NEWSLETTER #93

Our fall GILE Newsletter for 2014 boasts a rich variety of articles on global themes: (1) a critical look at the “marketization” of language education by GILE webmaster Paul Arenson, (2) a discussion of global education as an approach to teaching young learners by Austin Lantz and (3) an article by Tamatha Roman describing ways to promote language skills and environmental awareness through upcycling. Conference reports look at this summer’s AILA applied linguistics congress in Brisbane and JACET 2014 in Hiroshima. Our special features are: (a) a section on teaching about “walls around the world” with a focus on the 25th anniversary of the fall of the Berlin Wall, (b) a list of ideas and resources for teaching about the 100th anniversary of the famous 1914 World War I Christmas truce and (c) a list of global issue calendars for the year 2015.

♦ 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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ANNOUNCEMENTS

Peace as a Global Language Conference (PGL)
December 6 - 7, 2014  <http://pgljapan.org>
Kobe Gakuin University (Port Island Campus)

This year’s PGL Conference will be held on December 6 - 7 at Kobe Gakuin University on the theme of Conflict Management and Peace in the Community. This unique weekend event will bring together peace activists, educators, academics and language teachers to discuss ways that we can work to resolve the conflicts that divide our local and global communities. Come and join this special peace education event!

<table>
<thead>
<tr>
<th>Plenary Speakers</th>
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<tr>
<td>C. Murigande (Rwandan Ambassador)</td>
<td>20 Years Since the Genocide</td>
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<td>Brian DaRin (US Consulate)</td>
<td>Conflict Management</td>
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<td>Akiko Sugiki (Kobe Gakuin Univ.)</td>
<td>East African Piracy</td>
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<td>Gerry Yokota (Osaka University)</td>
<td>Nelson Mandela</td>
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Conference Fees & Site Access
- Registration 1 day: ¥4,000
- 2 days: ¥7,000
- Student discounts: ¥500 / ¥1,000
- 6 mins. from Minato-jima Station

Global Education Events

- **Gender, Peace, Education and Development**
  November 29 – 30, 2014  Bijnor (India)
  Website: <www.vivekcollege.org>

- **Int’l Human Rights Education Conference**
  December 4-6, 2014  Washington, DC (USA)
  http://www.wcl.american.edu/events/ichredu/

- **World Environmental Education Congress**
  June 29 – July 2, 2015  Gothenburg (Sweden)
  Deadline for proposals: December 19, 2014
  http://weec2015.org/thecongress/invitation/

JALT Environmental Committee
Chair: Brent Simmonds
<brentoldchap@hotmail.com>

The Japan Association for Language Teaching has set up an Environmental Committee to explore how to reduce the environmental impact of JALT and of language teachers in Japan. To learn more or to make suggestions, contact Brent Simmonds.

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

Check out our Global Issues Facebook page for an exciting selection of up-to-date news, events, campaigns, resources, initiatives and info on global education and global issues.

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

- For updates on global themes, see our Global Issues Twitter site
- Make sure as well to check out The GILE Daily, a dynamic resource for following the issues: <http://paper.li/gilesigjp>

More global education events are listed at: www.peace-ed-campaign.org/newsletter/
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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<tr>
<th>Position</th>
<th>Name</th>
<th>Institution</th>
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<th>Region</th>
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<tbody>
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### Project Officers

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<th>Position</th>
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<th>Contact Information</th>
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### Global Projects for Schools and Classes

#### Environmental Projects
- **How to Save Paper in School**
  - [www.wikihow.com/Save-Paper-in-School](http://www.wikihow.com/Save-Paper-in-School)
- **How to Become a Green School**
  - [www.greenschools.net/](http://www.greenschools.net/)

#### Class or School Events
- **Sponsor a Child Overseas**
  - [http://plan-international.org/](http://plan-international.org/)
  - [www.plan-japan.org](http://www.plan-japan.org)
- **Work to End World Hunger**
- **Raise Funds to Help Eliminate Landmines**
  - [www.icbl.org](http://www.icbl.org)
  - [www.jcbl-ngo.org](http://www.jcbl-ngo.org)
- **Start a School Human Rights Club**
  - [www.amnesty.ca/youth/get_involved/](http://www.amnesty.ca/youth/get_involved/)
Thinking Green: Analyzing EFL Textbooks in Light Of Ecological Education Themes
by Dina Al-Jimal & Wesal Al-Omari (Yarmouk University, Jordan) <deena.j@yu.edu jo>
This article outlines the aims of environmental education, highlights the role that EFL can play in raising environmental awareness and describes a content analysis of ecological themes found in Year 10 English textbooks from 2012/2013 in Jordan, an Arab nation in the Middle East. According to the authors’ research results, 1/3 of the texts promoted ecological skills and/or sensitivity, 20% included ecological content and 12% promoted ecological actions.


The Feminist EFL Classroom: What and How do Feminist Teachers Teach?
by Reiko Yoshihara (Nihon University, Japan) <yoshihara.reiko@nihon-u.ac.jp>
This paper noted Japan’s low rank on global gender surveys (#101 out of 103 nations), discussed the nature of feminist EFL and explored the teaching approaches of 9 feminist university EFL teachers in Japan. The study looked at classroom observations, teachers’ journals, questionnaires and interviews. It found a great diversity in teaching approaches, including film, poetry, readings and textbooks on topics such as gender roles, marriage and divorce, child-rearing, abortion, birth control, domestic violence, female genital mutilation, HIV/AIDS, women’s health, LGBT issues, the Grameen Bank, women in religion, separate surnames for married couples, work-family balance, women in Afghanistan, sexist speech and gender discrimination.


Teachers Mock Spanish PM’s English Skills
According to a Monitor CUP survey, over 90% of EFL teachers in Spain believe that Mariano Rajoy, the country’s Prime Minister, would fail a secondary school English test. Almost 25% believe that he’d fail a primary school English exam. 88% of the 980 teachers who were polled felt that Spain’s politicians had worse English than their counterparts in other EU nations.

“Teachers Mock PM’s English Skills” in EL Gazette #415 August 2014 <www.elgazette.com>

Recycling Rubbish at Nicaragua School
A bilingual Spanish-English school in Nicaragua has found a creative way to expand while helping the environment. According to the Tico Times newspaper, the Ometepe Bilingual School mobilizes its students to collect discarded plastic bottles and fill them with rubbish in order to make walls for new classrooms. The school follows the Nicaraguan national curriculum with English classes starting in kindergarten.

“Rubbish-Filled Bottles Build ELT Classes” EL Gazette #415 August 2014. www.elgazette.com

British Council Assists North Korea with EFL
This July, the British Council signed an official memorandum of understanding with North Korea’s Committee for Cultural Relations with Foreign Countries aimed at promoting English education in the country. The agreement extended until 2017 the Council’s English teacher training programs at higher education institutions: Pyongyang University of Foreign Studies, Kim Il Sung University and Kim Hyong-Jik University. The Council recently brought 10 junior/middle ranking North Korean officials to the UK for a visit to study English and learn about British systems.

“North Korea and BC Sign Memo” in EL Gazette #416 September 2014, UK. www.elgazette.com

Are Homophones Homosexual?
An American media specialist working for the Nomen Global Language Center in Provo, Utah was fired after posting an article explaining homophones to English language learners on the school’s website. According to the specialist, the school’s owner complained that, “Now our school is going to be associated with homosexuality.” Homophones are words that have the same sound but different spellings (for example, which and witch). The school’s owner appears to have confused the word homophone with homosexual.

“Homo-phone-sex mix-up” in EL Gazette #416 September 2014. <www.elgazette.com>

WANTED - CONTRIBUTIONS!
• Have you created a classroom activity, a teaching unit or a course on a global theme?
• Is there a teaching resource that you recommend?
• If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!
JALT 2015 Conference
Nov. 20 – 23, 2015 Shizuoka, Japan
<http://jalt.org/conferences>
The 41st annual JALT conference will be held on November 20–23, 2015 at Granship Convention Center in Shizuoka (near Tokyo). The conference theme is Focus on the Learner. Start planning now to send in your proposal on a global theme!
- **Submission Deadline:** February 12, 2015

PAC  Pan-Asian Conference
January 29–31, 2015 Bangkok
<www.thailandtesol.org>
The 2015 Pan Asian Conference on Language Teaching (PAC) will be held January 29–31 in Thailand on the theme English Education in Asia. This will include the 13th Asian Youth Forum.

Int'l Association of Teachers of English as a Foreign Language
Darwin College, Univ. of Kent, UK
<www.iatefl.org>  <generalenquiries@iatefl.org>

IATEFL 2015 CONFERENCE
IATEFL’s annual international conference will be held next spring from April 11 – 14, 2015 in Manchester, England. This global event will be attended by 2,000 teachers from 100 countries.

**Global Issues SIG**  <http://gisig.iatefl.org>
Check out IATEFL’s great GI-SIG website for a look at their global education teaching ideas, resources, activities and e-lessons!

