100th anniversary of the outbreak of World War I plus a round-up of all the latest global education news and events.

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

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

Peace as a Global Language (PGL)

Dec. 6 - 7, 2014 Kobe Gakuin University

< <http://pgljapan.org/> >

This fall's annual *Peace as a Global Language* conference will be held December 6 - 7, 2014 at Kobe Gakuin University. PGL 2014 will bring together educators, academics, activists and NGOs for a stimulating weekend of talks, events and presentations on peace and peace education. Please plan to attend. Do submit a proposal!

- **Call for Papers** Deadline: October 13, 2014

Peace Education Workshop 2014

THEME: Peace Begins in the Classroom

August 28, 2014 Hiroshima, Japan

<<http://gcpej.jimdo.com/cipe/hiroshima/11e/>>

A special evening workshop featuring practical peace education activities for the classroom will be held on August 28 (Thursday) from 6:00 – 8:30 pm at Hiroshima City Machizukuri Shimin Koryu Plaza (Seminar Room A). Admission is free. For more details, go to the website above.



One World Week (OWW)

Oct. 19 - 26, 2014

< www.oneworldweek.org >

One World Week is an annual UK-based global education event which aims to promote social justice, global awareness and action for change. This year's theme is *Living Differently: Breaking Chains, Making Change*. OWW invites teachers, schools and communities worldwide to hold their own events. Their website has:

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

Start planning now for an event at your school!

GLOBAL FESTA 2014

(International Cooperation Festival)

October 4 - 5, 2014 Hibiya Park, Tokyo

< www.gfjapan.com >

< <https://ja-jp.facebook.com/globalfesta2014> >

Global Festa 2014 will be held on Oct. 4 – 5 in Tokyo. This is Japan's largest gathering of global issue NGOs. The 2-day event features displays by over 200 groups (*Save the Children, Amnesty International, UNICEF, Doctors w/o Borders...*) plus concerts, workshops and ethnic cuisine. Check out their website above (Japanese). Don't miss this special event! Bring your students!!

JALT Environmental Committee

Chair: Brent Simmonds

<brentoldchap@hotmail.com>

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

CONFERENCES NEWS

- **8th Annual Conference: Museums for Peace**
September 19–22, 2014 Seoul (Korea)
Website: <www.inmp.net>
- **Gender, Peace, Education and Development**
November 29 – 30, 2014 Bijnor (India)
Proposals: Oct. 25 <www.vivekcollege.org>

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

GILE SIG Website

www.gilesig.org



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

GILE on Facebook

www.facebook.com/gilesig.org



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

GILE on Twitter

<https://twitter.com/gilesigjp>



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

JALT GLOBAL ISSUES SIG OFFICERS FOR 2014

Here are the 2014 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

ADMINISTRATIVE OFFICERS

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SIG Facebook & Twitter:

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

EFL Books Requested for Teachers in Haiti

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

"Book Aid" South Africa Library Project

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

Vietnam Book Donation Project

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

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



EFL Teachers Wanted for Thai Conflict Zone

Thailand's Ministry of Education has begun a new recruitment drive to hire foreign teachers of English for its three southern border provinces – Narathiwat, Pattani and Yala – as part of its preparations for full entry to ASEAN in the year 2015. The government job announcement made no mention of the violent insurgency by Muslim groups in the region, where teachers are regularly killed on their way to work. Five teachers were killed in Narathiwat in December 2012. Three soldiers providing security to local teachers were killed by a roadside bomb just this past October in Yala. A number of expat EFL teachers in Thailand have expressed concern about the recruitment drive.

“Thai Drive Danger” in *EL Gazette* #412 May 2014, UK. www.elgazette.com

EFL World Record Charity Attempt

EFL publishing company *Macmillan Education* hosted a special English tea party which aimed to set a new Guinness Book record at this spring's 2014 IATEFL English teaching conference in Harrogate, England. The record attempt, part of Macmillan's *Life Skills* campaign, brought together over 150 teachers from countries such as the UK, China, Brazil and Malaysia to set a new world record for “Most People Spreading Jam and Cream on Scones”. Macmillan's *Life Skills* campaign aims to raise awareness of the need to close the skills gap in order for learners – young and old – to get the best chance of succeeding at work, in higher education and in life. The scone challenge, together with Macmillan's annual IATEFL conference party proceeds, helped to raise £2,000 for skills and educational charities.

“IATEFL's Tasty Spread” in *EL Gazette* #413 June 2014, UK. www.elgazette.com

Michelle Obama Joins EFL Class in China

As part of her March 2014 trip to China, US First Lady Michelle Obama observed an English language class at Chengdu #7 High School in Sichuan province. Obama took part in an EFL dialog during the class, then followed up with a Question & Answer session in which she answered questions put to her by Chinese students in English.

“Class of Her Own” in *EL Gazette* #412 May 2014, UK. www.elgazette.com

Empowerment via English for Arab Women

The Union for the Mediterranean has launched a program entitled *Skills for Success: Employability Skills for Women*. According to partner *Amideast*, the program will start in Morocco and Jordan, then expand to Tunisia, Egypt and Lebanon, providing 6 months of training to 90 women in each country.

“English for Employability in the Med” in *EL Gazette* #412 May 2014, UK. www.elgazette.com

Romance Novel by EFL Prof Banned in Qatar

A romance novel written by an English professor in Qatar was banned this March. The author, Mohana-lakshmi Rajakumar, speculated that her book, *Love Comes Later*, may have been banned because it portrayed a single kiss. Her agent told her it was banned because it featured “Qatar and the Qataris”.

“Qatar Bans Romantic Novel” in *EL Gazette* #412 May 2014, UK. www.elgazette.com

US Sanctions Eased on Exchanges with Iran

The U.S. has announced an easing of sanctions on Iran. US and Iranian universities can now engage in student exchanges and academic agreements while US testers can travel to Iran to administer English exams such as TOEIC and TOEFL. Iranian students may also now take part in Moocs (massive open online courses) run by US institutions.

“Exchanges On as US Relaxes Iran Sanctions” *EL Gazette* #412 May 2014, UK. www.elgazette.com

Saudi EFL Student Murdered in England

A Saudi Arabian student at the University of Essex was murdered in June. Nahid Almanea was on her way to class when she was stabbed to death. She was wearing a Muslim robe and headscarf. The university said that she was a hard-working, conscientious student enrolled in its English Language Program. Police are investigating the possibility that this was a hate crime.

“Colchester Murder: Saudi Arabian Student Stabbed” *BBC News* June 19, 2014 www.bbc.com

WANTED - CONTRIBUTIONS!

- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource you recommend?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!



Japan Association of
College English Teachers

JACET 2014 National Conference
*Fostering English Communicative
Competence for Peace and Friendship*

August 28 – 30, 2014 Hiroshima (Japan)
www.jacet.org/2014convention/index.html

The 53rd annual conference of JACET (the *Japan Association of College English Teachers*) will be held on the weekend of August 28–30, 2014 in Hiroshima, Japan. The theme for this year is *English for Peace and Friendship* with a focus on what college English teachers can do to contribute to peace and international understanding.

Key Internet Websites on Global Issues and Language Teaching



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

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

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

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



JALT 2014 National Conference

Nov. 21 – 24, 2014 Tsukuba, Japan
<<http://jalt.org/conference/jalt2014>>

The 40th annual JALT conference will be held November 21–24, 2014 in Tsukuba (near Tokyo) on the theme of *Conversations Across Borders*. Plenary speakers include Claire Kramsch, Bill Harley, Thomas Farrell and Kimie Takahashi.



Teachers of English to Speakers of Other Languages

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

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

TESOL 2015 CONFERENCE (next spring)

Next year's TESOL 2015 conference will be next from March 25–28 in the city of Toronto, Canada on the theme: *Crossing Borders: Building Bridges*

Social Responsibility Interest Section (SR-IS)

TESOL's *Social Responsibility IS* invites teachers worldwide to join. If you're a TESOL member, be sure to make this your primary interest section.

SR-IS: Anne Marie Foerster Luu (USA)
<foerstea@gmail.com>



PAC Pan-Asian Conference

Jan. 29–31, 2015 Bangkok
<www.thailandtesol.org>

The 2015 *Pan Asian Conference* (PAC) will be held January 29–31, 2015 in Bangkok, Thailand on the theme *English Education in Asia*. This will include the 13th Asian Youth Forum (AYF 13). The Call for Proposals is at the website above.

- **Submission Deadline:** October 15, 2014



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

Darwin College, Univ. of Kent, UK

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

IATEFL 2015 CONFERENCE

IATEFL's next conference will be held April 11–14 in Manchester, UK. Plan to submit a proposal!

- **Submission Deadline:** September 18, 2014

Global Issues SIG <<http://gisig.iatefl.org>>

IATEFL's GI-SIG runs a great site with loads of global education teaching ideas, resources and activities. Check out their list of e-lessons!

