NEWSLETTER #91

This spring 2014 edition of our GILE Newsletter contains a wide variety of articles on global themes. Our main articles this issue include: (1) a guide to help language teachers and schools lessen their environmental impact by moving towards paperless classrooms, (2) teaching ideas for promoting global awareness and intercultural understanding through world music and (3) ways to use process drama that engage students with issues such as bullying and homelessness. Special features this issue include a national appeal to English teachers and students for Youth Peace Messages, a special section of teaching ideas for this summer’s World Cup soccer championship in Brazil, a report on TESOL 2014 in Portland plus a round-up of global education news and events.

♦ E-SUBSCRIPTIONS: After 20 years as a paper newsletter, we now offer electronic subscriptions by e-mail. Please let us know if you’d like to try this eco-friendly option!

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Pan-SIG 2014 Conference
May 10 – 11, 2014 Miyazaki
< http://pansig.org/2014/>

This year’s Pan-SIG 2014 will be held May 10–11 in Miyazaki, Kyushu. Presentations will include:

• Activities for Global Citizenship (GILE SIG)
• Group Projects on Global issues (Rothman)
• EFL as a Window to the World (Cates)
• Gender Awareness in the Classroom (Creaser)
• Teachers Helping Teachers in Laos (Kojima)
• Why Don’t Our Students Study Abroad? (Porter)
• Intercultural Communication via Film (Flowers)
• LGBT Activism Australia & Japan (Kawashima)
• Why Do We Need Critical Thinking? (Gann)
• Cool Homes for a Warming Planet (Brierley)
• Critical Pedagogy and Corporations (Arenson)
• ESD in Kenya (Sakamoto/Kelly)
• NGO Outreach: Beyond the Classroom (Carty)
• Service Learning in Iwate (King/Maher)
• Water: Japan’s Environmental Impact (Roman)
• Global Ed at an Asian Youth Forum (Cates)

Global Education Events

- **Fostering Global Citizenship in Japan**
  May 17, 2014 (Lakeland College, Tokyo)
  Website: <www.conference.lc.japan.com>

- **Sarajevo Peace Event & Youth Peace Camp**
  June 6 - 9, 2014 Sarajevo (Europe)
  Website: www.peaceeventsarajevo2014.eu/

- **International Institute for Peace Education**
  July 6 - 13, 2014 (Vilnius, Lithuania)
  Website: <www.i-i-p-e.org/2014.html>

- **Education, War and Peace Conference**
  July 23 – 26, 2014 London (England)
  Website: <www.ische2014.org>

- **Asia Symposium: Human Rights Education**
  <> Deadline for proposals: May 22, 2014

- **8th Annual Conference: Museums for Peace**
  September 19–22 Seoul <www.inmp.net>

  More global education events are listed at:
  www.peace-ed-campaign.org/newsletter/

2014 Summer Institute for Intercultural Communication

The Summer Institute for Intercultural Communication offers a variety of workshops in July including:

• Teaching Intercultural Communication
• Assessing Intercultural Competence
• Countering Bias: Intercultural Effectiveness
• Developing Global Leaders
• Navigating Intercultural & Inter-group Conflict
• Social Justice and Intercultural Communication

Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225, USA
<ici@intercultural.org> <www.intercultural.org>

Language Education Events

- **2nd European Conference on Lg. Learning**
  July 9 – 13, 2014 Brighton (England)
  <http://iafor.org/iafor/conferences/>

- **Literature in Language Teaching (LiLT)**
  September 6 – 7, 2014 Toyohashi (Japan)
  <http://liitsig.org/heart-of-the-matter>/

- **Teaching and Learning of English in Asia**
  Oct 27-29, 2014 Malaysia http://tleia5.com

GILE SIG Website
www.gilesig.org

Our Global Issues in Language Education Special Interest Group website offers a wealth of teaching ideas from back issues of our newsletter, thanks to webmaster Paul Arenson. Check it out!

GILE on Facebook
www.facebook.com/gilesig.org

Take a look at the rich variety of news, resources and information on global ed and global issues on our dynamic Global Issues Facebook page designed by Jack Brajich<branjich@fukujo.ac.jp>

GILE on Twitter
https://twitter.com/gilesigjp

• For more updates on global themes, go to our Global Issues Twitter site, also by Jack Brajich
• Make sure to check out The GILE Daily, an indispensable resource for following the issues!
JALT GLOBAL ISSUES SIG OFFICERS FOR 2014
Here are the 2014 officers for our Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

**ADMINISTRATIVE OFFICERS**

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**WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?**

Don't throw away old textbooks, journals, dictionaries or cassette tapes. Recycle them!

**EFL Books Requested for Teachers in Haiti**
EFL teachers in Haiti are still recovering from the January 2010 earthquake. Send books to:
Herve F. Alcindor, Mate-Tesol President
84 Avenue Jean-Paul II, Turgeau
Port-au-Prince, Haiti

"Book Aid" South Africa Library Project
Help poor South African kids! Check first to see what's needed. They'll mail to South Africa.
Chikako Noda (Japan) <cnoda@email.plala.or.jp>
Website: <www.taa.jp/english.html>

**Vietnam Book Donation Project**
Donate materials to teachers in Vietnam! Pay your own shipping costs. Send to Tran van Phuoc, Hue University (Foreign Lgs.), 27 Phan Dinh Phung, Hue, Vietnam <dh Ngoang uhue@vnn.vn>

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**GLOBAL PROJECTS FOR SCHOOLS AND CLASSES**

**ENVIRONMENTAL PROJECTS**
- **How to Save Paper in School**
  www.wikihomw.com/Save-Paper-in-School
- **How to Become a Green School**
  www.greenschools.net/

**CLASS OR SCHOOL EVENTS**
- **Sponsor a Child Overseas**
  http://plan-international.org  www.plan-japan.org
- **Work to End World Hunger** (click “take action”)
  http://actfast.oxfamamerica.org/
- **Raise Funds to Help Eliminate Landmines**
  www.icbl.org  www.icbl-ngo.org
- **Start a School Human Rights Club**
  www.amnesty.ca/youth/get_involved/
**Challenges Facing English Teachers in Iran**  
by Alireza Talebzadeh (AzerELTA)  
< talebov@yahoo.com >  

This article discusses the challenges facing English language teachers in Iran. The author first describes how religious values have penetrated Iranian education since the 1979 Revolution. Authorities have worked to Islamise schools and universities by segregating females from males and making the *hijab* head scarf mandatory. English textbooks have been “neutralized” by purging all mention of Western culture. The current Iranian Ministry of Education plan states that, “English can be included as a subject in the national curriculum, provided that Islamic as well as Iranian identity is maintained and consolidated.” Despite this, the younger generation is eager to learn English and parents see English as a key to their children’s success. This has led to an explosion of private English schools in Iran and the introduction of a more communicative approach to classroom teaching. The author closes by describing the Azerbaijani English Language Teachers’ Association (AzerELTA) and the work it is doing to promote EFL research and teacher training in Iran.

“Obstacles and Opportunities” in EL Gazette #411  
April 2014, UK <www.elgazette.com>

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**Gender Gap in the EFL Classroom in East Asia**  
by Yoko Kobayashi (Iwate University, Japan)  
< yokobaya@iwate-u.ac.jp >  

This on-line article explores aspects of the male-female gender gap in East Asian EFL classrooms, with a focus on gender inequality as it relates to the stated professionalism of the global English language teaching community. The author bases her arguments on recent research by scholars such as Appleby (2013), Hicks (2013) and Stanley (2013) who deal with discrimination against female native speaker English teachers in east Asian nations where white native males have long dominated English teaching positions at language schools and colleges. The article notes the global commodification of native English speakers, then goes on to describe the well-known male-oriented hiring practices of east Asian countries as well as other unexplored factors which appear to work in favor of young male native speakers from the West.

*Applied Linguistics* April 3, 2014 (OUP, UK)  
< http://applij.oxfordjournals.org/ >

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**CALL Me… Maybe: A Framework for Integrating the Internet into ELT**  
by George Chinnery (US Embassy, Hungary)  
< RELOBudapest@state.gov >  

This article starts by outlining various ways that students can use the Internet for language practice:

- Write film reviews: <www.rottomatoes.com>
- Review various products: <www.amazon.com>
- Try digital storytelling: <www.storify.com>
- Share personal interests: <www.pinterest.com>
- Analyze trends: <www.google.com/trends/>
- Plan trips with maps: <www.maps.google.com>
- Practice conversation: <www.skype.com>
- Survey their friends: <www.facebook.com>
- Do multimedia presentations: <www.prezi.com>
- Create on-line videos: <www.youtube.com>
- Do language exchanges: <www.livemocha.com>

The author describes the benefits that the Internet offers for language teachers (authentic language, self-access, motivation…) as well as various issues (eg less than 35% of the world can get on-line, the average lifespan of a website is 77 days). He outlines 3 ways the Internet can be integrated into language teaching: (1) as a medium of instruction, (2) as a source of content and (3) as subject matter. As a medium of instruction, the Internet can function as a tutor for students and as a tool for creativity, communication and collaboration. As a source of content, it can provide authentic language (aimed at native speakers) and semi-authentic language (simplified for language learners). As subject matter, the Internet can become a topic for class discussions and content-based learning. Websites that the author recommends include:

- Voice of America’s Learning English News Site: <www.learningenglish.voanews.com>
- National Public Radio: <www.npr.org>
- DailyLit English Story Site: <www.dailylit.com>
- EFL exercises for charity: <www.freerice.com>

*English Teaching Forum* Vol. 52/1  
2014 USA  
http://englishprograms.state.gov/forum/

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WANTED - CONTRIBUTIONS!

- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource you recommend?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!
News from Language Teaching Organizations

**Japan Association of College English Teachers (JACET)**

**JACET 2014 National Conference**

*Fostering English Communicative Competence for Peace and Friendship*

August 28 – 30, 2014 Hiroshima (Japan)
www.jacet.org/2014convention/index.html

The 53rd annual conference of JACET (the Japan Association of College English Teachers) will be held on the weekend of August 28–30, 2014 in Hiroshima, Japan. The theme for this year is *English for Peace and Friendship* with a focus on what college English teachers can do to contribute to peace and international understanding.

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**Key Internet Websites on Global Issues and Language Teaching**

- JALT Global Issues SIG (Japan)
  www.gilesig.org
- IATEFL Global Issues SIG (UK)
  http://gisig.iatefl.org/
- TESOL Social Responsibility IS (USA)
  www.tesol.org (search for “SR-IS”)
- ESL Etc. (David Royal: Univ. of South Florida)
  www.esletc.com

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**JALT 2014 National Conference**

Nov. 21 – 24, 2014 Tsukuba, Japan
<http://jalt.org/conference/jalt2014>

The 40th annual JALT conference will be held November 21–24, 2014 in Tsukuba (near Tokyo) on the theme of *Conversations Across Borders*. Plenary speakers include Claire Kramsch, Bill Harley, Thomas Farrell and Kimie Takahashi.

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**PAC Pan-Asian Conference**

Jan. 29–31, 2015 Bangkok
<www.thailandtesol.org>

Next year’s *Pan Asian Conference (PAC)* will be held January 29–31, 2015 in Bangkok hosted by the Thai TESOL English Teaching Association. This will include the 13th Asian Youth Forum (AYF 13). Details to come at the website above.

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**Int’l Association of Teachers of English as a Foreign Language (IATEFL)**

Darwin College, Univ. of Kent, UK
<www.iatefl.org> <generalenquiries@iatefl.org>

**IATEFL 2015 CONFERENCE**

IATEFL’s next conference will be held April 11-14 in Manchester, UK. Plan to submit a proposal!

- **Submission Deadline**: September 2014

**IATEFL’s Global Issues SIG**

IATEFL’s GI-SIG runs a great site with loads of global education teaching ideas, resources and activities. Check out their list of e-lessons!

Margit Szesztay <margit.szesztay@gmail.com>
GI-SIG Website: http://gisig.iatefl.org/

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**Teachers of English to Speakers of Other Languages (TESOL)**

925 Ballenger Ave, Suite 550, Alexandria, VA 22314-6820 USA
E-mail: <info@tesol.org> Web: <www.tesol.org>

**TESOL 2015 CONFERENCE (next spring)**

Next year’s TESOL 2015 conference will be held next spring from March 25–28 in the city of Toronto, Canada on the theme of *Crossing Borders: Building Bridges*. Start now to prepare one or more presentations to submit for this!

- **Deadline for Proposals**: June 1, 2014
- **Conference details**: www.tesol.org

**Social Responsibility Interest Section (SR-IS)**

TESOL’s Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join it. If you’re a TESOL member, please make sure to specify this as your primary interest section.

SR-IS: Anne Marie Foerster Luu (USA)
<foerstea@gmail.com>

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**Don’t forget to renew your Global Issues MEMBERSHIP / SUBSCRIPTION**

**JALT Members**: ¥1,500 per year
**Non-JALT** Japan: ¥2,000 per year
Overseas: US $15

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**Conference Information**

* [www.conferencealerts.com/language.htm](http://www.conferencealerts.com/language.htm)
* [www.eltcalendar.com/events/conferences/](http://www.eltcalendar.com/events/conferences/)
TESOL 2014, the 48th annual convention of TESOL (Teachers of English to Speakers of Other Languages) was held from March 26 - 29 in Portland, Oregon on the theme “Explore, Sustain, Renew.” With 1,000 sessions attended by 7,000 participants from 80+ countries, this is the world’s largest English teaching conference. Here are some of the many global sessions held.

**Pre-Conference Workshop**

**Exploring Black History as a Context for ELT**
This workshop outlined the rich opportunities for learning that exist using Black history as content and showed ways to teach language via history with songs, videos, pictures and texts. Mary Romney (Univ. of Connecticut) <m.romney@sbcglobal.net>

**TESOL Plenary Talks**

**English for Community Building in East Asia**
In this talk, ASEAN leader Surin Pitsuwan told how English teachers inspired his career as an international diplomat and called for teachers to empower their ESL students to become global citizens. Surin Pitsuwan (Thailand) <wikipedia: Surin Pitsuwan>

**Five Megatrends Shaping the Future of TESOL**
This plenary discussed how the future of English will be affected by five global trends: demography, economics, technology, politics and the efforts of individual teachers working for a better world. David Graddol (UK) <wikipedia: David Graddol>

**Social Responsibility IS Sessions**

The SR-IS panel sessions below were organized by TESOL’s ‘Social Responsibility’ Interest Section

**Confronting Intolerance for a Culture of Respect**
This panel discussion looked at ways that students, teachers and schools can confront racism, bullying, sexual harassment and religious intolerance.
Moderator: Shelley Wong <swong1@gmu.edu>
- Carter Winkle: Teacher Training for Tolerance
- Shelley Wong: Addressing Religious Intolerance
- Sonja Franeta: Harassment of LGBT Students
- Heidi Faust: 5 Strategies to Confront Intolerance
- Anne Foerster Luu: Advocating for ESL Students

**Making Language Programs Environmentally Sustainable**
This session by TESOL’s new Environmental Responsibility Forum (ERF) featured English teachers from around the world who described their work to promote environmental awareness. For more info on ERF, contact: David Royal <droyal@usf.edu>

- Using Glogs to Teach Sustainability
  Donna Obenda (US) <donna.obenda@unt.edu>
- Orion Magazine as an ESL Teaching Resource
  Beth Russell <beth.russell@oregonstate.edu>
- Environmental Awareness Through Seedfolks
  Valerie Jakar (Israel) <vsjakar@gmail.com>
- Teaching about Food Issues in ESL
  Susan Crowley <crowleyjourney@gmail.com>
- Critical Thinking and Corporate Greenwashing
  Krista Royal (US) <kbittenb@usf.edu>
- Teaching about Environmental Issues in Egypt
  Earlene Gentry <gentryearlene@yahoo.com>
- Using TED Talks on Environmental Issues
  Anthony Lavigne <lavigne.gaidai@gmail.com>
- Raising Awareness of Environmental NGOs
  Julie Verholt <juliev@lclark.edu>

Handouts for all the above sessions are available for free download at <www.esltc.com/?p=1452>

**Other Conference Presentations**

**English Learners Living with Trauma**
This session discussed how to identify learners suffering from trauma and ways to establish a safe and trusting environment in schools. Judie Haynes (everythingsl.net) <judieh@optonline.net>

**Language Teaching and Learning in Prison**
This described an innovative project which trained men in prison to teach English-for-empowerment to fellow inmates. Hugh Bishop (Univ. of Illinois-Urbana-Champaign) <hbishop@illinois.edu>

**What’s in a Name? ESL Naming Practices**
This talk discussed the sociolinguistic and cultural implications for teachers and students of having ESL learners adopt English names in class. Renee Dean (Eastern Michigan U.) <mdean@gmail.com>
Literate Lives: Refugee Women's Book Club
This session described the impact that an ESL book club project had on refugee women, their language skills and their daily lives. Amy Pelissero (Georgia State Univ.) <a_pelissero@yahoo.com>

Promoting Scientific Literacy
This talk argued that scientific literacy is vital for learners' academic and career success, and showed ways to build skills of data interpretation. Karen Blinder (U. of Maryland) <blinder1@umbc.edu>

Toastmasters and ELT for Prof. Development
This talk showed how ideas from the Toastmasters Association can help students develop communication and leadership skills. Christine Coombe (Dubai Men's College) <ccoome@hct.ac.ae>

HOTS, LOTS and MOTS: Thinking Skills
This talk described an Israeli high school EFL program designed to promote Higher Order Thinking Skills (HOTS). Eleanor Satlow (Academy High School, Israel) <ecbraunsatlow@gmail.com>

Paper, Electronic or Smart Books?
This talk discussed the challenges of how best to balance print and electronic resources for effective teaching. Jane Petring (College Eduard-Montpetit, Canada) <jane.petting@college-em.qc.ca>

Coming Home: ESL After EFL
This session featured North American teachers who described the personal and professional challenges of moving home after teaching overseas. Mark Algren (U. of Kansas) <malgren@ku.edu>

