

Francisco Gomes de Matos

Rhymed Reflections

A Forest of Ideas | Ideals | Dignity and Peace

3rd Edition

ABA

Francisco Gomes de Matos

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A Forest of Ideas | Ideals | Dignity and Peace

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ABABook

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Rhymed Reflections: A Forest of Ideas | Ideals | Dignity and Peace
Francisco Gomes de Matos

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Third Edition

*We may claim the right to global peace
But do we fulfil our responsibility to global harmony?
How?*

*We may claim the right to unity
But do we do our share for
Solidarity? How?*



In memory of my wife Helen Herta

*For my daughters Patricia and Maria Regina, my son Daniel,
my granddaughter Marina, my sister Terezinha, my son-in-law
Marcus Vinicius and my grandsons Marcus Vinicius and Mário Victor.*

Acknowledgments

First of all, I would like to thank Eduardo Carvalho for supporting and encouraging me to carry out this e-book project.

Special thanks to applied linguist Robert B. Kaplan for so kindly giving stylistic feedback on many of my posters as well as formatting them.

I am deeply grateful to Ane Cleide, ABA Design Center Coordinator, for so creatively designing the cover and almost all of the posters. Thanks also go to her staff for sharing some of that fine artistic contribution.

Many thanks go to the ABA team for using some of the posters in their classes at ABA Global Education and providing information on the texts' educational / linguistic / intercultural / peace building relevance.

To colleagues in Brazil and abroad in Applied Linguistics / Language Education and friends in the fields of Human Dignity, Nonviolence, Nonkilling, Conflict Resolution, Peace Education I also express my gratitude. My appreciation to Daniel Santos for his kind Preface.



The Author



Preface

Dear Reader,

It is with great pleasure that I present to you this collection of poems and rhyming texts by Professor Francisco Gomes de Matos. With a career spanning over five decades in the fields of education, linguistics, and human rights, Professor Gomes de Matos has become a renowned expert in these areas.

In this collection, you will find a range of themes that reflect his passion for positivity, nonkilling, peace, dignity, creativity, and more. Through his poems, Professor Gomes de Matos invites us to reflect on the world around us and consider our roles in creating a better future for all.

His works explore the beauty and complexity of language, drawing attention to the power of words and their impact on our thoughts and actions. With a keen sense of empathy and understanding, Professor Gomes de Matos encourages us to value and celebrate our differences, promoting a world of acceptance and inclusivity.

As you read through these poems and rhyming texts, I hope that you find inspiration and insight that resonate with you. May they encourage you to consider your place in the world and the positive impact you can have on those around you.

Sincerely,
Daniel Santos
Executive Director



*In the world there are many forests of ideas
but where can we find forests of ideals ?*

*When an ideal is expressed through a rhyme
IDEALISMOUNTAIN we creatively climb*

*How can good ideas into ideals be transformed ?
When actions for the good of Humankind are inspiringly performed*



ATTENTION!

I write to introduce an important contribution
which permits the teaching of a rather new solution.

It serves to promote academic evolution
as well as to limit unnecessary pollution.

The author it is my pleasure to present
has used rhyming lines of verse, pleasant,
to add new ideas and to cement
new ways of expressing his intent.

He urges the need to act with every kind of dignity--
to urge the need for economic dignity,
social dignity, political dignity, cultural dignity,
linguistic dignity, and yes, even environmental dignity.

He promotes non-killing as a central thought;
of this kind of teaching he is the astronaut.
Language is the ship that carries what is taught,
so that there can be no blind spot.

Read the verses offered here
with interest and with attention austere;
know the author whose name is below.
It is my friend Francisco!

[R. B. Kaplan]

Emeritus Professor, Applied Linguistics: USC Los Angeles



Francisco Gomes de Matos is one of the most important present-day peace linguists, and in this book, he shares his brilliance and genius with the world most generously. His extraordinary ability to express ideas and ideals in rhymed reflections touches our minds and hearts in ways that are so enlightening that the reader will emerge with a new and transformed consciousness. This is a life-changing, future-oriented, and paradigm-shifting book that profoundly dignifies its readers by opening new space for understanding the world and by expanding our soul so that we become enabled to lovingly embrace all creatures of this world.

LOVING ADMIRATION,
from your Evelin.

Evelin Lindner,
*Dr. med., Dr. psychol., Founding President,
Human Dignity and Humiliation Studies,
Co-Founder World Dignity University Initiative*



Francisco Gomes de Matos has been a poet laureate of the global nonkilling movement for almost a decade, inspiring thousands of people to transform societies in the journey toward a killing-free world. His creations are moving and eloquent, but also powerful messages that call for action by all, leaving no one indifferent. This fantastically presented e-book is a testimony of Francisco's creativity and an instrument for education and sensitization for readers of all ages.

Joám Evans Pim
Director, Center for Global Nonkilling,





What a beautiful book! From its careful design to the wisdom it contains, Rhymed Reflections: a forest of ideas / ideals is a gift to those who believe peace is the way. Just stopping at one of the many beautiful pages and rhymes will make you have a better day.

Patricia Friedrich,

Ph.D. ,Professor of Linguistics/Rhetoric and
Composition,Arizona State University,Phoenix,USA



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Introduction

This e-book is the outcome of a collection of posters created for ABA, Recife, Brazil. They were produced from 2011 - early 2023, with the cooperation of ABA Design Center. The posters have been grouped into 10 themes: 1. Education/Pedagogy/Teaching; 2. Peace; 3. Dignity; 4. Human Rights; 5. Nonkilling; 6. Positiveness; 7. Creativity/Innovation; 8. English; 9. Spirituality; 10. Miscellaneous.

For a full list of posters included in this e-book, see the Table of Contents.

The issues/problems dealt with reflect my varied professional interests as a language educator, an applied linguist, and more recently, as a peace linguist.

To help readers grasp my comprehensive, diversified intention as a poster creator, there follow a set of rhymed reflections:



*The posters for global citizenship can help educate
They can also help human dignity elevate*

*The posters can help deeply reflect
To Global Peace/Education/Ethics they can also direct*

*The posters can be fun to memorize
IDEALS the posters can help globalize*



*The posters deep messages can convey
Let's treat one another well, now and every day*

*The posters are more than educational visual art
They are also messages crafted from the heart*



*The posters contribute to local/global PEACE
A challenging mission that will never cease*

*The posters help enhance Humanity
They can also prioritize communicative dignity*



7



EDUCATION,
PEDAGOGY,
TEACHING

LET'S RE^{THINK} OUR EDUCATION

Rhymed Reflections

In memoriam **Udo Erich Menge**
ABA co-founder and Board president

Let's rethink our Education

Our educators let's deeply humanize

HUMANIZE

Let's rethink our Education

Creative solutions to local problems let's emphasize

EMPHASIZE

Let's rethink our Education

GLOBALIZE

Our school goals let's also globalize

Let's rethink our Education

MODERNIZE

Our classrooms technologically let's modernize

Let's rethink our Education

RECOGNIZE

The need for a cooperative Global Citizenship let's recognize

Let's rethink our Education

HARMONIZE

Relations among all nations/peoples let's help harmonize

Let's rethink our Education

ORGANIZE

Dignity and Ethics-focused curricula let's help organize



On Teacher's Day, we're happy to say:

Dedicated to World Teachers' Day
OCTOBER 5TH

BEING A TEACHER CALLS FOR MULTIPLE ABILITIES:

ENHANCING ☺ one's professional preparation
empathic communication

EXERTING ☺ humanizing leadership
local / global citizenship

SHOWING ☺ pedagogical creativity
psychological positivity

ENSURING ☺ the right to autonomous learning
in-depth knowledge building

COMMITTING TO ☺ classroom ethicality
teaching flexibility

PROBING ☺ educational dignity
interdisciplinary affinity

Dear Teacher, on
World Teachers' Day,
your qualities please
nurture and sustain.

On significant features in **Teaching & Learning:** A Checklist

Teaching and Learning are ATTAINMENT
but they are also ENTERTAINMENT.

Teaching and Learning are ACHIEVEMENT
but they are also ENCHANTMENT.

Teaching and Learning are COMMITMENT
but they are also CONTENTMENT.

Teaching and Learning are COMMENCEMENT
but they are also ADVANCEMENT.

Teaching and Learning are EMPOWERMENT
but they are also ENCOURAGEMENT.

Teaching and Learning are DEVELOPMENT
but they are also ENLIGHTENMENT.

Teaching and Learning are SENTIMENT
but they are also EMBELLISHMENT.

Teaching and Learning are cognitive INVESTMENTS
but they are also cultural ENRICHMENTS.

Teachers and Learners are invited to add to the above list.
Look for nouns in - ATION.



On **GLOBAL EDUCATION**: A Peace-dignity linguist's view

We say that Global Education is needed
How are its core principles being heeded?

By global educators what is being shared?
How has the well-being of Humankind fared?

To citizens everywhere what can Global Education
provide?

A sustainable commitment: by Peace and Human
Rights to abide

In a cooperatively generated Global Education
How are global citizens being educated?

By doing their share so everyone's dignity and
decency are constantly elevated.



ABA GLOBAL EDUCATION

An acrostic explanation

What does GLOBAL EDUCATION mean to us at ABA ?

Good
Lifelong learning
Openmindedness
Beauty
Awareness
Love

Read the acrostic on the left:
ABA for **GLOBAL**: good/lifelong
learning/openmindedness/
beauty/awareness/love.

Environment
Dignity
Understanding
Collaboration
Achievement
Tolerance
Innovation
Optimization
Nonviolence

Read the acrostic on the left:
ABA for **GLOBAL EDUCATION**
through: environment/dignity/
understanding/collaboration/
achievement/tolerance/innovation/
optimization/nonviolence.



FOR THE **CREATION** AND **USE** OF PEDAGOGICAL **POSTERS**: A PLEA

Posters are more than placards for press-agentry
when they are created to enhance our humanity.

Posters can do more than advertise
when dignifyingly created to globalize.

Posters can play more than an artistic role
when created to deeply value the human soul.

Posters can, more than local education, enhance
They can, the goal of Global Education, greatly advance.

Into Second Language Pedagogy, the production
and use of posters should be integrated.

So that multilingually, with the aid of Poster Literacy,
millions everywhere can be educated.



HELPING EDUCATE A COUNTRY TO BE ★★★ **GREAT** ★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS NOT TO HATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS NOT TO HUMILIATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR DIGNITY
TO ELEVATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR COMPASSION
TO CULTIVATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR HUMAN
RIGHTS TO ADVOCATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR ENVIRONMENTAL
POLICIES TO AMELIORATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR PEACE/NONVIOLENCE
/NONKILLING INITIATIVES TO ASSOCIATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR GLOBAL
DIPLOMATIC/TRADE RELATIONS TO INNOVATE
★★★★★

WE HELP EDUCATE A COUNTRY TO BE GREAT
BY TEACHING ITS CITIZENS THEIR DIVERSE
SPIRITUALITY TO CELEBRATE
★★★★★



AILA • RIO • 24 JULY, 2017

On the history of language teaching: an anticipatory view

The History of Language Teaching is twenty-six centuries old

About this global field, what narratives are being told?

How?
How?

By language teaching has our humanity been enhanced?

As language teachers, has our educational wisdom advanced?

How?
How?

Language teaching has developed innovatively

Have language learners benefitted cognitively?

How?
How?

Applied Linguistics and Language Teaching keep walking hand in hand

What extraordinary cooperative actions can be imagined beforehand?

How?
How?

The History of the World is a continuing, surprising, often shocking, political revelation

Will the History of Language Teaching reflect a peace-building, human-dignity elevation?

