

GLOBAL ISSUES

THE NEWSLETTER OF THE GLOBAL ISSUES SPECIAL INTEREST GROUP



Spring 2014 Issue 31

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ISSN: 1026-4310

www.iatefl.org



GI SIG updates

Dana Radler and Xiaobing Wang report on the SIG's recent events and review the contents of the Newsletter.

Dear colleagues,
We hope your New Year started with an open mind and fresh perspective in ELT and a good plan for future improvements in your profession and in the community you live in.

At the 2013 IATEFL conference (The photo on the front page shows our invited speakers in the GISIG PCE event, and for a full report on this event, please go to <http://gisig.iatefl.org/event/events-past/report-gsig-pre-conference-event-liverpool-monday-8-april-2013>), our committee decided to launch a special online event, to raise the awareness of English teachers when talking about issues related to food. This event proved to be an extravaganza for teachers around the globe. A big 'thank you' to **Lindsay Clandfield**, and of course, we can't thank all the participants enough—it was they who made it a huge success!

We had our very first webinar on the 20th, October last year and **Luke Prodromou** made a thought provoking presentation on 'Critical Language Education in a Time of Global Crisis—The Dickensian Turn'. Luke selected some dialogues from Dickens' novels to demonstrate Dickens' views on education in Victorian Age, are still relevant and present in reality in many parts of the world. We received great feedback from the participants from all over the world. For those who missed the live event, there is a recorded video on <https://iatefl.adobeconnect.com/p4mnb7uks94?launcher=false&fcsContent=true&pbMode=normal>

On our website and our GISIG Yahoo Group, there have been discussions on how to make the connection between global issues and local interests. **Bill Templer** shares with us the inspiration he has got from Freinet pedagogy with detailed steps when applying it in practice. Similarly, **Nick Michelioudakis** advises how theories from social psychology can improve our classroom management skills. He analyses the success of a real campaign in Texas to show how we can help

students make changes on the level of identity. What can we do if the materials we use aren't good enough or relevant enough? Maybe try some bumper stickers, as **Kip Cates** suggests? It is amazing to see what wonders these few words on a sticker can do! **Catherine McNicol** introduces a global education project in Australia, whose website offers a pool of resources for teachers in different continents.

Aleksandra Zaparucha and James Hindson decide to make their own lesson plan to address the issue of sustainable development, after finding out there isn't much coverage of the issue in English textbooks. The design of the lesson plan is so clever that we are sure you can adapt this wherever your classroom is or whoever you teach. **Lóránt Kácsor** has composed a 'Hungarian-English dictionary of environmental terms for primary schools'. This material allows learners to fill in information and to become co-authors. The article is based upon a talk Lóránt gave at the IATEFL Hungary Conference last October.

Looking ahead to the IATEFL Annual Conference in Harrogate in April, we are delighted to announce that Dr. Luke Prodromou, Lindsay Clandfield, and Kyle Mawer will be our guest speakers on our exciting PCE event. And at the moment, we're planning a 4 Corners Discussion for the Open Forum on our SIG Day. Please check out our website <http://gisig.iatefl.org/> for more updates!

Happy reading!

Dana Radler & Xiaobing Wang

GI SIG Newsletter Editors



Food Issues Month summary

Lindsay Clandfield reviews GISIG's first online event.

In October last year, the Global Issues SIG tried something completely new. This was the first online, asynchronous event of its kind put on by a Special Interest Group for IATEFL. It was called Food Issues Month.

There are few things as universal to the human condition as food. What we eat, when we eat, how we prepare it are central to our existence. Food vocabulary is something language teachers do on a regular basis. But what about other global issues relating to food? During that month we invited teachers, teacher trainers and writers to contribute their ideas on how we can teach "food" with a conscience. The event spanned over several online platforms, from the blog on our SIG's website and our discussion list to Facebook and Twitter to Pinterest and Youtube.

A quick informal check on the blog and Facebook page show that there were participants from Brazil, China, Turkey, UK, Greece, Italy, Austria, Mexico, Spain, Thailand, USA and India. This was only counting the people who shared things. Our Facebook Event reached over 2500 people.

The event showcased an example of [content curation](#), one of the new buzzwords in education technology. We all collected, organized and displayed the information we had found. Our [pinterest page](#) is a good example of this.

All the collected resources will remain online for teachers to access.

In terms of food issues, we covered lots! From health food and junk food to eating disorders. From food scares to food scarcity. From world hunger to overpackaging. And more! There is certainly no shortage of ideas on teaching food "with a conscience".

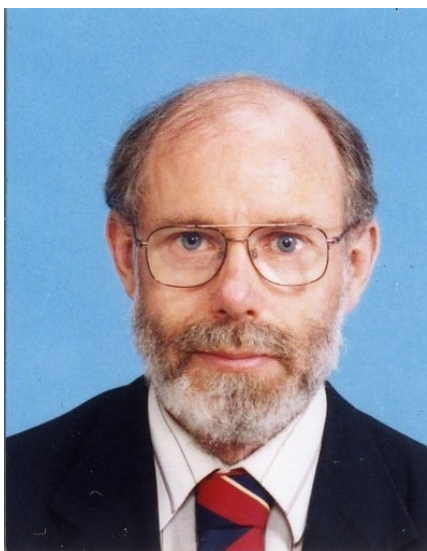
We urge teachers to check out and use these resources next time you have food in your syllabus!

Find out more at:

<http://gisig.iatefl.org/community/food-issues-month-comes-to-a-close>.



Lindsay Clandfield is an award-winning writer, teacher, teacher trainer and international speaker in ELT. He has written more than ten coursebooks and is the main author of the adult course *Global*. You can find out more about him at his website: www.lindsayclandfield.com



Teaching global issues via bumper stickers

Kip Cates introduces a simple but powerful way to get global issue messages across.

Bumper Stickers in the Classroom

Bumper stickers are more than just decorations. They're cultural artifacts that encapsulate powerful ideas, emotions and worldviews in a compact linguistic format. Here we provide some classic bumper sticker messages on global themes. Try them out in class or order them as stickers, T-shirts, buttons, coffee cups or refrigerator magnets!

Teaching Ideas

- Have students study the vocabulary, phrases and grammar of selected bumper stickers.
- Provide a set of bumper stickers, then have students sort them by category (peace, environment...)
- Have students research the social and historical background of selected bumper stickers.
- Have students pick a bumper sticker from a hat, then give or prepare a speech about it.
- Choose a bumper sticker with a message, then have students debate the pros and cons.
- Let students make their own bumper stickers.