Sexual Identity in ESL Classrooms
This analyzed survey results about the difficulties faced by lesbian, gay, bisexual and transgender students in ESL classrooms. Raoul Calleja (Hunter College, CUNY, US) <rcalleja@hunter.cuny.edu>

Mixing Oil and Water: Chinese & Saudi Students
This workshop discussed teaching techniques for dealing effectively with mixed classes of Chinese and Saudi Arabian ESL students. Diane Deacon (Saginaw Valley State U.) <dkdeacon@svsu.edu>

Creating a Recycling Action Project
This presentation showed teachers how to implement action-based environmental ESL projects that encourage students to create a sustainable world. Olivia Szabo (Boston Univ.) <oszabo@bu.edu>

English Culture in Palestinian Textbooks
This talk outlined the goals of the Palestinian English curriculum with a focus on how they promote intercultural understanding. Ahmad Atawneh (Hebron Univ.) <atawnehahmad@gmail.com>

Virtual Prezi Roadtrips in Local Regions
This explained how virtual Prezi road trips build listening, speaking and presentation skills plus awareness of local areas. Melanie Jipping (Tokyo Int'l. Univ. of America) <meljipp@yahoo.com>

Globe Trotting Educators Explore the World
This featured a panel that discussed how teachers can enhance their professional development via world travel and cross-cultural experience. Liz England (Shenandoah U.) <liztesol@yahoo.com>

Accented Speakers in a Globalized World
This talk discussed how teachers can help students to overcome accent prejudice in a globalized world where 2 out of 3 English users are non-native speakers. Lilian Surth (U. Carabobo, Venezuela)

Advocating for English Learners: How & Why
This presentation showed how teachers can stand up for students’ rights based on the presenter’s book Advocating for English Learners. Diane Fenner (Corwin, USA) <diane@dsconsulting.net>

Teacher Education in the Developing World
This discussed how developing nations can offer global opportunities to their citizens by improving English skills, using the example of Rwanda. Michael Carrier (UK) <mcarrier@btconnect.com>

Discussing Islam in an ESL Classroom
This talk discussed the role critical pedagogy can play in helping students to overcome stereotypes linked to religious identities. Christian Chun (CUHK, Hong Kong) <c_w_chun@yahoo.com>

Project ROCK: High School Handicapped ESL
This described how Project ROCK (Reading with Others for Communication and Knowledge) linked up ESL and handicapped students. Rhonda Gross (Arizona State U) <Rhonda.Dutragross@asu.edu>

Saving This Generation of Students in Africa
This session discussed the challenges of ESL teacher training in African nations suffering from poverty, neglect & social disruption. Brock Brady (US Peace Corps) <bradytesolpe@gmail.com>

Confronting Underlying Racism
This workshop introduced new ways to move beyond racism, prejudice and stereotypes in order to achieve effective intercultural communication. Daniel Velasco <dvelasco@thechicaschool.edu>

Teaching Fraud Awareness: On-line Materials
This talk introduced Federal Trade Commission brochures, videos and websites for teaching – and preventing - fraud, identity theft and other scams. Jennifer Leach (FTC, USA) <jleach@ftc.gov>
Empowering Learners via Digital Stories
This talk stressed the impact of using digital stories as described in the new Handbook of Heritage, Community and Native American Languages. Terrence Wiley (CALS, US) <twiley@cal.org>

Principles for Teaching Culture in ELT
This workshop introduced a 4-layered approach to teaching language while promoting cultural awareness, knowledge, practice and attitudes. German Gomez (UCC, Korea) [check his meishi]

If I Were You: Case Studies of Discrimination
This presentation introduced case studies which can help non-native English speaking teachers (NNESTs) respond to discrimination. Julia Schulte (San Francisco State) <juliaschulte@gmail.com>

Combating Prejudice via Readers’ Theater
This talk outlined the steps (preparation, rehearsal, performance) for creating a reader’s theater that uses various texts to demonize prejudice. Bethany Fallon (Drexel University) <brs25@drexel.edu>

Arab and Chinese Sts: Exploring Teacher Bias
This talk shared survey results on preconceptions about Chinese and Arab students that ESL teachers unconsciously bring into the classroom. Julie Doty (Univ. of North Texas) <juliedoty@yahoo.com>

Gender Bias in Moroccan ELT Guidelines
This talk pointed out how the language of Ministry of Education EFL guidelines in Morocco perpetuate sexism and gender bias. Jamila Boulima (Mohammad V Univ.) <jboulima@hotmail.com>

Targeting Cultural Stereotypes
This talk introduced accessible and entertaining EFL worksheets and multimedia materials for eliminating cultural stereotypes. Deanne Litman (U. Greifswald, Germany) <dlitma@hotmail.com>

Crime Scene Investigations and EAP
This explained an English-for-Academic-Purposes (EAP) program designed to promote language skills through crime scene investigations. Cecilia Silva (Texas Christian Univ.) <c.silva@tcu.edu>

Teaching English as an International Language
This panel looked at the issues, challenges and principles of teaching English as a global language within diverse world contexts. Aya Matsuda (Arizona State Univ.) <aya.matsuda@asu.edu>

The Peace Corps TEFL Certificate
This talk introduced a TEFL certificate designed for American Peace Corps volunteers built around their two years of service overseas. Brock Brady (US Peace Corps) <bradytesolpe@gmail.com>

Critical Incidents for Intercultural Competence
This session described how critical incidents in English classrooms can improve learners’ abilities to deal with intercultural encounters. Don Snow (Shantou U. China) <donsnow48@hotmail.com>

International Travel for Students and Youth
This talk discussed the challenges and benefits of organizing international travel for students and teachers to worldwide destinations. Evan Becker (USA) <evan.becker@studentuniverse.com>

North Korea to Chicago: Improbable Journey
This described the obstacles faced by a North Korean to escape to the US and urges teachers to document and teach refugee stories. John Stasino-poulos (DuPage College) <stasinp@cod.edu>

E-Pal Projects for Intercultural Awareness
This talk described an English e-pal exchange program set up between Russian and US students. Anastasia Khodakova (Tula State Pedagogical Univ., Russia) <anastasiakhodakova@gmail.com>

Reading Strategies for Critical Thinking
This session discussed how teachers can promote critical reading skills to help learners with the CASAS exam as well as in life. Rachel Hittepole (Tampa Lg. Center) <raquelschrot@yahoo.com>

Leadership Communication for Japanese Students
This talk explained how English and leadership skills were promoted via an on-line forum with profiles of 20 leaders in business, law, government, medicine and sport. Kevin Knight (KUIS, Japan)

Undocumented Students in Class
This session discussed US immigration issues and gave advice for ESL teachers on how to deal pro-actively with undocumented students. James Cohen (Northern Illinois U.) <jcohen2@niu.edu>

Web-Mediated Intercultural Exchanges in EFL
This talk described how web-mediated exchanges improve student motivation, communication and cultural exploration. Catherine Peck (RMIT University, Vietnam) <catherine.peck@rmit.edu.vn>

Storytelling to Prevent Another Genocide
This session described the impact of a Holocaust survivor’s story on young people participating in a European EFL peace camp. Mary Lou McCloskey (Educo, USA) <mlmcc@mindspring.com>

Minorities and Tenure in Higher Education
This session addressed the challenges faced by linguistic and racial minorities in getting tenure at institutions of higher education. Ana Wu (City College of San Francisco) <awa@ccsf.edu>
**The World Heritage Project**  
This explained a project in which Japanese high schools students research World Heritage sites, do fieldwork and Powerpoint presentations. Thomas Fast (Okayama Univ.) <fast@okayama-u.ac.jp>

**Audio Pen-Pals: A 21st Century Twist**  
This talk explained a semester-long conversation exchange project that partnered students for discussion via audio technology. Marjorie Allen (William Rainey) <mallen@harpercollege.edu>

**Exploring Spoken and Written Arabic**  
This introduced teachers to the features of Arabic to help them understand their Arab ESL students. Eric Dodson (USA) <eric.d.dodson@gmail.com>

**Obama as Pronunciation Teacher**  
This talk argued that the political speeches of President Barack Obama present good pronunciation models for ESL students. Mary Romney (Univ of Connecticut) <m.romney@sbcglobal.net>

**Teaching English in Difficult Circumstances**  
This session described the challenges faced by English teachers in Cuba and discussed ways that TESOLers worldwide can work to support them. John Schmidt (USA) <jrs78705@yahoo.com>

**English for Social and Economic Progress**  
This talk discussed how the teaching of English for Specific Purposes (ESP) can help to promote social, economic and personal growth. Charles Hall (U. of Memphis) <tefl.memphis@gmail.com>

**Service Learning: Campus and Community**  
This session described how service learning projects bridge the gap between campus and community and allow for real-world use of language. Celeste Coleman (California State U.)

