

Teaching for a Better World: Global Issues and Language Education

KIP A. CATES

As language teachers in the 21st century, we live in critical times. Our world faces serious global issues of terrorism, ethnic conflict, social inequality, and environmental destruction. How can we prepare our students to cope with these problems? What is our responsibility as language teachers in a world of war, poverty, prejudice, and pollution?

“Global education” is a new approach to language teaching that attempts to answer these questions. It aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. Global education has been defined as “education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world” (Fisher and Hicks 1985: 8). Another definition states that “global education consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age” (Kniep 1985: 15). Global educators emphasize that global education is a pedagogical approach, not just a new “teaching technique,” and usually designate peace, human rights, development, and the environment as the four content areas of global education.

The goals of a “global” approach to education are generally divided into knowledge, skills, attitudes, and action:

- Knowledge about world problems is the first goal. If we want students to work for a better world, they must know the nature of world problems, their causes, and viable solutions.

- Acquiring skills—communication, critical and creative thinking, cooperative problem-solving, nonviolent conflict resolution, informed decision making, and the ability to see issues from multiple perspectives—necessary to solve world problems is the second goal.
- Acquiring global attitudes—global awareness, curiosity, an appreciation of other cultures, respect for diversity, a commitment to justice, and empathy with others—is the third goal.
- The final goal of global education is action—democratic participation in the local and global community to solve world problems.

Why Global Education?

The rationale for global education consists of four main points. The first concerns the fact that our planet faces serious “global issues” or world problems. As one educator notes, “Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights” (Kniep 1987: 69). Many of these issues are serious:

35,000 people in the world die every day from hunger, 24 every minute, with millions of children dead each year from preventable diseases. Meanwhile, world military spending continues at an astronomical rate despite the world's massive stockpile of nuclear weapons. Human rights are violated round the globe by regimes of all political persuasions. At the same time, the global environment is being damaged by irresponsible politicians, profit-hungry corporations and poverty-stricken peasants as well as by "throwaway" lifestyles which consume irreplaceable resources, produce mountains of garbage and poison our air and water (Cates 1990: 3).

The second point concerns the interdependence of our modern world. Because of the interconnected nature of our global village, it is impossible to ignore the problems that our planet faces. As two British global educators point out, we live in a world

where a distant political struggle is a luggage search for plane passengers at Manchester airport, an upheaval in Iran is a lowered thermostat in Buenos Aires, an assassination in India sparks off demonstrations in South London, the uranium requirement of French nuclear power stations is the desecration of aboriginal homelands in Australia (Pike and Selby 1988: 6).

The third point concerns the attitudes of apathy, selfishness, and ignorance of many modern young people. Opinion polls taken in various countries, for example, have found that American youth have little knowledge of other cultures and little interest in global issues, that two thirds of British people have stereotyped images, racial prejudices, and limited knowledge about underdeveloped countries, and that 38% of Japanese youth say their life goal is to get rich while 71% are defeatists who feel there is nothing they can do to change society. While many young people around the globe, of

course, do care about the world and its problems, these results for young people surface consistently enough in national surveys to indicate the extent of this problem.

The final rationale concerns current education systems. Many concerned educators feel young people in countries around the world are not being adequately prepared to cope with global problems. Too often, schools around the world are locked into traditional education systems that feature rote memorization, passive learning, examination pressures, and the discouragement of critical thinking. This concern has been expressed by international figures such as the late Asian expert and US ambassador to Japan, Edwin Reischauer, who stated:

We need a profound reshaping of education... [H]umanity is facing grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival (Reischauer 1973: 4).

Global Issues and Language Teaching

What have all these problems got to do with those of us who are foreign-language educators? Isn't our job just to teach grammar, vocabulary, and communication skills?

There are several good reasons why we should care about world problems. One is ethical and personal. Many language teachers find it morally wrong to just stick their heads into their textbooks and pretend these problems don't exist. Another reason concerns our aspirations to be a language-teaching "profession." The idea that the professions have a moral responsibility to society in the practice of their specialized skills goes back to the Hippocratic Oath in ancient Greece where doctors swore to use their professional skills for the good of society. The past 20 years have seen a rapid increase in the number of professional groups

working to solve world problems through research in their field, education of the public, and political action. Physicians for Social Responsibility and the 1985 Nobel Peace Prize winner, International Physicians for the Prevention of Nuclear War, are two such groups. Similar groups exist for scientists, lawyers, psychologists, and other fields. If language teachers truly aspire to be a “profession” in the real sense of the word, then they must consider this aspect of social responsibility.

