

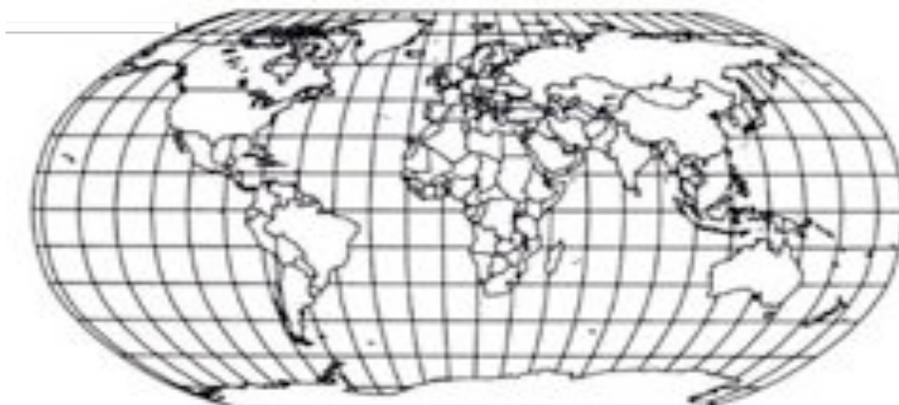
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

73rd

Issue

celebrating 73
issues and 19
years in print
since 1990



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

NEWSLETTER #73

Our fall 2009 newsletter brings you a rich variety of global education news, reports, articles and information. Our feature articles include (1) a classic essay on culture shock and language teaching in Africa by former Peace Corps volunteer Roz Wollmering and (2) a report by Darren Lingley on promoting language learning and global awareness through the study of university commencement speeches by global issue activists such as Bono. Conference news includes a report on the recent *Peace as a Global Language* conference (PGL VIII) in Shimane, Japan plus a preview of global issue sessions at the upcoming JALT 2009 conference in Shizuoka (Nov. 21-23). Also included are resources for teaching about the United Nations plus profiles of books on peace and social justice themes. Enjoy!

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

Special features this issue:

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

Language Education Events

- ***The World in Crisis & the Language Industry***
November 13-14, 2009 Geneva (Switzerland)
Website: www.ialb-astti.org/en/index.html
- **PAC 8 *Leadership in Lg Education in Asia***
December 3 - 5, 2009 Manila (Philippines)
Website: <http://paltonline.org/>
- ***Re-Orienting English: Paradigms of Crisis***
December 5, 2009 Taipei (Taiwan)
www.forex.ntu.edu.tw/act/news.php?Sn=46
- **TEFLIN *Responding to Global Challenges***
Dec. 8 - 10, 2009 East Java (Indonesia)
Website: www.teflin-indonesia.org
- **GloCALL *Globalization and Localization***
Dec. 8 - 11, 2009 Chiang Mai (Thailand)
Website: <http://glocall.org/>
- ***Empire & English: Pedagogy and Activism***
Dec. 11 - 12, 2009 Dhaka (Bangladesh)
Website: www.ewu.edu.bd/ewu/
- ***CamTESOL Conference*** <www.camtesol.org>
Feb. 27 - 28, 2010 Phnom Penh (Cambodia)
- ***Building Bridges: New Competences in EFL***
March 12 - 14, 2010 Lleida (Spain)
Website: www.tesol-spain.org/convention2010/
- ***Global Language Convention***
April 8 - 11, 2010 Melbourne (Australia)
Web: www.wesleycollege.net/convention.cfm
- ***Who Needs Languages?***
June 7 - 10, 2010 Jyvaskyla (Finland)
Website: www.jyu.fi/kieliverkosto

Global Education Events

- ***Gandhi – King Conference on Peacemaking***
Oct. 23 - 25, 2009 Memphis, Tennessee (USA)
Web: www.gandhikingconference.org
 - ***Peace Education in Canada Conference***
“Living Schools: Sharing Paths to Peace”
Nov. 12 - 15, 2009 Hamilton (Ontario)
Website: www.peace-education.ca/pec-2009
 - ***Higher Education & Sustainable Development***
November 20 - 22, 2009 Penang (Malaysia)
Website: www.hesd09.org/
 - ***World Forum on Education and Culture***
“Crossing Borders and Building Bridges”
December 3 - 4, 2009 Rome (Italy)
Website: www.theworldwideforum.org/
 - ***Teacher Education & Social Justice***
December 5 - 6, 2009 Chicago (USA)
Website: <http://antioppressiveeducation.org/>
 - ***Intercultural Competence Conference***
Jan. 29 - 31, 2010 Tucson, Arizona (USA)
Website: www.cercll.arizona.edu/icc_2010.php
 - ***Going Global 4: International Education***
“World Potential: Meeting the Challenge”
March 24 - 26, 2010 London (UK)
Website: www.britishcouncil.org/goingglobal
 - **IPRA: *Internat’l Peace Research Association***
Conference theme: *Communicating Peace*
July 6 - 10, 2010 Sydney (Australia)
Website: www.iprasydney2010.org
- More global education events listed at: www.tc.columbia.edu/PeaceEd/newsletter/61.htm

Rethinking Schools

<www.rethinkingschools.org>



Rethinking Schools is a US group which promotes critical thinking, humane education and social responsibility. See their newsletter or buy their classic books *Rethinking Globalization*, *Unlearning Indian Stereotypes* and *Teaching for Joy and Justice*.

K-Bears Geo World

www.kbears.com/geography.html



K-Bears Geo World is a fun global education website for kids which introduces young people to world geography, world music and world countries. Click on the map to learn about the nations of the world, see photos, learn facts and listen to national anthems.

Green Teacher

< www.greenteacher.com >



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

JALT GLOBAL ISSUES SIG OFFICERS FOR 2009

Here are our 2009 officers for the *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

Directory of Book Donation Organizations

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

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

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

i EARN Egypt Book Request

Egyptian English teachers request used EFL resource books and texts be sent to them at:

iEarn Egypt, Building 4, 97 Cornish El Nile, 6th
Floor, Suite 603, Rod El Farag, Cairo, Egypt
<www.iearnegypt.org> <info@iearnegypt.org>

Vietnam Book Donation Project

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

"Book Aid" South Africa Library Project

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

Chikako Noda (Japan) <cnoda@email.plala.or.jp>

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

HOW CAN I MINIMIZE MY ENVIRONMENTAL IMPACT?

How to Save Paper in School

www.wikihow.com/Save-Paper-in-School

How to Save Paper in College: www.ehow.com/how_5026378_save-lots-paper-college.html

WWF Site on Saving Paper: www.panda.org/how_you_can_help/greenliving/at_home/save_paper/

**Reduce
Re-use
Recycle**

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

How to Become a Green School
www.greenschools.net/



To Teach Standard English or World Englishes? A Balanced Approach

by Thomas Farrell & Sonia Martin
Brock University, Canada <tfarrell@brocku.ca>

This article discusses the need for English teachers to find a good balance between “standard English” (British and American English) and varieties of “international English”. The authors point out 3 problems with native speaker English: (1) it may be unattainable for language learners, (2) it devalues non-native varieties, (3) it promotes discrimination against non-standard accents. They urge teachers to value learners’ English accents and to prepare them for a multi-cultural world by exposure to World Englishes (from India, Ireland, Singapore, Kenya..) via CDs, video and on-line Internet news projects.

English Teaching Forum Vol. 47/2 2009 USA
<http://englishprograms.state.gov/forum/>

Racist Attacks on EFL Students in Brighton

The British resort of Brighton welcomes 10,000 EFL students from around the world each year. However, in 2009, the city saw attacks on 21 foreign students in just 23 days. County crime statistics show a rise in cases of racial harassment with 400 incidents in 2008, double the number in 2005. In July, two Uzbek teenagers were chased by local youths who overheard them speaking Uzbek and demanded they “Speak English!” The youths broke into their house, punched their Spanish flatmate and shouted to their landlord, “You’re harbouring Pakis. We need to get those bastards out.” Other EFL students have been victims of robbery and assault, including a North African teenager who was robbed at knife-point and two Asian boys who were punched in the face by a gang after refusing to give them a cigarette. One Turkish EFL student said, “English people get drunk and do crazy things to foreign people. We can’t protect ourselves because if we hit back, we might get our visas taken from us. I don’t like Brighton and will not be back to Britain.” Such attacks are surprising in a tolerant, cosmopolitan town like Brighton where the far-right British National Party fared poorly in recent municipal elections. A local British councilman noted that, “The economic downturn adds to the problem.”

“Sea, Sand and Racism?” by Matt Salusbury *EL Gazette* #357 Oct. 2009, UK. www.elgazette.com

The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom

by Truong Thi My Van
University of Dalat (Vietnam)

This article profiles 6 approaches to the teaching of literature: (1) *New Criticism*: which focuses on the meaning of the text, (2) *Structuralism*: focused on text structure, (3) *Stylistics*: focused on language use, (4) *Reader-Response*: focused on the reader’s interpretation, (5) *Language-based*: focused on language development, and (6) *Critical Literacy*. Critical literacy argues that traditional teaching neglects student voices and social context and aims to raise awareness of how texts relate to issues of identity, culture, power, gender, ethnicity and class.

