Our first newsletter for the year 2016 features a great set of articles: (1) a description by Catherine DeGaytan and her colleagues of a website-and-video ESL unit designed around the PBS documentary “Half the Sky”, (2) a report by CIR Keiko Holmes about her work dispelling stereotypes and promoting cultural understanding, and (3) an essay by Sylvain Bergeron on the role of English in building bridges across religious divides. Since March is Women’s History Month, our special theme for this edition is “women’s issues” featuring an International Women’s Day Quiz plus profiles of related books and movies. Also included are a report on last fall’s JALT 2015 conference in Shizuoka, a list of upcoming events for the year 2016 plus a round-up of all the latest global education news and information.

♦ We offer electronic subscriptions by e-mail. Let us know if you’d like to try this option!

* Summaries of articles on global themes from ELT journals and the media
* News and announcements from language teaching organizations
* Report: JALT 2015 International Conference (Nov. 20 – 23 in Shizuoka)
* Crossing Borders, Building Bridges with Half the Sky by Catherine DeGaytan
* Promoting Intercultural Understanding as a CIR by Keiko Holmes
* Intercultural Bridge Building through English by Sylvain Bergeron
* Special Feature: International Women’s Day Quiz!
* Upcoming Events: Teachable Moments for the Year 2016
* Teaching resources: Books and movies for Women’s History Month
* Language teaching textbooks on global education themes
ANNOUNCEMENTS

Japan University English Model
United Nations (JUEMUN 2016)
June 24 - 26, 2016
Kyoto University of Foreign Studies
< http://juemun.weebly.com/ >

This year’s Japan University English Model United Nations (JUEMUN 2016) will be held from June 24 - 26 at Kyoto University of Foreign Studies. This unique 3-day simulation allows college students to take on the role of United Nations ambassadors or international journalists and engage in debates and discussions – in English - on global issues that face our world.

World Citizenship Competition
< www.imaginecup.com/competition/17409 >

Microsoft’s 2016 World Citizenship Competition invites students worldwide to create innovative software projects to solve social issues in the fields of health, education and the environment to make the world a better place. The winning team will be awarded $50,000.
Deadline: March 16th

JALT Environmental Committee
Chair: Brent Simmonds
< greenjalt@gmail.com >

The Japan Association for Language Teaching has designated an official liaison from its Environmental Committee to lessen the carbon footprint of its annual conference. Ideas for designing green classrooms, events and conferences can be found at the website below. To give suggestions, help out or learn about ways to involve students on the road to sustainability, contact Brent Simmonds above.
sustainability.asu.edu/operations/what-you-can-do/

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!

Global Education Events

- Education, Social Justice, Global Diversity
  April 3 - 6, 2016 Kobe (Japan)
  <http://iafor.org/conferences/aceid2016/>

- Gandhi – King Peace Conference
  April 8 - 9, 2016 Memphis, Tennessee (US)
  <www.gandhikingconference.org>

- International Conference on Paulo Freire
  May 6 - 7, 2016 UBC, Vancouver (Canada)
  <http://edst.educ.ubc.ca/Freire2016/>

- Conflict Resolution Education Conference
  June 8 - 13, 2016 Columbus, Ohio (USA)
  <http://crededucation.org/cre/goto/creconf>

- WCCI World Conference on Education
  July 10 - 15, 2016 Budapest (Hungary)
  Website: <http://wcci-international.org>

- Peace and Justice Studies Conference
  Sept. 22-24, 2016 Selkirk College (Canada)
  Deadline for Proposals: April 1, 2016
  www.peacejusticestudies.org/conference/2016
  More global education events are listed at:
  www.peaced-campaign.org/calendar/

Global Higher Education
June 4, 2016 at Lakeland College
<http://conference.lcjapan.com>

A one-day Global Higher Education conference on Confronting Challenges: Adapting to Change will be held on June 4, 2016 at Lakeland College in Tokyo. Topics addressed will include: classroom diversity, global competency, language education, study abroad, area studies, sustainability, peace studies, cross-cultural communication and environmental education.

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
Here are the 2016 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
  - <kcatess@rstu.jp>

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

**SIG Membership Chair:**
- Tim Grose
  - Sapporo City
  - Hokkaido
  - <tppgrose@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@j11bxm@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  
<msgs@seiwa-u.ac.jp>

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

**Kyushu:** Jack Brajcich  
Fukuoka Jogakuin Jr College  
<brajcich@fukujo.ac.jp>

### Project Officers

**SIG Programs:**
- Jennie Rolf-Boothman
  - International Christian Univ.
  - <shizsumofan@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  
  - <masatakakasai@hotmail.com>

**SIG Website:**
- Paul Arenson (Webmaster)  
  - <paul@tokyoprogresive.org>

**SIG Facebook & Twitter:**
- Jennie Rolf-Boothman
  - John Spiri, Jack Brajcich

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### Where Can I Donate Used Language Textbooks?

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

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

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

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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** (click “take action”)  
- **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/)
**English Now a Top Priority in Cuba**  
by Andrea Perez  

Since restoring diplomatic ties with the US last July, the Cuban government has announced that English will now become a top priority for the nation after years of neglect. English suffered a downgraded status during the Cold War when Russian was the main foreign language taught in schools. Cuban classrooms still have pictures of Che Guevara on the walls. English is supposed to be taught in all primary schools, but these suffer from a shortage of teachers and materials. While English is seen as “essential” to the country’s future, many university grads are unable to hold a simple conversation. Complicating the problem is the fact that English will no longer be a curriculum subject at Cuban universities which means students will rely on self-study or independent providers.

“English now a top priority” EL Gazette #430  
November 2015. <www.elgazette.com>

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**Free Classes for Syrian Refugees in Ireland**  
The Independent has announced that free English classes will be provided to Syrian refugees in Ireland. The courses will aim to enable refugee children to enter Irish schools and help their parents improve their language skills. The Kildare and Wicklow Education Training Board will run classes for new arrivals from Syria. After 12 weeks of study, families will move into permanent housing and enroll their children in local schools.

“Free classes for refugees” EL Gazette #430  
November 2015. <www.elgazette.com>

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**Jamaican Boys: “English is for Sissies!”**  

EFL in Jamaica is facing a major crisis as boys across the country are rejecting English. Jamaican boys associate doing well in English tests with being well-behaved and therefore “girlish”. A British Council survey of 8 schools and 2 teacher training colleges found that proficiency in English is viewed by boys as a “mark of effeminacy.” This year, 75% of girls passed the Caribbean Secondary Education Certificate in English; only 55% of boys did. Young males in Jamaica seek refuge in patois, the local dialect, and speak this in preference to the official language, Jamaican Standard English.