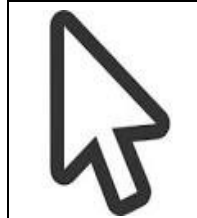
Based on: *bumper stickers*—Burrows (Pro Lingua, 2013)

BUMPER STICKER RESOURCES



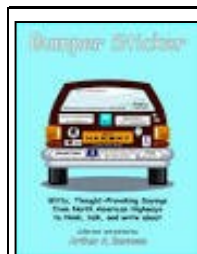
Peace Resource Project
www.peaceproject.com

The best website going for global issue stickers, buttons and T-shirts!



Humorous Bumper Stickers
<http://humor.dmfitzgerald.com>

Internet Bumper Stickers
www.internetbumperstickers.com



Bumper Stickers (2013)
by A. Burrows (Pro Lingua, USA)

A great ESL resource book including 360 bumper stickers together with teaching ideas.



WAR AND PEACE

If war is the answer, then we're asking the wrong question.

Peace cannot be kept by force. It can only be achieved by understanding.

What part of 'Thou shalt not kill' didn't you understand? —God

Join the Army, travel to exotic lands, meet unusual people and kill them.

Let there be peace on Earth and let it begin with me.

There is no flag big enough to cover the shame of killing innocent people.

The best way to defeat an enemy is to make him your friend.

**There is no way to peace.
Peace is the way.**

Who needs terrorists? We're destroying ourselves just fine without them.

When the power of love overcomes the love of power, the world will know peace.

SOCIAL ACTION

Never doubt that a small group of thoughtful committed citizens can change the world.

The best way to predict the future is to help created it.

Whatever you do may seem insignificant, but it is most important that you do it.

The price of apathy is to be ruled by evil men.

The last time we mixed politics with religion, people got burned at the stake.

If you're not outraged, then you're not paying attention.

If we don't change direction, we'll end up where we're going.

In a time of universal deceit, telling the truth is a revolutionary act.

What's popular is not always right. What's right is not always popular.

No one is free when others are oppressed.

WAR AND PEACE

An eye for an eye leaves the whole world blind.

War doesn't determine who's right. It only determines who's left.

War is God's way of teaching us world geography.

SOCIAL ACTION

We must be the change we want to see in the world. —Gandhi

You may say I'm a dreamer. But I'm not the only one. —John Lennon

Our lives begin to end the day we become silent about things that matter. —M. L. King

EDUCATION

If you think education is expensive, try ignorance.

Minds are like parachutes. They only function when open.

Those who have been required to memorise the world as it is will never create the world as it might be

Ignorance and arrogance is a bad foreign policy.

It's no measure of good health to be well-adjusted to a sick society.

A democracy is measured by the freedom it gives its dissidents, not its conformists.

OTHER TOPICS

Growth for the sake of growth is the ideology of a cancer cell.

Urban sprawl = Cut down all the trees, then go out and make your own.

People accusing the U.S. of torture should be tortured until they admit they're lying.

A lottery is a special tax on those who can't do math.

God gave us 2 ears and 1 mouth so we could listen twice as twice as much as we speak.

The times when people lie the most are after fishing, during a war or before an election.

EDUCATION

If you haven't changed your mind lately, how do you know you have one?

Those who can, teach. Those who can't, pass laws about teaching.

Those who make you believe absurdities can make you commit atrocities.

OTHER TOPICS

If you don't like the news, then go out and make your own.

Go to heaven for the climate. Go to hell for the company. —Mark Twin

I love my country.
It's the government I don't trust.

ONE-LINE SLOGANS

Think globally. Act locally.

Make love, not war.

Re-use. Reduce. Recycle.

Who would Jesus bomb?

Regime change begins at home.

Dissent is the highest form of patriotism.

Live simply so that others may limply live.

Sow justice. Reap peace

We all live downstream.

Well-behaved women rarely make history.

If the people lead, the leaders follow.

Special Thanks from the editors

Thanks to Kip's courtesy, this is a re-print of the article published by the Newsletter of the 'Global Issues in Language Education' Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT), Issue 89, in Torroni, Japan, November 2013.

As our counterpart across the oceans, GILE plays a very active and important role in JALT with a variety of programs and projects to engage teachers and learners in global issues. Their newsletter provides a wealth of teaching resources and inspiring ideas to address local and global concerns.

Please feel free to have a look at the new GILE website:

www.gilesig.org
and join them on Facebook at
www.facebook.com/gilesig.org
or Twitter at
<https://twitter.com/gilesigip>

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Freinet pedagogy and intercultural networking

Bill Templer explains the theory and discusses the steps in creating transcultural learning partnerships focused on a locally relevant issue.

The idea is to share curricular activities with a distant partner class, firmly rooted in community-anchored, place-based learning (Ormond, 2013). A class could decide on a single important local issue or problem in their own community—one with a tangible impact on the lives of the students and their families. This can be connected with the environment, food supply, water quality, transport, jobs for youth, democratic voice of students at their school or university, minority rights and diversity, economic inequality, unemployment, inadequate playgrounds, social justice and many other issues. And to share that focus with a partner class elsewhere, transnationally.

In some key respects, this can be nested inside the frame of eTwinning developed by the Council of Europe since 2005:

The main concept behind eTwinning is that schools are paired with another school elsewhere in the Europe and they collaboratively develop a project, also known as eTwinning project. The two schools then communicate using the Internet (for example, by e-mail or [video conferencing](#)) to collaborate, share and learn from each other. eTwinning encourages and develops ICT skills as the main activities inherently use information technology. Being 'twinning' with a foreign school also encourages [cross-cultural exchanges](#) of knowledge, fosters students' intercultural awareness, and improves their communication skills.

The twinning matrix is a form of “intercultural networking” (Cummins and Sayers, 1995. p120).

Freinet Pedagogy as a frame

Such transnational learning networking was actually pioneered from the mid-1920s in France especially by Célestin Freinet (1896-1966), who created the Mouvement de l'École Moderne (Modern School Movement), centered especially on radically democratic alternative schools and proletarian education—a pedagogy of critical collaborative inquiry in democratic schools that is still very much alive today in France, Belgium, Germany, Latin America, and Francophone Africa. Yet it remains relatively unknown in the English-speaking world. This radical pedagogy focuses on critical literacy instruction rooted in students' authentic experience, and “stimulated by their desire to communicate with real audiences of peers” (Cummins and Sayers, p139), and is reflected in today's Modern School Movement Federation (FINEM) (<http://www.finem-freinet.org>).

Freinet was a major socialist ‘free school’ educator for working-class students, long associated with the French CP, and with strong progressive even revolutionary political aims (Acker, 2007; Clanfield and Sivell, 1990). Freinet critical-constructivist pedagogy, centered on cooperative learning and small-group work in its current forms is very germane for the work of GISIG, and is particularly relevant for today's digitalized world.