English Teaching Forum Vol. 47/3 2009 USA
<http://englishprograms.state.gov/forum/>

Environmental Peace Education in Foreign Language Learners’ English Grammar Lessons

by Arda Arıkan <ari@hacettepe.edu.tr>
Hacettepe University (Turkey)

This article discusses peace education as an approach to language teaching, with a focus on teaching grammar. The author describes the recent shift from rule-based structural approaches to contextualized grammar teaching (CGT) focused on meaningful language use in social contexts. It argues for integrating EFL with ideas from such fields as critical pedagogy and socially responsible teaching (SRT) aimed at educating students who can think critically and act to help solve real world problems such as hunger, gender inequality, racism and pollution. He describes four English language lessons designed on peace education principles that his EFL teacher trainees tried out in their schools:

- *Peace Posters*: students practiced imperative verbs by creating posters such as “Stop War!”
- *War Photos*: students practiced verb tenses by viewing photos about the destruction caused by war and by role-playing a visit to a country at war
- *Disasters*: students practiced passive voice by studying disasters (earthquakes, floods, fires) and groups which help the victims (the UN, Red Cross)
- *Role Models*: students practiced verb tenses by studying people working for peace in the world.

Journal of Peace Education Vol 6/1 March 2009 UK
www.tandf.co.uk/journals/titles/17400201.asp



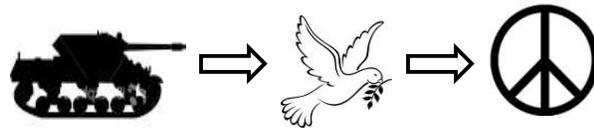
PEACE AS A GLOBAL LANGUAGE CONFERENCE (PGL VIII)

Sept. 26 - 27, 2009 at Shimane University, Japan

www.pgljapan.org



The 8th international *Peace as a Global Language* conference (PGL VIII) was held September 26–27, 2009 at Shimane University, Japan. The theme of the conference was “Nurturing Grassroots.” Here we present summaries of sample sessions given.



KEYNOTE SPEECH

Speaking the Language of Peace: Student-Led, Student-Implemented Peace Building Projects

Grassroots peace-building projects are an inspirational, and urgently needed, source of energy for people everywhere who want to put into action their dreams of making the world a more peaceful place. Student-led peace projects raise awareness of the possibility of ordinary people taking small but effective steps towards solutions for global problems. This talk argued that, when the young are curious enough to ask why peace is elusive and fragile, and compassionate enough to understand the feelings of people in trouble, we all come to feel responsible enough to look for ways to help. **Craig Smith** (Kyoto University of Foreign Studies) <craigkufs@hotmail.com>

PRESENTATIONS

Inculcating Critical Political Consciousness

The presenter discussed critical/engaged pedagogy, described how teachers can help students develop critical thinking skills so they can question “accepted truths” and described content-based courses that he teaches on human rights, social movements and documentary films. **Darrell Moen** (Shibaura Institute of Tech.) <www.dgmoen.net/>

Bridging the Gap: Understanding and Action

This session introduced a variety of task-based language teaching activities designed to help students become more active, think more critically, communicate more effectively in groups and become capable of creating real change on social issues that are important to them. **Craig Manning** (U. of Shimane) <craigmanning01@hotmail.com>

The Future of Multicultural Policies in Japan

This talk described historical trends towards multiculturalism, analyzed the features and challenges of multiculturalism in Western and Asian nations, and offered possible outcomes about the future of a “Multicultural Japan.” **Sheri Love Yasue** (Nanzan University) <sherinan@ic.nanzan-u.ac.jp>

Humanization of the Enemy’s Image

This talk discussed the power of cinema to humanize images of the enemy, with a focus on distorted perceptions of Israelis and Palestinians. It argued that cinema can overcome fear-based images by allowing viewers to perceive the enemy as fellow human beings who share the same pains, pleasures, ambitions and dreams. **Yuri Haasz** (Int’l Christian Univ.) <yhaasz@hotmail.com>

Connecting Human Rights & Peace Education

This talk discussed a research project in Nepal which combined ideas from the fields of human rights education and peace education in culturally-relevant ways with the objective of encouraging youth to take action in their local communities. **Amy Argenal** (Mahidol University, Thailand) <amyargenal@hotmail.com>

Ecology and Our Lives: Shimaecco

This workshop (in Japanese) demonstrated enjoyable ways to help students see how their everyday lives are linked to the natural environment both locally and globally. **Hiroaki Matsunami** (University of Shimane)

“Sour Strawberries” Japan’s Hidden Laborers

This session, presented by the organization **FRANCA** (*Foreign Residents and Naturalized Citizens Association*: www.francajapan.org), featured a showing and discussion of the film “Sour Strawberries” – a 2008 documentary about human rights and the situation of migrant guest workers in Japan. **Arudou Debito** (FRANCA) <www.francajapan.org> <www.debito.org>

Teaching Video-based Discussion Classes

This session introduced the presenter’s approach to developing student discussion skills through the use of short films on social issue topics. To facilitate group discussions, students are given advance transcripts of the films and asked to write comments. The session demonstrated the approach using a 12-minute film about a Japanese NGO fighting rainforest destruction caused by Japanese corporate and government actions. **Darrell Moen** (Shibaura Institute of Tech.) <www.dgmoen.net/>

Gender Implications of Chinese Development

This argued that World Bank development projects in China have marginalized women and that progress in moving Chinese women out of poverty has been due to the work of local and global women's organizations. **Sarah Houghton** (Int'l Christian Univ) <Sarahmkhoughton@hotmail.com>

Animal Rights

This student presentation discussed meat eating, conditions in industrial factory farms, and the results of these on consumer health, animal rights and the environment. **Miyako Hiraoka, Aiko Hayashi, Ayaka Yamamoto** (Univ. of Shimane)

Fundamentals of Effective State Building

This talk used the example of Afghanistan to argue that effective state building requires a coordinated framework of long-term consensus building by key political, social & intellectual actors. **Mohammad Azizi** (American University of Afghanistan)

How Shall We End Hunger?

This presentation discussed current conditions in developing countries, what we can do to improve these and explained the activities of Shimane University's *Youth Ending Hunger* student group. **Yuiko Kawai** <www.youthendinghunger.net>

Japanese Student Communication in E. Asia

This talk discussed the potential role of English as a lingua franca between Japan and Korea, and reported the results of a language attitude survey on this topic involving 1,141 Japanese and 456 Korean college students. **Scott Menking** (Univ. of Shimane) <smenking@soc.shimane-u.ac.jp>

Learning to Investigate Global Issues: Teachers

This workshop introduced language teachers to ideas for designing interview fieldwork projects aimed at helping students think about global issues while developing communicative competence. **George Higginbotham** (Hiroshima International Gakuin University) <george@hkg.ac.jp>

Learning to Investigate Global Issues: Students

This workshop showed Japanese language students how to design questionnaires on global issue topics of their choice and provided them with classroom practice to help them improve their questioning skills. **William Moore** (Hiroshima International Gakuin University) <wkmoore03@yahoo.com.au>

Peak Oil and the Wars on Oil

In this talk, the presenter discussed the politics of oil and its link to war and conflict. **Keiko Kikuchi** (Rikkyo University) <dyxjp612@yahoo.co.jp>

The SABONA Project in Norwegian Schools

This introduced the SABONA project, a conflict resolution program for kids developed in Norway by peace researcher Johan Galtung. It described how the project is used in Norwegian elementary schools and how it could be implemented in Japanese schools. **Michiko Muroi** (Seisen Jogakuin College) <muroi@seisen-jc.ac.jp>

Activist Teaching: Successes, Dangers, Misperceptions

This talk argued that teachers who bring topical but controversial world issues into the classroom can reap educational rewards far beyond basic language learning. The presenter discussed pitfalls, misperceptions and challenges, then led the audience through some hot topics in Asia to show how these can be managed in class. **Kirk Johnson** (Chiba Univ.) <kirkjohnson@faculty.chiba-u.jp>

Earth Report: Hands-On Classroom Lessons

This talk introduced "Earth Report – Hands On Lessons for the Classroom" – an intermediate EFL text which aims at stimulating interest in societies, cultures and global issues. The presenter discussed the social issues covered in the text, on-line resources at its BBC website and his experience using the text in class. **Robert Taferner** (Lancaster Univ.) <robert_taferner@yahoo.ca>

Japan: Still a Nation of Peace?

This talk reviewed the current arguments for and against revising Japan's peace constitution, looked at implications of Japan taking a more activist military role in world affairs and speculated on the likelihood of this happening. **Anthony C. Torbert** (Kobe Gakuin U.) <3tony@ba.kobegakuin.ac.jp>

Alternative Media as a Force for Change

This talk cited Hermann/Chomsky's *Propaganda Model*, Parenti's *Monopoly Media Manipulation* and Lakoff's *Framing Lens* to argue that the mainstream mass media serve power, not people or truth, and present tainted news and hinder positive social change. The presenter then contrasted this with alternative and independent media, and suggested ways of improving media literacy in the classroom. **Rab Paterson** (International Christian University) <rab.paterson@gmail.com>

My Peace Studies Classes: Ideal and Reality

This talk (in Japanese) introduced the presenter's experience of teaching a college "Peace Studies" course, the challenges he faced and sample class activities including war literature, the classic "prisoners' dilemma" game, international conference simulations and poster sessions. **Hiroshi Murai** (University of Shimane)

Algorithms for Global Issues Vocabulary

This talk introduced a variety of on-line resources which can assist classroom teachers in teaching about global issues to lower level students in content-based language classes. **Daniel Douglass** (Sangyo University) <dkdouglass@gmail.com>

Culturally Specific Notions of Politeness

This talk discussed cultural differences in Japanese and American concepts of politeness, and outlined the presenter's approach to teaching politeness to Japanese college students, including the notion that Japanese aren't "more polite" than Americans, just polite "differently." **Philip Adamek** (Kagoshima Prefectural College) <terrette@gmail.com>