“Boys think English is for sissies” EL Gazette #430  
November 2015. <www.elgazette.com>

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**American School Transformed by Meditation**  
by Anna Leach (UK)  

One of San Francisco’s toughest schools has been transformed by the power of meditation. In the past, Visitation Valley middle school was like the set for a crime drama. Children were stressed out, agitated, surrounded by drugs and gang violence. One day, students came to school to find 3 dead bodies dumped in the schoolyard. “In 2006, there were 36 killings in our neighborhood,” explained Barry O’Driscoll, the school’s PE director. The lives of students were infected by violence and fights broke out every day. Then, in 2007, a meditation program called Quiet Time was introduced. Just one month later, teachers began to notice changes. “Students seemed happy,” says O’Driscoll. “They worked harder, paid more attention, were easier to teach and the number of fights fell dramatically.” By 2010, attendance rates were over 98% (among the highest in the city). Now 20% of graduates are admitted to highly academic Lowell High School – before it was rare for even one student to be accepted. Last year’s California Healthy Kids Survey found that Visitation Valley students were the happiest students in all of San Francisco.

“One of San Francisco’s Toughest Schools Transformed by the Power of Meditation”  

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**The Languages of Star Wars**  
by Ben Zimmer (Wall Street Journal)  

In addition to Galactic Basic English spoken by its main characters, the latest Star Wars film features languages like Kanjiklubber and Wookie. Kanjiklu-bber was created by Sara Forsberg whose Youtube video What Languages Sound Like to Foreigners went viral in 2014. In the video, Forsberg imitates the sounds, intonation and body language of 20 languages including Estonian, Arabic and Japanese.

“The Languages of Star Wars” Wall Street Journal  
January 15, 2016 <www.wsj.com>

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**WANTED - CONTRIBUTIONS!**

- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource that you recommend?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!
JALT 2016 Conference
Nov. 25 – 28, 2016 Nagoya, Japan
< http://jalt.org/conference/>

The 42nd JALT international conference will be held from November 25–28 at WINC Convention Center in Nagoya on the theme of Transformation in Language Education. Plenary speakers will include J.D. Brown, Anne Burns and Dorothy Zemach. Mark the dates in your calendar!

JALT Pan-SIG 2016 Conference
May 20–23, 2016 Meio University (Okinawa)
< http://pansig.org >

This year’s Pan-SIG conference, co-sponsored by GILE SIG, will be held May 20–23 in Nago City, Okinawa on the theme Innovations in Education. Pre- and post-conference Okinawa tours are being planned. Book flights now before prices go up!

ACLL 2016 Conference
April 28 – May 1 in Kobe
iafor.org/conferences/acll2016/

This spring’s Asian Conference on Language Learning (ACLL) will take place from April 28 – May 1 at the Art Center of Kobe (near Shin-Kobe station) on the theme Convergence / Divergence.

Proposal Deadline: March 1, 2016

IATEFL 2016 CONFERENCE
IATEFL’s 50th annual conference will be held from April 13 -16 in the city of Birmingham, UK. Presentations on global themes will include:

- UK – Palestine On-Line Collaboration
- Cultural Competence in International Projects
- Cuban Language Education
- Education for Social Justice: Human Trafficking
- Life After an Earthquake: The Nepal Experience
- Bringing the Real World into the Classroom
- Global Issues Pre-Conference Event (April 12)

Daring Creativity: Changing Education

IATEFL Global Issues SIG (GI-SIG)

- Website: http://gisig.iatefl.org  SIG Chair: Margit Szesztay <margit.szesztay@gmail.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”)

TESOL’s Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join.

Chair  Elisabeth Chan (N. Virginia College)

Don’t forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

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

Conference and Event Information

* www.conferencealerts.com/language.htm
* http://jalt.org/events
What Makes YOU Happy?
This talk described a group project in which students studied happiness around the world, interviewed others, then presented their findings. Adriana Verla (Seikei University) <averla@gmail.com>

Learner Differences and Global Issues
This talk discussed ways that teachers can tailor global issue lessons to EFL learners with diverse goals, strengths and preferences. Jane Joritz-Nakagawa <janejoritznakagawa@gmail.com>

Making Discussions Relevant
This session described a number of ways that teachers can adapt Japan-centric learning materials for multicultural groups. Mathew Turner (Rikkyo University) <m-turner@rikkyo.ac.jp>

Group Projects in English Conversation Class
This presentation shared a syllabus, activities and assignments that required students to learn about an assigned country and its culture. Tracy Koide (Daito Bunka University) <koide.tracy@yahoo.com>

JALT 2015 GILE Student Forum
Educating for Global Citizenship: Student Voices

Organizers:
- Tom Fast (Okayama University) <teokayama@gmail.com>
- Jennie Rothman (International Christian University) <program@gilesig.org>

Japan has made a major investment in global education aimed at preparing young people for the demands of a global age. This GILE forum assembled a panel of students from Ministry of Education designated “global” high schools and universities to speak out – in English - about their experiences. Students shared their ideas on global English programs, global citizenship and how to improve global education programs for the future.

Special thanks to our GILE student panelists!
- Gen Furutaka (Murasakino High School)
- Misako Sakurai (Mishima Kita High School)
- Risa Kinoshita (International Christian Univ.)
- Daniel O’Connell (International Christian Univ.)
- Chisa Umezu (Okayama University)

MCs: Jennie Rothman <program@gilesig.org>
Tim Grose <tppgrose@hotmail.com>

Case Studies for Developing Self-Critical Learning and Cross-Cultural Understanding
This talk introduced a communicative teaching activity designed around case studies aimed at promoting cultural awareness. Sylvain Bergeron (Gunma University) <bergeron@gunma-u.ac.jp>

The Olympics, Gender and Ethnicity
This talk introduced an Olympic teaching unit on gender, race and ethnicity that featured reading, discussion and an Olympic quiz. Chris Madden (Waseda Univ.) <Christopherp.madden@gmail.com>

Weaving the Tapestry of Cross-Cultural Understanding in Asia and Globally
This talk introduced a rich variety of classroom activities used by the speaker in her cross-cultural training workshops in Okinawa. Caroline Latham (Meio University) <kamadutoo@yahoo.com>

Non-Fiction Film in the OC Class: Suitable Materials and Activities
This described a film class where students study and teach movies such as Super Size Me and What’s Love Got To Do With It? Beverley Lafaye (Tokai Gakuen) <belafaye@tokai-gakuen-u.ac.jp>

Global Issues through Youtube Video Clips
This presentation gave a step-by-step explanation of how to prepare and teach Youtube video clips on a variety of global issue topics (see on-line handouts at: https://goo.gl/mHFJe5). Mark Shrosbee (Tokai University) <markshros@gmail.com>

Developing Critical Media Literacy Through Guided Discussion and Debate
This talk explained a unit where students study controversial issues (nuclear power, Article 9…), find pros & cons, write a manifesto, then debate and discuss. Paul Arenson <paul@arenson.org>