Other Language Teaching Conferences
-  **7th BELTA International EFL Conference**
  January 2 - 4, 2015 Dhaka (Bangladesh)
  Website: www.beltd.org

- **ACLL 5th Asian Conference on Lg Learning**
  April 30 – May 3, 2015 Osaka (Japan)
  http://iafor.org/iafor/conferences/acll2015/
  Deadline for Proposals: January 1, 2015

- **JALT Pan-SIG Spring Conference**
  May 16-17, 2015 Kobe (Japan)  Theme: Narratives: Raising the Happiness Quotient
  Details to come soon at: www.pansig.org

- **JACET 2015 Summer Conference**
  August 29-31, 2015 Kagoshima (Japan)
  Theme: English in a Globalized World
  Details to come soon at: www.jacet.org

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

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

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

More Conference Information
* www.conferencealerts.com/language.htm
* http://jalt.org/aggregator/sources
* www.eltcalendar.com/events/
The 53rd international conference of JACET (the Japan Association for College English Teaching) took place in the city of Hiroshima from August 28 – 30, 2014. The conference theme was Fostering Communicative Competence for Peace and Friendship. Below is a selection of the many sessions given on global issue topics.

**PLENARY SESSIONS**

**Building Bridges of Peace and Friendship: The Role of College English Teachers**

This plenary talk stressed the role that college English teachers can play in teaching for a future of peace and friendship. It outlined the knowledge, skills and attitudes that students need to become bridges between cultures, urged classroom teachers to adapt ideas, activities and resources from such fields as global education, peace education and human rights education, and called for a renewed commitment by the EFL profession to peace and friendship on this 100th anniversary of the outbreak of World War I.

Kip Cates (Tottori University) <kcates@rstu.jp>

**Japanese University Students, EFL and Global Peace-Building Conferences**

This plenary talk discussed ways in which college EFL teachers can contribute to developing global citizens with communicative English language skills who can play an active and creative role in contributing to a just and peaceful world. It urged teachers to engage their Japanese college students in global education events outside the classroom such as international peace-building conferences and Model United Nations simulations.

Craig Smith (Kyoto University of Foreign Studies) <craigkufs@hotmail.com>

**CONFERENCE PRESENTATIONS**

**EFL and Capacity Building for Peace**

This session described student peace projects such as building homes via Habitat for Humanity and Bridge for Peace films on former Japanese WWII soldiers. Kazuya Asakawa (Tokai Gakuen) <kasan@mac.com>

**The Impact of International Service Learning**

This described the results of a service learning project which took 13 Japanese EFL students to volunteer with children in the Philippines. Paul Crane (Nagoya University of Foreign Studies) <pacrane@nufs.ac.jp>

**English Literature for Peace: The Kite Runner**

This talk described how teaching the novel “The Kite Runner” about war-torn Afghanistan served to promote peace and friendship. Wayne Arnold (Kansai Gaidai University) <waynearnold55@gmail.com>

**TaLK: Teach And Learn in Korea**

This showed how the government TALK program provides children in rural areas of Korea with the chance to learn from English native speakers. Hee-Kyung Lee (Yonsei University, Korea)

**Willingness to Communicate/Self-Confidence**

This discussed a research project on how students’ “willingness to communicate” impacted their interactions and success while studying abroad. Chihiro Tajima (Keisen University)

**Vocabulary in EFL Texts in Japan and Korea**

This talk reported on an analysis of vocabulary differences found in junior high school EFL textbooks in Korea and Japan. Katsumi Kiyonaga (Iizuka Nisshinkan Junior High School)

**Communicative Competence through Film**

This session discussed the results of a survey of what benefits Japanese EFL students report from watching authentic English films. Atsumi Yamaguchi <yamaguchi-a@kanda.kuis.ac.jp>

**Enhancing Intercultural Competence at JHS**

This presentation took a critical look at how junior high school EFL textbooks in Japan serve to promote intercultural competence. Fumiko Kurihara (Chuo University) <fkuri@tamacc.chuo-u.ac>
The Leader Method in Project-based EFL
This described the benefits of the Leader Method, where the class becomes a student-led business meeting with minimal teacher intervention. Yukie Kondo (Ritsumeikan University, Kyoto)

Understanding Socio-Cultural Diversity
This described ideas, techniques and activities for integrating themes of intercultural understanding into EFL courses and programs. Sumiko Miyafusa (Showa Women’s University) <miyafusa@swu.ac.jp>

Pronunciation for English as a Lingua Franca
This talk described research on features of pronunciation are required for students to be perceived as competent English speakers. Takanori Sato (University of Technology) <sa@ic.net.or.jp>

What Made You Speak English?
This presentation discussed the results of a survey that asked Japanese students and selected business leaders about how they learned to speak English. Azusa Sato (Tokyo University of Science)

SPAcE: Special Program for Academic English
This talk discussed SPAcE (Special Program for Academic English), a new EFL program implemented to promote students’ global competence. Junko Otoshi <otoshi-j@cc.okayama-u.ac.jp>

Learning Beyond the Classroom Online
This talk discussed an on-line EFL discussion forum which brought together Japanese college students and EFL students in Bangkok, Thailand. Yaoko Matsuoka (International Christian University, Tokyo)

Intercultural Communication through English
This presentation argued that students need to develop inter-cultural communication skills, pragmatic competence, empathy and a sense of cultural equality. Xinren Chen (Nanjing, China) <cxr3354182@163.com>

Why Do Students Communicate Poorly?
This talk analyzed the main obstacles to successful communication such as lack of confidence, peer pressure and Japanese cultural norms. Rieko Matsuoka (Tokyo) <rieko.matsuoka@yahoo.com>

Internationalisation & Corruption in Higher Ed
This presentation analyzed the role that English plays in developing nations characterized by corruption, social inequality, and a winner-take-all mentality. Anthony Fenton (Tokyo University of Science)

Positive Effects of Short-Term Overseas Study
This case study of 2 Japanese college students analyzed English learning benefits of short-term overseas study and rate of attrition one year later. Misa Fujio (Toyo University) <misa.fujio@gmail.com>

English Competencies for Global Citizens
This described a 2-year integrated college global education EFL program in which 1st and 2nd year students study social and global issues. Masataka Kasai (Kansai Gaidai Univ.) <masatakakasai@hotmail.com>

Study Abroad Research Trends: An Overview
This session gave an overview of issues linked to study abroad research: sampling, t-tests, journals, questionnaires, self-reports and micro-narratives. Timothy Newfields (Toyo Univ.) <timothy@toyo.jp>

Tuesdays with Morrie: Lit for Healthcare
This presentation described the value of using English literature with EFL healthcare students, with a focus on the book “Tuesdays with Morrie”. Emiko Ubukawa (Gunma Prefectural College of Health Sciences)

Big Ideas in Easy English: Extensive Reading
This talk introduced <beeosasis.com> an extensive reading EFL website featuring big ideas from the arts, sciences and business. Douglas Forster (Japan Women’s University) <forster@if.jwu.ac.jp>

English as a Global Communication Tool
This talk outlined the key features of English for global communication, then presented a language portfolio designed to teach these in the classroom. Yukie Saito (Waseda University) <ty-saito@yacht.ocn.ne.jp>

Preparing Students for the Global Job Market
This looked at the need to prepare EFL students for a global job market and introduced the new Japanese EFL text “Working in Japan”. John Rucynski (Okayama University) <jrucynski@yahoo.com>

Project Learning for Rural Thai Students
This presentation discussed a cooperative EFL project in southern Thailand that brought together Buddhist and Muslim EFL students. Pragasit Sitthitikul (Thammasat University) <pragasit@gmail.com>

Using English During an Internship Abroad
This presentation described research on how English was used by Japanese college EFL students during a 1-week internship program carried out in Singapore. Hiroko Miura (Hokkaido University of Science)

International Exchange: Turkey and Japan
This presentation discussed how English was used to exchange letters of support between earthquake victims in Japan and Turkey. Hitomi Sakamoto (Toyo Gakuen University) <hitomi27sf@yahoo.co.jp>

Japan and Hong Kong Composition Exchange
This talk explained a project where Japanese and Hong Kong EFL students exchanged compositions about their countries and cultures. Mika Ishizuka (Tokyo Univ. of Technology) <mika.ishizuka@ntt-at.co.jp>
Student Attitude Shift: Using Malala’s Speech
This presentation explained how studying the United Nations speech of Malala Yousafai promoted positive student attitudes to English and to global issues. Takue Ohno (Hokkaido Pharmaceutical University)

World Englishes and College English Education
This talk reviewed the history of EFL in Japan and discussed the role of World Englishes in a global education approach to teaching English. Hiroshi Yoshikawa (Chukyo U) <hyskw@lets.chukyo-u.ac.jp>

EFL Content and Language in Medical Welfare
This presentation described how a CLIL approach to EFL for medical welfare can lead to a better balance between language and content. Yoshihiro Nigo (Coast Guard Academy, Japan) <nigo@jega.ac.jp>