Intercultural Training as a Way to Peace

This workshop explained the importance of intercultural training in promoting respect for the ways and values of other cultures. The presenter introduced class activities to help students understand their own culture, its values and prejudices, and where these came from. **Barbara Stein** (Ryukoku University) <barbarastein@yahoo.com>

Nobelity for the Classroom

This introduced "Nobelity for the Classroom" – an intermediate text designed around the movie "Nobelity" which features interviews with Nobel laureates aimed at addressing global issues and working for a better future. The presenter shared his experience with the book and ideas for using it to create EFL writing materials. **Robert Taferner** (Lancaster Univ.) <robert_taferner@yahoo.ca>

Peace Education in Hiroshima (in Japanese)

This presentation introduced and discussed the approach to peace education taken by elementary schools in Hiroshima, Japan. **Keitaro Nakanishi** (Hiroshima International Gakuin University)

Aligning Objectives, Strategies & Assessment

This talk introduced the work of Anderson and Krathwol in extending Bloom's taxonomy of learning objectives and discussed how this can help teachers better align instruction and assessment with their teaching objectives. **Brent Jones** (Konan Univ.) <bjones_jp@yahoo.com>

Development and the Problem of Power

Traditional views often represent poverty, disease and hunger as caused by a lack of access to resources and education. Left out are underlying power relations which result in deprivation. This workshop presented activities and discussion tasks to help students explore the relationship between power and development. **Albie Sharpe** (Ritsumeikan University) <duckpond@gol.com>

Education for Sustainable Development (ESD)

This talk discussed the UN *Decade for Education for Sustainable Development* (2005–2014) and introduced ways of teaching about the environment, human rights, development and peace in formal and non-formal settings in Japan. **Kazuya Asakawa** (Tokai Gakue Univ) <kasan@mac.com>

Student Graduation Research Reports

This session featured 12 seniors from Shimane University's *Faculty of Policy Studies* who presented graduation projects on topics ranging from fair trade and suicide prevention to crime prevention, childcare policies and how to green Japanese schools. **Eleanor Kane** (University of Shimane) <el-kane@u-shimane.ac.jp>

Youth Society for Peace (YSP)

This presentation introduced the activities of the Nepali organization *Youth Society for Peace*. **Chinta Mani** (Nepal) <yvspnepal@hotmail.com>

Message from the Chair

The 2009 Peace as a Global Language (PGL) conference was a lot of fun and a great success. Keeping with the theme of 'Nurturing grassroots,' the conference was largely organized by students, especially student coordinator, Ai Yamada. There were an amazing number of contributions from peace supporters across Asia. As an organizer, it was exciting to see the strength and cohesiveness of this special community while watching it grow.

Everyone's hard work culminated in an inspiring event. Perhaps, because everyone had contributed to the conference before arriving, there was an intimate feeling throughout the weekend. People were passionate and receptive. The words of all the academics, peace activists, farmers, and students were well received by participants and guests. Craig Smith gave an excellent keynote outlining the student-led projects he is involved with. Those who couldn't afford to come presented using basic Internet communications technology. Overall, it was an excellent learning environment.

Among the many conferences held each year, this one is unique. I would like to say thank you to everyone who made it happen and invite you all to join us next year for the PGL *Peace as a Global Language Conference 2010* at International Christian University (ICU) in Tokyo.

Craig Manning <craigmanning01@hotmail.com>
PGL coordinator (University of Shimane, Japan)

For more information about the annual PGL conference, see their website: <www.pgl.com>



JALT CONFERENCE ON LANGUAGE TEACHING

November 21 - 23, 2009 Granship Center, Shizuoka (Japan)

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



This year's international conference of JALT (*Japan Association for Language Teaching*) will take place at the Granship Conference Center in Shizuoka, Japan from Nov. 21 (Saturday) to Nov. 23 (Monday) on the theme "The Teaching-Learning Dialogue: An Active Mirror." Here we present a preview of selected sessions on global themes.



JALT Global Issues SIG Presentations

GILE SIG Colloquium

Global Ed and EFL: Mirror or Window?

Monday Nov. 23rd 11:40 - 1:20 pm Room 1003

What is the role of global education in language teaching? Should EFL provide a mirror to help students look at themselves in new ways, or should it be a window to the world aimed at promoting global awareness? In this GILE SIG colloquium, a panel of experts will engage the audience in an active dialog on how to balance global education aims in the language classroom.

Kip Cates	Tottori Univ. (moderator)
Craig Smith	Kyoto U. Foreign Studies
Masataka Kasai	Kansai Gaidai University
Jane Nakagawa	Aichi Univ. of Education
Greg Goodmacher	Oita Pref. College of Arts
Albie Sharpe	Ritsumeikan University
John Spiri	Tokyo U. of Agr. & Tech.

JALT Featured Speaker Sessions on Global Themes

Kristin Johannsen

www.kristinjohannsen.com/bio

Kristin Johannsen, a US-based global educator and materials writer, will give three presentations on global themes. Catch these sessions below!

- *A Global View from Your Classroom Window*
Saturday Nov. 21st Room 1003 11:10 – 12:40
- *Mirror and Window: Cross-Cultural Learning*
Sunday Nov. 22nd Room 906 11:10 – 12:10
- *Real People, Real Places, Real Language*
Sunday Nov. 22nd Room 1001-1 4:35–5:35 pm

GLOBAL ISSUES DISPLAY TABLE

Drop by our *Global Issues* SIG Display table to:

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

GILE SIG BUSINESS MEETING

Sunday Nov. 22nd 1:05 - 2:05 pm Room 909

Come and attend this year's annual *Global Issues in Language Education* SIG business meeting to:

- hear reports about our 2009 SIG membership, SIG finances, recent programs and activities.
- discuss our SIG newsletter, SIG projects, JALT 2010 plans and selection of SIG officers

GLOBAL ISSUES SIG FORUM

Sharing Ideas, Lessons, Resources

Sunday Nov. 22nd 11:10-12:50 pm Room 909

This annual "idea sharing" session is open to all interested teachers. It features classroom reports, EFL activities, teaching materials and innovative curriculum ideas to help you integrate global issues and international understanding into your classes. Handouts, lesson plans and teaching resources will be available to take home. Come join this unique session to learn about the latest teaching approaches and share your own ideas!

Presenters:

Tim Grose	Sapporo Gakuin University
Philip Shigeo Brown	MASH Collaboration
Thomas Lockley	Kanda Univ. Int'l Studies
Craig Manning	University of Shimane
William Moore	Hiroshima Kokusai Gakuin
Adam Murray	Tokai University
Noriko Nakamura	Columbia University
Jim Ronald	Hiroshima Shudo University
Hitomi Sakamoto	Toyo Gakuen University
John Spiri	Tokyo U. of Agr. and Tech.
Brian Shoen	Kanda Univ. of Int'l Studies
Robert H. Taferner	Lancaster University
Jennifer Yphantides	Kanda Univ. Int'l Studies

Organizer: Naoko Harada (SIG Program Chair)
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Make sure to bring along copies of your own global education handouts, lesson plans, articles and teaching materials to share with others!

OTHER JALT 2009 PRESENTATIONS ON GLOBAL THEMES

SATURDAY
November 21st

Jerrod Hansen Maggie Lieb Eucharia Donnery et al Salem Hicks Emi Fukasawa Fergus O'Dwyer et al Duane Sider et al Atsushi Yokouchi et al Jerald Halvorsen Gregory Minehane Aya Matsuda Amanda Gillis-Furutaka Miyuki Kimura Tamarah Cohen Thomas Goetz et al Stephen Ryan Joel Rian Patrick Dougherty	Getting Wet or Staying Dry: Immersion While Abroad Ethical ELT: First, Do No Harm Intercultural Exchange Through Skype Global Citizenship Education and Language Learning Students' Attitude Toward Study Abroad Classroom Materials for World English Changing the World One Conversation at a Time Raising Awareness of What Suitable Development Is Organizing an English-Speaking Internship in Japan A Go-it-alone Approach to Study Abroad Globalization and English Language Teaching in Japan Dealing with Racial Bullying in Schools in Japan Awareness of Japanese Culture Among the Natives Against Teaching Gender PALE Issues in Perspective for 2009 Critical Incidents from Culture Experience Programs Learning English or Learning to Hate It? Teachers Helping Teachers Meeting
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SUNDAY
November 22nd

Tamara Swenson Tim Cornwall Sally McLaren Cornelius Pratt et al Tracy Cramer Caroline Latham Aya Matsuda Nicole Takeda Robert Moreau et al Sandy Chuck Chiaki Iwai et al Gregory King Susan Burton Lindsay Mack et al Naoko Murata et al Kip Cates Chris Summerville Hiroki Hanamoto Eucharia Donnery Hajime Umeda Jackson Bloom Simon Thomas	A Revised Ethnocentrism Scale Creating a Thailand Teacher Network: A True Story Gender, Magazines and Media Literacy Improving Pedagogy in Bangladesh Schools Using Video to Develop Global Issues Awareness Through the Cross-Cultural Looking Glass Teaching World Englishes in Japan Volunteer Teacher Training in Cambodia Reflecting on War and Peace through Fashion Critical Thinking Activities to Deepen Learning Creating a Real Context of English Use in EFL Looking in the Mirror: Pre- and Post-Study Abroad Japanese Female Students Abroad Using Mind Maps to Promote Critical Thinking World Englishes Education in High School Teaching About Countries and Cultures in EFL Encouraging Eco-Literacy in the Language Classroom Stereotypes, Varieties of English and Attitudes Process Drama Pedagogy: Experiencing Migration A Non-English Internationalization in Japan English Education and TV in Developing Nations Trip Advisor: A Learner Instigated Webquest
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MONDAY
November 23rd

Scott Stillar Joanne Mynard et al Mohammed Ahmed Lesley Riley Yasuhiro Oshita Yukari Yoshihara et al Joseph Poulshock Michael Guest et al Rudolf Reinelt Simon Capper Greg Wheeler	Critical Consciousness-Raising Methods for EFL Promoting Autonomy Through Materials Design Reflecting On One's Cultural Identity Weaving Language Strategies and Study Abroad Tasks Language Planning for Children of Foreign Students A Wilderness of Mirrors Liberal Arts and Sciences for Language Educators EFL Training Programs for Intercultural Exchange Foreign Language Teaching in the 21 st Century Lateral Thinking in the Classroom Japanese Professors' Views Towards Plagiarism
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My Side vs. Their Side: A Peace Corps Story

by Roz Wollmering (former US Peace Corps Volunteer)



My Side



I entered the school brimming with ideas, innovative methods, and the desire to have an effect. It was the first day of school in Guinea-Bissau, the West African country where I'd been assigned as an English teacher with the US Peace Corps. After completing a demanding 12 weeks of training in language, culture and technical skills, I felt prepared for the challenge of teaching in a poor school system designed on a colonial model.