Imagery Exercises and Global Issues
This session explained how content-based class activities on global themes that use imagination and visualization can develop student motivation, empathy & language practice. Greg Goodmacher (Keiwa University) <ggoodmacher@hotmail.com>
Other Conference Presentations

**Culture and English Language Proficiency**
This talk discussed research showing how culture impacts language proficiency and described a study of cultural learning styles in Japan. Margaret Lieb (Meiji University) <liebmaggie@gmail.com>

**Global Language Learning at AYF**
This talk explained how a 1-week English Asian Youth Forum (AYF) promoted student language skills, cultural understanding and leadership skills. Kip Cates (Tottori University) <kcates@stu.jp>

**Reaching for the Globe: New Pathways**
This discussed how study abroad builds global literacy and described a “Free Mover” program for students unable to afford this. Morton Hunke (Aichi Pref. University) <mortenisverige@yahoo.se>

**Lounging Less, Mingling More: EL Turns 4!**
This talk described the role played by a campus English Lounge (EL) in promoting dialog between Japanese and international students. Shari Berman (Hirosaki University) <sberman@cc.hirosaki-u.ac.jp>

**How Learners Research Global Issues**
This talk described how college students engaged in self-directed research on global issue projects using a custom-made website. Andy Barfield (JALT LD SIG) <barfield.and@gmail.com>

**Narrative Struggles: Disability, War, Learning**
This presentation introduced narratives on themes of disability and Japanese-American WWII concentration camps in the US. Matthew Burdelski (Osaka University) <fujimotodonna@gmail.com>

**JALT Critical Thinking SIG Forum**
This annual forum showcased innovative ideas for fostering critical thinking in the foreign language classroom. Rodolfo Delgado (Tokai University)

**Interdisciplinary Solutions: You & the World**
This talk gave an overview of interdisciplinary study and stressed its power & relevance in class-rooms today. Joseph Haldane (IAFOR)

**Teaching Fair Trade**
This talk outlined how a study framework of 5 key changes was adopted for a unit on “fair trade” in a college global issues course. Michael Holsworth (Kyoto Sangyo) <mholsworth@cc.kyoto-su.ac.jp>

**Other Realities: Marginalized Asian NESTs**
This talk looked at how English native speakers of Asian heritage address the challenges of teaching EFL in a land of stubborn fanciful WASP-based imagery. Robert Gee <geer@sugiyama-u.ac.jp>

**Learner-Centered Cultural Understandings**
This described the speaker’s approach to teaching for cultural understanding via foreign languages at Japanese primary schools. Hugh Kirkwood (University of Nottingham) <hawkirkwood@gmail.com>

**Mining Authentic Videos with EnglishCentral**
This presentation described a system set up by English Central that matches the difficulty level of 10,000 authentic videos with individual student ability. Charles Browne (Meiji Gakuin University) <browne@ltr.meijigakuin.ac.jp><www.englishcentral.com>

**Mindfulness in the EFL Classroom**
This session explained how teachers can cultivate mindfulness in class via tasks such as pre-learning meditation and journal writing. John Spiri (Gifu Shotoku Gakuen University) <johnspiri@gmail.com>

**The Triple Bottom Line: Sts, Teachers, MEXT**
This talk argued that the Triple Bottom Line is an effective method for encouraging students to explore and discuss current social issues. Daniel Devolin (Aichi University) <ddevolin@vega.aichi-u.ac.jp>

**Teaching and Learning about Gender**
This GALE SIG Forum demonstrated a variety of creative ways that gender issues can be introduced into EFL classroom environments. Gerry Yokota (Osaka University) <gyokota@gmail.com>

**Focus on Neuro-Myths: Save the Kids!**
This showed how to counter a variety of common language learning myths such as: We only use 10% of our brains! Mozart helps kids get smarter! Robert Murphy <m@murphyschool.com>

**Cultural Variation in Argumentative Logic**
This described how the teaching of argumentative logic helps students avoid miscommunication and the perception of being “illogical”. Julia Fearn-Wannan (ECC Language Institute) <julia.fw@gmail.com>

**Integrating Local Identity in English Activities**
This poster session presented EFL activities which encourage students to explore historical & artistic aspects of their community. Linda Kadota (Matsuyama Shinonome) <lindak@shinonome.ac.jp>

**Raising Awareness of Minority Learners**
This poster session discussed ways to raise awareness of minority learners in class with a focus on learners having vision disabilities. Ryota Morita (Utsunomiya University) <ryota.morita@gmail.com>