How?
How?

With the
compliments of





On Imaginative Education

A Peace linguist's view

A



Imaginative Education is creatively anticipatory

It can be boldly anticipatory

as well as deeply participatory

It can also be joyfully celebratory

of awesome uses of human beings mental laboratory

May Imaginative Education be positively premonitory

Of actions for PEACE on Earth let's be approbatory

Positive interactions and peaceful communication we proliferate

Let's imagine a variant of the adjective transformative and say

Let's be TRANSFORMATORY !





Happy TEACHER'S Day

On **World Teacher's Day**
it is gratifying to say
Let's be grateful to teachers
for showing Humanity there
is always a character-elevating way

• • •

On that day we're happy to say
May teachers globally show
their learners that dignity and
peace are here to stay!

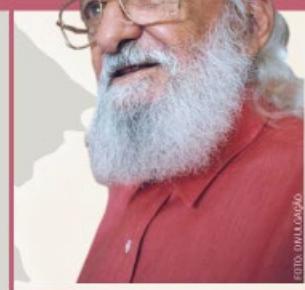


Paulo Freire

Tribute to 100 years of his birth

September ▪ 19 ▪ 2021

If Paulo Freire's Legacy were
updated, what would he say?



Humanity should learn to overcome
all types of oppression and violence
HOW?

By committing to **PEACE**

By being **HUMBLE**

By ensuring the right to **ECONOMIC EQUALITY**

By educating for **GLOBAL DIGNITY**

ABA

Francisco Gomes de Matos
Co-founder of ABA Global Education

2



PEACE





The Right to PEACE

A world of responsibilities for Humankind

So much has been said about **Peace** as a human quality
but defining it precisely is such a formidable task
because as a Human Right, **Peace** is embedded in Dignity
and of **Peace**, Human Dignity has so very much to ask

To have world **Peace**, how can we create communities of tranquility ?
To enjoy world **Peace**, how can we fly above clouds of public insecurity ?
To sustain world **Peace**, how can we prevent/reduce all forms of lethality ?
To educate for **Peace**, how can we prepare citizens for relational dignity ?

The family of Human Rights, the Right to **Peace** can epitomize
for it is needed individually, collectively, and universally
The Right to **Peace** as the deepest transformation let's recognize
and educating to dignify LIFE will be implemented planetarily

Why will the Human Right to **Peace** be the most difficult to achieve ?
Because of the world of responsibilities found therein
How will we show that in the Humanizing Right to **Peace** we believe ?
By soulfully nurturing the power of **Peace** that is within

All over the world, Humankind's right to live in **Peace** should be pervasive
Of all Human Rights, the right to **Peace** is now seen as the most inclusive
Its wise inspirations from East and West make it ever more comprehensive
As planetary citizens, let's honor that right in ways peacefully inventive.

Dedicated to the U.N. INTERNATIONAL PEACE DAY, September 21, 2011



Prerequisites to a sustainable world peace: A checklist

Humankind would ...

1. show dignity
empathy
2. convey serenity
tranquility
3. engage in cooperation
negotiation
4. avoid discrimination
humiliation
5. promote positiveness
genuineness
6. enhance constructiveness
productiveness
7. nurture kindness
gentleness
8. commit to sincerity
veracity
9. seek (re)conciliation
(re)consideration
10. nurture moral profundity
spirituality
11. aim at global community
global creativity
12. implement nonviolent principles and practices
nonkilling principles and practices



*Two additional pairs adapted from contributions
by Milton Schwab, Emeritus Professor, Rutgers University,
founding Editor of *Peace and Conflict*,
Journal of Peace Psychology:*

13. For the world of the future, let's boldly prepare
Creative plans for the world of our descendants,
let's dare
14. Let's show that planetarily we co-responsibly care
and of Earth and all its creatures let's consider
the welfare

Readers are asked to continue the above Checklist by
creating pairs of statements which reflect their visions
of a sustainable world peace.

ABA POSTER series | 2012

Poster dedicated to the launch, at Columbia University's ICCR, November 7th, 2012, of the volume
Psychological Components of Sustainable Peace, edited by Morton Deutsch and Peter Coleman,
published by Springer.



GLOBAL PEACE

WHY IS IT SO CHALLENGING TO ACHIEVE?

✓ A Checklist

Why is Global Peace so challenging to achieve?

Because all countries will be expected to believe in and/or to implement initiatives aimed at:

Global

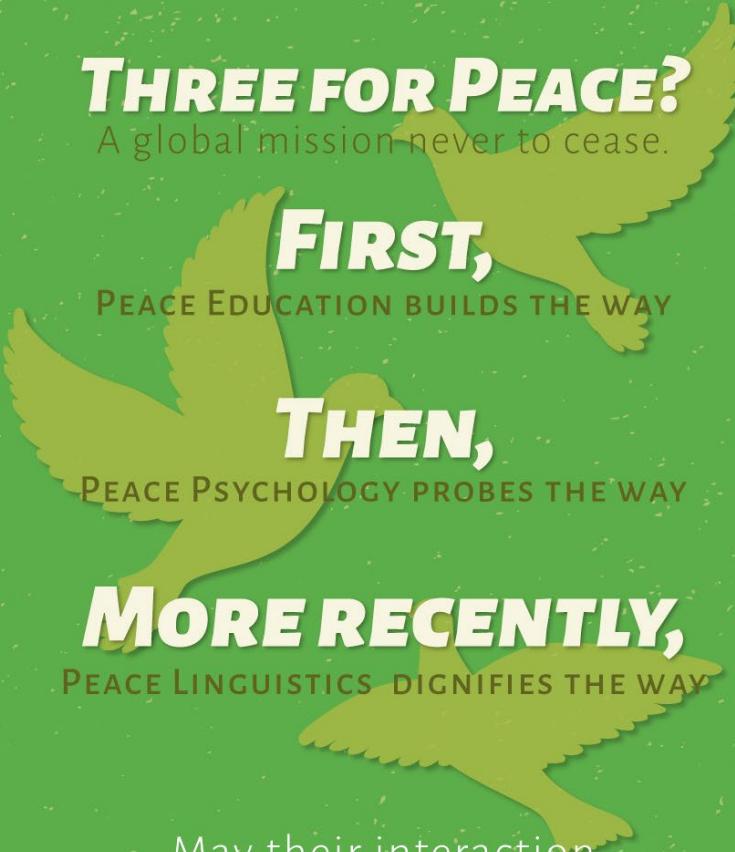
- citizenship
- compassion
- cooperation
- dignconomy
- diplomacy
- education
- environmental protection
- health policies
- interculturalism
- interdependence
- interfaith respect
- multilingualism
- nonkilling
- scientific/technological exchange
- security
- solidarity.



THREE FOR PEACE, A RHYMED REFLECTION

THREE FOR PEACE?

A global mission never to cease.



FIRST,

PEACE EDUCATION BUILDS THE WAY

THEN,

PEACE PSYCHOLOGY PROBES THE WAY

MORE RECENTLY,

PEACE LINGUISTICS DIGNIFIES THE WAY

May their interaction
to Global Peace show the best way



Engaging children in



PEACE awareness

Children in Peace Awareness we should engage from their earliest age.

Arts for Peace children can be encouraged to explore through poster creation, play-acting and much more.

Learning languages for peaceful purposes children should start; by communicating, they should learn to use both mind and heart.

Let's educate children the need for a sustainable Peace to see; this will help them make the world a more compassionate place to be.

In such a way Peace Education, Psychology and Linguistics integrate as deeper ways for children everywhere to insure Peace and celebrate.



ANTICIPATORY EDUCATION:

A PEACE LINGUIST'S VIEW

Like a peaceful futurist, do you want to act?
Please take into account this important fact:

Anticipatory Education is an emerging way
of implementing tomorrow's advances today.



Like a peaceful futurist do you want to perform?
Of global dignifying changes you should inform.

Like a peaceful futurist do you want to lead?
Peacebuilding/peacemaking ideas you should feed.

Like a peaceful futurist do you want to educate?
Principles and practices of Anticipatory Peace Education you
should communicate.







ALL LANGUAGE USERS FOR PEACE: A GLOBAL PLEA



All languages are mental marvels for meaning-making,
but are they being used globally for peacemaking?

When languages are used for the good of Humankind,
they will reflect a unique blend: Peace + heart + mind!

When language users share languages for Peace,
their peacebuilding mission will never cease.

When we argue that every language is a mental marvel that
peaceful meaning makes,
a humbler and more compassionate direction human
communication takes.

Every language is a Mental Marvel, expressing communicative
dignity;
the global education of peaceful language users will deeply
renew Humanity.

May this humble rhymed reflection be a globally disseminated plea,
for Humankind "all languages as peacebuilding creations" to see.



THE GOALS OF PEACE LINGUISTICS

4 GOALS OF THE EMERGING AREA OF PEACE LINGUISTICS:

Helping change ordinary language users into peaceful language users, referred to by the acronym PLUSers.

Describing languages & varieties thereof, as systems used for communicatively dignifying and peaceful purposes.

3

1

Supporting research on the lexicon of languages in terms of PEACETIVIZERS (a blend of PEACE + POSITIVIZERS) lexical items expressing peaceful intentions & anticipating peaceful effects.

4

Contributing to the humanizing tradition of Peace Studies by arguing for Peace Linguistics as complementary to Peace Education and Peace Psychology.

2



PEACE Edfuturists Needed:



A CHALLENGE TO ANTICIPATORY PEACE EDUCATION

Anticipatory Peace Education is very much needed today--
it helps Peace Edfuturists anticipate the Global Peace way.

Anticipatory Peace Education widens Global Peace breadth,
and helps Peace Edfuturists anticipate Global Peace in depth.

Anticipatory Peace Education helps Peace Edfuturists foresee
when and how Humankind sustainably peaceful will be.

Anticipatory Peace Education Global Peace Planning will advance
by helping global citizens their planetary co-responsibility to enhance.

Peace Edfuturists are very much needed today!
Would you agree with me? What can you say?



COMMUNICATING POSITIVELY

A peace linguist's view

Dedicated to Julien Mirivel, University of Arkansas, Little Rock

When positively we communicate
Interactional dignity we elevate

When positively we communicate
a constructive climate we cultivate

When positively we communicate
a more friendly world we anticipate

When positively we communicate
local/global relations we ameliorate

When positively we communicate
trust and optimism we inculcate

When positively we communicate
the right to positive communication we advocate

When positively we communicate
our repertoire of lexical Positivizers we activate

When positively we communicate
Communicative Peace we celebrate

When positively we communicate
3 overlapping dimensions we help integrate:
Communicative dignity, Communicative positivity,
and Communicative serenity



PEACEFUL X HATEFUL

Language Use Language Use

A contrastive checklist

PEACEFUL LANGUAGE is humanizing
Hateful language is dehumanizing

PEACEFUL LANGUAGE is constructive
Hateful language is destructive

PEACEFUL LANGUAGE is appreciative
Hateful language is depreciative

PEACEFUL LANGUAGE is purifying
Hateful language is putrefying

PEACEFUL LANGUAGE is dignifying
Hateful language is humiliating

PEACEFUL LANGUAGE is upgrading
Hateful language is degrading

PEACEFUL LANGUAGE is respectful
Hateful language is disrespectful

PEACEFUL LANGUAGE is positivizing
Hateful language is negativizing

PEACEFUL LANGUAGE is optimizing
Hateful language is minimizing*

PEACEFUL LANGUAGE is harmonizing
Hateful language is antagonizing

PEACEFUL LANGUAGE is empathetic
Hateful language is antipathetic



Note : The noun HATE SPEECH is included in the 1997 edition of The Random House Webster's College Dictionary, p.595.