Inside, I noticed a strange absence of noise. A few students wearing white school jackets rambled about in the dimly lit hallway. As I neared the administrative office, I heard a mango drop to the ground outside and a sudden chorus of children's voices. Hoping to catch a glimpse of the fastest one carrying off the ripe prize, I looked out into the schoolyard and saw piles of old desks, broken bricks, and tree branches. They must be cleaning the school grounds, I thought to myself.

When I entered the office, the principal and his assistant were looking at a class schedule posted on the wall and discussing the large number of teachers that still needed to be hired by the Ministry. After greeting me warmly by inquiring about my health, my family back in America, and my life in general, they informed me that my teaching load had been increased by eight hours since the previous week. "No problem," I responded, "I love to teach."

The classroom where I was to teach was located a short distance behind the main building. Three lines of classrooms were arranged in rows like military barracks. Since it was the first day of classes, I hopped on my bicycle and coasted right up to the door of classroom #19—my classroom. "Always wiser to be punctual and prepared than tardy and unequipped," I told myself. Two students were sitting inside the room playing cards when I entered. I looked at the official enrollment number of 47 and asked earnestly, "Where are the other students?" The cardplayers faltered a bit and then mumbled, "They'll come, by and by."

"Well, let's begin without them," I suggested, with a disapproving stare at the cards. They shrugged their shoulders and offered to go find the students. It certainly didn't seem reasonable to me to teach two students and then have to teach the same material again when the others showed up. Be flexible, I reminded myself, and so I agreed.

One week later, there were 26 students outside my room, waiting for the rest of their classmates to appear. They refused to enter until all the enrolled students had showed up. I noticed that not only were students absent, but teachers as well. Meanwhile, the principal and his assistant were still discussing the schedule on the wall, moving multicolored pins, and deliberating how best to resolve the shortage of teachers.

That morning I'd stopped by the office again to make sure I'd understood correctly the radio announcement made by the Minister of Education the previous evening. I thought he'd announced that classes were in session and was quite relieved when the principal verified my assessment. He then asked me to teach an additional two hours a week. Lacking the experience to rebut his statement, "When there's a lack of teachers, we all need to pitch in a few extra hours," I nodded my head in consent. Considering that I wasn't actually teaching any students at the time, two extra hours didn't seem much of a burden, and I left, feeling only a mild premonition that I might regret it later.

By the end of the third week, I'd managed to convince, cajole, and beg my students to enter the classroom. What other teachers did was their decision, I figured, but as for me, I was itching to do something other than wait.

Once the students had entered, I discovered to my amazement that I couldn't get them to quiet down. Ignoring my requests to pay attention, they continued to socialize. Daisy painted her nails and chatted with Aminata about the new disco called *Temptation* that had just opened across from the mosque. Bebe took Nanda's notebook and wouldn't return it. Fatu gave me the peace sign and went outside to urinate. A few others followed.

Students wandered in late with irrelevant excuses like "It's hot" or "I'm tired." Nelson and Marcelino held competitive jive talks while their classmates gathered around encouraging first one, and then the other. Other students, whose teachers were absent, hung around the open windows, throwing crumpled-up bits of paper to their friends. Others simply came to stare at me, a white woman who rode a bicycle to school. They shoved up against the outside wall, clambered over each other's backs, and stuck their heads in for a peek, yelling, "White woman, white woman, there she is!" The next day, still more of these "window students" appeared to torment me.

Such behavior continued daily. Eventually I began to yell at them— "Get away from the windows!"—and resorted to pushing them out of sight. After a month at my post, I reigned over 30 hours a week of complete disorder in a pseudo-classroom kingdom. This is madness, I thought.

For the next month, I devoted the first 20 minutes of class solely to establishing peace and quiet. I was determined. I did this with gentle coaxes at first, but gradually evolved to using threats ("I'll call the school disciplinarian") and offering sweet enticement ("If you're good, I'll let you out early"). Late students were not allowed to enter, regardless of their excuses. It seemed the only way to control the chaos. Once I had my students' attention, I made them copy page after page of notes from the blackboard into their notebooks. I wanted to inundate their minds with grammar rules and vocabulary lists so they wouldn't have time to talk. Other times, I made them repeat sentences in unison as if they were Berlitz parrots. Audio-lingual theorists suggest that language is acquired through repetition of recurring patterns, a proposition effectively demonstrated when I overheard my students mimicking me: "Be quiet! Go sit down!"

When the drudgery of memorization and repetition began to bore even me to death, I resorted to playing *Bingo*, *Simon Says*, or *Do the Hokey-Pokey*. I went to elaborate lengths to make nifty prizes for positive reinforcement and spent countless hours designing educational posters for the walls. For a time, I concentrated on visual stimulation and drama to reinforce right-brain learning, but the posters disappeared overnight and the drama erupted one day during a production of a local folk tale: My fellow teachers disapproved of thrashing crocodiles, bellowing hippos and trumpeting elephants during school hours. The students whined like 8-year olds and threw tantrums when they could no longer perform or play games. I rather enjoyed their dramas, and figured they were reviewing English grammar and vocabulary by playing the games. But deep inside of me arose a persistent, nagging voice: "Surely, you can do more than baby-sit."

Gradually, as discipline turned my classroom into a boot camp, my classes began to develop a catatonic personality. Somber students stared back at me or out into space. Apathy replaced the boisterous noise I'd become accustomed to fighting. They refused to open their notebooks until I'd repeated the request three times. Orders and instructions mollified them, but now they didn't seem to have opinions, concerns, or even interests. Some simply put their heads down and

slept. Sit and listen they did, but participate, discuss and collaborate they did not. Their passive resistance soon infuriated me, and I yelled in frustration at them, "I am here to help you. Don't you understand that?" They stared at me in a dazed disbelief. "What do you want?" I implored them with open hands: "Do you want me to entertain you? To treat you like military recruits? To punish you?" They shrugged their shoulders and sighed, "Teacher, we are pitiful. That's life." "Go," I told them. "Go home. Get out." They refused, of course.

Against my better judgment, I finally called in the school disciplinarian. The moment he arrived, every student in the room jumped to attention. They greeted him in perfect unison with a resounding "Good morning, Mr. Disciplinarian." When he ordered them to sit down, an immaculate silence spread through the room. I was astounded. They looked so serene and innocent as they waited attentively for his words. Their perfect composure made them look like harmless babes, and I began to imagine that they would convince him of their purity and that I was the evil abuser. I began to wonder, in fact, if this wasn't perhaps partially true.

The disciplinarian picked out several students who were not wearing school jackets, and a few who had not buttoned the top button. He accused them of intentionally belittling their American teacher and expelled them for two weeks. He then read a list of seven students' names. Since these had registered for classes but had not yet paid their school fees, he expelled them for the year, adding an insult as they crept out of the room. He then turned to me and said, "If any of these students ever give you a problem, no matter how small, tell me and I will expel the entire class for the entire year." As I struggled to come up with a suitable response, he turned to the students, held up one finger, and challenged them, "Just one of you try it. Just one and I'll whip your ass." And then he left. I stood in horrified shock and embarrassment. I had just lost 13 students. The students said nothing. They stared at me and waited to see what I'd do next. I felt angry and stupid and offered a feeble apology. I fumed all the way home.

That night I dreaded going back to the school the next morning. I thought about ending my Peace Corps service and going home. I was sure I could find a justifiable excuse for a graceful exit. It was now the third month of teaching and quarterly grades were due in 10 days. All I had managed to teach were two review units. Two review units! Most students couldn't even meet the standards of the previous year! How did they manage to pass? I was tempted to flunk them all, but what would that accomplish? I looked in dismay

at the stack of 25 lesson plans I had diligently prepared during the late-night hours of the past two months and realized I would never use them.

So I switched strategies. That night I drew up a "No More" list. No more colorful visual aids. No more fancy vocabulary and grammar handouts. No more games. No more prizes. And no more school disciplinarian to resolve crises. My next unit began with the following dialogue.

Teacher: I am angry. I cannot teach because you do not respect me.

Students: No, no, Teacher. Please, Teacher, please.

Teacher: I don't want to teach you. I'm leaving.

Students: No, Teacher, no. Please, Teacher. You see, you don't understand our situation.

Teacher: Well, tell me, what is your "situation"?

The dialogue was theirs to complete and resolve.