**Spreading 21st Century Ideas via TED Talks**
This workshop illustrated how to promote critical and creative thinking with TED talks on global themes and textbooks like 21st Century Reading. Jay Klaphake (KUFS) <j_klaphake@kufs.ac.jp>
<table>
<thead>
<tr>
<th>Title</th>
<th>Summary</th>
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<tbody>
<tr>
<td>No Tech, Low Tech, High Tech: Mini-Debates</td>
<td>This featured mini-debates on topics like Which approach is more effective: no technology, low technology or high technology? Marc Helgesen (Miyagi Gakuin Womens Univ.) <a href="mailto:march@mgu.ac.jp">march@mgu.ac.jp</a></td>
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<tr>
<td>International Exchanges Between Children</td>
<td>This explored ways to prepare young learners for international exchanges with native speaker kids in Japan and overseas. Kim Takeda (Gunma Kokusai Academy) <a href="mailto:kimtakeda@gmail.com">kimtakeda@gmail.com</a></td>
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<td>Motivating Students through Imaginary Travel</td>
<td>This explained how imaginary travel can make learning fun and empower low-level students to try out English in exotic settings. Diane Nagatomo (Ochanomizu Univ.) <a href="mailto:dianenagatomo@gmail.com">dianenagatomo@gmail.com</a></td>
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<td>Open Communication Spaces on Campus</td>
<td>This talk described the impact of an International Communication Plaza in promoting self-study, conversation practice and campus exchanges. Adam Gyenes (Ryutsu Keizai Univ.) <a href="mailto:adam@rk.ac.jp">adam@rk.ac.jp</a></td>
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<td>Gender, Identity and Language Awareness</td>
<td>This talk described an ethnographic fieldwork project to explore gender, sexuality and identity as part of a 15-week EFL Gender and Sexuality course. Erin Hughes (KUIS) <a href="mailto:erin-h@kanda.kuis.ac.jp">erin-h@kanda.kuis.ac.jp</a></td>
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<tr>
<td>Foreign Language Teaching in the 21st Century</td>
<td>This featured diplomats and delegates representing world cultures who discussed foreign language teaching. OLE <a href="mailto:reinelt.rudolf.my@ehime-u.ac.jp">reinelt.rudolf.my@ehime-u.ac.jp</a></td>
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<td>Critical Thinking With Primary Documents</td>
<td>This talk explained how historical documents and ideas from history education can promote critical thinking, discussion and writing. Todd Hooper (Kwansei Gakuin) <a href="mailto:toddhooper@kwasei.ac.jp">toddhooper@kwasei.ac.jp</a></td>
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<td>Multilanguage Learners’ Motivation</td>
<td>This discussed a study that tracked the motivation of 5 college students doing a double-major in Thai and English. Tetsuko Fukawa (KUIS, Japan)</td>
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<td>Improving EFL Classes with Virtual Exchange</td>
<td>This demonstrated the value of virtual exchanges in linking learners with overseas students in the US, Colombia &amp; Malaysia. Eric Hagley (Muroran Institute of Technology) <a href="mailto:hagley@mmm.muroran-it.ac.jp">hagley@mmm.muroran-it.ac.jp</a></td>
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<td>CLIL &amp; Critical Transcultural Competencies</td>
<td>This discussed how using CLIL and authentic content (manga, film, editorial cartoons) in college EFL classrooms promotes active learning. Joff Bradley (Teikyo University) <a href="mailto:joff@main.teikyo-u.ac.jp">joff@main.teikyo-u.ac.jp</a></td>
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<tr>
<td>Joyful Encounters Between Laos and Japan</td>
<td>This session explained how the group Teachers Helping Teachers supports EFL learners and teachers in Laos <a href="mailto:chrisruddenklaau@yahoo.com">chrisruddenklaau@yahoo.com</a></td>
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<tr>
<td>EFL and Sustainability: Multiple Approaches</td>
<td>This panel featured short presentations on ways teachers can integrate ideas from Education for Sustainable Development (ESD) into EFL. Peter Hourdequin (Tokoha Univ.) <a href="mailto:peterfh46@gmail.com">peterfh46@gmail.com</a></td>
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<td>Combat Plagiarism with Logical Thinking</td>
<td>This discussed how logical lapses contribute to copying and how logic education can prevent plagiarism and improve writing. Wai Ling Lai (Nagoya Univ.) <a href="mailto:metwriting@las.nagoya-u.ac.jp">metwriting@las.nagoya-u.ac.jp</a></td>
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<td>Being an International Professor in Japan</td>
<td>This talk described a qualitative study of university internationalization and the role that foreign profs play in globalizing campuses. Harlan Kellem (Kwansei Gakuin University) <a href="mailto:hrkellem@gmail.com">hrkellem@gmail.com</a></td>
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<tr>
<td>Fostering Global HRD via Service Learning</td>
<td>This talk introduced a study abroad service-learning program which promoted critical thinking, compassion and social engagement. Yuri Yujobo (Tamagawa University) <a href="mailto:yujobo@itt.tamagawa.ac.jp">yujobo@itt.tamagawa.ac.jp</a></td>
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<tr>
<td>How Pre-School Can Save the World!</td>
<td>This talk described how sending underprivileged kids to pre-school led to better incomes and fewer problems (drugs, teen pregnancies). Curtis Kelly (Kansai U) <a href="mailto:brainsig+coordinator@gmail.com">brainsig+coordinator@gmail.com</a></td>
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<td>English Education in Japan: A Critical Analysis</td>
<td>This noted Japan’s stagnant English proficiency despite enormous financial investment and discussed reasons for this. Chris White (Oita University)</td>
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<td>Cultural Awareness in the Elementary Class</td>
<td>This workshop demonstrated a variety of practical activities that can help teachers promote cultural awareness in primary-level EFL classes. Clare Kaneko (Niigata University) <a href="mailto:clarekuni@gmail.com">clarekuni@gmail.com</a></td>
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<tr>
<td>The Struggles of Community Resettlement</td>
<td>This discussed the effects of post-disaster resettlement in Tohoku with ideas for disaster resilience. Eric Des Marais <a href="mailto:Eric.DesMarais@toecs.org">Eric.DesMarais@toecs.org</a></td>
</tr>
<tr>
<td>Designing English Courses for Volunteers</td>
<td>This described the design of an English volunteer textbook and training course aimed at preparing volunteers for the Tokyo 2020 Olympics. Miyuki Iida (Kanazawa Prefectural Institute of Language)</td>
</tr>
<tr>
<td>A Telecollaborative Exchange for Lg. Learning</td>
<td>This described a collaborative exchange between universities in Japan and China that used Salmon’s model for intercultural exchange. Mizuho Jones (UK-China) <a href="mailto:mizuho.jones@nottingham.edu.cn">mizuho.jones@nottingham.edu.cn</a></td>
</tr>
<tr>
<td>The Impact of Study Abroad on Motivation</td>
<td>This described how student feelings, ideas and achievements affected motivation for study abroad. Nagisa Kikuchi <a href="mailto:n.kikuchi424@gmail.com">n.kikuchi424@gmail.com</a></td>
</tr>
</tbody>
</table>
English-Japanese E-mail Exchange Project
This talk described a bilingual e-mail exchange project between carried out between university EFL students in Japan and Canadian students studying Japanese in Canada. Mark Shrosbree (Tokai University) <markshros@gmail.com>

Active Learning with Critical Thinking Games
This workshop demonstrated classroom activities that promote problem solving and critical thinking, and that cater to different learning styles. Marco Brazil (OITDI) <marcobrazil143@yahoo.com>

Community Outreach & Autonomous Learning
This session described how to design community outreach projects that create bonds with local residents and address the needs of local communities. Wendy Gough (Tokai University)

Building Critical Global Thinkers
This talk showed how to train critical thinkers via study abroad projects built around global issues, literature and comparative research. Marian Wang (Kobe University) <marianwang@people.kobe.ac.jp>

Cross-Cultural Communication on the Run
This session described a cross-cultural communication class based on outdoor education and task-based learning which took students out-of-doors. Terry Fellner (Saga University) <mark@cc.saga-u.ac.jp>

Accent Preferences of Japanese Students
This poster reported on student reactions to six Asian accents of English: Japanese, Chinese, Korean, Taiwanese, Vietnamese, Malaysian. James Essex <jamessexenglishteacher@gmail.com>

CLIL: Overview and Developments in Japan
This poster outlined the basic features of CLIL (Content and Language Integrated Learning) and summarized features of CLIL classrooms in Japan. Laura MacGregor (Gakushuin University)

Language Teachers’ Conception of Culture
This presented results from a research study that examined language teachers’ conception of culture and the role of culture in EFL. Nicholas Bradley (NUFS) <nicholas_p_bradley@yahoo.ac.uk>

Assessing Intercultural Comm. Competence
This session defined “intercultural communicative competence” and explained a number of basic models that can be used to assess this skill. Kevin Ottoson (NUFS) <kevinottoson@gmail.com>

Our World: Inspiring Teachers & Students
This publisher’s talk explained how the new EFL textbooks Explore Our World and Welcome to Our World use global topics to engage kids as 21st Century citizens. Joan Kang Shin (Cengage / University of Maryland) <jshin2@umbc.edu>

