

# Global Education and Foreign Language Teaching: Theory and Practice

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## ABSTRACT

We live in a small, interconnected world facing serious problems such as war, world poverty, global inequality and environmental destruction which are perpetuated by attitudes of ignorance, apathy and selfishness. Given this state of affairs, foreign language instructors are challenged to rethink the role of education in general, and of language teaching in particular.

This paper aims to introduce the field of global education and to suggest how a global education approach to foreign language teaching can enable students to effectively acquire a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

This paper has three parts. First, there is a brief review of the state of the planet, highlighting the interconnections we have as citizens of our global village and focussing on the seriousness of the global problems we face in the 1990's. Secondly, the field of global education is introduced and an examination made of its rationale, aims, content, methodology and scope. Finally, the implications of global education for foreign language teaching are discussed with a brief review of how language educators in Japan and abroad are attempting to integrate aspects of global education into their language classes and their teaching institutions.

## INTRODUCTION

As language teachers in the 1990's, we live in critical times. The young people learning a foreign language in our classrooms today will spend most of their lives in the twenty-first

century. Yet, it has become increasingly clear that our world is facing a major series of interrelated global crises. How can we prepare the youth of today for the challenges of tomorrow? What is our responsibility as language teachers in a world of war, poverty and pollution?

This paper attempts to answer these questions through a consideration of "global education", a new initiative in the field of education. The paper has three purposes: (1) to review the world problems facing us in the 1990's, (2) to show how the field of "global education" offers a way to deal with these problems, and (3) to show how aspects of global education can and are being integrated into foreign language teaching in Japan and overseas.

## PART I GLOBAL INTERDEPENDENCE AND WORLD PROBLEMS

### 1 INTERCONNECTEDNESS

Our world is often called a "global village", yet for many of us it is difficult to really feel this. Somehow, foreign cultures and world problems usually seem "out there", far removed from our daily lives. Dr. Noel Brown, director of the United Nations Environmental Program, says "We need to develop a better sense of connectedness" (Worldlink 1990). This idea is echoed by the slogan "Think globally, act locally". Thinking globally, however, also implies that we have to learn to see things in new ways (Fig 1). In other words, we must learn to look at the world with new eyes, seeing how to keep a global perspective while acting responsibly in our own local communities.

Fisher & Hicks (1985) give one example of what it means to perceive things anew with a global perspective. In their book "World Studies", they describe a typical morning for an

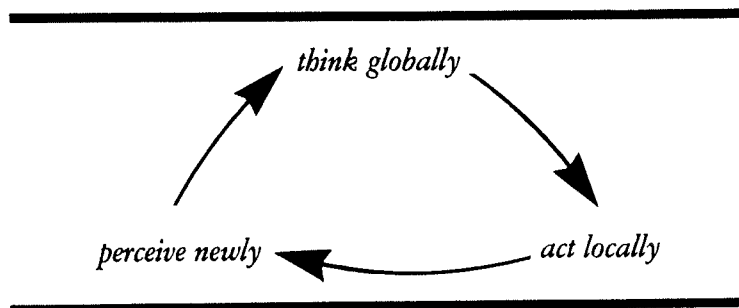


FIGURE 1 Three Aspects of Global Awareness (Greig et al 1987)

average student in Britain, waking up, having breakfast and going to school. They then go on to show how this unsurprising start to the day is permeated with connections to the wider world:

As likely as not, the alarm clock was made by a Japanese firm from parts made in Mexico, Germany and Japan, shipped from the assembly plant in Brazil to Britain in a Greek-owned ship built in South Korea. Your clothes include cotton grown in the United States and wool from New Zealand. The bread contains wheat from Canada. The marmalade was made with Spanish oranges and sugar grown in Barbados. Your tea came from Sri Lanka. The bus you took to school was made from Zambian copper, chrome from Zimbabwe and other materials from many other countries. In fact, we cannot make a move without being hooked into the global network in some way.

Once we realize this, we can understand more clearly what Martin Luther King meant when he said "Before you finish eating breakfast this morning, you've depended on more than half the world. We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality" (Franz 1987).

## **2 WORLD PROBLEMS**

These international connections are more than just interesting facts. Through them, we are not only connected with various countries around the world, but are also connected with some very grave world problems. This is made very clear in a lesson entitled "The Third World in My Home" from an American global education text (Franz 1987) which shows examples of how daily life in the rich countries of the world is directly connected to critical problems facing the developing countries:

- \* American baseballs and baseball gloves come from Haiti, the poorest nation in the Western hemisphere, where in a village of 6,000 the average source of water is two taps.
- \* Sugar eaten in the US comes from the Dominican Republic, where 60% of children die before age five.

- \* Televisions use the metal bastnaesite which comes from Burundi. The average life expectancy in Burundi is 42 years.

Global interdependence, therefore, means that each of us is linked to such global issues as world poverty, exploitation and inequality. The seriousness of these world problems is stressed by Cates (1990):

Pick up any newspaper and you are immediately confronted with "global issues". War, hunger, poverty, oppression, environmental destruction - all complex issues which overwhelm most of us to the point of apathy or despair. The problems are real - 35,000 people in the world die every day from hunger, 24 every minute, with seven million children dead each year from preventable diseases. Meanwhile, world military spending continues at an estimated \$1.5 million every minute despite the world's existing 50,000 nuclear weapons (equal in power to 6,000 World War II's). 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 that consume irreplaceable resources, produce mountains of garbage and poison our air and water.