Their Side



It was Tino and Mando who came and told us that a skinny, white woman had jumped off a bicycle, run into our classroom, and tried to teach them English that morning. Tino and Mando weren't even in our class. They were just sitting there waiting to use the soccer field when she rushed in like the rains. They weren't sure what to say because she looked so strange. Her hair was all falling down, and she wore a dress that looked like an old bed covering one might have bought from a Mauritanian vendor in the used-clothing market. We all walked over to Nito's house and found a few more of our classmates sitting out back drinking tea. We decided, even though school hadn't really started yet, that we'd go the next day to see what this new American teacher looked like. Tino and Mando assured us that she was as ugly as a newly hatched, greedy-eyed vulture.

We knew that almost no one would be at school yet. Most students were still on the farms finishing the harvest, and others were still trying to register and pay their fees. The Ministry had changed the rules again. All registrations completed at the end of last year were declared invalid, so we had to wait in line, get new photos, show our papers, and pay fees all over again—either that or pay some official to put our names on the list, which actually was much easier than completing the registration process. We listened to the radio broadcasts by the minister, reminding parents about the importance of school. Everybody knew he sent his children to the private Portuguese School. Teachers at public schools never showed up until the third week. Didn't she know that?

As it turned out, we agreed to enter the classroom just when everyone else did. We always say: "Cross the river in a crowd and the crocodile won't eat you." From that first day, she never demanded our respect. She didn't seem to care if we wore our school jackets or not. She didn't write the teaching summary on the board like our other teachers, and she was always in the classroom before the bell rang. That meant we could never stand up and honor her entrance. She should have known not to enter until after the bell rang. And she never took roll call first, as she should have, so we continued chatting and doing our homework.

Of course, by this time, other students had heard about our white woman teacher and were coming by to look at her and watch our class. We couldn't resist joining in the fun. At times, we believed she was serious, for example when she told the students outside class to leave. But where were they supposed to go? The area in front of her classroom was the designated student recreation area. Instead of ignoring them, she berated them with gestures and scolded us in Portuguese. Her Portuguese wasn't bad, but it sounded so funny when she said "Spoiled brats!" that you just had to laugh. We laughed even harder every time she said "Peace Corps" because in our Kriolu language "Peace Corps" sounds like "body of fish." We called her the "fish-body teacher" after that.

Classes were interesting because they were so unpredictable. She kept switching her methods, and we were never sure what to expect next. For a while she insisted that the mind equips itself and a teacher must not interfere in the process. She called that "The Silent Way." Next came "Total Physical Response." We gave actions to everything and pretended to be desks, pencils, and other classroom items. We twisted our bodies and played "What am I?" Then we role-played imaginary dialogues between, for example, two books fighting to get into a book bag at the same time. One day she taught us the song "In the Jungle." We loved that song. No, you couldn't really call her a consistent person. Even so, "a cracked calabash can still be mended." Obviously, she cared about us because she worked so hard to prepare for class. Most of our teachers were so busy at home or working a second or third job that they often missed class, and when they did show up, they had never prepared anything. We've already learned more English this quarter than we learned all last year.

We wanted to do more activities and play new games, but she thought that we needed to write. Because we didn't have any books, she demanded that we copy information down on paper. But we

Guineans are an oral people. We learn by talking; we make discoveries by sharing our experiences; and we help others by listening and contributing to conversations. Our history is a collective memory, and we pass our knowledge on to others in speech. She wanted us to raise our hands, one by one, and talk individually. That to us seemed artificial and disruptive. Only wolves howl individually.

She confused us even more by saying pointless things with vigor—"Wake up! Discover yourselves!"—or asking questions that had no answers: "Why are you here?" or "What are you going to do?" Then she'd wait with such an intent expression on her face that we'd say almost anything to try to please her. We always enjoyed her facial expressions because they foretold what was to follow—anger, joy, disappointment, praise, or contentment. She really should have learned by then how to hide or show her feelings to suit her purpose more effectively, but she didn't seem to care. In some ways, she was just like a child.

We just didn't understand why it was our thinking that needed to change, and never hers. She wore a "bad eye" charm around her neck, so we thought she was superstitious, but when we asked her, she said she wore it to show respect for our culture. We asked her if that was why foreigners always wanted to buy our ritual masks and initiation staffs, but she didn't answer. She told us we didn't need World Bank handouts and International Monetary Fund debts. What we needed, she said, was to learn how to raise fish. Was she crazy? We need computers, not fish! Balanta women always know where to find fish. "Teacher," we told her, "you will come and go, but we stay here." How could she understand our culture? She had only seen the rains fall once.

After a while, the novelty wore off, and we got tired of even a white woman's ways. It's hard—waking up at daybreak, doing morning chores, and then going to school for five hours without breakfast. Her class was during the last hour and we were as hungry as wild animals by that time. Some of us lived far from school, and if our step-uncle or older cousin-brother told us to go to the market before school, we had no choice. We were forced to run to her class with only a bellyful of worms because we knew she wouldn't listen to our misfortunes even if we arrived two minutes late. It's true! In America, time is money, but here time is different. Time is just now, nothing more.

It wasn't only that we had responsibilities at home that came before school—sometimes we were sick. If we had malaria, we'd put our heads down and sleep. And if we had "runny belly," we'd run out of class when the cramping started. The dry season was so hot

that we faded away like the songs of morning birds. One day she yelled at us. We admit, we weren't cooperating, but people are like that. We forgave each other and just go on. "That's life," we'd tell her. "A log as long as it stays in the water will never become a crocodile." Many things we just accepted as natural, but she considered such an attitude "fatalistic."

Finally, she called the school disciplinarian on us. She should have done that much earlier, in our opinion. We played our roles by allowing him to throw out a few students, because we knew they'd be back as soon as he got some cashew wine money from them. Anyway, that's the right of elders in our culture, and we're taught to live by the established rules. We didn't understand why she apologized after he left, and couldn't believe it when she undermined his authority by apologizing for his "poisonous pedagogy," as she called it. Like a Guinean woman, she certainly had courage.

Today she did something different again. She came in and wrote a dialogue on the board. She asked questions about the dialogue that made us disagree. We had a lively discussion in English and then got into our groups and began designing solutions for the problem presented in the dialogue. We always say, "When the ants unite their mouths, they can carry an elephant." We know she'll stay, too. We saw it in her eyes.

This essay is reprinted with the author's permission from the book "The Great Adventure: Volunteer Stories of Life Overseas" (1997/2002) USA: Peace Corps. It is available on-line with lesson plans and worksheets at the World Wise Schools website below.

Roz Wollmering (Guinea-Bissau 1990-1992) is a former associate Peace Corps director. She currently works for Australian Volunteers Overseas.

World Wise Schools

www.peacecorps.gov/wws/



World Wise Schools is a U.S. Peace Corps program which provides teachers with ideas, resources and materials to help promote intercultural understanding. Their website includes:

- **Stories from the Field**

www.peacecorps.gov/wws/stories/

Cross-cultural stories by Peace Corps volunteers from Asia, Africa, Central Europe & Latin America.

- **Lesson Plans**

www.peacecorps.gov/wws/educators/lessonplans/

A great set of global education lesson plans, class activities, student handouts and teacher guidelines.



Using Commencement Speeches to Link Global Issues with Language Learning

by Darren Lingley (Kochi University, Japan)



Introduction

This article outlines a rationale for the use of teaching materials that link global education themes and language learning in an EFL context. Based primarily on the belief that education is a non-neutral process and that teaching can play a strong role in addressing social/global injustice, the idea is based on examining global issues through the provision of authentic, meaningful and interesting spoken texts. An instructional procedure based on meaningful interaction with and about a specific type of authentic text (university commencement speeches) is suggested for intermediate-level Japanese university students enrolled in content-based language courses.

The approach suggested here is essentially a flexible work plan with the dual aims of helping students build much-needed listening and language description skills, and developing interest in global education issues. The authentic text featured in this paper can be mined in such a way that individual teachers can negotiate an appropriate balance between global issues content and language teaching aims – this will obviously vary, based on the wide range of situational teaching contexts. The approach involves a primary focus on language skills but the meaning and importance of the target content is always central. Depending on the teaching context, the overall balance can be either meaning/content centered, or geared to more prominently feature form and language development throughout.

Why Commencement Speeches?

The materials we select as language teachers and how we present them can have a deep impact on students. One source for English teaching materials is university commencement speeches - inspiring speeches by famous guest speakers given at university graduation ceremonies. There are many great commencement speeches available featuring global education issues ranging from the environment to gender to social responsibility to poverty. I have used speeches by, among others, screenwriter Nora Ephron (Wellesley College, 1996, gender equality), feminist leader Gloria Steinem (Tufts University, 1987, personal politics and gender equality), Tom Hanks (Vassar College, 2005, social responsibility), Al Gore (Johns Hopkins University, 2005, the environment)

and Madeline Albright (University of California Berkeley, 2000, Iraq sanctions with a very moving rebuttal from valedictorian Fadia Rafeedie).

First, these speeches are presented as authentic texts. For our purposes the concept of authenticity simply refers to texts which are not originally designed for pedagogical purposes. Little et al., (1988) provide us with a useful working definition of authentic texts as any text “created to fulfill some social purpose in the language community in which it was produced” (p. 27). As authentic spoken texts, commencement speeches contain realistic and natural examples of language and usually feature inspirational rhetoric by well-known speakers aiming to motivate and inspire young people to fulfill their potential and social responsibility. They are easily accessible from the Internet and therefore activities are not confined to the classroom. Commencement speeches also provide us with a manageable text size (usually 10-15 minutes), which can be further cut into smaller extracts for more detailed focus.