A Critical Analysis of Global Policy Documents
This presentation analyzed the current discourse of globalization and critiqued the impact on Japanese EFL of Ministry of Education documents. Masanobu Nakatsugawa (Otaru) <masa@res.otaru-uc.ac.jp>

English Communication for Global Business
This talk discussed a college EFL program which prepared students to visit local businesses during a 3-week English course in Canada. Mark Matsune (Hokkaido) <markmats@elsa.hokkai-u.ac.jp>

Media Literacy in the EFL Reading Classroom
This presentation outlined media literacy activities that help students to respond critically to news stories. T. Hanaoka <tamikodanhanaoka@yahoo.co.jp>

How to Bring Up Interpreters for Tokyo 2020
This talk called for professional translation programs to train staff for the upcoming 2020 Olympics. Masako Mouri <mmouri@kansaigaidai.ac.jp>

Students’ Career Plans and EFL Motivation
This session described a survey of Japanese students’ awareness of the importance of English for future careers. Mika Shimura (Gakushuin University)

Peace and Friendship through Drama Activities
This session demonstrated EFL drama techniques built around a peace story about how one child’s bold action brings together two hostile tribes. Yasuko Shiozawa (Bunkyo University, Tokyo)

English Education in Korea: Jeju, Busan, Seoul
This talk described the current state of English teaching in Korea based on fieldwork visits to Korean schools in Jeju, Busan and Seoul. Hideko Nakano (Kyushu Women’s University) <nakano@kwuc.ac.jp>

A Cross-cultural Approach to Japanese ESL
This talk described how teaching via short skits on common situations involving foreign visitors to Japan can promote better English communication. Jun Omi (Shobi University) <omiju2@hotmail.com>

English News Articles and Extensive Reading
This presentation described how extensive reading on self-chosen articles led to positive student attitudes to news reading. Takaaki Goto (Kumamoto University)

English for International Understanding (EIU)
This talk outlined an English for International Understanding approach to teaching EFL in Asia. Dr. Alvin Pang (RELC, Singapore) <alvin.pang@relc.org>

Promoting Communicative Competence via CL
This presentation described how Cooperative Learning (CL) in EFL can promote teamwork and leadership. Taron Plaza (Komazawa Women’s University)

Creative Writing in English Classes
This talk outlined the benefits of creative writing and how Extremely Short Stories promotes cultural and global awareness. Mitsuko Nishi (Kinki Univ)

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

新英語教育研究会
Shin-Eiken is a dynamic high school English teachers group in based in Japan which works to promote global awareness, peace, international understanding and humanistic education. Check its Japanese website, subscribe to its magazine or attend one of its many regional events in Japan.

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

Issue # 540 (August 2014) Theme: Peace and Human Rights
- Teaching English for Global Citizenship (Hiromi Ishimori)
- Learning from the Life of M.L. King (Yukimi Watanabe)
- Teaching the Diary of Anne Frank (Emiko Hori)

Issue # 541 (September 2014) Theme: Authentic Materials
- Broadening Worldviews via Authentic Materials (T. Yanagisawa)
- Artmile Project: Global Links with Taiwan by TV (K. Shimizu)
- Nuclear Issues: “When the Wind Blows” (Katsuo Ando)
- Songs & Documentaries: Travelin’ Soldier & PBS (J. Yoshiura)

Issue # 542 (October 2014) Theme: Materials Writing
- Learning from Ken Noguchi: Cleaning Up Mt. Everest (N. Abe)

2015 JACET National Conference
August 29–31, 2015 Kagoshima, Kyushu
<www.jacet.org/2015convention/index.html>

Intercultural Communicative Competence and English Education in a Globalized World
Global Issues in Language Education 8 Newsletter Issue #93 November 2014
The 17th World Congress of AILA (the International Association for Applied Linguistics) was held from August 22 – 25, 2014 in Brisbane, Australia. This major congress, held once every 3 years, brought together language and education experts from 70 countries. Below is an overview of AILA sessions on global themes.

**Plenary Speakers**

**Hearing the Inside: Australian Languages**
This talk introduced the rich complexity and special features of Australia's 200 aboriginal languages and stressed the need to appreciate and support aboriginal cultures and communities.

*Nicholas Evans* (Australian National University)

**Linguistic Landscape Research**
This talk discussed the new field of linguistic landscape research with examples from Israel/Palestine and elsewhere of students learning to critically analyze language use in public spaces.

*Elana Shohamy* (Tel Aviv University)

**New Chinglish: Translanguaging Creatively**
This talk described the spread of English in China, the development of a unique *Chinglish* dialect and the creative ways that Chinese youth have begun to fuse English and Chinese expressions.

*Li Wei* (University of London, UK)

**Research Symposia**

**Language and Trauma**
This panel session discussed the relation of language to trauma via case studies such as the Holocaust, colonialism in Australia and apartheid in South Africa.

*Brigitta Busch* (University of Vienna, Austria) <brigitta.busch@univvie.ac.at>

**The Darker Side of Applied Linguistics**
This panel session featured papers which critically examined how language is related to social issues of race, power, politics, gender and sexuality.

*Alastair Pennycook* (University of Technology, Sydney, Australia) <alastair.pennycook@uts.edu.au>

**A World of Indigenous Languages**
This panel session presented case studies of how indigenous communities in Canada, the USA, Australia and New Zealand are striving to maintain their languages.

*Gillian Wigglesworth* (University of Melbourne, Australia) <gillianw@unimelb.edu.au>

**Presentations**

**Peacebuilding: New Paradigm in Lg Planning**
Joseph Lo Bianco <j.lobianco@unimelb.edu.au>

**Language Choice by Heads of State at the UN**
Tomoyuki Kawashima <kawashima@cc9.ne.jp>

**Language Exploitation on the US-Mexico Border**
Glenn Martinez <glenmtz505@aol.com>

**Code Switching in the Zagreb Mid-Air Collision**
S. Cookson <scookson@obirin.ac.jp>

**Intercultural Communication in Thailand**
Wilailak Riach <rwilailak@yahoo.co.uk>

**English as Medium of Instruction in Indonesia**
Dyah Sunggingwati <sunggingwati@gmail.com>

**The Textbook as a Change Agent**
S. Humphries <simonhumphries@yahoo.co.uk>

**English Skills and Employer Decisions to Hire**
Mei-Yuit Chan <adamsoncalum@yahoo.co.uk>

**Humanizing Language Testing**
M. Obaidul Hamid <m.hamid@uq.edu.au>

**Collaborating Across Borders by Video**
Minako Yogi <minayogi@edu.u-ryukyu.ac.jp>

**Studying English in an Outer Circle Country**
Toru Tadaki <tadaki@baiko.ac.jp>

**Communication Failure: Russians & Anglo-Saxons**
E. Grishaeva <e-grishaeva@mail.ru>

**English for International Cooperation**
Kaori Nitta <nittakaori@socio.kindai.ac.jp>

**Critical Linguistics in Africa**
Denise Troutman <troutma1@msu.edu>
Western Women Teaching English in Japan
Roslyn Appleby <roslyn.appleby@uts.edu.au>

A Corpus Based Study of Apology Expressions
K. Kitao (Doshisha) <kkitao217@yahoo.com>

Mitigated Speech in the Crash of Avianca 052
Simon Cookson <scookson@obirin.ac.jp>

Cross-Cultural Understanding in “Hi Friends”
Satoko Hamamoto <shamamot@yasuda-u.ac.jp>

Foreign Nurses for a Multicultural Japan
Rika Kusunoki (University of Queensland)

Museums & Theatres as Places to Learn
Jutta Rymarczyk <rymarczy@phil-heidelberg.de>

Critical Pedagogy and Social Justice in EFL
Hugh Nicoll (Japan) <hnicoll@gmail.com>

How to Raise a Global Learner in Japan PP
Tsuyoshi Koizumi <tkoizumi@hyogo-dai.ac.jp>

Exploring Ethical Issues: Language Research
Peter de Costa <peter@euniversity.com>

Developing Critical Thinking & Academic Literacy
Shi Pu (Cambridge) <sh.pu@cam.ac.uk>

The 3.11 Earthquake Seen in 5 News Programs
M. Krause-Ono <k-ono@mmm.muroran-it.ac.jp>

High School English Textbooks in N. Korea
Eun Sung Park <eunseungp@sogang.ac.kr>

Language, Multifaith and One-World Identity
C. Muench <christian.muench@rwth-aachen.de>

Foreign Teachers of English in Vietnam
David Bright <d.bright@uq.edu.au>

Impacts of Internationalization on EFL Sts
Lilian Cheng <hsingfucheng@yahoo.com>

Intercultural Communication in Japan
Kahoko Matsumoto <kahoko@tsc.u-tokai.ac.jp>

Guest Workers, Foreigners or Fellow Citizens
Martina Mollering <martina.mollering@mq.edu.au>

Language, Hatred and (In)Humanity
Joseph Comer (RMIT) <jvcomer@gmail.com>

Discourses of Sustainability in Print Media
Radha Iyer (QUT) <racha.iyer@qut.edu.au>

Ancient Words, Modern Worlds: The Maori
Elisa Duder (AUT) <elisa.duder@aut.ac.nz>

Wearing English: Wording on T-Shirts
D. Caldwell <david.luke.caldwell@gmail.com>

English Interpreting for Criminal Procedures
Jakub Marzalenko <marszalenko@gmail.com>

I can’t eat, I gotta play: Digital English Games
Pia Sundqvist <pia.sundqvist@kau.se>

Language Learning in Edu-Tourism Programs
Karen Woodman <karen.woodman@hotmail.com>

Doing Culture, Doing Race in the ESL Class
Ena Lee (Trinity Western U.)