### 3 GLOBAL ISSUES AND JAPAN

We in Japan are directly involved with each of these global problems. The cars we drive link us to the problem of global warming and acid rain. The plywood we use for building our houses links us to tropical forest destruction by Japanese companies in S. E. Asia which is subsidized with "foreign aid" paid for by our taxes. Japan's growing military links us to problems of war, peace, the arms race and global security. Japanese government support of corrupt or oppressive regimes links us to human rights abuses round the globe. Even the bananas we eat link us to the poverty and exploitation of plantation workers in the Philippines (Otsu 1987). Perhaps most important for us as language teachers in Japan is that when our students meet people from foreign language cultures, they are often seen as coming from a country which cares more about profits and power than about justice, the environment or human rights.

#### 4 GLOBAL APATHY AND ILLITERACY AMONG MODERN YOUNG PEOPLE

Despite the seriousness of these issues, there are doubts among many educators about whether our young people are being properly prepared to effectively cope with the complex problems facing our world. Kniep (1985), for example, cites studies on students' global awareness which show that American young people have little knowledge about other cultures, groups and nations, are suspicious and ethnocentric in their attitudes towards those different from themselves, have little interest in global issues, and lack the knowledge and skills necessary for understanding and participating in today's interdependent world. A similar UK survey of British adults found "two-thirds of the nation with parochial and introverted attitudes, unsympathetic to a world perspective, clinging to the past and untutored to approach the future constructively. Attitudes towards the underdeveloped countries in particular are confused by stereotyped images, post colonial guilt, racial and cultural prejudices, limited, unbalanced knowledge. . ." (Fisher & Hicks 1985).

Though no comprehensive studies about global awareness in Japan seem to have been done, evidence from a variety of sources indicate that the ignorance, apathy and selfishness of young Japanese people is comparable to, if not worse than, that of youth in the US or Britain. The level of global illiteracy among young Japanese, for example, is indicated by surveys such as that of Nishioka (1989), carried out at a Kyoto high school, which found that 24% of students couldn't find China and 80% couldn't find South Korea on a world map, and by Gakushusha (Mainichi 1989a), which found that 20% of 3,000 Japanese high school students surveyed were unaware of Article 9 of the Japanese Constitution which renounces war as a means of settling disputes.

The extent of apathy and selfishness among young Japanese can be seen from various international surveys. One such poll of youth in 11 countries found that 38% of Japanese young people, the highest in the survey, said their goal in life was to get rich, compared to only 5% in Sweden. Only 7% meanwhile were concerned about national problems, compared to 22% in the US (Mainichi 1989b). Other surveys have found that over half of young Japanese do not aspire to contribute to society while 71% are defeatists who feel there is nothing they can do as individuals to change society, as compared to only 25% of young Americans who feel this way (Mainichi 1990).

Interest in global issues among young people in Japan also appears very limited. Newspaper articles continually show a low awareness of human rights (Asahi 1990) while in a UN

survey of environmental awareness in 14 countries, Japan showed the lowest level of awareness and support for environmental protection movements (Mainichi 1989c).

Given these findings, it is not surprising to hear comments from language teachers such as "I'm worried about the level of apathy and ignorance I find in my students" (GILE 1990). This is not to say, of course, that the present generation of young people is hopelessly degenerate. Rather, it is an indication that we are not providing them with the knowledge and skills they need to cope with the serious global problems which face our world.

## PART II GLOBAL EDUCATION

### 1 THE CHALLENGE FOR EDUCATION

We have briefly described how our world is an interconnected global village facing serious global problems which our young people do not seem prepared to deal with. Now it is time to examine the role of education in such a world and to consider what kind of education is required in our present global predicament. Let us first consider a few quotations:

- \* "Children are not born racists or warmongers; they know no hate or cultural segregation. These are learned behaviors for which society must take the blame" (Maier 1987)
- \* "Most of the problems (on Earth) find their roots in poor. . . or distorted education" (Hans Nieper in Paulson 1986)
- \* "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (UNESCO Constitution)

These statements are both depressing and liberating - depressing in that they hint that our inadequate systems of education are directly to blame for the state of the world, but liberating and empowering in that they suggest that as teachers we can contribute to a better world through education that develops active, globally-aware world citizens committed to solving world problems.

### 2 THE RATIONALE FOR GLOBAL EDUCATION

Global education is a new movement within the field of education which aims to educate

young people for responsible world citizenship in a world of change. It is an attempt to respond to the urgent call of prominent international figures such as Edwin Reischauer:

“We need a profound reshaping of education. . . humanity (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)

### 3 DEFINITIONS OF THE FIELD

Global education is known by various names, each reflecting the different tradition it comes out of. According to Kniep (1985), it includes “education for a global perspective” and “global awareness education”, though not necessarily “international education”. In Britain, a common alternative term is “world studies” (Fisher & Hicks 1985). Since global education is a new field often characterized as a diverse and highly decentralized movement, it is natural that various definitions exist. Fisher & Hicks’ definition is perhaps typical: “(education) which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural and interdependent world”. Space does not permit a thorough review of the history of the field here. The best sources for this are Kniep (1985), for a critical review of global education in the US, and Heater (1980), for a history of the British scene.