Shin Ei-Ken National Conference

August 2 – 4, 2014 Doshisha JHS, Kyoto
<www.shin-eiken.com>

Shin Ei-Ken, Japan's high school EFL association, will hold its national conference on August 2 – 4 at Doshisha Jr. High School in Kyoto on the theme: *Promoting the Joy of Language Learning and a Future of Peace*. For details, see their website above (in Japanese).

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

Non-JALT Japan: ¥2,000 / Overseas: US \$15

The 2014 conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from April 2 – 5 in Harrogate, England. This is one of the largest EFL conferences in the world featuring 500 sessions attended by over 2,000 teachers from 100 countries. Below is a selection of conference presentations on global themes.



GLOBAL ISSUES SIG PRE-EVENT

IATEFL's *Global Issues* SIG held a 1-day pre-conference event on the theme *More Than a Game: Socially Conscious Simulations and Role Plays*. This included the following sessions:

From Role Play to Real Action

This session described innovative ways in which English teachers can use role play to stimulate language learning and action in the real world. Luke Prodromou (Greece) <lukep@otenet.gr>

Third World Farmer and Other Video Games

This talk described the power of video games for teaching about global issues such as poverty using *Third World Farmer* <www.3rdworldfarmer.com>. Kyle Mawer (UK) <kylemawer@yahoo.com>

Star Power: A Critical Simulation

In this session, participants experienced Star Power, a simulation about the abuse of power, and discussed its potential for EFL. Lindsay Clandfield (Spain) <www.theconsultants-e.com>

GI – SIG TRACK DAY

Global Issues Forum: Is Teaching a Political Act?

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

Can Global Issues Provide Authenticity in ELT?

This talk discussed how teaching about key social and global issues can increase student motivation and make EFL classes more relevant to their lives. Ken Wilson (UK) <kenwrite@btinternet.com>

Global Education Meets Visual Literacy

This talk discussed the need for language teachers to promote critical visual literacy in their classes to help students cope with the flow of global images on-line. Thorsten Merse <thorstenmerse@gmx.de>

Widening Horizons with Youtube

This talk showed how Youtube video clips on global issue themes can inspire and motivate students while encouraging reflection and meaningful interaction. Margit Szesztay <margit.szesztay@gmail.com>

The Pedagogical and Social Potential of Stories

This talk described how stories from the *Helbling Young Readers* series work to promote values such as friendship, solidarity, tolerance and peace. Rick Sampedro <educhange@hotmail.com>

Eco-Conscious ESL: Reducing Our Footprint

This talk discussed ways that teachers can reduce their carbon footprint via classroom approaches and techniques which reduce waste and save resources. Barbara James <b.james@keele.ac.uk>

PLENARY TALKS

English and Economic Development

This talk discussed questions such as *Does English bring economic benefits to people and nations that invest in it? Or is EFL a new kind of linguistic imperialism?* David Graddol (UK) <wikipedia>

An Ecological Perspective on Curriculum

This argued that, instead of pressuring teachers and students to produce quick results, we need an ecological approach focused on learner growth and development. Kathleen Graves (U. of Michigan)

The Future of Learning

This outlined how the internet is bringing changes to schools worldwide from Indian slums to US schools. Sugata Mitra <sugata.mitra@ncl.ac.uk>

LMCS SIG EVENT <<http://lmcs.iatefl.org>>

The *Literature, Media & Cultural Studies* SIG held a 1-day pre-conference event on *The Pity of War: An Exploration of WW I in Text, Film and Song*.

INDIVIDUAL PRESENTATIONS

English Medium Instruction: Cure or Curse?

This panel discussed the spread of English instruction in nations like Italy, Indonesia and Rwanda and asked “Who are the winners and losers?” John Knagg <John.Knagg@britishcouncil.org>

Using Newspapers in the Classroom

This demonstrated how to use newspapers in EFL classes to promote reading and language skills. M. Ali Isa (USA) <drmmohammedabbas@gmail.com>

Student Storytellers: Retelling a Tale

This discussed how mental images and story-mapping enable students to imagine, remember and retell stories from around the world. David Heathfield (UK) <david@davidheathfield.co.uk>

Told Poems Interviews for Peace Building

This presentation introduced *Told Poems*, a poetry interview technique that helps students to learn and practice intercultural and peace-building skills. Leslie Turpin (SIT, USA) <leslie.turpin@sit.edu>

Kickstarter and ELT Publishing

This session described the presenter's experience of using the crowd-funding platform *Kickstarter* to fund a series of easy English ebooks. Marcos Benevides (Japan) <marcosb@obirin.ac.jp>

Putting the Human Centre Stage

This argued that moving the focus in classrooms from person-to-screen to person-to-person interaction ensures more meaningful communication. Mark Almond <mark.almond@canterbury.ac.uk>

Environmental Issues for Skill Development

This session described the development of a theme-based lecture course on environmental issues aimed at improving presentation skills. Evelyn Naoumi (Japan) <evelynkk@meiji.ac.jp>

Skills for Creating Analytical Critical Thinkers

This talk showed how to develop students' critical thinking skills through research on discrimination, harassment, poverty, politics and other social issues. Inas Kotby (USA) <kotbyi@hotmail.com>

Thoughts on Inclusive Education... and You!

This discussed how to create inclusive EFL classrooms that help learners with autism, ADHD, dyslexia and Down syndrome. Luciana Fluza (Rizvi Intl School) <luciana.fluza@hotmail.com>

Empowering Student Leadership

This talk urged teachers to include transformative leadership in class using Model United Nations and citizen engagement activities. Ibrahim Khalil (Lebanon) <simon.shephard@lb.britishcouncil.org>

English as a Lingua Franca: How to Teach It?

This talk described ways to teach English, our modern lingua franca where 80% of global English encounters take place between non-native speakers. Rudi Camerer <R.Camerer@elc-consult.com>

LearnEnglish Teens: A Global On-line Website

This talk introduced *LearnEnglish Teens*, a global EFL website which allows teens to communicate in English with their peers round the world. Joanna Budden (Spain) <jobudden@britishcouncil.es>

Critical and Creative Thinking for Exam Prep

This workshop explored classroom activities that develop critical and creative thinking skills aimed at improving students' performances in exams. John Hughes (UK) <john@hugheselt.com>

Project Work for Intercultural Competence

This session introduced engaging project ideas and activities that promote cross-cultural competence via interaction with local host communities. Conleth Buckley (UK) <conlethb@yahoo.com>

Critical Incidents in Language Teachers' Lives

This presentation asked teachers to recall and analyze critical incidents – key moments and experiences – that have impacted their careers. Barbara Roosken (NL) <b.roosken@fontys.nl>

Sustainable Peacekeeping English in Africa

This session described the design of a sustainable *Peacekeeping English Program* (PEP) which was set up in Senegal, West Africa. Michael Cartwright (British Council) <mickcsan@hotmail.com>

From Being a Teacher to Being a Role Model

This talk argued that teachers need to become mentors and role models for students by creating harmonious classrooms of mutual respect. Teresa Gomes <terecristina.carvalho52@gmail.com>

A Guide to Pseudo-Science in ELT

This talk argued for a critical view of ELT fads (neuro-linguistic programming, learning styles, multiple intelligences) which have little scientific credibility. Russell Mayne <rm190@le.ac.uk>

Stop-and-Go Simulations for Cultural Training

This talk discussed how stop-and-go stimulations allow trainers to zoom in and raise awareness of aspects of face-to-face cross-cultural encounters. Akos Gerold (Serbia) <gerold@eunet.rs>

Remembrance & Memorials: Cultural Memory

This session looked at how novels and films have contributed to national memory with a focus on the gap between war and how it's memorialized. Alan Pulverness (NILE) <alanpulverness@msn.com>

Encouraging Students to Go Abroad

This described how a university project with *Can Do* statements and a *Cultural Intelligence Questionnaire* raised student confidence to go overseas. Ellen Rana (Germany) <rana@hs-koblenz.de>

Helping EFL Learners To Confront Rudeness

This discussed how EFL teachers can help learners to respond in appropriate, effective ways when faced with rude or impolite behavior. Gerrard Mugford (Mexico) <g_mugford@yahoo.com>

How Far Should We Differentiate by Gender?

This discussed structural differences in men's and women's brains linked to focus, interaction and learning plus implications for teaching. Simon Brewster (Mex) <simon.brewster@tamf.org.mx>

The Role of Humor in the EFL Classroom

This discussed the role of humor in EFL, asked when humor does (or doesn't) work and listed the benefits of humor in teaching English. Mohamed El-Zamil (UAE) <zamil@aucegypt.edu>

Leading or Managing? Assertive or Aggressive?