Another reason for dealing with global issues in language teaching concerns our status within the field of education. The education profession has always recognized its unique responsibility in promoting peace, justice, and an active concern for the world’s problems. The World Confederation of Organizations of the Teaching Profession (1989: 7), for example, clearly states that its aims include the promotion of equality, peace, justice, freedom, and human rights among all peoples. The US organization, Educators for Social Responsibility, confirms the importance of the three Rs of traditional education—reading, ‘riting and ‘rithmetic—but argues that we need to extend these to make “responsibility” the fourth R of education. The 1974 United Nations Educational, Scientific, and Cultural Organization (UNESCO 1974) *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* calls for a global perspective at all levels of education, understanding, and respect for other cultures; an awareness of the rights of individuals and groups; and a readiness on the part of the individual to participate in solving the problems of his or her community, nation, and the world.

For language teachers, the most significant attempt to deal with language teaching and world problems is UNESCO’s Linguapax project. The name comes from the Latin words *lingua* (language) and *pax* (peace) and refers to a series of seminars dealing with language

teaching for international understanding. The first Linguapax conference, held in 1987 in Kiev, USSR, brought together such groups as the International Association of Applied Linguistics, International Association for the Development of Cross-cultural Communication, and World Federation of Modern Language Associations to discuss “Content and Methods of Teaching Foreign Languages and Literature for Peace and International Understanding.” The resulting Linguapax Kiev Declaration made four recommendations to foreign-language teachers:

- Be aware of their responsibility to further international understanding through their teaching.
- Increase language teaching effectiveness so as to enhance mutual respect, peaceful coexistence, and cooperation among nations.
- Exploit extracurricular activities such as pen-pal programs, video exchanges, and overseas excursions to develop international understanding.
- Lay the basis for international cooperation through classroom cooperation using language-teaching approaches responsive to students’ interests and needs.

Further recommendations called for UNESCO and its member nations

- to take steps to inform students and their families of the potential of foreign languages to promote better knowledge of world issues and concerns; and
- to organize workshops for foreign-language teachers and students on contemporary world issues of direct relevance and interest to young people, such as environmental protection and the struggle against poverty and hunger (UNESCO 1987).

Views of Language Educators

Over the past decade, a number of leaders within the worldwide English-language teaching

(ELT) profession have addressed the importance of global education for teachers of English as a second language (ESL) and English as a foreign language (EFL). Some stress how global issues can provide meaningful content for language classes. Others stress the mission language teachers have to teach for a better world. The following quotes from two well-known educators highlight the rationale for a global education approach to English-language teaching:

Global issues are real: the spoliation of the rainforests, the thinning of the ozone layer, acid rain, nuclear waste, population growth, the spread of AIDS, state violence and genocide in Kurdistan, Tibet and Bosnia, ecological disaster and war in Ethiopia and Somalia... the list is depressingly long. What has this to do with the teaching of EFL? English language teaching has been bedevilled with three perennial problems: the gulf between classroom activities and real life; the separation of ELT from mainstream educational ideas; the lack of a content as its subject matter. By making Global Issues a central core of EFL, these problems would be to some extent resolved.

Alan Maley (1992: 73)

Global, peace and environmental issues intrinsically affect every human being on earth. These issues provide content for your content-based humanized ESL teaching of the 90's. We teachers have a mission, a mission of helping everyone in this world communicate with each other to prevent the global disaster ahead. The 90's are in your hands.

H. D. Brown (1990)

The idea that foreign-language teaching can contribute to creating a better world is not new, of course. Indeed, much traditional language teaching makes vague references to global education ideals. However, as one noted language educator points out, this has mostly remained wishful thinking:

It may be well to ask ourselves whether international understanding, let alone world peace, can be said to have been promoted by the considerable amount of foreign language teaching in the world. Diligent learning of foreign words and phrases, laborious copying and recitation of irregular verb paradigms, and the earnest deciphering of texts in the foreign language can hardly be considered powerful devices for the development of international understanding and good will.