For this article, a recent university commencement speech – Bono’s 2004 University of Pennsylvania address - has been selected for several reasons. It features a pressing global education theme and has motivational value in that the speaker is well known to students. Guariento and Morley (2001) have noted the motivational impact of authentic texts in giving “the learner the feeling that he or she is learning the ‘real’ language; that they are in touch with a living entity, the target language as it is used by the community that speaks it” (p. 347). The speech deals passionately with poverty in Africa, blending a politically charged message with humor and a variety of cultural references. Although my aim is always to incorporate authentic mediated spoken language through the provision of audio files, teachers can also easily utilize written versions of this and other commencement speeches. Although written texts are much easier to find than audio files, much more can be done pedagogically with the spoken versions, where available.

Focus: Listening and Language Description

For this teaching procedure, the primary focus is on listening and describing the features of spoken language. Commencement speeches can be utilized for a variety of language teaching aims

including vocabulary development, discourse organization, language description and listening. As one example of how such texts can be mined for vocabulary purposes, Lingley (2007) has identified features of the Bono speech to focus on how the speaker uses multiple word unit (MWU) vocabulary items and metaphor to construct meaning, structure discourse and convey an emotionally charged message. Different types of MWUs can be used for analysis including the idiomatic expressions, phrasal verbs and lexical phrases that the speaker uses to structure the flow of natural speech.

A more specific approach focusing on key extracts of the speech can be used to show how students can improve fluency in recounting a story or in explaining what another person has said. If we think about how we use language in daily life, telling stories and sharing experiences through short narratives are central, and Bono's commencement address provides two brief, moving streams of speech which are particularly effective in demonstrating such features in use. Let's start with Extract 1 at right.

Bono Extract #1: "Betray the Age"

This first extract offers obvious chances to springboard into many global issues discussion topics. There is the passionate suggestion that we need to act (*'If you want to serve the age, betray it.'*), the history of segregation in the U.S. and how it was abolished, and the pointed challenge to re-think how we really view Africans – something at the core of social responsibility. However, students will first need significant help in linguistically accessing this brief stream of speech (only 2:47 seconds). It is filled with difficult vocabulary items (*'foibles'*, *'certitudes'*, *'pities'*), colloquial use of language (*'called it as it was'*, *'came down'*, *'blind spots'*, *'proving ground'*, etc.), and difficult cultural references (*'Brown vs. Board of Education'*). It also gives the teacher a chance to consider the concept of authenticity along a continuum.

This extract is from a part of the speech in which the speaker is actually reading more carefully from written notes. In other parts of the speech, such as Extract 2 below, Bono seems to be speaking more naturally, perhaps from notes but not reading notes. As such, we are able to consider the text on many levels – the spectrum of authenticity at text level, the global issues of poverty and social responsibility at content level, and vocabulary and cultural references at the language learning level. The text becomes that much richer when we consider these levels organically rather than separately.

Bono's Commencement Address (University of Pennsylvania 2004)



▪ **Extract 1:**

There's a really great, truly great Irish poet. His name is Brendan Kennelly, and he has this epic poem called the Book of Judas, and there's a line in that poem that never leaves my mind: "If you want to serve the age, betray it." What does that mean, to betray the age? Well to me betraying the age means exposing its conceits, it's foibles; it's phony moral certitudes. It means telling the secrets of the age and facing harsher truths. Every age has its massive moral blind spots. We might not see them, but our children will. Slavery was one of them and the people who best served that age were the ones who called it as it was, which was ungodly and inhuman. Ben Franklin called it when he became president of the Pennsylvania Abolition Society. Segregation. There was another one. America sees this now but it took a civil rights movement to betray their age. And 50 years ago the U.S. Supreme Court betrayed the age May 17, 1954, it says here, *Brown vs. Board of Education* came down and put the lie to the idea that separate can ever really be equal. Amen to that.

Fast-forward 50 years May 17, 2004. What are the ideas right now worth betraying? What are the lies we tell ourselves now? What are the blind spots of our age? What's worth spending your post-Penn lives trying to do or undo? It might be something simple. It might be something as simple as our deep down refusal to believe that every human life has equal worth. Could that be it? Could that be it?

Each of you will probably have your own answer, but for me that is it. And for me the proving ground has been Africa. Africa makes a mockery of what we say, at least what I say, about equality. It questions our pities and our commitments because there's no way to look at what's happening over there and its effect on all of us and conclude that we actually consider Africans as our equal before God. There is no chance.

Bono Extract #2: "Take My Son"

Extract 2 provides us with something further along the continuum of authenticity. It can be used to contrast the authenticity features of Extract 1, and it is an inspirational and personalized story highlighting poverty and famine in Africa. It offers much in the way of spoken language features.

Drawing students' attention to features of natural spoken language is effective for teaching listening and helping them to cope with 'real' language

Bono's Commencement Address
(University of Pennsylvania 2004)



▪ **Extract 2:**

An amazing event happened here in... Philadelphia in 1985, Live Aid, that whole 'We Are The World' phenomenon, the concert that happened here. Well after that concert, I went to Ethiopia with my wife, Ali; we were there for a month and ... er ... an extraordinary thing happened to me. Er... we used to wake up in the morning and er the lift, the mist would be lifting; we'd see thousands and thousands of people who'd been walking all night, and er...to our food station where we were working. And one man – I, I was standing outside talking to with the translator – had this beautiful boy and he was saying to me in Amharic, I guess it was, I was saying I, I can't understand what he's saying; and this nurse who spoke English and Amharic said to me, he's saying will you take his son. He's saying please take his son; he, he, he would be a great son for you. And I was looking puzzled and he said, "You must take my son because if you don't take my son, my son will surely die. If you take him he will go, go back to where he is and get an education." Probably like the ones we're talking about today. And, I of course, I had to say no; that was the rules there, and I, I walked away from that man. I've never really walked away from it. But I think about that boy and that, that man...

in use. For example, spoken language is messy and can be very hard to follow even when it is lacking in lexical density.

Understanding spoken language means being able to account for performance variables - Bono makes false starts, exhibits hesitation and redundancy and even makes the odd grammatical slip (*'that was the rules'*, *'he will go back to where he is'*). He also confuses tense in recounting the story, and there may be difficulty for the learner in determining the flow of the story because of the wide use of pronouns and referring expressions.

The extract also features examples of morphological and phonological reduction. Add to these the idiomatic features (*'walk away from'*) and the cultural references, and the average intermediate level EFL student is faced with a most daunting challenge in understanding this brief stream of speech (time: 1:40 seconds). Repeated listens to samples like this, accompanied by a wide range of collaborative transcription activities, can help the learner to become more comfortable with and knowledgeable about spoken language.

This is clearly a “bottom up” approach to the teaching of listening using authentic texts. Field (2003; 2008) has noted the need to shift attention back to “the primacy of signal” (p. 325) to better complement top down strategies. As such, this approach is not a test of listening comprehension. It is an organic look at spoken text features with a process-based approach to help students identify problematic areas in listening. A collaborative student-student or teacher-student description of what we are actually hearing provides students with clues to help process listening.

Some operational tips

This approach is offered as one suggestion for how authentic materials can be exploited as meaningful input in the global education/language classroom. To summarize, find motivational speeches – ones that motivate either you or your students. May and June is the best time of year to search for speeches from North American schools. The whole text can be used but a focus on selected extracts will be more manageable for students and allows the teacher to provide tuition in, or revise, a more specific area. Next, repeated listenings accompanied by different kinds of collaborative work (teachers should work together with students to transcribe listening texts) keeps the focus on the process of listening rather than the product. Build up a bank of transcriptions with students that can be used for future classes, and vary activities frequently (full transcription, while-listening transcriptions, gap fill, every other word, etc.). Finally, be aware that students find the first segments of a stream of speech more difficult than the back end, and that their background with written texts will override what they are hearing.

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On-line Resources for Teaching Commencement Speeches

Websites

To explore possibilities for using commencement speeches for teaching global issues, authentic listening, humour or culture, check out these sites:

1. Humanity Website

www.humanity.org/voices/commencements/

A great list of commencement speeches, and the best place to start. Many speeches are written text versions but some audio gems can be found.

2. On-line College Degree

<http://onlinecollegedegree.org/2009/04/23/25-celebrity-commencement-speeches-that-were-surprisingly-good/>

Use this to search a bank of selected celebrity speeches, many of which focus on a global issue.

3. Google Video (“commencement speeches”)

www.video.google.com

For a good list of speeches linked to audio/video versions do a search on commencement speeches

4. American Rhetoric

www.americanrhetoric.com/speechbank.htm

Lists many good commencement and inspirational speeches. Transcriptions available, usually good quality. Be careful: things sometimes get lost in transcription. This may be of interest to students.

5. Graduation Wisdom

www.graduationwisdom.com

Lists celebrity commencement speakers, excerpts from graduation speeches, inspirational quotes plus a “Top Ten Commencement Speech” list.

Books About Commencement Speeches

- ◆ *Hold Fast Your Dreams: Twenty Commencement Speeches* by C Boyko & K Colen (2001) Scholastic
- ◆ *Here We Stand: 600 Inspiring Messages from the World’s Best Commencement Addresses* by Randy Howe (2009) Lyons Press.
- ◆ *Onward: 25 Years of Advice, Exhortation and Inspiration* by Peter Smith (2000) Scribner.
- ◆ *Graduation Moments: Wisdom from the Best Commencement Speeches Ever* (2004) Honor Books

Excerpts from Commencement Speeches

<www.graduationwisdom.com>

It doesn't matter that your dream came true if you spent your whole life sleeping.