World Englishes and the EFL Classroom
Hiep Pham (British Council, UK)

ELT in Brazil: Educating for Race Relations
Miriam Jorge (US Peace Corps)

Social Justice Education and Immigrant Youth
Roumiana Ilieva (Western U, Canada)

LG. Learning, Privilege and Missionary Kids
Stephanie Vandrick <vandricks@usfca.edu>

Stereotypes in Brazilian EFL Textbooks
Ariovaldo Pereira <aryopes_br@yahoo.com>

English for Buddhist Purposes
E. Mohamad <dr.emma.mohamad@gmail.com>

Forensic Linguistics: Clues to Deception
Eilike Fobbe (Germany) <efobbe@gmx.de>

Supporting Minority Languages
David Kroik (Sweden) <david.kroik@umu.se>

Attribution, Stereotyping, Miscommunication
Francisco Dumanig <fdumanig@yahoo.com>

Boko Haram’s Language of Insurgency
Stella Mbaeze <stellembaeze@gmail.com>

Divergent Discourse of Japan-Korea Issues
Myongsu Park <myongsu@gmail.com>

A Corpus Approach: Pollution Reports in China
Fuli Hou (China)

Language and Gender in Courtroom Interpreting
Masako Mouri <mmouri@kansaigaidai.ac.jp>

High Proficiency Japanese Women and English
Akiko Katayama <katayama9aiko@gmail.com>

Nuclear Discussions between Iran and the USA
Hossain Shokouhi <h.shokouhi@deakin.edu.au>

Global Competence in a Multi-Cultural Salad
Natsumi Onaka <onaka@iwateu.ac.jp>

Communication Anxiety of Foreign Residents
Kie Kawauchi <k_kawauchi@auhw.ac.jp>

2017 AILA WORLD CONGRESS
Rio De Janeiro, Brazil  Summer 2017
<www.aila.info/en/>

The next AILA congress will be held in 3 years time in Brazil. Details to come on their website.
The Corporate Agenda & Language Education

Choice and empowerment are key words associated with learner autonomy, critical pedagogy and student-centered teaching. Yet the workplace can be littered with obstacles that limit a teacher’s autonomy and job satisfaction. Some lay the blame squarely on what Gray and Block (2012) call the “marketization” of education:

Students are increasingly seen as customers seeking a service and schools and teachers are, as a consequence, seen as service providers. As this metaphorical frame has been imposed... the semantic stretching of keywords from the world of business... has become commonplace. Thus terms such as “outcomes”, “value added”, “knowledge transfer”, “the knowledge economy” and above all “accountability” have become part of the day-to-day vocabulary of education.

https://scottthornbury.wordpress.com/tag/outcomes/

Teacher Perceptions

In my teacher survey and Pan-SIG 2014 talk, I asked teachers to consider the extent to which the institutions that employ us help or hinder our efforts to foster autonomous learning. I was particularly interested in teachers who identified with approaches involving global education, critical pedagogy, learner autonomy and cooperative learning. I wanted to know if they found a conflict between their own values and the corporate values which underlie what they’re asked to teach. By inviting them to examine and share their attempts to create a supportive learning environment in the face of workplace limitations, I hoped to gauge the extent to which a corporate agenda gets in the way of promoting learning. The use of the term “corporate agenda” should not be misconstrued as applying only to business English or to those teaching in companies but to all institutions where the corporate ethic dominates.

I also wanted to know how such teachers responded - if they chose to avoid dealing with the conflict by conforming to corporate values, if only to be able to have steady work, or if they resisted those values somehow. I was hoping to find teachers willing to be subversive in their choice of materials and in how they managed their classes.

Regardless of whether or not teachers felt threatened by their students’ needs and interests being defined by top-down, corporate values, I was also interested to find out if teachers were struggling to make ends meet, working umpteen hours a week. This is an often overlooked issue directly related to the marketization of education where teachers are viewed as being expendable.

The responses I got revealed a great deal of concern about a deteriorating work environment, such as professors finding themselves looking for work at the end of a fixed-term contract and others being forced to betray their values as educators by having to teach TOEIC or TOEFL prep courses. I believe this is a result of the corporatization of our institutions, which see teachers as expendable and secondary to the needs of perceived markets.

Testing Blues

Gray and Block’s critique of the marketization of education has much to say about how a single company has done so much to sabotage the efforts of those of us who are trying to make our classes relevant to our students as human beings.

The villain in both cases is ETS (Educational Testing Services), a company which has received much bad press about alleged bias in its standardized tests. These tests are now part of the broader debate about high stakes testing and how schools have ceased being places to develop the whole person but just facilitators of the same old corporate agenda of ranking and classifying people.

The company just takes it in, suckering Japanese learners by convincing them that they are somehow deficient in learning. In reality, it’s because just about everyone and her aunt is persuaded that they need this test in order to lead a happy life and reach enlightenment that more people take the test in Japan than anywhere else. This drives scores down. And profits up for ETS. (TOEFL and TOEIC are marketed by different companies in Japan, but it is the same old ETS.)

Publishers and language schools follow suit, and even whole university programs are based around these (or similar) tests. Even JALT presentations are not immune. Sooner or later, everyone is looking for advice on the best ways to use the tests, the best ways to prepare your classes for them and the best ways to increase students’ tests scores. Since everything revolves around these tests, language education becomes just one big test preparation course. Scott Thornbury says:

I have an almost pathological horror of testing and assessment...Things can be going along just swimmingly until the day of the test, or the day
when I’m required to post a grade. Then all hell breaks loose. The cozy relationship I had built up with my class or with individual students is shattered irreparably.

Often this has to do with failing a student, but just as often it has to do with a student not getting the A grade they had always got in the past. Or, worse still, not getting the one percentage point that will make the difference between continued funding or having to leave the program for good.

[Testing] provides feedback, in accordance with principles of validity, reliability and fairness. But, at the same time, testing is evil... [b]ecause it assigns a value to the learner, and, since the value is almost always short of perfection, it essentially de-values the learner.

Worse, testing typically involves measuring students one against the other, thereby destroying at a blow the dynamic of equality that the teacher might have judiciously nurtured up until this point.

It is evil because it is stressful for all concerned, and because the conditions under which testing is conducted (separated desks, no mobile phones, etc.) imply a basic lack of trust in the learners.

It is evil because it pretends to be objective but in fact is inherently subjective. Why? Because, as Johnston points out, ‘the selection of what to test, how it will be tested, and how scores are to be interpreted are all acts that require human judgment’. Ultimately, it is the tester – not the test-taker – who decides what counts as knowledge, and how you count knowledge.

In an invigorating swipe at the culture of accountability, Frank Furedi, a sociology professor in the UK, condemns outcomes-driven education as ‘a technique through which a utilitarian ethos to academic life serves to diminish what would otherwise be an open-ended experience for student and teacher alike. Its focus on the end product devalues the actual experience of education. When the end acquires such significance, the means become subordinated to it’...Isn’t this, finally, the real problem of testing?

Source: “O” is for Outcomes  https://scottthornbury.wordpress.com/tag/assessment/

The subversive nursing school teacher

Most of us are conditioned to think of subversion as a no-go area, no matter how unbearable the situation we find ourselves in. In Japan the gambare spirit, the appeal to harmony and not making waves is held up as a cultural given when, in fact, much of this can be traced to the Meiji era and a nationalist ethic. Nevertheless, it can be extremely hard to be subversive in this context.

Here, I’d like to offer one personal example which, although not concerning a language teacher, can be instructive for those of us who are looking for a way to reassert our values in the classroom.

My wife taught nursing for the first and last time two years ago in an extended high school program (3 years plus 2). Though her students had already completed their 3 years of high school, she was still required to check their skirt length and make sure their hair had not been dyed.

20 years earlier, before she herself had become a nurse, she studied at a progressive school for social work and took humanistic education courses. And yet here she was in a teaching situation that demanded she play the role of authoritarian.

At the entrance ceremony, there was no way that she was going to promote patriarchy and sing the required national anthem, Kimigayo. Although she would have liked to sit down through it, she stood but did not open her mouth.

In the classroom, the students reflexively stood and bowed whenever she entered the room. This did not sit well with her, so she decided to go and stand with the students and bow in the direction of the blackboard with them.

