

# A Language Teacher's Guide to Key Global Education Fields

— Peace Education, Human Rights Education, Development Education, Environmental Education —

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## Abstract

Global education is a new approach to education which aims at promoting international awareness, a sense of world citizenship and action to solve world problems. This short paper aims to introduce foreign and second language teachers to the four key component fields of global education - peace education, human rights education, development education and environmental education. A short description is given of each including a definition of the field, an explanation of its main goals and concepts, a description of its key features and a short listing of resources. A brief description is also given of how language educators are attempting to introduce ideas and materials from these areas into the field of foreign and second language teaching.

## INTRODUCTION

Part of the growing interest in global education as an approach to language teaching focusses on its four component fields - peace education, human rights education, development education and environmental education. In this paper, I want to inform language teachers about the main aspects of these new areas of education by giving a brief overview of each field.

## I PEACE EDUCATION

One of the most critical problems facing the world is the issue of war and peace. Since WW II, there have been 160 armed conflicts which have taken the lives of an estimated 16 million people. Behind these statistics lie economic systems built on massive military spending, attitudes of aggressive competition for limited resources, oppressive and alienating societies which promote interracial strife

and mindless violence, and a growing violence by man against nature and the environment.

The challenge of language instructors to teach for a world of peace is clear, a challenge which has been articulated both in UNESCO's constitution ("since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed") and in the words of educators such as Maria Montessori ("establishing lasting peace is the work of education; all politics can do is keep us out of war").

### **DEFINITION AND OBJECTIVES**

A generally accepted definition of the field of peace education is as follows:

*"Peace education attempts to sharpen awareness about the existence of conflict between people, and both within and between nations. It investigates the causes of conflict and violence embedded within the perceptions, values and attitudes of individuals, as well as within the social, political and economic structures of society, and encourages the search for alternatives, including non-violent solutions, and the development of skills necessary for their implementation"* (Murakami 1992).

Peace education aims to develop the knowledge, attitudes and skills which are needed in order to (1) explore *concepts of peace* both as a state of being and as an active process; (2) enquire into the *obstacles to peace* and the causes of peacelessness in individuals, institutions and societies; (3) *resolve conflicts* in ways that will lead toward a less violent and more just world; (4) explore a range of *alternative futures*, in particular ways of building a more just and sustainable world society (Hicks 1988).

### **FEATURES OF PEACE EDUCATION**

Peace education deals with key issues concerning war and peace as well as with aspects of mutual understanding and cooperation between individuals and nations. Basic concepts in the field include contrasts such as negative peace (the mere absence of war) with positive peace (total peace and justice) and interpersonal violence (physical fighting) with structural violence (exploitation and oppression). Peace education also considers different levels of peace, from inner peace and interpersonal peace to national peace and international peace. The content dealt with by peace educators includes a variety of topics such as militarism, disarmament, the causes of war, pacifism, non-violence, war toys and TV violence.

Peace educators stress that good peace education aims at empowerment, not despair; that teachers must go beyond merely introducing students to the depressing facts of militarism, war and violence to show how we are part of a historical movement for peace; that teachers can inspire learners with internationally-acknowledged peace role models (Nobel Peace prize winners, individuals such as Gandhi, groups such as International Physicians for the Prevention of Nuclear War) and can show learners how to put into action their commitment to a world of peace.

Peace educators also stress the importance of *teaching about, for and in* peace. Teaching *about* peace involves giving students knowledge about war and peace issues. Teaching *for* peace means helping students develop skills of peace-making and creative conflict resolution. Teaching *in* peace means creating a peaceful cooperative classroom atmosphere free of violence.

### ***PEACE EDUCATION ACTIVITIES***

Peace education deals with a variety of learning activities - case studies of war, cooperative games, conflict resolution practice, creative problem solving, imagining scenarios for a peaceful future, model UN simulations and mock peace elections. Activities focussed more specifically on *education for international understanding* include readings on world cultures, videos on world religions, slide shows about children round the world, foreign guest speakers in the classroom, overseas pen-pals, international school links and overseas visits for home stays with foreign families.

### ***PEACE EDUCATION RESOURCES AND MATERIALS***

For language teachers wishing to learn about peace, a number of good books exist. *The Gaia Peace Atlas* (Barnaby 1988) and *The New State of War and Peace Atlas* (Kidron & Smith 1991) give a good general introduction to issues of war and peace. More specialized books include *Faces of the Enemy* (Keen 1991), *Why Nations Go To War* (Stoessinger (1987), *Working for Peace* (Wollman 1985) and *World Military and Social Expenditures* (Sivard annual).