Wilga Rivers (1968: 262)

If our language students are truly to become socially responsible world citizens, then global issues and the four goals of global education (knowledge, skills, attitudes, and action) must appear explicitly in our language-teaching curriculum.

Global Issues in the Language Classroom

EFL instructors around the world integrate global issues and global education into their teaching in a variety of ways that involve language-teaching content, methods, materials, course design, teacher training, and extracurricular activities.

Global education content

Language has a certain degree of flexibility of topic that other subjects do not. It is not surprising, then, that content is one area of teaching where many instructors are integrating a global education perspective. This approach is described by one Japan-based language educator (Provo 1993) as follows:

“Global issues” and “global education” are hot new buzzwords in the language teaching world. Global education is the process of introducing students to world issues, providing them with relevant information and developing the skills they will need to help work towards solutions. Those who support glo-

bal education usually defend it in this way: we all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of important world issues and challenges them to consider solutions?

Global issues can be included in teaching content even when students are just starting to learn the sounds of the foreign language. One example is the Japanese junior high school EFL text *Cosmos English Course* (Oura et al. 1989: 5), which teaches the sounds of English by using the example word “peace” to teach the English sound /p/. Grammar, usually felt by students to be one of the dullest areas of language study, can also be taught with a global perspective through a change of content. Starkey, for example, describes how teaching past, present, and future tenses becomes more meaningful when students study the past, present, and future of global issues (in Pike and Selby 1988: 239). This could involve students studying the historical background of an issue such as environmental pollution, looking at pollution today in their community or country, and then doing future-oriented activities to solve this problem. Comparatives can similarly be practiced by comparing human rights in different countries or by contrasting global inequalities of First World wealth and Third World poverty. Some innovative teachers have designed exercises to teach students the conditional “if...then” while promoting environmental awareness. These efforts revolve around pattern practice based on model sentences such as “If we all recycled paper, we’d save more trees” or “If we all picked up the litter at our university, we’d have a clean and beautiful campus.”

Reading, writing, listening, and speaking can also be integrated with global issues content. One British English instructor, for example, has based a complete English four-skills lesson on the international human rights organization Amnesty International (Sandilands 1989:

22). This begins with students *listening* to information about Amnesty International, *speaking* their opinions concerning human rights, *reading* about the work of Amnesty International in its English newsletter, and then *writing* English letters calling for the release of prisoners of conscience around the world.

Teaching methods

Global education is as much a matter of how we teach as of what we teach. For many teachers, this involves a shift from passive to active learning, from teacher- to student-centered classes, from language as structure to language for communication about the world. This shift in teaching method often stimulates instructors to experiment with new approaches such as experiential learning. This can lead to trying out class simulations and role-plays that get students out of their seats and actively involved in exploring global issues in the foreign language. This can result in language-teaching lessons in which students practice their foreign-language skills while role-playing blacks and whites in apartheid South Africa, taking the parts of logging companies and tribal peoples in a tropical rainforest simulation, or acting as UN ambassadors in a model UN simulation. Other teachers try to bring the world into the classroom by inviting guest speakers such as visitors from Africa or representatives from groups such as Greenpeace to promote communicative English skills as well as interest in world cultures and global issues. Yet other teachers attempt to develop global awareness and language skills through student projects such as social issue interview surveys or oral class presentations on global organizations such as United Nations Children’s Fund (UNICEF) and Oxfam.

Global education materials

A global education approach to language teaching requires that teaching materials im-

part the knowledge, skills, and attitudes required to help language students become socially responsible world citizens. In many textbooks, however, world problems are conspicuous by their absence. Even when textbooks do touch upon global issues, they often tend to treat them trivially as an overlay on the linguistic syllabus. Starkey, among others, criticizes the “tourist-consumer” flavor of many language texts, with their focus on shopping, travel, and fashion, and concludes that “foreign language textbooks provide fertile grounds for discovering bias, racism and stereotype” (Pike and Selby 1988: 239).