“Why didn’t you just tell them you didn’t like hierarchical customs and ask them not to stand?” I asked. “But then they would still have had to obey me. Too authoritarian,” she replied.

Conclusion

The survey responses that I received provide many insights into how teachers who value student autonomy are themselves thwarted as educators by a system that tries to fit both teacher and student into the corporate mould. Those teachers who don’t conform, and even many that do, are tossed out on their ears when their services are no longer needed. Employment insecurity — at least in the case of non-Japanese nationals — can affect visa, health and pension status and potentially lead to destitution and/or deportation.

Sample Teacher Survey Responses  (excerpts)

The biggest issue for many teachers was how control of the curriculum has been taken out of the hands of teachers and students. Several described how they tried to subvert the system and provide something more meaningful to students than they otherwise could if they’d only followed the agenda.

Being subversive carries risks. Whether or how to resist, then, is a question that many of us have to confront. I hope this article serves to stimulate discussion on how to be a subversive - but safe and gainfully employed - language professional.
(a) Rare and Relatively Good Places to Work
Teacher A: At my vocational school, we were paid like professionals and given responsibility for creating an integrated curriculum with clear goals, yet we could meet them in individual creative ways.

(b) Ageism
Teacher B: At my institution, the administration violated their policy of no forced retirements in order to attract younger non-Japanese teachers.

(c) Working Conditions
Teacher G: I was attracted to teaching because I was sure I would love doing it and never tire of it. But then you’re worked to death in a full-time job that ends after 4 years. I love my students and I love teaching. Sometimes, work gets in the way.

Teacher H: As far as job security is concerned, ageism and sexism are a huge factor. I’ve reached an age (54) where I can expect one more contract, then will have to rush from university to university as a part-timer in order to provide for my family.

(d) MacDonaldization of Language Teaching
Teacher L: To our companies (and increasingly universities) we are service personnel and they are clients. We offer a one-size-fits-all product with materials churned out under sweatshop conditions.

(e) Overtesting
Teacher L: What I hate is how our company started adding more and more tests (which we have to squeeze into our limited classroom time, then grade and enter into a computer). Never mind that we test things that are arbitrary, where even the teachers can’t agree on the right answer.

(f) Little Subversities
Teacher M: In the sweltering factory where I teach, the students are engineers. Despite warning signs on maintaining a proper intake of salt and water, a blue collar worker died one year. When I asked if he’d had time to cool off, a student said that workers had no time to rest. One white collar worker told me he had to work 3 days and nights in a row with no sleep. I was supposed to mark him late or absent when he missed 30 minutes of class. I never did. Last I heard, he’s still alive. Another had to take leave because he was depressed. I gave him a passing grade, as a fail would put pressure on him from Human Resources. I wrote to him recently to see how he was doing. I’m worried about his mental and physical health.

These comments are a few short excerpts from my survey. Contact me for the full set of responses.

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**Personal Background: Underlying Values**

Who we are as human beings and as teachers has as much to do with what we were exposed to as children as with what we studied on the road to becoming educators. Here’s a brief history of significant events that have affected me.

1964-1970: I was a rebel: my mother was thrown out of the PTA for trying to integrate my all white elementary school, Public School 64, Ozone Park, New York. At John Adams High School, my friends and I were targets of the school football team because we refused to stand up and say the Pledge of Allegiance during the Vietnam War. I started writing poems and protest songs starting in 1966, which I’ve continued up until the present.

1972: At Queens College, my professor’s brother was Michael Schwerner, killed by the KKK in Mississippi. I handed out flyers against Honeywell Corporation land mines used in Vietnam. A detective from the New York City “Red Squad” phoned my parents and asked if they knew what their son was doing. My father told him to “fuck off” and hung up. I was prepared to go to jail or Sweden rather than fight in the war. They never called me.

1977-78: I went to graduate school, where John Fanselow and others encouraged us to look beyond orthodox methodologies. My first boss at Queens College took off points when I dropped my Silent Way pointer in class. She didn’t like “new fangled methods”. I taught writing at LaGuardia Community College to inner city freshmen whose previous teachers had called them stupid because they wrote and spoke a non-standard dialect. I can’t forget Sandra, who wrote a beautiful essay about the day she realised that she wasn’t stupid.

1979-2013: I’ve been a full and part-time teacher in Japan and was a co-founder of my first school’s labor union. I helped my wife as a homeless volunteer in Tokyo’s Sanya area. We moved to Miyazaki in 2012 after the Tepco nuclear disaster, and gave up our jobs. A year ago, I began teaching for a company which used slave labor in World War II. Then again, IBM helped the Nazis, so there’s no escaping ethical dilemmas. Though some prefer to look the other way, these dilemmas are everywhere if we choose to see them.


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Introduction

The purpose of this article is to highlight the movement to integrate global citizenship into education. Global citizenship has evolved from human rights education, international education, civics and many other earlier movements. What sets global citizenship apart from these earlier movements in education is its focus on creating both an international and a local identity for students as well as helping students to understand the impact that their actions have throughout the “global village”. The goal of the essay is to identify methods of bringing a global view to students while highlighting some pedagogic issues.

The national census of Japan in 2010 reported a record population. Japan was ranked as the tenth most highly populated country in the world. The population of foreign residents in Japan reached 1.5%, now projected to be closer to 2% or more. This increase of foreign residents is a reminder that the world is ever changing. To help future Japanese citizens stay internationally savvy, the foreign language education curriculum at secondary level has begun to see a change. With English now being introduced from third grade primary school with more materials and a focus on foreign cultures, the time has never been better for a rethinking of educational teaching methods.

The Objective

The aim of education for global citizenship is to raise students’ awareness of their impact on the local and global society around them, to develop a sense of their rights as citizens of their community, to increase knowledge of the world around them and to encourage them to make informed decisions regarding the international community of which they will be a part when they reach adulthood.

Teaching global citizenship can give students the general knowledge, skills and understanding to navigate the international world around them. By learning more about other cultures, students can increase their confidence, gain the ability to be empathetic to those around them, begin to understand adverse situations in society and learn how to respond to these.

The Circumstances

There is a need for people to become more aware of their role in their local social-economic situations, and to create a multi-national view of themselves. Since the 1980’s, European education systems have increasingly focused their students on civics in order to create an appreciation of and a feeling of belonging to local, national and global communities. Japan, Singapore and other Asian nations have slowly begun to incorporate globalization into their national goals. These goals encourage students to go global while developing a sense of belonging to their homelands, by recognizing individuals, as well as other peoples and communities, as collective subjects of rights.

It is now, more than ever, paramount to teach global citizenship in class to facilitate discussion and communication, and to better prepare students for the globalized world they will face in the future. Any issue viewed through the scope of global citizenship can be used to spur student discussions and make for a good class. By introducing examples of literature from around the world, guest speakers and examples of national and international laws, students can develop a deeper understanding of the world around them.

Background of Global Attitudes in Japan

In most secondary school systems, students are taught citizenship through classes like social studies and history, as well as personal development classes in some parts of the UK and the US. These classes help students to understand their roles as local or national citizens but rarely venture beyond the mother country of the students. However, with the exponentially globalization of the world around us, it is necessary to add an international element to education.

Japan was a prominent world power in the 1970s and 1980s. Since then it has overlooked, or dismissed, major events around the world and become one of the most introverted nations in the world. The lack of interest in global activities has severely stunted relations with global businesses. This lack of growth and interest in global issues can be attributed to the lingering dominance of an older generation of politicians and business leaders.

What helped Japan become a world power in the 1980s before the bubble economy recession were curiosity and a yearning for experiences that would broaden horizons (Banks, 2006). When the economic bubble burst, business leaders and politicians withdrew into their companies changing the corporate from curious and extroverted to introverted and cautious. This led to steady high unemployment, low...
consumption and almost zero foreign trade or economic growth.

Only recently, since the early 2000s, has there been a turn-around in employment, consumption and exports. This turn-around is possibly the result of the old business leaders and politicians passing the corporate torch to younger leaders. These new leaders have a different business attitude and outlooks on global business, thus changing the way business is run. To compete with the ever more globalized communities of the future, it is important to expose students to multi-national viewpoints early. In a modern study of people who consider themselves global citizens, most attributed their view of the world to experiences gained in early childhood (Davies, 2004).

Global Citizenship: Then and Now

The challenges of the future will require students to be able to make informed decisions and traverse multi-cultural arenas of business. Through teaching for global citizenship in the classroom, students can be encouraged to develop their beliefs and values, and become critical thinkers respectful of others opinions and cultural belief systems.

When Taiwan and Hong Kong began to revamp their education systems in the early 1980s, the reforms generated an awareness of the need to focus on the students’ global identities (Schattle, 2008). This was achieved by intensifying English and technological capacities in class as well as introducing civic education for students beginning in the third year of elementary school.

The modern curriculum in Japan, established shortly after World War II, has seen changes on an average of once every ten years. The first of these changes took place in 1947 with a total revamp of the education system. The changes leading up to the reforms took place in 1977, 1989, and 1993. These changes included additions of specialty classes such as moral education and a reduction in the number of subjects taught. After 1999, a new direction in education was introduced focused on students’ creative abilities.