Key books on the theory and practice of peace education are *Education for Peace* (Hicks 1989), *Comprehensive Peace Education* (Reardon 1988), *Educating for Global Responsibility* (Reardon 1988) and *Creative Conflict Resolution* (Kreidler 1984). Representative classroom materials used by peace educators include *World in Conflict* (Richardson 1977), *Peace and War: A First Sourcebook* (Leeds 1987) and *Learning the Skills of Peacemaking* (Drew 1987).

Major organizations involved in peace education worldwide include the US group COPRED (Consortium on Peace Research, Education and Development), the organization Teachers for Peace and

the Peace Education Commission (PEC) of the International Peace Research Association (IPRA).

### ***PEACE EDUCATION AND THE LANGUAGE TEACHING PROFESSION***

The language education profession has long had a commitment to promoting international understanding and world peace through the teaching of foreign languages. This commitment has shown itself in a number of ways.

One initiative is UNESCO's ongoing LINGUAPAX seminar series on language teaching and peace. This brings together educators from around the world and resulted in the Kiev Declaration on "Content and Methods That Could Contribute in the Teaching of Foreign Languages and Literature to International Understanding and Peace" (UNESCO 1987) which made recommendations as to how language education could better promote world peace.

Several major collections of essays on peace education have also recently appeared, written by language teachers in Europe and America - *Peace Through Language Teaching* (Raasch 1991), *Language Teaching in a World Without Peace* (Raasch 1993) and *All the Rest is Peanuts: Peace Education & Teaching English to Speakers of Other Languages* (Larson 1994). Major language teaching journals and newsletters have also consistently run articles on peace education with titles such as *Peace Education - What and Why?* (Wenden 1990), *Peace Education in the English Language Classroom* (Freudenstein 1993) and *Peace and Language Learning* (Gomes de Matos 1988).

The major international English teaching organizations have also consistently featured peace education sessions in their annual conferences. The international US-based group TESOL, for example, has held annual colloquia and workshops on peace education since 1989 and also organized an all-day pre-conference institute on conflict resolution for its 1993 conference in Atlanta. In Japan, the Japan Association of Language Teachers (JALT) held a 1992 conference symposium featuring peace education specialists from Russia, Germany and Australia.

There is a growing number of language teaching materials on peace education themes published every year. One mainstream 4-skills English textbook designed wholly round the theme of war and peace is *When The Wind Blows* (Briggs/Strange 1992). EFL readers on peace issues published in Japan and elsewhere include titles such as *Peace for Our Planet* (Akhavan-Majid 1992), *A Peaceful Earth for All* (Sorkhabi & Gillis 1992), *Mahatma Gandhi-The Man and His Message* (Byrne 1984) and *Messages for Peace* (Jacoby & Marshall 1988).

Many school textbooks around the world also deal with issues of peace and international understanding as themes for language lessons. In Japan, Nakabachi's 1991 survey of Japanese high

school English textbooks, for example, found that 54% of the 48 books he surveyed contained at least some peace education theme - often related to World War II and the bombing of Hiroshima (Nakabachi 1992).

School English textbooks in countries such as Germany and Korea feature language lessons built around such topics as international understanding and World War II. One unique example is a 1988 high school English text written in Russia which devotes an entire unit to the theme of peace, including peace poetry, articles on Samantha Smith and international friendship, and suggestions for peace action such as taking part in peace marches (Khrustalyova 1988).

## II HUMAN RIGHTS EDUCATION

Language teachers live in a world where large numbers of people are denied basic human rights. A glance at any day's newspaper headlines will reveal incidents of genocide and apartheid, political repression and torture, discrimination and persecution of minorities, denial of individual freedoms and even of entire people's rights to a homeland. International surveys show that these problems occur worldwide under regimes of all political persuasions.