### 4 TEACHING OBJECTIVES—THE FOUR DIMENSIONS OF GLOBAL EDUCATION

The objectives of global education are generally broken down into four components: knowledge, skills, attitudes and action. One of the most comprehensive models of what these entail is given by Pike & Selby (1988a)(Fig 2).

**Knowledge** The knowledge domain concerns those facts, concepts and topics which students must grasp to have a truly global perspective. This includes knowledge about such general global issues as *the environment, peace and conflict, human rights and responsibilities*, and world *development*. It also includes knowledge about specific issues at the international level (apartheid, Chernobyl), the national level (nuclear power, foreign workers in Japan), the local level (human rights in our school, pollution in our community), the interpersonal level (peaceful human relations, respect for the rights of others) and the level of the individual (inner peace, human development). It further includes knowledge in the sense of *personal aware-*

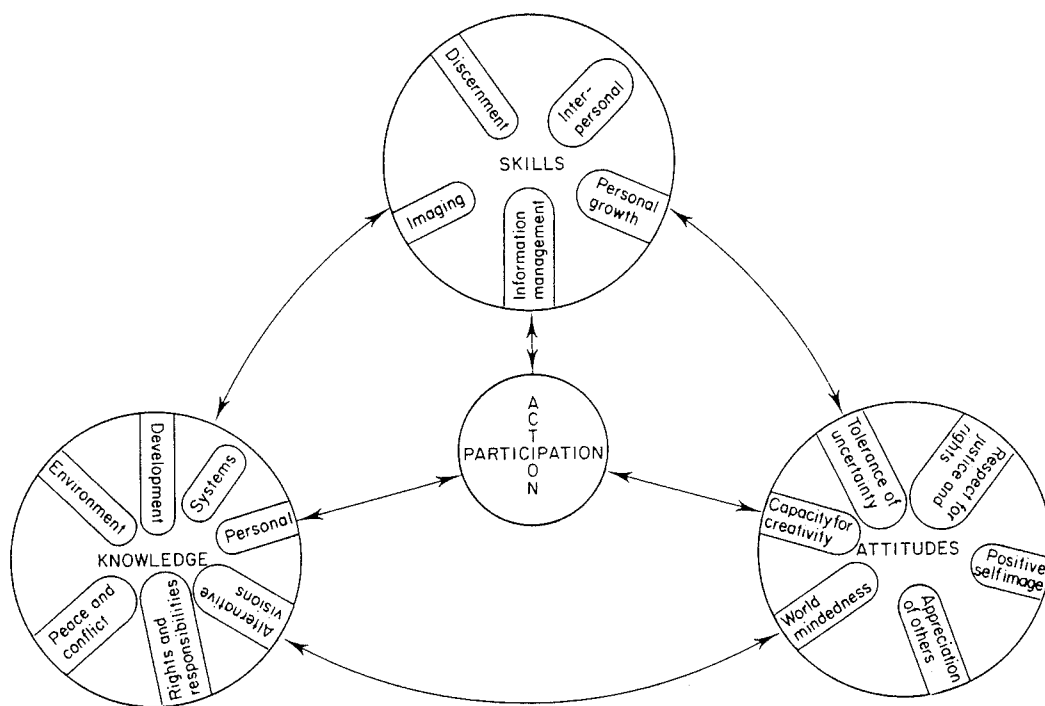


FIGURE 2 The Objectives of Global Education (Pike & Selby 1988a)

ness, knowledge about how world problems can be solved by changing unjust social *systems*, and finally knowledge about *alternative visions* of how the world could be, of how we can work for a better future society which values peace, freedom, justice and harmony with nature.

**Skills** The skills domain contains several components. *Information management* and *discernment* refer to the ability to make informed decisions on the basis of sound information gathering, organising and evaluation, a vital skill in our modern world where we are daily bombarded with relevant and irrelevant facts, with lies, half-truths, propaganda and advertising. *Interpersonal* skills refer to such skills as non-violent conflict resolution, co-operative problem solving and communication skills. *Personal growth* refers to those skills necessary for students to become mature adults who can realize their full potential while *imaging* refers to the skill of creative thinking, an ability vital for solving world problems which are often made worse by many of our "traditional" solutions.

**Attitudes** The domain of global attitudes covers six areas. A *positive self-image*, an *appreciation of others*, and a *respect for justice and rights* are three attitudes which are vital if



students are to avoid prejudice and ethnocentrism, and if they are to work for a society free from injustice and inequality. *Tolerance of uncertainty* refers to the psychological flexibility required to live in a world of conflict, rapid change and complex problems which have no simple answers. A *capacity for creativity* refers to a mind unafraid to think in new ways, to take risks and use intuition. *World-mindedness*, meanwhile, denotes a global perspective in which we consider the effect our decisions and actions have on the welfare of our planet and the welfare of mankind.

**Action** For global education to be successful, all three of these components - knowledge, skills and attitudes - must be linked to *action* and *participation*. Without action to solve world problems and to work for a better world, nothing is achieved.

## 5 THE CONTENT OF GLOBAL EDUCATION

Global education comprises a number of component sub-fields of education, including anti-racist education, anti-sexist education, multicultural education and education for international understanding. In addition to these, global educators usually designate the fields of peace education, human rights education, development education and environmental education as the four core content areas of global education (Fig. 3).

Each of these four fields has its own history and dynamics as well as its standard books on theory and practice - Reardon (1988) and Hicks (1988) for peace education; UNESCO (1968), Pike & Selby (1988b) and Shiman (1988) for human rights education; Randle (1989), Greig et al (1987) and UNESCO (1985) for environmental education; Cooke et al (1986) and Fyson (1984) for development education.