**Preparing Teachers for a Diverse World**  
This talk explained how one university prepares its teachers to deal with a diverse student population. Kris Molitor (US) <kmolitor@georgefox.edu>

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**Poster Presentations**

**Enhancing Student Interest in World Incidents**  
Mitaka Yoneda (Mukogawa Women’s Univ. Japan)

**Exploring Bullying: Japanese and US Students**  
Eleanor Kelly (Japan) <eckelly@rikkyo.ac.jp>

**I’m Not a _______! Questioning Stereotypes**  
Marjorie Allen (US) <mallen@harpercollege.edu>

**World Englishes: Career Inspiration for Jap Sts**  
Margreta Arendt (USA) <pparendt@gmail.com>

**Identifying and Overcoming Culture Clashes**  
Amber Young (USA) <Ayoung@els.edu>

**Teaching Civic Education through ESL**  
R. Jemina (Madagascar) ezaka2010@gmail.com

**Global Issues and World Organizations**  
Sharyn Moore (USA) <smoore@els.edu>

**ESL for Domestic Violence Peer Counselors**  
Ana de Carolis (USA) <ana@mujeresunidas.com>

**ESP Assessment for Military English**  
Peggy Garza (USA) <garzap@marshallcenter.org>

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**JALT Environmental Committee**

The Japan Association for Language Teaching has set up an Environmental Committee to explore how to reduce the environmental impact of JALT, its members and language teachers in Japan. To learn about the committee or to help with its work, contact: Brent Simmonds <brentoldchap@hotmail.com>

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**Call for Contributions!**

**Youth Messages for Peace**

http://peacecreators.jimdo.com/

- **Deadline:** September 5, 2014
- **Info:** Ms. Atsuko Akamatsu  
  peacemessages555@gmail.com

**INVITATION:** English peace messages are invited from all interested young people up to age 25. Teachers are invited to submit collections of English peace messages from their class or school.

**THEME: How Can We Create Peace Together?** How can we go beyond thinking about peace only for “myself, my hometown, my country” and think how to create peace for everyone on the planet? Imagine a peaceful world for all and describe the steps needed to realize it. Share your ideas for peace!

**ACTION:** In her speech to the United Nations, Pakistani teenager Malala Yousafzai said, “Our words can change the world.” Expressing your ideas can help you to take action for peace and inspire others.

**SUBMISSIONS:** Messages for Peace can be submitted as essays, poems, picture books, stories, songs, dances, plays, pictures, photos or other format. For full details, go to the website above.

**EXHIBIT:** Peace messages will be exhibited at the 2014 International Conference of Peace Museums in Korea. Those received by July 28 will be shown at the national Shin-Eiken Conference in August.

**SPONSORS:** Global Campaign for Peace Education Japan, New English Teachers’ Assoc., JEARN
Introduction

A paperless learning environment is not new. It is becoming a universally accepted method of instruction especially on university campuses. The term "paperless classroom" encompasses all the ways that classes can be taught and managed using new technologies (Furr, 2003).

A paperless classroom is just that... paperless. It is not only the effort but the successful integration of technology in the classroom that eliminates all purposes of paper, ink, clutter, and stuff. Students will be able to access their lessons, homework, and grades solely through the Internet or school network. (Google Sites)

The momentum to go green coincides with advancements in technology and an awareness of how human consumption of scarce resources impacts the environment for our generation and those yet to come. Transferring from paper to a paperless classroom has never been easier. Instructors only need to choose the method for student submissions and proceed from there.

The growing demand for tablet computers is generating a call for abolishing paper related tasks in and out of the classroom. As part of their education, students need to understand how to electronically submit important documents. A paperless classroom is not only a vision of the future but a do-able opportunity for instructors. Teachers are in the classroom not only to instruct but also to set a standard for life and future employment opportunities for their learners.

Paperless learning involves a fundamental shift from the physical exchange of materials between teacher and student to a virtual exchange. With information technology, students locate resources, communicate via e-mail, conduct research on the WWW and submit assignments electronically to the teacher. (Sloowinski, 2000).

The wasteful consumption of a scarce resource (paper) should not be condoned or encouraged. Any instructor can succeed in going green. This can be accomplished with any type of teaching, including but not limited to language learning.

E-mail Option

There are many options to choose from if you decide to go paperless. A computer room is the first choice for an instructional locale. Once a room is chosen, important items to consider are the technology available in the classroom, student computer aptitudes and instructor capabilities. Depending on the classroom, going green can range from simple e-mail submission and return to specific software such as a Wiki or Google Docs.

If simple e-mail is chosen, the instructor needs to decide if students will submit assignments as e-mail only or as e-mail with attachments such as Microsoft Word. Either method offers relative ease for students and teachers. Both parties should understand how work is to be submitted. There is nothing more frustrating for an instructor than having half the students send in their work one way and the other half another way. This slows down the review and grading process, defeating the aim of a paperless class to streamline grading and marking. The aim of a paperless class is not just to be environmentally friendly and tech savvy but to refine outdated teaching methods.

E-mails can be fast and efficient if submitted uniformly. Have students include their student number in the subject line of the e-mail. As Furr (2003) notes, a simple format for the e-mail "subject" line makes filing for class, date, and student easy and accurate, since one can use the e-mail search function to find the appropriate message. Having each student put their student number in the subject line allows for submitted e-mails to be collected in numerical order.

For large classes of 100 students or more, the consequence of having un-numbered assignments becomes clear all too quickly once grades need to be marked. It is imperative that learners follow submission instructions properly to allow for timely marking and return of assignments.

Another concern is whose e-mail address students will submit their work to. It’s best to have learners send their assignments to a Google or Yahoo account that the instructor specifies or to the instructor’s school e-mail account, if there is one. Either method is superior to having learners remit their tasks to a teacher’s personal e-mail account. This eliminates privacy deleted or intermingled with one’s own mails.

Use of Wikis

A Wiki is a free online software application that allows users to add additional pages. Simply put, a Wiki is like a homepage that allows users to go to another page easily by clicking, for example, on a
student name. This is convenient for courses that involve writing, for instance. One page can be the instructor’s page while pupils have their own pages. The teacher acts as the administrator, assigning a name for the Wiki such as the course number and assigning a username and password for secure access. Students can work individually or in peer groups, assigning and dividing up tasks. Wikis can be applied to almost any subject matter. All edited pages are automatically saved every few minutes. If students forget to logout, most Wikis offer a prompt once they log in again to continue with prior work. This ensures that valuable student labor does not get erased. A new ‘comment’ button allows instructors or students to add remarks alongside submissions.

Google Docs

Google Docs is another free option for creating an electronic learning environment. Google Docs can be considered the latest procedure for conducting a paperless course for a group of students. While e-mails and Wikis provide for more direct teacher-student lines of submission and returns, Google Docs allows for a more open and collaborative approach.

Google Docs provides many ways to go paperless through sharing and collaboration options. There is not just one single right way to use Google Docs for a paperless classroom. Rather there are many tools and features that can be used on their own or in combination to meet your varying needs

(North Canton City Schools, 2012)

A key phrase for Google Docs is ‘flexibility of use’; they can be adapted to any subject or course matter and give instructors and students a broader range of options for creating and sharing. While E-mails and Wikis are more than adequate for simple writing exchanges, they bog down when it comes to spread sheets or graphics. In contrast, Google Docs allows you to work on text documents, spread sheets or presentations that can be easily shared and made available to others. Editing can be done individually or by groups. The opportunities for use are only limited by the imagination of the teacher and students.

Alternative Options

There are many other possibilities based on school budgets and class sizes. One option is the Smartboard. This has been defined as follows:

Smartboard: An interactive learning white board that can be used in the classroom. It projects what’s on the computer screen, can be written on like a white board, has interactive activities for manipulation of objects projected on it, and gives opportunity for interactive reusable objects.

(Google Sites)

The use of a Smartboard allows for classroom technology without the expense of purchasing and constantly maintaining large banks of computers for student use. Of course, it all depends on the budgetary constraints and needs of the students. Smartboards are available in a variety of sizes with various options to fit different budgets.

A Smartboard can be a practicable option. It requires less technical know-how on the part of the instructor. Depending on subject matter and the numbers of learners, the touch screen option can be particularly exciting for younger learners. With a Smartboard, connecting to the Internet is as easy as a normal computer hook-up. Although a Smartboard doesn’t allow students the luxury of their own computers, a small or medium-sized class can still enjoy connecting to the World Wide Web for information and educational resources.

Where there are computer limitations, the use of USB sticks for student storage or group projects is a low tech option for paperless education. An important point is to have a back-up system in case of misplaced or forgotten USBs. Projects can be saved on an instructor’s device along with students’ USB’s to ensure that no work is deleted.

Difficulties

As with any approach, there can be challenges regardless of the paperless process preferred. These may include computer system failures. While this is extremely rare, it is always a possibility. Some students may face difficulties logging in. Many schools assign individual usernames and passwords to each student. If a student fails to recall their username and/or password, they can get locked out of the system. If this should occur (most often at the beginning of the school year), the instructor can enter students in using their own password and username.

Once in the system, a Wiki has its own password and username which instructors can produce or alter if need be. This usage of ‘one password to rule them all’ allows for ease of access or denial. Although one should always be vigilant, spam or viruses need not be of immense concern. Flees (2011) points out more precise areas of concern for implementing a paperless classroom:

- Lack of Technology Resources
- Can all students access the necessary resources?
- Some students might not have internet at home.

Global Issues in Language Education

Newsletter Issue #91 April 2014
Lack of Financial Resources
Do parents have the funds to purchase such resources for their child (ren)?
- Can schools afford to purchase a laptop / e-reader / tablet for all their students?