### ***DEFINITION AND OBJECTIVES***

The resulting responsibility for educators is outlined by documents such as the 1985 Council of Europe Recommendation which outlines the major goals of human rights education:

*The study of human rights in schools should lead to an understanding of and sympathy for the concepts of justice, equality, freedom, peace, dignity, individual rights and democracy. The emphasis in teaching and learning about human rights should be positive. Throughout their school career all young people should learn about human rights as part of their preparation for life in a pluralistic democracy... Concepts associated with human rights can and should be acquired from an early age... Schools are communities which can and should be an example of the respect for the dignity of the individual and for difference, for tolerance and for equality of opportunity. (Council of Europe 1985 cited in Amnesty International 1991)*

### ***FEATURES OF HUMAN RIGHTS EDUCATION***

Basic concepts from the field of human rights education include key distinctions such as that between

civil/political rights (e.g. freedom of speech) and social/economic rights (e.g. the right to food & shelter). Human rights educators emphasize that rights also entail responsibilities and that rights of different people often conflict (your right to music may interfere with my right to silence). The content dealt with by human rights educators includes topics such as freedom of speech, self-determination, civil rights, apartheid, minority rights, women's rights, discrimination and oppression as well as the history of mankind's struggle for human rights and the study of international documents such as the *Universal Declaration of Human Rights* and the *Declaration of the Rights of the Child*.

### ***HUMAN RIGHTS EDUCATION ACTIVITIES***

Because human rights often seem abstract and difficult for many learners, human rights educators have devised a number of activities to make this topic more accessible and interesting. These include human rights quizzes, dramatized readings on the Holocaust, cartoon videos introducing the Universal Declaration of Human Rights, letter writing to political prisoners, simulations of discrimination against minorities and special events centering around International Human Rights Day (December 10). Human rights teachers seek to show students how we are part of a historical movement dedicated to achieving human rights for all (slavery was abolished, the right to vote achieved, women's rights improved), to inspire learners with positive human rights role models (individuals such as Martin Luther King and groups such as Amnesty International), and to show learners how to put into action their commitment to human rights for all people.

Human rights educators also stress the importance of *teaching about, for* and *in* human rights. Teaching *about* rights involves giving students knowledge about human rights issues. Teaching *for* human rights means helping students develop the skills necessary to work for human rights. Teaching *in* human rights means creating a classroom atmosphere where the rights of all students are respected.

### ***HUMAN RIGHTS EDUCATION RESOURCES AND MATERIALS***

There is a small but growing number of books on this topic for language teachers to study. *Human Rights* (Totten & Kleg 1989), *Human Rights* (Selby 1987) and *The Amnesty International Handbook* (Amnesty International 1991) are all good introductions. The book *World Human Rights Guide* (Humana 1992) surveys 160 countries of the world against a 40-point human rights checklist and gives each a percentage score showing how well they respect human rights.

A number of exciting classroom activity books have been published. Among the best are *Teaching Human Rights* (Shiman 1993), *Human Rights Activity File* (Pike & Selby 1988), *Minorities* (Hicks 1985)

and *Fighting For Freedom* (Richardson 1978). Two newsletters on human rights education also exist to inform teachers of human rights issues and teaching activities - *Human Rights Education: The Fourth R* published by Amnesty International USA and *Human Rights Education Newsletter* published in the UK.

Organizations which deal specifically with human rights education are Amnesty International, the Minority Rights Group (MRG) and the United Nations.

### ***HUMAN RIGHTS EDUCATION IN FOREIGN LANGUAGE TEACHING***

Human rights education is less well-known to language teachers than peace education or environmental education and no books are yet available on the teaching of human rights in language classes. Some work has been done though to promote the field among language educators. Academic language teaching journals and newsletters have published articles with titles such as "Human Rights Education and Action" (Peterson 1990) and "Teacher Role Play to Attack Prejudice" (Rinvoluceri 1993).

Human rights education is also starting to be dealt with at major international English teaching conferences. The international organization TESOL, for example, featured a half-day pre-conference symposium on teaching about human rights for its 1992 conference in Vancouver, Canada (Peterson & Gentry 1992). Other presentations on human rights education and language teaching have been given in Japan by Matsui (1992) and Bradley (1991). The topics of students' rights and linguistic rights have also begun appearing more frequently at language teaching conferences due to groups such as TESOL's "Refugee Interest Section" and the work of educators such as de Matos (1988).

A small number of language teachers have also become involved in human rights action. Members of Washington State TESOL, for example, write letters for fellow educators suffering human rights abuses through a regular "Write A Letter, Save A Life" column in their language teaching newsletter. There is also a "Women in TEFL" organization which works for women's rights in the language education profession itself.

Few language teaching materials have yet appeared dealing specifically with human rights themes. One such text is a recent English reader from Japan entitled *Freedom, Rights and Responsibility* (Reveler & Nema 1993). This deals with such human rights topics as the right to privacy, the rights of AIDS victims, the right to an abortion and Nobel Peace Prize winner Aung San Suu Kyi's fight for human rights in Burma/Myanmar.