The Freinet-pedagogical focus on learner autonomy and the need to make learners more responsible for their own learning is germane to the work of LASIG within IATEFL. As Kelland (2013, p12) stresses: “our students have a digital mother tongue and having a major part of their lives played out, stored and enjoyed online is part and parcel of their everyday lives.” He stresses that teachers need to learn “how best to channel into this autonomous desire” among students today “to use technology to log, diaries and communicate in languages other than L1.” Rosenberg (2013) outlines what

autonomy means for the teacher and the learner, as discussed at the June 2012 LASIG conference in Austria

Dietrich and Hövel describe in detail some of the key approaches of teaching English as FL in a Freinet framework, such as rejection of textbooks and any kind of ‘frontal’ teaching. Hövel (1995, p229-39) chronicles his year-long experiment teaching beginning English to German 5th-graders in a pronounced Freinet framework. Dogme, or ‘teaching unplugged’ (Meddings and Thornbury, 2009) is very much in line with a number of Freinet pedagogy broader principles, such as getting away from set textbooks and boilerplate, having students create their own, and a much more improvisational, student-centered, materials-light, conversation-driven syllabus.

Step 1

If you have the technology, start with a student-created video: “If I could change the world ...” by students at the University of Prince Edward Island, in Canada (goo.gl/aX7Cs). In six minutes, it suggests plenty of foci. A further option, depending on student interest is to explore an issue in the framework of Transition Towns (goo.gl/8LG91), initially watching this video (bit.ly/HNBaak).

For more advanced students, this more detailed video with TT activist Rob Hopkins is very stimulating (goo.gl/xermt). A potential textbook tie-in with many different focus issues explored, from beginner to advanced, is Lindsay Clandfield et al. *Global* (2010), a 6-level course. For athletic starters, one hands-on Freinet technique is the “learning walk,” where students and teachers go on exploratory walks in their village, town or neighborhood, gathering new information and impressions about community life.

Step 2

Begin a cooperative student class project, collecting data, interviewing local people, writing this up in kind of booklet with contributions from different students, some ‘story’ approaching the issue in a few hundred words, maybe supplemented with photos or other media. This is in keeping with Freinet pedagogy’s notion of “*texte libre*,” written by students, shared between them in their own class—and with a distant ‘sister class’ elsewhere—contributing to a mosaic of student-written focused discourse relevant to their own lives. These texts can serve as “pre-texts” for taking action within the local community. All this would of course also be centered on using English, especially in creating student-written and student-organized materials. So in focusing on an issue, students would be seeking material perhaps in English, or translating, summarizing from another language into English. Some students could also craft a video or an audio file as such an electronic “*texte libre*.” Ideas from the IATEFL ‘Digital Storytelling for Young Learners’ (goo.gl/dkqQdN) could also be tapped.

These texts can be combined in a free text/classroom journal, which students produce as a collaborative written and printed project, considered in Freinet-inspired instruction a mainstay in the classroom as a “permanent window on the world” and a “live archive” of student activities and their cooperative autonomous learning (Acker, 2007. p70).



(picture source:
<http://globalisationinourworld.blogspot.co.uk/>)

Step 3

Through GISIG, a link could be forged with a class somewhere else, another teacher’s group in another country--what Freinet educators call “*Correspondance scolaire*,” interschool exchanging of material: in our terms, project X in one place and project Y in another, eTwinning. Perhaps creating a kind of newspaper-style written project combining material from the two classes. This is a kind of student journalism, shared between classes and cultures, transforming the classroom into “literacy learning laboratories” (Cummins and Sayers, p121-22).

Two classes (teachers & students) in two different countries can be connected via social media, sharing projects on some locally relevant but ‘bigger picture’ issue relevant to students’ lives, and building a class bridge of solid engaged personal living concrete bonds: eTwinning centered on GI. And students can work in pairs to present two sides of a social issue, uploading and sharing information. This builds focused transnational interconnectivity between students and teachers, one of the important goals in classic and contemporary Freinet critical pedagogy (Acker, 2007. p85-7; Cummins and Sayers, p126). “Clusters” of several such projects can also be formed, creating a broader network and audience. In a concrete sense, this becomes a kind of long-distance team teaching as well.

In Freinet's vision, this was a *grassroots networking* by teachers and their classes themselves, not controlled by the educational bureaucracies. Teachers learned through applying these very concrete flexible "techniques," not some rigid abstract top-down "methods" and lockstep imposed curricula and their rigidities (Cummins and Sayers, p127). Techniques create an interactive laboratory where teachers can through constant feedback reflect on the dynamic interaction they are making happen, a form of reflective self-development.

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Psychology and ELT: identity & change

Nick Michelioudakis revisits a successful campaign and explores the implications for classroom management.

There was litter everywhere in Texas in 1986. It was not because of lack of funds nor the lack of effort, either. The authorities had tried everything. There were signs ‘Please don’t litter’ and trash cans emblazoned with the pun ‘Please pitch in’. But nothing worked. They needed someone who would try a different approach with lateral thinking. Fortunately, such a person did exist and fortunately for Texas, they employed him. His name was Dan Syrek.

The ‘Don’t Mess with Texas’ Campaign

The failure One big reason why previous attempts had failed was that they applied what worked before in different situations. For instance, some environmental campaign focused on people’s love for cuddly little animals such as owls (slogan: ‘Give a Hoot; don’t Pollute!’ (click [here](#) to watch), or on people’s feelings of guilt (e.g. the famous ‘crying Indian’ ad (click [here](#)). But these approaches assumed that people did care a little in the first place. What if they didn’t care at all?

The target audience Syrek and his colleagues quickly identified the main offenders were macho, 18-35-year-old pick-up driving guys whose main interests were sports and country music. Syrek even carried a picture of such a stereotypical boy with him – they called him ‘Bubba’.

No carrots and sticks Why? You couldn’t offer rewards to people for refraining from an action and punishment would probably backfire. ‘Bubba’ was anti-authority, and therefore threatening him with fines or other sanctions would trigger a desire in him to break the rules even more (Cialdini 2001). Instead, Syrek and his team chose to take them on board!

The pitch One of the natures of Bubba was that he was

proud of being Texan. So this was how Syrek pitched their campaign: ‘Texans do not litter because they love their state!’ A whole series of commercials were created for the campaign. They all shared a number of features: a) They were direct (Bubba is not sophisticated). b) They used celebrities who were recognizably Texan. c) They stressed two elements: ‘Texans don’t litter’ and ‘Texans care about whether others do’. d) They were visually ‘macho’.

The stories In one of the ads, two huge Dallas Cowboys players are seen collecting litter by the side of the road. One of them turns to the other and says ‘I’ve got a message for the guy who threw this out of the window’ – the camera shows us a beer can – ‘Only I kinda need to see him to deliver it’ and he crushes the can with his fist (click [here](#) to watch)! In another ad, a baseball pitcher famous for his split-fingered fastball picks up some litter and hurls into a rubbish bin which blows up



(picture source:
www.surayafoundation.com/case-studies.html)

spectacularly (click [here](#)). These ads are amazing!