Health Habits and Language Acquisition
This presentation argued that our students’ health habits directly affect their academic success and reported on a classroom student survey about sleep, diet and other health issues. Josh Brunotte (Nanzan University) <JoshBrunotte@gmail.com>

Introducing the Linguaculture Classroom
This session explained the linguaculture approach which aims to teach language learning as cultural exploration and personal growth. Joseph Shaules (Juntendo University) <jshaules@japanintercultural.org>

Critical Incidents and Intercultural Learners
This talk showed how critical incidents promote cultural awareness, broaden learners’ worldviews and build communication skills. Andrew Reimann (Utsunomiya University) <anreimann@yahoo.com>

Learning via Volunteering: Translating Letters
This described a project in which EFL students translated NGO letters sent between Japanese donors and overseas aid recipients. Tomoko Sugihashi (Showa Women’s University) <tomtomom@swu.ac.jp>

Preserve Culture, Language, Develop Minds
This talk described the Linguapax mission of preserving minority languages, building tolerance and promoting respect between cultures. Cary Duval (Bunkyo University) <duval@shonan.bunkyo.ac.jp>

Preparing International Students for Japan
This poster described how to design an academic support system for foreign students at Japanese universities by using campus advisors. Timothy Buthod <timbuthod@pu-hiroshima.ac.jp>

Going Paperless in the Classroom
This poster outlined an EFL college synchronized learning program that involved smartphone apps and mobile devices. Jaime Selwood (Hiroshima University) <jselwood@hiroshima-u.ac.jp>

Exploring Self, Society and the World
This poster shared a framework for cultural understanding that builds research skills via surveys, essays and presentations. Amanda Yoshida (Toyo Gakuen University) <amanda.j.yoshida@gmail.com>

Global Learning: International Collaboration
This talk featured a Japanese teacher in Tokyo and a Vietnamese teacher in Hanoi who ran an international penpal program for their students. Kimiko Koseki (Toyo Gakuen University) <koseki@myad.jp>

Making Academic Writing Meaningful
This presentation described an innovative university EFL project in which 350 first year academic writing students wrote, then uploaded and edited articles for Wikipedia. Jennifer Teeter (Kyoto University) <teeter42@gmail.com>
From Hiroshima to Fukushima: Teaching Peace
This session described how nuclear issues in Japan such as the atomic bombing of Hiroshima and the Tohoku nuclear disaster are integrated into literature, art and peace studies classes at Otemae University. Shirley Ando <andro326@gmail.com>

Giving Students the Blues
This talk argued that blues music gives students a creative way to vent their frustrations and explained how they wrote their own lyrics. Mark Makino (US) <mark.makino@gmail.com>

Critical Skills for Global Business Settings
This talk highlighted teaching strategies based on a survey of English used by Japanese business professionals in the United States. Yoshiko Aiba (Chuo University) <yoshikoiba@q-leap.co.jp>

Creativity East & West: Is There a Difference?
This session discussed differences found among Western and East Asian subjects in perception and assessment of “creativity”. Cameron Smith (Aichi Gakuin Univ.) <cameron.smith@yahoo.co.uk>

Student Beliefs in a Multicultural Class
This presentation noted the increase in foreign and multicultural students in Japanese classrooms and reported on a survey taken on student beliefs. Troy Miller (Aichi Bunkyo Univ.) <troy.miller@abu.ac.jp>

Rethinking Power, Gender and Learning
This addressed issues of gender, power, age and otherness with a focus on ideas in Toni Morrison’s 1993 Nobel Prize lecture. Herrad Heselhaus (U of Tsukuba) <heselhaus.herrad.fw@u-tszukuba.ac.jp>

Learner Autonomy via Cultural Exchange
This described the results of a survey given to 287 Japanese and 82 international students from 14 countries in an intercultural communication class. Shizuno Seki (Shizuoka Univ.) <sekinya@live.jp>

Critical Experiences in Study Abroad
This talk explained how “critical experiences” during study abroad programs can shape student concepts of the host language, host culture and themselves. Levi Durbidge <durbidge@keio.jp>

Focusing Learner Goals Outside the Classroom
This talk introduced a framework for language-based service learning projects developed in Iwate that inspires community involvement. Greg King (Chubu University) <gregking@isc.chubu.ac.jp>

On-line Pronunciation for World Englishes
This talk introduced web-based English dialog materials that can be used to help Japanese students get used to key characteristics of varieties of World Englishes. Yasushi Sekiya (Kanda University of Foreign Studies) <sekiya@kanda.kuis.ac.jp>

An Asian Learning Experience in Japan
This presentation described a unique 3-week Asia Summer Program held (in English) in Japan that brought together 150 students from 5 universities in 5 different countries. David Williams (Josai International University) <davidokj2@gmail.com>

ASEAN Undergraduates: Native Speakers?
This discussed ASEAN learner identity based on a survey of 6,100 students from Cambodia, Indonesia, Malaysia, Philippines, Singapore and Vietnam. Scott Menking (Shimane Univ.) <smenking@yahoo.com>

The Global Model of English
This offered a “global model” of English based on English users, varieties and locations so as to promote international communication. Christopher Haswell (Kyushu University) <chaswell247@gmail.com>

How International Are Japanese Universities?
This talk compared how internationalization is evaluated in Japan and abroad, then examined curricula of selected “global” universities. Bernard Susser (Ritsumeikan Univ.) <bernsusser@gmail.com>

Discipline Issues in the University Classroom
This talk discussed “irritating” student behavior, reported a survey of teacher-student perceptions and proposed a set of solutions Douglas Sweetlove (Kinjo Gakuin University) <dsweet@kinjo-u.ac.jp>

Discussions Without Argument in EFL Classes
This session presented an analysis of classroom discussions and explained how Japanese students often exchange ideas but avoid argument. Yoko Kobayashi (Int’l Christian U) <yokok@icu.ac.jp>

Science and Engineering Topics in EFL Classes
This explained how engineering students created posters and PechaKucha talks on topics such as drones and green cities. BREnt Wright (Kanazawa Institute of Technology) <brentwright.kit@gmail.com>

Learner Voices: An American Studies Seminar
This presentation shared student reflections on critical pedagogy, social justice and research topics in the area of American Studies. Hugh Nicoll (Miyazaki Kouritsu University) <hnicoll@gmail.com>

English as a Lingua Franca: Listen and Learn
This grad student presentation outlined an EFL training unit designed to help Japanese students understand the English of their Chinese co-workers. Alan Simpson (Aston-Akita University)

The Multilingualism Forum
This panel session brought together instructors of other foreign languages (French, German, Spanish, Chinese, Korean…) to exchange teaching ideas and classroom approaches. Rudolf Reinelt (Ehime University) <reinelt.rudolf.my@ehime-u.ac.jp>
Women hold up half the sky.