As the diagram shows, these four fields have both a narrow focus and a broad focus. At the narrow focus, it would seem that the four fields have nothing in common with each other, that studying a local environmental problem has nothing to do with studying Third World poverty, human rights abuses overseas or war and disarmament. However, global educators such as Greig et al (1987) increasingly stress that these four fields are complementary, interdependent, and involve the same set of global skills and attitudes required for effective action to solve the problems in each field. Rather than being four unrelated fields of education, then, they are seen as inter-related aspects of one global approach to education. Figure 4 shows one example of how these four fields can be further specified - the GCSE Content Model for World Studies recently developed by several UK schools (Pike & Selby 1988a).

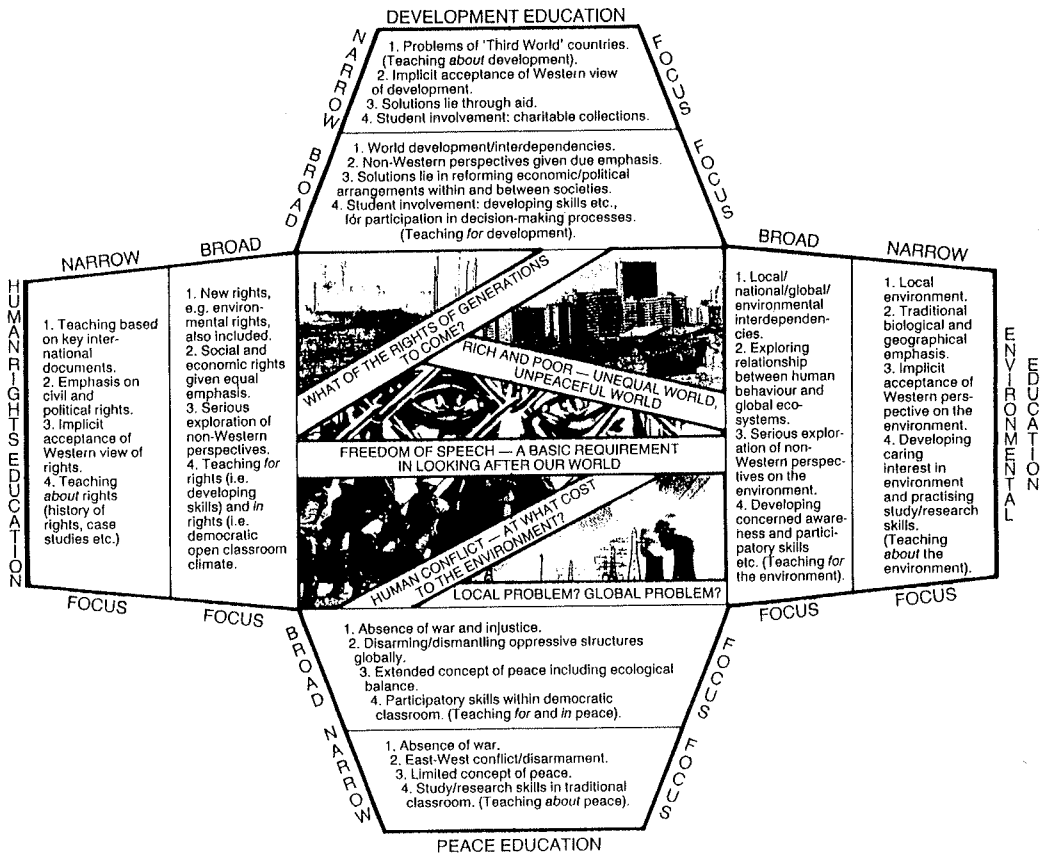


FIGURE 3 The Four Content Areas of Global Education (Greig et al 1987)

## 6 GLOBAL EDUCATION TEACHING METHODOLOGY

In addition to new content, global education also calls for a re-thinking of traditional teaching methodology. The objectives of global education as given above imply a crucial methodological distinction between “learning about”, “learning in” (or through) and “learning for” (Pike & Selby 1988a). “Learning about” is the traditional teaching mode in most schools, featuring passive study of subject content. Although “learning about” the facts, concepts and content of global issues is important, global education insists that teachers must also arrange for students to “learn for” peace, for human rights, for development and the environment. This requires not only the acquisition of relevant knowledge, but also the development and practice of the enabling skills required to work for a better world. Finally, “learning in or through” means that the process of learning must match the content, that the

medium must not contradict the message. "Learning in" thus requires that we teach "about" and "for" peace in a peaceful classroom free of negative competition and teacher violence, that we teach "about" and "for" human rights in a classroom where the rights of students are respected, that we teach "about" and "for" the environment in schools where waste is eliminated and recycling is encouraged.