This outlined skills needed by program directors, including how to give teachers critical feedback, praise and ownership of classroom issues. Oliver Beaumont <oliver.beaumont@regent.org.uk>

Nigerian War Literature and the EFL Class

This introduced ways of teaching vocabulary to African students through literary texts dealing with the Nigerian Civil War (1967-1970). Emmanuel Adeleke (Benin) <notepfectnow@yahoo.com>

Exploring Cultural Values in Film

This session described a project that encouraged students to reflect on cultural values found in film using clips from the movie *Mr. Baseball*. Scott Bean (KUFS, Japan) <scott_bean@yahoo.ac.uk>

Save Paper and Energy: Converting to Moodle

This talk showed teachers how to save time and energy by moving their existing lesson materials to Moodle, then improve them with multimedia. Jeff Stanford (UK) <jeffstanford@wordflair.com>

Bringing the Past to Life in the ELT Classroom

This presentation discussed how to stimulate classroom learning by designing lessons around historical events and themes from the past. Thomas Lloyd (UK) <thomas.lloyd@britishcouncil.org>

The Long Shadow of Latin

This session argued that ELT materials continue to perpetuate out-of-date terms and concepts from Latin grammar which no longer serve any useful purpose. J. Marks (UK) <jonathanmarks@wp.pl>

Transforming Internet Users to Digital Citizens

This presentation discussed how teachers can help language learners to use a range of digital and mobile technologies responsibly, ethically and safely. Sophia Mavridi <mav.sophia@gmail.com>

Low Proficiency: Political and Social Reasons

This talk gave an outline of the major political, socio-economic and cultural factors that often lie behind the low English proficiency of learners. Gloria Romero (Canada) <grome069@uottawa.ca>

I Speak Meme!

This talk argued that teachers need to become familiar with internet culture and its terms so they can understand what students mean by terms like *trolling* and *facepalming*. Nina Jeroncic (Slovenia)

Can Computers Really Rate Student Essays?

This talk discussed the potential of computer-automated EFL essay-scoring software in terms of reliability, validity, use, ethics and backwash. Peter Davidson (Zayed U) <peter.davidson@zu.ac.ae>

Moral and Emotional Education in EFL

This talk explored ways to integrate moral and emotional education into EFL so as to develop positive attitudes, respect and ethical values. Yulia Avsiukevich <avsiukevich@gmail.com>

Using Forensic Linguistics in ESL Classrooms

This talk argued that forensic linguistics is about more than profiling murderers and gave ideas for how to incorporate this into English classrooms. Essien Popoola <essien.popoola@gmail.com>

English TV Lessons for Palestinian Refugees

This described the design of English TV shows for Palestinian refugees using content such as games, songs, animation & video. Reda Thabet (UNHCR, Gaza) <faten.husari@ps.britishcouncil.org>

Cultural Awareness through Global Englishes

This discussed how introducing students to "global Englishes" from other countries via ads, street signs and shop signs raises cultural awareness. Chris Kennedy (UK) <C.J.Kennedy@bham.ac.uk>

21 Tips to be a 21st Century Teacher

This session introduced tips and activities to help teachers and students gain skills of communication, collaboration and critical thinking. Gabrielle Jones (Germany) <gabrielle@oconnortraining.de>

The Moving Image: A History of Video in ELT

This workshop traced how ELT video has evolved from BBC's *Follow Me* (1970s) to *Active Viewing* (1990s) to today's Youtube and into the future. Ben Goldstein (UK) <ben@bengoldstein.es>

How to Create Activities from Top 40 Songs

This talk described a unique flow-diagram recipe which can help English teachers create original classroom activities from current pop songs. Julie Bytheway (UK) <julie.bytheway@home.nl>

Using Football to Help Teachers Reach Goal

This talk described how the British Council and Premier League developed an EFL course "Goal!" that uses soccer to motivate youth. Paula Boyce (Brasil) <paula.boyce@britishcouncil.org.br>

Syrian Refugee Children in Lebanon

This talk discussed a joint British Council/Institut Francais project designed to help English and French teachers in Lebanon cope in the current crisis. Claire Ross <claire.ross.lb@gmail.com>

Using Creativity and Humanism in ELT

This reported on 2 research projects on the effect of using creativity and humanism in Korean EFL. Nam-Joon Kang <nohkang@hotmail.com>

Poster Presentations

Teaching Culture Strategies: Solving Conflicts

This discussed the problem of national stereotypes in FLT and outlined strategies to overcome these. V. Goncharova (Russia) <v-goncharova@yandex.ru>

Teaching English to Students at Risk

This described an evening EFL program that educates poor children who work in the daytime to survive. Md Asad Miah <mdasadmiah@yahoo.com>



IATEFL Global Awareness Quiz

This annual event had teams of teachers compete to see what they know of world affairs.



IATEFL Tribute Session

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



The Fair List UK Awards

This new event presented awards for excellence in gender balance among EFL plenary and keynote speakers <www.thefairlist.org>.

IATEFL 2014 ON-LINE

<<http://iatefl.britishcouncil.org/2014/>>

IATEFL 2014 was broadcast live to 50,000 English teachers from 150 countries. Conference sessions can be accessed at the site above.

2015 IATEFL CONFERENCE

April 11 - 14, 2015 Manchester, England

Next year's IATEFL conference will be April 11 - 14, 2015 in Manchester. The proposal deadline is September 18. Details at <www.iatefl.org>.

Shin-Eiken Association

<www.shin-eiken.com>

新英語教育研究会

Shin-Eiken is a dynamic high school English teachers group in Japan which promotes peace, global awareness, international understanding and humanistic education. Check its Japanese website, subscribe to its magazine or attend its regional events.

"Shin Eigo Kyoiku" (New English Classroom) Magazine

Sanyusha Press <www.sanyusha-shuppan.com>

Magazine Issue # 538 (June 2014)

- *Poem: Peace Begins With...* (Kayoko Saito)
- *Teaching the Movie "Billy Elliot"* (Kazuyoshi Ioyama)
- *CLIL Themes: Garbage and the Olympics* (Yoshihisa Matsuura)
- *Book Review: "What Is Hate Speech?"* (Kazushige Takeichi)

Magazine Issue # 539 (July 2014)

- *55 Years of Shin-Eiken: Teaching the Joys of Foreign Language Learning and Empowering Students to Build a Peaceful Future*
- *International Exchanges via Skype and Video* (Tatsuto Tagami)
- *Book Review: "I Am Malala"* (Michiko Muroi)



CALL FOR CONTRIBUTIONS!

Youth Messages for Peace

<http://peacecreators.jimdo.com/>

- **Deadline:** September 5, 2014
- **Info:** Ms. Atsuko Akamatsu
peacemessages555@gmail.com

- **INVITATION:** English peace messages are invited from all interested young people up to age 25. Teachers are invited to submit collections of English peace messages from their class or school.
- **THEME: *How Can We Create Peace Together?*** How can we go beyond thinking about peace only for "myself, my hometown, my country" and think how to create peace for everyone on the planet? Imagine a peaceful world for all and describe the steps needed to realize it. Share your ideas for peace!
- **ACTION:** In her speech to the United Nations, Pakistani teenager Malala Yousafzai said, "Our words can change the world." Expressing your ideas can help you to take action for peace and inspire others.
- **SUBMISSIONS:** *Messages for Peace* can be submitted as essays, poems, picture books, stories, songs, dances, plays, pictures, photos or other format. For full details, go to the website above.
- **EXHIBIT:** Messages will be exhibited at the 2014 *Internat'l Conference of Peace Museums* in Korea.
- **SPONSORS:** Global Campaign for Peace Education Japan, New English Teachers' Assoc., JEARN



Conference Report: Pan-SIG 2014 in Kyushu

May 10 - 11, 2014 at Miyazaki Municipal University, Japan
<http://pansig.org/2014/>



The Pan-SIG 2014 conference featured 27 JALT *Special Interest Groups* at a dynamic 2-day event on the theme of *Sustainability: Making Teaching and Learning Last*. Here's a small selection of sessions.

PLENARY TALKS

Betrayed Revitalization: The Role of Education

This described how the hopes of Tohoku disaster victims were betrayed and outlined what educators can do help revitalize disaster regions. Hideo Nakazawa (Chuo Univ) <www.nakazawa-lab.net>

Sustenance in Language Literature and Life

This criticized the marginalization of literature in EFL and argued that literary texts can engage, empower and enhance language learning. Paul Hullah (Meiji Gakuin U.) <www.wikipedia.org>



GLOBAL ISSUES SIG FORUM

Teaching Activities for Global Citizenship and Sustainability

Group Projects about Global Issues

This talk discussed an academic reading/writing course on "the future" which explored issues such as water, rice, stem cells and conservation. Jennifer Roloff (ICU) <shizsumofan@hotmail.com>

Discussion in a Content-Based English Class

This described teaching activities on Japan's self-sufficiency rate designed for a content-based EFL course on "Japan and Globalization". Yuko Sugiyama KUIS <sugiyama-y@kanda.kuis.ac.jp>

The EFL Classroom as a Window to the World

This discussed how EFL teachers can promote global citizenship by teaching about the world's peoples, countries & issues. Kip Cates (Tottori University)

PRESENTATIONS

Water and Japan's Environmental Impact

This introduced activities, materials and projects about water use and waste designed for a course on "Japan's Environmental Impact". Tamatha Roman (KUIS) <tamatharoman@gmail.com>

Family and Work: Destabilizing Topics

This talk discussed how to broaden the teaching of EFL topics such as "family" and "future plans / jobs" so as to include more diverse gender roles. Aaron Hahn (Fukuoka University)

Gender Awareness in the Classroom

This presentation described a number of EFL classroom resources which can be used to promote student interest in and awareness of gender issues. Fiona Creaser (University of Kitakyushu)

On-line Writing Studio

This session described how the *Colorado State University Writing Studio* enabled Japanese learners to join the global English community of student writers. Wendy Gough (Tokai University)

English for Tourism in Cambodia

This discussed a survey of the English abilities of shop staff and tour guides at Angkor Wat in Siem Reap. Jeffrey Morrow (Kumamoto Gakuen Univ.)

