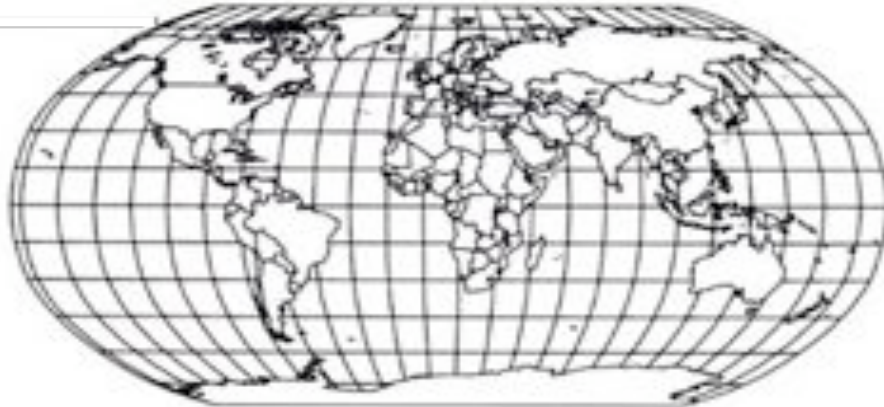


Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

80th
Issue

celebrating 80
issues and 21
years in print
since 1990



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

NEWSLETTER #80

Our summer 2011 newsletter brings together a variety of themes, ranging from movies to peace to natural disasters. Key articles in this issue feature (1) a report by Francois Vilmenay on how EFL teachers in Haiti responded to the 2010 earthquake, (2) an article by John Barnitz on lessons that English educators can learn from Hurricane Katrina, and (3) a description by Tom Fast of his experiments teaching English through global issue films. We also include a commemorative article on peace education by the late Tim Allan, a GILE member who passed away suddenly in Nagasaki this June, and the first of a set of stories to promote critical thinking by UK global education expert, Robin Richardson. We also include a report on TESOL 2011, a list of books on teaching against prejudice and hate plus all the latest global education news, ideas and information.

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

Special features in this issue:

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International Cooperation Festival

October 1 - 2, 2011 Hibiya Park, Tokyo

< www.gfjapan.com >

This year's *Global Festa* will be held on October 1 – 2, 2011 in Hibiya Park, Tokyo. This is Japan's largest gathering of global issue NGOs. The 2-day event features displays by 250 groups (*Save the Children, Amnesty International, Red Cross, UNICEF, Doctors w/o Borders...*) plus concerts, workshops and ethnic cuisine. Last year's website is shown above. This year's will be up soon. Don't miss it! Bring your students!!

Global Education Events

- **2011 Peace Conference of Youth**
August 22 - 29, 2011 Osaka (Japan)
Website: <www.pcy.jp/english/index.html>
- **World Peace Festival**
August 26 - 28, 2011 Berlin (Germany)
Website: <www.worldpeacefestival.org>
- **Toward a World of Peace and Justice**
October 21 - 23, 2011 Memphis, TN (USA)
Website: <www.peacejusticestudies.org>
- **2011 Asian Youth Forum (AYF 9)**
Nov. 8 – 15, 2011 Taipei (Taiwan)
Website: <<http://ayf9taipei.weebly.com/>>
- **Global Learning: Teaching about the World**
Nov. 30 – Dec. 2, 2011 Rome (Italy)
Website: <www.theworldwideforum.org>

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



One World Week (OWW)

Oct. 23-30, 2011

www.oneworldweek.org

One World Week is an annual UK-based global education event which promotes social justice and global awareness. This year's theme is *Living for One World*. OWW invites teachers and schools worldwide to hold their own events. Their site has:

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

Start planning now for an event at your school!

Peace as a Global Language (PGL 2011)

October 22 - 23, 2011 Konan University

www.pgljapan.org/

This fall's PGL conference will be held on the weekend of October 22 -23, 2011 in Nishinomiya (near Kobe) on the theme *Peace Without Boundaries*. PGL 2011 will feature a range of exciting presentations on peace activism and peace education plus a peace photo exhibit, a workshop to create peace banners and a "Table for Two" Banquet to support the world's underprivileged. Come learn how education translates into peace activism and social change!

Help Wanted: New Peace Ed Text

Michael Medley has written an English text for adult learners called *Resilience* that tackles one of the roots of violence - unhealed individual and collective trauma. He is looking for teachers to review and field-test this text. For info, contact:

- R. Michael Medley <medley@emu.edu>
Eastern Mennonite University, Virginia, USA

Clean Up The World

< www.cleanuptheworld.org >



Clean Up The World is a global campaign that aims to improve local communities. This year's 2011 *Clean Up the World Weekend* will be held Sept. 16-18. Schools and teachers are invited to join.

Teaching Tolerance

< www.tolerance.org >



Teaching Tolerance is a famous US website and magazine run by the Southern Poverty Law Center. This features great ideas, activities and resources for teaching against racism, sexism and prejudice.

Green Teacher

< www.greenteacher.com >



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

JALT GLOBAL ISSUES SIG OFFICERS FOR 2011

Here are the 2011 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

ADMINISTRATIVE OFFICERS

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JOIN OUR GILE SIG TEAM

Wanted: ▪ Tohoku Rep
▪ reps for other areas of Japan
▪ project & website assistants

SIG Membership:

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(see address at bottom left)

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Okayama Gakugeikan HS
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Brian Teaman (Support)
<teaman@wilmina.ac.jp>
Jack Brajcich (Facebook)
<brajcich@fukujo.ac.jp>



WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

EFL Books Requested for Teachers in Haiti

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

"Book Aid" South Africa Library Project

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

Vietnam Book Donation Project

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

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



GLOBAL ISSUES IN LANGUAGE TEACHING JOURNALS

Abstracts of articles on global themes from language teaching journals.



Special Issue of NCTE *English Journal* on “Green English”

The National Council for Teaching English (NCTE) has published a special issue of its *English Journal* on *Green English*. This features articles on how English can promote environmental awareness. Titles include:

- *Green English: Voices in the Wilderness?* - H. Bruce
- *Literature Related to the Environment and Nature*
- *4 Precepts for Green English Teaching* - M. Jewett
- *The Green Footprint Project: How Middle School Students Inspired Their Community and Raised Their Self-worth* - K. Cortez-Riggio

English Journal Vol. 100/3 January 2011, USA
<www.ncte.org/journals/ej/issues/v100-3>

Reaching for Their Own Goals: A More Democratic Classroom

by Naomi Hashimoto & Steve Fukuda
(University of Tokushima, Japan)

This describes a project designed to investigate the effect on Japanese college students’ motivation and achievement of democratic course design that allowed students to achieve their own goals. Two regular classes were compared with one democratic class. The democratic course scored higher on both student satisfaction and academic achievement.

The Language Teacher 35/3 Jan/Feb 2011, Japan
<www.jalt.org>

EFL Student Suicides in South Korea

Four Korean students have committed suicide since January at the *Korea Advanced Institute of Science and Technology* (KAIST). Critics link these incidents to the extreme pressure put on students since its American-educated president Suh Nam-pyo introduced a policy in 2006 to teach all courses in English. This English-only policy aims to make KAIST more globally competitive. However, a number of students have complained that they can’t understand their classes and that underperforming students are put on “punitive” tuition programs.

“*Student Suicides*” in *EL Gazette* #377
June 2011, UK. <www.elgazette.com>

Libyan Students Stranded in U.K.

Several hundred Libyan students studying in the UK have been left stranded after the British government froze assets belonging to the Gaddafi regime. Last year, there were approximately 2,800 Libyan students at UK universities, mainly on English, engineering and computer science courses. Their scholarship payments stopped when five Libyan diplomats were expelled from their embassy in London. A number of British universities have made emergency loans to help students cover their rent, food and living costs.

“*Asset Freeze Strands Libyans*” in *EL Gazette* #377
June 2011, UK. <www.elgazette.com>



Shin-Eiken Association

<www.shin-eiken.com>

Shin-Eiken is a dynamic high school English teachers’ association in Japan which promotes humanistic education, peace education, global education and international understanding. Check out their website or subscribe to their Japanese magazine *Shin Eigo Kyoiku*.

Special Issue of “*Shin Eigo Kyoiku*” Magazine
No. 504 (August 2011) Sanyusha Press

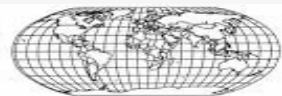
Theme: Conflict Resolution

Articles in this special issue (in Japanese) include:

- *Conflict Resolution Teaching Approaches*
- *Integrating Conflict Resolution (CR) into EFL*
- *Conflict Resolution Through English*

United Nations Works

<www.un.org/works/>



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

AIDS Education

<www.japanetwork.org>



JAPANetwork provides English teachers in Japan with a variety of materials, lesson plans, videos and teaching ideas for integrating AIDS awareness into your EFL classroom.

