NEWSLETTER #96

This summer 2015 newsletter features: (1) a critical essay by Ayaka Ihara that asks whether English education in Japan promotes nationalism or internationalism, (2) a call by Ryota Morita for teachers to consider the special needs of students with vision disabilities, and (3) an article by Paul Mathieson on what language instructors can do in their classes to teach against ethnic and national stereotypes. This summer marks the 70th anniversary of the end of the Second World War – a unique chance for us to learn from a violent past and teach for a future of peace. To commemorate this, we include a special section on Teaching about World War II and Japan which includes a variety of ideas, activities, books, films and other resources. We finish out this issue with a report on the spring 2015 IATEFL conference, with a number of peace appeals from Japan and overseas plus a round-up of recent global education news, events and information.

♦ 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 (PGL 2015)
Oct. 31 – Nov. 1, 2015 in Nairobi, Kenya
< http://pgljapan.org/>
This fall’s annual Peace as a Global Language conference will be held from Oct. 31 – Nov. 1 in Nairobi, Kenya. PGL 2015 will bring together educators and activists for an exciting weekend of workshops on peace education. Plan to attend!

One World Week (OWW)
Oct. 18 - 25, 2015
< www.oneworldweek.org >
One World Week is an annual event that promotes social justice and global awareness. This year’s theme is Hope in Action: Building a More Equal & Peaceful World. OWW invites teachers, schools and communities around the world to participate. Their website includes:
- teaching materials, ideas, resources, powerpoint
- information on OWW events around the world
Start planning now for an event at your school!

JALT Environmental Committee
< brentoldchap@hotmail.com >
The Japan Association for Language Teaching has set up an Environmental Committee to explore how to reduce our environmental impact. To learn more or make suggestions, contact Brent Simmonds.

Global EFL Students Wanted!
Tom Fast < fast@okayama-u.ac.jp >
Our GILE SIG will hold a symposium on “Global Citizenship - Student Voices” on Sunday Nov. 22nd at JALT 2015 in Shizuoka. Students at super global high schools or universities are invited to give a 10-minute talk. To apply, contact Tom Fast above.

Global Education Events

- HPE Summer Institute of Peace Education
  July 26 – Aug 2, 2015  Toledo, Ohio (USA)
  Website: <www.i-i-p-e.org/iipe-2015/>
- Asian Symposium on Human Rights Ed.
- Youth Peace Conference “Ending Poverty”
  August 22 –30, 2015  Osaka (Japan)
  https://pcy.osaka-jc.or.jp/english/index.html
- Schools, Peace and Conflict Resolution
  October 24, 2015  Duke University (USA)
  Website: <www.peacefulschoolsc.org>
- Beyond Boundaries Peace Conference
  Nov. 6-7, 2015  Univ of Notre Dame (USA)
  Website <www.beyondboundaries2015.com>

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

GLOBAL FESTA 2015
(International Cooperation Festival)
October 4 - 5, 2015  Hibiya Park, Tokyo
< www.gfjapan.com >

This fall’s Global Festa 2015 will be held on the weekend of October 3 – 4 in Hibiya park, Tokyo. This colorful festival is Japan’s largest gathering of international and global issue NGOs. The 2-day event features displays by over 200 groups (Save the Children, Amnesty International, UNICEF, Doctors w/o Borders…) as well as concerts, workshops and lots of ethnic cuisine. Their website (in Japanese) will be ready soon. Don’t miss this event! Bring your students!!

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

JALT GLOBAL ISSUES SIG OFFICERS FOR 2015
Here are the 2015 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**

**SIG Chair & Newsletter Editor:**
- Kip Cates
  - Tottori University
  - Koyama-cho, Tottori City
  - kccates@rstu.jp

**SIG Treasurer:**
- Anthony Torbert
  - Kobe Gakuin University
  - Kobe City
  - 3tony@ba.kobegakuin.ac.jp

**SIG Membership Chair:**
- Tim Grose
  - Sapporo City
  - Hokkaido
  - tpigrose@hotmail.com

**SIG Member-at-Large:**
- Chris Bradley
  - Okinawa University
  - Naha, Okinawa
  - masopiate@yahoo.ca

**REGIONAL OFFICERS**

**Hokkaido:** Tim Grose
(contact details at left)

**Tohoku:** Naoko Harada
<knightbus@jilbxm@dyndns.org>

**Kanto:** Mark Shrosbree
Tokai University, Kanagawa
<markshros@gmail.com>

**Chubu:** Jane Nakagawa
Freelance Writer <janejoritznakagawa@gmail.com>

**Kansai:** Michael Skelton
Seiwa College, Nishinomiya
<msg@seiwa-u.ac.jp>

**Chugoku:** Tom Fast
Okayama Gakugeikan
High School, Okayama
<tom@okayamagakugeikan.ed.jp>

**Kyushu:** Jack Brajich
Fukuoka Jogakuin Jr College
<brajich@fukujo.ac.jp>

**PROJECT OFFICERS**

**SIG Programs:**
- Jennie Roloff-Rothman
  - International Christian Univ.
  - shizsumofuni@hotmail.com

**SIG Publications:**
- Jane Nakagawa (at left)

**SIG Publicity:**
- John Spiri
  - Gifu Shotoku University
  - johnspiri@gmail.com

**SIG Japanese Liaison:**
- Masataka Kasai
  - Kansai Gaidai University
  - masatakkasai@hotmail.com

**SIG Website:**
- Paul Arenson (Webmaster)
  - paul@tokyoprotective.org

**SIG Facebook & Twitter:**
- Jennie Roloff-Rothman
  - John Spiri, Jack Brajich

**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 <dhngoanghue@vnn.vn>

**GLOBAL PROJECTS FOR SCHOOLS AND CLASSES**

**ENVIRONMENTAL PROJECTS**

**How to Save Paper in School**
www.wikihow.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.ofamamerica.org/

**Raise Funds to Help Eliminate Landmines**
www.icbl.org  www.jcbl-ngo.org

**Start a School Human Rights Club**
www.amnesty.ca/youth/get_involved/
Confict, Militarization and their After-Effects: Key Challenges for TESOL
by Cynthia Nelson & Roslyn Appleby (Australia)
<Roslyn.Appleby@uts.edu.au>

This article documents the consequences that military spending, military conflicts and war refugees have for teaching and learning English. In 2012, world military spending was $1.75 trillion dollars, 39% spent by the US alone. The article focuses on: (1) TESOL’s involvements/entanglements in war zones, military occupations, armed conflicts and their after- math, and (2) the effects of conflict on learners and the challenges of teaching English in conflict zones. The authors call for more scrutiny of the relationship between TESOL and conflict, and for the establishment of a new TESOL research area of peace-conflict studies. They argue that teachers need to be equipped to critically engage with sociopolitical realities such as war and conflict, and that more attention should be paid to the implications of conflict for language learning.

TESOL Quarterly Vol. 47/1 March 2013 USA http://www.tesol.org

Environmental School Photo Hunt
by Tamatha Roman (KUIS, Japan)

This article describes an EFL activity designed to practice English and raise environmental awareness. Students first get a worksheet and are asked to list ways their school is – or isn’t – environmentally friendly. Next, they go off in teams to take photos of items in their list. Finally, they present these to explain how their school impacts the environment.

The Language Teacher 39/2 March/April 2015 <jalt-publications.org/tlt/departments/myshare>

Islamic Terrorist was an English Teacher

The ISIS executioner known as “Jihadi John” has been identified as Mohammed Emwazi, a UK English language teacher. According to the BBC, Emwazi was born in Kuwait and moved to England at the age of 6. He attended college in London, but became a Muslim extremist in 2009. He trained as an English language teacher in 2012 and tried to get an EFL teaching job in Saudi Arabia. In 2013, he disappeared, then later surfaced in Syria. He is one of 4 British jihadists seen in English Youtube videos who were involved in the beheading of Kenji Goto and other hostages.