New technologies are expensive
To create a paperless classroom, you need computers and scanners. However, many educators find it difficult to create an effective paperless classroom without microphones, video cameras and laptops. Some teachers now depend on iPads and other tablets in the classroom. While it is unnecessary to provide one for every student, this is still a very expensive task to fulfill.

Loss of 1-on-1 or Face-to-Face Interaction
Some students require face-to-face interaction to activate effective learning. This is difficult to lose for students who require structured lessons.
- This loss can be compensated. Modern technologies allow face-to-face interaction via Skype, Web broadcasting, and video conference.

Requires an enhanced knowledge of tech-tools
Teachers need to be comfortable with all the tools in order to best instruct their students.
- A common problem with new technologies in the classroom is that many tenured instructors aren’t very comfortable using new tools, provided they have even the slightest knowledge of how to use them. This fact can potentially limit the expansion and growth of the paperless classroom.

Aside from these – and the initial trepidation of instructors - there are no obstacles that can’t be surmounted. Going paperless is an easy step that, once instigated, will have instructors wondering why they didn’t introduce this procedure earlier.

Advantages
Besides being ecologically sound and safe, the most obvious benefit is the cost savings in paper used. In a sizable school or campus, the differences between a large and small outlay in paper and printing can quickly become apparent. After instructors overcome the challenge of starting something unfamiliar, the simplicity of the process will be seen as in the best interests of students and teachers. Gone are the days of handing in spiral notebooks to be corrected and returned since electronic transfer of documents is fast and easy. A paperless classroom is more in tune with today’s living and learning environment.

Students today don’t expect to learn and be taught with the methods of yesteryear. Some advantages offered to learners and lecturers are linguistic.

Leisure and Flexibility
Students and teachers can complete tasks at times that work best for them.
- If a teacher wants a class to view a video, not everyone needs to be sitting in the same room at the same time. Each individual can control the time, sound volume, ability to rewind, pause, etc.

Availability of Resources
Multiple people can use the same source of information at one time.
- If you only have one encyclopedia set and students have to find data about the United States, they can’t all use the “U” book at the same time. If you have internet access, all students can use the same source at the same time to do their research.

Organization
Teachers can post rubrics and class schedules online for everyone to access.
- We’re human, we make mistakes, we misplace the important notes we jotted down on due dates.

Minimizes problems
Students can submit their homework online.
- Teachers can find everything in one location and not worry about misplacing a student’s work.
- No worries about running out of ink or paper, the computer not recognizing the printer or homework being eaten by the family dog.
- Plus no more student excuses like “I thought it was due next week… I couldn’t find my schedule… You never told us the paper had to be double-spaced… My dog ate my homework…”

Collaboration
Students can work together to share ideas.
- As questions arise, they can be posted on a discussion forum so other students can share their knowledge. This can be beneficial to all parties involved: it helps the student who asked the question by supplying guidance, it helps others who may have the same question, it re-assures the student who answered the question proving they have learned the material well enough to explain it to others, and it’s an opportunity for teachers to see if students are actually learning course concepts.
- Group projects are easier since students can do their work from a location of their choice.

Self-Assessment
Students can review their work.
- If assignments are done over an extended time, students can look over their work to locate areas needing improvement and see where they have reached proficiency.
Feedback

Students and teachers can review created works.
- The work can be reviewed multiple times, by multiple people during the same time frame.
- Feedback can be immediate. Students don’t have to wait until the next class, one week later, to know the results of their work. This also allows students to review feedback then come to the next class with revisions. (Flees, 2011).

Conclusion

There may be a time in the not so distant future when children ask adults “what’s paper?” One team of researchers comments as follows:

The benefits of a paperless classroom are: (1) improved efficiency of the learning experience; (2) facilitation of asynchronous learning; (3) helping students develop the virtual environment skills and competencies they will need in the post-graduate private sector, and (4) contributing to the sustainability efforts of the university. The traditional paper-dependent learning experience and subsequent paper trails are replaced with a more efficient electronic creation, file storage and maintenance, and exchange of information and feedback. Learning performance is more easily assessed and recorded, which permits quicker evaluation of the effectiveness of specific learning activities.

(De Bonis & De Bonis, 2011).

Some instructors may be apprehensive of how a paperless classroom could be possible. However, as Slowenski (2000) notes:

Adopting a paperless classroom is not an educational panacea, but a potential catalyst for improved learning in schools. Through electronic sources, the learning process is removed from the rigidity of the physical classroom and connected to the world’s knowledge base. Students learn, communicate and submit assignments anywhere and at anytime rather than being constrained by physical materials and the classroom itself. More importantly, teachers and students become free from the restrictions of the traditional roles of teacher as disseminator and student as recipient.

The ease of accessing data may be astounding for older instructors not raised from childhood with the Internet. Pupils today have only to tap a few keys to open up huge libraries of knowledge. As Heck (2012) notes, “there is more information available to any student with a smartphone than an entire empire would have had access to 3,000 years ago”. A paperless classroom is a key element for new methods of teaching and learning.

Smartphones, tablets and other new devices are driving the move toward online paperless instruction. On college campuses more lectures, classes, and courses are taking the paperless path (Artley et al 2011, Demski, 2012, and Giles, 2012).

What’s important to remember is that this doesn’t require an elaborate magic act: paper in the classroom today, not a single sheet tomorrow. Instructors may have to experiment for a semester or two with what works best, devising techniques from tools such as e-mail, Wikis, or Google Docs.

Going green need not be a maddening experience but rather a learning experience for all.

References


Google Sites. Creating a Paperless Classroom. https://sites.google.com/site/creatingapaperlessclassroom/


North Canton City Schools (2012). The Paperless Classroom with Google Docs. https://docs. google.com/document/d/1s8yQv5zy1Uh9AY8_h9dCn oUPxQAWzw9D7iduGHTZq.4/edit?pli=1


The full version of this article is available at: <http://web. iessex u-ac.jp/8th_matsu/7HarryCARLEY.pdf>

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Introduction

According to the Developmental Model of Intercultural Sensitivity (Bennett, 1986/2011), there are many defenses that students can display towards developing an awareness of both their own culture and other cultures. Activities designed to overcome these defenses are sorely needed in a world where ‘accidental’ drone victims are officially regarded as “bugsplats” (Robinson, 2011), and where many global policies cultivate the existence of “unpeople”, that is, people who are ‘dispensable’ amongst the world’s population (Curtis, 2004 in Chomsky, 2012).

“Experience of difference” (Bennett, 1992), both for Japanese students and other nationalities, can be encouraged through activities which incorporate pre-existing interests and knowledge. Music, particularly for university students, is one such interest. Music can connect students to other cultures in an accessible, meaningful and non-threatening manner, which can lead to a broader and more nuanced view of the world (Bennett, 1992, p. 3). The idea of tapping into and opening up student schemata, and transferring pre-existing information into new fields is not foreign to TESOL instructors (Widdowson, 1984, p. 223). This process can help improve language skills as well as raise cultural awareness.

Rationalization

On March 19, 2014, a Tokyo court ruled that a Ghanaian man suffocated to death due to unlawful measures of restraint employed by Narita airport security guards (Johnson, 2014). One key word attached to Johnson’s article was ‘xenophobia’. Australia, my homeland, also has a history of xenophobia, elements of which are perpetuated today in its asylum seeker policies, and its attempts to repeal parts of the racial discrimination act “...which [currently] makes it unlawful to “offend, insult, humiliate or intimidate” people based upon their race” (Deen, 2014).

Discrimination can be normalized in policies and actions such as the now defunct White Australia Policy (Deen, 2014), and in the behaviour of the Japanese officials at Narita. Reflected societally, within my experience as an instructor, Japanese student ideas about areas unfamiliar to them are well-meaning, but, often “[c]haracterized by dualistic us/them thinking…”. This can include a usually unintentional, “...evolutionary view of cultural development with [their] native culture at the acme...”, and “[a] tendency towards social/cultural proselytizing of ‘underdeveloped’ cultures”, in terms of countries that are not western or Japan (Bennett, 1986, 2011, p. 3). A quick read of the comments section of any story about asylum or immigration in Australia, and across much of the world, illustrates that these kinds of opinions are not unique to Japan.

The Power of Music

The world’s music can make cultures more accessible to those leading fairly insular lives. Connection as opposed to difference, or difference which elicits connection, can be explored. Within Bennett’s model, there are various suggestions towards developing students’ comfort with understanding that their culture can coexist with others. Initially he argues it is important to “[p]rovide reassurance and information about similarities” (p. 4) and to concentrate initially on “objective culture” such as music (p. 3). Using music to broaden students’ cultural understanding of the world also helps them to understand their own personal and local culture better, as they reflect on, and sometimes change, their experience, likes and dislikes (personal communication, 2013).

Music is something most university students and young adults connect to and love. In Japan, popular music tends to be Japanese, Korean and English-lyric pop (de la Torre, 1996-2014). The majority of foreign music popular among the below 25’s (excepting K-Pop) consists of songs in English from the inner circle countries of the U.S., the U.K. and to a lesser degree, Canada (de la Torre, 1996-2014; Kachru, 1985). Students often give these countries as first choices when asked to name foreign countries (though Korea and China top the list) and a form of “neo-colonialism” and cultural “gatekeeping” may be a by-product or a cause of commercial promotion of this music (Pennycook, 1994, in Kachru, 2005, p. 160).