Crossing Borders: The Laos THT Program

This described how a *Teachers Helping Teachers* program sent teachers from Japan to assist EFL teachers in Laos. Chris Ruddenklau (Kinki Univ.)

Debate Activities and Games

This introduced fun classroom debate activities that practice persuading, refuting and decision making. Vivian Bussinguer (Kwansei Gakuin University)

Filmmaking for Intercultural Communication

This described how a documentary film-making course promoted intercultural communication skills among EFL students. Simeon Flowers (Tokai Univ.) <simeon.d.flowers@gmail.com>

Chuo University Sessions on Study Abroad

- *A Comparison of LGBT Activism and Media in Japan and Australia* (Nozomu Kawashima)
- *A Comparison of Refugee Resettlement in Japan and Australia* (Yumi So)
- *Comparing Repatriation of Ainu & Aboriginal Remains in Japan and Australia* (Sho Kodama)
- *Japanese Student Research of Australian NGOs* (Mike Nix) <mikenix1@tamacc.chuo-u.ac.jp>

Study Abroad Program Successes & Otherwise

This talk discussed the successes and failures of Hokusei University's 4-month compulsory study abroad program for 1st year students. John Maune (Hokusei Gakuen Univ.) <maune@hokusei.ac.jp>

Education for Sustainable Development in Kenya

This described how the presenters' trip to Kenya led to the development of EFL units on African NGOs and endangered species. Hitomi Sakamoto (Toyo Gakuen University) <hitomi27sf@yahoo.co.jp>

NGO Outreach: Beyond the Classroom

This discussed how JALT's *Learner Development* SIG engages EFL students with social issues via NGO activities. Colin Rundle (Soka University)

Critical Pedagogy & the Corporate Classroom

This talk discussed ways that humanistic teachers can confront corporate exploitation and a narrow academic focus on tests and grades. Paul Arenson (Nangoku Jiyu-jin) <paul@tokyoprogressive.org>

Tableaux Vivants for International Exchange

This described how word prompts for "tableaux vivants" poses promoted an exploration of cultural differences and common humanity. Joseph Dias (Aoyama Gakuin U.) <jodias@cl.aoyama.ac.jp>

Course Design and Global Ed: Kyoto Studies

This discussed how a "Kyoto Studies" course has evolved as a result of multicultural students and the Global 30 project. Paul Carty (Doshisha Univ.)

Respect Student Dignity: Speech, Drama, Debate

This showed how speech, drama and debate that feature respect for students build confidence and lg skills. David Kluge <klugenanzan@gmail.com>

Coastal Collaboration: Service learning in Iwate

This described how students in the US and Japan collaborated on a service learning project to help Tohoku disaster victims. Gregory King (Chubu U)

Describing Japanese Culture in English

This introduced activities to help Japanese learners discuss their culture in English, a skill needed for the 2020 Olympics. John Rucynski (Okayama U.)

Building a Globally Competent Workforce

This discussed survey results of Japanese students who studied in the US and expectations of Japanese corporate managers. Wayne Malcolm (Fukui University) <wamalcolm@gmail.com>

Crossing Borders, Changing You

This Pan-SIG presentation described how the *Contrast Culture Method* was used to promote increased cultural sensitivity among Japan EFL teachers going to Laos. Donna Fujimoto (Osaka Jogakuin University) <fujimotodonna@gmail.com>

Student Preference in Teacher Nationality

This presentation reported on the results of a survey of Japanese students which found no differences in the effectiveness ratings they gave to native and non-native teachers. Yoshie Shimai (Kyushu University) <angels123@grace.ocn.ne.jp>

Global Education at the Asian Youth Forum

This talk discussed how the *Asian Youth Forum* promotes English, global awareness and international understanding among Asian EFL students. Kip Cates (Tottori University) <kcates@rstu.jp>

Teacher Learning in Non-formal Ed. in Burma

This talk described a teacher education program in Yangon which moved from EFL to social literacy. Andrew Barfield <barfield.andy@gmail.com>

Reaching Out to Teachers and Learners

This talk described an AYF/BOLT program which took Japanese and Asian students to rural schools in the Philippines to teach English reading. Peter Wanner (Tohoku Univ.) <pjwfwk@gmail.com>

Content-Based Learning Course Design

This described how the principles of *Education for Sustainable Development* (ESD) were integrated in a course on the topic "forced migration". Andrew Barfield (Chuo U.) <barfield.andy@gmail.com>

Sustaining a Short Study Abroad Program

This discussed a study abroad program that took Japanese students to rural Australia. K. Masatsugu (Kwassui Womens Univ.) <karen@kwassui.ac.jp>

Techniques for Adapting Authentic Materials

This introduced materials from a course on US pop culture which promoted critical thinking of social issues. R. Werner <werner-r@kanda.kuis.ac.jp>

Community Sustainability and Lg. Learning

This described a fieldtrip to Chiiori to see how preserving rural life can revitalize local villages. Jane O'Halloran (Okayama Ridai High School)

Why Do We Need the Critical Thinking SIG?

This outlined the pros and cons of teaching critical thinking by *immersion* (implicitly) vs *infusion* (explicitly). David Gann (Tokyo Univ. of Science)

Why Don't Our Students Study Abroad?

This reported on a survey of 450 Japanese students which researched why they don't join study abroad programs. Mathew Porter (Hiroshima Bunkyo)

Pan-SIG 2014 Proceedings

Conference articles will be published in the 2014 Pan-SIG proceedings. For more information, contact Hugh Nicoll <pansig2014@gmail.com>

Message of Thanks !!

JALT's *Global Issues SIG* wishes to thank Hugh Nicoll, Joe Tomei, the Pan-SIG Committee, Miyazaki Municipal University and all volunteers for their work in hosting a great conference!

PAN-SIG 2015 CONFERENCE

If you'd like to help with the organizing or preparation for next year's Pan-SIG conference, contact Mark Brierley <mark2@shinshu-u.ac.jp>



Teaching about Gemstones in the EFL Classroom

by Anthony Torbert (Kobe Gakuin University, Japan)



Gems are an attractive commodity for teaching purposes for a number of reasons. First and foremost is that most are assigned an economic value by the market, but have no intrinsic value aside from being attractive to the eye. This allows the instructor to open the class with the question “What is the most valuable or expensive thing you possess, and why is it valuable or expensive?”

Having students define how value is different from monetary cost is a worthwhile exercise in itself, and helps to get students considering the topic in a broader fashion. Although most students may not have the financial wherewithal to afford them, they no doubt have family members, friends or significant others who possess precious and semi-precious stones. Another way to approach this is to hold up a ring with a gemstone and ask students how much it is worth.

A quick survey of the typical classroom will show that few students know the origin of most gemstones, and fewer still know the background or history of the market. Many may be familiar with diamonds, but their knowledge is generally limited. They may mention that diamonds come from Africa. If so, a good follow-up brainstorming activity would be to ask them questions such as “Why are so many people in diamond-producing countries so poor?”

After more warm-up questions, I have students read the comprehension questions, then read the passage silently (page 13). While they read, I have them highlight any challenging vocabulary which

makes it easier for me to know which are the most problematic items that deserve specific attention.

After reading the passage, I have them work with a partner on vocabulary, then read the article aloud to work on pronunciation and reading fluency. After reading the passage twice, they then read to answer the comprehension questions.

Depending on time, I give a 5-10 minute mini-lecture using powerpoint slides that contain maps, famous gems and industry-related problems. I also show short 1 - 3 minute Youtube videos of mining operations (see below) to give them a better feel for what mining is really about.

Class homework can range from having students create more comprehension questions, quiz a partner in the next class or create a report on a particular gem of their choice.

A good option is to show the Leonardo DiCaprio movie *Blood Diamond*, which focuses on the illegal diamond business in Sierra Leone. If showing the entire movie is too much, it's still worthwhile to choose a few 5-minute excerpts that illustrate the hardships of forced recruitment of soldiers and workers, especially the end of the movie which describes the 2003 *Kimberly Process* of diamond certification.