Happily, more foreign-language textbooks now include lessons dealing with global themes. A look at Asian textbooks of English as a foreign language will turn up language lessons ranging from topics such as Martin Luther King and tropical rainforests to Mother Teresa and world hunger. A growing number of commercially published English language textbooks are also appearing which deal specifically with global issue themes, including *Making Peace* (Brooks and Fox 1995), *Global Views* (Sokolik 1993), *The Global Classroom* (de Cou-Landberg 1995), *Environmental Issues* (Peaty 1995), *Earthwatch* (Stempleski 1994), *Impact Issues* (Day and Yamanaka 1998), and *The World Around Us* (Hoppenrath and Royal 1997).

Language teachers unable to find the global teaching materials they want often write their own language lessons on topics as diverse as refugees, recycling, and world religions. Yet others design their teaching materials around the many exciting global education textbooks, teaching packs, CD-ROMS, and videos used in the US and United Kingdom (see the end of this article for examples).

Global education course design

Many language teachers in Asia and abroad are experimenting with global education course design. One English language course I have

developed for my Japanese university students is Global Issues. In this course, students focus each week on a different world problem—the environment, human rights, apartheid, world hunger—and explore in English the issue, its causes, and solutions through video, games, quizzes, discussions, role-plays, and simulations. A number of teachers have devised similar courses on cultures of the world, in which students practice English skills while deepening their interest in foreign countries (e.g., Shang 1991: 39). Others have built English courses around audio-visual resources such as films. Fukunaga (1998: 7), for example, teaches English through Global Issue Movies where students practice language skills while studying films such as *Mississippi Burning* (civil rights), *The Killing Fields* (war and peace), and *Dances with Wolves* (intercultural understanding). One Tokyo-based EFL teacher has even built an entire college English course around the movie *Gandhi* (Mark 1993: 37) to improve students’ English skills while time allowing them to explore themes such as apartheid, racism, colonialism, and nonviolence.

Some teachers around the world are attempting to bring a global perspective into the teaching of English for special purposes through the design of courses such as English for Doctors or Business English. One teacher (Friel 1991: 24) designed a 20-hour intensive English for Engineering course aimed at producing socially responsible, environmentally aware engineers. The course concerned the building of an imaginary dam and involved students in reading pro and anti-dam arguments, role-playing loggers and environmentalists, then presenting oral and written environmental assessments of the project.

Extracurricular activities

Extracurricular activities also allow language teachers to combine global issues with the study of foreign languages. Some language colleges in Japan, for example, hold annual international

awareness seminars as part of their fall school festivals, featuring English speech contests on global themes or English-speaking guest lecturers from groups such as UNESCO or Friends of the Earth.

Out-of-class volunteer activities comprise another area where language teachers can help to internationalize their students. As one Japan-based teacher puts it,

Volunteer work with global issues can be a perfect context for teacher-student contact outside class. Personally, because I'm committed to a just world free of war, hunger and poverty, and because I'm committed to my students learning English, I find there's no better combination than working on global issues with students outside the classroom. While students get the language practice that I need them to get to complement my classes, we are working together for the future world of our choice (Bamford 1990: 35).

One out-of-class activity carried out by Bamford was a charity walkathon in Tokyo where students and teachers practice English while walking 35 kilometers to raise money to help end world hunger.

Overseas school tours are another way to promote international understanding among language learners. Many schools in Japan, for example, send groups of students abroad for summer language practice and overseas homestay programs. Although these undoubtedly promote students' language ability and intercultural awareness, such visits center on countries like the US, tend to focus on Disneyland and other tourist sights, and sometimes involve more shopping than intercultural understanding. A number of language educators in Japan, in contrast, are increasingly trying to awaken the interest of Japanese students to other areas of the world. One college English teacher in Tokyo, for example, regularly leads English school trips to India, where her Japanese students stay with Indian families and learn about

life, culture, and social issues. Another Japan-based teacher has taken Japanese students to the Philippines to help them improve their English as they learn about problems and issues facing developing nations. Another English teacher takes her Japanese high-school girls to South Korea to visit their sister school. Since English is the only common language between the Korean and Japanese girls, her students come home with improved English skills as well as a greater understanding of South Korea, its people, its sad history of Japanese colonial occupation, and the need to work for better relations between the two countries.