“British ISIS executioner has CELTA” EL Gazette #423 April 2015. www.elgazette.com

Protecting “Pon” Students from Sexual Abuse
by Amanda Davies & Melanie Butler (EL Gazette)

An EU “Pon” program has been set up in Europe to build English skills via overseas study. However, a survey of UK language centres receiving Pon students found that 40% had not been inspected for child safeguards, leading to fears of sexual abuse. The Council of Europe estimates the level of sexual abuse in the UK to be 8%, which works out to 1 case in 1,000 – the same risk as dying from skiing. However, with 20,000 Italian students expected to attend 3-week EFL courses in the UK and Ireland, experts estimate that, statistically, this will result in 20 cases of sexual abuse a year. To prevent this, calls have been made to introduce stricter safety policies and to check the criminal records of all English teachers and host families in the program.

“Pon students – better safe than sorry” EL Gazette #424 May 2015. www.elgazette.com

English via Martial Arts for Gypsy Youth
by Matt Salusbury (EL Gazette)

Over the past 3 years, many Roma (Gypsy) immigrants from Slovakia have arrived in Sheffield (northern England). Problems arose for Roma youth in local schools due to differences in language and culture. To prevent marginalization, the firm Pet-Xi proposed a creative solution – taking them out of school to learn English from a Roma-speaking teacher under the guise of teaching them kickboxing. “(These kids) arrived with no English,” explained Pet-Xi director Fleur Sexton, “and lacked awareness of social codes, which manifested as bad behavior, confrontation and aggression.” The course, taught by EFL instructor Farhad Ali, an amateur kickboxing champion, used martial arts to engage students’ minds and bodies. The course allowed students to acquire English and gain social skills while venting their frustrations through healthy physical activity. The students are now being re-integrated into local UK schools.


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!
NEWS FROM LANGUAGE TEACHING ORGANIZATIONS

Language Education Events

- **English Studies and Women’s Empowerment**
  August 21 – 22, 2015 Andhra Pradesh (India)
  Website: <http://eswe2015.wix.com/conference>
- **Global Trends in Lg. Learning and Teaching**
  October 1–3, 2015 (Malaysia)
  Website: <http://icolit2015.ump.edu.my>
  More events at: <www.conferencealerts.com>

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

Japan Association of College English Teachers

**JACET 2015 National Conference**
*Intercultural Communicative Competence & English Education in a Globalized World*

August 29 – 31, 2015 Kagoshima (Japan)
www.jacet.org/2015convention/index.html

The 2015 annual conference of JACET (the Japan Association of College English Teachers) will be held August 29–31 in Kagoshima on the theme of Intercultural Communicative Competence and English Education in a Globalized World.

JALT 2015 Conference

Nov. 20 – 23, 2015 Shizuoka, Japan
<http://jalt.org/conference/jalt2015>

The 41st annual JALT conference will be held November 20–23, 2015 in Shizuoka on the theme Focus on the Learner. Plenary speakers are Jean-Marc Dewaele (Emotions in Language Learning), Joan Kang Shin (21st Century Technology) and Tomoko Yashima (Imagined L2 Selves).

Int’l Association of Teachers of English as a Foreign Language

**No. 2-3 The Foundry, Seager Road, Faversham Kent UK ME1 37FD**
<www.iatfl.org> <generalenquiries@iatfl.org>

**IATEFL 2016 CONFERENCE**

IATEFL 2016 will be held from April 13 – 16 in Birmingham, UK. Plan to submit a proposal!

- **Submission Deadline:** September 2015

**IATEFL’s Global Issues SIG (GI-SIG)**

IATEFL’s GI-SIG runs a dynamic site featuring global ed teaching ideas, resources and activities.

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

Shin Ei-Ken National Conference

July 31 - August 2, 2015 Niigata (Japan)
<www.shin-eiken.com>

Shin Ei-Ken, Japan’s high school EFL association, will hold its annual conference July 31 - August 2 in Niigata aimed at Promoting the Joy of Language Learning and a Future of Peace. For details, see their website above (in Japanese).

Don’t forget to renew your Global Issues

**MEMBERSHIP / SUBSCRIPTION**

**JALT Members:** ¥1,500 per year
**Non-JALT** Japan ¥2,000 / Overseas: US $15
The 2015 conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from April 11 – 14 in Manchester, England. This is one of the largest EFL conferences in the world featuring 500 sessions attended by over 2,000 teachers from 100 countries. Below is a selection of conference presentations on global themes.

### Global Issues Pre-Conference Event

A *Global Issues* Pre-Conference Event (PCE) was held on the theme *Debate, Discussion, Dialog: Triggers for Change*. Participants focused on ways to make EFL intellectually challenging and personally engaging through video clips, TED talks, articles, poems, discussions and role-plays on taboo topics related to politics, religion and sex.

### Global Issues Track Day

**Where’s the Language? Content Curriculum**

This session outlined ways to reconcile content in EFL classrooms dealing with themes of sustainability, civil society and global citizenship. Sylvia Ozbalt (UBC) <sylvia.ozbalt@ubc.canada>

**International Youth Forum: Leadership Skills**

This talk described an International Youth Forum where EFL students present on a country, discuss global issues and work together to find solutions. Tatiana Ishchenko (Edelweiss) <tania73@list.ru>

**Do Diversity in English for Young Learners**

This presentation explored classroom approaches aimed at incorporating equality, diversity, inclusion and intercultural learning into children’s EFL. David Valente <englishesforall@gmail.com>

**MULL: Mapping Urban Linguistic Landscapes**

This reported on an on-line collaborative *Map of the Urban Linguistic Landscape* (MULL) project with ideas of how to use this as a teaching resource. Damian Williams <damian@tmenglish.org>

**Migrant Workers and Mobile Phones**

This described research on the language needs of the 1 million Bangladeshi manual workers overseas and showed how to provide EFL support using cell phones. Mike Solly <mike.solly@open.ac.uk>

### Nurturing Creative Global Citizens

This discussed a project in which Korean students created web posters and gave public presentations on behalf of their school, community and country. You Kyoung Jung (Korea) <yjkintp@naver.com>

### English for Global Citizenship Education

This outlined how Harmer’s 1998 EASA cooperative learning model was used for global citizenship education in a Korean high school EFL program. Sohyon Jo <tothesky78@naver.com>

### Plenary Talk

**The Justice of Girls’ Secondary Education**

This plenary talk documented the exclusion of girls from schooling worldwide, explored the causes for this linked to culture and poverty, and charted the progress made over the past 25 years in girls’ education by Camfed, a non-profit NGO tackling poverty, inequality and girls’ empowerment in Africa. Ann Cotton (UK) <www.camfed.org>

### Other Conference Presentations

**The House That Crack Built: A Picture Book**

This workshop shared how the book "The House That Crack Built” enabled Portuguese teenagers in EFL classes to discuss aspects of drug use. Sandie Mourao (Portugal) <nettehouse@mail.telepac.pt>

**HOT Listening Tasks for Learners**

This presentation discussed how to teach Higher Order Thinking (HOT) via English listening tasks designed to promote information evaluation and analysis. Jennie Wright <www.targettraining.eu>

**Middle East Meets West: Emirati Identity**

This talk discussed the impact of Global English on the cultural identity of Arab students and teachers in the United Arab Emirates. Sarah Hopkyns (Zayed University, UAE) <sarah.hopkyns@zu.ac.ae>

**How to be Paper Light in your EFL Classroom**

This talk presented a selection of dynamic lesson planning tips to help instructors teach without wasting paper or generating piles of worksheets. Pam Kaur Gibbons <prktoday@gmail.com>
Literature for Intercultural Competence
This session discussed how college EFL learners reacted to young adult literature (YAL) on themes that promote intercultural understanding. Jennifer Schumm (Graz) <jennifer.schumm@uni-graz.at>

Social Networking and Intercultural Competence
This talk described a social networking project which linked EFL learners in Spain and Mauritius for cross-cultural learning. Ruby Vurdien (White Rose School, Spain) <whiterose va@yahoo.es>

Developing a Pleasant Non-Native Accent
This session explained pronunciation coaching techniques that can inspire learners to develop an effective non-native English accent. Sebastian Lesniewski (UK) <lesniewskis@gmail.com>

Filmmaking in the Classroom
This presentation outlined how English teachers can promote motivation by integrating collaborative filmmaking projects into their curricula. Vanja Fazinic (Croatia) <www.facebook.com>