The results Within months almost 75% of the people could recall the message. One year later, littering had declined by almost 30%. Within 5 years, visible littering had dropped by a staggering 72%. And an emergency fund of \$ 1m, which had been earmarked to enforce litter laws with punitive measures, was scrapped as unnecessary. (Case Study in Heath & Heath 2008, p195-199)

Applications in ELT

While this case study does not offer us immediately transferrable lessons, there are many key principles we have clear implications for classroom management.

Trump emotion The notion that to change people you need to persuade them is very common, but also very wrong. In fact, in most cases people know what is 'right' (smoking, drinking etc.). What is needed to sway them is an emotional appeal. In a famous study, people were approached and asked for donations on behalf of a charity. Half of them were given statistics about the extent of famine in Africa, while the other half were given a story about Rokia, a poor 7-year-old African girl. People in the second condition gave 76% more (Yeung, 2011).

Know your target It was amazing how clear Syrek was about the people he wanted to reach and was able to 'tailor' the message to the recipients. Similarly, we cannot adopt an 'one-size-fits-all' approach when teaching our students. To motivate them we need a careful needs analysis particularly in ESP (Robinson, 1991) and Teaching one-to-one (Osborne, 2005). But only knowing is not enough. To see what really makes our students tick we need to get closer and interact with them ourselves!

Focus on identity Haidt (2012) points out that we all have a 'hivish tendency' – indeed a need – to belong to something larger than ourselves (the 'hive'). Stimulated by this feeling, people can be astonishingly altruistic and therefore they can change very quickly! The 'hive' can be almost anything; it can be one's nation, one's place of origin, a football club or one's school. If teachers can harness the last one, the results can be spectacular!

Remodel that identity What the campaign essentially did was to 'tag' an extra feature to the 'Texan identity'. There was no reason why Texans should care about the environment, but the ads managed to create that link by using role models who shared this identity. Tim Murphey (2012) talks of NPRM (Near-Peer Role Models) and their potential in shaping student behavior. By getting older (and perhaps successful) students to give mini talks in our classes or even just showing them examples of successful projects they have been involved in, we can go a long way towards motivating our

learners.

Phrase your message Syrek and his team avoided stated the obvious that everyone was littering. Although it was the truth, speaking out straightaway sounded more like encouragement—'Everyone is doing it, then why should you be any different?' (Goldstein, Martin & Cialdini, 2007) Telling students 'I hope you are not like the other group who never look at their books until their teacher tells them to the next day' encourages them to do just that.

Avoid dissonance Syrek's team didn't bother to address the apparent clash between their message and Bubba's previous behaviour. According to Fine (2005), our vain brain routinely 'rewrites' our memories, so Bubba conveniently forgot what he did before! It is often the same with unruly students: if you give them an 'Assistant Teacher' role, you may find that they take to it with gusto, conveniently forgetting their naughty wrongdoings a few days before.

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Nick Michelioudakis has worked as a teacher, examiner, trainer and academic consultant in Greece. He initiated the 'Comedy for ELT' project on YouTube and has written intensively on methodology and 'Psychology and ELT'. Nick can be contacted at: www.michelioudakis.org



Education for sustainable development in ELT

Aleksandra Zaparucha and James Hindson investigate how sustainable development is integrated in current English textbooks.

Currently we are at the end of the UNESCO Decade of Education for Sustainable Development (ESD) and although much progress has been made towards the goal of integrating ESD throughout the curriculum, few achievements have been made in the area of teaching English compared with other subjects. This is a great pity as English language lessons offer huge opportunities for teaching ESD and we hope that this article will help language teachers address this gap.

We will briefly review how sustainable development is currently covered in some of the most popular English language textbooks, after conducting a study of the environmental content of 19 commonly used English textbooks published between 1986 and 2006. In total, 14 of 19 are aimed at Intermediate level, and the rest at Upper-Intermediate and above.

Each English textbook has covered a wide variety of topics, including personal ones, such as family life or eating habits, and also general-knowledge topics with strong links to other school subjects. For instance, it is difficult to imagine a good language textbook without some geographical vocabulary (Zaparucha, 2007) or one that does not cover historical events or social issues. In the context of the challenges of the 21st century it is reasonable to assume that the environmental issues should also figure strongly.

Environmental issues in selected English textbooks

Among the tested course books, five do not tackle the problem at all (*True to Life: Intermediate*, *Wavelength: Intermediate*, *Natural English: Intermediate*, *Cutting Edge: Upper Intermediate* and *Cutting Edge: Advanced*). Other textbooks include single topics loosely connected with environmental issues, such as **overpopulation** (*Language in Use: Upper-Intermediate*), **natural medicines** (*face2face: Intermediate*), **tribes in the Amazon rainforest** (*Rising*

Star: Pre-FC), **genetic engineering** (*Activate your English: Intermediate*), **slow food and slow cities** (*New English File: Intermediate*), **forest fires** (*Attain: Intermediate*), and **tourism in Antarctica** (*Opportunities: Intermediate*). Two textbooks present environmental problems with few or limited solutions, such as 'spending some money on conservation' (*English File: Intermediate; Headway: Intermediate*), and 'recycling rubbish, planting trees, saving endangered species of animals' (*Matrix: Intermediate*).



The remaining textbooks include diverse case studies and vocabulary, plus some solutions to environmental issues. For example, *Language in Use: Intermediate*, besides giving advice on how to become 'green' as an individual, offers 'five things governments could do to help the environment'. Similarly, *face2face: Intermediate* offers students questions to discuss, such as: 'Do you think global warming is taken seriously by governments?' 'What has been done in your country in the last few years to deal with climate change?' and 'Do you think governments should do more to stop people using their cars so much?' The only researched textbook on business English, *Intelligent Business: Intermediate*, also has limited environmental content. In the section entitled **Gas for Peru v green imperialism**, important points are made to encourage critical thinking that is largely absent in other books, such as 'It is impossible to estimate the real value of the rainforest. It might be possible to reduce deforestation if traditional forms of

agriculture are promoted’.

In our study, the best coverage of environmental issues, challenges and solutions are in two textbooks by Express Publishing: *Enterprise 4: Intermediate* and *Upstream: Intermediate*, both by Virginia Evans and Jenny Dooley. In addition to presenting the current situation, the authors offer topics for discussion, such as, in *Enterprise: Intermediate*, **Problems, effects and solutions:**

‘Litter/rubbish – dirty streets, spread of diseases – encourage recycling, use litter bins;

Air pollution – breathing problems, cancer risk – unleaded petrol, filters in factories, ban cars from city centres;

Water pollution – fish die, stomach illnesses – limit use of chemicals in industry, fine factories which pollute seas/rivers.’