Global education teacher training

Teacher training is another area of language education where interesting global education initiatives are taking place, such as the intensive summer workshop run by the Language Institute of Japan for high-school English teachers. This brings together classroom English teachers from Japan and from countries throughout Asia who study together to improve their teaching methodology and language skills while using English to explore topics involving world cultures and social issues.

Another initiative is a graduate-level English teacher-training course, Global Issues and Cooperative Learning, offered by Teachers College, Columbia University of New York at its Tokyo campus as part of its international Master of Arts in the Teaching English as a Second Language (TESOL) program. This course, which I've taught for the past 10 years, gives graduate students in the field of English-language teaching the chance to explore teaching ideas, resources, and activities from fields such as global education, peace education, human rights education, and environmental education. These teachers then go on to practice designing and teaching model English-language lessons on global education themes for use in their own schools.

Beyond the classroom

Being a global teacher, of course, doesn't have to stop at the schoolyard gate. Language teachers can help to stimulate and inspire students through their daily lives by becoming active "world citizen" role models for students to emulate. One of the easiest things for language teachers is to support, with our money or time, global organizations working to solve world problems. Changing our lifestyles is another way to work for a better world. This might mean travelling to school by bicycle, using more public transportation, or photocopying less. When shopping, this could include buying from "fair trade" organizations, looking for environmentally friendly products, and using the new consumer handbooks that identify which companies have military contracts, destroy rainforests, or exploit Third World workers.

Language teachers can have an even greater impact by persuading their schools, companies, or language-teaching organizations to similarly consider global issues and social responsibility. This might include discussing with your colleagues, school administrator, university dean, or office staff how your institution could contribute to a better world by reducing waste, by raising funds for worthwhile causes, and by working to change unjust or environmentally harmful school practices.

The "Global Issues In Language Education" Special Interest Group

One organization that promotes global education among language teachers in Asia is the "Global Issues in Language Education" Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). This group aims to promote global awareness, international understanding, and the study of world problems through language education. Its members comprise classroom teachers, school directors, publishers, and textbook writ-

ers who share an interest in global education and its aim to enable students to acquire and use a foreign language while empowering them with the knowledge, skills, and commitment to solve global problems. The GILE SIG thus has a double commitment to excellence in language education and to "teaching for a better world."

The GILE SIG was officially established in June 1991 and now has a history of over 10 years of research, education, and action. Its official aims are to

- promote the integration of global issues, global awareness, and social responsibility into foreign-language teaching;
- promote networking and mutual support among educators dealing with global issues in language teaching; and
- promote awareness among language teachers of important developments in global education, and the related fields of environmental education, human rights education, peace education, and development education.

All GILE SIG members receive the *Global Issues in Language Education Newsletter*, an exciting 24-page quarterly newsletter packed with up-to-date news on global education and foreign-language teaching. Each issue contains a wealth of information—from suggestions for teaching about human rights to reports on international pen-pal programs, from notes on the latest peace education books to global awareness teaching activities for tomorrow's class. Regular features include summaries of articles on global issues from international language-teaching journals, profiles of global education organizations, global education book reviews, and a networking section where language teachers can write in to share information about topics such as teaching human rights or to get information about things such as recycled paper for classroom handouts.

GILE SIG members benefit from the group's networking contacts in Japan and

abroad. These range from Japanese development education groups to the Tokyo office of Amnesty International, from the international English teachers' group TESOLers for Social Responsibility to the European Linguapax movement, and from advocacy groups such as Oxfam and Save the Children to world bodies such as the UN, UNESCO, and UNICEF.

A major activity of the GILE SIG is organizing presentations on global education for local, national, and international language-teaching conferences. Recent sessions held at the annual international conference of JALT have included colloquiums on peace education and language teaching, panel discussions on teaching global issues through English in Asia, workshops on designing socially responsible language-teaching materials, seminars on environmentally friendly language teaching, and an annual global education materials display exhibiting resource books on global education and human rights education for language teachers.

The GILE SIG also runs a number of projects. These include the publication of special JALT magazine issues on global education, production of English-language textbooks on global issues, donation of used EFL textbooks to countries such as Vietnam and Kazakhstan, fund-raising for projects such as children's homes in India, promotion among language teachers and students of international events such as Human Rights Day (December 10), and creation of a website featuring back issues of the *GILE Newsletter* (www.jalt.org/global).