What Not To Do / What Not To Say
This talk demonstrated teaching techniques to help EFL students show respect, dress right and understand “Do and Taboo” topics in 75 communities. Barry Tomalin (UK) <barrytomalin@aol.com>

Lying is the Best Policy…
This talk argued that lying is a form of creativity and critical thinking that teachers can use to promote speaking skills via deception-based activities. J. Anderson <jasonanderson1@gmail.com>

Round the World in 45 Minutes: Global Justice
This session introduced fun self-access quizzes and tasks designed to promote global justice available from the non-profit website <eewiki.newint.org>. Linda Ruas (UK) <lindaruas@hotmail.com>

Literature in an Age of Distraction
This noted the difficulty of teaching literature in an age of constant distraction, then offered practical techniques for text selection, reading and performance. Alan Maley <yelamoo@yahoo.co.uk>

Emotional Engagement for Adult Students
This presentation described the key role that emotional engagement plays in language learning and outlined ways to integrate this into class activities. Herbert Puchta <hp@herbertpuchta.com>

Teaching Culture, Teaching Critical Thinking
This talk suggested how teachers can help students to understand our multicultural world through EFL activities that promote cultural awareness. Ivana Kirin (HUPE Croatia) <ivana.kirin@gmail.com>

Teaching English in an Insurgency: Nigeria
This talk argued that effective learning cannot take place in an atmosphere of chaos and fear, then offered relevant teaching strategies for Nigeria. Agnes Okpe (Kaduna) <agnesokpe@yahoo.com>

The Digitshire Project
This talk described a class exchange in which the teacher taught students English while they taught him Facebook, Twitter and Pinterest. Mojca Belak (Univ Ljubljana) <mojca.belak@guest.arnes.si>

Warmth, Recognition, Sense-of-belonging
This showed how warmth, recognition and a sense of belonging can help teachers, coordinators and mentors improve relations with learners. K Nazzari <karina.nazzari@culturanglesap.com.br>

The Ethics of Researching English in Bangladesh
This presentation discussed the ethical issues and challenges involved in doing language research in rural areas of Bangladesh. Qumrul Chowdhury (Univ of Dhaka) <qumrulhasandu@yahoo.com>

Making Virtual Technology Personal and Real
This talk explained how a virtual task that required EFL students to communicate across boundaries promoted intercultural understanding. Natalia Grishina (Russia) <nygrishina@gmail.com>

Intermediate Plateau: Authentic Material
This talk argued that the best way to help EFL learners move beyond the intermediate plateau is by using authentic videos, newspapers and articles. Ila Coimbra (Brazil) <ilacoinbra@gmail.com>

Uncovering Culture
This workshop explored a “glocal” approach to teaching culture in English classes by starting to view cultural topics through students’ local lens. Ben Goldstein (UK) <ben@bengoldstein.es>

Fairness as a Consideration in Test Items
This talk emphasized the need for fairness in testing and showed how to write test questions that are linguistically and culturally fair for all learners. Marian Crandall (ETS) <mcrandall@ets.org>

The Chimp Paradox and a Stress-Free Life
This session recommended the book “The Chimp Paradox” as a great way to help EFL teachers and managers to overcome stress. Diarmuid Fogarty (Manchester) <diarmuid.fogarty@into.uk.com>

A Few Histories of English
This talk related several histories of English, how English has interacted with other languages, its links to prejudice and prescriptivism and its future directions. J Marks (UK) <jonathanmarks@wp.pl>
**Getting ‘Em Out There: Cultural Exploration**  
This session reported on how sending out EFL students to explore UK culture(s) promoted their language skills, confidence and cultural awareness.  
D. Kirkham <efl.researcher.deak@gmail.com>  

**Writing & Drawing for Traumatised Students**  
This described how writing and drawing can ease the trauma of Palestinian students learning English in unhealthy circumstances. H Ramadan (UNRWA, Gaza) <fatenhusari@ps.britishcouncil.org>  

**EFL via International Service Learning**  
This described an international service learning program for EFL students designed to promote intercultural competence and global citizenship. Chiuhui Wu (Wenzao) <chw210@hotmail.com>  

**Managing Teacher Digital Identity**  
This discussed how digital identities can affect the credibility and authority of language teachers and warned against under- or over-sharing of personal details. Sophia Mavridi <mav.sophia@gmail.com>  

**Soft Power: Adding Soft Skills to Your Toolkit**  
This argued that language teachers should strive to impart the soft skills of teamwork, problem-solving, assertiveness & conflict resolution. Mark Powell (Macmillan) <www.teachertraining.hu>  

**From Whiteboards to Web 2.0**  
This talk showed teachers how to enrich classroom learning through the use of Twitter, Google, digital noticeboards and pronouncing dictionaries. Daniel Martin (Hebling) <danielmartin67@yahoo.com>  

**Developing Readable English Texts in Rwanda**  
This session described a project which aimed to help textbook writers design appropriate EFL textbooks for primary students in Rwanda. John Clegg (Bristol University) <jcllegg@lineone.net>  

**Reading for an Anti-Reading Generation**  
This presentation outlined the case for the explicit teaching of reading to English majors with a case study of Arab EFL students in Algeria. Baya Bensalah (Algeria) <bensalah30@gmail.com>  

**Educating for Cultural Awareness**  
This session described an international EFL project that helped students become culturally competent, emotionally strong and more tolerant. Kristina Urboniene (Germany) <k.urboniene@gmail.com>  

**The World is My Classroom**  
This session presented practical examples of how to take your class out into the real world where they can exploit natural learning opportunities. Richard Osborne <richardosborne14@gmail.com>  

**Integrating Human Values in EFL Instruction**  
This award-winning talk introduced a project for Arab female trainees designed to integrate human values into EFL teacher education. Ruwaida Abu-Rass (Israel) <aburrass@beitberl.ac.il>  

**Non-Nativeness and Its Critical Implications**  
This session discussed the implications of being a non-native English teacher given the ethnic, linguistic, racial diversity of modern ELT. Shazia Nawaz (Canada) <shazia.nawaz@gmail.com>  

**Revitalizing Language Classes through Humor**  
This session explained how to create a fun atmosphere in class and suggested ways to incorporate humor into language programs. Kobra Der-akhshan (Iran) <guitti.derakhshan@gmail.com>  

**Make It or Break It: Writing Delicate E-mails**  
This talk discussed the ability to write polite but firm e-mails on delicate topics and showed ways of helping learners to master this important genre. Genevieve White <genevievewhite@shetlandesol>  

**English Alone is Not Enough: Multilingualism**  
This addressed the need to develop multilingual approaches to language teaching, with ideas on government policy, teacher ed and class resources. Michael Carrier <mcarrier@btconnect.com>  

**Hospital Communication and Migrant Workers**  
This discussed the language challenges of migrant doctors and nurses working overseas and ways to measure their ability to use “hospital language.” Diana Metzner (telc)<diana.metzner@gmx.de>  

**Creating Intercultural Ambassadors via EFL**  
This talk explained how English has become a language of intercultural harmony in Nepal by bringing global awareness to Nepali classrooms. Sagun Shrestha <sagunshrestha4@gmail.com>  

**Talk English: Volunteer ESOL in S. Africa**  
This presentation outlined how free English lessons offered to refugee students in South Africa expanded to include children and medical groups. Julie Douglas <jdouglas@netactive.co.za>  

**Critical Thinking and EAP**  
This talk reported on an MA thesis on the role of critical thinking in English for Academic Purposes and on how to design a critical thinking course. Jane Brooks (Holland) <janebrooks@hotmail.nl>  

**Alternatives to Coffee and Chocolate**  
This workshop discussed the topic of teacher stress, then introduced a variety of activities designed to release stress and avoid burnout. Margit Szesztay (ELTE U) <margit.szesztay@gmail.com>
EFL Assistants in Thailand
This session described how the British Council selects and prepares young UK university students who are sent off to teach English in Thailand. L. Perkins <lauren.perkins@britishcouncil.or.th>

Passive Users or Critical Thinkers?
This workshop outlined ways that teachers can exploit students’ tablets and mobile devices to develop their critical and creative thinking. Dimitrios Primalis <dprimalis@gmail.com>