The books also encourage personal reflection through the use of questionnaires, such as in **Are you part of the problem?** in *Upstream: Intermediate*: ‘When you leave a room, do you (turn off the lights/leave one light on/never bother to turn off the lights?)’; ‘Do you (take short showers less than 10 minutes/have baths/take long showers more than 10 minutes)?’ All the language skills are practiced in these two textbooks, unlike most of the other textbooks where only reading and speaking are in use. For example, a writing task from *Upstream: Intermediate* is as follows: ‘...write your own set of rules on how to save on water. Write at least five rules and pin them on your classroom noticeboard.’

We conclude that there are a number of weaknesses which provide opportunities for improving the integration of ESD into language learning. Firstly, over 25% of the books do not cover environmental issues at all and many of the rest have only a superficial coverage or include limited or out-of-date material on environmental issues. Only two books include significant environmental content and even these cannot be used to give pupils any coherent appreciation of environmental issues and their solutions. A second key weakness is that none of them uses the term ‘sustainable development’ and hence there are no activities that teachers can use to introduce this topic. This is a significant omission. A third weakness is that very few activities focus on encouraging critical thinking or personal application, both of which are important skills if language learning is going to support not only English language communication but also students to become better environmental citizens.

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ELesson Inspirations a new feature on our website

GI SIG's new eLesson Inspirations project is live at <http://gisig.iatefl.org/elesson-inspirations>

This is a bank of resources for teachers of English: short videos to make your students think, and practical ideas for using them in the classroom.

With lessons built around these clips your students can learn English and explore real-world issues.

Feel free to reblog, retweet, share, post, email or put it on bulletin-boards all over town!

Our Special thanks go to **Margit Szesztay** for the initiative and the actual eLessons, **Mark Bain** for the design and **Laszlo Hajba** for the website integration!



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Keeping up with fashion: can blue jeans be green?

Aleksandra Zaparucha and James Hindson propose a lesson to make us think twice before shopping for fashion.

Following the previous study, we made a lesson plan focusing on practical classroom activities to support language and environmental learning. As the world is currently trying to become more sustainable through the “reduce, reuse, recycle” approach, there is not much talking about actually buying less to reduce the amount of stuff we have at home. So, can blue jeans be green?

Warm-up

Show your class a photo of a few teenagers wearing jeans and T-shirts. Elicit the description of the clothes (blue jeans, cotton T-shirts, colours, patterns, etc.). Ask the students to make a list of all the different materials that goes into producing a pair of jeans. They will come up with some suggestions, such as cotton, metal,

chemicals, etc. Collect their ideas on the board and ask for any other remaining resources. Quite possible they will not think of the resources such as energy, labour and/or water.

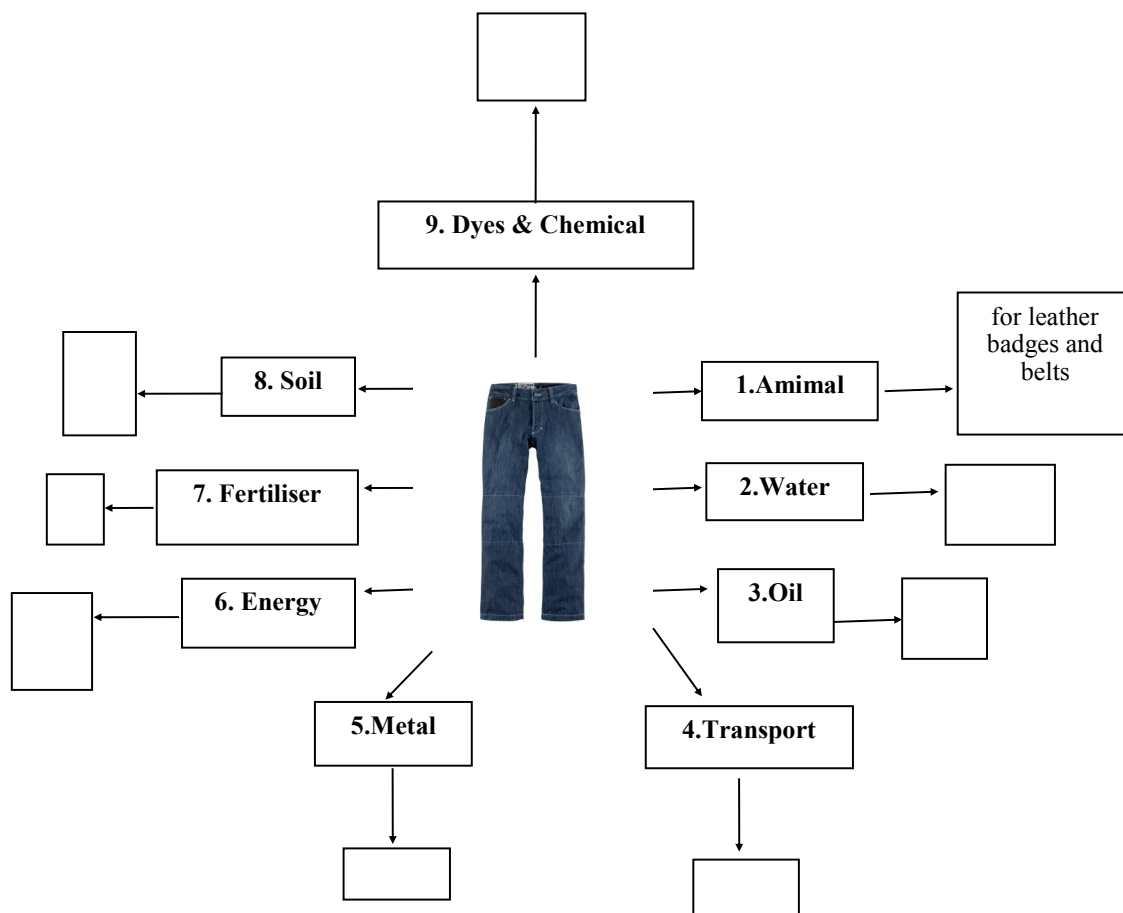
Presentation

Distribute handouts which deal with the resources indispensable for producing a pair of jeans. The students first check which resources they have not thought about. Later, they read the descriptions and match them with the resources.

Variation: you can decide to actually cut out the boxes with the text and ask the students to manoeuvre them in the diagram. And once decided, the boxes will be glued

Handout 1. What goes into clothes? Read the text and complete the graph.