Teaching about controversial issues such as peace and human rights also forces us to face up to the possibility of teacher bias. Global education seeks to minimize this through a strong emphasis on teaching students critical thinking. In addition, educators in language

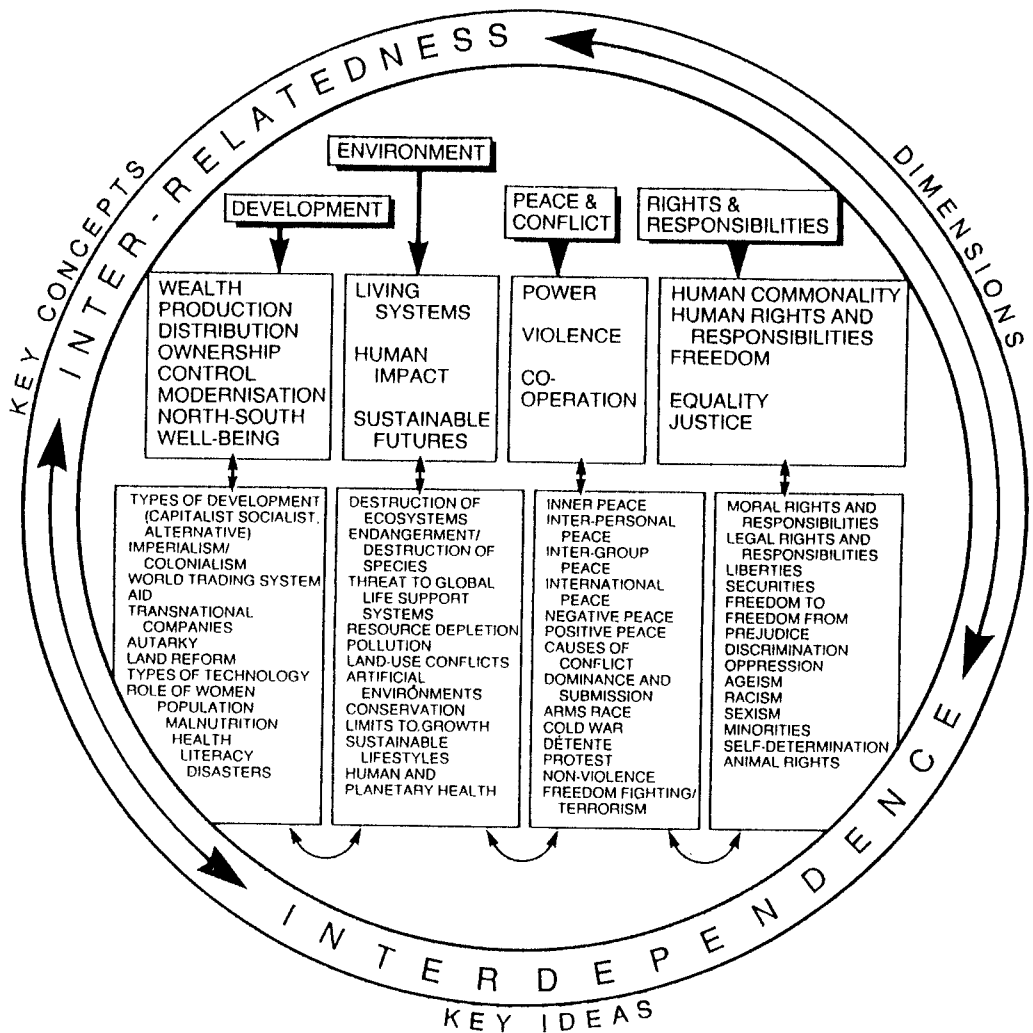


FIGURE 4 A Sample Content Model for World Studies (Pike & Selby 1988a)

teaching and in other fields stress that global issues and awareness can be taught effectively through methods that avoid problems of bias and propaganda (e. g. Higgins 1990; Stradling et al 1984).

## 7 GLOBAL EDUCATION CURRICULUM DESIGN

For the style and rhythm of coursework, Pike & Selby (1988a) propose a 4-part model adapted from work by Robin Richardson (Fig.5). This model asserts that a global education approach to teaching requires first, preparing a classroom climate which promotes student trust, cooperation and self-confidence; second, an enquiry phase which allows students to explore global issues through study and direct experience; third, a principles stage where students reach conclusions about causes and viable solutions; and fourth, an action stage where students put into practice their ideas for solving world problems and working for a better world.

## 8 GLOBAL EDUCATION ACROSS THE CURRICULUM

Global educators consistently stress that global education is not a separate subject but an approach to education which is valid across the curriculum. Pike & Selby (1988a), for example, state that integrating a global perspective into "traditional" school subjects can enliven these subjects while furthering the goals of global education. Although they note that some thinking has been done about how global education can be integrated into such subjects as mathematics, biology, chemistry, physics and art, the school subject where the most work has been done is social studies. Geography, in particular, has been a leader in global education with pioneering work by global geography educators resulting in the publication of the book "Teaching Geography for a Better World" (Fien & Gerber 1988).

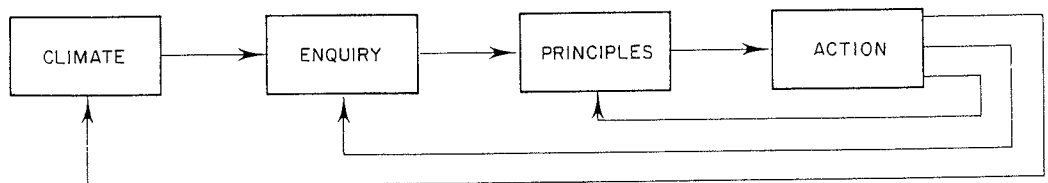


FIGURE 5 The Four Components of Global Education Curriculum Design (Pike & Selby 1988a)

## **9 THE "GLOBAL" SCHOOL**

Writers in the field also argue that global education needs to become an integral part of the school ethos itself, pervading extra-curricular activities, school life and the entire atmosphere of the institution (Pike & Selby 1988a). Such a "global school" would educate students with the knowledge, skills and attitudes necessary for world citizenship within a school climate which fosters peaceful relationships, respect for human rights, concern for the environment and an active commitment to working to solve world problems.