Youth for Human Rights

<www.youthforhumanrights.org>



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

Language Education Conferences

- **JACET 50th Commemorative Conference**
August 30 – Sept. 2, 2011 Fukuoka (Japan)
Website: www.jacet.org
- **Across Languages and Cultures**
Sept. 1 - 3, 2011 Venice (Italy)
<<http://alc.unive.teoriacomunicazione.it/>>
- **The Future of English in Globalization**
Oct. 11 - 12, 2011 Kolding (Denmark)
Website: www.sdu.dk/futureengconf
- **KoTESOL Connecting with Culture**
Oct. 15 - 16, 2011 Seoul (South Korea)
Website: www.kotesol.org
- **English Across Culture**
Oct. 21 - 22, 2011 Bali (Indonesia)
www.undiksha.ac.id/images/img_item/270.pdf
- **A Multilingual Generation in a Global World**
Nov. 2 - 3, 2011 Kedah (Malaysia)
<http://umhsb.com/seminar>
- **ELT in the Age of Globalization (PAC 2011)**
Nov. 11 - 13, 2011 Taipei (Taiwan)
Website: www.eta.org.tw



JALT 2011 National Conference

Nov. 18 – 21, 2011 Tokyo, Japan
<<http://jalt.org/conference>>

The *Japan Association for Language Teaching* will hold its 2011 international JALT conference from November 18 – 21 in Tokyo on the theme of *Teaching, Learning, Growing*. Details on global issue sessions will be listed in our fall newsletter.



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

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

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

IATEFL 2012 CONFERENCE

IATEFL's 46th international UK conference will be held next spring from March 19 – 23, 2012 in Glasgow, Scotland. Why not submit a proposal?

- **Submission Deadline:** September 17, 2011

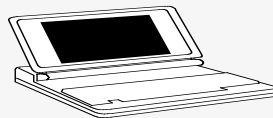
IATEFL's Global Issues SIG (GI-SIG)

Chair: Claudia Connolly <GISig@iatefl.org>

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

Social network: <http://global-issues.ning.com/>

Key Internet Websites on Global Issues and Language Teaching



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

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

TESOL's Social Responsibility IS (USA)
www.tesol.org (search for "SR-IS")

Korea TESOL Global Issues SIG (Korea)
www.kotesol.org/GISIG (new address)



Teachers of English to Speakers of Other Languages

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

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

TESOL 2012 CONFERENCE

TESOL's 46th annual international convention will be held from March 28–31, 2012 in the city of Philadelphia, USA on the theme *A Declaration of Excellence*. For further information, go to:

- **Website:** www.tesolconvention.org

Social Responsibility Interest Section (SR-IS)

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

SR-IS Chair: Earlene Gentry (USA/Egypt)
<gentryearlene@yahoo.com>

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

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

Conference Information

- * www.conferencealerts.com/language.htm
- * www.jalt-publications.org/tlt/confcal/
- * www.eltcalendar.com/events/

CONFERENCE REPORT: TESOL 2011

New Orleans

TESOL 2011, the 45th annual convention of TESOL (*Teachers of English to Speakers of Other Languages*), was held March 16 - 19 in New Orleans on the theme "Examining the E in TESOL." With 1,000 presentations attended by 6,000 participants from 100 countries, this is the world's largest English teaching conference. Here's a sampling of the global education sessions given.



TESOL Plenary Talks

Teaching English as More Than Language

In this plenary, critical pedagogy specialist Alastair Pennycook discussed the ideas, desires, hopes and threats involved in learning and teaching English.

L2 Accent and Ethics

This plenary talk dealt with social disadvantages faced by learners due to accent discrimination and discussed the kind of ethical issues involved. Tracey Derwing (Canada) <tracey.derwing@ualberta.ca>

Pre-Conference Workshops

Preventing Bullying, Confronting Discrimination

This session discussed how to counter harassment based on race, gender, sexual orientation and religion. Shelley Wong (US) <swong1@gmu.edu>

Identifying Effective Gang Prevention Programs

This workshop explored the role teachers can play in dealing with gangs in both the classroom and in schools. Myles Hoenig <hoenigedu@yahoo.com >

Working with Students from Poverty

This workshop showed participants how to devise innovative resources for teachers in poor regions of the world. Eric Dwyer <eric.dwyer@fiu.edu>

The Politics of Language

This discussed the price learners pay to assimilate to the dominant culture and shared ideas to promote biculturalism. Pedro Noguera <pan6@nyu.edu>

Using Short Stories for Critical Thinking

This session proposed criteria for choosing short stories that promote language skills and critical thinking. Sybil Marcus <swmarcus@inreach.com>

Social Responsibility IS Forum

Social Responsibility in a Multicultural World

This panel featured reports by language educators from around the world who are working to overcome stereotypes, reduce prejudice and stimulate tolerance. Kip Cates (Japan) <kcates@rstu.jp>

Other Conference Presentations

Teaching with Google Earth

This session described how thematic project-based ESL lessons using *Google Earth* engage students with real-world learning in authentic environments. Natalia Ward (USA) <nat.ward56@gmail.com>

Can Your Program Pass the Civil Rights Test?

This session helped participants develop action plans aimed at enabling their EFL programs to pass criteria set by the US *Office of Civil Rights*. Sara Waring (USA) <swaring@edcount.com>

Forensic Linguistics and Language Crimes

This talk discussed how language can be used against non-native speakers and urged teachers to advocate to protect learners' health and legal rights. Effie Cochran (US) <ecochran@jjay.cuny.edu>

Teaching Media Literacy in the ESL Classroom

This session described principles of media literacy relating to print, radio and TV ads, and introduced ESL teaching materials to promote media literacy. Nadia Scholnick (USA) <nscholni@ccsf.edu>

"Political Clarity" through Immersion Abroad

This described an immersion abroad component of a TESL certificate that engaged trainees in critical thinking about politics, ideology and immigration. Elizabeth Smolcic (USA) <eas260@psu.edu>

How Indigenous Writers Fight AIDS in Africa

This talk described a grass-roots English writing project on the topic of AIDS which resulted in an anthology featuring stories by Namibian women. Marna Broekhoff (USA) <marnab@uoregon.edu>

Intercultural Understanding in Conflict

This talk described an English summer camp on the border of Haiti and the Dominican Republic which was designed to promote tolerance and peace. Susan Renaud (USA) <susanrenaud59@aol.com>

Incorporating Dialect Diversity in TESOL

This talk urged teachers to teach dialect awareness and to include a variety of dialects in their classes so as to counter dialect stereotypes and prejudice. Walt Wolfram (USA) <walt_wolfram@ncsu.edu>

What National Geographic Can Do for ESL

This presentation demonstrated how using National Geographic materials can help to prepare students to communicate with people from other cultures. Ian Martin (USA) <ian.martin@cengage.com>

Earthquakes as Contexts for Critical Curricula

This session discussed the need to incorporate critical pedagogy into English programs in Haiti as it rebuilds from its 2010 earthquake. Gertrude Tinker Sachs (US) <tinkersachs@yahoo.com>

Empower Me: Community Building for Kids

This talk introduced classroom strategies that encourage children's empowerment through games and tasks that promote empathy and risk-taking. Leslie Dorit (USA) <doritl@rochambeau.org>

Free FTC Resources for Consumer Skills

This talk introduced *Federal Trade Commission* brochures, videos and websites on debt, consumer protection, telemarketing, money management, identity theft and other scams. Carol Kondo-Pineda (USA) <www.ftc.gov/bcp/consumer.shtm>

Teaching ESL with Speeches by People of Color

This panel session presented innovative teaching materials and lesson plans for building academic skills based on historic speeches by people of color. Mary Romney (USA) <m.romney@sbcglobal.net>

Helping Students Discover the News

This session introduced a new writing text which involves students in researching, analyzing and reporting on current news. David Harrington (Japan) <davidh@languagesolutionsinc.com>

A Model of a Successful Teen Center

This described a teen center for immigrant youth from Cape Verde set up by the Catholic Charities of Boston to address violence on the streets. Paulo Debarros (USA) <paulo_debarros@ccab.org>

Beyond Lyrics: Using the Stories Behind Songs

This talk urged teachers to teach about the social, personal and historical context of music using the author's book "True Stories Behind the Songs". Sandra Heyer (USA) <www.amazon.com>

Multicultural Education and Service Learning

This talk argued that community service projects lessen the alienation felt by many ESL learners and help them become contributors to their community. Adam Stein (USA) <astein@eli.uta.edu>

Refugees, Literacy Development and Soccer

This session described an innovative summer ESL program which connected students' passion for soccer with academic development and literacy training. Eric Dwyer (USA) <eric.dwyer@fiu.edu>

Working for Fair Employment: What To Do

This talk discussed how lack of employment affects teachers, students and programs, and gave examples of initiatives to improve job conditions. Peter Vahle (USA) <beltvahle@hotmail.com>

Critical Democratic Education in the Mid-East

This discussed the challenge of teaching critical democratic values in conservative societies and described action research at an Arab university. Amy Hamar (Qatar) <amy.hamar@qu.edu.qa>

Incorporating Skeptical Thinking into Reading

This talk described how teaching skeptical thinking in EAP can motivate learners to think critically about texts and develop reading comprehension. Jeremy Slagoski (USA) <slagoski23@gmail.com>

International Students as Change Agents

This session described a university event designed to foster intercultural understanding on campus by empowering international students to facilitate intercultural dialogues among students, faculty and staff. Lisa Leopold (US) <lisa.leopold@miis.edu>

Promoting International Mindedness

This talk explained how international mindedness can be achieved in elementary schools by teacher dialogs with students about multiculturalism. Gina Amenta (USA) <ginaamenta@gmail.com>

Understanding Cultural Diversity with Video

This presentation demonstrated a new *Connecting Diverse Cultures* DVD and teachers' guide aimed at building greater cultural awareness in K-12 programs. Dani Abrams (USA) <dabrams@cal.org>

Health Literacy: The Healing Power of Stories

This session discussed the need for ESL teachers and health practitioners to build dynamic partnerships which explore the power of learner's health stories. Judy King (Canada) <jking@uottawa.ca>

Intercultural Training in the US Military

This discussed the need for intercultural training of US military personnel to promote effective communication in international settings. Annette Bradford (USA) <acb83@gwmail.gwu.edu>

Who Owns English?