Ways to Exploit Authentic Videos in Class
This session demonstrated classroom techniques for using authentic video clips for different levels using face-to-face and social media. Muzeyyen Gungor (Gazi) <nazlidemirbas_06@hotmail.com>

Critical Thinking Skills in EFL
This session outlined the differences between lower- and higher-order critical thinking skills and demonstrated a number of EFL activities to teach these. Edward Newbon <www.macmillan.com>

Teaching English as a Lingua Franca
This talk outlined the pros and cons of teaching English as a lingua franca with sample case studies. Rudi Camerer <R.Camerer@elc-consult.com>

The Importance of Emotion in Lg Learning
This talk focused on the role of emotions in EFL and on how these can promote learning. Eva Trumpesova (Brno) <trumpesova@econ.muni.cz>

Poster Presentations

Peacebuilding and Grammar Acquisition in Iraq
This outlined ways to teach grammar in conflict zones that enhance language learning and peace. L. B. Goulan (U Kurdistan) <l.bendixen@ukh.ac>

Raising Cultural Awareness at Kindergarten
This described how EFL can help young children understand and respect other cultures. Nadine Jaafarawi (Lebanon) <nadoun80@hotmail.com>

English via International Children’s Songs
This talk argued that using English translations of international children’s songs is an effective way to promote cultural understanding in a global age. Joan Shin (Cengage) <jshin2@umc.edu>

Using Skype to Help Palestinian Students
This session explained how Palestinian high school students practiced their English listening and speaking skills via Skype with students overseas. Atiyyeh Al-Habal <honoredboy@hotmail.com>

Do EFL Texts Foster Intercultural Learning?
This talk reported on research that investigated whether English textbooks in Polish schools promote intercultural understanding. Pawel Sobkowiak (Poland) <pawelsob@amu.edu.pl>

English as a Bridge: Afghan and British Soldiers
This described the role of English as an effective tool to bridge cultural and communication gaps between locals and UK forces in Afghanistan. T. Walizada <tareq.walizada@britishcouncil.org>

Yesterday… Today… Tomorrow…
This outlined the qualities needed by 21st Century Business English teachers in a digital age. students Oleno Korol (Ukraine) <elena_korol@list.ru>

Fit and Fun – Educating for a Healthy Future
This workshop provided practical ideas on how to integrate the topic of “health and fitness” into EFL. Anton Prochazka <a.prochazka @utanet.at>

IATEFL Tribute Session
This hour provided an opportunity to remember IATEFL colleagues who died over the past year and to say a few words in their memory.

The Fair List UK Awards
This annual event presented awards for excellence in gender balance among EFL plenary and keynote speakers <www.thefairlist.org>.

IATEFL 2015 ON-LINE
<http://britishcouncil.org/2015>
A selection of IATEFL conference sessions can be accessed at the British Council website above.

2016 IATEFL CONFERENCE
April 13 - 16, 2016 Birmingham, England
Next year’s IATEFL conference will be held from April 13 - 16, 2016 in Birmingham, England. The proposal deadline is September 14, 2015. Further details can be found at <www.iatefl.org>.

International Music Festival
For this event, participants got together to enjoy music and songs from around the world.

IATEFL International Quiz
This annual event had teams of teachers compete to see what they know of world affairs.

ELTJ Debate Event
An open debate was held on the topic Does language testing do more harm than good?
Introduction
It has been a while since English began to acquire the position as the language of globalization and intercultural communication. At the same time, the rapid and vast spread of English has caused concerns that, as a form of imperialism, it will eliminate local languages (May, 2012; Phillipson, 1999). These concerns have generated the trend of multilingualism, which advocates the coexistence of English and local languages. In this era of ‘glocal’ (global and local) English education, what would this look like in Japan?

English as a Tool of Nationalism
Recently, the focus of English education in Japan seems to be on the ability to ‘export’ the country’s cultural and economic assets to the outside world. Students are expected to learn how to introduce traditional Japanese culture overseas and eventually apply this skill in business to further expand Japan’s economy. Indeed, as scholars argue, English education in Japan has been used as an instrument to develop and reinforce Japanese nationalism (Kobayashi, 2012; Liddicoat, 2007; Phan, 2013; Rivers, 2011; Sullivan & Schatz, 2009). In other words, English acts as a fortress to strengthen the nation and ‘win’ against the world.

This is not to deny the idea of raising Japanese learners’ awareness and understanding of their own cultural backgrounds. The use of local content can enhance learners’ self-affirmation and encourage them to see connections between the learning content and themselves, motivating them to learn English even more.

However, I am still concerned that the current trend might be more harmful than beneficial if the driving force is political and economic rather than educational. Studies reveal that the promotion of English as a tool for economic prosperity was initiated by the national government in its policy to ‘cultivate Japanese who can use English,’ which is reiterated in public discourse as well (Hashimoto, 2009; Kobayashi, 2012). Thus, this notion, which seems to attempt to turn learners into economic and cultural ambassadors, is likely to be politically driven. It is also accompanied by the public sentiment toward losing ‘face’ in intercultural communication, in situations where one cannot communicate smoothly in English or answer questions about his/her own country. Probably the political push for English acquisition actually resonates and facilitates learners’ own interest. Even if this is the case, this inward-looking attitude should be meant to promote learners’ smooth L2 identity development as ‘multilingual subjects’ as well as an increased sense of self-affirmation and efficacy, rather than for external purposes (Kramsch, 2009).

Diversity Within
Another concern is that the use and promotion of ‘traditional’ Japanese culture in English education might lead to ignorance of the diversity within Japan. As Kanno (2003) points out in her study of Japanese immersion programs, ethnic minority students tend to suffer structural inequality. Moreover, biethnic and returnee students often become the target of macro- and micro-aggressions due to their differences from other Japanese (Kidder, 1992; Oikawa & Yoshida, 2007).

If English is supposed to be a ‘bridge’ to connect different cultures, or a language of mutual understanding, why don’t we consider both intra- and inter-cultural communication and embrace diversity within the country? English classes can provide learners with rich opportunities for such discussion and help them to forge deeper intra- and inter-cultural understanding as a result.

Toward an Optimal Balance
The issue of balance between being global and being local is sensitive. I have yet to reach a conclusion about how much we should embrace the current situation of English education in Japan as a successful and necessary attempt to raise awareness of students’ own culture, protect their local language and identity, and promote multilingualism as opposed to furthering the domination of the English language.

However, if this attitude is excessive—if it encourages English learners in Japan to only ‘export’ their economic and cultural assets and avoid humiliation in intercultural settings, and if these learners are ignorant of the ethnic and cultural diversity within their nation—it would take them further away from accomplishing the fundamental goal of English education in Japan: to cultivate global citizens who can communicate effectively with those who have different personal and cultural backgrounds.
In this increasingly globalized world with complex problems that cannot be solved by a single nation, international cooperation has become more and more important, even more than international competition. English education has great potential to initiate intra- and inter-cultural goodwill.

Even though it may sound contradictory, this adjustment seems to be the closest way toward cultivating of global citizens in Japan who can appreciate diversity and take leadership in this global society, thereby strengthening the nation.

References


Ayaka Ihara is a Master’s student in the Department of English with a concentration in TESOL at San Francisco State University, San Francisco, California, USA. Her research and teaching interests include identity development of L2 learners and the teaching of human life skills and culture through English education.

Ayaka Ihara
San Francisco State University, California, USA
E-mail: <aihara@mail.sfsu.edu>

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

新英語教育研究

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

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• Teaching to Prevent WW III (2): Peace Letters (Mikio Kan)
• Finding Ourselves through the Earth’s History (Junko Yoshioka)
• Teaching the Blue Eyed Friendship Dolls (Terumi Orihashi)

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• Quotations from Mother Teresa (O.H.)
• On-Line Websites for Teaching Nuclear Issues (Keiko Kikuchi)
• Teaching to Prevent WW III (3): Peace Projects (Mikio Kan)

Issue # 551 (July 2015)
• Students Express What To Do For Our Future (Atsuko Kikuchi)
• Teaching about Fair Trade (Chika Tomisaki)
• “With Great Power Comes Great Responsibility” (M. Nozaki)
Introduction
There are many learners with special needs in the classroom today. These include learners with visible and invisible disabilities. Recently, a social model of disability has suggested that disability should be defined as inaccessibility to social resources (Oliver & Barnes, 2012). Therefore, learners with special needs can theoretically be considered as minority learners in the classroom, similar to learners with ethnic, language, cultural, or sexual orientation differences.