APPLIED PEACE LINGUISTICS: AN ANTICIPATORY VIEW

*In Global Applied Linguistics, significantly what will be new?
What constructive things will applied linguists be able to do?*

*Proposing approaches that multilingual communicative dignity will advance;
Helping language users - **Of all ages** — **enhance communicative Peace**.*

*For Language(s) and Peace to be deeply integrated
Applied Peace Linguistics will be advocated.*

*Between Peace Psychology and Peace Linguistics,
a close connection;
Peace-focused communication in both areas will be given
a LIFE-improving direction.*

***How will Peace Linguistics and Peace Education cooperate?**
Helping a global peace language education to articulate.*

*To Multilingual Humankind,
what benefit will Applied Peace Linguistics bring?
Help to sustain a peaceful communicative life
and the same **DIGNIsong** to sing.*

*by Francisco Gomes de Matos
ABA Global Education Recife, Brazil*





A PAZ · PEACE · LA PAZ

Por Francisco Gomes de Matos,
ABA Global Education, Recife, Brasil.

A PAZ

é um conceito profundo
É abrangente
E também cada vez mais crescente
Subsume harmonia,
serenidade,
tranquilidade,
não violência,
não matar.

PEACE is a deep concept
It is comprehensive
and also everexpansive
It subsumes harmony,

serenity,
tranquility,
nonviolence,
nonkilling.



LA PAZ es un concepto profundo
Es integral
y también cada vez más extenso
Subsume armonía,
serenidad,
tranquilidad,
no violencia,
no matar.

A PAZ

PEACE

LA PAZ

tradução: María Cristina Azcona



IMAGINATIVE

Peace

LINGUISTICS

A Rhymed Reflection
dedicated to Kieran Egan
and Gillian Judson,
IERG, Simon Fraser University,
Canada.

by Francisco Gomes de Matos, a peace linguist,
Professor Emeritus of Linguistics, Federal University of Pernambuco,
and president of the Board, ABA Global Education, Recife, Brazil.

A Forest of Ideas/Ideas. Recife: ABA Book, 2017.
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Among the distinctive traits of all Human Languages, one stands out:

Our mission as peaceful language users let's imaginatively carry out

Let's imagine all languages as being used for PEACE

Peaceful communication across cultures never to cease

Let's imagine people using languages peacefully

Bringing together cultures and beliefs dignifyingly

Let's imagine Peace Linguistics in all schools being taught

The same Global Peace goal being imaginatively sought

Let's imagine ways for Let's Speak Peace to be globally applied

with principles of Imaginative Peace Linguistics to be complied



Let's anticipate Imaginative Education and Imaginative Linguistics being deeply connected
inspiring imaginative educators and imaginative linguists to design curricula PEACE-directed

For an Imaginative Peace Linguistics may these reflections also be a Global Plea:

A creative, peaceful multilingual world for all Humankind there should be





**Let's sing PEACE:
A rhymed reflection**

Francisco Gomes de Matos
A peace linguist
Professor Emeritus of Linguistics, Federal University of Pernambuco,
and president of the Board, ABA Global Education, Recife, Brazil.

Let's sing **PEACE**,
music cooperatively composed by Humanity,
as one family with one mission: global serenity.

Let's sing **PEACE**,
a multilingual refrain also for posterity,
a commitment to sustaining global dignity.

Let's sing **PEACE**,
inspired by religious and spiritual diversity,
in a Peace + Nonviolence + Nonkilling continuum
of global navigability.

Let's sing **PEACE**,
as Global Harmony is never to cease!

ABA GLOBAL EDUCATION Poster Series 2018 | Design by Anne Clémé Salvai



Never to Fear

By Francisco Gomes de Matos
Co-founder ABA Global Education,
Recife, Brazil

As September 21 draws near
PEACE tells us not to fear:

One day in the not - too distant - future
All wars and conflicts will cease
And Humanity will share the Earth in Peace

While global serenity is not yet complete
Let's make our daily agendas peacefully replete
Let's show one another that we don't fear

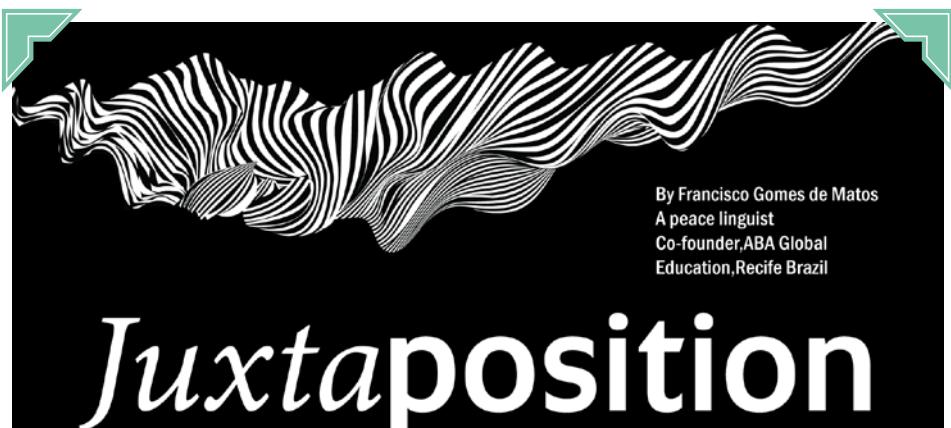
Because the blessing of Global Peace
will be coming here

Let's do our share
All for PEACE!

**INTERNATIONAL
PEACE DAY**
September 21st



ABA GLOBAL EDUCATION Poster Series | 2022 | Design by Ana Costa Elise



By Francisco Gomes de Matos
A peace linguist
Co-founder, ABA Global
Education, Recife Brazil

Juxtaposition

peace
WHEN PEACE AND LANGUAGE WE JUXTAPOSE
language
A DEEPER LINGUISTICS WE PROPOSE
deeper linguistics
AND GLOBAL HARMONY WE PRESSUPOSE
global harmony
A WISER DIALOG WE WILL SUPPOSE?
wiser dialog
JUXTAPOSE PEACE AND PROSE
prose
AND A DIGNILIVING YOU'LL COMPOSE
digniliving



3

DIGNITY



COMMUNICATIVE DIGNITY: A Checklist



DIGNITY is conveyed by actions, especially INTERactions, so here is a Checklist focused on the COMMUNICATIVE dimension of DIGNITY. In this age of increasing interest in / research on Phraseological studies, a plea is made for linguists, communication scholars, psychologists, language educators, lexicographers to probe the phraseologies of Dignity in as many languages as possible. As language users, we resort to and create phraseologies of many kinds, for multipurposes. A systematic, computerized treatment of DIGNITY-promoting phraseologies across cultures would greatly enhance our vision of WORLD DIGNITY.

A Checklist (for you to add to, reflect on, apply, etc) of some Key-questions:

In an interaction (friendly chat, discussion, debate, etc), do you ...

1. express your opinion / view respectfully?
How? How do you introduce your ideas?
2. disagree respectfully? How? What dignifying expressions do you use?
3. refer to your interlocutor's opinion / view positively? (as a "contribution", for instance?)
4. harmonize apparently conflicting views?
How?
5. tend to overuse "I", "me", "my" instead of cooperatively / empathically prioritizing "you and me", "you", "your", "our", "let's"...
6. apologize when you unintentionally say something that might hurt your listener's feelings? How?
7. acknowledge an infelicitous, inappropriate, inaccurate idea of yours by saying things like "Sorry. I admit I'm wrong or I apologize for or, still, Let me correct what I hastily said about.... "
8. propose alternate interpretations / solutions (to a problem, for instance), rather than to impose them? How do you do that? What do you typically say in a situation like that? Do you usually achieve the intended conciliatory effect?
9. deal with controversial issues constructively, positively, optimistically, rather than negatively, pessimistically? How convincing do you usually sound?
10. optimize your communicative dignity? What strategies do you use which reflect your belief in / acceptance of Human Rights and Peace?
11. communicate for the good of all involved in the interaction? Do you apply communicative peace in your formulation of issues, problems and solutions thereof?
12. observe and learn from communicators' effectiveness as DIGNIFIERS? How?

AEA Poster series | 2011

Dedicated to the WORLD DIGNITY UNIVERSITY
on its launch at the UNIVERSITY OF OSLO, NORWAY

June 24th, 2011



Crosscultural Dignity :

Dedicated to Michael Prosser

Crossculturally are we learning to live ?
To Global Crosscultural Dignity what can we give ?

When aspects of cultures we compare
Do we show them as mutually dignifying pairs ?

When aspects of cultures we describe
How wisely do we deal with cultural norms they
prescribe?

Crossculturally ,how will Humankind advance ?
By educating every person/community crosscultural
cooperation to enhance

Crosscultural Dignity : when do we seriously violate ?
When our culture from other cultures we
narrow-mindedly isolate

Crossculturally how can the world improve
East and West ?
When in crossculturally dignifying ways,
we share our best

When crosscultural dignifiers will be become ?
When all forms of crosscultural humiliation
we prevent and overcome

ABA Poster series | 2013



The Day a Dreamed-of World Dignity Bank was established

One day, in the History of Humankind, an unprecedented decision was unanimously made by the members of the World Dignity Council: a World Dignity Bank would be established that would bring about a global economic (r)evolution based on these principles underlying the World Dignity University initiative:

Serving persons and peoples as dignified / dignifying economic beings / communities

Introducing the role of digninvestor, thus replacing the traditional concepts of debtor and creditor

Enabling the sharing of dignidends (dignity dividends) by all persons and peoples

Supporting the global commitment to sustainable economic cooperation and humility

Giving the concepts of bank / banking a deeper, dignifying semantic value

Helping change economic human beings into economic dignifiers

Creating, in the Economies of the World, a shared sense of digneconomic responsibility

Boldly reconceptualizing personal and collective (national) wealth, from a Dignity Economy perspective

Extending the range of business transactions to digneconomic transactions

In short, the newly designed and established World Dignity Bank would be a model for Local Dignity Banks serving their communities in a DIGNEQUALIZING WORLD.



VITAMINS

FOR BIODIGNITY

A reflection

Vitamins are essential substances for living.

How about for living dignifyingly?

Here is a list of vitamins for biodignity.

You are asked to expand and probe the list.

VITAMINS:

- A ALTRUISM**
- B BENEVOLENCE**
- C COMPASSION**
- D DECORUM**
- E EMPATHY**
- F FRIENDLINESS**
- H HONESTY**
- K KINDNESS**
- M MAGNANIMITY**
- P PEACE**

Ever thought about Vitamins for sustaining dignity at the personal, interpersonal, intragroup, international levels?

ABA GLOBAL EDUCATION Poster Series | 2016



Dignifying relationships

The ABCs for Checklist use

When we dignify our relationships, we activate / enhance the possibility of:

A	ltruism	J	oy	S	ervice
B	enevolence	K	indness	T	rust
C	ompassion	L	ove	U	nderstanding
D	ialogue	M	orality	V	irtue
E	mpathy	N	onviolence nonkilling	W	arm- heartedness
F	riendship	O	pen- mindedness	X	
G	enerosity	P	ace	Y	
H	umility	Q	uietude	Z	
I	ntegrity	R	espect		



4

HUMAN
RIGHTS



GLOBAL Women

A man's view.



ABA POSTER series | 2012

Global Women, sadly, shamefully,
you are still being subjected to many forms of humiliation
you are not yet free from so many forms of discrimination
you are still victims of sexual abuse

Questionable values about women, advertising may infuse

Globally, there are still many constructive choices you are not allowed to make

Still many constructive courses of action you are not allowed to take

Globally, there are still few of you holding key political positions

You are still restricted by gender-based legal impositions

As global citizens, you are not yet fully recognized for your creativity

Not yet fully recognized for your sensitivity

Globally, not all of you dress as you please

Nor wear clothes designed for comfort and ease

Globally, as a spouse, what family rights and responsibilities do you share?