This panel session discussed the development of English and its varieties, then addressed the issue of ownership as it relates to non-native teachers. Rob Clement (Oman) <robcanuck@gmail.com>

The World as Classroom: CBI Excursions

This talk discussed how out of class excursions based on Content-Based Instruction (CBI) can promote language, knowledge and critical thinking. Kevin Eyraud (USA) <kevin.eyraud@uvu.edu>

Plagiarism: From Punishment to Opportunity

This talk criticized traditional reactions to ESL plagiarism based on stereotypes and confrontation, and described more productive approaches. Tony Cimasko (USA) <tony.cimasko@muohio.edu>

McDonald's ESL: English Under the Arches

This talk described an *English Under the Arches* ESL program for McDonald's management trainees which featured web lessons and on-the-job practice. Betsy McKay (US) <betsy.mckay@us.mcd.com>

Examining EFL Textbooks from Asia

This discussed differences in content and method found in English texts from China, Japan, Russia, Malaysia, Pakistan and Saudi Arabia. Najma Janjua (Japan) <janjua@chs.pref.kagawa.jp>

Promoting Academic Integrity in ESL/EFL

This talk discussed the importance of academic integrity in ESL, how cultural factors can lead to misunderstanding and successful strategies to use. Paul MacLeod (Qatar) <pmacleod@ucalgary.ca>

Integrating Service Learning into ESL

This presentation described how authentic service learning projects for ESL students can enhance learning and promote civic responsibility. Paula Richards (USA) <prichards@necc.mass.edu>

ESL Students and *World of Warcraft*

This talk described the types of L2 literacy practices experienced by 4 adolescent ESL students engaged in the on-line role playing game *World of Warcraft*. Zhuo Li (USA) <zhuoli@ufl.edu>

Whose Culture Should We Teach?

This session asked whose culture teachers should prepare learners for in an age of global English and discussed what role the local culture should play. David Sallay (Qatar) <dsallay@qu.edu.qa>

Climate Change in the ESL Classroom

This talk introduced classroom activities from Pro Lingua texts for teaching about climate change, oil spills, recycling and carbon footprints. Ray Clark (USA) <andy@ProLinguaAssociates.com>

Academic Literacy through a Holocaust Unit

This session described how an ESL standards-based unit of inquiry about the Holocaust helped students gain academic language and content knowledge. Sandra Mercuri (US) <sandra.mercuri@utb.edu>

Tell Us What You Think: TESOL and Peace

This talk discussed a 1-year research project which surveyed teacher and student beliefs about using TESOL as a medium for promoting peace. Jennifer Yphantides (Japan) <yphantides1@yahoo.ca>

Social Justice Language Teacher Education

This session featured panelists from China, South Africa, Uganda, Canada and the US who discussed how to integrate social justice into teacher training. Angel Lin (Hong Kong) <angellin@hku.hk>

Circling the World as Globetrotting Teachers

This panel looked at the personal and professional growth experienced by English teachers as they navigate the globe to teach, train, live and learn. Christine Coomb (UAE) <ccoombe@hct.ac.ae>

Teach a Man to Fish: TESOL in Iraq

This session discussed how EFL training programs, resource centers and websites encourage Americans and Iraqis to work together to promote better EFL in Iraq. Beverly Hall (US Embassy Baghdad)

Exploring the African-American Journey

This talk described a lesson which encouraged ESL students to explore famous African-American lives and then compare these to their own life journeys. Michael Walsh (USA) <rwalsh@ccbcmd.edu>

Going Global with the Junior G8 Summit

This session described how students honed their language skills and global awareness through participation in a mock TESOL G8 Summit. Tatyana Ischchenko (Russia) <tanita73@list.ru>

Integrating Culture and Social Responsibility

This workshop introduced steps and activities for incorporating social responsibility into ESL classes on the topic of intercultural communication. Joe McVeigh (USA) <joe@joemcveigh.org>

EFL in Afghanistan

This session tracked the progress made by the US and its allies in educating Afghani Security Forces in EFL in Kabul, Camp Morehead and Kandahar. Peggy Dellert (US) <peggydellert@yahoo.com>

Global Citizenry

This poster session outlined a variety of ways in which English teachers can promote global citizenship through their classroom lessons and units. Sharyn Moore (USA) <smoore@els.edu>

Greening the ESL Classroom (poster)

This poster session described innovative ways to promote ecological awareness and language skills through linking English and the environment. Wendy Coyle (US) <>wendy.coyle@utah.edu>

TESOL's 2012 international conference will be held March 28 – 31, 2012 in Philadelphia, USA.

▪ For details, see: <www.tesolconvention.org>



Haiti's Human Solidarity in Action

by Francois Vilmenay (MATE-TESOL, Haiti)



On January 12, 2010, an earthquake of magnitude 7.0 hit Haiti, leaving up to 250,00 dead, 300,000 injured and 1.5 million homeless. English educator Francois Vilmenay describes how EFL teachers came together to help each other and their country.

I left my office at about 4:15 pm and the earthquake hit the country at 4:55 pm. I was at a major crossroads in Port-au-Prince, the capital, when that happened, and I could see the falling electrical poles and buildings. I also witnessed the splitting of the ground below my feet and people everywhere were screaming. It was horrible.

In the aftermath of the earthquake, the whole country was in a shambles. The earthquake has had a negative impact on the educational system in the country: a lot of educators, teachers and school administrators lost their lives and all schools, colleges and universities had to be closed. Some were able to reopen later in April 2010.

I personally witnessed the human solidarity among the teachers of English in the country. We quickly set up a network in the capital and then we tried very hard to reach out to those teachers in the provinces and in the southern part where teachers were badly hit by the earthquake. We were able to communicate using our cell phones and via e-mail.

The English teaching community in Haiti has had to face a lot of challenges and reached out to those teachers who live in the remotest parts of the country. Some teachers traveled long distances to distribute teaching materials to their colleagues and helped them to build temporary shelters to accommodate their students who are really eager to learn English as a foreign language.

Mate-TESOL sincerely thanks Matt Salusbury, *EL Gazette* news editor, for his front page report (June 2010 issue) of our national conference. We also thank all those affiliates that sent books and magazines to Haitian English language teachers. The teachers are determined to continue the daily struggle, doing their job as best they can despite their limited teaching resources. Some teachers have been teaching under temporary shelters in camps. Others have had to teach under trees.

Our teachers here continue to remain optimistic about the future. Indeed, English language teaching and learning in Haiti can – and surely will – be revitalised and restructured as part of the rebuilding process in the psychological and emotional aftermath of the earthquake.

Despite the sorrows, deaths and upheavals caused by the earthquake and by the cholera epidemic which followed, Mate-TESOL was determined to hold its annual national conference in Port-au-Prince in June 2010. This took place as scheduled on the theme *Lessons Learned from EFL Teaching: Challenges and Rewards*. Over 55 teachers took part. It was a huge success.

François Vilmenay teaches EFL at the Haitian-American Institute and ESP at vocational schools in Port-au-Prince. He is a founder of MATE, the Miragoane Association of Teachers of English.

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Many teachers in Haiti are still in desperate need of resources. If you have spare EFL books, send them to:

Herve F. Alcindor, Mate-Tesol President
84 Avenue Jean-Paul II, Turgeau,
Port-au-Prince, Haiti

Interview with François Vilmenay

What was the biggest challenge you faced?

The post-earthquake period, which I call the "post-traumatic period". The earthquake struck Haiti on January 12, 2010 and schools reopened in April. The students were traumatised and couldn't concentrate on anything; the schools experienced a low turnout and class performance was very low. Yet through it all the students fought to succeed. They showed a strong human solidarity.

What's your top tip for teaching?

In class, I use the students' "tales of woe" to create lessons, using earthquakes as contexts for speaking and writing skills. Teachers around the globe also have their own tales to tell. Let us share our experiences, achievements, and our "woe" and prove to the world that we can make a difference.