A. This is the main ingredient for all synthetic fibres such as nylon and polyester, as well as for the plastic used for things like buttons. And we are running out of it.	D. If your clothes are from natural fibres, then are made from something that grows on it. This is often done over-extensively.	G. Lots of clothes have some animal products in them such as badges and belts. Processing animal skins for leather is very polluting.
B. If your clothes are made of natural fibres, then a lot of them are used. In some countries they damage the soil and water because farmers do not use them properly.	E. If you have clothes made from natural fibres (cotton, linen), then a lot of it is used to grow the plants. All clothes are dyed – and this process uses a lot of it as well.	H. Lots of them are used in manufacturing of most clothing – mostly in the dyeing process.
C. The ingredients for clothes often come from around 10 different countries. Jeans are rarely made in one place.	F. Some clothes have a little bit of it in them - for some of the buttons or fastening studs or zips. Mining and processing creates a lot of waste.	I. It is used at nearly every stage of making anything – clothes included, and in the shops selling your clothes. Lots of carbon dioxide is produced.



in appropriate places. As a follow up, collect all the students' comments and reflections on the number and type of resources used for producing a pair of jeans.

Fashion Project

Once the activity 1 is over, draw the students' attention to the fact that producing the other garment commonly worn by teenagers, namely T-shirts, also requires the use of large amount of various resources. Then tell about the questionnaire on the number of T-shirts each of the students has at home. Distribute the copies of the questionnaire. Allocate enough time for completing the survey.

Once completed, ask the students to cut their questionnaire into slips of paper – each with the answers to only one question. Divide the class into 8 groups of 3-4 students depending on the size of the class. Each group collects the answers to only one

question, sums up the results and presents the findings to the class. Discuss the results with the students.

Discussion

Summing up, producing clothes is very resource-consuming. Can we be better citizens? How about buying less? Give the students another handout with the suggestions on how they can be better citizens by consuming less.

Handout 2. Are my clothes a problem then?

You are obviously using a lot of the planet's resources and thus damaging it when you get dressed each day. One of the problems is fashion. Complete this fashion questionnaire.

Individual Fashion Questionnaire: Me and my T-shirts	
1.	When was the last time you bought an item of clothing to wear? 1 2 3 4 5 6 weeks/months ago
2.	How many T-shirts/shirts/tops do you own? (estimate) 1-5 6-10 11-15 16-20 20+
3.	How many of the T-shirts/shirts/tops do you wear regularly? 1-5 6-10 11-15 16-20 20+
4.	How long do you keep a T-shirt/shirt/top before you stop wearing it? 2-4 6-8 10-12 18-24 months
5.	What do you do with your T-shirts when you have finished with them? throw away give away give to charity sell use the fabric for cleaning other (what?)
6.	Be honest – do you think you have too many T-shirts/shirts/tops? Yes, for sure! Rather yes... don't know rather no Not at all!
7.	Could you live with fewer T-shirts/shirts/tops without it being a problem? Yes, for sure! Rather yes... don't know rather no Not at all!
8.	How many fewer T-shirts/shirts/tops could you live without? half as many a quarter 10% less

Compare your answers with those of other students. Are they similar? Why? Why not? Any conclusions?

Handout 3. How to be a better consumer?

You have to wear clothes and you have to buy them from the shops that exist – but do you? Look at the options in the boxes below. Do you do any of these things? Which you could start doing to help the planet?

buying organic and fair trade clothes

making your own clothes

buying second hand clothes

wearing your clothes for longer and mending them

buying new clothes made from old clothes

buying clothes from a chain store that has a good sustainability policy

Use the following prompts:

I	never sometimes often rarely	buy wear make		second-hand clothes my own clothes organic fair trade	because...
I	think don't think	I could I couldn't I might I will	buy wear make		

Once the students have decided, ask them to use the prompts to express their ideas.

Optional extensions

As an extension to the lesson ask the students to google the websites for teenagers who are aware of their everyday choices, including fashion. This can develop into a smaller-scale project and/or a wholeschool campaign.

Google *Green Guys Global* to read about youngsters who have become aware of the influence their everyday choices exert on the planet (<http://greenguysglobal.com/blog/>). You can prepare a poster advertising the website among you schoolmates and/or write an article to a school magazine/newsletter.

More than a game: socially conscious simulations and role plays for the language teacher

Harrogate UK, 1 April 2014

The Global Issues SIG PCE in 2014 takes as its focus the area of 'games' as a means to practice English while raising awareness about social issues.

We have three great sessions by award-winning authors lined up for this exciting event.

Dr. Luke Prodromou: From role play to real action—critical pedagogy in hard times

Luke will be exploring the notion of critical pedagogy in the past, present and future of ELT and how drama has played a key role in transforming practice inside the classroom and moving towards change outside of the classroom.

Lindsay Clandfield: StarPower—a trading simulation game

Since its creation in 1969, StarPower has been one of the most popular trading simulation games in education. By conservative estimates, three million people have played it. It provokes participants to rethink their assumptions about the use and abuse of power. In this session we will play a game of StarPower and then discuss its potential in language classes.

Kyle Mawer: Third World farmer and other global issues video games

Kyle will show various new video game simulations that have emerged that directly address global issues. All available free online, these games can be exploited as a language resource as well as a powerful awareness-raising tool.

We will also be holding a special session report on **Food Issues Month**. We will recap some of the best activities and resources to emerge from this event, as well as decide on the 2014 theme

For online registration, please go to <http://www.iatefl.org/annual-conference/harrogate-2014>, and we look forward to seeing you there!



Green English: environmental education in ELT

Lóránt Kácsor reflects on producing localised interactive materials to promote environmental education in English classes.

A number of institutions of the Association of Hungarian Eco-Schools take it upon themselves to promote environmental educational content and outlook in every subject matter they teach. However, resources in EFL are scarce, and they are non-existent if they wish to use materials other than the course books meant for the international market. Titles adapted or written with a specific country in mind would be important especially for children in Key Stage 1 and 2 since they find it hard to relate to global issues. Integrated and global education works well for upper grades, but when pupils are not familiar with certain environmental terms and concepts even in their mother tongue, dedicated publications are called for.

As a result of these observations I decided to produce an engaging, possibly interactive material involving environmental education for young learners of English, and specific to my country, Hungary. I recruited a well-known illustrator of children's books, Csilla Gévai, who previously authored a successful environmental educational title (Gévai, 2011). The working process of our project that came to be published as a book may be relevant for educators because the first phases of writing a book are very much the same as those of creating a teaching material.

Resources and theoretical background

Right at the beginning of the process we were faced by three basic and seemingly simple questions:

- What is environmental education?
- What is the environment from an educational point of view?
- How can environmental education be applied to ELT?

To be able to find answers for these questions, naturally we turned to the available literature. The first thing that struck us is that most resources on environmental education (EE) are theoretical in their approach (Stevenson et al, 2012). It follows that they are usually far too general for the teachers to use in their everyday work. In addition, the theory of EE is laden with political and legal overtones, which is no wonder environmentalists in general are still struggling to defend the idea itself (Saylan & Blumstein, 2011).