As a spouse, for your children how are you expected to care?

To global-audience enlightenment you are not always asked to contribute

What dignifying, edifying, inspiring roles to you does Society usually attribute?

Globally, not all of you are hired professionally for your competence

Nor are you praised professionally for your intelligence

Globally, religious or spiritual beliefs or preferences you can't always profess

Globally, what aspects of your religious or spiritual beliefs do you have to confess?

Globally, are you being assured of economic equalization?

Globally, are you being deprived of economic co-participation?

Globally, your artistic creations are not always given due appreciation

Globally, your scientific innovations are not always given fair evaluation

As global citizens, you are not always treated with full dignity

As global citizens you are not always recognized for your birth-giving humanity



Dedicated to Dr. Anita Nahal ,
Founder & Chairperson, www.diversitydiscover.com
Washington D.C.



CHILDREN'S RIGHTS: A NONKILLING PLEA TO ADULTS

On behalf of the world's children, these rhymed reflections are presented:

As children, we are happy to know that we have the right to play
so please, adults, also take seriously what we now want to say
As children, we are told that we have the right to a family life of dignity
so please, adults, show that of LOVE in your family there's no scarcity
As children, we are told that we have the right to be guided
so, please, adults be kind when you want us to be chided
As children, we are told we will be educated to be productive
so, please, adults, help our education also to be constructive
As children, we are told we have the right our creativity to enhance
so, please, adults, help our global citizenship responsibility advance
As children, we are told we have the right to be taught what is known
so, please, adults, help us be strong and never fear the unknown
As children, we are told we have the right to a life of spirituality
so, please, adults provide us with that soul-supporting possibility
As children, we know that to a world of violence and killing we are exposed
so, please, adults, fulfil your human right obligation:
A NONKILLING WORLD SHOULD BE GLOBALLY PROPOSED.



Without Water Humankind can't live
Water Is a Human Right, environment experts say
To all beings, Water much can give
but of ensuring Water for all, is there a way?

Will the use of Human Rights be a powerful light?
Will it help people and animals who are dying of thirst?
Against such environmental injustice, how can we fight?
For all living beings on earth, how can Water be first?

From Water so many health benefits can be derived
As water-supply systems have shown
In poor countries, more beings would have survived
If water-treatment systems were known
The time is ripe for a Nonkilling Approach to Water to proclaim
and to help the access to safe water to be globalized:
all of Humankind that life-sustaining right will claim
and beyond that, The Right to Water will be humanized.

ABA GLOBAL EDUCATION Poster Series | 2015

ON FLOURISHING

By Francisco Gomes de Matos
A peace linguist
Co-founder, ABA Global
Education, Recife Brazil

Human beings can.....
Grow and develop
Thrive and prosper
Advance and multiply
What Else can /should they do?
Dignify one another



A typology of linguistic rights for Alzheimer patients

By **Francisco Gomes de Matos**, Co-founder ABA Global Education, Recife, Brazil

The right to be identified in a dignifying manner,
as Stephen G. Post has wisely done in his new book
**"Dignity for deeply forgetful people - How Caregivers
Can Meet the Challenges of Alzheimer's Disease".**

Published by Johns Hopkins University Press, 2022

The right to ask questions
About his / her disease

The right to be helped to remember
no matter how minimally so

The right to interact with persons
who share similar cognitive-linguistic challenges.

The right to be deeply forgetful
in one or more languages
(especially as experienced
by multilinguals)



5



NONKILLING



HUMANKIND IN NONKILLINGLAND: a need dreamed-of

One day, Humankind wanted Nonkillingland to enter
to share and enjoy all of its Life-supporting places
so an application was made to the NKL Center
stating that all human beings had nonkilling faces

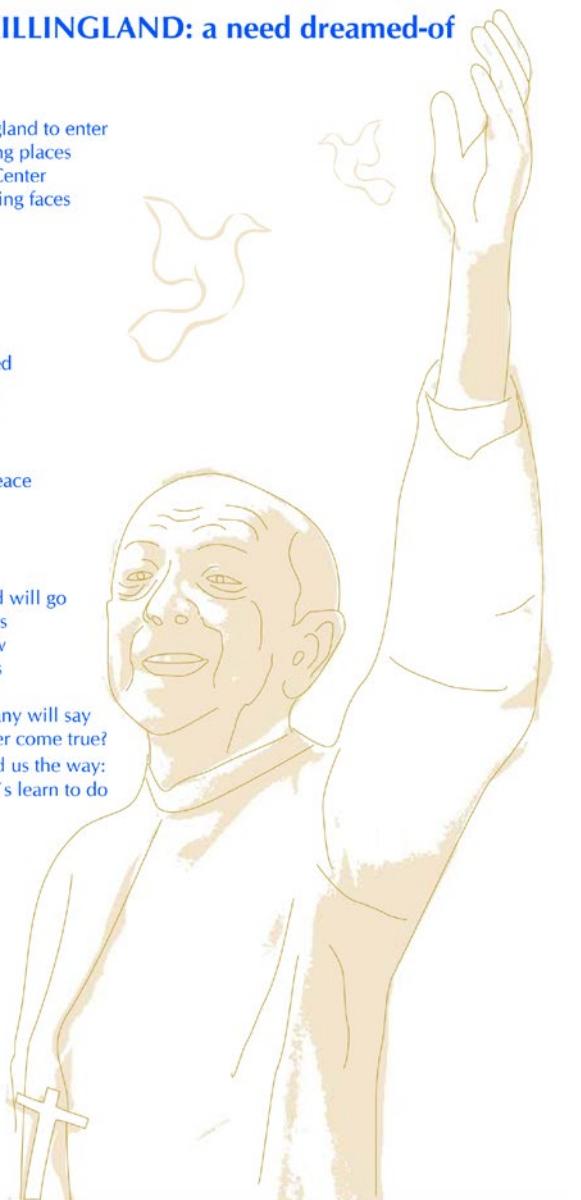
No passports were needed
to visit Nonkillingland
the principle to be heeded:
Doing all things hand in hand.

All peaceful human beings were admitted
Nonviolent persons followed suit
Groups for nonlethality were permitted
all were given the Harmony fruit

Nothing challenged the right to live in Peace
forms of nonviolence didn't exist
Universal cooperation didn't cease
Compassion nobody could resist

One day into Nonkillingland Humankind will go
and joyfully will visit all its blessed sights
spiritually inspired Humankind will know
how to wisely stop all conflicts and fights

But that's just another type of Utopia, many will say
Can a major transformation like that ever come true?
Dom Helder Camara humbly showed us the way:
As Peace pilgrims, only Good Things let's learn to do



A killing-free world ?

■ *A world killing-free?*

When will there be?

■ *A world killing-free?*

When will Humankind see?

■ *A world killing-free?*

How will it change you and me?

■ *A world killing-free?*

All human beings sailing the same peaceful sea.

■ *A world killing-free?*

Peace+Nonviolence+Nonkilling
blended and savored as everyone's global digni(tea).



The day weapons refused to kill

An essay in nonkilling creative nonfiction
by Francisco Gomes dos Matos,
a peace linguist from Recife, Brazil
Author of Nurturing Nonkilling: a Poetic Plantation,
published by the Center for Global Nonkilling, Hawaii
www.nonkilling.org
Professor Emeritus, Federal University of Pernambuco
President of the Board, Associação Brasil América, Recife, Brazil
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One day weapons representatives decided to meet at the **Global Weapons Assembly (GWA)** in Nonkillingland. After a brief discussion, they decided to launch **Weapons for Nonkilling Day**, an initiative which was unanimously approved and to be implemented upon the representatives' return to their ecosystems. As a result, the decision was acclaimed by global media and by all forms of government. Persons, families, communities rejoiced over that unprecedented addition to their yearly calendar.

What was the practical consequence of that creatively imagined day? That day, all types of weapons would not kill, so human beings, animals, plants and other life forms would be free from killing. At that history-changing session, some weapons delegates were asked to speak. Among weapons used in pre-historical times, a stone had the privilege of being the first to take the floor. Inspiringly, it said that on that day, whenever used for deadly purposes, it would change into a flower.

Then, a gun, representing a large group of deadly weapons, stood before the multilingual-multicultural audience and proudly stated: Today, all bullets shot from me will fall in their victims' hands as delicious banana pieces. Another weapon spokesperson was asked to address the already enthusiastic audience.

This time, a suicide-bomb appeared on the stage and in a most tranquilizing manner assured its viewers and listeners (there was radiobroadcasting coverage, too) that "Any human being who uses me lethally will immediately see its weapon changed into a burst of laughter".

Finally, the representative for the most destructive deadliest weapons - a nuclear bomb - came before the strategically placed global tv cameras and read this proclamation, endorsed by weapons invented throughout History: "On Weapons for Nonkilling Day, all weapons pledge not to kill and to celebrate Peace, Nonviolence, and Nonkilling in every possible way.

All of us, sadly invented to cause lethality, will create a unique day in the History of Humankind, a day when weapons will be the most powerful peacebuilding, peacepreserving, peacesupporting force on Earth. In short, all of us weapons dignifyingly pledge to deweaponize the world. Although we have been created for dehumanizing purposes, in such shameful condition we refuse to stay. And the GWA session came to a close, with its Chairperson's leading a harmonious chorus singing Weapons unite: let's declare PEACE. Let's serve PEACE.

Let's show Humankind the only way to live peacefully, nonviolently, nonkillingly.



What will there be?

A nonkilling plea dedicated to President Barack Obama

I

Of your faith in hope there is Nobel recognition
the formidable challenges facing you now magnify
wisely added to your brave presidential mission:
A deeper universal value you are asked to dignify

II

A world free from the threat of nuclear war: will there be ?
A world free from any acts of terrorism: will there be ?
A world free from violations of Human Rights: will there be ?
A world of Societies that are killing-free: will there be ?

III

For diplomatic relations what principles do you (fore) see ?
For economic fairness what policies do you (fore) see ?
For environmental justice what procedures do you (fore) see ?
For universal harmony what practices do you (fore) see ?

IV

To a nonviolent world may you creatively contribute
in which myriad, malevolent ways of killing will cease
To a Nonkilling world may you audaciously contribute
and help Humankind learn to share the Earth in Peace

Francisco

Send it to the White House!

Milt

Milton Schwabel, Professor Emeritus, Rutgers University.
Past Editor of Peace and Conflict, Journal of Peace Psychology.

Wonderful !

Steven Pinker,
Harvard University

Dear Francisco,

This form of stanza, modified most appropriately in the third, works very well. The thematics, are, of course, first class. The emphasis on "fore" is really good. It's in line with Barack's second memoir, the Audacity of Hope. It is, of course, the future that needs so much tending. Strong, with just the right amount of subtlety. All best.

George

Dr. George Simson, Professor Emeritus, English Literature, University of Hawaii.
Author of Foreword to Prof. Gomes de Matos book Nurturing Nonkilling: a Poetic Plantation.

Dear Francisco,

Thank you for your poem-plea to PRESIDENT OBAMA.
I believe he will sincerely attempt to foster the goals you
mention but to achieve them he will need the help of many
dedicated, active supporters.

Best wishes,
Mort

Morton Deutsch
E.L.Thornapple Professor Emeritus and Director Emeritus,
International Center of Cooperation and Conflict Resolution,
Teachers College, Columbia University.