Introduction
According to this Chinese proverb, without women, the sky will fall down. Based on the fact that women are crucial for society and the idea that women are not the problem but the solution for certain social issues, Nicholas D. Kristof, a New York Times journalist, and Sheryl WuDunn, his wife, spent years traveling to different countries around the world talking with women to hear their stories of oppression firsthand and talking with people who are trying to help them. The result of their travels and inspirational interviews is the best-selling book entitled Half the Sky: Turning Oppression into Opportunity for Women Worldwide (2009).

Half the Sky Documentary
The PBS documentary mini-series of the same title (2012) makes viewers aware of social issues affecting women in six different countries and teaches the importance of social responsibility to implement changes for the better. Classroom module videos that we adapted from the documentary are the springboard for engaging, collaborative activities that help advanced ESL students improve their listening and speaking skills while learning about women’s social issues. Pairs (or groups) of students are assigned one video, focusing on one social issue in a country and featuring one female celebrity activist. They then become the “experts” on that issue, not only by watching the video and learning key vocabulary but also by doing additional research on the issue in the country assigned to them.

Six Women’s Issues, Six Celebrity Activists
Following are the six women’s issues with the featured celebrity activists in parentheses:

- Gender-based violence in Sierra Leone (Eva Mendes)
- Sex trafficking in Cambodia (Meg Ryan)
- Economic empowerment in Kenya (Olivia Wilde)
- Maternal mortality in Somaliland (Diane Lane)
- Education in Vietnam (Gabrielle Union)
- Prostitution in India (America Ferrara)

The culminating activity of the Half the Sky project is an interactive poster session to teach Americans and ESL students from other invited classes about the women’s issues in the six countries and the importance of social responsibility.

Class Background Information
ESL students in an advanced Listening / Speaking class at a university intensive English program participated in the Half the Sky project. There were 15 students in the class (5 females and 10 males) from 6 countries (Kuwait, Saudi Arabia, United Arab Emirates, Qatar, Japan and Mexico).

Figure 1: Class composition.

The class met seven and a half hours per week (six 75-minute periods) in an eight-week course. The six steps below were followed in the Half the Sky project. The project required five class periods in addition to time outside of the class for students to collaborate with partners.

Step 1: Introduction to the Half the Sky Project
Before introducing the project, students answer the question—What does social responsibility mean to you?—in an audio recording during the first week of class. It is important for the students to have a couple of weeks to build a strong rapport before beginning the project because of its sensitive issues. It is equally important for the teacher to have ample time to determine which students will work best together on which social issue and whether the students have the English ability, maturity, and collaborative skills needed for the success of the project.
In the third week of the course, students in small groups discuss the meaning of social responsibility and the Chinese proverb—Women hold up half the sky. After a class wrap-up, introduce the project by showing the book entitled *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, giving background information about the authors and the book, and viewing the short trailer for the PBS documentary [time 2:40] with the sole listening task of noting the six women’s issues mentioned.

Elicit the social issues mentioned in the trailer and the meaning of each issue. Explain the project further, and assign an issue to a pair (or group) of students. Show the Symbaloo webmix, which can be put on the learning management system for easier access, and describe how it is organized. The webmix houses six tiles, or links, for each issue: a map of the region, a map of the country, a Quizlet with key vocabulary in the *Half the Sky* classroom module video, a written summary of the video content, and an interview with the celebrity activist.

Have pairs access the webmix on their phones or laptops to view the two maps and the Quizlet. After the pairs have completed the three pre-viewing tasks, have them watch the video (approximately 10 minutes) one time. While watching the video a second time, they should take notes on the problem (the social issue) and the solution (the organization targeting that particular social issue).

In each video, Kristof and the celebrity activist interact with women and girls and hear their stories of oppression firsthand. They also interview the people working at the organization that is trying to help these women and girls. Although the women’s social issues are critical and seem depressing, the people and organizations determined to help the affected women and girls cast an overwhelmingly hopeful light on dark issues. While the majority of our students were shocked because they had been unaware of the existence of these serious problems, they felt that the solutions were hopeful and uplifting. We were affected by the concern and compassion that our students exhibited after watching their assigned video.

**Step 2: Research the Issue: Problem & Solution**

After students have viewed the video again outside of class, check each pair’s understanding of the problem and the solution. Pairs use the other links on the Symbaloo webmix—the summary of the video and the interview with the celebrity activist—to gather more information about the problem and the solution. The teacher guides each pair in searching for additional information about the problem and/or the solution needed to become the “experts.”

For example, the teacher might suggest researching the civil war in Cambodia to have a better understanding of the problem of sex trafficking. Another suggestion might be to visit the website Room to Read, an organization promoting literacy for girls in Vietnam, to learn more details about the organization as well as why John Wood, its founder, left his executive position at Microsoft. Pairs are required to have at least three sources for their poster, one of which is the video.

**Step 3: Preparing the Poster**

Show students a PowerPoint slide that gives instruction on making an effective problem/solution poster and share some sample posters. In addition, give tips on delivering an effective poster presentation. Pairs decide how they want to showcase the problem and solution and decide how to lay out the text and visuals on the tri-fold poster board. They also prepare a Works Cited page or References to be included on the poster.
Step 4:  The Poster Session
Collect all six posters from the pairs. Set up the initial three posters, along with video cameras, in different parts of the room. Welcome the guests—Americans and ESL students from other invited classes—and explain the Half the Sky project and its purpose. Divide the guests so that there is a relatively equal number at each of the three posters. The time allotted for the poster session is one hour: the initial group of three posters is exhibited for 30 minutes, and then the final group of three posters is exhibited for 30 minutes.

Each pair has 10 minutes to present the information on the poster and to answer questions from the audience members. Ring a bell after 10 minutes to have the guests rotate to the next poster. Continue the same procedure for the third poster. After 30 minutes for the initial group of posters, the same procedure is followed when the final three posters are set up. Students who are not presenting and student guests take notes during the poster presentations, using a problem/solution graphic organizer.

Step 5:  Assessment
Students watch their videotaped presentations, then complete an audio recorded self-evaluation and a written reflection. Evaluate each pair’s presentation (criteria can include teamwork, the poster, language use and delivery skills/interaction with the audience.).

Step 6:  Watch the Other Half the Sky Videos
Students access the Quizlets with key vocabulary on the Symbaloo webmix, and have them review their graphic organizers, which serve as scaffolding, before watching the other videos via the webmix. In class, students in small groups finish by discussing their reactions to the women’s social issues and what they learned about social responsibility from the poster session and the videos.

Conclusion
The students’ reflections on the Half the Sky project were overwhelmingly positive. The students enjoy using technology—the Symbaloo webmix and internet sites for research; collaborating with their partners; having creativity and freedom in designing their posters; improving their listening and speaking skills; and, most importantly, being the “experts” who teach others what they have learned. The trailer shown in the introduction to the project (Step 1) makes a call for action—to “engage, motivate, educate, and join the movement.” Our students did just that, making the Half the Sky project a huge success.