What is environmental education?

Strange as it may seem, we found that one of the best summaries of the essence of EE is provided by the Belgrade Charter drafted in 1975 (UNEP, 1975). It aims to promote six objectives:

- awareness of the environment and the problems surrounding it,



- knowledge of how the environment works and of humanity's responsibility and role,
- attitude based on social values and concerns,
- basic skills to solve environmental problems,
- evaluative ability to judge measures and programmes,
- participation in active environmental protection.

The Charter does not say so, but we believe that the list above also expresses a hierarchy with participation at the top, because in an ideal situation it would include and necessitate the five objectives situated below it. The objectives of the Belgrade Charter do not provide us with a definition of EE, but they do provide us with a valid framework to build upon.

What is the environment from an educational point of view?

As in "the environment of something" it is nothing definite, whereas in "the environment of the learner" it is everything the students can relate to. The environment is everything they can solve, do or observe locally, and can participate in, that is, everything they can form an emotional attachment to as part of their lives.

How can EE be applied to ELT?

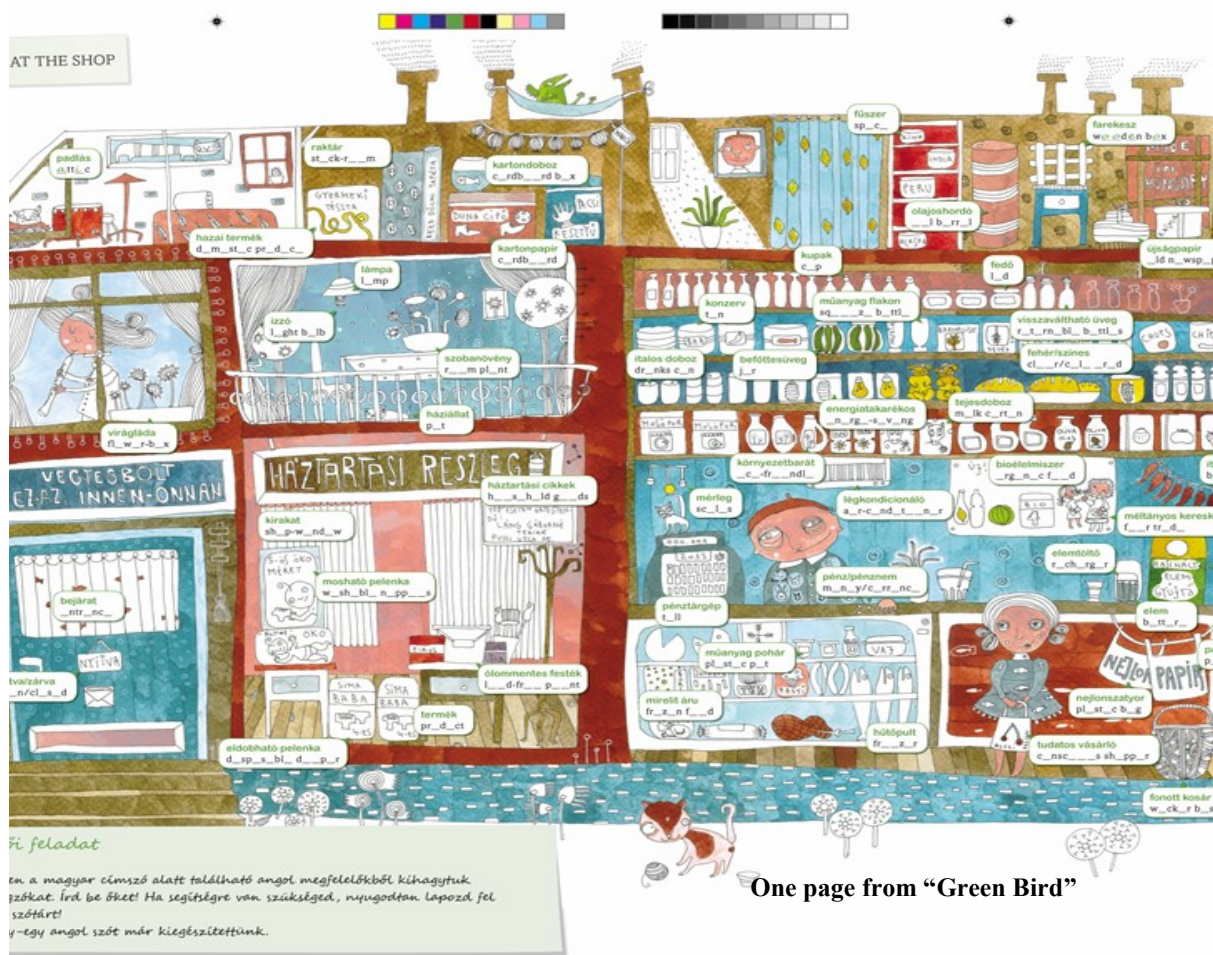
Jacobs and Goatly (2000) carried out a research taking a random selection of 17 ELT course books out of a 120 pool, and checking the activities included in them for environmental content. They found that of all activities, 2% contained such content, and of this 2% only two activities required participation in some form.

2% might be plenty within an integrative approach as EE is only one element amongst many in language teaching. However, if we want to stress the importance of EE and make it a key element in content-centred teaching, either a higher proportion or a more effective and concentrated way of delivery is required.

A solution

Working along the guidelines we summarised very briefly above, we created a book titled *Greenbird – A Hungarian–English Dictionary of Environmental Terms for Primary School Co-Authors* (Gévai & Kácsor, 2013).

The book's threefold focus is *participation, interactivity* and *personalisation* where these elements are inseparable. First of all, as authors, we asked ourselves:



One page from "Green Bird"

what do we know about? The answer is bookmaking. Therefore we wanted to initiate young learners into the process of bookmaking and to make them feel that the end result is their own creation. The dictionary would reach its final form – and becomes useable – only if its readers complete the different author's, editor's and illustrator's tasks set in the 13 thematic chapters. In other words, readers become co-authors. Accordingly, there is space for their names on the cover because the finished dictionary is the collective work of the individual reader and the authors. To strengthen this feeling of being part of the bookmaking process, the pages of the book look like the drafts editors receive for a final inspection and are shown with printer's marks: trim, bleed and registration marks and colour bars.

It is a material specific for Hungary: all knowledge included is localised, so that knowledge is presented in the way where pupils are most likely to encounter it. The book refers to the Hungarian system of National Parks and nature protection in general, mentions plants and animals indigenous in Hungary, talks about the actual working model of waste management and energy conservation in place, and so on. It is also lavishly illustrated to provide visual aids for the understanding of terms and concepts. In addition to the 13 illustrated thematic chapters, the book includes a more substantial alphabetical dictionary where readers can find the key for the tasks and which they can browse for more complex concepts and terms.