Project Work Using Putumayo World Music

The Putumayo record label was established in 1993 with the aim of highlighting music from certain areas of the world, or certain styles of music. Not all musicians on the U.S. label are well known worldwide, or even in their own countries.
Some music is recent; some goes as far back as the 1930s (Nieset, 2013). Over a 5 to 7 week period, my students in the Department of Comparative Culture are allocated a broad area of the world, such as Europe, the Middle East, Africa, Asia, or Latin America (these are some of the categories used by Putumayo). They use the Putumayo World Music site to choose a song, research an artist, and from there, learn more about the history of the performer, the style of music, the instruments used, and the countries from which they hail.

Students present their findings in pairs. Their work is later used as a scaffold to discuss musical preferences, to provide feedback and to develop macro skills. Even though music might focus on a limited area of culture within a region, it is still a new area for many students. Music, because it appeals to students, encourages a weak affective filter, as defined by Krashen (Schoepf, 1991). That is, it opens them up to the language of instruction – English - which spirals into further interest in the topic (Taylor, 1976, p. 317). That interest can expand beyond music. Furthermore, a strong grasp of English is not needed for music, as it has a commonality of existence amongst most cultures. Therefore, both practical and cultural language skills can increase.

Through music, the representation of another society does not become a desiccated recitation of facts, figures and set ideas, but evolves into an interactive experience all of which can lead to further sociological and global awareness.

Putumayo is a gateway to music styles and sounds from different regions for many listeners (Nieset, 2013). The founder, Dan Storper, hopes to encourage people to explore more work by the artists featured. Fans have travelled afar due to the impact of the music on their lives. Students using the Putumayo site to complete this project have mentioned researching musicians, or aspects of music or regions, beyond assigned requirements, and mentioned wishing to visit areas of the world they hadn’t previously considered.

Dissolving Cultural Defenses

The above indicates student defenses to cultural differences are dissolved to a degree, especially as students gain some degree of insider status to the culture through their research and the medium (music). Additionally, the Putumayo website links to various non-profit organizations and a follow-up assignment has students investigate global issues. Having established a connection through their music and research, hopefully they also feel a connection with these broader issues, rather than just viewing them dispassionately.

Conclusion (The Importance of Empathy)

Empathy, in particular cultural empathy, has become a subject of study and instruction in many educational situations, whether under the banner of teaching ‘character and resilience’ or part of understanding how to better connect with a varied global community (Morris as cited in “Character Can”, 2014; Hacker, 2013). To feel empathy towards others, we need to feel a connection with them (Grossman, 1996, p. 160). We need to view others as not so very different from us, and need to oppose desensitization which can lead us to view others as ‘bug-splats’ or ‘unpeople’. Strengthening empathy builds healthy societies (Hacker, 2013), and strengthening connection helps build empathy.

An exercise such as bringing world music into the EFL classroom promotes connection in an attainable manner, and encourages students to develop a sense of global interdependency. This, at best, can hopefully act as a form of antidote to militarily and societally condoned global disassociation and disconnection, and at the least, raise students’ awareness that a diversity of cultures can mutually exist and contribute to one another.

References


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Putumayo World Music
<www.putumayo.com>

Putumayo World Music was established in 1993 to introduce people to the music of the world’s cultures. Putumayo Kids introduces children to world cultures through music CDs, videos and coloring books. Free downloadable teaching guides, song lyrics and class activities can help teachers introduce world music into geography, social studies and arts curricula. Putumayo has worked to help communities in the countries where its music originates by contributing over $1 million to NGOs around the world including Amnesty International, Mercy Corps, Seva and Population Services International (PSI).

Putumayo Music Categories

<table>
<thead>
<tr>
<th>Africa</th>
<th>Blues/Jazz</th>
<th>Europe</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>Brazil</td>
<td>Global</td>
<td>Latin</td>
</tr>
<tr>
<td>Asia</td>
<td>Caribbean / Reggae</td>
<td>Groove</td>
<td>Middle East</td>
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Classroom Procedure

1. Students form pairs and choose one type of music from the Putumayo website.

2. Only one pair presents on a category, so they need to decide their 2nd, 3rd or 4th choices.

3. Students click on various albums listed for their genre.

4. They then listen to short music excerpts from selected songs.

3. Students choose an artist from the songs listed and note where he or she is from.

4. They research his/her life, country, music, instrument, style and something they find interesting.

4. Students make a prezi presentation and prepare a class quiz about the music they researched.

4. They also post a video of their music on edmodo so other students can listen and comment.

4. Throughout the semester, they post weekly journal notes on their music, artist and country.

Shin-Eiken Association
<www.shin-eiken.com>

新英語教育研究会

Shin-Eiken is a high school English teachers’ group that promotes global awareness, peace and humanistic education. Check its Japanese website and magazine or attend its summer conference.

“Shin Eigo Kyoiku” (New English Classroom) Magazine
Sanyusha Press <www.sanyusha-shuppan.com>

A variety of articles on global themes appear in each month’s issue.

Magazine Issue # 536 (April 2014)

- Pen-pal Exchange with Korean JH Students (Mineko Kashimura)
- Kobe Earthquake: 1000 Winds, 1000 Cellos (Masakazu Nozaki)
- Thematic English at Primary School: Global Issues (Fumi Ayabe)
- Teaching about “Motala and Landmines” (Shigei Hayashi)
- World Names: Sharing with Students in Mongolia (Joji Sugiyama)
- Pete Seeger and the Song “We Shall Overcome” (Junko Machida)
World Cup Teaching Ideas

- Research the origins and history of soccer. Do written reports or oral presentations in class.
- Study the national flags and national anthems for the countries represented in the World Cup.
- Make a data chart of the 32 World Cup nations with population, capital, language, religion...
- Research World Cup 2014 statistics: number of games, players, TV viewers, goals…
- Discuss social issues linked to soccer such as hooliganism, nationalism and globalization.
- Have students “adopt” a team from a foreign country, study it and cheer it on at each match.
- Profile one soccer player from each continent. Study their background & follow their progress.

Teaching about Brazil

The 2014 World Cup is a great opportunity to teach about the FIFA host country, Brazil. Use this chance to have your students explore the history, culture, people and issues of this dynamic nation:

- Brazilian culture, food, music, carnival...
- People: Pele, Paulo Freire, Chico Mendes, Sergio Vieira de Mello, Dilma Rousseff…
- Movies: City of God, The Emerald Forest, The Burning Season, Central Station…
- Issues: poverty, crime, racism, rainforests…
- History: colonialism, slavery, coffee…

Quotes

The World Cup will help to unify people. If there is one thing the world has in common, it’s soccer.
- Nelson Mandela

The rules of soccer are very simple: if it moves, kick it. If it doesn’t move, kick it until it does.
- Phil Woosnam

Some people believe that soccer is a matter of life and death. I can assure you that it is much more important than that.
- Bill Shankly

In Latin America, the border between soccer and politics is vague. There are many governments that have fallen or been overturned after the defeat of the national team.
- Luis Suarez

FIFA and Social Responsibility
<www.fifa.com/aboutfifa/socialresponsibility/>

Have your students check out FIFA’s “social responsibility” website showing how it works to promote peace, human rights and social development via its campaigns and FIFA Ambassadors.

- “Football for Hope” (social development)
- "Internat’l Day for Sport and Peace" (April 6th)
- "My Game is Fair Play!" (equality)
- "Soccer Match Against Poverty" (with UNDP)
- “Say No to Racism” (anti-discrimination)
- "Green Goal" (environmental impact)
- "Spirit of Soccer Cambodia" (landmines)

Websites

FIFA World Cup Info  <www.wikipedia.org>
FIFA Website  <www.fifa.com/worldcup/>
Teacher Planet  (World Cup Lessons)  <www.teacherplanet.com/resource/worldcup.php>
Teaching Themes  (World Cup teaching ideas)  <www.teachingideas.co.uk/themes/worldcup/>
Classroom Ideas: Search for “World Cup”
- <www.tes.co.uk>  - <http://busyteacher.org>
EFL Teaching Activities
- Ideas by John Liontas: <http://jalt-publications.org/old_tlt/articles/2002/05/liontas>

Movies about Soccer

- Bend It Like Beckham (2002)
  Classic soccer tale of girl players in London.
- Shaolin Soccer (2001)
  Magic Chinese comedy about kung-fu soccer.
- Victory (1981)
  Allied prisoners defeat Nazis in a soccer match.
- Gracie (2007)
  The story of a US girl player who fights sexism.
- Kicking It (2008)
  Documentary about the Homeless World Cup.
- The Great Match (2006)
  Fun story of soccer fans from Asia and Africa
An Ethnographer at Large
In February 2007, I was interviewed for a position in the English Department of the School of Human Welfare Studies (HWS) in Kwansei Gakuin University (KGU). The HWS interview panel were looking for someone with a back-ground in sociology. They agreed with my interpretation that drama can be seen as a method to highlight social issues and explore darker issues of society in a psychologically safe environment. On the understanding that I would use my back-ground in process drama for teaching, I was hired.