Source: *Tales of Woe after Haiti Earthquake* (March 8, 2011) <www.guardian.co.uk/education/>

Hurricane Katrina from a Language and Literacy Perspective

by John G. Barnitz (University of New Orleans, USA)

Introduction

Natural disasters - whether hurricanes, tornadoes, earthquakes or tsunamis – and the crises embedded within them are part of the lives of many citizens of our world. Language and literacy are also embedded in our lives in times of crisis. (See MacGillivray, 2010). Try reflecting on your own life experiences to explore how language, literacy, and disasters are interrelated.

As for me, I will always remember Hurricane Katrina: the evacuations, the devastation, the rescues, the recoveries and the miracles. As we reflect on important events in our lives, I believe we should consider the language and literacy implications for our students and for education in our homes, schools, and communities. There is hope for healing and recovery from disasters with language and literacy as part of the process. (See Bedford and Kieff, 2009; Trethewey, 2010).

Surviving Hurricane Katrina

In 2005, hurricane season in Louisiana began on June 1st. The summer term at the University of New Orleans (UNO) began shortly thereafter. On August 26th, I attended a reception held by UNO's College of Education and Human Development. It was there that a colleague informed me that Hurricane Katrina was in the Gulf of Mexico. The storm shifted and began heading toward Louisiana.

On Saturday, August 27th, my family had to use all of our communication, literacy and critical thinking skills to prepare for a potential evacuation. Decisions had to be made about whether or not to board up the house, about whether to evacuate, and if so, where to go and which routes to take. We worked together to write lists of personal belongings, things to buy, and things to do.

The various skills which we required to gather information involved all six language arts: *speaking, listening, reading, writing, visual representation* and *viewing*. Especially important were the skills of interpreting hurricane tracking charts on TV and analyzing evacuation routes in brochures. After watching the Sunday evening TV news, we decided to evacuate the next morning for Shreveport, Louisiana, about 300 miles away, where we and others were welcomed by families of the People of Praise community.

Like many evacuees, we thought this was just another short evacuation trip after which we would return home in a few days as we'd done before for

Hurricane Andrew (1992), Hurricane George (1998) and Hurricane Ivan (2004). As usual, along with family and pets, I brought a few books along to read related to my literacy education courses.

Because of various kinds of damage to homes, schools, and businesses, many New Orleans and Gulf Coast residents could not return quickly. For several months, we watched the never-ceasing news of the horrific and heroic events following the storm, especially the massive flooding due to breaches in several levee walls. To comprehend newscasts on TV and the Internet, we had to process the images, audio narratives, and multiple prose texts that were rapidly presented on-screen.

We relied on a variety of communication technologies to learn about our homes and to communicate with our friends and family. Modern technology and human communication are truly invaluable during any national and natural disaster.

Language and Literacy for Recovery

As part of our city's recovery after the storm, we had to learn about FEMA (*Federal Emergency Management Agency*), the Red Cross, SBA (*Small Business Administration*) and the Army Corps of Engineers. We also used a variety of complex multiple literacy skills to request and follow-up calls for assistance. All our language arts and multiple literacies were absolutely necessary for survival and recovery as we used our abilities via various technologies. All my Katrina experiences made me reflect on whether or not current skills approaches to literacy instruction are sufficient in preparing future citizens to use critical thinking and communicative abilities in preparing for and surviving different kinds of disaster. I believe our profession needs to examine this question in future.

After Katrina, we had to think about the University of New Orleans and our postponed Fall Semester. What about our colleagues, our students, our employment? Heroically, our administrators were able to establish alternate headquarters and to re-establish communications in time for the University to re-open and begin the fall semester in October. UNO was the only local university to re-open that semester. Because of damage to the campus and devastation in surrounding neighbor-hoods, many courses were taught at satellite campuses. Distance learning became an important option for delivering instruction with faculty and students scattered across the United States.

I had to learn rapidly how to teach courses via the Internet using *Blackboard*. A colleague and I taught our foundations of literacy course by combining our two sections and team teaching via cyberspace. A colleague set up a Yahoo discussion group for our department. This was invaluable for conducting departmental business as we made academic decisions on course offerings, and discussed which neighborhoods had power, which grocery stores were open, and which faculty could return, if they had a home, hotel, or FEMA trailer.

Listening to the experiences of evacuees

While in Shreveport, I acquired knowledge about culturally and linguistically diverse learners by visiting local schools and a poverty-stricken urban neighborhood. I tried to learn all I could about evacuee experiences by visiting a shelter and engaging in conversations with evacuees in stores or other places around town. Because I was out in the community, I was also interviewed by journalists on such topics as the displacement of New Orleans artists, faith-based recovery efforts, and education pre-Katrina and post-Katrina.

From spring 2006 to 2007, my family lived primarily in a trailer provided by FEMA, located in front of our New Orleans home. As I drove to the UNO campus, I toured some of the devastated neighborhoods. It was very sobering to drive past schools and playgrounds that were deserted, though temporarily. Many local schools opened up at alternate or shared facilities through creative scheduling. Some opened "transitional" schools, combining students from several schools, until their original campuses were repaired and deemed safe for re-opening. Many children and their families are still displaced, adding to the cultural and linguistic diversity in our nation's schools.

Principles for Educating Evacuee Learners

What emerged from my Katrina experiences, conversations and reflections was a new interest in literacy education for displaced learners from natural disasters or forced migration. Such learners bring their own cultural and linguistic knowledge that may be quite different from their new communities and schools. I offer the following principles for educating diverse, displaced learners.

(1) Language arts, media and technology

The six communicative arts of *speaking, listening, reading, writing, visual representing* and *viewing* are invaluable in preparation for and recovery from natural or national disasters. Teaching literacy skills in isolation may assist learners in reading words or filling in blanks on applications for assistance, but will not necessarily

enhance either critical thinking or communicative abilities to prepare learners for life's challenges in times of crisis. Learning to use multiple technologies is also invaluable for survival and recovery. Creative arts, creative play, and meaningful work all provide evacuees, especially children, with multiple means of expressing themselves as they cope with the aftermath of disaster (Frost, 2005). Multiple literacies empower the communication and education of all learners. Creative arts, media, technology, and language are necessary for survival in a post-Katrina world.

(2) Culture and language explorations

Evacuee learners from the Gulf States can enlighten their classmates around the country about their cultural and linguistic heritages. Evacuees are resources for exploring the rich celebrations, traditions, values, foods, dialects and languages found in local regions. Teachers can use class time so that these learners can voice their knowledge in related subject areas. Evacuees can share their expertise on disasters with classmates in other parts of the country. Children's stories and more advanced literature on disasters can motivate students to write about their own experiences (Bedford & Brenner in MacGillivray, 2010).

Viewing films and TV broadcasts on disasters from other parts of the world (e.g., the earthquake in Haiti, the Southeast Asian tsunami, the war in Iraq) can lead to human compassion in a global context and to an awareness of other cultures. Dialect awareness tasks can also enhance cultural understanding and respect (Adger et al, 1999). As evacuees learn about the cultures and languages of their host regions, they can share their knowledge with classmates as they return home.

(3) Culturally responsive critical literacy

As local schools become more culturally diverse, literacy instruction must become more culturally responsive. Strategies that incorporate authentic texts and the voices of learners are especially powerful. In a post-Katrina society, citizens need to develop critical thinking and communication skills to prepare for and recover from future disasters. This should be part of our national agenda for health and safety education in preparing for disaster evacuation and recovery. Literacy instruction should not be limited solely to the teaching of isolated skills, alone.

Critical literacy goes beyond comprehending information. According to Lewison (2007), "critical literacy encourages students to use language to question the everyday world, to interrogate the relationship between language and power, to analyze popular culture and media, to understand how power

relationships are socially constructed, and to consider actions that can promote social justice.” In our experiences with Katrina, our critical literacy abilities were tested to the fullest as we used our language abilities to survive, recover and serve our communities.

(4) Respect for linguistic and cultural diversity

Katrina brought together diverse groups of people from different areas, classes and cultures. Population shifts occurred as relief workers with regional and international backgrounds moved into various local areas. We experienced diversity with workers and volunteers across linguistic, ethnic, religious and racial lines. Communication across cultures became necessary as people from various languages shared the same shelters or worked together as volunteers, supporting one another in solidarity as a step toward appreciating our multi-linguistic and multicultural society.

As evacuees were displaced around the country, they added to the diversity of school populations nationwide. Respecting linguistic and cultural variation is a first step toward enhancing mutual understanding. Negative attitudes (deficit theories) toward the language and culture of evacuees can negatively impact their learning and motivation.

Just as our nation’s schools accept immigrants from other lands, citizens displaced by natural disasters must feel welcome in new educational settings around the country. As the 1883 words of Emma Lazarus on the Statue of Liberty state:

*Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door.*

Many homeless citizens from New Orleans, tossed through the storm, are now in various school and non-school educational settings around our nation.

Concluding Remarks

This article articulates my reflections on language and literacy in the context of evacuation and recovery from just one disaster, Hurricane Katrina. It outlines elements that I believe are critical for education in a post-Katrina world. I encourage all of us in the language teaching profession to explore additional responses to the needs of learners affected by natural disasters.