Foreign Language Teaching

Foreign languages became compulsory with English being required during the school day and other language study to be done outside of class. Bringing global citizenship into the classroom requires a re-evaluation of pedagogy and cross-cultural knowledge. Self-analysis and self-reflexivity within class become crucial to class operation. Individual differences between students and the teacher should be cautiously highlighted and developed as part of this new pedagogy.

Challenges and solutions

Daily life can be a good starting point for teaching. There are many things that students unwittingly do every day. These, when looked at from a neutral viewpoint, can be projected onto a large scale and used as a stepping stone for discussions of global citizenship. Such behaviors as name-calling and excluding students from games during recess can be looked at through a global lens to raise student awareness of prejudice, racism and other behaviors rampant in the world.

The varied interpretations of global citizenship leave much to the individual teacher, whether this is taught as a responsibility that everyone has, a creed, a way of life or a philosophy to frame one’s life by. All are valid ways to view the application of global citizenship within the classroom.

The methods of teaching or the philosophy that the teacher subscribes to are not as important as the aim of global citizenship. In Hong Kong, global citizenship has been taught from elementary third grade since the 1980s. Lessons are designed to help students appreciate the diversity of the world around them and develop perspectives for making informed judgments on multi-national issues. By being exposed at a young age to issues in their immediate environment and finding ways to relate these to other elements in the world, students can build a long-lasting awareness of the local and global worlds around them.

Children and global citizenship

Despite claims that students at a young age are not cognitively ready to handle the topics that arise in discussing global citizenship, many prominent researchers have proven these wrong. Teachers should protect their students and shield them from potentially dangerous material, but sometimes this comes at a cost to the students. Students possess the mental ability to comprehend matters such as intercultural education that far exceed the expectations of many educators.

A 3-year study done in Canada with CIDA (Canadian International Development Agency), the University of Birmingham and DFID (Department for International Development) has shown that students have a great interest in global issues. Students who were gradually exposed to global issues in class showed no trauma or negative impacts. In fact, students reported a further interest and new outlook on their role as global citizens (Davies et al, 2004). All in all, since the 1980s, technology has gradually progressed making it more and more possible to make contact with foreign cultures around the world. With the dawn of the Internet and services like Skype, people are connected more than ever.
To keep up with these developments, countries like China began to implement changes to their education system and teaching pedagogy. Japan has been slow to make changes but is gradually making steps forward. To help students in the international world they face, teachers need to make major changes to their classes.

Now is the time to make these changes that will affect the future of our students. Without a solid knowledge of their identity in their local communities and the responsibilities they have as an international citizen, students will struggle in our ever-changing world. It is the duty of every parent, caretaker, advisor, principal and teacher to sow the seeds of curiosity, help this seed grow so that students yearn for the knowledge around them. So take your students by the hand and bravely lead them outside the school doors into a bright future.


Davies, L. et. al. (2004). *Key findings from the DFID Project: Global citizenship: The Needs of Teachers and Learners*. UK: CIER.


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**Finalists for the Language Learner and Literature (LLL) Awards**

Each year, the Extensive Reading Foundation (ERF) chooses the best reading texts for English language learners. Special *Language Learner and Literature* (LLL) awards are given in 5 separate categories: 1 for young learners and 4 each (beginner, elementary, intermediate, upper intermediate, advanced) for adolescent and adult learners. Among the 2014 finalists this year were the following 4 books.

**Bob Marley**
by Vicky Shipton (Scholastic)
This lively biography brings to life the iconic 1970s reggae singer, Bob Marley. It introduces his music plus events from his life, the history of Jamaica and the Rastafari movement

**War Horse**
by Michael Morpurgo (Oxford OUP)
This engaging book tells the powerful story of a horse – from rural England to the battlefields of World War I – along with the trials and experiences that he encounters in his journey.

**The Cellist of Sarajevo**
by Steven Galloway (Penguin)
This haunting story describes the lives of 4 people whose lives are upended during the siege of Sarajevo. It deals with a difficult topic but is written with sensitivity and intelligence.

**Oscar’s Journey**
by Fiona Joseph (Nat’l Geographic)
This book tells the dramatic story of a young boy in 19th Century England who is forced to confront his father when he discovers the shocking truth about the family factory.
Environmental Awareness through Upcycling
by Tamatha Roman  (Kanda University of International Studies)

Introduction
As the world, and Japan, becomes more aware of the environmental issues facing us, people are finding creative new ways to rehash the old 3-part Reduce, Reuse, Recycle motto. Although recycling certainly has its place in Japan (where 70% of plastic is recycled), and there has been some progress in the reducing department (i.e. the use of My Bags or My Hashi chopsticks), reusing often gets left out of the party. One way to reuse involves upcycling. Upcycling is the creative art of taking waste and converting it into something new of better quality or of environmental value. A quick Google search reveals an amazing array of upcycled products, utilizing everything from skis to old tires to light bulbs.

An EFL Course on the Environment
Students in the course I teach on “Japan’s Environmental Impact” have become masters of the upcycling process. This class is an English content elective course with a focus on bettering the environment through self-awareness and community-related sharing. Some of the topics that we study throughout the year include food waste, cosmetics and disposable waste. Despite Japan’s high recycling rates, students are generally unaware of the impact that rampant buying and use of plastic bottles, plastic bags, and disposable chopsticks (waribashi) has. Through a series of hands-on lessons, out-of-class “blog challenges” and a final project, students gradually explore the ramifications of their environmental impact as they improve their English language skills.

Final Class Project
Upcycling comes in during the final project. Every year, teams get together to upcycle a chosen product after several weeks of lessons pertaining to disposable waste. They get to choose whatever they like: plastic bottles, cans, paper cartons, toilet paper rolls, soda tabs, etc., but must use only one product as their focus. The goal is to turn their product (with the help of tools like glue and markers) into something of use once again.

The Upcycling Process
The upcycling process is quite simple. Students are informed of the project at the beginning of the disposable waste unit and are shown examples made by previous students and from the Internet. During the lessons leading up to the project, they have time to choose a product and collect used portions of it. Most students decide to collect their product from the waste bins on campus, adding a localized rationale to be included in their signs (explained below). I also give them a few minutes at the end of each class to brainstorm ideas and plan what’s needed to make their final project. Once the project time starts, students are given three or four 90-minute classes to put their project together. Of course, they can work on their projects outside of class time. Although the time frame is short, teams usually manage to use their time wisely and finish in time for presentation day.

Publicizing the Project
Besides constructing their projects, students must accompany their final work with an English sign. The sign must explain their project: the number of products used, where the product was found, and how the product was reused to help people and the environment. It must also be translated into Japanese to make it accessible for the local community. Projects and signs are put on display on our campus for two weeks, in a “free space” that I arrange ahead of time. Assessment is based on their English sign, creativity, work ethic before and during project time, and overall impact.

Student Reactions
This year’s projects have been superb, ranging from a paper carton umbrella to a modern waribashi lamp. Overall, students express satisfaction with the projects as it is a fun way to rethink waste and its impact on our lives. Many of the projects end up being taken home by the students or holding a permanent space in a teacher’s office. In addition, the public viewing of the projects has received a positive reception. It’s a great joy to see students stopping to read the signs and express surprise and admiration at how waste has been turned into such beautiful things.

Useful Resources
- www.upcyclethat.com
- www.upcyclemagazine.com
- http://hipcycle.com/what-is-upcycling
- www.wikipedia.com (“upcycling”)
- www.hgtv.com/design/topics/upcycling

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Kanda University of International Studies
Japan  E-mail: <tamatha-r@kanda.kuis.ac.jp>
Teaching about the Berlin Wall

November 2014 marked the 25th anniversary of the fall of the Berlin Wall. This provides a great chance for you and your students to learn about the Cold War, study the causes that led to the construction of the wall, read about the oppression suffered by East Germans, investigate the tragic stories of people shot while trying to escape to the West, and study the peaceful uprising that toppled the wall, brought freedom to East Germans and led to the reunification of Germany one year later.

Teaching Ideas

• Have students do a quiz on the Berlin Wall, then give the answers and provide background
• Have students make a timeline of the dramatic events leading up to the fall of the Berlin Wall
• Buy a piece of the Berlin Wall on the Internet then bring it to class to surprise your students (price $13 at www.ebay.com/bhp/berlin-wall)
• Do a classroom simulation of the Berlin Wall by putting up an artificial wall (bed sheet, cardboard, paper, partition…) to divide your room into 2 different sectors. For a good example (complete with photos!), go to: www.tryingteaching.com/2011/05/rebuilding-berlin-wall.html
• Have students do research and presentations about other famous walls around the world (see examples on page 19)

Sample Teaching Resources

• The Berlin Wall <www.wikipedia.org>
• The Cold War for Kids: www.ducksters.com/history/cold_war/berlin_wall.php
• The Berlin Wall for Kids (video): www.youtube.com/watch?v=ZgiQkMGBMI
• Berlin Wall articles, speeches, videos www.history.com/topics/cold-war/berlin-wall
• Simplified article with teaching guidelines: http://teachingkidsnews.com/2014/11/09/1-25th-anniversary-tearing-berlin-wall/
• Free Powerpoint! http://worldhistory.mrdonn.org/powerpoints/berlinwall.html
• National Education Association (NEA) www.nea.org/tools/lessons/the-berlin-wall.html

The Berlin Wall - A Quick Quiz !!