Problem-Solution Graphic Organizer

| Who & Where |
| Problem |
| Solution |

SELF-EVALUATION: Half the Sky Project

Directions:
Watch your videotaped poster presentation, and record your answers to the questions below.

Questions
1. What does social responsibility mean to you?
2. Do you think that the Half the Sky project helped you develop your teamwork skills? If so, how do you think these skills will help you in your future university classes?
3. Do you think that your speaking and listening skills improved as a result of the Half the Sky project? Explain with reasons and examples.

References and Resources

On-line Resources
Half the sky PBS documentary www.youtube.com/watch?v=6JbWA-6GDr4
Promoting Intercultural Understanding as a CIR
by Keiko Holmes (Coordinator for International Relations, Mie Prefecture, Japan)

Introduction
It's been just over a year since I started work as a Coordinator for International Relations (CIR) at the Multicultural Affairs Division of the Mie Prefectural Government. I'm lucky to work with great Japanese co-workers and 3 other CIRs from Canada, China and Brazil. At my division, I'm involved in a wide range of work, including school visits, interpreting, translating, Prefectural Advisor (PA)-related work as well as creating content for social media. At first, it was a little intimidating to be faced with so many new tasks, but now I truly enjoy all the different aspects of my work.

School visits
One of my main duties as a CIR is to visit elementary and junior high schools with the goal of promoting intercultural understanding. Coming from Australia, a country that places great emphasis on the benefits of multiculturalism, I consider the opportunity to raise Japanese students' cultural awareness a wonderful privilege.

In my lessons, I try to convey the message of multiculturalism, which is about embracing diversity and saying no to discrimination. However, I find that the widely accepted view of intercultural awareness in Japan is at odds with the ‘real’ meaning of multiculturalism, since the education system and the media tend to deal with this subject on a more superficial level.

One issue that I find from my school visits is that some teachers reinforce stereotypes by telling students that foreigners have many difficulties in Japan, and thus need the assistance of Japanese people in their daily lives. This leads them to be disappointed when I can’t share with them any notable difficulties that I experience in Japan.

For me, the message that I strive to send to students is that people from different backgrounds are not just always having trouble in life, but are also people capable of making a valuable contribution to society.

In some of my more recent school visits, I’ve decided to share my experiences growing up in Australia, and explain what it’s like to have both an Australian and a Japanese family. My aim is to encourage students to empathise with other students who may come from different cultural backgrounds, and to help them realise that there’s not always a clear distinction between being a ‘foreigner’ or being ‘Japanese’.

With some classes, I like to do a personality test with students. By doing this, students can see that everyone in their class is different and has their own strengths as well as weaknesses. The message of the activity is that diversity is positive and that it’s beneficial to recognise similarities with people, especially those from different backgrounds.

Even people with different cultures can share common interests and values, which can contribute to building positive relationships.

Interpreting and Translating
Another part of my job is interpreting and translating. Overall, this aspect of my job has been balanced and enjoyably unpredictable. However, I did encounter issues with some of the requests we received. Some divisions lacked an understanding of the time needed to prepare and the intensity of the actual work. Communicating important details to CIRs in the days leading up to official events often seemed less than a top priority. This led me to create an official letter for prefectural divisions to read before requesting our services that outlines what interpreting is, possible limitations as well as the information and time needed to prepare.

Social Media
At my workplace, my fellow CIRs and I are in charge of creating content for our Facebook page. My predecessors originally set this up to post personal accounts or essays about their cultural discoveries. However, I wanted to make content that would challenge people’s prejudices and question stereotypes. For that reason, I made a proposal to change the name of our page to ‘Humans of Mie’. The idea for this is based on the popular ‘Humans of New York’ page that features photos and interview excerpts of people on the streets of New York. Our page posts interviews of people in the same way as ‘Humans of New York’. The interviews feature people from all walks of life who live in Mie Prefecture so that readers can discover the human side of those who may be different to them. My hope is that through these posts, readers may discover what Japanese and non-Japanese people have in common, and come to recognise the value of cultural diversity in Japan.

Final Thoughts
I consider myself lucky to be able to explore new ways to promote intercultural understanding as a CIR. My hope is that Japanese and non-Japanese people of Mie Prefecture may appreciate diversity to a greater extent and truly discover the benefits of it in their own community.

This has been reprinted with permission from CLAIR Forum #316 Feb. 2016. The full article is at: www.claire.or.jp/j/forum/forum/pdf_316/11_jetletter.pdf

Keiko Holmes
CIR, Mie Prefectural Government, Japan
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...languages may also be supported for their ability to build social bridges across different groups...and bridges for increasing intercultural understanding (Baker, 2011, 382).

While conducting a research project in Malaysia in February 2007, I had the opportunity to visit a mosque. Upon entering the mosque, I was greeted by two young male attendants, who spoke very little English. As I sadly do not speak any Malay, by making use of simple English words and gestures, I asked if it would be possible to tour the mosque. One of the young men answered that I could and invited me in.

The young man, whom I shall call Ahmad, directed me towards the main prayer hall. It was a large and impressive circular space, whose walls and high dome-shaped ceiling were beautifully ornamented. I paused and looked around me in reverent silence. Then I asked Ahmad if he would show me how to pray. He agreed and watching him, I followed his movements closely. He seemed pleased but suddenly, he began to gesture as if firing a weapon. Then crossing his arms in front of his chest to signify the word "No," he asserted that, "This is not Islam." I nodded my head to show that I understood.

After the visit, we made our way outside, where a heavy downpour greeted us. Seeing this, Ahmad told me to wait while he re-entered the mosque. Returning minutes later, he explained as best as he could that someone was going to drive me back to my hotel, which happened to be situated somewhere on the other side of the city.

As we waited for the driver to arrive, Ahmad produced a small photograph of his wife and young son. I reciprocated by doing the same. During this time, we had a heartfelt exchange as we looked at each other’s photographs and shared simple words - "wife," "son," "daughter," "family." Then a little red 4-seater car appeared. In it was a young couple who had just finished their mid-afternoon prayers.

We both got into the car, greetings were exchanged and then we started for my hotel in pouring rain, which by this point was falling fast and furious. With fogged out windows, poor visibility and city streets that were quickly flooding, the young driver was resolute. He more than once stepped out of the car and into the rain to ask people huddled under leaky bus stops for directions to my hotel.

As challenging as this drive had become, we finally reached the hotel. Shaking hands with everyone and thanking them profusely for their kindness, trouble and generosity, Ahmad held my hand, looked straight into my eyes and very matter-of-factly proclaimed, "Sylvain, this is Islam."

As I bade farewell and stepped out of the car, I realized that despite our cultural, religious and linguistic differences, the exchange of no more than a handful of English words had permitted us to communicate and connect at a level that allowed us to get in touch with our shared humanity. Within a few hours, pure strangers had become friends.