### **PART III GLOBAL EDUCATION AND FOREIGN LANGUAGE TEACHING**

We have discussed briefly the serious problems of war, poverty, injustice, oppression and environmental destruction that face our world and have mentioned the problems of ignorance, apathy and selfishness that perpetuate these problems. We have also looked at global education as a new approach to education which aims to promote the knowledge, skills and attitudes needed by young people to become competent world citizens committed and able to solve the complex problems that threaten our planet. What then are the implications of global education for foreign language teaching and how are foreign language instructors attempting to add a global perspective to their teaching?

#### **1 LANGUAGE TEACHING FOR WHAT? GLOBAL EDUCATION AND PEDAGOGICAL PURPOSE**

While global education provides stimulating new ideas about language teaching content and method, the "what" and "how" of our teaching, its biggest contribution to language education is that it stimulates us to rethink the aims of our teaching, the "why" of language education. Because it is so common to get tied up with the complexities of teaching grammar, literature and communication or with the daily routine of classroom, textbooks and tests, it is all too easy for language teachers to forget fundamental questions of purpose - the question "What's it all for?"

Perhaps most language teachers know the old joke about language teaching acronyms which says that among all the types of English teaching - TEFL (the Teaching of English as a Foreign Language), TESL (the Teaching of English as a Second Language), ESP (English for Specific Purposes), etc., the most common type of English taught in classrooms round the

world is TENOR (Teaching English for No Obvious Reason). In other words, English (or French or German) have always been on the syllabus, so that is why we teach it.

Global education, on the other hand, suggests that the purpose of language teaching, and indeed all education, is the most crucial aspect of our profession. Pike & Selby (1988b) dramatically make this point in their "Human Rights Activity File" by citing the following note discovered on a British school noticeboard:

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness: Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So I am suspicious of education.

My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, arithmetic are important only if they serve to make our children more human.

This concern has been addressed by a number of scholars within the field of language and communication. A 1970's conference held in Japan, for example, carried the provocative title "Communicating Across Cultures for What? Human Responsibility in Intercultural Communication" (Condon & Saito 1976). The implication is that we can't call our language teaching successful if our students, however fluent, are ignorant of world problems, have no social conscience or use their communication skills for international crime, exploitation, oppression or environmental destruction.

This point was echoed in a keynote speech by William Kirby, Commissioner of the Texas Education Agency, at the 1989 international convention of the organization Teachers of English to Speakers of Other Languages (TESOL) - "What good is it to teach our students to read if they read only degrading pornography? What good is it to teach our students to write if they use their knowledge to write racist graffiti? What good is it to teach our students arithmetic if they use their skills only to embezzle others?" The same concern is addressed by the American group Educators for Social Responsibility (ESR), whose slogan is "working to make Responsibility the 4th "R" of education".

## 2 THE COMMITMENT OF THE LANGUAGE TEACHING PROFESSION TO GLOBAL EDUCATION

Although global education constitutes a new approach to foreign language teaching, it is important to recall that there has been a consistent commitment to global awareness and social concern in the field of language education for some time. Rivers (1968), for example, mentions that "increasing international understanding" has always been prominent among language teaching objectives and cites a 1933 U. S. secondary school document which proclaims the prime practical value of language study to be "the breaking down of the barriers of provincialism and the building up of the spirit of international understanding and friendliness, leading toward world peace."

This commitment to global awareness and social concern is evident at all levels of our profession. At the international level, it can be seen in initiatives such as UNESCO's LINGUAPAX seminar series on "The Content and Methods of Teaching Foreign Languages and Literature for Peace and International Understanding" (UNESCO 1987). It is also demonstrated by such international conference themes as "Applied Linguistics, Peace Education and International Understanding" (AILA 1990), "Language and Social Justice" (ATESOL 1989) and in conference symposia such as "Discourse and the Nuclear Arms Debate" (IPrA 1987) and "TESOL, Peace Education and International Understanding" (TESOL 1989). It is further shown in journal issues such as "Peace and Language Learning" (de Matos 1988) and in TESOL Newsletter's "Peace Education" article series (Wenden 1990). It is also shown in publications such as "A Global Approach to Foreign Language Education" (Connors 1981) and in such language teaching materials as "Contemporary World Issues" (Light & Lan-Ying 1989). In addition, the past two years have also seen the formation of an American subcommittee within TESOL of "Language Educators for Peace and International Understanding" involved in second language peace education, research and materials writing (Wenden 1989).

This same commitment exists in the language teaching profession here in Japan. This can be seen from conference themes such as "World Peace & English Education" (JACET 1986), from conference workshops and symposia such as "English for Unselfish Purposes" (JALT 1988) and "Global Issues in Language Education" (JALT 1989), from journal issues such as "Global Issues in Language Education" (Cates & Mark 1990) and "Human Rights in English Language Teaching" (New English Classroom June 1990), and from teaching materials such as "Message for Peace" (Jacoby 1988). There has also been the recent formation of a "Global

Issues in Language Education Network” serving foreign language teachers involved in global education in Japan and abroad (GILE 1990).