Rationale
This paradigm shift in defining minorities raises a basic question: Does the inclusive classroom enhance the learning experience of both minority and majority learners? Currently, the revival of school colour vision tests has been reconsidered (Takayanagi, 2014). This revival begs the question of what kind of learning experience will be created for learners with colour vision disabilities and those without? How can teachers improve the learning experience for all students? This is significant in that statistically every classroom will have at least one student with colour vision disabilities (hereafter, CVDs), roughly the same distribution as for left handed persons.

Educational Approach
Considering the status quo, this article recommends that teachers include topics of learners with special needs as part of global education by considering (1) the use of free colour vision simulators in the classroom and (2) pedagogical tips for students with CVDs as one of examples of learners with special needs. There are two approaches which teachers can apply in order to improve the learning experience in the classroom. These involve first recognizing the nature of disabling classrooms and second criticizing the ableistic notion of colour recognition (Hoshika, 2013). The first approach aims to reduce physical barriers. In contrast, the second approach criticizes the common notion that being “able” is better than being “unable.”

Use of Free Colour Vision Simulators
One way that teachers can reduce barriers for learners with CVDs is by using simulators to recognize aspects of the colour vision environment in the classroom. There are many free simulators available online today, such as mobile simulators and computer simulations. The Chromatic Vision Simulator app, for example, simulates colour vision deficiencies and can be downloaded - for free - from both the Apple App Store and Google Play. One of the best features of this app is that it splits the mobile screen into different colour vision types so that users can visually compare their own colour visions with other types. Teachers may walk around with their phone in the classroom and take pictures if necessary.

There is also Toyo Ink Uding Simulator. This program works on both computers and iPhones. It is available for free from both the Toyo Ink Uding website and the Apple App Store. This is slightly more complicated to use than Chromatic Vision Simulator. However, it allows users to actually make pictures or designs compatible. With these colour vision simulators, teachers can become more aware of disabling classroom environments.

Pedagogical Techniques for Creating a Colour Vision Friendly Classroom
There are many products of color universal design (hereafter, CUD) available for the classroom. For example, eye chalk made by Nihon Rikagaku Industry may be a good choice because red or pink chalk on the blackboard traditionally tends to be difficult to read for those with CVDs (Kanata, 2013). Eye chalk is available at local stationery shops.

In addition to eye chalk, teachers can also improve the learning experience of students with CVDs by writing words together with colour-coordinated information so that these learners have an alternative chance to understand (Kanata, 2013; Color Universal Design Organization, 2009). This method works well for graphs or charts. Teachers can physically write percentages or categories on the coloured areas of graphs.

Lastly, teachers may also want to avoid using colour names for classroom instructions. For example, it is recommended to say "Write the number in your notebooks" instead of saying "Write the number in red in your notebooks". In short, the use of CUD products, writing words for coloured information, and being careful to avoid
colour names for instructions are tips that teachers can apply in class in order to improve the learning experience of learners with CVDs.

Raising Awareness of Learners with Special Needs as Part of Global Education

Providing recognition of an ableistic notion of colour vision for students in order to increase their learning experience in the classroom is also important. According to Hoshika (2013), an ableistic notion is a common belief that being able to do something is better than being unable to do it. Therefore, it is important for teachers to provide a relativistic value of colour vision for students in their classrooms.

One way to do this is to present CVDs as a discussion topic in the teaching of global issues. For example, teachers can provide a picture with a normal colour vision view, then provide the same picture with a simulated CVD view. The choice of pictures to use for this task is completely open but pictures of the sun, rainbows or apples may be a good start. The sun may traditionally be red in Japan but yellow or golden in other cultures. The number of colours in a rainbow may also differ by language group. Apples too are often depicted in red in one culture but in green in another. The strength of this approach is that it enables teachers to introduce their students naturally to different perspectives in which colour categories and recognition may differ by culture or language.

Teachers may explain these relativistic points in class or provide time for learners to think about these points on their own by asking them to find their own examples for homework. If schools can ensure the availability of mobile simulators to all students, it may also be productive for students to go out and search for disabling environments in the local community.

It may also be interesting for students to consider or compare the names of colours in different languages since the meanings, categories, and images of certain colours often differ by culture. For example, many international students studying in Japan find it strange when they realize that Japanese people refer to green traffic signals as “ao” (blue). This approach may encourage learners without disabilities to begin to question ableistic notions of disabilities. Who do we consider “disabled” and why?

Conclusion

The key for creating an inclusive classroom is for teachers to be aware of the existence of learners with special needs in their classrooms. In a classroom with an average of 40 male or female students, statistically there should be at least one student with CVDs, dyslexia, ASD (Autism Spectrum Disorder) or left handedness. This is likely also the same range of distribution for ethnic, linguistic, socio-economic, sexual orientation or other sub-cultural minorities. Therefore, teachers should always keep the invisible existence of learners with special needs in mind. As Mortier, Desimpel, Schauwer, and Hove (2014) suggest, those students with special needs should decide whether and how support can be provided.

This approach is well suited to classes of global issues but is not limited to language teaching. Global education is not just about discussing issues in the world. It also involves recognizing, understanding and communicating with culturally, linguistically and socio-economically diverse people around us. Therefore, raising awareness of learners with special needs is an important part of global education.

References


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Ryota Moriya
Ph.D. Student at Utsunomiya University, Japan
E-mail: <ryota.moriya@gmail.com>
Dealing with Stereotypes in the Japanese EL Classroom  
by Paul Mathieson  (Tennoji High School, Osaka / Leicester University, UK)

Introduction
From our self-introductions on the first day of class, and throughout the remainder of our myriad classroom and workplace interactions, culture (and particularly our own cultural background) is a constant and pervasive influence for EFL teachers. In our role as conveyors of culture, “each selection of videos, newspaper clippings, seating plans, activities, and so on has social, cultural, and educational significance” (Duff & Uchida, 1997: 476).

After briefly looking at some of the ways in which culture manifests in EL classrooms in Japan, this article examines in more depth the impact of one of the more unsavoury aspects of culture that frequently finds its way into the classroom: cultural stereotypes. Drawing upon my own classroom experiences, I discuss three ways of addressing cultural stereotypes in class which I believe can help increase learners’ awareness about the nature and impact of such stereotypes.

Getting to grips with teaching culture in the classroom
Despite the fact that most non-Japanese English teachers (and indeed many Japanese English teachers) are expected to teach aspects of ‘Western’ and/or national culture in their classes, defining exactly what culture is and working out how we should teach it are often tricky. Numerous definitions of culture are offered in the extensive literature on intercultural communication. At a broad level, a common view sees the notion of culture as representing group-level-negotiated, agglomerated perceptions and assumptions about how the world is or should be (Norton, 1997; Barker & Galasinski, 2001).

Two prominent views of culture within the TESOL realm are the notions of (1) the received or essentialist view of culture – which portrays culture as static, homogenous, and geographically or nationally distinctive – and (2) the critical or pluralist view, where culture is seen as contested, fluid, and multi-faceted (Atkinson, 1999).

In terms of classroom manifestations of culture, most of us aspire to inculcate in our students a pluralist, non-essentialist view of culture which emphasizes the diversity of activities, behaviours, language and so on within Western, national, social group and sub-group cultures. However, essentialised views of culture often worm their way into classroom interactions. In addition, through our own attitudes and actions, we often perpetuate (or are at least seen as perpetuating) stereotypes about Western culture and national culture. The key to tackling cultural stereotypes is to instil in our students ‘critical cultural awareness’, which Byram (1997: 53) defines as “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries.” I will return to look at practical ways to foster critical cultural awareness in the final section of this article.