1 Where was the Berlin Wall located? In…
   a Russia b France c Italy d Germany
2 When was the Berlin Wall built? In…
   a 1939 b 1945 c 1961 d 1984
3 Why was the Berlin Wall built?
   a to keep out foreign tourists
   b to protect West Berlin from attack
   c to stop East Germans escaping to the West
4 How many people died trying to cross the wall?
   a 30 b 75 c 100 d 200
5 When was the Fall of the Berlin Wall?
6 When were East and West Germany united?
   a 1990 b 1998 c 2003 d 2010

Quotes about the Berlin Wall

An Iron Curtain has descended across the continent. – Winston Churchill (1946)

All free men, wherever they may live, are citizens of Berlin. Therefore, as a free man, I take pride in the words “Ich bin ein Berliner” (= I’m a citizen of Berlin) – US President John F. Kennedy (1963)

Mr. Gorbachev: Tear down this wall! – US President Ronald Reagan (1987)

The wall was brought down, not by Washington or Moscow, but by courageous people. – German Chancellor Gerhard Schroder

Hundreds of people were on the wall. Women called to guards, “Come up! Drink! Dance! It’s all over! Forget the damned wall! Forget the GDR!” – Henry Porter (1989)

I saw an indescribable joy in people’s faces. It was the end of the government telling people what to do, the end of the wall, the end of the war, the end of East and West! – an East German (1989)

I can’t believe it! I don’t feel like I’m in prison anymore! – Angelika Wache (the 1st East German to cross to the West at Checkpoint Charlie, 1989)

I’m so happy! Berlin is Berlin again! Finally, this hated wall has been smashed. Now we can be together. I have friends and family in the East I haven’t seen for years! – Jurgen Schwarker (1989)

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Quiz answers: 1 (d), 2 (c), 3 (c), 4 (d), 5 (c), 6 (a)
### Walls Around the World

Since ancient times, walls have been built by kings, dictators and governments to mark borders, protect cities, keep people in or keep unwanted people out. Ask your partner these 6 questions about world walls.

1. When was it built?
2. Where was it built?
3. Who built it?
4. Why was it built?
5. How long is it?
6. Your comments.

#### The Berlin Wall
- **Where:** Berlin, Germany
- **Constructed:** 1961
- **Built by:** East Germany
- **Length:** 155 kilometers
- **Status:** destroyed in 1989

The Berlin Wall was built by the East German government in 1961 to prevent its citizens from escaping to freedom in West Germany. It was 155 kms long. It fell in 1989. Today, it’s a tourist attraction and UNESCO World Heritage Site.

#### The Great Wall of China
- **Where:** China
- **Constructed:** 200 BC
- **Built by:** Qin Shi Huang
- **Length:** 6,352 kms
- **Status:** World Heritage site

The Great Wall of China was built by Emperor Qin Shi Huang in 200 BC to keep out invaders from the north. It’s 6,352 kms. long. Today, it’s a UNESCO World Heritage Site and a famous tourist attraction.

#### Hadrian’s Wall
- **Where:** Scotland
- **Constructed:** 122 A.D.
- **Built by:** Roman Empire
- **Length:** 117 kilometers
- **Status:** World Heritage site

Hadrian’s Wall was built by the Roman Emperor Hadrian in 122 A.D. to keep out invaders from Scotland. It was 117 kms long. Today, it’s a tourist attraction and a UNESCO World Heritage Site.

#### The Israeli Separation Wall
- **Where:** Palestine/Israel
- **Constructed:** 1994
- **Built by:** Israel
- **Length:** 670 kilometers
- **Status:** disputed barrier

The Israeli Separation Wall was built in 1994 to prevent attacks on Israel. It’s 670 kms. long and cuts through Palestinian land. Critics call it the *Apartheid Wall* and say it violates international law.

#### US – Mexican Border Wall
- **Where:** US-Mexico border
- **Constructed:** 2006
- **Built by:** the United States
- **Length:** 600 miles
- **Status:** border wall

The US-Mexican Border Wall was built by the US government to keep out illegal immigrants arriving from Mexico. It’s 600 miles long. Since 1998, over 2,000 people have died trying to cross the border.

#### Vietnam Memorial Wall
- **Where:** Washington, DC
- **Constructed:** 1982
- **Built by:** public donations
- **Length:** 150 meters
- **Status:** national monument

The Vietnam Memorial Wall was built in 1982 to honor the memory of Americans who died in the Vietnam War. The wall is 150 meters long. It lists the names of 58,249 dead or missing Americans.

#### Okinawa Peace Wall
- **Where:** Okinawa, Japan
- **Constructed:** 1995
- **Built by:** Okinawa
- **Length:** 2,200 meters
- **Status:** peace monument

The Okinawa Peace Wall was built in 1995 to honor all of those (Japanese, American, British, Korean...) who died in the 1945 Battle of Okinawa. It’s 2,200 meters long and lists 237,000 names.

### Other Famous Walls To Study or Research

<table>
<thead>
<tr>
<th>Famous Walls</th>
<th>(Wikipedia: <em>List of Walls</em>)</th>
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<tr>
<td>Wailing Wall / Western Wall (Jerusalem)</td>
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<td>Democracy Wall (Beijing, China)</td>
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<td>Kremlin Wall (Moscow, Russia)</td>
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<td>John Lennon Wall (Prague, Czech Republic)</td>
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<tr>
<th>Walled Cities</th>
<th>(Google search: <em>walled cities</em>)</th>
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<td>Dubrovnik (Croatia)</td>
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<td>York (England)</td>
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<td>Avila (Spain)</td>
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<td>Troy (Turkey)</td>
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<td>Taroudant (Morocco)</td>
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The 1914 Christmas Truce
A great way to celebrate Christmas with your students is to introduce them to the famous World War I Christmas truce that took place in 1914 among young German, British and French soldiers.

On-line Teaching Resources
- Christmas Truce <www.wikipedia.com>
- Good Intro Website: <www.ducksters.com/history/world_war_i/christmas_truce.php>
- Kids’ Site <www.socialstudiesforkids.com/articles/worldhistory/christmastruce.htm>
- Check out some of the great clips on Youtube: www.youtube.com/watch?v=p05E_oQAQk www.youtube.com/watch?v=jHhM-1_SUJ
- British Council EFL Site: <www.teachingenglish.org.uk/article/christmas-truce>
- BBC English Teaching: www.bbc.co.uk/schools/0/ww1/25401268
- UK Article on Teaching the Xmas Truce: www.societyforhistoryeducation.org/pdfs/THTShortellandPaddock.pdf

Teaching Ideas
- Have students study about this unique event using some of the teaching resources below.
- Check out books about the Xmas truce and the History Channel documentary on page 21.
- Have students watch the movie “Joyeux Noel” which dramatizes the story of the truce
- Have students research, report on and discuss the 1914 truce and other similar truces.

Excerpt from a letter home by a British officer
- A German soldier said he thought it only right to come and wish us a happy Christmas. He’d lived in Suffolk where he’d left behind a motorcycle and a girlfriend! He wrote a postcard to her in front of me - in English – which I sent off that night.
  - Capt. Edward Hulse (in Van Emden 2013, pg 81)

The 1914 Christmas Truce is one of the most powerful – yet forgotten – stories of World War I. It took place in the improbable setting of the mud, rain and killing of the trenches. It happened in spite of language barriers, cultural differences and orders to the contrary by superiors. It stands as one of the few times in the history of war when peace broke out, spontaneously bubbling up from the lower ranks to the officers, and temporarily turned sworn enemies into friends.

When war broke out in August 1914, millions of young British, French and German youth were sent to the battlefield to fight, kill and die for their countries. Their lives became a living hell of guns and bombs, fear and death, barbed wire and poison gas. But, in December 1914, the Great War was still young and the insistent “hate-your-enemy” propaganda drilled into them by their governments hadn’t yet hardened their hearts.

The truce began the night of December 24th when cold, weary German soldiers, homesick and eager to celebrate a time of peace and goodwill, decorated their trenches, put up Christmas trees and began singing Christmas carols. What happened next was magical:
- British and French soldiers joined in to sing the same shared carols - in English and French versions - from across no-man’s land
- brave individuals on both sides jumped up and shouted Merry Christmas! to “enemy” soldiers across the way – fellow Christians who were suffering from the same cold and homesickness
- groups of soldiers from both sides began coming out of their trenches to meet, surprised to find smiling young men their own age instead of the evil monsters they’d been ordered to kill
- the British were amazed to find that many Germans spoke excellent English, since they’d worked before in England as waiters or barbers
- soldiers on both sides exchanged Christmas presents (cigarettes, beer, food, wine, news-papers…) and played friendly games of soccer
- the generals and politicians back home were horrified to hear of this “treason” and soon put an end to it. But what if the soldiers had refused to fight? What if the war had ended in 1914? How many millions of lives would have been saved?
For teachers interested in designing a lesson about the Berlin Wall or about the 1914 WWI Christmas Truce, we recommend the following resources!