Introduction to Process Drama
Globally, drama is recognized as having the power to rehabilitate – in prisons and mental health institutions – and has been used for many years in education for both performance (product) and experiential social learning (process). The Drama-in-Education (DiE) movement came out of the 1960’s primary school system in Britain. However, the adaptation of DiE into Drama in Second Language Acquisition (SLA) is relatively new. Process drama in SLA emerged with the ground-breaking work of Kao and O’Neill in 1998. In process drama, students are both performers and audience. As Bowell and Heap (2001: 7) explain, … in the genre of process drama, the participants, together with the teacher, constitute the theatrical ensemble and engage in drama to make the meaning for themselves.

Process Drama in Japanese University EFL
The average Japanese student has good test-taking skills, excelling in grammar and grammar-translation in particular. Unsurprisingly, the repetitive nature of this type of learning has left many Japanese students demotivated and jaded towards English when it is taught as if it consisted of complicated mathematical formulae. When language is taught as a scientific equation in which there is no room for creativity or ambiguity, only correct or incorrect answers, Japanese students react in different ways, but adhere to cultural norms: from polite passive-aggressive disinterest as individuals to open hostility as a class-group.

Given the needs of Japanese university EFL learners, process drama projects facilitate:

- a move from an accuracy to a fluency-based model of second language acquisition, through English rather than for English.
- the development of critical thinking skills: from understanding contemporary Japanese-ness to a broader worldview and the place of Japan in it.
- A CLIL-based approach (Content and Language Integrated Learning) which promotes intercultural knowledge in tandem with language competence and oral communication skills as well as developing multilingual interests and attitudes.

The Jo-Ha-Kyū Narrative Arc
In accordance with the Jo-Ha-Kyū (Enticement -Elaboration-Consoliation) narrative arc of Japanese Noh theatre, the number “3” was significant in the three curricula that I designed. From 2008 until 2010, there were three process drama projects based on social issues (see below). These were run over a period of three semesters.

The executive committee chose the first theme of “bullying” while students chose the subsequent two on “emigration” and “homelessness”. There were 3 sections to the macro-curricula and micro-curriculum, each designed with a 3-step formula.

Because it was learner-centred, the curriculum was subject to change, so it was necessary to have contingency plans at all times. Sometimes more scaffolding was needed as students were unable to grasp the nature of the tasks through poor explanations on my part and unfamiliarity with process drama. However, as time passed, students.

<table>
<thead>
<tr>
<th>Level</th>
<th>Theme</th>
<th>Topics &amp; Tasks</th>
<th>Role</th>
<th>Frame</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. Com II Autumn 2008</td>
<td>Bullying</td>
<td>Research bullying locally and globally, then devise an anti-bullying campaign</td>
<td>Student Council</td>
<td>Human Rights</td>
<td>Letter</td>
</tr>
<tr>
<td>Eng. Com III Spring 2009</td>
<td>Emigration</td>
<td>Kasato Maru Passenger Ship (Japanese emigration to Brazil)</td>
<td>Family Members</td>
<td>Human Rights</td>
<td>Poster</td>
</tr>
</tbody>
</table>
realized that their creativity was necessary for the success of the project. Sometimes, they took the topic and went far beyond it. By distributing the class-by-class schedule at the beginning of each semester, the students had a basic sense of a journey with a defined beginning, middle and end.

1 JO: Enticement (Research Phase)
In the first class, students were given the case of a homeless girl in a US context. In randomly assigned discussion groups, they were asked to consider how and why this girl had become homeless based on knowledge gained in the earlier emigration project about the 3 basic reasons for emigration: personal, economic and political. As homework, they read four articles on homelessness, then formed opinions based on research. They posted their reactions in paragraph format in the class online discussion Google Group.

2 HA: Crux
The homelessness project progressed through tableaux, withholding of valuable information by the teacher, online research and data-gathering on the class Google group before moving into the role-plays below. In addition to studying the historical context of this homelessness roleplay (Japanese-American internment), they linked their learning to the topic of homelessness today.

After role-plays #2, #4 and #8, the students did a 500 word writing-in-role assignment, and submitted these, along with a 500-word piece about how the project had impacted on their lives.

3 KYU: Consolidation
The success of the emigration project allowed the homelessness project to move far beyond what I had envisaged. In Class 1, about 80% of the course was conducted in English while Japanese was used to enable weaker students to take part. In Class 2, there was a greater tendency to talk to the teacher in English and to one another in Japanese. However, there was a marked improvement in English speaking and writing skills.

In their final reports, students in both classes wrote favourable comments about the project and reported development with respect to Byram’s five savoir factors of intercultural communication: attitudes, knowledge, skills of interpretation and relating, skills of discovery, and education.

Summary: Reflections
Throughout the homelessness project, classes became highly learner-centred and learner-led. My role became more like that of a sports trainer than an English teacher, as students’ confidence and determination to communicate through English grew. There were setbacks and sometimes parts of the course fell behind and were abandoned. The students compensated for this by engaging with the topic at a deeper level and showed compassion and understanding for those who become homeless.

On a personal level, the students taught me through the “Your Language is Dead” role-play that an English-only policy in the classroom can be frustrating and demotivating. Because I’d attended drama workshops in Japanese, I had naively assumed that students would relish the opportunity to communicate in English in a psychologically safe environment. Despite my course being an elective, many students were there not because of high levels of motivation, but rather because the Japanese sign language course was oversubscribed and they didn’t want to start a new language such as Korean or French. In summary, this process drama project taught me a great deal about student motivation and personal empathy.

Student Comment
I found discrimination or war will cause hurt one’s heart, and be lost everything. At present wars are still occurring on the world. So I wish more people to be thinking better than than before. And I believe wars will disappear in the world someday.

References

This article is based on a presentation given at JALT 2013.

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Shonan Institute of Technology, Japan
E-mail: <donneryeucharia@gmail.com>
<table>
<thead>
<tr>
<th><strong>Resources and Information</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Asia for Kids</strong></td>
</tr>
<tr>
<td><em>Asia for Kids</em> provides a rich variety of educational resources (books, DVDs, posters, CDs) for teaching about Asian peoples, languages, cultures and countries. Check out their on-line catalog!</td>
</tr>
<tr>
<td><strong>Global Dimension</strong></td>
</tr>
<tr>
<td><em>Global Dimension</em> is a great UK resource designed to help teachers bring a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.</td>
</tr>
<tr>
<td><strong>Peace Boat</strong></td>
</tr>
<tr>
<td><em>Peace Boat</em> is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They run programs for college students. Encourage your students to join!</td>
</tr>
<tr>
<td><strong>Global Issues</strong></td>
</tr>
<tr>
<td><em>Global Issues</em> is an informational website with over 500 articles on global issues topics from military spending and racism to poverty, the environment and the arms trade.</td>
</tr>
</tbody>
</table>
Seibido Press, Tokyo  Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp> <www.seibido.co.jp>
This 96-page textbook & DVD set aims to foster students’ English skills through world news. Its 16 units deal with a variety of topics including: aging societies (USA), food culture (Denmark), Africa (Kenya), eco-systems (Galapagos), virtual reality (Japan), Sesame Street (Pakistan), austerity (Germany), disappearing languages (Oman), sports (Uruguay), home-schooling (China), Aung San Suu Kyi (Myanmar) and medical tourism (Hungary). Each 6-page unit features a DVD listening task, a 1-page reading passage plus language and discussion tasks.

(2) "English from NHK World TV: Asia Insight” by A. Morita et al (2014; ¥ 2400) (book & DVD)
MacMillan Language House (Tokyo)  E-mail: <elt@mlh.co.jp>  Website: www.mlh.co.jp
This 92-page Japanese EFL textbook promotes English language skills through NHK news clips about Asia. Its 14 units focus on seven different Asian nations: Mekong river, labor issues (Cambodia), declining birthrates, government matchmaking (Singapore), energy, urban-rural divide (Nepal), medical issues, health clinics (East Timor), gender identity, transgender women (Thailand), Manila slums, NGO projects (Philippines) and traditional culture, tourism (Vietnam). Each 6-page unit includes an introductory photo, a warm-up, two reading/listening passages, a set of DVD questions and a dictation exercise plus writing and discussions tasks.

(3) "Life Topics: A Critical Thinking Approach" by J. Berman & T. Shimaoka (2013; ¥ 2100)
Nanundo Press, Tokyo  Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanundo.co.jp>
This 94-page EFL textbook for lower level Japanese learners builds English skills through a diverse range of stimulating themes. Its 22 topics include: the importance of English, history of the hamburger, Internet shopping, travel in Japan, secondhand smoke, plastic surgery, free music, fast food, artificial insemination, the world’s happiest country, the dangers of credit cards, problems of young men, new media, women in college and gene therapy. Each 4-page unit includes some introductory photos, a vocab warm-up, a 1-page reading passage, comprehension questions, critical thinking tasks, writing exercises and discussion questions.