The nature of cultural stereotypes
Before discussing how to tackle cultural stereotypes in the classroom, it is worth taking a brief look at some of the key components of stereotypes. According to Houghton (2013: 159-160), these include:

- overgeneralised beliefs that distort perception and negatively impact intercultural communication;
- the creation / perpetuation of inaccurate information about outgroup differences;
- stereotype confirmation behaviours at individual and group level;
- inaccurate predictions about individual behaviour / attitudes.

On the one hand, cultural and national stereotypes can sensitise people to cultural differences (such as group-level behaviours, attitudes, and so on). On the other hand, they can lead to erroneous prediction and attribution of individual communicative and attitudinal behaviour. In this sense, most stereotypes are mere aggregations (statistical, experiential, etc.) which can provide contextual cues to individual behaviour, but cannot prescribe what to expect in a given intercultural communicative encounter.

Most non-Japanese English teachers in Japan have experienced (and perhaps unwittingly contributed to perpetuating) cultural stereotypes. Such stereotypes can of course rear their heads through means other than our cultural / national backgrounds – including through ethnicity, gender, social status, how we dress and behave, our likes and dislikes, and so on.
Table 1 shows a number of stereotypes that I have experienced that relate specifically to my own cultural background as a New Zealander.

<table>
<thead>
<tr>
<th>Table 1: Examples of Japanese stereotypes about New Zealanders</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I heard that New Zealand people don’t use dishwashing detergent when they wash dishes.”</td>
</tr>
<tr>
<td>“New Zealand people are very talkative.”</td>
</tr>
<tr>
<td>“Do you eat kiwis?”</td>
</tr>
<tr>
<td>“Do all New Zealanders play rugby?”</td>
</tr>
<tr>
<td>“He is a ‘Kiwi husband!’”</td>
</tr>
</tbody>
</table>

2. Expose students to diverse cultural narratives

I believe that it is crucial to give our students opportunities to engage with a range of cultural narratives at a personal level. An example of this was at our high school’s English camp, where our Japanese students and numerous international exchange students engaged in a small group intercultural communication exercise. For this, each person talked about themselves and where they were from using a ‘show and tell’ item which they were asked to bring to the camp. The international students were from a wide range of countries and, by happy coincidence, none of them spoke English as their first language. This helped to put both my students and the exchange students themselves on a more even English language level footing. In fact, the camp itself was really intercultural communication writ large, as our Japanese students and the international students spent two days sharing their unique stories with one another. This was done through a variety of activities, such as teaching and learning traditional arts and crafts, making newspapers, and preparing and performing original skits in English.

Even if you do not have ready access to a group of international students, there are of course numerous other ways to broaden your students’ cultural awareness through cultural narratives. For a group of adult learners whom I teach, I assigned pairs of students a country to represent as part of a Model United Nations exercise. The students were expected to research their assigned country and give a short presentation based on a cultural heritage or environmental issue that they considered the UN could help with. I tried to select countries which my students were unlikely to know a great deal about, or which they might have negative stereotypes about – for example, Afghanistan (the Taliban, civil war, and so on).

For the research component of this task, students were encouraged to seek information from a variety of direct sources (which we discussed in class beforehand). These included Internet chat groups and forums, Facebook groups, community groups, and even consulates. Some pairs went to great lengths to get information – one pair even interviewed a Turkish restauranteur as part of their presentation in relation to a request seeking World Heritage status for Turkish cuisine!

3. Focus on marginalised cultural narratives

Irrespective of our ethnic background, I consider that it is important that all teachers in Japan help to dispel the myth of the Caucasian native-English-speaker as the ‘ideal’ English teacher (Kubota & McKay, 2009).
One way of doing so is to have groups of students research and give presentations on minority ethnic groups in Western countries (eg, native-Americans, immigrant groups, etc.). As with the Model United Nations exercise discussed above, this should, if possible, involve some primary research (ie, interviewing/corresponding with members of the particular ethnic group). Moreover, this and other similar activities should also draw upon a variety of English language models – particularly Outer Circle and Expanding Circle World Englishes – in order to demonstrate that all English users are custodians of the English language (not just native-speakers). Again, using authentic materials to achieve this helps to add more verve to lessons. Readily adaptable authentic materials (many of which are free!) are widely available on the Internet. One resource I recommend is Pinner’s (2014) excellent list of Internet sources for obtaining authentic World Englishes materials.

**Final thoughts**

Whether we are teaching pre-school children, senior citizens or any level in between, most – if not all – teachers have encountered some form of cultural stereotype in the Japanese EL classroom. In many of these situations, it is perhaps tempting to simply throw one’s hands in the air, wondering how we should deal with such problematic cultural representations (and whether there is any point in doing so).

However, by actively engaging with cultural stereotypes and encouraging our students to reflect critically upon them, we can help to break down these stereotypes and, in the process, instil in our students a more open, pluralist view of Western and national culture. Furthermore, by providing students with a platform to explore and discuss cultural stereotypes through the kinds of learner-centred activities discussed above, we enable them to become teachers of culture and, even more importantly, we equip and empower them to challenge and change these stereotypes.

**References**


**Paul Mathieson**

Leicester University (UK) and Tennoji High School (Osaka, Japan)

E-mail: <ianturnie@gmail.com>
More Ideas for Teaching about Stereotypes

European Stereotypes: Heaven & Hell
Heaven is where…
• the police are British
• the chefs are French
• the mechanics are German
• the lovers are Italian
• and it’s all organized by the Swiss.

Hell is where…
• the chefs are British
• the mechanics are French
• the lovers are Swiss
• the police are German
• and it’s all organized by the Italians.

On-line Activities and Resources
• Bursting Stereotypes: Students brainstorm ethnic stereotypes, then analyze them and use balloons to burst them <www.educationworld.com/a_lesson/03/lp294-01.shtml>
• Understanding Stereotypes: www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm
• Teaching Awareness of Stereotyping by A. Goodmacher (Internet TESL Journal) http://iteslj.org/Lessons/Kajiura-Stereotyping.html
• Close the Curtain: http://learningtogive.org/lessons/unit100/lesson1.html
• For more on-line teaching activities, do a google search on “teaching about stereotypes”

Quotes about Stereotypes

When people rely on surface appearances rather than knowledge of others at the level of the heart, mind and spirit, their ability to understand people accurately is compromised. — James Forbes

Stereotypes lose their power when the world is found to be complex. When we learn that individuals do not fit a group stereotype, then it begins to fall apart. — Ed Koch

I consider it part of my responsibility as President of the United States to fight against negative stereotypes of Islam. — Barack Obama

Ethnic stereotypes are boring, stressful and some-times criminal. It’s just not a good way to think. It’s stupid and destructive. — Tommy Lee Jones

Have you ever heard of such people as foreigners? Yes, the French, the Americans, the Russians, the English. Quite right. Are there differences between all these people? Oh yes, they don’t speak the same language. And what else? Try to tell me as much as possible. The French are not very serious, they don’t worry about anything and it’s dirty there. And what do you think of the Americans? They’re ever so rich and clever. They’ve discovered the atom bomb. And what do you think of the Russians? They’re bad, they’re always wanting to make war. Now look, how did you come to know all you’ve told me? I don’t know… I’ve heard it… that’s what people say.

- Interview with a 9-year old boy taken from Allport (1954) The Nature of Prejudice. pg 45-46

• National Stereotypes Check out national stereotypes at: <www.nationalstereotype.com>
• Maps Take a look at some stereotype maps: <alphadesigner.com/mapping-stereotypes>

Ethnic Stereotypes

(1) Identify the ethnic stereotypes below.
(2) Analyze them and compare them to reality.
(3) Ask a native from each group to comment!
My name is Katsuyuki Nara. I’m a research fellow at Shiraume Gakuen University in Tokyo. I have been involved in translating news and appeals for the Article 9 Association in its grassroots campaign for peace. As you know, the Abe Cabinet has been conducting “runaway politics” by pushing ahead with the so-called “war-mongering bills.” The opposition campaign to the bills around Japan has been mounting day by day. Even conservative statesmen and scholars have raised their voices against these dangerous bills.

It was a blow to the LDP when Waseda University Professor Hasebe Yasuo, who was recommended by the ruling party as an unworn witness, pointed out that Cabinet approval of Japan’s exercise of the right to collective self-defense will damage the legal principle behind Japan’s Constitution.