### The Berlin Wall (and other walls)

**The Year That Changed the World**  
by M. Meyer (2009) $16  
A gripping photo book that recounts the dramatic events of 1989 which led up to the fall of the Berlin Wall.

**The Collapse**  
by Mary Elise Sarotte (2014) $21  
An inspiring fast-moving account of the events leading up to the accidental opening of the Berlin Wall.

**Rise & Fall of the Berlin Wall** - History Channel (2009) DVD $14  
A 50-minute documentary from the History Channel which depicts the dramatic history of the Berlin Wall.

**Stasiland: Behind the Berlin Wall**  
by A. Funder (2011) $12  
A powerful book that documents the 40 years of repression by the East German Stasi secret police.

**Walls: Travels Along Barricades**  
by Di Cintio (2013) $10  
This documents the author’s travels to the world’s walls from Mexico and Belfast to Cyprus and Palestine.

**Talking Walls**  
by Margy Knight (2014) $14  
A beautifully illustrated book about walls of the world from the Great Wall of China to the Berlin Wall.

### The WW I Christmas Truce

**Truce**  
- Jim Murphy (2009) $15  
A Newbery Award book winner full of stories, photos, quotes, a timeline and teaching resources on the Xmas truce.

**Christmas Truce**  
- Malcolm Brown (1999) $16  
A great overview of the acts of friendship that took place between enemy soldiers during Christmas 1914.

**Silent Night**  
- Stanley Weintraub (2001) $12  
An inspiring account of how WWI soldiers put down their weapons to fraternize during the Xmas truce.

**Meeting the Enemy**  
- Richard van Emden (2013) $14  
A comprehensive record of the Christmas Truce and other WWI acts of friendship between enemy soldiers.

**The Christmas Truce**  
- History Channel (2007) DVD $56  
A 50-minute documentary from the History Channel which depicts the events of the WWI Christmas truce.

**Joyeux Noel**  
- Diane Kruger (2006) DVD $9  
A great dramatization of the WWI Christmas truce between German, French and British soldiers in 1914.

### More Books on Berlin and Other Walls

- **Berlin Wall: A Brief History** (2013) – M. Black
- **Fall of the Berlin Wall** (2009) – W. Buckley
- **The Wall** (1992) – Bunting (Vietnam Memorial)

### Children’s Books about the Xmas Truce

- Christmas Truce (2014) – Aaron Shepherd
- War Game (2006) – Michael Foreman
- The Truce (2014) – Chris Baker
- The Christmas Truce (2014) – Carol Ann Duffy
Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.

   Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>
   This 100-page EFL textbook, CD and DVD builds students’ English skills as they explore key topics linked to peace and global issues. Its 15 units deal with: global warming, girls’ education in Afghanistan, drinking water in Gaza, poverty in Africa, HIV/AIDS, terrorism, Japanese internment camps, Hiroshima, genocide, landmines, refugees, Nelson Mandela, Aung San Suu Kyi and the Red Cross. Each 6-page unit has a warm-up, a set of DVD viewing tasks, reading activities and data discussion questions.

(2) "Searching the Future, Reviewing the Past" by D. Dykes & K. Kadooka (2015; ¥ 1900)
   Seibido Press, Tokyo  Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp> <www.seibido.co.jp>
   This 100-page Japanese EFL text promotes reading skills through topical passages on current trends in Japan and the wider world. Its 20 units deal with themes such as: high speed trains, AKB48, Mount Fuji, self-driving cars, nuclear energy in Germany, narrating history, declining tuna stocks, the Euro, women in sports, music piracy, printing 3-D pistols, fracking, washoku, kimchi, organ transplants and the Olympics (Rio and Tokyo). Each 5-page unit includes a photo, a Japanese introduction to the topic, some vocab prep, a 2-page reading passage, comprehension questions, a summary plus extra information.

(3) "For a Better Future: Health & Environment Topics" by Yasunami & Lavin (2015; ¥ 1800)
   Shokakusha Publishing Company (Tokyo) <info@shohakusha.com>   <www.shohakusha.com>
   This 60-page EFL text for Japanese students aims to promote language skills through listening passages from Voice of America radio (VOA) on themes linked to health and the environment. Its 15 units focus on topics such as: caffeine, South Africa, video games & dyslexia, mother’s milk & HIV, Xmas trees & the environment, community-based mental health, sustainable agriculture, diet & tooth decay, corn & ethanol plus fighting malaria. Each 4-page unit has a vocabulary preparation section, a listening task, a gap-fill passage, comprehension questions, useful expressions and sentences for translation.

(4) “Hot Topics Japan: A Culturally Specific Discussion Book”  by Stephanie Alexander  (2014)
   Compass Media  (Tokyo Office)  <contact@compasspub.jp>   <www.compasspub.com/english/>
   These 98-page 4-skill texts, designed for upper level EFL students, deal with people, society, health, education, science, art and culture in Japan. Each 6-page unit includes a vocabulary introduction, pre-reading tasks, a 1-page reading, listening exercises, comprehension exercises, discussion topics and writing activities.

   Hot Topics Japan 1  (¥ 2376)
   This first textbook’s 15 units deal with themes such as: personal space, Japanese restaurant culture, collectivism, snack ingredients, medical masks, Japanese tea, youth subcultures, studying at jukus, study abroad, cell phone etiquette, vending machines, robotics research, manga, karaoke and Japanese gardens.

   Hot Topics Japan 2  (¥ 2376)
   The 15 units of the second textbook in the set deal with themes such as: Japanese holidays, Japan’s low crime rate, media stories, the health habits of Japanese women, karoshi and overwork, traditional Japanese food, martial arts in schools, whole person education, the Suzuki method, Internet café kids, e-wallets, Japan’s space program, J-pop, Japan’s tattoo taboos and Japanese cosplay.
2015 GLOBAL CALENDARS

The year is fast coming to a close. Now’s the time to order your global education almanacs, calendars, date-books and diaries for the year 2015!

AMNESTY INTERNATIONAL
Price: $12 <www.amazon.com> or <www.amnesty-usa.org>
This 2015 calendar features powerful images by famous photo-journalists to commemorate the work of AI in promoting human rights. Get their Amnesty International Weekly Planner, too!

NEW INTERNATIONALIST
Price: $25 <www.newint.org> or <www.ni-japan.com>
The NI One World Calendar features inspiring photos of people, countries and cultures. The NI One World Almanac is a datebook and personal organizer with country profiles and global data.

JEE ECO-CALENDAR
Japan Environmental Exchange <www.jeeeco.org> 900 yen
This bilingual English-Japanese calendar has environmental information with cartoons on eco-themes plus a list of global issue dates. The JEE calendar theme for 2015 is: What’s Green?

WAR RESISTERS LEAGUE
Photo History of War Resisters $5 <www.warresisters.org>
This 2015 Syracuse Peace Calendar provided by the War Resisters League features art and info on social issues such as women’s rights, gun control, climate change, American prisons and recycling.

2015 PEACE DIARY
Housman’s 2015 Peace Diary <www.housmans.com> £10
Housmans Peace Diary, issued in the UK, is a great peace education resource which lists 1500 peace and global issue NGOs in 150 nations.

PEACE CALENDAR 2015
Louise Carey: Images of the 1960s <www.amazon.com> $11
This 2015 calendar features iconic images and colorful graphics by designer Louise Carey from the peace-and-love era of the nineteen-sixties.

GREENPEACE CALENDAR
This 2015 calendar features striking photos of the world’s wildlife and natural scenery taken by the world’s top nature photographers.

PEACE AND JUSTICE
U.S. Posters for Peace & Justice <www.amazon.com> $12
This unique 2015 wall calendar features a special collection of famous protest posters from history designed around the themes of peace and justice.

♦ <www.google.com> Try doing a google search for “2015 peace calendars” to learn about the wide variety of calendars available for purchase on-line.
♦ <www.calendars.com> This site features 2,000 calendars in dozens of categories. Type in a keyword (e.g. peace, Sierra Club, WWF…) to see what’s available.

ON - LINE GLOBAL CALENDARS
- Better World Calendar: www.doonething.org/calendar/
- UN Calendar: www.un.org/en/events/observances/days.shtml
- International Dates: www.globaldimension.org.uk/calendar/

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<td>Martin Luther King Day</td>
<td>&lt;Wikipedia: Martin Luther King Day&gt; &lt;www.mlkday.gov&gt; &lt;www.holidays.net/mlk/&gt;</td>
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