### 3 GLOBAL EDUCATION IN FOREIGN LANGUAGE CLASSROOMS

Radnai & Szepe (1988) assert that global issues of peace and international understanding imply an expansion of language teaching content, process and product. Now that we have examined the commitment of the language teaching profession to global awareness and social concern, let us see what this means exactly by looking at how language teachers in Japan and abroad are putting global education ideas into practice in their teaching.

#### Global Education and Language Teaching Content

As Jacobs (1989) rightly points out, language teachers involved in global issues often have a certain degree of flexibility of content that other subjects do not. It is not surprising, then, to find that content is one area of teaching where many language instructors are attempting to integrate a global perspective.

Global issues can be included in the content of what we teach even at the beginning stages of foreign language learning when students are just starting to learn the sounds of the foreign language. An example of this kind of global pronunciation teaching is the junior high school English text “Cosmos English Course” (Oura et al 1989) which teaches the sounds of English by using such example words as “peace” for the sound /p/.

Grammar, though usually felt by most students to be one of the duller areas of language study, can also be taught with a global perspective through a change of content. Starkey (1990), for example, asserts that teaching the past and future tenses becomes much more meaningful when students study the historical background of global issues and do future-oriented activities concerned with solving them. Similarly, conditionals with “if” can be presented by reference to wishes for a world of peace and justice while comparatives can be practiced through comparing human rights in various countries or global inequalities of First World wealth and Third World poverty.

While traditional textbooks were organized grammatically with chapters such as “The Definite Article” or “The Past Tense”, the new communicative approach to language education has popularized the teaching of “language functions” showing students how to use the foreign language for “describing”, “offering”, “agreeing”, etc. These functions can also be given



a global aspect. The function "expressing opinions", for example, is often taught using topics such as music ("What do you think about rock music?" "I think. . ."). A more global approach is shown by a coursebook which deals with this in the context of natural disasters in the Third World - "What do you think about the victims of the recent cyclone in India? Have you given any money to charity to help them?" (Prowse et al 1980).

The four language skills of reading, writing, listening and speaking can also be integrated with global content. One recent article in *Practical English Teaching* magazine, for example, describes how a British English instructor has based an English skills lesson on the human rights organization Amnesty International (Sandilands 1989). This begins with listening and discussion activities about Amnesty International and its work, reading from Amnesty's English newsletter, and finally writing English letters for the release of prisoners of conscience around the world.

Many language teachers use audio-visual resources such as songs, films and videos in their classes, yet their criteria for choosing materials rarely relate to global objectives. As one language teacher has put it, "I have always been puzzled by the almost total lack of concern with content among language teachers. Many feel that if students find the movie 'The Texas Chainsaw Massacre' interesting, then they might as well use that" (GILE 1990). As language teachers become increasingly globally-minded, however, this is beginning to change. Mark (1988), for example, has built an entire college English course around the movie "Gandhi" which aims at improving students' English skills while at the same time allowing them to explore themes such as apartheid, racism, colonialism and non-violence. Other language teachers are similarly attempting to add a global perspective to their teaching through use of videos such as "We Are the World" (Third World famine), "Worldlink" (global environment) and "Missing" (human rights) (GILE 1990).

A special area of language teaching is LSP (Languages for Special Purposes), which deals with the teaching of such specialized language as "English for Doctors", "Russian for Scientists" or "Business Japanese". Content for LSP teaching is usually determined by a needs analysis of the technical language students will require. A global education approach to LSP suggests that such programs should produce doctors, scientists and business people who not only can function in the foreign language but who also have a sense of global awareness and social responsibility. One of the few attempts in this area has been made by Friel (1989) who describes a course he designed to produce socially-responsible, environmentally-

aware engineers.

### **Global Education and Language Teaching Methodology**

Global education is as much a matter of how we teach as of what we teach. For language instructors, global education thus requires major shifts in the way we teach. First, classroom language learning must change from a passive to an active learning style. Second, our language teaching must change from being teacher-centred to student-centred. Third, we must change the focus of our teaching from language-as-structure to language-for-communication-and-action. Finally, our teaching must move from a "classroom orientation" fixed on the language of textbooks, blackboards and school exercises to a "world orientation" where language is used to deal with the critical global issues of peace, world hunger, human rights and environmental destruction which face our planet. To bring the world into the classroom is a big challenge, yet this is what global education requires of language teaching.

To bring about this kind of global language teaching, Reardon (1988) and others suggest that we need to emphasize new types of classroom activities. Simulations and role plays are recommended by Starkey (1990) to help language students learn to empathise and understand multiple perspectives. Examples of this are given by Ushimaru (1990), who describes an EFL class simulation about Japanese connections to tropical forest destruction in S. E. Asia, and by Miller (1990), who describes a language learning simulation about foreign aid and Third World famine. Student projects are another key activity which build skills of information management and critical thinking. Jaques (1989) gives one example of a project where students choose, research and make a class report in the foreign language on socially-conscious organizations such as UNESCO or Amnesty International.

### **Global Education and Language Teaching Materials**

A global education approach to foreign language teaching implies that language teaching materials should impart the knowledge, skills and attitudes required to help language students become socially-responsible world citizens. In many textbooks, however, world problems are conspicuous only by their absence. Studies such as Mark's (1990) indicate that, even when textbooks do touch upon global issues, they tend to treat them trivially and only as an overlay on the linguistic syllabus. Despite this, even grammar lessons have hidden values, as Mark shows through a lesson on the structure "have got" which uses sentences

such as "Life's great ! I've got a fur coat and swimming pool" to imply that happiness is related to how much we consume.