At a press conference, chief cabinet secretary Yoshihide Suga insisted there are many scholars who regard this war legislation as constitutional. A lawyers’ research group, however, found that 189 constitutional scholars approved a statement opposing the war legislation indicating that they believe the proposed war bills are unconstitutional. In contrast, those who consider these bills to be constitutional are hard to find.

I would like to ask you as foreign nationals residing in Japan to raise your voice against these notorious bills which could lead Japanese people into a path of war again. If you agree with my idea, I would like to discuss with you ways to launch projects against the bills, including holding a press conference. I would be very grateful if you kindly support my idea. Expecting your earliest response with best wishes,

Katsuyuki Nara <ever.onward.nara@xd5.so-net.ne.jp> June 16, 2015
Home address: 116-19 Nakamachi, Kodaira-shi, Tokyo 187-0042

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**Kyoto University Campaign for Freedom and Peace**

<www.kyotounivfreedom.com/en>

We hereby initiate the Kyoto University Campaign for Freedom and Peace. The security bills submitted by the Abe government will steer Japan towards becoming a warfare state. The Campaign aims not only at preventing the legislation, but also at protesting against the derision of scholarship, the suppression of free speech, and the violation of the Constitution, which the politicians of the ruling parties seem to be currently scheming to achieve.

We wish to create a new age of peace. Our chief method is open discussion. By organizing seminars and meetings, we intend to question the issues above. A symposium against the security bills will be held September 1, 2015 at Kyoto University Seibu-Kodo Hall. Please read our manifesto and add your name!

- Wars begin under the name of self-defense. Wars benefit the weapons industry. Wars spin out of control immediately after they begin. Wars hurt not only soldiers, but also the elderly and children.
- Scholarship is not a weapon of war or a tool of business or a servant of power. We wish to live in a country that is proud of its wisdom, rather than a ‘normal’ country that esteems military contributions.

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**Student Appeal for Peace Education**

<www.coetail.com/chezivian/2015/01/15/educationforpeace>

We, the students of the International School of Geneva, declare that schools throughout the world should teach all young people:

1. To be open-minded and curious about other people’s race, beliefs, gender and background;
2. To genuinely care about other people and consider their needs;
3. To be prepared to share with others;
4. To be attentive to the suffering of others and prepared to help;
5. To learn about peacemaking and conflict resolution;
6. To be inspired by the people in history who brought more peace to the world;
7. To work together, inside and outside of school, as builders of peace;
8. To discuss and learn about global affairs;
9. To understand how fragile the world is and act accordingly as one humanity;
10. To keep the flame of peace ablaze throughout our lives.
Why Teach about World War II?
The year 2015 marks the 70th anniversary of the end of World War II - a horrific war which resulted in massive destruction around the globe, incredible human suffering and the deaths of 80 million people (23 million soldiers, 57 million civilians). This summer is a perfect time to help students understand this tragic war, study Japan’s involvement, reflect on what happened and build a commitment to stop future wars from occurring.

Sample Teaching Ideas
A language teaching unit on WW II can involve many activities. Here are a few examples.

- **Vocabulary:** use word games to study WW II vocabulary (invasion, A-bomb, surrender…)
- **Timeline:** have students study or create a timeline of WWII events, practice expressions (before, after, at the same time), then choose and discuss the 3 most important events
- **WWII Quiz:** have students create a True/False or multiple choice quiz on WWII, then test their friends and family on what they know
- **WWII Research:** have students do research on a topic (Pearl Harbor, comfort women, Nanking…), then give a report or presentation
- **WWII and My Hometown:** have students research their hometown and its involvement in WWII (pre-war, during the war, post-war)
- **Perpetrators, Victims, Heroes:** have students prepare 3-part profiles/posters/presentations of: (1) a perpetrator (eg Shiro Ishii), (2) a victim (eg Sadako Sasaki), (3) a hero (eg Chiune Sugihara)
- **Oral Interview:** have students interview a grandparent (or senior citizen) about their war experiences, then report this to the class
- **Keypal Exchange:** have students contact youth in WWII enemy or occupied countries to share their ideas, experiences and thoughts
- **War Resisters:** have students study about those people in each country who resisted war
- **Apologies:** study PM Abe’s speech, then have students write (and send) their own apology letters
- **Event:** hold a peace event for Hiroshima Day (Aug 6) or the End of WWII (Aug 15, Sep 2)

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**World War II - Topics to Teach**

- **WW II and Japan** is a vast theme with countless sub-topics. Here are a few ideas to get you started.

**Historical Background**
- the rise of militarism in Japan, causes of WWII
- Hirohito, Tojo, Roosevelt, Truman, MacArthur

**The War in Asia**
- Korea, China, SE Asia, Okinawa, Tokyo Trials
- Eyewitness accounts by soldiers and civilians

**Historical Incidents**
- Nanking Massacre (1937) · comfort women
- Pearl Harbor (1941) · A-bombs (1945)

**What Life was Like in WW II**
- Daily life in wartime Japan, education for war
- Life in Japan’s colonies and occupied countries

**Anti-War Figures**
- Chiune Sugihara (diplomat who saved 6,000 Jewish lives by disobeying government orders)
- Teru Hasegawa (Japanese peace activist who made anti-war radio broadcasts from China)
- Kiichiro Sakaguchi, John Rabe, Sadako Sasaki

**The Post-War World**
- occupation of Japan, history of war apologies
- efforts of the Japanese government, Ministry of Education and right wingers to censor, delete or whitewash the truth about Japan and WW II

**Issues**
- nationalism, militarism, propaganda, prejudice
- oppression, resistance, justice, freedom
- war crimes, war trials, “just following orders”

**Lessons to Learn**
- death, suffering, destruction caused by WW II
- the post-war peace/anti-war movement in Japan
- how wars start, how they can be prevented

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**Movies about Japan and World War II**
- Merry Xmas Mr. Lawrence
- Bridge on the River Kwai
- The Railway Man
- Empire of the Sun
- Letters from Iwo Jima
- Flags of our Fathers
- 六千人の命のピザ (2005)
- 人間の条件 (1959)
<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean Up the World</td>
<td><a href="http://www.cleanuptheworld.org">www.cleanuptheworld.org</a></td>
<td>&quot;Clean Up the World&quot; is an environmental campaign that aims to improve local communities. This year’s event is on the weekend of Sept. 18-20. Schools and teachers worldwide are invited to join!</td>
</tr>
<tr>
<td>Kid World Citizen</td>
<td><a href="http://www.kidworldcitizen.org">www.kidworldcitizen.org</a></td>
<td>&quot;Kid World Citizen&quot; features a rich set of multicultural activities and resources to help kids go global. Check out their virtual fieldtrips, pen-pals, projects on world food, languages, art and geography.</td>
</tr>
<tr>
<td>Oxfam Education</td>
<td><a href="http://www.oxfam.org/education/">www.oxfam.org/education/</a></td>
<td>&quot;Oxfam Education&quot; is a dynamic UK global education website for teachers and students which features information, news and resources about global issues, international themes and world citizenship.</td>
</tr>
<tr>
<td>Peace One Day</td>
<td><a href="http://www.peaceoneday.org">www.peaceoneday.org</a></td>
<td>September 21st each year is International Peace Day! Check out their website above for peace education teaching ideas then start planning your own action ideas by going to &lt;internationaldayofpeace.org&gt;</td>
</tr>
<tr>
<td>Better World Links</td>
<td><a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a></td>
<td>&quot;Better World Links&quot; is an amazing global education resource which lists links to 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.</td>
</tr>
<tr>
<td>Peace Boat</td>
<td><a href="http://www.peaceboat.org">www.peaceboat.org</a></td>
<td>&quot;Peace Boat&quot; 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>Global Dimension</td>
<td><a href="http://www.globaldimension.org">www.globaldimension.org</a></td>
<td>&quot;Global Dimension&quot; 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>Better World Website</td>
<td><a href="http://www.betterworld.net">www.betterworld.net</a></td>
<td>&quot;Better World&quot; is a peace education website which features 5,000 free resources on heroes, quotes, dates &amp; issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</td>
</tr>
<tr>
<td>Global Issues</td>
<td><a href="http://www.globalissues.org">www.globalissues.org</a></td>
<td>&quot;Global Issues&quot; 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>
<tr>
<td>Green Teacher</td>
<td><a href="http://www.greenteacher.com">www.greenteacher.com</a></td>
<td>&quot;Green Teacher&quot; is a great website and magazine which offers classroom ideas, activities and resources to help promote environmental awareness in schools.</td>
</tr>
<tr>
<td>Global Issues at ESL Etc.</td>
<td><a href="http://www.esletc.com">www.esletc.com</a></td>
<td>&quot;ESL Etc.&quot; features great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</td>
</tr>
</tbody>
</table>
ABAX ELT Publishers, Tokyo & San Francisco <http://abax.co.jp> <www.abax.net>

Each 6-page unit series features a photo intro page, warm-up exercises, tasks for academic note-taking, lecture listening, critical thinking, discussion and project work.