Throughout much of my Katrina journey, the words of American educator John Dewey kept coming back to me. I shared this quote in my last university class prior to evacuation from Katrina:

“What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul: loses his appreciation of things worth while, of the values to which these things are relative; if he loses desire to apply what he has learned, and, above all, loses the ability to extract meaning from his future experiences as they occur?” (Dewey, 1938, p. 49)

Natural disasters encourage us to reflect on our life experiences, on our personal values and on what is worthwhile. These reflections help shape our approaches to education and help us to survive the storms, tsunamis and earthquakes of life.

This article is based on a presentation by the author at TESOL 2011 in New Orleans and on his 2006 article “No Evacuee Left Behind” in the Journal of Reading Education.

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The Original Ground Zero: Peace Education in Nagasaki

by Tim Allan (Kwassui Women's College, Nagasaki, Japan)



Tim Allan passed away suddenly in June of this year. To commemorate his many contributions to peace education, we here reprint his 2004 GILE article in revised form with an updated resource list.

Teaching English in Nagasaki

Living and working in Nagasaki, it is impossible to ignore the legacy of the last nuclear attack that the human race managed to inflict on itself. Our university undergraduates here are viscerally aware of contemporary issues of war, peace, hatred and reconciliation, living in the decades-long shadow of August 9, 1945. Over the past few years, I have tried to bring together resources and materials to use the event and its aftermath as the focal point of a peace studies-related class for 3rd year students.

The point of using this historical event as part of a peace studies class is threefold:

1. to encourage language use with a content-based class;
2. to motivate learners to learn more about their own contexts;
3. to encourage awareness of past issues in order to see present issues and crises in that contextual light.

In fact, this class is not offered every semester, but the materials and themes have naturally found their way into various other skills and classes across the curriculum.

My colleagues and I presented ideas and materials about this in a session at the JALT 2003 National Conference in Shizuoka, Japan. The point was to show how to use resources found in Nagasaki in tandem with methods and materials available anywhere. Some examples included interviews with survivors, video footage, peace readers, tasks and various expansion ideas.

Why this article title, "The Original Ground Zero"? The idea was partly to provoke discussion about the meaning, context, and use of wartime and peacetime vocabulary. More broadly, it was to reintroduce the original, visceral meaning of the phrase "ground zero" in the contexts of the Hiroshima and Nagasaki atomic bombings, and to conjure up the real horror of the bombings, since nearly six decades of superficial familiarity with the events have dulled the senses of many learners to the magnitude and implications of such nuclear weapons in use.

Some Historical Background

The so-called "Fat Man" bomb exploded over Nagasaki, three days after the explosion of the first atomic bomb over Hiroshima. It was assembled at Tinian Island on August 6, 1945. The U.S. Air Force Headquarters on Guam called for its use the following day on either Kokura, the primary target, or Nagasaki, the secondary target. The B-29 bomber "Bockscar" reached the sky over Kokura on the morning of August 9, 1945, but abandoned the primary target because of smoke cover. It changed course for Nagasaki, where it dropped the atomic bomb at 11:02 a.m. At least 70,000 people died, and thousands more were injured or affected by radiation sickness. Many still undergo treatment of various kinds to this day in designated hospitals and clinics.



Learning From A-bomb Survivors

While the Atomic Bomb Museum in Nagasaki and its website offer excellent teaching resources, a very effective way to bring the event home to students is through contact with actual A-bomb survivors, known by the term *hibakusha*.

One way to do this, of course, is indirectly through videos. In class, and in our 2003 JALT conference presentation, we used a city-produced documentary entitled "The Children of Nagasaki" which featured interviews with men and women who were children or teenagers at the time of the bombing. The video comes with a separate version dubbed in English.

Perhaps more memorable is direct contact with survivors. In past classes, some students interviewed their grandparents and other relatives, often learning of terrible experiences and details for the first time. All the students in our peace studies class worked in groups to prepare and select questions for one survivor, in particular.

They sent questions to Mieko Higuchi, a prominent local doctor who graduated from our college five decades ago, and occasionally visits local schools. She asked that her replies be audio-

taped in English. The question-making exercise itself produced lots of reflection, critical thinking and lively discussion. The final list that students brainstormed included these queries:

Student Questions for A-Bomb Survivor

- *Why did the war happen?*
- *What did you think about the war?*
- *Where were you, and what were you doing, at 11:02 a.m. that day?*
- *What did you see? How did you feel about it?*
- *What was the most painful thing for you?*
- *Can you forget the shock of the experience?*
- *What did you do for other survivors?*
- *What do you want to tell future generations?*
- *In other parts of Japan, except maybe for Hiroshima, people have little concern or knowledge about the bombing and the war. What do you think about this?*
- *What do you think about the idea held by many Americans that the bomb was necessary to stop the war?*
- *What do you think about nuclear weapons and testing in the world today?*
- *What happened at your college during the war?*
- *After college, why did you decide to become a doctor?*
- *Did this have something to do with your survival and wartime experiences? Do you really enjoy this job? Why or why not?*
- *What is your belief or philosophy of life?*

After the questions were sent, I met Dr. Higuchi on several occasions, interviewed her at length, taped the replies, and used them in class and on the final exam. Probably most notable for students was the fact that she not only condemned the bombing but also strongly condemned the historical role and path of wartime Japan, linking its aggression to the final disasters.

The Nagasaki Memorial Museum also makes this point, but this was not without controversy. In 1990, Nagasaki mayor Hitoshi Motoshima was shot and nearly killed by right-wing extremists when he questioned the responsibility of Emperor Hirohito for the destruction of Nagasaki. The mayor was also instrumental in the orientation of the museum's narrative perspective.

Peace Education Class Activities

Such incidents have led to interesting class activities inspired by or based on such texts as *You, Me and the World* by David Peaty (Kinseido, 2003) and *Discussions A-Z* by Adrian Wallwork (Cambridge University Press, 1997). The former

encourages such activities as analyzing current conflicts and identifying peacemakers, while the latter encourages learners to discuss what a "war crime" is in terms of international law and human morality. In class, learners were given a warm-up quiz on peacemakers with questions such as this:

Famous Peacemakers: Guess Who!

He won the Nobel Peace Prize in 2002. He used to be a peanut farmer, and later became a VIP in the USA. Now, he tries to make peace between many countries, as well as helping poor people to build houses. Hints: his "real" first name is "James" and his home state has the same name as a brand of Japanese coffee.

Congratulations to all those who recognized Jimmy Carter and his home state of Georgia!

More difficult was the discussion about what constitutes a crime in times of war, and what an appropriate punishment might be. In class, we used the nuclear attack as a starting point, but didn't limit ourselves to that - more recent cases include comfort women, child soldiers, and the imprisonment without trial of Al-Qaeda suspects in Guantanamo Bay. The most interesting and effective means were to progress from pair work to group work to debates and then to mock court-room trials or other simulations and role plays.

Alternative Perspectives on Nagasaki

Occasionally, a difficult but necessary shift of perspectives is needed. CBC Canada provided a valuable means to that end in 2002, when it accompanied 83-year old John Ford for a trip back to Nagasaki, where he had been a prisoner of war, and where he had actually witnessed the nuclear attack from a short distance away. Let me quote from "Return to Nagasaki - The John Ford Story" which was the resultant CBC TV program:

On August 9, 1945, a Canadian POW named John Ford had been a prisoner in Japan for over 3 years, since his capture in the fall of Singapore. In the summer of 1945, he was working at Mitsubishi's shipyards near Koyagi, south of Nagasaki, and did not expect to live much longer due to starvation and horrific working conditions. That morning, he looked up from his prisoner work post at the yards to watch what he thought was "the beginning of the end of the world. He didn't really care." After four years of hunger and beatings, he welcomed death. He had long since given up any hope of surviving in the Japanese prisoner of war camp.

After the war, he returned home and never visited Nagasaki again - until 2002. The one-hour TV special has since been broadcast twice, and CBC permitted us to make a copy for classroom use.

Lessons Learned

Dr. Higuchi and John Ford both experienced the same hell from different sides but both came through it without lasting hatred or bitterness. Their dignity and ability to reflect on their experiences in a spirit of reconciliation was an unforgettable testimony for students - as was their obvious individuality and vitality. Once again, the value of humanizing an incomprehensible level of suffering and calamity was borne out. In terms of this video, possible classroom tasks include:

1. What kind of non-Japanese people suffered in Nagasaki during the war? Discuss.
2. John Ford and his fellow soldiers were treated badly. Was this acceptable? Write your ideas.
3. John Ford is calm and free of hatred. How would you feel in his shoes? Write a war diary.
4. What would you say to him, if you had a chance?

Peace Education Teaching Resources

Beyond debates, discussion, interviews, role plays, audios, and videos, there are many other possibilities. Music is a wonderful medium, and there is no shortage of songs about peace and war. Obvious choices include songs such as John Lennon's "Imagine" and "Give Peace A Chance". Other less obvious examples include:

- Masters of War (Bob Dylan)
- New Year's Day (U2)
- Peace On Earth (U2)
- If I Had A Rocket Launcher (Bruce Cockburn)

All of these songs have been effective in class and, of course, there are many others.