Summary

We would like to summarise our findings and experiences based on the work of Jacobs et al. (1998).

Does green English exist as a phenomenon?

No. There is just good old English. But it is highly possible to teach EE values through literacy, sciences and everyday issues such as greening the classroom, as well as ELT.

Should we teach EE in every class?

No. The environment is just one theme in language teaching, albeit a potentially exciting and meaningful one. If presented well, it also makes the life of the teacher easier by providing attractive content for the demonstration of linguistic forms.

There is already too much to teach.

There is no need to teach new things. Environmental education is an approach, a way of teaching language via engaging themes and content that happen to be environmental issues. There is more to EE than recycling.

I don't know much about the whole issue myself.

The teacher is no longer required to be the source of all knowledge. It is perfectly fine to say "I don't know". Invite knowledgeable people, learn with your students, and create materials with them together. Baby steps are

exactly one short step ahead of no steps at all.

How do I reach students?

Children need to be motivated for it is rare to have a student who is fascinated by language itself. EE should connect to the pupils' and the teachers' real life, otherwise it is a waste of time and energy. A personalised and localised approach seems to be working the best.

Is it worth ?

Definitely.

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Global education project in Australia

Catherine McNicol outlines an Australian project and its website for supporting English teaching with global perspectives.

In our increasingly interdependent and globalised world we are becoming more aware of our connections and how our actions impact on the environmental, social, economic and political aspects of people's lives around the world.

A global perspective

The Australian Global Education Project aims to enable young people to participate in shaping a better shared future for the world. It promotes a global perspective which emphasises the unity and interdependence of human society, develops a sense of self and appreciation of cultural diversity, upholds social justice and human rights, promotes peace building and conflict resolution, and taking action for a sustainable future.

A global perspective is based on the values of building a fair and just community with people around the world: positive attitudes towards diversity and difference, upholding the rights and dignity of all people, peace building and conflict resolution, appreciation of and concern for the environment, and commitment to sustainable practices. It promotes students to become active global citizens.

The organising ideas consist of:

- interdependence and globalisation,
- identity and cultural diversity,
- social justice and human rights,
- peace building and conflict resolution, and
- sustainable futures.

Global education website

AusAID, the Australian Government's overseas aid

program, funds the Global Education Program in Australia. It supports teacher professional learning and development of curriculum resources including the global education website.

The global education website www.globaleducation.edu.au provides educators with a range of resources to develop understanding and integrate a global perspective in their curriculum.

From the Home page users can read the latest monthly newsletter and find out about resources for a current hot topic. Users can find under the '**Global education**' tab the overview of global education and suggestions for taking action.

The '**Teaching and learning**' tab provides a brief overview of how global education is linked to the Australian Curriculum, including details about professional learning available, and an online professional learning module. Teachers can also refer to *School case studies* of global education in action and useful teaching strategies for developing a global perspective.

The '**Global issues**' tab introduces a number of global issues through statistic facts, a brief outline of the issue and summary of responses by Australia and the international community. There are case studies profiling how the issue impacts on people in specific countries in Asia and the Pacific. *Country profiles* for the related country assist in putting the issue in context. The related teaching sequences are accessible through a tab or directly under the Resources gallery where they can be searched by year level and learning area.

The '**Resources gallery**' tab also has collections of images, videos, publications, templates and links which can all be searched by issue, country so that teachers can

engage with multimedia materials in a variety of ways. Teachers are encouraged to submit descriptions of activities reflecting a global perspective and actions students have taken, which could be uploaded to the *School case studies* section of the website.

Professional learning There are two Professional Learning Modules (PLMs) on the website to support teachers. The first, [Introduction to global education](#), examines ways in which global perspectives can be integrated within and across learning areas and encourages participants to reflect on ways they can develop their students' knowledge and understanding of world issues.

The second, [Primary PLM](#) introduces to primary teachers the ways in which global education perspectives can be integrated into the Australian Curriculum learning areas of English, mathematics, science and history. A third, [Secondary PLM](#) is in production.

Current content In the last year, the focus has been on providing an introduction to the global issue of water cooperation, case studies and teaching activities. These can be found at <http://www.globaleducation.edu.au/global-issues/gi-water-and-sanitation.html>. It is a great topic to explore our role as global citizens and focus on the importance of sharing water to avoid conflict. The website includes case studies ranging from Drought

in Tuvalu to Cyclones and disaster preparedness in the Philippines. There are teaching activities for F-8 year levels engaging student with the issues of the importance of water, access to sufficient quantity and quality of water, and the need to share it with others when using a single source. There are also links to a great variety of online and printable resources.

Catherine McNicol has years of experience teaching migrant groups in Australia and in pre-service education in Papua New Guinea. She has developed curriculum materials for aid organisations and the Australian government's aid program. Her email contact is C.Broadbent@signadou.acu.edu.au



The screenshot shows the 'Global Education' website interface. At the top, there's a navigation bar with links: 'Global education', 'Teaching and learning', 'Global issues', and 'Resources gallery'. Below this is a large orange banner with the text 'Global Education' and 'Teacher resources to encourage a global perspective across the curriculum'. A globe icon with puzzle pieces is on the left. Below the banner, there's a sidebar with a 'Filter by:' section containing dropdowns for 'Issue', 'Country', and 'Year level', along with checkboxes for 'All years', 'F-2', '3-4', '5-6', '7-8', '9-10', and '11-12'. The main content area is titled 'Teaching activities' and lists three activities: 'Access to safe water and sanitation', 'Basic needs and children's rights', and 'Disaster preparedness'. Each activity includes a small image, a description, a 'Read more' link, and metadata for 'Year level', 'Issue', and 'Country'.



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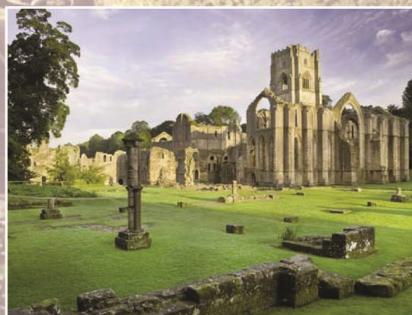
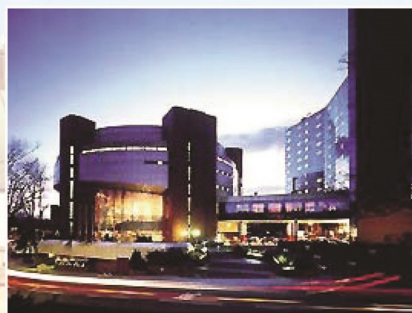
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