GILE SIG also regularly brings to Japan experts in global education for national workshops, lectures, and conferences to introduce foreign-language teachers to teaching methods and materials linked to global issues. These have included Japan lecture tours by Russian peace educators, Australian conflict resolution experts, environmental education experts from Canada and Singapore, and European Linguapax experts based in Germany and Spain.

Conclusion

A growing number of language-teaching professionals are finding that global education presents an exciting approach to their work which can promote global awareness, international understanding, and a commitment to working for a better world. Language teachers in Asia who want to add a global perspective to their teaching may do so in many ways.

One way is to explore the field of global education through the many excellent books now in print. The resource list (Annex A) shows a small sampling of the exciting materials now available. For a look at the wide range of global education teaching packs, posters, textbooks, videos, computer software, and other materials available to language teachers, get a copy of the free *Global Education* catalog available from Social Studies School Service or see their web-site at www.socialstudies.com.

A second way is to experiment in your classes with language teaching-lessons and activities designed around global issues. Teachers who try this often discover a new excitement in the classroom which comes from a focus on student language-learning centered on communication in the foreign language about real-world issues.

A third way to get involved is to share with your colleagues, whether informally, in journal articles, or through conference presentations, your ideas about how language teaching can promote global awareness, international understanding, and action to solve world problems.

Finally, teachers (and others) in Asia wishing to learn more about GILE SIG or about how foreign-language teachers worldwide are dealing with global issues and global education are invited to subscribe to the quarterly *GILE Newsletter*. This provides an exciting variety of practical examples of how language educators around the globe are working to integrate global awareness and world problems into their foreign-language teaching.

References

- Bamford, J. 1990. "Education and Action Beyond the Classroom." *The Language Teacher* 14 (5) May 1990.
- Brown, H.D. 1990. *On Track to Century 21*. Plenary talk at TESOL '90, San Francisco.
- Cates, K. 1990. "Teaching for a Better World." *The Language Teacher* 14 (5) May 1990.
- Friel, M. 1991. Developing Environmental Awareness in Engineering Students. *English Teaching Forum* 29 (3).
- Fukunaga, Y. 1998. "Teaching Global Issues through English Movies" *Global Issues in Language Education Newsletter* 30 (March 1998).
- Kniep, W. 1985. *A Critical Review of the Short History of Global Education*. New York: American Forum for Global Education.
- Maley, A. 1992. "Global Issues in ELT." *Practical English Teaching* 13 (2) December 1992.
- Mark, K. 1993. "Some Thoughts about Global Content." *The Language Teacher* 17 (5) May 1993.
- Oura, A. et al. 1989. *Cosmos English Course*. Tokyo: Sanyusha.
- Provo, J. 1993. "Teaching World Issues." *Daily Yomiuri Newspaper*. 18 March 1993.
- Reischauer, E. 1973. *Toward the 21st Century*. New York: Knopf.
- Rivers, W. 1968. *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Sandilands, B. 1989. "From Listening to Letter-writing." *Practical English Teaching* 10 (2).
- Shang, S. 1991. "Incorporating Culturgrams into EFL." *English Teaching Forum* 24 (4).
- UNESCO. 1974. *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms*. Paris: UNESCO.
- . 1987. *Linguapax Kiev Declaration on "Content and Methods that could Contribute in the Teaching of Foreign Languages and Literacy to International Understanding and Peace."* Paris: UNESCO.
- World Confederation of Organizations of the Teaching Profession (WCOTP). 1989. *WCOTP Handbook*. Switzerland: WCOTP.

ANNEX A

Global Education Resource List

GLOBAL ISSUES

- Brown, L. et al. (Annual.) *State of the World*. New York: W.W. Norton.
- Kidron, M. and R. Segal. 1995. *The State of the World Atlas*. (5th ed.) London: Penguin.
- Litvinoff, M. 1996. *Young Gaia Atlas of Earthcare*. New York: Facts on File.
- Middleton, N. 1988. *Atlas of World Issues*. Oxford: Oxford University Press.
- Osborne, J. 1995. *World Studies: Global Issues and Assessments*. New York: N&N Publishing.
- Seitz, J. 1995. *Global Issues: An Introduction*. Oxford: Blackwell.
- Snarr, M. and D. Starr. 1998. *Introducing Global Issues*. London/Boulder: Lynne Rienner.