- Jerry Zucker (director) U. of Wisconsin (2003)

My favorite animal is the turtle. To move, it has to stick its neck out. There are times in life when you have to go and meet challenges instead of hiding in your shell -

Ruth Westheimers, Trinity Coll. (2004)

- David Calhoun (CEO) Virginia Tech (2005)

(Referring to a photo of Planet Earth) Look at that dot. That's here. That's us. On it, everyone you love, everyone you know, everyone who ever was has lived out their lives. It underscores our responsibility to preserve and cherish this pale blue dot, our only home.

- Carl Sagan (scientist) (1996)

Speaker	Status	University	Theme	Speaker	Status	University	Theme
Bono	singer	UPenn	poverty in Africa	Steve Jobs	entrepreneur	Stanford	find what you love
Al Gore	politician	Carnegie Mellon	the environment	John Stewart	comedian	William & Mary	success in life
Tom Hanks	actor	Vassar	social responsibility	J.K. Rowling	author	Harvard	failure and imagination
Oprah Winfrey	TV host	Duke	humility and compassion	Carl Sagan	astronomer	1996	planetary awareness
Nora Ephron	director	Wellesley	gender issues	Ellen DeGeneres	comedian	Tulane	success in life
Gloria Steinem	writer	Tufts	gender issues	Billy Jean King	athlete	U Massachusetts	sports and sexism
Randy Pausch	professor	Carnegie Mellon	general inspiration	The Dalai Lama	Nobel Laureate	Emery	education and the heart
Barack Obama	president	Arizona State	social responsibility	Desmond Tutu	Nobel Laureate	Michigan State	Injustice and oppression
Carol Gilligan	professor	Mount Holyoke	gender issues	Bill Clinton	president	Harvard	global issues



TESOL and the United Nations

<www.tesol.org/UNinfo/>



For many years, TESOL (*Teachers of English to Speakers of Other Languages*) has maintained a relationship with the United Nations through its *Department of Public Information* (DPI). As a recognized DPI non-governmental organization (NGO), TESOL distributes news and information from the UN to its members.

The purpose of the UN is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people. It affords the opportunity for countries to balance global interdependence and national interests when addressing international problems.

Understanding the importance of teaching about human rights as an integral part of teaching English (including linguistics rights) and the role of language learning and peace efforts, TESOL established a relationship with the UN in the late 1980s. Over the years, TESOL has participated with the UN in many ways: attending briefings on at the UN headquarters, sending a delegation to the annual DPI/NGO conference, and hosting speakers from the UN at its convention and at other events, such as the TESOL Peace Forums.

One of the best ways that teachers can benefit from TESOL's relationship with the UN is through the various resources the UN provides:

- **United Nations Cyberschoolbus**
<www.cyberschoolbus.org>

Created in 1996, the mission of *Cyberschoolbus* is to promote education about international issues and the UN. The site provides high-quality online and print materials and activities designed for educational use (at primary, intermediate and secondary levels) and for training teachers.

- **United Nations Information Centres**
<www.un.org/aroundworld/unics/english/web.htm>

The network of UN information centers (UNICS), UN services (UNIS) and UN offices (UNOs) links the UN headquarters with people around the world. Located in more than 60 countries, these DPI field offices help local communities obtain up-to-date information on the UN and its activities.

- **UNICEF Resources for Students & Teachers**
<www.unicef.org/siteguide/resources.html>

The *United Nations Children's Fund* (UNICEF) provides a variety of resources for educators to use in the classroom. UNICEF is the only inter-governmental agency devoted to children, mandated by the world's governments to promote and protect children's rights and well-being.

- **United Nations Teachers' Kits**
<www.un.org/geninfo/faq/teacherskit/teacherkit.htm>

The *UN Public Inquiries Unit* distributes complimentary kits to help educators teach about the UN. Kits are available for elementary, middle and high schools as well as general information. To order, contact the *UN Public Inquiries Unit*.

- **UN Link Page on TESOL Website**
<www.tesol.org/UNinfo/>

TESOL maintains a page on its website with links to reports and other resources provided by the UN. To access this information, go to the link above.

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Teaching about the UN

< www.teachun.org >



The *Committee on Teaching About the UN* (CTAUN) works to promote awareness among students of the United Nation's work in tackling global issues. Check out the rich variety of lesson plans and teaching resources provided on their website.

Model United Nations

< www.unausa.org/mun >



The *Model UN* is an educational simulation where students roleplay diplomats from countries around the world. Check out the Model UN video above, read about the "Model UN" at <www.wikipedia.org> or see Japan's MUN at www.jmun.org.

Ban Ki Moon and EFL

< www.wikipedia.org >



Ban Ki Moon is the Secretary General of the UN. At school in Korea, he excelled in English and won a national EFL essay contest. The prize was a trip to the US where he met President John F Kennedy and decided to be a diplomat.

Who's Doing What?

Book: *The English Teacher in Global Society*

Barbara Birch, a California-based linguist and peace educator, has just published a new book analyzing the role that English language teachers can play in promoting peace, human rights and the environment. Order on-line from Routledge Press or amazon.com or contact her for further details.

The English Language Teacher in Global Civil Society by Barbara Birch (2009) Routledge Press. \$29 <www.routledge.com> <www.amazon.com>

Barbara Birch <bbirch@csufresno.edu>

Book: *Linguistic Imperialism Continued*

Robert Phillipson, a Danish linguist and social critic, has just published a new revised edition of his classic 1992 text *Linguistic Imperialism*. Order this on-line from Routledge Press or amazon.com.

Linguistic Imperialism Continued by Robert Phillipson (2009) Routledge Press. \$50 <www.routledge.com> <www.amazon.com>

Robert Phillipson <rp.isv@cbs.dk>

Earth Pulse Report: *State of the Earth 2010*

National Geographic has published a special report entitled *EarthPulse: State of the Earth 2010*. This 90-page magazine features data, photos, graphics and maps on population, world trade, deforestation, conflict zones and energy use. The data, maps and photos can also be viewed at their website.

EarthPulse: State of the Earth 2010 (2009) National Geographic. \$11 <www.amazon.com>

Nat'l Geographic <www.nationalgeographic.com>

AJET SIGs involved with Global Issues

The Association for Japan Exchange and Teaching (AJET) runs three established Special Interest Groups (SIGs) related to global issues:

- ◆ Eco-SIG (teaching about environmental issues)
- ◆ Go MAD SIG (3rd World volunteering)
- ◆ Habitat for Humanity SIG (building homes)

AJET: <http://ajet.net/index.php>
Eco-SIG: <http://beesig.web.fc2.com>
Go MAD: www.go-mad.org
Habitat: <http://jetsetjapan.com/volunteerjet-habit.shtml>

Shin-Eiken Association

< www.shin-eiken.com >



Shin-Eiken is Japan's most active high school English language teachers' association which is engaged in global, peace and human rights education. Check out their website above or subscribe to their monthly magazine *Shin Eigo Kyoiku* (published in Japanese).

Special Issue of "*Shin Eigo Kyoiku*" (*New English Classroom*)

"*Children of the World: Children's Rights and a Culture of Peace*"
No. 481 (Sept 2009) Sanyusha Press www.sanyusha-shuppan.com

To mark the end of the UN *International Decade for a Culture of Peace and Non-Violence for the Children of the World 2001-2010*, Shin-Eiken has issued a special edition of its monthly magazine (in Japanese) on "children, peace and human rights." Articles include:

- *Implementing the Declaration of Children's Rights in EFL Classes*
- *Teaching English for a Culture of Peace and Non-Violence*
- *Three Ways to Connect the Children of the World*
- *If the World Were A Village of 100 People*
- *My Personal Peace Manifesto*
- *UN Convention on the Rights of the Child* (in English & Japanese)

United Nations Works

www.un.org/works/



United Nations Works is a great global education website for teaching about poverty, peace, human rights and AIDS. Make sure to check out their *What's Going On?* global issue video series.

Youth for Human Rights

www.youthforhumanrights.org



Youth for Human Rights (YHR) has produced a powerful set of 30 inspiring public service TV ads to promote human rights. See these on-line or order the DVD for your classroom teaching.

Teachers Against Prejudice

www.teachersagainstprejudice.org



Teachers Against Prejudice is a US-based non-profit association dedicated to fighting prejudice, hate and intolerance through education. Check out their list of recommended films and books!

Kids Around the World

< www.katw.org >



Kids Around the World is a great website created by the US Peace Corps which uses interviews and photos to introduce students to the daily life of children in Africa, Asia, Europe and Latin America.

N.A.M.E.

< www.nameorg.org/ >



N.A.M.E. stands for the *National Association for Multicultural Education*, an active organization that promotes equity and social justice. Check out their teacher resources section and quarterly magazine.

S.P.I.C.E.

< www.spice.stanford.edu >



The *Stanford Program on Inter-Cultural Education* (SPICE) is an international studies center which offers a variety of teaching resources on global issues, world regions, world cultures and world history.

C.T.I.R.

< www.du.edu/ctir/ >



The *Center for Teaching International Relations* (CTIR) at the University of Denver in Colorado offers a great selection of K-12 teaching resources on geography, world cultures and global issues.

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 now offer special programs for college students. Encourage your students to join!

New Internationalist

< www.newint.org >



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

Global Issues at ESL Etc.

< www.esletc.com >



ESL Etc. is a great website dedicated to bringing global issues and activism into the field of language teaching. It has free handouts, resources, podcasts as well as a teachers' forum.