In terms of reading skills for a peace studies class, there are many authentic and non-authentic local texts in English or Japanese. These include:

- The Bells of Nagasaki (1949)
- Footprints of Nagasaki (1995)
- A Journey to Nagasaki: A Peace Reader (1998)
- Stories of Nagasaki (1999)
- Haikus (2003)

Students can also discuss and analyze the mayor's annual Nagasaki Peace Declaration made on August 9th available in both English and Japanese. Finally, having students research local peace groups and websites in English is a method which can be used anywhere and is highly recommended.

The experience of our peace studies classes has been valuable for teacher and learner alike. If you'd like more teaching ideas, check out the websites below. Finally, I'd like to thank you for this opportunity to share my ideas, to thank all those who attended my JALT presentations and who contributed ideas, methods, and materials.

Recommended Websites

Nagasaki Atomic Bomb Museum (English site)
www1.city.nagasaki.nagasaki.jp/peace/english/

- Check out - *Kids Heiwa Nagasaki*
 - *A-bomb Survivors*
 - *Appeals and Records of Nagasaki*

Nagasaki Atomic Bomb Museum (Japanese site)
www1.city.nagasaki.nagasaki.jp/peace/

Other Japanese Websites

- Peace Wing Nagasaki <www.peace-wing-n.or.jp>
- Nagasaki Peace Museum <www.nagasakiips.com>
- Peace Volunteers <www.try-net.or.jp/~kitazono/>

This article was based on a presentation by the author at the 2003 JALT CALL conference in Nagoya, Japan. It is reprinted from Global Issues Newsletter #54 (July 2004).

In Memoriam: Timothy Allan (EFL peace educator)

Tim Allan, language teacher and peace educator, passed away at the age of 53 on June 8, 2011 in Nagasaki. Tim grew up in Toronto, Canada and began his Japan career in 1986 as a language teacher, trainer and program director in Shizuoka. In 1998, he took up a post at Kwassui Women's University and became President of the Nagasaki Chapter of the *Japan Association for Language Teaching* (JALT).

Tim's academic interests centered on peace education, conflict resolution and Canadian literature. He was an active member of JALT's *Global Issues* SIG and an expert on issues related to peace studies in Nagasaki. His peace education papers and presentations dealt with topics ranging from curriculum design and content-based teaching to critical materials evaluation and human rights education. Shortly before his death, Tim submitted his revised doctoral thesis in *Applied Linguistics and Peace Studies* to Macquarie University in Sydney, Australia, and had hoped to graduate in September. Tim will be sadly missed by his wife Keiko as well as by his family, friends, students and colleagues in Japan and around the world.





Global Issue Films in English Language Teaching

by Tom Fast (Okayama Gakugeikan High School, Japan)



An On-line Global Issues Film Course

Cinema is referred to as the literature of our time, but does film have a place in the EFL classroom? Students love to watch movies but teachers often have trouble justifying their use. With this in mind, I enrolled in an online course “Going to the Movies: Global Issues in Film” offered by the Seattle-based Heritage Institute. While intended for US high school social studies teachers, I decided to participate from an EFL perspective, gain knowledge on global issues and explore applications for my classes in Japan.

The course provided many online resources for films on global issue themes as well as links to projects both in and outside the classroom. From the list provided, I was required to select 8 films, review them and consider how I might put them to use. For my final assignment, I had to prepare a teaching unit based on one film I’d chosen. I selected my films using the following criteria:

- First, with a few exceptions, I wanted to show my students films they wouldn’t normally find on their own in the local video store.
- Second, I wanted to focus on documentaries, as they are often entertaining and overlooked.
- Third, I decided to concentrate on content and not limit myself to films that were in “easy” English or that lacked subtitles. In fact I chose two films that weren’t in English at all.

The eight films that I selected to focus on were:

1. **Pray the Devil Back to Hell:** A documentary on the Christian-Muslim women’s peace movement in Liberia under the Charles Taylor dictatorship.
2. **Babies:** A film on the 1st year of life of four babies in Namibia, Japan, the US and Mongolia.
3. **Food Inc:** A documentary about the horrors behind the large-scale food industry in the US.
4. **Slumdog Millionaire:** An Academy Award-winning drama about two brothers and the paths they choose to escape the slums of India.
5. **Waltz with Bashir:** An animated docudrama about a former soldier with amnesia who tries to recall his involvement in the war in Beirut.
6. **Darwin’s Nightmare:** A documentary about the horrors that occur in Tanzania after a non-native fish is introduced to Lake Victoria.
7. **The Owl and the Sparrow:** A film set in Saigon about the relationship between a run-away girl, a flight attendant and a zoo keeper.

8. **Hotel Rwanda:** A true story of one man’s attempt to save as many people as possible during the genocide in Rwanda in the 1990’s.

What Worked and What Didn’t

In this course, I enjoyed eight informative and entertaining films. I found that some had themes that coincided with what I was trying to teach. Of the films I chose, most would not be appropriate for my students. They were either too graphic (*Waltz with Bashir*), too slow (*Owl and the Sparrow*), too difficult in terms of English (*Food Inc.*) or required a lot of background knowledge. The films I decided to use in my teaching were:

1. Babies

International Understanding is a new class for our school’s 2nd and 3rd year college-bound students. It’s designed to fulfill our commitment to the *UNESCO Associated Schools Network*, which we joined last fall. I teach each class once a week for *General Studies (Sogo Gakushu)*. While the course is taught in English, ELT is not the only focus. Rather, the course is content driven, and the aim is to help students to understand themselves and others in a global context. According to UNESCO’s *Principles on Intercultural Education*, once understanding is achieved, students will be able to contribute to the community, both local and global. The film *Babies* is an ideal illustration of how we’re all different, yet have the same basic needs. It also demonstrates how material wealth doesn’t necessarily correlate with happiness.

Many English teachers employ films for listening comprehension. *Babies* however has no dialogue, only the sounds of the babies themselves learning to communicate. This made it easy for my students to follow, but impossible to use as a listening tool. Instead I used it to practice writing and speaking. Students were provided with worksheets and encouraged to take notes and write answers to follow-up questions in English. Post-viewing survey activities and discussions were conducted to improve speaking skills. According to the evaluations of the 300 students who saw the film, 90% enjoyed it and remarked on its clear portrayal of how children are raised outside Japan.

2. Slumdog Millionaire

Next term, I plan to develop the theme of how others live via the movie *Slumdog Millionaire*. This film inspires a variety of different ELT opportunities

beginning in the pre-viewing stages. I plan to begin with a lesson on UNICEF's *Miniature Earth* (available on YouTube) so my students can see how their lives compare to those of the main characters. I'll include a lesson on the Taj Mahal and information on Indian culture. There will be listening tasks during the quiz show scenes. The film will also expose students to Indian English and remind them that there are other valid forms of the language in existence besides British and American. For post-viewing, they'll have a chance to reflect via written and oral assignments on choices that they would make if forced to grow up on the streets on their own: for example, *how to get food* or *how to find shelter*.

3. Darwin's Nightmare

This film was viewed by my highest level students in our 3rd year English Course who were preparing for the annual Kansai High School *Model United Nations*. They spent 10 months studying abroad in 2nd year, so their ability is high, but the poorly recorded Tanzanian English was too difficult to understand without subtitles. Still the film was a horrifying depiction of what they were studying: *Food Security*. While watching, we took notes on food issues, then had a fruitful discussion on the problems observed and possible solutions - in English. More importantly, the problems of food security came to life in a way they haven't forgotten and that no text could have conveyed.

Honorable Mentions

Films that I may use in the future include:

- *Pray the Devil Back to Hell*: A perfect film for any Peace Studies curriculum. The English is surprisingly slow and clear in parts.
- *Hotel Rwanda* really puts the viewer in the shoes of the protagonist, trying to do his best to survive amidst complete chaos.

Two films that were past favorites of my students:

- *War Dance* powerfully documents the lives of former Ugandan child soldiers who receive therapy through a traditional dance competition.
- *Mad Hot Ballroom* is a documentary about the educational benefits of a ballroom dance program for New York City fifth graders

What I learned

While many teachers choose films to watch based on a target skill, language or grammar point, this often leads to an awkward lesson due to the need to repeat scenes versus the amount of time it takes to watch a feature length film. For me, a more natural approach is to select films that compliment a content-driven syllabus. If the film is appropriate for students to watch, English skill

activities can almost always be incorporated.

1. Some film scenes can be turned into listening exercises or reading lessons if you have a script. I'd caution teachers not to overdo it, or to save exercises for after the film. Disrupting the flow of a film can aggravate students, causing them to lose interest in a film they might otherwise enjoy.
2. While a film may not be compatible with students' English ability, learning can still take place in pre and post-viewing, with comprehension questions, discussions, acting, listening, etc.
3. Using the resources provided by this course, any number of post-viewing projects could be carried out in the classroom or the community. However, opportunities listed were intended for US teachers and may not be feasible in Japan.
4. Japanese students can often relate better to foreign films if they have a young protagonist.
5. The occasional, well-chosen film inserted into the syllabus can provide a break from monotony. Films can provide a window into a new reality for students and encourage them to think critically about the world's problems and think creatively about possible solutions.