Anthony Torbert

Kobe Gakuin University, Kobe, Japan

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- **Conflict Diamonds** (Amnesty article)
www.amnestyusa.org/our-work/issues/business-and-human-rights/oil-gas-and-mining-industries/conflict-diamonds
- **Global Witness Info on Conflict Diamonds**
www.globalwitness.org/campaigns/conflict/conflict-diamonds
- **Synthetic Gems** (explained in detail)
www.gia.edu/gem-synthetic
- **Jewelry and Gems** (website for children)
<http://gemkids.gia.edu/jewelry>
- **Amnesty study guide** (with detailed teaching points for the Hollywood film *Blood Diamond*)
www.amnestyusa.org/sites/default/files/bd_curriculumguide_0.pdf

- **Diamonds in Sierra Leone**
www.youtube.com/watch?v=2TT3NfoeDrc
- **Pictures of huge mine in Russia**
www.youtube.com/watch?v=0v1RqSOPezo
- **Gemstone business in Pakistan**
<http://video.xin.msn.com/watch/video/pakistans-gemstone-industry-hit-hard-by-unrest/yqpdiff4?preview=true&sf=Relevancy>
- **Gem mining in Sri Lanka**
www.youtube.com/watch?v=IMVgHrUPpI0



Blood Diamond (2006)

Blood Diamond is a powerful Hollywood film about conflict gems set in Sierra Leone which stars Leonardo DiCaprio and Djimon Hounsou.



Gemstones, Jewelry and Conflict Diamonds



Gemstones, also called precious stones or jewels, are rocks that have been polished and cut so they shine. They have been used for thousands of years to decorate people and items, and are a way to show how much money or power someone has. Queens and kings wear crowns made of precious stones. Wealthy and famous people decorate themselves with diamonds to show off.

However it's not just rich people who have gemstones. It's common in many countries to give a diamond engagement ring when someone wants to get married. The diamond industry suggests a man should pay at least 3 months salary for a ring to show the woman he really cares about her. This means a Japanese man earning 300,000 yen a month should pay about 1,000,000 yen for a ring. Of course, not everyone follows this rule. Most women would consider this to be too expensive.

Gemstones are not just for decoration, though. Gemstones can be grown in a laboratory, and are commonly used in many daily products. The "ruby laser" is a ruby crystal used in CD players, dental drills and professor's laser pointers. Diamonds are the hardest material on Earth, and are useful for cutting, grinding and drilling. In fact, 80% of the diamonds that are mined end up being used in industry. Scientists and engineers are now trying to use diamonds in computer chips.




One problem with gemstones is the way they are mined. Many of the major sources are also the poorest countries. About half of all diamonds come from Africa. Burma has many precious stones as well. Colombia is famous for its emeralds. In many of these places, though government officials see the




gems as an easy way to get rich. They force workers to search for gems, but the person who finds the stone doesn't get much benefit. Instead, corrupt officials steal the gems, then sell them to dealers that don't care about the source. A lot of the money from such stones goes to pay for guns and war, so they are called "conflict diamonds or gemstones".

This situation is called a "paradox of plenty" or "resource curse", where countries with natural resources suddenly have too much money. In most cases, the government doesn't invest in building the economy wisely, and instead spends the money too quickly. Later, when the resources are gone or prices crash, the country goes back to being poor. This is true for countries with natural gas, oil, gold and other valuable materials.

The value of the stone out of the ground is not very high, though. Only after it has been cut, polished and mounted as jewelry does it become really expensive.

These days, there are many organizations trying to limit the amount of conflict stones in the inter-national market. Some diamonds are labeled with a laser so they can be identified. More recently, some scientists have successfully grown colorful stones in the laboratory. It's almost impossible to tell the difference between a lab grown stone and a natural stone. Of course, the diamond industry wants to limit supply and keep prices high, but people are now excited at the idea of buying nice looking jewelry at more reasonable prices. One more benefit is that lab-grown stones don't fund war or lead to environmental destruction.

	DIAMOND (carbon) Color: clear ▪ Africa, Australia, birthstone for April
	EMERALD (beryl) Color: green ▪ mainly Colombia, birthstone for May
	RUBY (corundum) Color: red ▪ mainly Burma, birthstone for July

	SAPPHIRE (corundum) Color: blue ▪ mainly Madagascar, September birthstone
	OPAL (silicon) Color: red, green, blue ▪ mainly Australia, birthstone for October
	PEARL (calcium) Color: white, pink... ▪ Australia, Philippines, birthstone for June

Warm-Up Questions (Pre-Reading)

1. Why are some countries rich and some countries poor?
2. What is the most expensive thing you own?
3. What is the most expensive gift you have ever given?
4. What is the most expensive gift you have ever received?
5. What are the most popular gemstones? Why are they expensive?

Comprehension Questions

1. Which stones are the most valuable?
2. Where are the majority of stones found?
3. Are all stones natural?
4. Are all stones valuable?
5. Why do countries with natural resources have so much trouble?



Introduction

Two years ago, I was given the opportunity to design an elective course for my department which caters to students with dual majors in English and one of four 'regional languages:' Portuguese, Thai, Indonesian or Vietnamese. The course needed to support the ethos of a multicultural department, to encourage plurilingualism, intercultural understanding and acceptance of World Englishes.

Personally, I was becoming interested in Global Education (GE) and action-orientated Global Citizenship (GC). Therefore, the course was a great opportunity for me to learn more about GC, to develop my teaching practice and to share issues that were important to me and relevant to learners. At the same time, my university wanted to adopt a multimodal, multiliteracies pedagogy of the New London Group (Cazden et al, 1996.) As I read more about GE, GC and multiliteracies, it seemed clear that the teaching community was revisiting ideas outlined by Pike and Selby in their 1988 book, *Global Teacher, Global Learner*, and approaches that Birch describes in *The English Language Teacher in Global Civil Society* (2009).

In this article, I'll describe how I've applied Multiliteracies to Global Citizenship in the course I designed. I'll show how a multimodal multi-literacies framework provides scaffolding to an EFL *Global Citizenship* course and how the 'heart' and 'hand/action' aspects of GC/GE provide inspiration for learners to act in personally meaningful ways to counter injustices in the world.

Global Education

I have personally struggled to process the often overwhelming negative nature and complexity of the global issues we face everyday. Therefore, finding paths to present these issues and tackle them with learners presented a professional challenge. One of the first books I picked up when beginning my research into GE is perhaps well-known, *Global Teacher, Global Learner* (Pike & Selby, 1988). In it, the authors outline a "rhythm of courses" comprising 4 stages: *Climate*, *Enquiry*, *Principles* and *Action* (pg. 91) (Figure 1).

In this way, learners encounter global issues in manageable and relatable ways. First, they build on what they know, adding information through research and instruction (*climate*). They then investigate the issues more deeply, with self created questions or guided *enquiry*. Next, they begin forming and

testing ideas and beliefs, establishing *principles* that give structure to their understanding that, in turn, inform the *action* they choose to take to address the perceived problems.

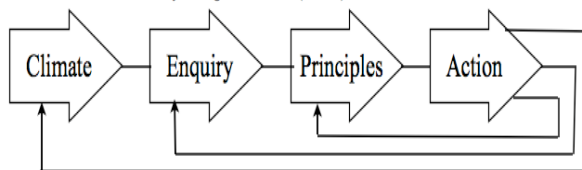


Figure 1 The Rhythm of Courses

New Learning

The pedagogy of *New Learning*, a continuation of Kalantzis and Cope's Multiliteracies work with The New London Group (Cazden et.al 1996), also suggests four "Knowledge Processes":

- *Experiencing* the known and unknown, in which learners reflect on and observe new knowledge inputs;
- *Conceptualizing* through defining, classifying and forming theory and concepts about input;
- *Analyzing* in a logical way, connecting ideas and concepts critically. In this step, learners unpack their own and others' feeling or biases.
- When *applying*, learners take this informed perspective and knowledge and apply it to real-world situations, and "creatively" where learners apply their knowledge and meaning-making skills to new situations or topics.

Multimodality asks educators to consider and incorporate into their course design all the means by which we communicate, interpret, and understand the world. The 'modes:' written, aural, oral, gestural, visual, tactical, and spatial, are all used to help present and process content.

Of course, these are not mutually exclusive and interact with each other. A video of a fair trade farm (visual, aural, gestural) presents one aspect of the topic. Promotional leaflets put out by *Fair-trade International*, the *Fairtrade Foundation* and *Fair Trade USA* (written, tactical) add further dimensions and perspectives on the principles and goals of these NPOs and the fair-trade movement.

Multimodality: An Example with Fair Trade

Multimodality is a framework for educators to build courses that expose learners to multiple medias. It is also a way for learners to build their understanding of complex issues and to share their

opinions. It was a welcome surprise to see students using a variety of media in their presentations and to have students bring realia to class. One student brewed fair-trade coffee for us to enjoy while she spoke about the product. Another brought handmade bracelets, from an online cooperative that gives women access to education and therapy after experiencing domestic abuse.