GLOBAL EDUCATION

- Fisher, S. and D. Hicks. 1985. *World Studies 8–13*. New York: Oliver & Boyd.
- Hicks, D. and M. Steiner. 1989. *Making Global Connections*. New York: Oliver & Boyd.
- Kniep, W. 1987. *Next Steps in Global Education*. New York: American Forum for Global Education.
- Pike, G. and D. Selby. 1988. *Global Teacher, Global Learner*. London: Hodder & Stoughton.
- Pike, G. and D. Selby. 1999. *In the Global Classroom (Books 1 & 2)*. Toronto: Pippin.
- Rosengren, F. et al. 1983. *Internationalizing Your School*. New York: NCFLIS.
- Tye, K. (ed.) 1984. *Global Education: School-based Strategies*. USA: Interdependence Press.

GLOBAL EDUCATION TEACHING RESOURCES

- Benegar, J. 1994. *Global Issues in the Middle School*. (3rd ed.) Denver, Colorado: CTIR.
- Center for Teaching International Relations (CTIR). 1993. *Global Issues in the Elementary Classroom*. Denver, Colorado: CTIR.
- Drew, N. 1995. *Learning the Skills of Peacemaking*. Torrance, California: Jalmar Press.

- Elder, P. and M. Carr. 1987. *Worldways: Bring the World Into Your Classroom*. Menlo Park, California: Addison-Wesley.
- Hopkins, S. (ed.) 1990. *Discover the World*. Philadelphia: New Society.
- Lewis, B. 1991. *The Kids Guide to Social Action*. Minneapolis: Free Spirit.
- Milord, S. 1992. *Hands Around the World: 365 Creative Ways to Build Cultural Awareness & Global Respect*. Charlotte, Vermont: Williamson Publishing.

ENGLISH LANGUAGE TEXTBOOKS ON GLOBAL EDUCATION THEMES

- Abraham, K. 1998. *Cause to Communicate: Global Issues*. London: Anti-Slavery International.
- Bowers, B. and J. Godfrey. 1995. *What in the World? Exploring Global Issues*. Toronto: Prentice Hall Regents.
- Brooks, E. and L. Fox. 1995. *Making Peace*. New York: St. Martin's Press.
- de Cou-Landberg, M. 1995. *The Global Classroom*. New Jersey: Addison Wesley.
- Day, R. and J. Yamanaka. 1998. *Impact Issues*. Hong Kong: Lingual House/Longman.
- Grohe, W. and C. Root. 1996. *Speaking Globally*. New Jersey: Prentice Hall Regents.
- Hoppenrath, C. and W. Royal. 1997. *The World Around Us*. Toronto: Harcourt Brace.
- Peaty, D. 1995. *Environmental Issues*. Tokyo: Macmillan.
- Rably, S. 1996. *SuperDossiers: Modern Issues*. New Jersey: Prentice Hall.
- Sokolik, M. 1993. *Tapestry: Global Views*. New York: Heinle and Heinle.
- Stempleski, S. 1994. *Earthwatch*. New Jersey: Prentice Hall.
- Tokiwamatsu Gakuen. 1997. *Go Global: A Global Education Resource Book for Language Teachers*. Tokyo: Kagensha.
- Widdows, S. and P. Voller. 1996. *Open Minds: Exploring Global Issues*. Ann Arbor: University of Michigan Press.

ANNEX B Some Global Education Organizations

American Forum for Global Education: books on global education, world cultures, and global awareness. American Forum, 120 Wall Street, Suite 2600, New York, NY 10005, USA. <www.globaled.org>

Amnesty International (AI-USA): books, reports, and videos on human rights and human rights education. Amnesty International, 322 8th Avenue, New York, NY 10001, USA. <www.amnesty-usa.org>

Anti-Defamation League of B'nai B'rith: teaching resources on ethnic minorities and prejudice reduction. Anti-Defamation League, 823 United Nations Plaza, New York NY 10017, USA. <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. <www.du.edu/ctir>

Educators For Social Responsibility: teaching resources on war, peace, and conflict resolution. Educators For Social Responsibility, 23 Garden St., Cambridge, MA 02138, USA. <www.esrnational.org>