Facing the Future

< www.facingthefuture.org >



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

Oxfam Education

www.oxfam.org.uk/education/



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

Global Issues in English

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



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

U.N. Cyber School Bus

www.un.org/Pubs/CyberSchoolBus/



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

Global Issues

< www.globalissues.org >



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

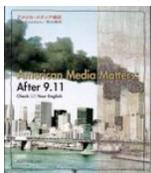


LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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



- (1) **"American Media Matters: After 9.11"** – Jim Knudsen (2009: ¥1890) (separate listening CD)
Nan'undo Press, 361 Yamabuki-cho, Shinjuku, Tokyo 162-0801 <www.nanun-do.co.jp>



This 88-page EFL text promotes language skills, critical thinking and social awareness about post-9/11 America. Its 13 units deal with: *the War on Terror, homeland security, baseball and steroids, capital punishment, gun laws, obesity, the aging society, gay marriage and health care*. Each unit includes an essay, vocabulary notes, pre- and post-reading tasks plus listening and reading exercises.

- (2) **"Debating Current Issues"** by Toru Nishimoto and Beryl Hawkins (2009: ¥1800)
Seibido Ltd., 3-22 Ogawa, Kanda, Chiyoda, Tokyo 101-0052 <seibido@mua.biglobe.ne.jp>
Tel: 03-3291-2261 Fax: 3293-5490 <www.seibido.co.jp> (listening CD available separately)



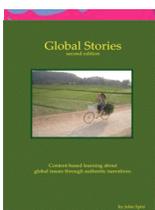
This 100-page text for Japanese students aims to promote logic, thinking and communication skills through English debates on social issues. Its 15 units cover topics such as: *cell phones, gender issues, the global food shortage, the oil crisis, the Olympic spirit, the population explosion, the Internet, GM food and health care*. Each 7-page unit has a warm-up, a 1-page reading with questions, a model TV debate and an opinion section plus guided debate and discussion activities.

- (3) **"Meet the World: English through Newspapers 2009/2010"** by Yasuhiko Wakaari (2008: ¥1900)
Seibido Press (see contact information above for #2) (listening CD available separately)



This 100-page text promotes both newspaper reading skills and global awareness. Its 24 units feature articles on politics, economics and culture from Japan, the US, China, India, Kenya, Vietnam and Cuba. Topics include: *environmental youth summits, women in Kenya, Tibet, Myanmar, suicide, smoking, wind power, conservation, the EU, the Global Peace Index and war victims*. Each 4-page unit includes two articles with photos, Japanese notes plus pre- and post-reading tasks.

- (4) **"Global Stories"** (2nd edition) by John Spiri (2009; ¥2100) <globalstoriespress@gmail.com>
Global Stories, 2-40-B-204 Saiwai-cho, Fuchu-shi, Tokyo 183-0054 Tel/Fax: 042-369-3785
Web: <http://spiriatwork.net/globalstories.htm> Student site: <http://globalstories.spiriatwork.net/>



This 96-page color text features picture stories with narratives about global issues such as landmines, refugees, sweatshops and bullying. The entirely revised readings allow students to go deeper into the issues and consider solutions. Other activities include *Great News in History, Country Watch* (with full color blank map) and *Thinking Deeper*. This 4-skills EFL text, appropriate for high beginner and intermediate level, has 13 six-page chapters plus two short chapters for students to create their own narratives. [Includes Teacher's Guide & CD]

- (5) **"Inspiring Stories"** (2nd edition; 2-book set) by John Spiri (2009; ¥2300) [Teacher's Guide & CD]
Global Stories Press (see contact information above for #4)



This 100-page 4-skills color text for intermediate/advanced students is a 2-book set featuring picture stories with narratives about extraordinary individuals working for peace and justice. Topics include micro-finance, tree-sitting, Peace Pilgrim and UNICEF ambassador Tetsuko Kuroyanagi. Readings supplement the narratives, expanding students' understanding of civil disobedience, native people's rights and other topics. Other activities include *Country Watch, Writing About Solutions, News Sharing*, and authentic listening.



BOOKS FOR PROMOTING PEACE AND JUSTICE

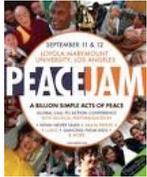
This issue profiles a selection of books on peace as well as biographies for students of current and historical figures who have worked for social justice.



PeaceJam

A Billion Simple Acts of Peace

by I. Suvanjieff & D. Engle (2008) PeaceJam \$17
(www.peacejam.org)

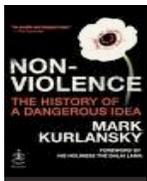


This inspiring book describes how youth from around the world paired up with Nobel Peace Prize winners (Desmond Tutu, Jose Ramos-Horta, Shirin Ebadi, Jody Williams, Aun San Suu Kyi, Betty Williams, the Dalai Lama...) to tackle global issues such as war, AIDS, human rights, poverty, racism, sexism and the arms trade.

Non-Violence

The History of a Dangerous Idea

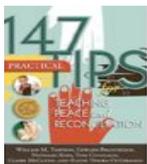
by Mark Kurlansky (2006) Modern Library \$14
(www.amazon.com)



Learn about the dramatic history of "non-violence" from the Bible and Buddha right up to Gandhi, Martin Luther King and the Vietnam War, concluding with a list of 25 crucial lessons from history to help us work for peace.

147 Tips for Teaching Peace and Reconciliation

by W. Timpson (2009) Atwood Publishing \$13
(www.atwoodpublishing.com/books/195.htm)

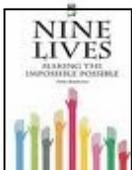


This new volume of the *147 Tips* series introduces a rich variety of practical ideas for teaching peace and reconciliation, ranging from overcoming prejudice to learning from the Quakers to using language to build trust.

Nine Lives

Making the Impossible Possible

by Peter Braaksma (2009) World Changing \$17
(www.amazon.com) <www.newint.org>



This book profiles 9 individuals who have dedicated their lives to working for peace, justice and a better future such as Oscar Arias Sanchez (Costa Rica), Harry Wu (China), Youk Chhang (Cambodia), Malalai Joya (Afghanistan), Monireh Baradaran (Iran), Rami Elhanan (Israel) and Bassam Aramin (Palestine).

DK Biography Series <www.dk.com>

Introduce your students to famous figures from history with these illustrated readers full of rare photos, sidebars and timelines at a great price!

Princess Diana

by Joanne Mattern (2006) \$5

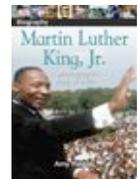
Follow the storybook life of Princess Diana who became a global issues activist against AIDS and landmines



Martin Luther King Jr.

by Amy Pastan (2004) \$5

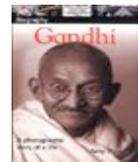
Read about the inspiring life of Martin Luther King who fought for civil rights, peace and social justice.



Gandhi

by Amy Pastan (2006) \$5

Study Gandhi's amazing life journey from young lawyer to pioneer of peace, tolerance and nonviolence.



Nelson Mandela

by Laaren Brown (2006) \$5

Learn how Mandela went from an ANC activist and political prisoner to become President of South Africa.



Mother Teresa

by Maya Gold (2008) \$6

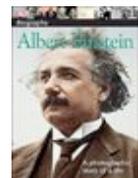
Discover Mother Teresa's life of sacrifice working with the poor, the sick and the dying in India's slums.



Albert Einstein

by Frieda Wishinsky (2006) \$6

Find out how Einstein escaped Nazi Germany to become a world-famous scientist and global activist for peace



Other Titles in the DK Biography Series:

- Eleanor Roosevelt
- Thomas Edison
- Joan of Arc
- Harry Houdini
- Charles Darwin
- Amelia Earhart
- John F. Kennedy
- Marie Curie



GLOBAL EDUCATION MATERIALS FOR PURCHASE



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

DVD on "A Culture of Peace"

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

United Nations Activity Book

This teacher's handbook features a rich variety of class activities for teaching about the UN and its work on global issues. ¥1000 / \$10

Book "The World Around Us"

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

Global Perspectives (JACET)

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

Fair Trade Goods

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

* www.peopletree.co.jp
* www.worldfairtradeday09.org/

Peter's World Map

Decorate your classroom with this global education map.
www.petersmap.com/table.html



GLOBAL EDUCATION RESOURCES



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMING EVENTS CALENDAR

Oct.	16	World Food Day ¹	Dec.	2	Abolition of Slavery Day ⁵
Oct.	24	United Nations Day ²	Dec.	10	International Human Rights Day ⁶
Nov.	28	Buy Nothing Day ³	Jan.	18	Martin Luther King Day ⁷
Dec.	1	International AIDS Day ⁴	Jan.	27	Holocaust Memorial Day ⁸

- 1 World Food Day: <www.fao.org/getinvolved/worldfoodday/en/> <www.wfp.org> <www.worldfooddayusa.org>
 2 United Nations Day: <www.un.org/cyberschoolbus/> <www.teachun.org> <www.un.org> <www.unausa.org>
 3 Buy Nothing Day: <www.adbusters.org/campaigns/bnd> <www.bndjapan.org> <www.buynothingday.co.uk>
 4 AIDS: <www.avert.org> <www.worldaidsday.org> <www.worldaidscampaign.org> <www.japanetwork.org>
 5 Abolish Slavery Day: <www.notforsalecampaign.org> <www.iabolish.org> <www.stoptraffickfashion.com>
 6 Human Rights Day: <www.youthforhumanrights.org> <www.amnestyusa.org> <www.hrw.org>
 7 ML King Day: <Wikipedia: *Martin Luther King Day*> <www.mlkday.gov> <www.holidays.net/mlk/>
 8 Holocaust: <www.ushmm.org> <www.vhf.org> <www.hmd.org.uk> <www.urban.ne.jp/home/hecjpn/>
 * More dates: <www.countmeincalendar.info> <www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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

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

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