Human rights issues do crop up regularly as language lessons for mainstream or school English textbooks, however. In his 1991 survey, for example, Nakabachi found that 70% of the 48 Japanese high school English textbooks he examined contained some themes related to human rights. Though only 7%

of the lessons he studied dealt with human rights, the topics covered spanned a wide range from US civil rights and Martin Luther King to apartheid, women's rights and the handicapped (Nakabachi 1992).

### III DEVELOPMENT EDUCATION

Development education concerns the teaching of development problems such as world poverty, hunger and health as well as international issues such as foreign aid, Third World debt and North - South inequality. Kniep (1987) defines development education as "the study of the struggles of peoples and nations to meet their basic needs in an unequal world characterized by a widening gap between the rich and poor". A more academic definition is contained in a 1984 "Framework for Development Education in the United States" published by an association of over 100 organizations involved with development education in the US.

*Development education has as a primary goal the building of a committed constituency for development both at home and abroad. It begins with a recognition of global interdependence and the continuing need for justice and equity in the world. Its programs and processes convey information, promote humanitarian values, and stimulate individual and community action aimed at improving the quality of life and eliminating the root causes of world poverty. (cited in Joy & Kniep 1987)*

#### **FEATURES OF DEVELOPMENT EDUCATION**

Commonly accepted development issues include poverty, malnutrition, literacy, health, overpopulation, Third World debt, foreign aid and foreign trade as well as world inequality, underdevelopment, exploitation, and social injustice. "Dev Ed" thus touches on the shocking contradictions of our modern world whereby 35,000 people die each day from hunger while "advanced" nations hoard butter mountains and pay farmers not to grow food, where 7 million children every year die from preventable diseases, where 20% of the world's population controls 78% of the world's income, where poor Third World nations pay large amounts of their annual income as interest on debts to First World banks, and where foreign "aid" can impoverish peasants while destroying the environment and enriching corrupt, repressive elites. While much of the focus is on North - South issues, development education is equally concerned with teaching about "development" problems of poverty, unemployment and homelessness in the rich countries.

According to educators such as Swee - Hin (in Hicks 1988), development education invites students to



consider their moral responsibility in a world of global inequality and to ask critical questions – What are the roots of world hunger and poverty? Why is it not possible for human civilization, with its abundance of resources, to provide adequately for the basic needs of all peoples on the planet? How might over-consumption in developed countries be linked with the deprivation of impoverished peasants and labourers in developing countries? Why, even in so-called rich societies, do some groups (women, indigenous peoples, racial minorities) remain marginalized, discriminated against, and oppressed?

Development education teachers strive to dispel development myths and stereotypes (e.g. that all Africans are starving, that there is not enough food in the world, that people are poor because they are lazy). They also attempt to show how problems of world hunger and poverty often have their roots in unjust social systems, that Third World issues are not "over there" but are intimately connected with our daily lives, and that the directions for local and world development are determined by the choices we make as individuals. Development educators make efforts to introduce students to positive role models (individuals such as famine aid pop singer Bob Geldof and organizations such as UNICEF), and try to show students how to put into action their commitment to eliminate world poverty and to achieve a world of equality and social justice for all. Part of this involves helping students to overcome negative Third World images and to go beyond "charity" to "solidarity".

### ***DEVELOPMENT EDUCATION CLASS ACTIVITIES***

Development educators have designed many innovative class activities – quizzes about world hunger, world poverty role plays and simulations of world inequality. They also promote learning through projects such as adopting Third World foster children, participating in charity walks and fasts, taking students on Third World study tours and organizing activities centered around annual events such as World Food Day (October 16). Learning facts about issues such as world hunger is one goal of development education. Developing empathy for people in "developing" countries is another. One interesting activity for doing this is a role-play called "Living In The Third World: What Would You Do?" (Franz 1987) where students take on the role of a farmer in Africa or slum dweller in Brazil to feel what that would be like.

### ***DEVELOPMENT EDUCATION RESOURCES AND MATERIALS***

There are a variety of useful books about development issues for language teachers interested in deepening their knowledge. *Inside the Third World* (Harrison 1987) and *Poverty and the Planet* (Jackson 1990) are two good general books to start with. Other books on particular development issues include

*World Hunger. Twelve Myths* (Lappe 1986) and *A Fate Worse Than Debt* (George 1988).

Key books on the theory and practice of development education are *The Development Puzzle* (Fyson 1984) and *The International Development Crisis & American Education* (Joy & Kniep 1987).

Key classroom texts used by development educators include *Progress and Poverty* (Richardson 1977), *Exploring the Third World* (Franz 1987), *What is Development?* (ILEA 1986) and *Teaching Development Issues* (Cooke 1985).