On the surface, these acts might feel gimmicky but they added another *mode* to the class's understanding of the topics being explored and directly addressed criticisms about fair-trade products being 'not delicious' or 'substandard.' Again these were spontaneous and self-directed. They link directly to the *Principles* and *Action* steps in the class rhythm, in which learners share their opinions and are challenged by others in a nonjudgmental, non-confrontational way.

Course design

It's easy to see similarities between the stages of becoming a global learner and a multiliterate learner. The course was thus designed to provide an overview or 'Climate/Experience' of each topic covered at the beginning of each unit. This stage involved learners reflecting on what they already knew and then gradually adding new information. This was done through "situated practice" - homework observation, interview tasks or role-plays - and "overt instruction" (Cazden et al 1996: 88) of complex concepts (such as *free trade* and *complete advantage*) and key vocabulary.

In these early lessons, learners were exposed to many perspectives and often contradictory aspects of each topic. This was initially a challenge for learners who were used to having one "right" explanation given to them. We then moved to an *Enquiry/Conceptualising* stage. Here students were either given guiding questions or definitions in early units or helped to formulate their own investigatory questions and projects.

To test our new *Principles* and *Analyse* what we and our classmates thought, the next step was usually a sharing activity. This took the form of debates, role-played discussions, followed by personal opinions and presentations, followed by class or small group discussion. The final stage was more personal and private. At the end of each unit, learners were asked to write a reflection, usually guided by a question but sometimes open to holistic reflection on the topic. In this task, the question of what action could be taken was posed. Initially, I hoped to make the *Written Reflections* public or shared, but class after class requested not to make this a mandatory, public activity.

The importance of student voice and the personal choice to take or not take action was central to the course and something of a personal crusade of mine. While it's true that good work is done by well-intentioned educators and change can be affected through directed action, I feel it's not appropriate, nor in line with GE pedagogy, for anyone to be cajoled into an action they don't choose to take. Students are highly susceptible to even the slightest bias or suggestion their teacher shares. To make an action meaningful, personal and sustainable, the course only asks students to reflect on what action *could* be taken, and therefore what they're going to do. I stress that the action component makes the course one of global citizenship, and we work together to highlight how our actions have an impact and are meaningful.

This has been the most challenging dynamic of the course. There were (and will continue to be) moments when I wanted to tell learners more "meaningful, impactful" things they could, *should*, be doing, but this would deny them their voice. Ultimately this would be hollow because learners would be taking my action, not determining and following through on their own beliefs. The actions taken, by some not all, have been amazing, moving and far more varied than I could ever have designed for the course. I've also been inspired to take action by my students, but more on that later.

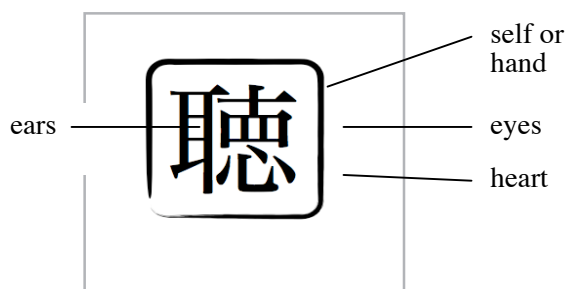


Figure 2 Kiku: The Active Listener

The Kiku Symbol

The only requirement for the *Written Reflection* (WR) was that learners address each aspect of global citizenship as outlined by our class symbol, *kiku*. This kanji for "listen" was an early adopted tool in the design of the course for learners to unpack their reactions and beliefs about topics (Figure 2). We used this in the *Climate* stage to evaluate where our knowledge and feelings about issues came from. In the WR tasks, learners had to reflect on what they initially knew or felt and compare this with what they had learnt (ear and eyes) and still felt (heart) about the topic, with the understanding that this was now an

informed opinion or a deeply held moral judgment that was their own (and not necessarily in line with others').

The final part was to explain what action could be taken and what students would (or wouldn't) do on a local level (*self/hand*). This action shifts the class from global education to global citizenship, and learners were explicitly taught this. However, the human potential dimension that "encourages speculation as to how the world system might be transformed should enough people awaken to and draw upon the fullness of their potential" (Pike. Selby 1988: 31-32) was not explicitly discussed nor used as leverage to encourage action.

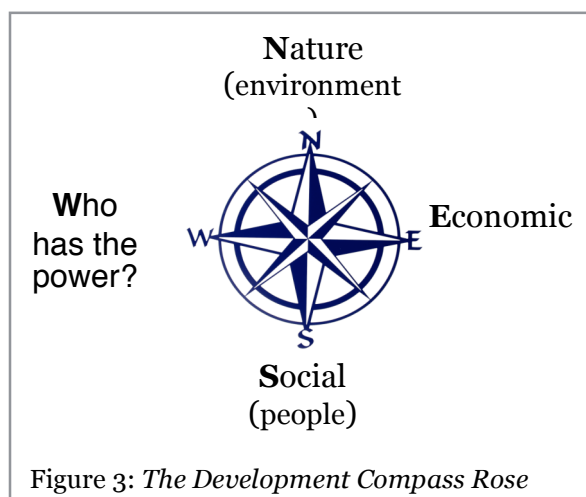
This was a conscious decision to support learner voices and not force classmate (or teacher) crusades on them. If the purpose for acting is rooted in an informed understanding and belief, a choice to act because it's felt to be the right thing will be more sustainable and meaningful. I wanted learners to realise that their wants and actions were meaningful in and of themselves, and that they didn't require the consent of others to be valid.

An important pedagogic principle that I encountered early in my teacher-learning journey was that issues had to be presented in an unbiased way - of course - but that the course should also show positive practices or actions that I sometimes personally felt had no positives. For example, mass farming of fruits such as bananas, that employ numerous chemicals, utilise unethical working conditions, gallons of fuel and resources in transportation, and waste result in cheap, year-round access to a nutritious fruit that most of us wouldn't enjoy otherwise. Who among us has not avoided brown-spotted fruit in favour of a more aesthetic, cheaper option?

Similarly, when confronting the Rwandan Genocide, within our UN Peacekeeping Unit, we had to explore all angles and think about why so many felt *they were justified* in their actions. This was a difficult unit and required huge leaps in my teaching practice to honestly and unbiasedly present all of the factors that led to those dark days.

The Development Compass Rose

The other tool we heavily utilise in the course that is hopefully useful to learners in *creatively applying* knowledge beyond the course is the *Development Compass Rose* (Figure 4). We use this to break down the complex nature of global issues and explore all perspectives on the topic or problem. In the beginning units we used this tool together. For example, when comparing the mass produced banana with its more ethical but expensive counterpart, we created 4 axis scatter plots with NSWE as our legends



For other issues, we had a clear, simple set of questions for learners to begin with when confronting any issue:

- N** What is the environment? How does this affect the issue?
- E** What is the economic aspect? How does this affect the issue?
- S** What is the society and social structure? How does this affect the issue?
- W** Who has the power? How does this affect the issue?

GE pedagogy says we should present all sides of issues in a way that allows for a path through the problems to be determined and for learners not to be overwhelmed. The compass, which was displayed in class and frequently referred to, gives learners a way to engage with, process, and address seemingly insurmountable issues in a meaningful way. It helped learners to see the power they had as consumers (*economic*) when it came to resisting unethical business practices; or how they as society members (*social*) could resist sexist or other ingrained discriminatory behaviours by simply voicing their disagreement.

Hearts and hands: Reflection and acting

Through the design and teaching of this course I have grown personally and as an educator. My students have taught me and made me confront biases, such as when a learner suggested that my showing excerpts of *Shake Hands with the Devil*, with scenes of dead bodies, was an act of mental violence. This made me reflect on why I felt it was *necessary* and alter my approach, giving students warning of the content, the option to leave the room or telling the class when these images appear. When learners have introduced me to new charities or volunteer groups,

I've bought several of their products and began sponsoring learners abroad and business entrepreneurs, as have other classmates. Many of us have altered buying habits based on the research and insights of students.

By taking a more hands-off approach, I've been reminded of how limiting it is to view the teacher as the sole designer and deliverer of learning. From our realia, multimedia and presentations to students involving or discovering that their parents, family or friends are active in local movements, learners in this course are constantly impressing me and each other with what they discover and do. Here, I'd like to share some of the ways that we have all become global citizens. These include:

- leading a seminar on nuclear power and ways to protest opinions
- sponsoring girls to study in the Gambia
- promoting a fashion change to buy hand-made bracelets for classmates and friends
- campaigning to reduce prices of bottled water
- switching with her mother to fair-trade products
- asking all potential employers about how many women hold management positions and what positive discrimination each company practices
- joining companies that have active aid projects
- volunteering and donating to charities
- sharing knowledge on social networks

Conclusion

Often global problems are viewed separately, removing the complex, interconnected nature of global issues and local actions. At other times, the world is presented as a large tangled ball of issues and unsurmountable troubles. Sometimes, elective courses are content heavy, without support for improving and sustaining language skills. The tools we use in the class - *kiku*, the *Development Compass Rose* - the old and new approaches taken - Multiliteracies and the rhythm of courses - and the Multimodal meaning-building components, all scaffold and contribute to a course that tackles global problems and addresses students' language and cognitive needs. By helping learners make "the journey outward [and] journey inward...two journeys [which] are complementary and mutually illuminating..." (Pike. Selby. 1988: 31) through reflection and building *Knowledge Processes*, the learners have developed their critical thinking and language skills, and found personal, meaningful ways to be global citizens and affect global change from a local platform. Global Education and the practices of global citizenship pedagogy are hugely important in our ever globalising world for addressing the problems we face everyday.