Conclusion

The principles of *Content and Language Integrated Learning* (CLIL) can be applied when using films in the ELT classroom, especially Coyle's 4Cs: *Content, Communication, Cognition* and *Culture*. If we can find films that:

- 1) have valuable global issues content
- 2) can facilitate English practice (not just while watching but in pre- and post-viewing as well)
- 3) encourage students to think critically and creatively, using their cognitive skills
- 4) provide cultural understanding

then, there's no reason not to use films in EFL classes, especially those with a global issues focus.

References:

UNESCO (2010) *UNESCO Guidelines on Intercultural Education*, 31-36.

Coyle, D. (2007). "Content and Language Integrated Learning: Motivating Learners and Teachers" in *The CLIL Teacher's Toolkit: a classroom guide*. UK: University of Nottingham.

UNICEF's Miniature Earth <www.youtube.com>

Tom Fast

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Okayama Gakugeikan High School
E-mail: <tom@gakugeikan.ed.jp>

Going to the Movies: Global Issues on Film

Instructors: Mike Seymour & Julie Bora
<www.hol.edu/view_course.cfm?cid=2004>

Course Description

There is an incredible variety of documentary and commercial films that can wake up your students and empower discussions of global, environmental, social justice and cultural issues. Films such as *An Inconvenient Truth*, *The 11th Hour*, *The Corporation*, *Affluenza* and *The End of Suburbia* document the unsustainable course we are on and the dramatic changes for a new society already underway. Many of these films are available at low cost from Netflix, in DVD stores and for free trial and purchase from sources such as *The Video Project*. In this online course, you will choose eight videos to view and summarize, then write a plan on how you'll use any of these in your teaching situation.

Learning Outcomes

In the course, participants will develop:

- a broader understanding of global issues
- greater skill in how to use videos for teaching purposes and to promote student thinking

Good Sources for Global Issue Films

- The Video Project <www.video-project.com>
- Bill Bigelow <www.rethinkingschools.org/publication/rg/RGResource02.shtml>

Sample Films on Global Issue Themes



Environment, Food, Sustainability

- Affluenza
- An Inconvenient Truth
- Oil on Ice
- Super Size Me
- The 11th Hour
- The Corporation
- The End of Suburbia
- The Future of Food
- The Real Dirt on Farmer John
- Who Killed the Electric Car?

Social Justice

- Africans in America
- Blood Diamond
- Bowling for Columbine
- Bury My Heart at Wounded Knee
- Enron: The Smartest Guys in the Room
- Scottsboro: An American Tragedy
- Wounded Heart: Pine Ridge & the Sioux
- Zeitgeist the Movie: Freedom to Fascism
- When the Levees Broke
- Four Little Girls
- Hacking Democracy
- The Fog of War
- Hotel Rwanda
- Paper Clips
- War Dance



Global Education Stories by Robin Richardson

Stories to Make You Think - Reprinted for Classroom Use



Robin Richardson is a key figure in the field of global education. He has been a teacher, a trainer and a multicultural education advisor. He now works as an education consultant with *Insted*. He was director of the 1970s UK *World Studies* project and author of the classic *World Studies* set of activity books (Nelson, 1977). This pioneering global ed series consisted of the following 4 titles:

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

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

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

Other Books by Robin Richardson

- *Islamophobia: Challenges, issues and action.* (Ed.) Trentham Books, 2004.
- *Fortunes and Fables: Education for Hope in Troubled Times.* Trentham Books, 1996.
- *Daring to be a Teacher.* Trentham Books, 1990.
- *Learning for Change in World Society.* (Ed.) One World Trust, 1976.

Robin Richardson (Insted)

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

The Factory - A Story



Somebody built a factory in our town. There were a lot of jobs, and a lot of us went to work there. The pay was good but the work was really hard and very boring. We just stood there doing the same thing, over and over again. When we came out of the factory in the evenings, we were really tired. After a few weeks, some of us were on our hands and knees – really, some of us were crawling on our hands and knees – as we came out.

But there were some people in the town – religious people, they believed in God – who wanted to help us. They put up a tent near the factory gates, and served cold drinks there. For a few days, this was really nice. It was really good having a refreshing drink after a hard day's work.

But after a while, some of the men were too tired to drink. One day, a man fell unconscious. So these religious people with the tent took him to hospital, and he got better. We thought this was really kind of them. But the next day, there were three men unconscious, and the day after that, there were five. Then, the people with the tent bought an ambulance so they could take the unconscious men to hospital. This was a great help.

But more and more of us were dropping unconscious. One day, a man died. The people with the tent paid for his funeral, and bought him a nice gravestone. Then, more and more people died. Every day, at least one person died. But there were no limits to how generous these religious people were. With their own money, they bought a field and made it into a cemetery. All the men who died were buried in this cemetery, and each had his own gravestone, with his name on it, his full name.

But soon the cemetery will be full, and I don't know what we're going to do then.

Comprehension Questions

1. What did somebody build in the town?
2. How was the pay? How was the work?
3. What did the workers do everyday?
4. How did they feel after work each evening?
5. What happened after a few weeks? Why?
6. Who came to help the tired workers?
7. What did they do to help?
8. How did the workers feel about this?
9. What happened one day soon after that?
10. What did the religious people do?
11. What did the workers think about this?
12. What happened the next day? the day after?
13. What did the religious people buy? Why?
14. What happened one day soon after that?
15. What did the religious people do?
16. What happened after that?
17. What did the religious people do to help?
18. What's the problem at the end of the story?

Speaking Practice

- Re-tell the story in your own words.

Discussion Questions

1. What did you think about this story? Why?
2. What's your opinion about...
the religious people? the workers? the factory?
3. What's the real problem in this story: the full cemetery? or something else? Explain.
4. If you were a worker, what would you do?
5. What's the best way to solve this situation?
6. What do you think is the message of this story?

Creative Writing

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

Research Tasks

1. Show this story to your family or your friends. Report on their reactions to it and how they felt.
2. Find an example in history of the kind of situation described in this story. When was it? Where? What happened? Prepare a report on it.
3. Research cases of sweatshops or of exploitation happening now in your country or overseas.
4. Research the history of labor unions in your own country and elsewhere around the world.

Vocabulary

ambulance	救急車	funeral	葬式
boring	退屈な	gravestone	墓石
cemetery	墓地	generous	気前のいい
to crawl	這う	knee	ひざ
factory	工場	religious	宗教信じる
field	野原	unconscious	無意識

Reprinted with the author's permission from Richardson, R. (1978) *Fighting for Freedom*. UK: Thomas Nelson. pg. 25

NEWS AND INFORMATION

Culturesnet

<www.culturesnet.com/>



Culturesnet is a new website set up by educator Ronald Schmidt-Fajlik which helps teachers and students to find friends and partners around the world for language, culture, chat and video exchanges. Check it out!

Amnesty International

<www.amnesty-usa.org>



2011 marks the 50th anniversary of the human rights NGO *Amnesty International*. Check their website, buy their materials, and teach your students the dramatic story of how Peter Benenson began AI in 1961.

International Day of Peace

www.internationaldayofpeace.org



**Sept.
21st**

International Peace Day is held each year on September 21st. Check out their website above to learn more, to study peacebuilding, to view their promotional video and to plan a local peace event for your town or school.

Kids Around the World

< www.katw.org >



Kids Around the World is a great educational 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.

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 university students. Encourage your students to join!

Global Issues at ESL Etc.

< www.esletc.com >



ESL Etc. is a great website dedicated to bringing global issues, global education and global activism into the language classroom. The site offers free handouts, resources, podcasts plus a teachers' forum. Check it out!

Teachers Against Prejudice

www.teachersagainstoprejudice.org



Teachers Against Prejudice (TAP) is a US-based group which strives to fight prejudice, hate and intolerance through education. Check out their list of recommended films and books!

U.N. Cyber School Bus

www.un.org/Pubs/CyberSchoolBus/



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

New Internationalist

< www.newint.org >



New Internationalist provides teachers with all the information and inspiration that they need to make the world a better place. Check out their website and their great NI magazine!

Global Issues

<www.globalissues.org>



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

Facing the Future

< www.facingthefuture.org >



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

Oxfam Education

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



Oxfam Education is a great UK global education website for teachers and students featuring information, news and resources on topics linked to world issues and global citizenship.



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) **"Time Zones"** A 4-level English text - CD Rom – audio - DVD series. (2011; 2,600 yen per book)
 Heinle / Cengage Learning, Dai 2 Funato Bldg (5F), 1-11-11 Kudankita, Chiyoda, Tokyo 102-0073
 Tokyo Tel: 03-3511-4392 E-mail: elt@cengagejapan.com Web: <www.cengageasia.com>



Time Zones is a four-skills series for teenagers with an international focus built around National Geographic images, video and content. It features 4 themes: *people & places, the natural world, history & culture, science & education*, and promotes effective communication in the real world by developing language and critical thinking skills.