Francisco

Thanks for sharing your tribute to Obama. It is a fine,
sensitive piece on peace. There is nothing I can that will
either add or detract from your effort. I trust you have sent
a copy to the White House.

Best,

Bob

Robert B. Kaplan is Professor Emeritus, University of Southern California.
He was President of TESOL, NAFSA and AIAL. One of the world's best-known
applied linguists.

Dear Francisco,

*All I can do is echo Sandy's and Shelley's sentiments.
I am astounded of course at the negative responses to this award
of his own, when he has nothing to do with the award decision.
I think our Norwegian friends have sent a powerful message about
peace to the world - as you so eloquently write in your poetry.*

My best,

Mark

Mark Algren (University of Kentucky) is a past President of TESOL.
Teachers of English to Speakers of Other Languages.

Amen.

John

John Micklos, Jr.
A past Editor-in-Chief, Reading Today
International Reading Association



Educating All Children for Nonkilling



all Global Education | Poster 5 Series 2011

If you want to communicate peacefully with these two principles you could comply:
“Friendly interaction always CREactivate”
“Communicative Peace commit to apply”

If you want to communicate peacefully ideas, views, feedback freely exchange interpret disagreements respectfully learn to extend your empathic range

If you want to communicate peacefully humanizing words you warmly choose and kind phraseologies use tactfully so your patience you will never lose.

Do you want to communicate peacefully?
anger, animosity, hatred, violence please never show
your “”inguistic neighbor” always see thoughtfully
and in Nonkilling Language Power you will grow.



Nurturing Nonkilling.

A Poetic Plantation

Praise for the 3rd Edition of Francisco Gomes de Matos's "Nurturing Nonkilling", by Professor Morton Deutsch

I first heard of Francisco Gomes de Matos when I asked a professor of linguistics at Columbia University to write a chapter for our Handbook of Conflict Resolution, 2006 edition. She declined and said that the best person to write such a chapter would be Francisco. He wrote a very fine chapter.

Ever since then, I have been receiving from him more than a poem each week. These well-written poems have covered such important topics as human dignity, peace, nonkilling, and other important human concerns.

Although we have not yet met in person, I feel that his poems and writing portray him to be a very creative, humane, warm-hearted person who embraces the world with joy, care, and a sense of responsibility.

I have felt that his poems deserve a wide public audience. They could play an important role, along with the effort of many others, to move us all toward the development of a world community in which such values as human dignity, peace, nonkilling, and a sustainable planet are central to its people, its institutions, its nations, and all its religions.

Knowledge of the inspiring poems in this book, I hope, will be made available to people using the Internet (e.g., Facebook and Twitter), to the professions addressed in the poems, to the delegates and officials of the United Nations, and to the leaders of our educational, economic, religious, and governmental institutions throughout the world. Also, I hope a special edition for children will be prepared.

Francisco's poems are a valuable contribution to the world!



Morton Deutsch

E.L. Thorndike Professor Emeritus
of Psychology
Director Emeritus of the International
Center for Cooperation and Conflict
Resolution (ICCCR), Teachers College,
Columbia University

PASSED AWAY March 13, 2017



Business for Nonkilling. A Checklist

BUSINESS PERSONS,

Doing business is as old as the History of Humankind
Does it involve more than profit-seeking? Commercial peace of mind ?

You are engaged in an essential,multifaceted occupation
To carry it out, have you had a university education?

When your company is involved in international trade
What kinds of fair-priced proposals are made ?

If an effective salesperson you want to be
What dignifying challenges do you see ?

Do you see business as a financial transaction
or do you also see that process as humanizing interaction?

What business agreements you help to reach
What constructive lessons do negotiations teach ?

When a new product/service with excessive pride you show
Do you forget that there is a client-satisfying goal ?

Does your company fixed prices like to impose ?
Or in a spirit of flexibility,fair prices are proposed ?

When to your clients you boast of innovative technology
Do you also treat your business partners with relational dignity?

What you think you are doing business extremely well
Besides good products and services,what humanizing values do you sell ?

In doing business in other cultures on mutual respect and trust do you insist
or in a self-centered cultural approach do you shamefully persist?

In a nonkilling perspective,persons may be said to be commercially killed
when they are ill-treated by businesspersons in Economic-Rights unskilled

Next time in a business interaction you joyfully participate
Do your very best to human character and communicate elevate

In a world of increasing,diverse business we all live
May the business of Humankind prioritize ways to give

For Nonkilling Education: A Plea to Humankind

Humankind, Humankind, in many languages and cultures many forms of Education there are

Humankind, Humankind, in schools everywhere educators and learners can often go very far

Humankind, Humankind we may agree and say that Education/Psychology for Peace and Nonviolence are globally needed

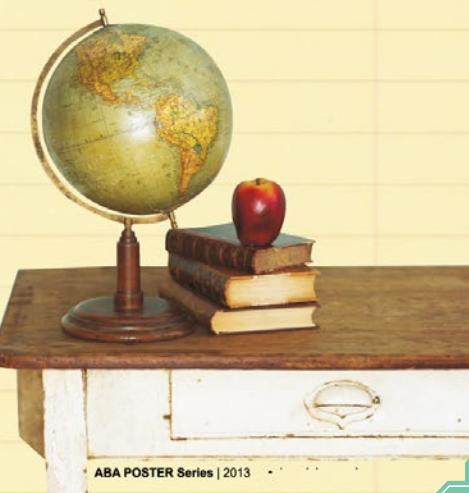
but do we know how such transformative approaches can be cooperatively, creatively, humanizingly and effectively heeded?

Humankind, Humankind, the time is ripe for a Nonkilling Approach to Education also to be known

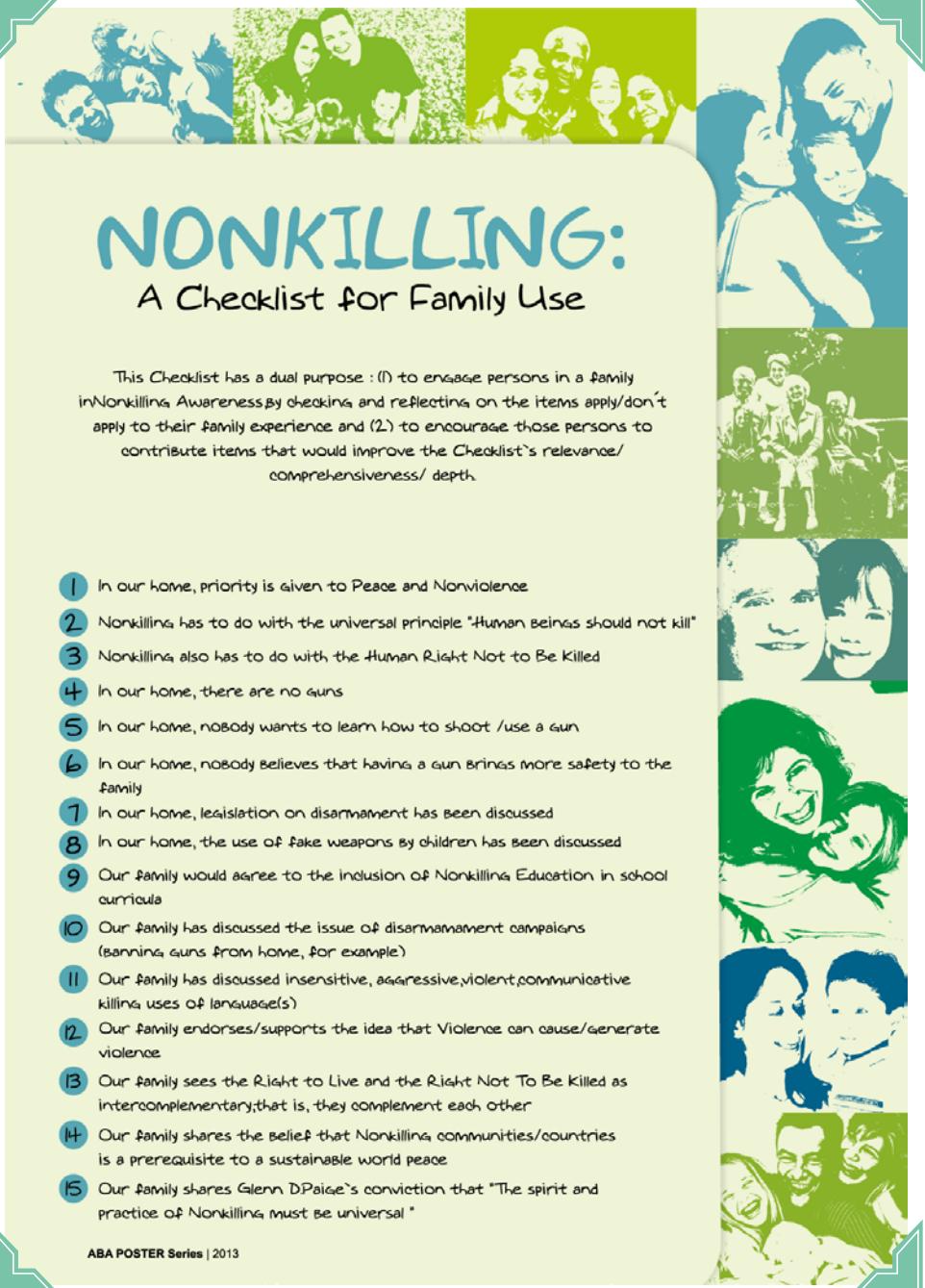
In all school curricula, its principles and practices should be imaginatively and constantly sown

Humankind, Humankind may this be a Plea for your Nonkilling Humanization

and may this global effort help bring about the rise of a Nonkilling Civilization everywhere through many forms of Nonkilling Education.



ABA POSTER Series | 2013



NONKILLING:

A Checklist for Family Use

This Checklist has a dual purpose : (1) to engage persons in a family in Nonkilling Awareness by checking and reflecting on the items apply/don't apply to their family experience and (2) to encourage those persons to contribute items that would improve the Checklist's relevance/comprehensiveness/ depth.

- 1 In our home, priority is given to Peace and Nonviolence
- 2 Nonkilling has to do with the universal principle "Human beings should not kill"
- 3 Nonkilling also has to do with the Human Right Not to Be Killed
- 4 In our home, there are no guns
- 5 In our home, nobody wants to learn how to shoot /use a gun
- 6 In our home, nobody believes that having a gun brings more safety to the family
- 7 In our home, legislation on disarmament has been discussed
- 8 In our home, the use of fake weapons by children has been discussed
- 9 Our family would agree to the inclusion of Nonkilling Education in school curricula
- 10 Our family has discussed the issue of disarmament campaigns (banning guns from home, for example)
- 11 Our family has discussed insensitive, aggressive, violent,communicative killing uses of language(s)
- 12 Our family endorses/supports the idea that Violence can cause/generate violence
- 13 Our family sees the Right to Live and the Right Not To Be Killed as intercomplementary,that is, they complement each other
- 14 Our family shares the belief that Nonkilling communities/countries is a prerequisite to a sustainable world peace
- 15 Our family shares Glenn DPaige's conviction that "The spirit and practice of Nonkilling must be universal"

Preserving The Past : A Nonkilling Cultural Plea

° ٢٠١٠ °

Historically it may be said that the past can not be destroyed, but the destruction of archeological remnants leaves a deeper cultural void

As recent violent acts against archeological sites have shown, new shameful kinds of global cultural crime have grown

Effective global efforts to preserve archeological remnants should be made, and before Justice, a case against perpetrators of such crime should be laid

May such cultural killers stop turning the past into dust and sand for archeological relics are historical temples; not ordinary land

6



POSITIVENESS



TOWARD A WORLD PEDAGOGY OF POSITIVENESS: A PLEA

Sad to see that in many parts of the world there is increasing negativity, which calls for educators everywhere to enhance the power of positivity

If we look at **POSITIVENESS** and **NEGATIVITY** in the History of Languages what will be shown? Will uses of those two concepts in spoken / written vocabulary have grown?