International Education Resource Center (ERIC): Japanese resources on global education/global issues. ERIC, Iwase Bldg 1F, 1-114-1 Higashi-tabata, Kita-ku, Tokyo 114, Japan. Fax: 03-3800-9414

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

Press, PO Box 700, Yarmouth, Maine 04096, USA. <www.interculturalpress.com>

Minority Rights Group: books and reports on minority groups, prejudice, and human rights. Minority Rights Group, 379 Brixton Rd, London SW9 7DE, England, UK. <www.minorityrights.org>

Oxfam Education Catalog: teaching packs, posters and games on Third World and development issues. Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, England, UK. <www.oxfam.org.uk>

Peace Education Foundation: primary and secondary textbooks on peace education and conflict resolution. Peace Education Foundation, 1900 Biscayne Blvd., Miami, FL 33132-1025, USA. <www.peace-ed.org>

Social Studies School Service: global education catalog of books, videos, software, posters & maps. SSSS, 10200 Jefferson Blvd., Box 802, Culver City, CA 90232-0802, USA. <www.socialstudies.com>

Stanford Program on International and Cross-Cultural Education (SPICE): texts on world cultures/global issues. SPICE, Littlefield Center, 300 Lasuen St., Stanford University, CA 94305, USA. <<http://spice.stanford.edu/>>

Worldaware Resource Centre: books, games, videos, wallcharts on Third World and development issues. Worldaware, 31-35 Kirby Street, London EC1N 8TE, England, UK. <www.worldaware.org.uk>

Why is education a global issue when so much of it happens locally, and when the main problems are concentrated in the developing world? The answer is fourfold: Education is central to the construction of genuinely democratic societies. Education is one of the most powerful instruments for reducing poverty and inequality and for laying the basis for sustainable growth. It has strong links not just to productivity growth but to improved health, to the ability to understand the need to care for the natural environment, and even to population stabilization. School fees are not a good idea. And government budgets cannot handle the step-up alone: in Nepal, to take an example, it would mean increasing educational expenses from 13 percent to 17 percent of an already tight national budget.

6. Teaching Global Issues through Moral Philosophy. 7. Teaching beyond the Traditional Canon of International Relations. 8. Global Issues in the Spanish Foreign Language Classroom. 9. Conclusions. REFERENCES.

Reimers also argues that global education should help to develop an appreciation for a world that is increasingly interconnected. According to this view, students require global skills, including knowledge of world geography and complex cultural literacy and world language skills to understand these interdependencies, as well as a sense of global-self, through a range of dynamic, interactive, and diverse teaching methods and curricula.

3. The U.S. Coast Guard Academy: Developing "The Whole Person". Global Perspectives: A framework for global education in Australian schools has been funded by the Global Education Project, which is supported by the Australian Government's Overseas Aid Program. Enabling young people to participate in shaping a better shared future for the world is at the heart of global education. Environmental education Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools (2005) provides a nationally agreed description of the nature and purpose of environmental education for sustainability through all years of schooling, including a vision and a framework for its implementation. www.environment.gov.au/education/publications/sustainable-future.html. Can the vision for a better world agreed on by world leaders in 2015 be realised? At the moment, we live in an unjust world, and many of us lead unsustainable lifestyles. It aimed to raise teachers' awareness of the key role creativity plays in language education by providing a large number of practical classroom activities at all levels. Furthermore, major teacher associations such as IATEFL's Global Issues SIG, TESOL's Social Responsibility Interest Section and JALT's Global Issues SIG, among others, have recognised the importance of these issues. We hope that this book will provide added impetus to these initiatives and will also draw attention to the many projects operating to reduce the negative impact of the areas covered by the SDGs, including the C group. In our globalised world, language competencies are increasingly important. It is no longer an advantage for a job seeker to speak just one non-native language (NNL). Rather, it now could be a drawback for a job seeker to only speak one language. NNL learning is a challenge for many individuals and countries. These challenges have to do with many factors other than just education. Why are some education systems or countries more successful than others at NNL teaching? As expected, the main answers have had much more to do with what happens outside of the formal learning context, and as far as children are concerned, even before they enter their first language class. Complete Executive Summary.