Multimodalities provides a framework to introduce multiple medias and create a depth of understanding not fully possible in the past, before our almost limitless access to materials. It also gives learners more means to express their opinions, voice their beliefs and put these into practice. Multiliteracies gives a robustness to courses that sometimes end up content, not language, heavy. It also helps learners to develop learning and thought processes that can be applied to both study and real world problems. These schools of thought complement each other, but there will always be one dynamic, one advantage that GE has over other approaches, *heart* and that call to action to change the world. To paraphrase Archimedes, *give me a place to stand and I will move the earth*. Combining all these things, giving learners a place to stand and a way to understand the world and their feelings, empowers them to move the earth and affect change in their worlds.

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Please feel free to visit and use the collected resources on our class website

- www.weebly.eisoglobalcitizenship.com

or view my JALT 2013 Kobe presentation at www.slideshare.net/carolbegg/jalt2013-27614970

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Special Feature

Teaching about World War I



The 100th Anniversary of WW I (1914 ~ 2014)

The year 2014 marks the 100th anniversary of the outbreak of World War I, a massive tragedy that devastated Europe, traumatized a generation and led to the deaths of 16 million people. This year presents a chance for language teachers around the world to join their students in studying this war, its causes and consequences, and the lessons that it can teach us about solving conflicts, preventing future wars and building a culture of peace.

Why Teach About World War I?

Why should we care about a conflict that happened 100 years ago? What has a long-ago war got to do with us? History is important because it shapes the present. Learning from wars of the past can help us to work towards a peaceful future.

World War I was an unnecessary war that came about as a result of multiple causes:

- aggressive nationalism
- territorial conflicts
- an expensive arms race
- mutual prejudice and paranoia
- militarized societies
- arrogant leaders
- an insane obsession with “glory” and “honor”
- a web of treaties that pushed nations into war

Sadly, this list of factors is all too relevant to our current situation today in the 21st century.

When war broke out in August 1914, millions of young men were sent to the battlefield to fight, kill and die for their countries. Their lives became a living hell of guns and bombs, fear and death, barbed wire and poison gas. They saw their friends killed and companions injured. The lucky ones who survived came home with broken bodies and shattered lives. By teaching for peace today, we can ensure that future generations of young people won't have to suffer the same fate that they did.



Teaching Ideas



- Have students study and discuss World War I, its causes, major events and consequences.
- Join students to read and study WWI poetry.
- Have students research people who opposed the war, refused to fight and worked for peace
- Have students view and discuss the movies about World War I listed on page 22.

No Glory in War 1914 - 1918

<<http://noglory.org/>>

An Appeal to Educators Worldwide



2014 marks the 100th anniversary of the beginning of the First World War. Far from being a "war to end all wars" or a "victory for democracy", this was a military disaster and a human catastrophe.

We are disturbed, therefore, to hear that (UK Prime Minister) David Cameron plans to spend £55 million on "national commemorations" to mark this anniversary. Mr. Cameron has inappropriately compared these to the "Diamond Jubilee celebrations" and stated that their aim will be to stress our "national spirit". That they will be run at least in part by former generals and ex-defence secretaries reveals just how misconceived these plans are.

Instead we believe it is important to remember that this was a war that was driven by big powers' competition for influence around the globe, and caused a degree of suffering all too clear in the statistical record of 16 million people dead and 20 million wounded.

In 2014, we and others across the world will be organising cultural, political and educational activities to mark the courage of many involved in the war but also to remember the almost unimaginable devastation caused.

In a time of international tension we call on everyone - including writers, actors, musicians, teachers and campaigners - to join with us to ensure that this anniversary is used to promote peace and international co-operation.

SIGNED BY: Jude Law, Carol Ann Duffy, Alan Rickman, Vivienne Westwood, Paul Flynn MP, Brian Eno, Ken Loach, Vanessa Redgrave, Tony Benn, Patrick Stewart, Terry Jones... and more.

To learn more about this campaign or to add your name to this appeal, go to the website above.

Key Figures Who Opposed World War I

Bertrand Russell (British philosopher)
Emily Hobhouse (British peacemaker)
Rosa Luxemburg (German pacifist)
Jean Jaures (French political leader)
Eugene Debs (American pacifist)



In Flanders Fields by John McCrae (1915)

In Flanders Fields the poppies blow
 Between the crosses row on row
 That mark our place, and in the sky
 The larks, still bravely singing, fly
 Scarce heard among the guns below.



We are the Dead. Short days ago
 We lived, felt dawn, saw sunset glow.
 Loved and were loved, and now we lie
 In Flanders Fields.



Good Websites for Learning and Teaching about WW I

WWI Centenary <www.1914.org>
 This UK site lists news and events to mark the centenary of WW I.

Teaching for Peace <<http://paxchristi.org.uk>>
 Click on their "Peace Education and WWI" section for information on peace stories, resources & events

Hail the Peacemakers <www.theguardian.com>
 Read this July 28, 2014 article about the men and women who stood up to oppose the rush to WWI.

First World War <www.firstworldwar.com>
 A great multi-media website with timelines, info, maps, photos, audio and video on World War I.

The Great War <www.greatwar.co.uk>
 A British site with lots of facts and photos of WWI. Check its films, books and educational resources.

Wikipedia <www.wikipedia.org>
 Check out its sections on "World War I" "Songs of World War I" and "Resistance to World War I".

War Poetry <www.warpoetry.co.uk>
 A great website on World War I poetry featuring profiles of poets and war poems with vocab notes.

Legacies of WWI <<http://online.wsj.com/ww1/>>
 Great *Wall Street Journal* list of 100 different ways that World War I has influenced our modern world.

WWI: A US View <www.worldwar1.com>
 An American website about World War I which lists information, resources and activities.

Commemorating World War I

- An Opportunity to Education for Peace -

World War I was supposed to be the war to end all wars. How will it be commemorated? Will war be glorified? Will children and young people hear the stories of those who refused to kill? Will they learn about the work of those committed to peace and non-violence?

This year's commemoration of WWI is an opportunity to help ensure that these stories are heard and to encourage a questioning of war and war-making. It is a chance for us to explore with children their understanding of the roots of war and violence, and to consider how peace can be fostered. Little work has been done to help children and young people consider the arms trade, war preparation and war making. The centenary of WWI is an opportunity for us to develop new projects and campaigns, and to inspire children to help create a more just and peaceful world.

Statement from *Quaker Peace and Social Witness*
 <www.quaker.org.uk/qpsw/>

WW I Peace Education Resources



- **Refusing to Kill** – a great teaching resource for schools and colleges that uses posters, pamphlets articles and letters to tell the story of the 20,000 WWI conscientious objectors who refused to kill. <www.ppu.org.uk/down/RefusingToKill.pdf>

- **Conscience** (primary school) – a Quaker peace education activity book for elementary children which features WWI posters, photos, documents, readings, discussion, critical thinking and moral choices about topics such as war, peace, conscription and conscientious objectors.

- **Conviction** (secondary school) – a new Quaker peace education book for high school students which covers the same topics as the book *Conscience* above but is designed for students at a higher age level.

* Both books *Conscience* and *Conviction* are available for free download as PDF files at:
www.quaker.org.uk/conscience-and-conviction

* The UK's "Peace Pledge Union" (PPU) has set up a "No More War" website on WWI at:
 <www.ppu.org.uk/nomorewar/>



Teaching the Millennium Development Goals

by Tim Grose (Sapporo, Japan)



In the year 2000, the United Nations assessed the state of global society and drew up a 15-year plan to make improvements in eight different categories of social and economic development in the developing world. As the year 2015 approaches, it seems an appropriate time to take stock of what has been happening and to see how materials that have been created may be exploited to full advantage in our global English classrooms.

The *Millennium Development Goals* (MDGs) were divided into eight main categories, each with a number of sub-groups. The categories are:

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS, malaria and other diseases.
7. Ensure environmental sustainability.
8. Develop a global partnership for development.

A visit to the United Nations website allows you to download PDF files concerning these goals as a whole as well as files for each individual goal. The material includes extensive information about the sub-groups in each category. An example of this is the information about providing clean water and sanitation in the 7th goal and data on Third World debt in the 8th category (to name but two).

At this point, the challenges facing the EFL teacher immediately become apparent. There are masses of material accompanied by a certain amount of 'UN speak'. At the same time, the potential for creating a dynamic and rewarding learning environment is clear. This is a treasure trove of linguistic opportunity and provides eye-opening insights into the state of our planet. So the keywords are 'adjust and simplify' to match the linguistic levels of your classes.