Let's look at four pairs of antonyms in English and see what they reveal
Taking their year of entry into written English, using evidence that is real

In written English, before the adjective **NEGATIVE** had made its visual debut, **POSITIVE** was already available to language users, as a good point of view
(*Negative: from 1350; positive: from 1250*)

In written English, only from 1785, **PESSIMISM** became alive
but from 1730 **OPTIMISM** had already been introduced and it was to thrive

If we keep adding to this list of **POSITIVE** X **NEGATIVE** contrasts, a surprising fact will be found sometimes it is the negative concept that precedes what is considered sound

Thus, from 1480 the adjective **DESTRUCTIVE** into English made its way
but only from 1670 was **CONSTRUCTIVE** to see the light of day

Also, from 1250 **UNHAPPINESS** was already visually presented
whereas only from 1520 was **HAPPINESS** to be graphically represented

Since in the history of Humankind, **GOOD** and **EVIL** coexist
how can we do our very best for **POSITIVENESS** to persist?

By teaching language users to build and enhance their vocabulary of **POSITIVIZERS**
by choosing positive words, expressions and phraseologies which can meet our
communicative needs as **POSITIVE WORLD** organizers

In this age of increasing shameful, violent, killing **NEGATIVITY**,
a plea is made for educators to help citizens become dignifiers
and peace-builders deeply committed to **POSITIVITY**

ABA GLOBAL EDUCATION Poster series | 2015



How to be A positive language user

✓ *A checklist*

1. A positive vocabulary-phraseology to prioritize.
2. The harmful impact of negativity semantically to know how to neutralize
3. A repertoire of Positivizers (nouns, verbs, adjectives, adverbs) to organize
4. A positive local/global/world view to realize
5. Positive attitudes to epitomize
6. Positive human qualities to aggrandize
7. Negative experiences/feelings to learn to exorcise
8. More positive communicative act(ion)s to materialize
9. Negativism and other destructive forms of -Ism to ostracize
10. Communicative dignity and peace to incentivize

A Positive Business Organization

Checklist for desirable qualities

A positive business organization implements and sustains

- A commitment to local community service and dedication
- A system of peaceful/ constructive/ nonviolent /nonkilling communication
- A policy of digni-economic modernization
- A policy of mutually fruitful intra- and inter- organizational cooperation
- A scientific-technological advancement with concurrent humanization
- A work community's right to a continuing professional education
- A policy of enhancing its business leaders' professional preparation
- A policy of enhancing intra-organizational global citizenship conscientization
- A work community's right to a policy of worthy remuneration
- A belief that the history of positive business organizations contributes significantly to the positive history of civilization.



Brazil

A positive anticipatory view

*Oh, Brazil, about you what can I foresee well?
About what good things will you make me tell?
Here is what I can optimistically dare foretell:*

*You will be internationally admired.
You will be politically united.
You will be economically recovered.
You will be educationally developed.
You will be environmentally committed.
You will be scientifically and technologically advanced.
You will be interculturally comprehended.
You will be juridically strengthened.
You will be diversely reconstructed.
You will be egalitarianly motivated.*

*Oh, BRAZIL, what will be your legacy to every coming generation?
A country committed to a global peaceful / nonviolent /
nonkilling transformation?*

*A country in which every citizen's health and well-being
will be prioritized,
A country in which the need for a sustainable global citizenship
will also be recognized.*

*Oh, BRAZIL, may all of these things happen to you;
May you inspire Brazilians only good things to do.*

Let's Organize our Vocabulary **POSITIVELY**

A gap in the English grammar wordclass system can easily be seen:

POSITIVIZERS: nouns, verbs, adjectives, adverbs that positively mean.

Because of a large vocabulary our fluency may be recognized but in terms of communicative positiveness how is it organized?

Our vocabulary we should learn to organize: NounPositivizers that help values **to optimize**.

Our vocabulary we should learn to organize: VerbPositivizers that help interactions **to humanize**.

Our vocabulary we should learn to organize: AdjectivePositivizers that help qualities **to maximize**.

Our vocabulary we should learn to organize: AdverbPositivizers that verbs, adjectives, adverbs **deeply modify**.

by Francisco Gomes de Matos, a peace linguist.
President of the Board, ABA Global Education, Recife, Brazil

7

CREATIVITY,
INNOVATION

LINGUISTIC CREATIVITY

Dedicated to the ABA creatives

We are linguistically creative when

- 1 Sentence word order we can invert, and to creative synonyms we can revert
- 2 We can engage in wordplay and have something surprisingly pleasant to say
- 3 Two words we can juxtapose and a deeper meaning to propose
- 4 Our messages we can intensify and in deeply humanizing ways dignify
- 5 From English to Portuguese we can switch and make our messages bilingually rich
- 6 Through alliteration we make our messages memorable and our communicative intentions understandable
- 7 We can make creative use of rhyme and do our best to be expressively sublime
- 8 We need to go beyond existing vocabulary and exercise our right to coin words when necessary
- 9 Words and phrases we can select to bring out a surprisingly positive effect
- 10 We want to express a beautiful fact and use paraphrasing as a creative linguistic act
- 11 Through variation we show our stylistic physiognomy and as language users we can assert our autonomy
- 12 Standard grammar rules our syntax seems to break for creative constructions our minds to make





Innovation in Language Teaching: A Checklist

Dedicated to Robert Alan Black, an inspiring creative from Athens, Georgia, USA

As language teachers, we innovate when we

- 1 engage our students in multimodality activities, hitherto not implemented by current approaches
- 2 create language learning materials that integrate print and digital forms of learning in novel ways
- 3 challenge our students to describe and share their presumably effective ways of autonomous language learning
- 4 challenge our students to probe their competence as viewers and critically to discuss their attitudes toward viewing
- 5 challenge our students to look for language-using opportunities in little explored sources on the Internet
- 6 design and try out new ways of assessing learners' abilities in using second languages innovatively
- 7 design and try out meaningful, memory-enhancing materials also aimed at educating for planetary citizenship
- 8 Co-imagine (with our learners) language learning environments in which humorous strategies for vocabulary development are activated
- 9 Co-imagine (with our learners) innovative ways of learning on the basis of only one language learning process, for instance, listening comprehension
- 10 Create rhymed reflections for summarizing texts read in print or on line
An example:
One strategy which may help your phraseological competence to enhance:
creating equivalent sentences and texts in order to stylistically advance
- 11 Question and improve subtitling (found in film / video productions) in the second language and also justify the suggested improvements (for group work)
- 12 Find inspiring innovative practices in the Arts and adapt / apply them to teacher-oriented purposes
- 13 Find inspiring innovative practices in Technology and adapt / apply them to autonomous learning purposes
- 14 Conduct research on views of innovation in language teaching across (educational) cultures and publish them
- 15 Anticipate mid-21st century visions of innovative principles and practices in Language Teaching and not only restrict them to powerpoint presentations in events for teachers

In Language Teaching, what would be the deepest way to innovate ?
Always challenging our students their Communicative Dignity to elevate

8

ENGLISH



LEARNING ENGLISH AT ABA

A rhymed reflection

by Francisco Gomes de Matos, co-founder and
president of the Board, ABA Global Education, Recife, Brazil.

Learning English at **ABA** is much more
than educational investment

It is also in experience in humanizing
achievement

COMMUNICATIVE ADVANCEMENT

INTERPERSONAL BETTERMENT

GLOBAL CITIZENSHIP DEVELOPMENT

ETHICAL DISCERNMENT

ARTISTIC ENCHANTMENT

CREATIVE ENGAGEMENT

INTERCULTURAL ENHANCEMENT

DIGNITY IMPROVEMENT

PEACEBUILDING INVOLVEMENT



Readers are asked to add to
the list of NOUNS in - MENT.
Justify your contributions.



TEACHING ENGLISH AND BEYOND: A GLOBAL PLEA



When the English language we teach
A deeper goal we should also reach
Helping learners to communicate
In ways that their character elevate
Also helping learners cooperatively interact
and make communicative dignity a fact
When English we teach
a global goal we should also reach:
Contributing to uniting Humanity
and increasing the spread of interculturality
To all teachers of English may this be a
Top-Priority plea

that will help them as global
citizens sail on the
same peaceful sea

By Francisco Gomes de Matos,
ABA Global Education, Recife, Brazil

ABA GLOBAL EDUCATION Poster Series | 2019 Design: Ane Cleide Silva



TESOLers as applicers of Nonkilling

When the English language we teach
our responsibilities multiply
besides educational goals to reach
there are humanizing values to apply



Let's teach words that **edify**
dignify
qualify
unify



Let's **not** teach expressions that segregate
separate
denigrate
devastate



Let's **not** use English to humiliate
depreciate
infuriate
vituperate

Let's **always use English to change** FIGHT into **LIGHT**
FOE **FRIEND**
FEAR **FAITH**
HARM **HARMONY**
KILL **NONKILL**



Developing writing competence: A Checklist

Language educators speak of the importance of speaking, but writing is equally important, too **How well do I communicate in writing?**

Does that ability help me be:

more agreeable to you?

How?

accommodating

harmonizing

attuned

humble

benevolent

magnanimous

conciliatory

peaceful

cooperative

respectful

dedicated

sensible

dignifying

sincere

empathic

soulful

friendly

understanding



PROBING

Human Rights Vocabulary:

Verbs in English

“Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized”

Article 28, Universal Declaration of Human Rights.

When reading/writing/talking about Human Rights, do you focus on the verbs which typically co-occur with that important concept-term? The following open-ended, alphabetically arranged list aims at drawing attention to the use of Human Rights from a collocational perspective. A collocate is a word that often appears together with another word, which co-occur in spoken/written context. In the quantitative type of Linguistics known as Corpus Linguistics, a collocate is a word which occurs near other words. Thus, if you look for the 10 verbs which co-occur with the noun Right in American English, you will find this list : protect, violate, deny, exercise, defend, reserve, recognize, educate, oppose, preserve *.

From my readings in Human Rights in English **, I have compiled a list of verbs which are used as collocates of Human Rights .Note that a few verbs express a negative stance.

HUMAN RIGHTS are or may be

accepted
adapted
adopted
advocated
appealed(to)
applied
assessed
balanced
breached
complied(with)
cultivated

defended
denigrate
enjoyed
ensured
expanded
fulfilled
globalized
honored
humanized

implemented
innovated
internalized
interpreted
invoked
justified
monitored
nurtured
probed
proclaimed
protected

questioned
realized
recommended
reformed
rejected
researched
respected
safeguarded
shared
sidelined
trampled
upheld

Students in Human Rights courses may be asked to say each item from the list out loud and to answer the questions Why and How. For a 100-verb list of verbs which co-occur with Human Rights in the NOW Corpus (News on the Web), access the link : corpus.byu.edu/now/?c=now&q=49531791

May this list help inspire Human Rights educators to look at the verbs which enhance the empowering global role of Human Rights.

* Mark Davies and Dee Gardner. A Frequency Dictionary of Contemporary American English. Word sketches, collocates, and thematic lists. London and New York , Routledge, 2010, p.20

** An excellent recent source is Andrew Clapham, Human Rights. A very short introduction. 2nd ed. Oxford University Press, 2015.