Starkey (1990) goes further to criticize the tourist-consumer flavor of many language textbooks and concludes "foreign language textbooks are amongst the most fertile grounds for discovering bias, racism and stereotype". Though new texts are now coming out which deal in a more principled way with world problems, there is still a need for language teachers to check their teaching materials for ethnocentrism, racism, sexism and other bias through checklists such as that proposed by Pike & Selby (1988a). Even more pressing is the need for language texts written specifically to achieve the objectives of global education as outlined above.

### **Global Education and Language Outside the Classroom**

Another aspect of helping foreign language students acquire a global perspective concerns actions language teachers can take to globalize their schools and teaching institutions. Extra-curricular activities comprise one such area. As Bamford (1990) 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."

One extra-curricular activity mentioned by Bamford is a charity walk-a-thon in Tokyo where students and teachers practised the foreign language while walking 35 kilometres, thus helping to raise ¥2 million to help end world hunger. Other global issue fund-raising events mentioned include trash clean-ups, parties and concerts, school bazaars, food stalls and classroom collection boxes which can be used for spare change or for fines for students who speak their native language in class.

Overseas school tours are another area which can help to give language students a more global perspective. Many schools in Japan, for example, send groups of students overseas for summer language practice and homestay programs. Though these undoubtedly promote students' language ability and intercultural awareness, such visits centre overwhelmingly on the USA, often tend to focus on Disneyland and other tourist sights, and sometimes involve more

shopping than intercultural contact. Language educators such as Schmid (GILE 1990), in contrast, are increasingly trying to awaken Japanese language students to Asia and other areas of the world through school tours to such countries as India.

### **Global Education and Teacher Training**

Teacher training is another area of language education where several interesting global education initiatives are being made in Japan. One of these is an intensive summer seminar for Junior and Senior High School English teachers run by the Tokyo and Osaka YMCAs (Wilson 1989). This program deals with teaching methodology and language improvement through using English to explore social issues such as world hunger, environmental problems and medical ethics. A more recent initiative is an elective course entitled "Global Issues and Cooperative Learning" offered by Teachers College, Columbia University (Tokyo campus) as part of its MA in TESOL program for practicing English teachers in Japan (GILE 1990).

### **The "Global" Language School**

Finally, there has also been some work done in thinking about how schools where foreign languages are taught could be transformed into "global schools". Fanselow (1990) suggests that such a school would be (1) environmentally-friendly, with a school policy of energy-conservation, reduction of waste and use of recycled paper, (2) socially-responsible, having a policy of not doing business with socially-irresponsible corporations, and (3) committed to fostering cooperation by involving staff in decision-making rather than creating teacher competition or enforcing authoritarian decisions. Other ideas are suggested by Takaesu (1990), who describes a foreign language college which holds an annual "International Awareness Seminar" as part of its school festival, featuring a Third World bazaar and presentations by global issue groups such as Amnesty International and Friends of the Earth.

## **CONCLUSION**

As we have seen, our world faces a number of critical problems, ranging from war, poverty and oppression to social injustice and environmental destruction. Because of the way our global village is structured, we are intimately related to all of these problems. Yet too often

our young people are prevented from actively working to solve these problems by widespread attitudes of ignorance, apathy and selfishness which are partly a result of our current education systems.

Global education is an educational approach which can help our young people respond to these crises by instilling in them the knowledge, skills and attitudes necessary for effective action to solve these problems. To achieve this, however, we will need to drastically rethink our instructional objectives, content and methods, the “what”, “how” and “why” of our teaching, as well as the climate and structure of our teaching institutions.

Finally, we have seen that foreign language teaching has a stated commitment to the aims of global education which can be seen throughout all levels of the profession. We have also seen how language educators have started to consider the implications of global education for language teaching content, methods, materials, institutions and teacher training and how a growing number of foreign language teachers are attempting to integrate aspects of global education into their language classes and their schools.

Let us end with a parable from Greig et al (1987) which may help to stimulate our thinking about the need for a global education approach to foreign language teaching:

Once upon a time there was a class and the students expressed disapproval of their teacher. Why should they be concerned with global interdependency, global problems and what others of the world were thinking, feeling and doing ?

And the teacher said she had a dream in which she saw one of her students fifty years from today. The student was angry and said, “Why did I learn so much detail about the past and the administration of my country and so little about the world?”

He was angry because no one told him that as an adult he would be faced almost daily with problems of a global interdependent nature, be they problems of peace, security, quality of life, food, inflation, or scarcity of natural resources.

The angry student found he was the victim as well as the beneficiary. “Why was I not warned? Why was I not better educated? Why did my teachers not tell me about the problems and help me to understand I was a member of an interdependent human race?”

With even greater anger the student shouted, “You helped me extend my hands with incredible machines, my eyes with telescopes and microscopes, my ears with tele-

phones, radios and sonar; my brain with computers, but you did not help me extend my heart, love, concern to the entire human family. You, teacher, gave me half a loaf."

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AILA	=	International Association of Applied Linguistics
ATESOL	=	Australian Teachers of English to Speakers of Other Languages
IPrA	=	International Pragmatics Association
JACET	=	Japan Association of College English Teachers
JALT	=	Japan Association of Language Teachers
TESOL	=	Teachers of English to Speakers of Other Languages

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