(4) "Everyday Ecology: English for a Greener World" by J. Knudsen and E. Sato (2014; ¥ 1785)
Nanundo Press, Tokyo  Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanundo.co.jp>
This 66-page EFL textbook for Japanese college students aims to improve English language skills while engaging learners in reading and thinking about environmental issues. Its 15 units deal with topics such as: global warming (causes, consequences, solutions), recycling, green architecture, air pollution, biodiversity, environmental quotes, the world’s oceans, endangered species and hope for the future. Each 4-page unit features a vocabulary prep section, a pre-reading task, a 1-page reading passage, comprehension questions, a word study exercise and listening tasks.

(5) "Responding to Readings: Book 2" by John Spiri (Book 2 of a two-book series) (2013, ¥ 1,836)
This EFL textbook for lower level Japanese students practices reading, writing and speaking skills through high-interest topics. Its 18 chapters include a diverse range of themes such as: non-violence, gay pride, the media, overtime work, health, marriage, dieting, culture, laughter, education, wearing masks, the purpose of life, taxes, guns and whaling. Each 2-page unit features an introductory photo, a warm-up question, a short reading passage, a comprehension check plus discussion questions and tasks (interviews, surveys, predicting). The appendix features a Word Bank, a set of writing themes plus a list of common errors made by Japanese students.
Books About Soccer and the World Cup

This summer’s World Cup kicks off on June 12. Check out these great books to help you design a teaching activity, lesson or unit on this topic!

How Soccer Explains the World
by Franklin Foer (2004) $14
Follow the author around the globe to see soccer’s links to war, religion, nationalism and globalization.

Soccer Against the Enemy
by Simon Kuper (2006) $15
Learn how the world’s most popular sport fuels revolutions and helps to keep dictators in power.

The Ball is Round
by David Goldblatt (2006) $24
If you’re a true soccer fan, try this hefty 960-page paperback which tells the global history of soccer.

The Thinking Fan’s Guide
by Matt Weiland (2006) $15
Check out this great collection of essays about soccer’s links to war, poverty, culture and religion.

Japan, Korea and the World Cup
by John Horne (2002) $65
Read about the social, political and cultural impact of the 2002 World Cup on Korea and Japan.

Around the World in 90 Minutes
by David Winner (2007) $16
Learn about soccer and soccer fans in Poland, Italy, Korea and Brazil.

Football
by Chris Brazier (2007) $9
Read about the history and politics of this global sport and its links to child labor, fame and media barons.

2014 FIFA World Cup Brazil
by Jon Mattos (2014) $14
Use this official FIFA Guidebook to the World Cup to follow all the event’s teams, players, venues and more.

Soccernomics
by Simon Kuper (2009) $15
Learn why England loses, why Brazil and Germany win, and why Japan and Turkey will triumph.

The Soccer Book
by DK Publishing (2014) $15
Get this great comprehensive Dorling Kindersley atlas to find out everything you ever wanted to know about soccer.

World Cup 2014 (WC Fever)
by Michael Hurley (2014) $8
This book outlines the World Cup’s history, teams and players and profiles Brazil, its cities and sports history.

World Team
by Tim Vyner (2002) $10
This great picture book shows kids playing soccer around the world.

Green Teacher
www.greenteacher.com

Green Teacher offers exciting ideas, activities and resources to help you promote environmental awareness at your school. Check out their website and magazine!

Youth for Human Rights
www.youthforhumanrights.org

Youth for Human Rights (YHR) has produced 30 public service ads to promote human rights. See these video clips on-line or order the DVD for your classroom.

Teachers Against Prejudice
www.teachersagainstrejudice.org

Teachers Against Prejudice is dedicated to fighting prejudice, hate and intolerance through education. Check out their list of recommended films and books!
GLOBAL EDUCATION MATERIALS AND RESOURCES
Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.

Breaking News English
www.breakingnewenglish.com
Check out this great EFL website, by webmaster Sean Banville, with its database of free lessons on news and current events ranging from Syria to Mali to Japan to Brazil.

JALT Critical Thinking SIG
Learn how you can promote critical thinking in your classes.
Web: http://jaltct.wordpress.com
Email: roehl.sybing@gmail.com

The World Around Us
Get a copy of this great Canadian ESL text on social / global issues.
* Cost: ¥2000 / $20 (Kip Cates)

Fair Trade Goods
Bring Third World goods into your school at “fair trade” prices:
* www.peopletree.co.jp or co.uk
* www.fairtrade.net

Global Education Maps
Decorate your classroom or your school with these great global ed maps. <http://odtmaps.com/>

GLOBAL EDUCATION RESOURCES
Contact the organizations below for information on their latest teaching materials.

Amnesty International (AI-USA): books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org

Anti-Defamation League of B’nai B’rith: teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org

Center for Teaching International Relations: primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.ctir.org

Educators For Social Responsibility (ESR): teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: www.esrnational.org

International Education Resource Center (ERIC): Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org

Intercultural Press: books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press books are now sold by Nicholas Brealey Inc. Web: http://nicholasbrealey.com/boston/

National Geographic Society: books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 US Web: www.nationalgeographic.com

New Internationalist: maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA Web: www.newint.org

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

Peace Education Foundation: primary and secondary texts on peace education and conflict resolution
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 Web: www.peace-ed.org

Peace Resource Project: bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Web: www.peacereproject.com

Social Studies School Service: global education catalog of books, videos, software, posters & maps
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com

Stanford Program on Int’l & Cross-Cultural Education: texts on world cultures & global issues
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: http://spice.stanford.edu/

U.N. Bookstore: books, videos, posters, maps on global issues, world cultures, int’l understanding
UN Bookstore, New York 10017 USA Web: un.org/Pubs/CyberSchoolBus/bookstor/index.html

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org
## COMING EVENTS CALENDAR

<table>
<thead>
<tr>
<th>May 3</th>
<th>World Press Freedom Day</th>
<th>June 20</th>
<th>World Refugee Day</th>
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<tbody>
<tr>
<td>May 12</td>
<td>World Fair Trade Day</td>
<td>June 26</td>
<td>International Day against Drugs</td>
</tr>
<tr>
<td>May 31</td>
<td>World No Tobacco Day</td>
<td>July 11</td>
<td>World Population Day</td>
</tr>
<tr>
<td>June 5</td>
<td>World Environment Day</td>
<td>Aug 6 / 9</td>
<td>Hiroshima Day / Nagasaki Day</td>
</tr>
</tbody>
</table>

1 Press Freedom [wikipedia] [www.wan-ifra.org/microsites/press-freedom] [www.ifex.org]
2 Fair Trade Day [wikipedia] [www.wfto.com] [www.wftday.org] [www.fairtraderesource.org]
3 No Tobacco Day [www.who.int/tobacco/en/] [www.nosmokingday.org.uk] [www.anti-smoking.org]
4 World Environment [www.unep.org/ved] [www.wikipedia.org] [Earth Song www.youtube.com]
5 Refugees [www.unhcr.org] [www.unrefugees.org] [www.japanforunhcr.org] [wikipedia]
6 Anti-Drugs Day [www.drugfree.org] [www.dapc.or.jp] [www.unodc.org] [wikipedia]
7 World Population [www.populationconnection.org] [www.unfpa.org/wpd] [wikipedia]
8 Hiroshima/Nagasaki [www.pcf.city.hiroshima.jp] [www.dannen.com/hiroshima_links.html] [wikipedia]

* More dates: [www.betterworldcalendar.com] [www.national-awareness-days.com] [www.earthcalendar.net]

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## GLOBAL ISSUES IN LANGUAGE EDUCATION

### WHAT ARE GLOBAL ISSUES?
Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism and environmental destruction as well as to concepts such as peace, justice, human rights, world citizenship, social responsibility and international understanding.

### WHAT IS GLOBAL EDUCATION?
Global education is a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

### JALT GLOBAL ISSUES SIG
The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:

(a) the integration of global issues, global awareness and social responsibility into language teaching
(b) networking and mutual support among language educators dealing with global issues
(c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

### NEWSLETTER SUBSCRIPTIONS (JALT Members)
JALT members who wish to join the "Global Issues" Special Interest Group (GILE SIG) should fill out the JALT postal "furikae" form in The Language Teacher magazine and send their ¥1500 payment to JALT from any post office in Japan.

### NEWSLETTER SUBSCRIPTIONS (Non-JALT)
Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US $15. In Japan, send a teigaku kogawase check (leave blank) from any post office to the address below. Overseas subscribers can pay in US dollars (make personal checks out to "Kip Cates" on a US bank). Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

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(as of January 2013)

* JAPAN SUBSCRIBERS: GILE SIG / JALT (200) GLOBAL ISSUES NETWORK (50) = 250
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

### NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES
The Global Issues in Language Education Newsletter is published 4 times a year (March, June, September, December). Those interested in contributing concise articles (1-3 pages in length) on topics related to global education, global issues and language teaching are invited to send these in by e-mail.

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*Global Issues Newsletter c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, JAPAN 680-8551 Tel/Fax: 0857-31-5148 E-mail: <kcates@rstu.jp> <www.gilesig.org>*

Subscriptions: JALT = ¥1500 Non-JALT = ¥2000 Overseas = US $15 (checks to "Kip Cates")

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