Time Zones 1 [low beginner] (Tim Collins & Mary Maples)

In this beginner text's 12 units, cartoon teens from around the world introduce topics such as *Peru, Spain, Tokyo, festivals, green schools, pandas and endangered animals*.



Time Zones 2 [high beginner] (Catherine Frazier, Richard Frazier, Jennifer Wilkin)

This high beginner book's 12 units touch on topics such as *the Amazon, world cities, festivals in India, food history, Antarctica, world travel and Brazilian street children*.



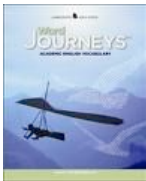
Time Zones 3 [pre-intermediate] (Jennifer Wilkin)

This pre-intermediate book's 12 units touch on *Papua New Guinea, African wildlife, global warming, New Zealand, random acts of kindness and schools in Afghanistan*.

Time Zones 4 [intermediate] (Jennifer Wilkin)

This intermediate book's 12 units touch on *Thai kick boxing, disabilities, the Olympics, animal shelters, Egypt, coral reefs, endangered languages, gypsies and how to be happy*.

- (2) **"Word Journeys: Academic English Vocabulary"** (3-level set) (2009; \$20 / ¥2000)
 Glencoe / McGraw Hill, 8787 Orion Place, Columbus, Ohio, USA Web: <www.glencoe.com>



This 3-book series (*early intermediate, intermediate, advanced*) teaches academic English through social themes built around non-fiction readings. Book 1 consists of 8 units hosted by teens around the world (Nigeria, Iraq, Croatia, Brazil, India, China, Mexico) on themes such as: *When is change good? Where do challenges lead? What's a good choice? Who's right? Who's a hero?* These touch on topics like *environmental issues, school uniforms, community leadership, teen volunteering and human rights*.

- (3) **"Reflections: Talking About Things That Matter"** - Schulman, Iwamoto, Yoshida (2011; ¥1700)
 Nan'undo Press Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>



This 70-page Japanese EFL text aims to improve students' vocabulary and speaking skills via discussion of personal and social issues. The book's 15 units cover topics such as: *people you respect, job interviews, exercise, fear of the future, the global economy, lying, addictions, money vs happiness, peer pressure, voting, cellphones and gender*. Each 4-page unit features a warm-up, a dialog, comprehension questions, a dictation, discussion questions, an opinion exchange, paragraph writing plus role plays.

- (4) **"CBS News Show"** by Nobuhiro Kumai and Stephen Timson (2010; ¥2300) (Text & DVD)
 Seibido Ltd., 3-22 Ogawa, Kanda, Chiyoda, Tokyo 101-0052 Website: <www.seibido.co.jp>
 Tel: 03-3291-2261 Fax: 03-3293-5490 E-mail contact: <seibido@mua.biglobe.ne.jp>



This 120-page text-and-DVD for Japanese students promotes listening skills and social awareness through CBS News clips. Its 15 units include *the dangers of texting, Internet addiction, allergies, working women, climate change, childhood obesity, cyber-bullying, spycams, binge drinking* and *"voluntourism"*. Each 6-page unit has a warm-up, vocabulary exercises, DVD viewing tasks, a video script, comprehension questions, summary practice, a dialog, research tasks and critical thinking practice.



RESOURCE BOOKS FOR TEACHING AGAINST HATE

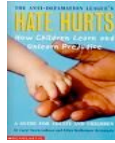


Take the chance this summer holiday to read up on ideas about how to overcome hate and prejudice through the following key books!

Hate Hurts

How Children Learn Prejudice

by Caryl Stern (2000) \$5

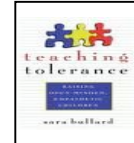


This classic text for kids and adults explains about hate and prejudice, and how we can challenge it in schools, the media and daily life.

Teaching Tolerance

Raising Open-Minded Children

by Sara Bullard (1997) \$20



This book describes how children learn to hate, then offers ways to promote respect for differences of race, sex, class and religion.

Us and Them

Understanding Your Tribal Mind

by David Berreby (2005) \$12

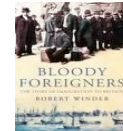


This hefty book explains how our tribal instincts lead us to divide the world into “us” vs “them” and shows how to overcome this.

Bloody Foreigners

A History of Immigration to Britain

by Robert Winder (2005) \$13

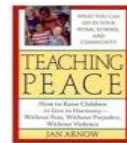


This book counters anti-foreigner rants by showing how Britain has been enriched by over 2,000 years of multicultural immigration.

Teaching Peace

Raising Kids to Live in Harmony

by Jan Arnow (1995) \$6



This classic peace education book shows teachers how to combat prejudice, hate and violence, and encourage tolerance and respect.

Why We Hate

Eliminating Hate in Us & the World

by Rush Dozier (2003) \$5



This hefty book analyzes the roots of hate and violence in ourselves and in society, and explains what we can do to counter these.

We Can All Get Along

50 Steps to Help End Racism

by Clyde Ford (1994) \$3

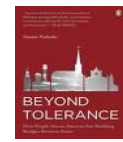


This powerful book introduces 50 concrete steps that we can take in our families and communities to fight racism and promote respect.

Beyond Tolerance

Building Bridges between Faiths

by Gustav Niiebuhr (2009) \$6

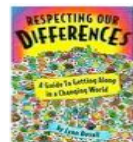


This book counters media images of religious conflict with stories of how Christians, Muslims and Jews are working together for peace.

Respecting Our Differences

A Guide to Getting Along

by Lynn Duvall (1994) \$5

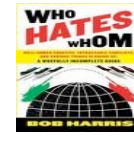


This practical book for teens looks at prejudice, stereotypes, scapegoating, and how youth can promote tolerance and understanding.

Who Hates Whom

A Woefully Incomplete Guide

by Bob Harris (2007) \$10



This easy-to-read book uses maps and profiles to summarize 30 global hotspots and explain which nations hate which others and why.

OSLOVE



On July 22, a right-wing extremist in Norway set off bombs in Oslo, then went on a shooting spree at an island youth camp. 77 people were killed - 8 in the bombing and 69 in the camp massacre.

Things For You and Your Students To Do

- Go to *2011 Norway attacks* at www.wikipedia.com to learn more about this horrific incident.
- Discuss how people around the world came together to show solidarity after this tragedy.

- Search for “Norway massacre” or “Norway tribute” at www.youtube.com to see some of the touching tribute videos posted for the victims.
- Do a websearch for “Norway Messages” to see condolence messages sent, then write your own and send them to the Norwegian Embassy.
- Hold a class discussion about this incident, its causes and how we can combat these.
- Discuss similar incidents in your own country and what we can do to prevent these in future.
- Organize a local school or community event to promote tolerance, peace and understanding.
- Study about Norway’s contributions to peace.



GLOBAL EDUCATION MATERIALS FOR PURCHASE



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

The World Around Us

by W. Royal & C. Hoppenrath



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

JALT Critical Thinking SIG

Learn how you can promote critical thinking in your English classes. For information, contact: <roehl.sybing@gmail.com>

Breaking News English

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

Fair Trade Goods

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

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

Global Education Maps

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



GLOBAL EDUCATION RESOURCES



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMING EVENTS CALENDAR

Aug. 6 / 9	Hiroshima Day / Nagasaki Day ¹	Sept 11	10 th Anniversary of the 9-11 Attacks ⁵
Aug. 9	World Indigenous Peoples Day ²	Sept 21	International Day of Peace ⁶
Aug. 15	Anniversary of the End of WWII ³	Oct. 16	World Food Day ⁷
Sept. 10	World Suicide Prevention Day ⁴	Oct. 24	United Nations Day ⁸

1 Hiroshima/Nagasaki <www.pcf.city.hiroshima.jp> <www.dannen.com/hiroshima_links.html> <wikipedia>
 2 Indigenous <www.un.org/en/events/indigenousday/> <www.indigenouspeople.net/world.htm> <wikipedia>
 3 WW II <www.spartacus.schoolnet.co.uk/2WW.htm> <wikipedia> <www.besthistorysites.net/WWII.shtml>
 4 Suicide Prevention: <www.save.org> <www.iasp.info> <www.stampoutsuicide.org.uk> <wikipedia>
 5 September 11th: <www.teaching9-11.org/> <www.learnabout9-11.org> <www.911memorial.org>
 6 International Day of Peace: <www.internationaldayofpeace.org> <www.peaceday.org> <wikipedia>
 7 World Food Day: <www.fao.org/getinvolved/worldfoodday/en/> <www.wfp.org> <www.worldfooddayusa.org>
 8 United Nations Day: <www.un.org/cyberschoolbus/> <www.teachun.org> <www.un.org> <www.unausa.org>
 * <[wikipedia: international observances](http://wikipedia:international_observances)> <www.betterworldcalendar.com> <www.timeanddate.com/holidays/>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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

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