First: vocabulary. This need not be as extensive or daunting as you might think. I was able to reduce this to 15-20 keywords for an intermediate class. Taught over a semester and regularly reinforced with matching exercises, crosswords and other tasks, this was not a big problem.

Secondly, graphs. 'If a picture speaks a thousand words, a graph will speak two thousand' (Confucius). The graphs and charts are

very clear and colourful and easy to understand to the point of being self explanatory. Paste them into your own lesson worksheets.

Finally, the text. Admittedly, this is the most challenging aspect as some definitions are complicated and some language is correspond-ingly specialized. However, much of the information is clear and can be reduced to simple bullet points or short, informative sentences.

Once your editorial choices have been made, a wide range of educational options present themselves. In addition to the rich potential for teaching a straightforward, content-based course, the material lends itself readily to some very specific lexical areas and skill sets. For examples, students can describe the situation as it was at the outset of the MDGs (past tense). They can practice talking about the current conditions (present progressive) and daily lifestyles of those affected (present simple). Following the progress of the MDGs allows them to practice present perfect tenses while speculating about the outcomes of the programs allows them to use the future and future perfect tenses. Comparatives and superlatives can easily be incorporated into this scenario.

Descriptive skills and (powerpoint) presenta-tion skills may also feature prominently in this kind of work which also lends itself to autonomous research, group projects and discussions. Indeed, imaginative teachers and learners may find that the learning environment provided by the MDGs are almost limitless.

Finally, next year will see the MDG project reach its conclusion. It will be a time when the world's media will focus closely on its successes and shortcomings. To give our students a headstart on such an area of enormous global significance is to give them a sense of belonging to the global community as well as to provide them with the linguistic wherewithal which will allow them to function and communicate about world topics of enormous significance in the international forum that is 'global issues'.

United Nations Millennium Development Goals <www.un.org/millenniumgoals/>

Tim Grose

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The Globalist< www.theglobalist.com >

The Globalist is a great current events website that covers global trends, issues and hotspots. Check out its listings by country or issue, or click on its “Global Quiz” to test your knowledge of world affairs.

Clean Up the World< www.cleanuptheworld.org >

**Sept.
12th - 14th**

Clean Up the World is an environmental campaign that aims to improve local communities. This year’s event is on the weekend of Sept. 12-14. Schools and teachers worldwide are invited to join in!

Oxfam Education< www.oxfam.org.uk/education/ >

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

Peace Boat< www.peaceboat.org >

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

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

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

Better World Website< www.betterworld.net >

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

Global Dimension<www.globaldimension.org.uk>

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

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

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

Better World Links< www.betterworldlinks.org >

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

Global Issues<www.globalissues.org>

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

Green Teacher< www.greenteacher.com >

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

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

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



RESOURCES FOR TEACHING ABOUT WORLD WAR I

This summer marks the 100th anniversary of the outbreak of World War I. Check out the following resources to help you design a lesson on this topic!

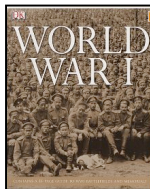


Books about WW I

World War I

by H.P. Willmott (2009) \$15

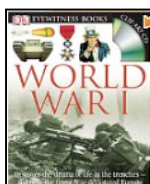
This comprehensive text documents the course of WWI with detailed maps, visuals and powerful photos.



DK Eyewitness: World War I

by Simon Adams (2007) \$14

This slim illustrated DK photo book provides a good introduction for students to World War I.



The War That Ended Peace

by M. Macmillan (2014) \$5

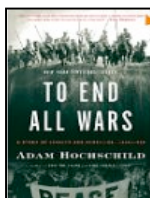
This book describes how and why the nations of Europe abandoned peace to embark on a tragic war.



To End All Wars

by Adam Hochschild (2012) \$15

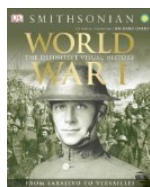
This looks at how WWI divided the British nation and profiles UK activists who worked for peace.



World War I: Visual History

by R. G Grant (2014) \$30

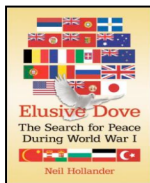
This coffee table book from the Smithsonian Institute provides a wealth of facts and photos of WWI



The Elusive Dove

by Neil Hollander (2014) \$40

This book documents the stories of the people who worked for peace before and during World War I.



Other Good Books about WWI

- *World War I for Kids* (2014) – R. Rasmussen
- *Everything World War I* (2014) – Karen Kenney
- *The Guns of August* (2004) – Barbara Tuchman
- *The Proud Tower* (1996) – Barbara Tuchman
- *Catastrophe* (2014) – Max Hastings

Movies about WW I

King of Hearts

- Alan Bates (1966) DVD \$29

A powerful film about a British soldier and the madness of WWI that shows the insanity of war. An anti-war classic!



War Horse

- Steven Spielberg (2011) DVD \$9

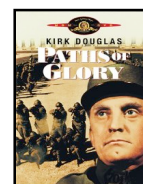
Epic film about a horse amid the horrors of WWI that touches the lives of both British and German soldiers.



Paths of Glory

- Kirk Douglas (1957) DVD \$9

A classic anti-war film about soldiers in WWI which delivers a blistering indictment of war and the military.



All Quiet on the Western

Front - L. Ayres (1930) DVD \$11

A tale of idealistic young Germans whose patriotism is destroyed by the reality of war. A film classic!



Oh! What a Lovely War

- Attenborough (1969) DVD \$30

A WW I musical (!) featuring songs of the era showing the pointless slaughter, heartbreak and stupidity of war.



Joyeux Noel

- Diane Kruger (2006) DVD \$9

A movie about the famous WWI Christmas truce between German, French and British soldiers in 1914.



Other Good Movies about WWI

- *Gallipoli* (1981) – Mel Gibson
- *The Lost Battalion* (2001) – Ricky Schroder
- *Passchendaele* (2008) – Paul Gross
- *King and Country* (1964) – Dirk Bogarde
- *The Red Baron* (2008) – Joseph Fiennes



GLOBAL EDUCATION MATERIALS AND RESOURCES

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



Breaking News English

www.breakingnewsenglish.com



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

JALT Critical Thinking SIG

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

The World Around Us

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

Fair Trade Goods

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

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

Global Education Maps

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



GLOBAL EDUCATION RESOURCES



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

- Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org
- Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org
- Center for Teaching International Relations:** primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.ctir.org
- Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: www.esrnational.org
- International Education Resource Center (ERIC):** Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org
- Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press books are now sold by Nicholas Brealey Inc. Web: <http://nicholasbrealey.com/boston/>
- National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com
- New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org
- Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: www.oxfam.org.uk/education/
- Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 www.peace-ed.org
- Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: www.peaceproject.com
- Social Studies School Service:** global education catalog of books, videos, software, posters & maps
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA
Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com
- Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA
Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>
- U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int'l understanding
UN Bookstore, New York 10017 USA www.un.org/Pubs/CyberSchoolBus/bookstor/index.html
- WWF (World-Wide Fund for Nature):** books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org

COMING EVENTS CALENDAR

Aug 6 / 9	Hiroshima Day / Nagasaki Day ¹	Sept. 10	World Suicide Prevention Day ⁵
Aug 9	World Indigenous Peoples Day ²	Sept. 11	13 th Anniversary of 9-11 Attacks ⁶
All August	Anniversary of the Outbreak of WWI ³	Sept. 19 - 21	Clean Up the World Weekend ⁷
Aug 15	Anniversary of the End of WWII ⁴	Sept. 21	International Day of Peace ⁸

1 Hiroshima/Nagasaki <www.pcf.city.hiroshima.jp> <www.dannen.com/hiroshima_links.html> <wikipedia>
2 Indigenous <www.culturalsurvival.org> <<http://intercontinentalcry.org/peoples/>> <YouTube> <wikipedia>
3 WW I: <www.1914.org> <www.greatwar.co.uk> <<http://worldwar-1centennial.org>> <wikipedia>
4 WW II: <www.spartacus.schoolnet.co.uk/2WW.htm> <www.nationalww2museum.org/> <wikipedia>
5 Suicide Prevention: <www.afsp.org> <www.iasp.info> <www.stampoutsuicide.org.uk> <www.save.org>
6 September 11th: <www.learnabout9-11.org> <www.911memorial.org> <www.teaching9-11.org/>
7 Clean Up the World: <www.cleanuptheworld.org> <http://en.wikipedia.org/wiki/Clean_Up_the_World>
8 International Day of Peace: <www.peaceday.org> <www.internationaldayofpeace.org> <wikipedia>

* More dates: <www.betterworldcalendar.com> <www.national-awareness-days.com> <www.earthcalendar.net/>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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

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

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of July 2014)

- * JAPAN SUBSCRIBERS: GILE SIG / JALT (200) GLOBAL ISSUES NETWORK (50) = 250
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NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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