9

SPIRITUALITY



COMPASSION would have no boundaries
if the good actions of Humankind had no limitations

COMPASSION would have no boundaries
if only good actions were practiced by all nations

Every day the boundaries of COMPASSION enlarged can be if people from everywhere use DIGNITY as a humanizing seal

Every day the boundaries of COMPASSION enlarged can be
If less and less humiliation in human interaction there will be

Enlarging the boundaries of COMPASSION is more than a HUMANE responsibility
It calls for a spirit of serving those who suffer in a world void of solidarity

Enlarging the boundaries of COMPASSION
should not be only a quantitative action

How about engaging in it as a qualitatively transforming, dignifying PASSION?

HUMANKIND`S PLEA FOR A NEW SPIRITUALITY

Oh,LORD

We say we love to live
but our living is limited

We say we love to give
but our giving is limited

We say we love to forgive
but our forgiving is limited

We say for others we love to care
but our caring is limited

We say we love to serve
but our serving is limited

We say we love to know
but our knowledge is limited

We say we love to create
but our creativity is limited

We say we love to build Peace
but our Peacebuilding is limited

We say we love to be compassionate
but our compassion is limited

We say we love to pray
but our prayer is limited

We say we love OTHERS
but our love of other HUMAN BEINGS is limited

How can we make it a LOVE OF ALL OTHERS without exception?
Oh, LORD, with your UNLIMITED LOVE, please give us the spiritual direction.

Dedicated to the INSTITUTE FOR RESEARCH ON UNLIMITED LOVE.

ABA-POSTER series 1/2011





PRAYING NONKILLINGLY

a mosaic of poetic pleas

Plea One

For PEACE we can pray
Let 's add one more way
For NONVIOLENCE we can pray
Let 's add another way
For HARMONY we can pray
Let 's add one more way
For COMPASSION we can pray
Let 's have one more way
What way ? For NONKILLING let 's pray

Plea Four

Let 's pray for the Nonkilling of People
Animals
Plants
Trees
Water
the Air we breathe

Plea Two

Let 's pray for Nonkilling
Let 's pray for No more killing
Let 's pray for NO to killing !
Let 's pray for Nobody killing
Let 's pray for Nobody being killed

Plea Five

How to conjugate the verb TO PRAY nonkillingly

For those who KILL or ARE KILLING, let 's pray
For those who KILLED, let 's pray
For those who WILL KILL, let 's pray
For those who HAVE THOUGHT OF KILLING, let 's pray
For those who COULD HAVE PREVENTED KILLING, let 's pray

Plea Three

For all persons killed or being killed violently, let 's pray
For all persons killed in urban violence, let 's pray
For all persons killed in conflicts and wars, let 's pray
For all persons killed in all kinds of violent actions, let 's pray

Plea Six

Let 's pray for all who pray NONkillingly
Let 's pray for all persons who don 't pray
Let 's pray for all who NONkillingly practice what they pray
Let 's pray for a world praying NONKILLINGLY in all faiths, religious and spiritual traditions
Let 's live NONKILLINGLY, pray NONKILLINGLY for a NONKILLING WORLD



For Humanity

by Francisco Gomes de Matos | A peace linguist. ABA Global Education - Recife, Brazil

One day in the not-too-distant future, by all governments/nations,
a Global Peace Treaty will be signed!

To all signatories, a dual mission will be assigned:

1. All children as peace co-builders will be educated.
2. All global citizens will be ensured of enjoying their multi-right to:

Diplomatic harmony.

Economic dignity.

Environmental sustainability.

Healthcare accessibility.

Mutilingual interactivity.

Sharing scientific/technological innovations.

Spiritual serenity.

In short, by honoring the Global Peace Treaty, all governments/nations
will be co-writing a new history for Humanity!

Your futuristic
offering is great!
I truly like it!
In friendship
Andrea Bartoli

Dear Francisco:
I think the presentation and thoughts
are interesting and attractive. Skills of anticipation
have long been part of my peace education practice.
They are essential to peacemaking and
peacebuilding.
Best, Betty Reardon

10

MISCELLANEOUS

FUTURELOG*

Pairs of Rhymed Reflections

To President Barack Obama
and his family this is dedicated.
Brazilian-American friendship
is also herewith celebrated.



1. How can we go beyond an Epilogue? By creating an engaging Futurelog
2. For you, readers, it will be presented as participatory. On Obama's imminent or future actions it will be anticipatory
3. Obama's economic challenges: what will they be? What sensible solutions will his government see?
4. Criticism of his government's health policy: How will he oppose? What realistic, conciliatory solutions will his government's propose?
5. In Obama's decisions in U.S. International Relations will there be history-making foreign policy innovations?
6. Will Obama's achievements in Human Rights go beyond national/global expectations? Will his second presidential term be remembered by supportive media manifestations?
7. How will his first+second presidency be described for posterity? Will it be known as a creative blend of audacity and austerity?
8. In Obama's evolving administration, will immigration legislation undergo a major change? In U.S. higher education institutions, what will happen to cross-educational -cultural exchange?
9. In his ongoing and future executive leadership, in science and technology what will be prioritized? How will the preparation of new generations of scientists and technologists be optimized?
10. In Obama's administration, what will be done in support of the Right to Peace? What actions will be taken for peacebuilding-promoting-sustaining never to cease?
11. In his presidency, what principles and procedures for environmental justice will give the Earth more dignity? How will creativity in Arts and Education be sustainably integrated in school curricula as a required quality?
12. Dear reader, how will you contribute to this Futurelogue? What rhymed reflections will you add to this provocative Epilogue? Why? Please justify.

May the Obamas and their daughters a close-knit, loving family continue to be. Their exemplary experience of nurturing humanizing values for the world to see.



* From Bernard Aquina Doctor's book BARACK. The Challenges & Achievements of America's First Black President. Published by AQ Media Publications, New York, December 2013





A LEADER:

A Checklist of Desirable Traits

A LEADER IS:

collectivizing
compassionizing
concretizing
enterprising
futurizing
globalizing
harmonizing

humanizing
inclusivizing
incentivizing
maximizing
nonkillingizing
optimizing

organizing
positivizing
prioritizing
scrutinizing
strategizing
systematizing

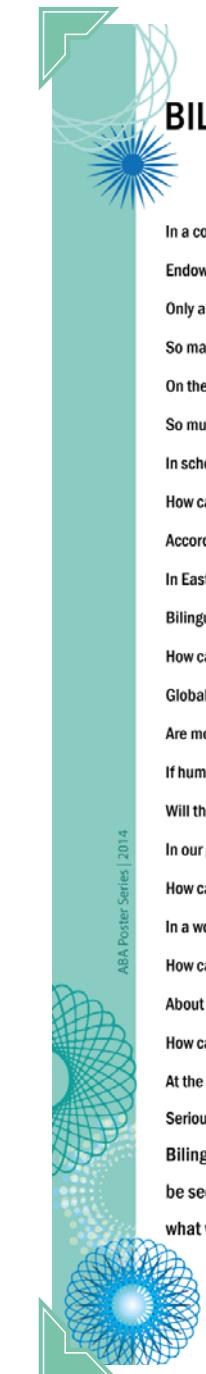
A LEADER SHOULD BE:

a collectivizer
a compassionizer
a concretizer
an enterpriser
a futurizer
a globalizer
a harmonizer

a humanizer
an inclusivizer
an incentivizer
a maximizer
a nonkillingizer
an optimizer

an organizer
a positivizer
a prioritizer
a scrutinizer
a strategizer
a systematizer





Dedicated to Tej K.Bhatia

BILINGUALISM AND MULTILINGUALISM

In a cognitively-culturally diverse world we live
Endowed with a universe of crosslinguistic take-and-give
Only a few languages are globally shared
So many minority languages: how are they being cared for?
On the Internet more and more languages are being used
So much language simplification is applied but language users don't get confused
In school curricula, into a few languages the world is being segmented
How can a new policy of language education diversity be implemented ?
According to the latest research, what is Bilingualism / Multilingualism like today ?
In East and West will Plurilingualism sustainable stay ?
Bilingualism and Multilingualism are good for developing cognitive flexibility
How can the use of several languages also help enhance communicative dignity ?
Globally, the quality of translations is being enhanced
Are more effective interpreting techniques being advanced ?
If human beings are educated in Global Peace Citizenship to participate
Will those language users more kindly, more cooperatively communicate ?
In our global efforts to humanize bilingual / multilingual ways to communicate
How can education systems key principles from Peace Linguistics incorporate ?
In a world increasingly connected by globalization
How can Languages for Peace Programs help spread Nonkillingization ?
About neuropsychological aspects of Bilingualism much more is known
How can more individual/societal benefits from that process be sown ?
At the service of Law and Justice, expertise in Bilingualism / Multilingualism can be placed
Serious communicative problems affecting persons' lives will be effectively faced.
Bilingualism / Multilingualism as more than a cognitive-linguistic marvel should
be seen It is also a creative communicative power that can interculturally dignify
what we mean.



50 years of AILA: 1964-2014

Significantly, AILA
has become 50 years old
how much of its relevant
history has been told?

Since its farsighted foundation
in congenial Nancy
What global formative role
for AILA was there to be?

AILA Congresses have been held
in countries from East and West
What solutions to communicative
problems are being put to a test?

In charming Brisbane, Austrália,
the 2014 Congress will take place
How will its interculturally vital
theme further dignify AILA's face?

On this 50th Anniversary, as a retired
member of the AILA community,
I rejoice and humbly ask all of you
to hear my applied peace
linguist's voice:

May AILA through its affiliates,
also contribute to the rise
of Applied Linguistics to Peace
So that communicative peace and
dignity everywhere will never cease!

On **Earth** DAY

*Dedicated to the Advanced Consortium
on Cooperation, Conflict, and Complexity -
The Earth Institute, Columbia University*



As environmentally responsible citizens
of the Earth what can we say ?

The land surface of the world let's protect,
the physical phenomena of the Earth let's respect .

Soil sustainability everywhere let's enhance
and Earth Science initiatives let's advance .

The origin of the Earth let's probe with interdisciplinary dignity
and ensure that the Right to Earth be honored by all Humanity .

Let's be grateful for another Earth Day
and in celebration, in all languages let's say :

I promise to do my share
and show that for the quality of life on Earth I will always care .

On Earth Day, let's commit to building a sustainable Peace
so that all forms of human violence and killing will cease .





ARE WE GLOBALIZERS? WHEN? *An open-ended Checklist.*

We are globalizers when we...

01. See ourselves as global citizens and (inter)act accordingly
02. Treat global issues as shared challenges and responsibilities
03. View all cultures / communities / countries worldwide as interconnected / interdependent but yet independent
04. Commit to global compassion, solidarity and sustainability
05. Promote Global Education as a priority goal for all children in educational systems everywhere
06. Succeed in preventing / stopping wars, terrorism and other destructive acts around the world
07. Co-build Global Happiness as the outcome of sustainable peace / nonviolence / nonkilling
08. Implement global economic policies that are just, fair and dignifying
09. Commit to exchanging ideas globally and helping to build networks for the good of humankind via online communities, international conferences and collaborative projects *
10. Believe in and activate the power of religions /spiritual traditions for re-humanizing interpersonal / family / intergroup / international relations.
11. Respect Earth and Life as we do not live alone *
12. Protect the diversity of languages for what it will safeguard our cultures and identities *

ABA GLOBAL EDUCATION Poster Series | 2015



Are You A Lif Enhancer? A Checklist

Introduction

According to the American Heritage Dictionary (4th ed., 2007, p. 489), Life is the quality that distinguishes living organisms from dead organisms and from inanimate matter. That lexicographic work also tells us that "to enhance" means to make greater, especially in value, reputation, or usefulness (p.286).