Major organizations involved with development education are the British group NADEC (National Association of Development Education Centres) and Oxfam.

### **DEVELOPMENT EDUCATION IN FOREIGN LANGUAGE TEACHING**

Like human rights education, development education is not yet well-known among language teachers. As yet, no books have been written on the teaching of development issues in language classes. Again, however, some work has been done to promote the field among language educators. In Japan, one teacher has published a description of a complete one-semester college EFL course designed around the theme of world hunger (Matsuda 1992). Another teacher has her EFL students choose, research and make a class report on organizations such as UNICEF and Save The Children involved with development issues (Jaques 1989). Yet other teachers arrange for their class to adopt a Third World foster child to raise awareness while practicing language skills (Schwab 1993).

Few language teaching materials have yet appeared dealing specifically with development issues. Development education themes do occur in a number of English language textbooks, though - a lesson on "Food and World Hunger" in one text (Sokolik 1993), a lesson on "Wealth and Poverty" in another (Peaty 1990). In his 1991 survey, Nakabachi also found a few development topics in the Japanese high school English texts he studied, with "Mother Teresa" being the most popular topic (Nakabachi 1992).

## **IV ENVIRONMENTAL EDUCATION**

The environmental problems facing our world are critical - problems such as toxic waste, ozone depletion, species extinction, destruction of the world's rainforests, acid rain, global warming. These problems find their roots in misguided government policies, in the actions of irresponsible politicians, profit-hungry corporations, and poverty-stricken peasants, and in "throwaway" lifestyles that consume irreplaceable resources, produce mountains of garbage and poison our air and water.

### **DEFINITION AND OBJECTIVES**

The most widely cited definition for the field states:

*Environmental education is aimed at producing a citizenry that is knowledgeable concerning the environment and its problems, aware of how to help solve those problems, and motivated to work toward their solution.* (Stapp et al in Wilke 1993)

The three main goals of environmental education were clarified at a special UNESCO conference in Tbilisi, Georgia, USSR in 1977. These are (1) to foster clear awareness of, and concern about, economic, political and ecological interdependence in urban and rural areas; (2) to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; (3) to create new patterns of behaviour of individuals, groups and society as a whole towards the environment (Tbilisi Recommendations in Greig et al 1987).

### **FEATURES OF ENVIRONMENTAL EDUCATION**

Environmental educators stress that good environmental education aims at empowerment, not despair; that teachers must go beyond merely introducing students to the depressing facts of pollution and environmental destruction to show how we are part of a worldwide movement dedicated to 'saving the earth'. They strive to inspire students by introducing positive environmental role models (individuals such as British rock singer Sting who is working to preserve the Amazon rainforest and groups such as Greenpeace, Friends of the Earth and WWF), and work to show students how to put into action their commitment to achieve a world free of pollution.

Environmental educators also stress the importance of *teaching about*, *for* and *in* the environment. Teaching *about* the environment involves giving students knowledge about issues such as rainforest destruction and air pollution. Teaching *for* the environment means empowering students to take action to protect Planet Earth. Teaching *in* the environment means creating a natural environmentally-friendly classroom which saves energy and recycles materials.

### **ENVIRONMENTAL EDUCATION ACTIVITIES**

Environmental educators have developed many exciting learning activities for their teaching - endangered species role plays, tropical rainforest simulations, videos on global environmental problems and environmental problem solving tasks. Student projects include home garbage surveys,

class recycling programs, community action research projects and special events centred around Earth Day (April 22) and World Environment Day (June 5).

### ***ENVIRONMENTAL EDUCATION RESOURCES AND MATERIALS***

There is a large number of books on the environment which language teachers can consult. *The Global Ecology Handbook* (Global Tomorrow Coalition 1990), *The State of the Earth Atlas* (Seager 1990) and *50 Simple Things You Can Do to Save the Earth* (Earthworks Group 1990) are three good introductory books.

Key books on the theory and practice of environmental education are *Environmental Education: Teacher Resource Handbook* (Wilke 1993), *Earthrights : Education As If The Planet Really Mattered* (Greig et al 1987) and *Teaching Green* (Randle 1989). Another good resource is *Green Teacher Magazine* (95 Robert Street, Toronto, Canada M5S 2K5).

Representative classroom materials used by environmental educators include the books *The Green Classroom* (Mason 1991) and *The Blue Peter Green Book* (Bronze et al 1990) as well as the award-winning video *Spaceship Earth: Our Global Environment* (Worldlink 1990).