**Academic Listening and Speaking 1** (¥2,678)
The 12 units in Book 1 include: the United Nations, national parks, the solar system, totem poles, the industrial revolution, ukiyoe, aquaculture, education, sports psychology, money and trade, the Tenerife disaster and photosynthesis.

**Academic Listening and Speaking 2** (¥2,678)
The 12 units in Book 2 include: trade blocs, plate tectonics, the Apollo space program, human society, the age of exploration, modern art, oceanography, the flipped classroom, human behavior, tax policy, the Titanic disaster & the food chain.

2) **"Content-based English: Inspiring Solutions"** by John Spiri (2014, ¥2,700)
Global Stories Press <www.globalstoriespress.com> Order from: <www.englishbooks.jp>

This 4-skills EFL text builds basic English skills while introducing students to people working for peace and justice. Its 15 chapters cover 5 key themes: Environment (tree huggers in India, living simply, protecting nature), Poverty (micro-loans, slow food, UNICEF), Mind & Body (house hermits, women’s rights, justice & prisons), War & Peace (Chiune Sugihara, landmines, Peace Boat) and The Information Age (Free the Children, Reporters without Borders, Aun San Suu Kyi). Each 6-page unit features vocabulary activities, 2 short reading passages, listening exercises and thinking tasks plus a country profile.


This series, sub-titled Creative Thinking with TED Talks, features glossy photos and colorful graphics on topics linked to science, media, business and global issues. Each 16-page unit features a 3-page article, a TED talk, a project plus tasks and exercises.

**Book 1** (¥2,500)
This book’s 10 units deal with themes such as: TED talks, changing your life, cooperative tasks, wonders of the ocean, fashion and clothing, recording the past, creative buildings, viral videos, African wildlife, community art and personal robots.

**Book 2** (¥2,500)
This book’s 10 units deal with topics including: inspiring leaders (ML King), fragile forests, problem solving (disasters, child mortality), gaming for a better world, education (school success), food for life (healthy eating), body signs (power poses), energy (wind power), new perspectives (autism, disabilities), data detectives (infographics).

**Book 3** (¥2,500)
This book’s 10 units look at: nature photography, sleep deprivation, cyborgs, the Happy Planet Index, taking time off, texting and language decline, peace through sports, African stereotypes, introverts, persaninal intelligence and overcoming your fears.

**Book 4** (¥2,500)
Its 10 units touch on such themes as: explorers, virtual education, business and gender, women leaders, media and literature, Bono on poverty, living on $1 a day, food issues, jobs of the future, how babies acquire language and innovation.
BOOKS ON STEREOTYPES AND WORLD WAR II

Check out some of the following books to help you learn – and teach - about ethnic stereotypes and about Japan in World War II.

**Books about Stereotypes**

**Images That Injure**
by Susan Ross (2011) $43
This essay collection analyzes media stereotypes linked to age, gender, ethnicity, religion and disability.

**Hechinger’s Guide to Ethnic Stereotypes** (2009) $6
This humorous guide to US ethnic stereotypes looks at blacks, Greeks, Jews, Hispanics, Irish, Arabs and more

**Atlas of Prejudice (Vol. 1 & 2)**
by Yanko Tsvetkov (2013) $15
This features fun national stereotype maps of the world: <alphadesigner.com/mapping-stereotypes>

**Reel Bad Arabs**
by Jack Shaheen (2012) $18
This classic text dissects Hollywood images of Arabs as bandits, sinister sheiks and bomb-toting terrorists.

**Jews in the Japanese Mind**
by David Goodman (2007) $28

**Orientals**
by Robert G. Lee (1999) $25
This book documents 150 years of prejudice and cultural stereotypes of Asian Americans in US pop culture.

**More Books about Stereotypes**
- *Reducing Prejudice & Stereotyping in Schools*
- 国民性の違いがはっきりわかる本 (2011)
- ハリウッド100年のアラブ (2007) - 村上
- イエロー・フェイス (1993) - 村上

**Books about Japan in WWII**

**Japan’s Longest Day**
Pacific War Research (2002) $14
The amazing story of the dramas and conflict as Japan struggled to surrender in the final 24 hours of WW II.

**Japan at War: An Oral History**
by H. and T. Cook (1993) $14
This book reveals the reality of WWII as experienced by Japanese soldiers, civilians and victims.

**The Pacific War: 1931-1945**
by Saburo Ienaga (1978) $16
This famous text, by a Nobel Peace Prize nominee, takes a critical look at the role of Japan in World War II.

**Barefoot Gen**
by Keiji Nakazawa (2004) $10
This classic anti-war manga shows the horrors of war as seen through the eyes of a young Japanese boy.

**The Comfort Women**
by George Hicks (1997) $14
This book documents the sexual exploitation of “comfort women” by Japan’s imperial forces in WWII.

**Unbroken**
- Laura Hillenbrand (2014) $9
The inspiring story of how a young American airman survived a brutal Japanese prisoner of war camp.

**More Books on World War II and Japan**
- *The Rape of Nanking* (1997) – Iris Chang
- ジュニア版「写真で見る日本の侵略」(1995)
- 「太平洋戦争」家永三郎 (1968 / 2002)
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.breakingnewsenglish.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://jaltc.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/>

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**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

**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

**National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 USA  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  Website: 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 Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA  Website: www.peaceresourceProject.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  www.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

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**Youth for Human Rights**
www.youthforhumanrights.org

*Youth for Human Rights (YHR)* promotes awareness of human rights among young people. Check out their 30 on-line public service ads and get the human rights education pack for teachers.

**Teachers Against Prejudice**
www.teachersagainstprejudice.org

*Teachers Against Prejudice* is dedicated to fighting prejudice, hate and intolerance through education. Check out their list of recommended films and books plus their essay and art contests!
COMING EVENTS CALENDAR

Aug 6 / 9 Hiroshima Day / Nagasaki Day 1
Aug 9 World Indigenous Peoples Day 2
Aug 15 70th Anniversary of the End of WWII 3
Sept 2 70th Anniversary of Japan’s Surrender 4

Sept. 10 World Suicide Prevention Day 5
Sept. 11 13th Anniversary of 9-11 Attacks 6
Sept. 18 - 20 Clean Up the World Weekend 7
Sept. 21 International Day of Peace 8

1 Hiroshima/Nagasaki <www.pcf.city.hiroshima.jp> <www.dannen.com/hiroshima_links.html> <wikipedia>
2 Indigenous <www.culturalsurvival.org> <http://intercontinenalcy.org/peoples/> <YouTube> <wikipedia>
3 WW II: <ww2history.com/japan> <www.nationalww2museum.org/> <wikipedia: “End of World War II”>
8 International Day of Peace: <www.peaceoneday.org> <www.internationaldayofpeace.org> <wikipedia>


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 can either register and make their payment on-line via the JALT website or send a postal "furikae" form with 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 your ¥2000 payment to: 山陰合同銀行 （湖山支店 108）普通 銀行口座 3752673
San’in Godo Bank (Koyama branch 108) Regular Account # 3752673 “GILE Newsletter”
• Overseas subscribers should 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.

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of July 2015)
* JAPAN SUBSCRIBERS: GILE SIG / JALT (150) GLOBAL ISSUES NETWORK (50) = 200
* 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.

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>