The Random House Webster's College Dictionary, 1997, p.433 teaches us that to enhance is to increase the quality of/to improve. If we put enhance and life together and invert the noun/adjective sequence, we'll come up with Life enhancer. By resorting to an Old English spelling - LIF - we can coin an additional noun in current English: Lif enhancer. This lexical combination has inspired me to create a poster which will ask the following questions:

Are you a lif enhancer? How? By acting in what ways?

Suggested answers can be provided through -LY ending adverbs. Readers are invited to reflect on, and to add to this list. You are a LIF enhancer when you help improve the quality of Life by acting/interacting:

*A*ffectionately, altruistically, amicably
*B*enevolently, benignly
*C*aringly, charitably, compassionately, constructively, convergently, conversantly cooperatively, cordially, courageously
*D*ignifyingly, diligently
*E*arth-friendly, empathetically, encouragingly
*F*airly, farsightedly, fearlessly, fondly, friendly
*G*enerously, good-humoredly, good-naturedly
*H*appily, healthfully, honestly, humanizingly, humbly
*I*maginatively, incorruptibly, industrially, inspiringly
*J*ovially, joyfully, justly
*K*indheartedly, kindly
*L*awfully, lightheartedly, lovingly
*M*agnanimously, morally, multiculturally, multifariously, multilingually

*N*on-aggressively, nonkillingly, nonviolently
*O*pen-mindedly, optimistically
*P*atiently, peaceably, playfully, positively, prudently, productively
*Q*uietly, questioningly
*R*elevantly, respectfully, rightfully
*S*afely, securely, sociably, spiritually
*T*actfully, tenderly
*U*sefully
*V*ibrantly, virtuously
*W*illingly, wisely, wittily
X... ?
*Y*ieldingly, youthfully
*Z*estfully

Long live Democracy

In Democracy, people
share dignity and liberty

Na Democracia, as pessoas
partilham a dignidade e a liberdade

Government powers live
in harmony

Poderes governamentais
vivem em harmonia

Long live Democracy!

Viva a Democracia!

ABA

Francisco Gomes de Matos
Co-founder of ABA Global Education



★ ★ DISCUSSANTS' OPTIONS ★ ★

A CHECKLIST FOR ANALYZING A POLITICAL DEBATE

1. What political principle(s) do discussants advocate?
2. What key political concepts do they help propagate?
3. How much in-depth political knowledge do they demonstrate?
4. What individual/collective political rights do their statements help elevate?
5. What political traditions do they celebrate?
6. What arguments made in the debate may help politically educate?
7. What global political vision does discussants' discourse accentuate?
8. What top-priority global political change(s) do they anticipate?
9. What political claims do they substantiate?
10. What degree of communicative dignity do they activate?



*I think this poster is great!!
Makes an excellent teaching tool
for inquiry into political discourse
around elections.*

Betty Reardon
Founding Director Emeritus,
International Institute on Peace Education,
Founder of Global Campaign for Peace Education
www.i-i-p-e.org
www.peace-ed-campaign.org



WHAT IS LOVE ?

► A POEM DEDICATED ►
TO THE LOVE FOUNDATION

THE WORLD'S MOST BEAUTIFUL FLOWER
HUMANKIND'S SWEETEST FORM OF POWER

A WISE WAY OF FORGIVING
A DEEP WAY OF GIVING

A SAFE ROAD LEADING TO PEACE
A BOLD CALL FOR ALL VIOLENCE TO CEASE

A FEELING THAT IS SO PROFOUND
AN AFFECTION THAT MAKES THE WORLD GO ROUND

A FONDNESS UNCONDITIONALLY FELT
A UNIQUE LIFEHANDER, BOTH INDIVIDUALLY
AND COLLECTIVELY TO BE DEALT

BY FRANCISCO GOMES DE MATOS

► PRESIDENT OF THE BOARD, ABA GLOBAL EDUCATION, RECIFE, BRAZIL



A WORLD of LANGUAGES

A Plea

DEDICATED TO
www.ethnologue.com

In a world of languages we have the privilege to
live,
But to each language, how much attention do we
give?
A multilingual Earth we may proudly
share,
But for every language development do we seriously
care?
In a world where more than 7.000 languages are
spoken,
Why do we sometimes/often let a commitment
to sustainable language communities be
broken?
In a world of languages we have the intra and
intercultural benefit to
live,
To such global linguistic heritage,
educational systems should more relevance
give.

ON GLOBAL ETHICS DAY

ABA Global Education joins Carnegie Council in celebrating Global Ethics Day.

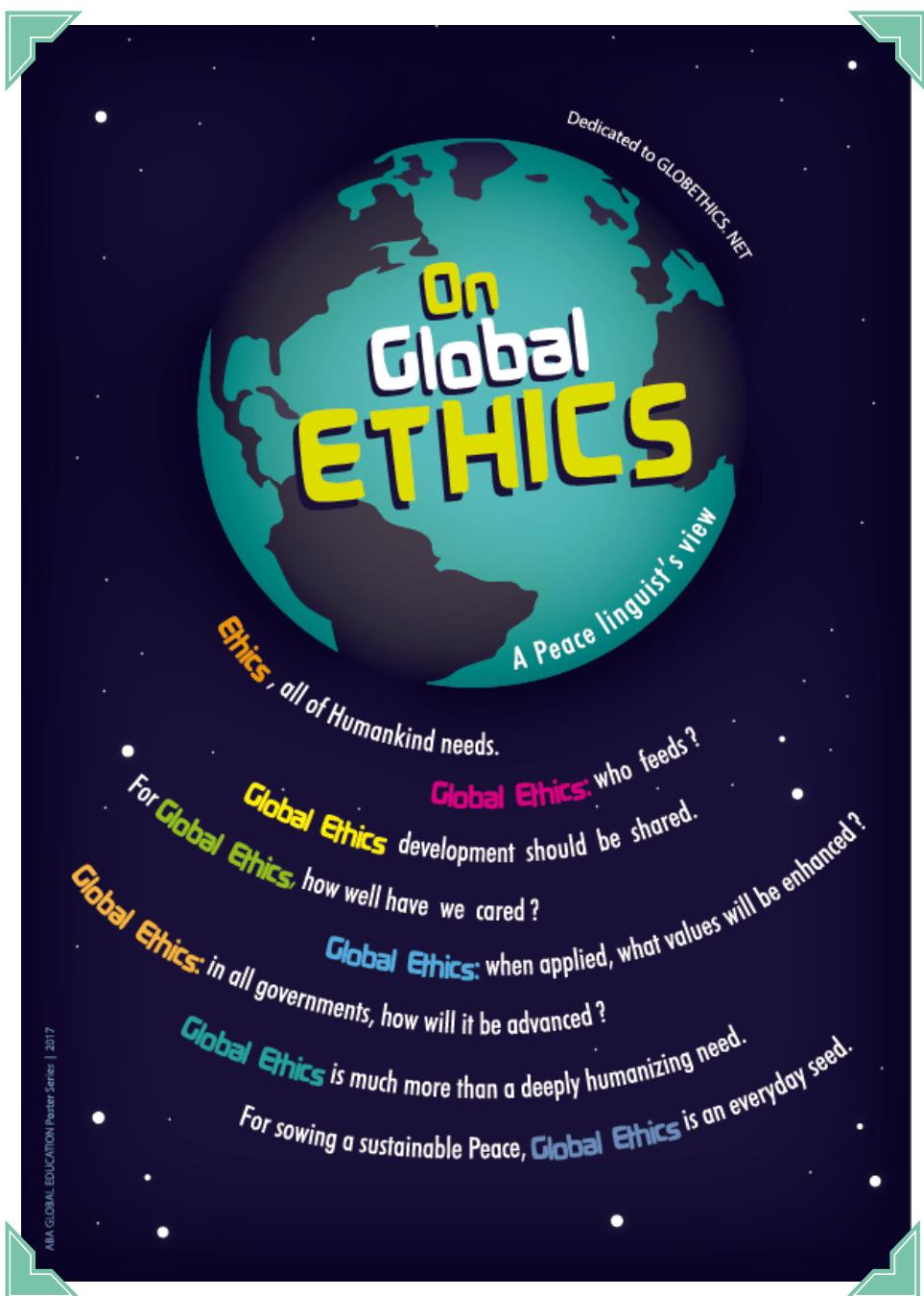
On behalf of our academic and administrative staff here is what we humbly say:
In our binational organization, high ethical standards there are
which deeply inspire us educationally and interculturally to go far

We share the belief that Ethics matters:

By making wise, local choices
and we also globalize our voices

At ABA Global Education,
morality we prize
and our levels of communicative dignity rise

In sharing Carnegie Council's
commendable initiative
of the invitation to join you
we are deeply appreciative



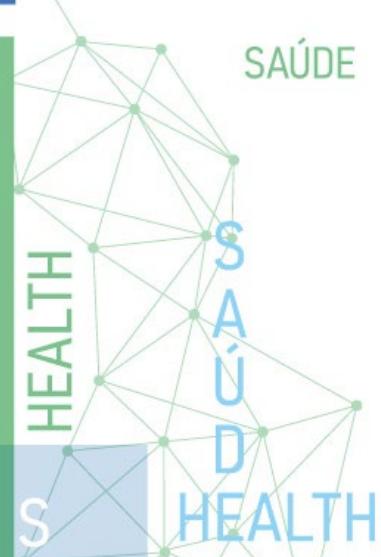


HEALTH • SAÚDE

Por Francisco Gomes de Matos,
ABA Global Education, Recife, Brasil.



Health is a deep concept
It is comprehensive
It is everexpansive
It subsumes well-being,
wellness,
sound body,
sound mind,
physical fitness ,
absence of disease.



Saúde é um conceito profundo
É abrangente
e também crescente
Subsume bem estar,
corpo são,
mente sã,
ausencia de doença,
boa condição física.





Health sings



by Francisco Gomes de Matos
ABA Global Education, Recife, Brazil

Health sings
Health brings
Hope strings
Faith clings
Give life wings!
Always opt for good things

Dedicated to
my daughter
Patricia Bezerra

Very beautiful and like a song!
Donna Price

A saúde (en)canta

A saúde (en)canta
A saúde adianta
Esperança se multiplica
Espiritalidade edifica
À vida, asas implanta
Opte sempre pelo que faz o bem

Tradução:
Marina Gomes de Matos Nascimento Figueiredo



Francisco Cardoso Gomes de Matos

A Peace linguist. Ph.D. in Applied Linguistics.
Professor Emeritus of Linguistics, Universidade
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ABABook

In my Forest of Ideas, Ideals you may find:
They're deeper ideas for the good of Humankind

Francisco Gomes de Matos has a Ph.D. in applied linguistics from PUC-SP, the Catholic University of São Paulo, Brazil, M.A. in linguistics from the University of Michigan and B.A. degrees in languages and law from UFPE, Federal University of Pernambuco, Recife, Brazil. He taught at PUC-SP 1966 - 1979 and at UFPE 1980 - 2003, until his retirement as professor emeritus of linguistics. He was Director of the Centro de Linguística Aplicada Yázigi, SP, (1966-1979); a visiting professor in Canada (University of Ottawa) and the United States (English Language Institute of the University of Michigan, Ann Arbor and Fulbright at the University of Georgia, Athens). One of the world's pioneers in Peace linguistics, he is the author of *Nurturing Nonkilling: A Poetic Plantation* (2009); *Dignity, A Multidimensional View* (2013); and a contributor to the books *Handbook of Conflict Resolution: Theory and Practice* (2014) and *English for Diplomatic Purposes* (2016). Co-founder of the World Dignity University Initiative and of ABA Global Education, Recife, Brazil where he has retired from its Board.

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