Key organizations involved in environmental education are WWF, Greenpeace and Friends of the Earth.

### ***ENVIRONMENTAL EDUCATION IN FOREIGN LANGUAGE TEACHING***

A growing number of language teachers are beginning to experiment with themes, methods and materials from the field of environmental education. Stempleski (1993) has described some of the reasons for this and presents these as a rationale for teaching about the environment in language classes:

- \*the environmental situation is urgent, demanding a response from the entire educational community to contribute to students' awareness of this crisis
- \*environmental themes are a rich source of topics for content language teaching
- \*environmental issues are "real-life" issues concerned with the real world
- \*environmental issues motivate learners through their interest and relevance
- \*environmental themes can be linked to other areas of the curriculum
- \*environmental issues provide a useful framework for integrating language skills
- \*environmental topics encourage interaction in class through debate, projects and discussions
- \*learning about the environment can be fun and thus ensures enjoyable, satisfying, positive learning experiences

The growing interest of the language teaching profession in environmental education is showing itself in many ways. Academic language teaching journals and newsletters have published articles with titles such as "The Environment and EFL" (Stempleski 1993), "Integrating Environmental Awareness in the ESL Classroom" (Gambée & Klausman), "50 Simple things You Can do to Teach Environmental Awareness and Action in Your English Language Classroom" (Brown 1991), "Integrating Environmental Education in Second Language Instruction" (Jacobs 1993) and "Developing Environmental Awareness in Engineering Students" (Friel 1991).

The major international English teaching organizations have all dealt with environmental issues in their annual conferences. The international UK-based organization IATEFL held a session in 1990 entitled "How Green is Our TEFL" (Simpson 1990) which discussed how to integrate global environmental issues into EFL content and how to reduce the amount of waste paper produced by language teachers and publishers. The international US-based group TESOL has held workshops entitled "ESL: Earth Saving Language" to introduce language teachers to environmental classroom activities and recently organized an all-day pre-conference institute on teaching about tropical rainforests for its 1994 conference in Baltimore. In Japan, the Japan Association of Language Teachers (JALT) held a 1992 conference session on "TEFL: Teaching Environmentally Friendly Language" which featured a unique panel discussion on environmental awareness by language students, teachers and publishers.

These organizations are also beginning to promote awareness of environmental issues in the language teaching profession in other ways. TESOL, for example, has appointed environmental officers to its annual conferences to promote recycling and minimize pollution. In 1994, it also began publishing some of its publications on recycled paper. JALT has published a set of environmental guidelines to encourage language teachers to become more environmentally-friendly.

The number of published language teaching materials on environmental themes is growing every year. Commercial four-skills English textbooks designed wholly round the environment include *Focus on the Environment* (Stempleski 1993), *Green World* (Rabley 1989), *Heal the Earth* (Sargent 1991) and *English Through Nature* (Dorn 1991). The more than 20 EFL readers on the environment published in Japan and elsewhere include titles such as *Our Precious Earth* (Cunningham 1992), *Save Our Planet* (Knudsen 1991), *Another Green World* (Lander 1992) and *Tropical Rainforests* (Martin 1991).

School textbooks around the world are also dealing increasingly with environmental issues as themes for language lessons. Nakabachi's 1991 survey of high school English textbooks in Japan, for example, found that 62% of the 48 books he surveyed contained at least some environmental theme. Though this

amounted to only 6% of the 752 lessons he looked at, a variety of topics were covered - pollution, endangered species, energy use, garbage, the greenhouse effect, deforestation, etc. (Nakabachi 1992).

A look at high school English textbooks in other countries such as Germany, Korea and Vietnam reveals grammar lessons built around such topics as air and water pollution, recycling and rainforest destruction. A group of English teachers in Mexico have actually built a whole school text round the theme of the environment (Lopez et al 1993). The book revolves around the story of 15 teenagers from 15 different countries who travel round the world on a sailing ship as part of an ecological crusade to "save the Earth".

## CONCLUSION

Peace education, human rights education, development education and environmental education represent the four key component fields of global education. They are attracting increasing attention from language educators due to a new but growing awareness in the language teaching profession of the global issues facing our world, of the educational role of language teaching and of the importance of language teaching content.

This paper has attempted to give a brief introduction to each of these fields. I hope this encourages language teachers to further explore global education as an approach to language teaching, to experiment with ideas, materials and resources from these four fields, and to work for a peaceful environmentally - friendly world where equality, social justice and human rights are guaranteed for all.

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