Aside from its ability to build bridges between people, English is also a key that unlocks an important door to endless possibilities for communicating, sharing and learning with others about each other. South African writer Harry Mashabela described it best when he referred to English as a "much-needed unifying chord...[that] make[s] it possible to share the experiences of our own brothers [and sisters] in the world" (as cited in Crystal, 1997, p. 101). Echoing the very same idea, my chance encounter on that rainy afternoon in Malaysia was just such an experience.

References:

Sylvain Bergeron has been teaching English in Japan since 1993. He holds an MEd TESOL from the University of Wollongong. He is a member of Gunma University’s Center for International Education and Research. His research interests include global education management, peace and ethics education, and learner-centered teaching.

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E-mail: <bergeron@gunma-u.ac.jp>
**International Women’s Day Quiz!!**

**PART I — Women’s Issues**

1) When is International Women’s Day?  
March 8  July 16  September 23

2) What country was ranked #1 for gender equality in a 2015 survey of 145 nations?  
United States  Brazil  Iceland

3) What was Japan’s rank for gender equality?  
# 8  # 14  # 38  # 101

4) On average, the salary for working women in Japan is ______ of the salary for men.  
54%  73%  87%  96%

5) What percent of athletes in the first modern Olympic Games in 1896 were women?  
0%  10%  20%  30%

6) What percent of athletes were women in the 2012 Olympics in London, England?  
12%  21%  44%  56%

**PART II — Women Leaders**

Name 4 women leaders (past or present).

<table>
<thead>
<tr>
<th>NAME</th>
<th>COUNTRY</th>
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**PART III — True or False**

a ___ In 2002, the city of Bogota, Colombia had a one-night curfew for all men, forbidding them to be out on the street.

b ___ In France, 50% of the candidates for all political parties must be women.

c ___ In Malaysia, women lawyers weren’t allowed to wear trousers until 2000.

d ___ In Kebbi state, Nigeria, the average age of first marriage for girls is 11.

e ___ In Rajasthan, India, 51% of all girls are married before the age of 18.

f ___ In Russia in the 1990s, 269 women a week were killed by their partners.

**PART IV — Women’s History**

What year did the following events take place?

_____ First woman pilot to fly solo.

_____ First woman governor of a US state.

_____ First woman prime minister elected.

_____ First woman astronaut goes into space.

_____ First woman to climb Mount Everest.

_____ First woman to sail around the world.

_____ First woman bull fighter makes debut.

**PART V — Women and the Vote**

Country matching: When did women get the vote?

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
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<tbody>
<tr>
<td>Finland</td>
<td>1893</td>
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<tr>
<td>Japan</td>
<td>1906</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1920</td>
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<tr>
<td>Philippines</td>
<td>1938</td>
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<tr>
<td>Switzerland</td>
<td>1945</td>
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<tr>
<td>United States</td>
<td>1971</td>
</tr>
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**PART VI — Women Round the World**

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
<th>Country</th>
</tr>
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<tbody>
<tr>
<td>Korea</td>
<td>5 Saudi Arabia</td>
<td>9 Finland</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>6 the USA</td>
<td>10 Brazil</td>
</tr>
<tr>
<td>Canada</td>
<td>7 Tunisia</td>
<td>11 Japan</td>
</tr>
<tr>
<td>New Zealand</td>
<td>8 India</td>
<td>12 Peru</td>
</tr>
</tbody>
</table>

a ___ In this country, women aren’t allowed to drive a car or ride a bicycle.

b ___ In this country, some brides are killed if their families don’t pay a big enough dowry to the groom’s family.

c ___ In this country, 40% of all children are born to single mothers.

d ___ In this country, 15,000 men each year marry foreign women (China, Korea..)

e ___ In this country, women don’t change their last names after they marry.

f ___ In this country, 62% of all government ministers are women.

g ___ This country had the first woman prime minister in the world.

h ___ In this country, 26% of all city mayors are women.
**Answers: International Women’s Day Quiz**

### PART I  Women’s Issues

1. March 8 (International Women’s Day)
2. Iceland (2nd was Norway, 3rd was Finland)
3. #101 (data from World Economic Forum)
4. 73% (women’s salary compared to men)
5. 0% (women athletes were banned from taking part in the 1896 Olympics)
6. 44% (4,847 women athletes took part)

### PART II  Women Leaders

1. Cleopatra Egypt 51 BC
2. Empress Himiko Japan 188AD
3. Queen Victoria United Kingdom 1837
4. Queen Elizabeth II United Kingdom 1952
5. S. Bandaranaike Sri Lanka 1960
6. Indira Gandhi India 1966
7. Golda Meir Israel 1969
8. Eva Peron Argentina 1974
9. Margaret Thatcher United Kingdom 1979
10. Benazir Bhutto Pakistan 1988
11. Helen Clark New Zealand 1999
13. Angela Merkel Germany 2005
15. Geun-Hye Park South Korea 2013

### PART III  True or False

All items are true.

### PART IV  Women’s History

1910 First woman pilot ever to fly solo.
1924 First woman governor of a US state.
1960 First woman prime minister elected.
1963 First woman astronaut goes into space.
1975 First woman to climb Mount Everest.
1976 First woman to sail around the world.
1988 First woman bull fighter makes debut.

- more info at Wikipedia: “list of women’s firsts”

### PART V  Women and the Vote

- New Zealand 1893
- Philippines 1938
- Finland 1906
- Japan 1945
- United States 1920
- Switzerland 1971

### PART VI  Women Round the World

- a Saudi Arabia
- b India
- c the USA
- d Japan
- e Korea
- f Finland
- g Sri Lanka
- h New Zealand

Quiz data from on-line sources as of 2014 – 2015

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**Global Issues in Language Education**

Newsletter Issue #98  February 2016
<table>
<thead>
<tr>
<th><strong>RESOURCES AND INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culturosity</strong>  &lt;www.culturosity.com&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Culturosity" /></td>
</tr>
<tr>
<td><em>Culturosity</em> is a stimulating website that aims to develop people’s cultural curiosity. Check out its ideas, links and teaching resources (plus its great <em>Movie Guide</em>) to raise your students’ cultural awareness.</td>
</tr>
<tr>
<td><strong>Facing the Future</strong>  &lt;www.facingthefuture.org&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Facing the Future" /></td>
</tr>
<tr>
<td><em>Facing the Future</em> is a highly regarded global education website which features an educator’s zone, free teaching units, 60-second tours of global issues as well as a <em>Fast Facts, Quick Action</em> page.</td>
</tr>
<tr>
<td><strong>Students of the World</strong>  &lt;www.studentsoftheworld.info&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Students of the World" /></td>
</tr>
<tr>
<td><em>Students of the World</em> is a great website set up by French global educators that features information, pen-pals, games and activities about people, schools, countries and cultures around the world.</td>
</tr>
<tr>
<td><strong>N.I. in Easier English</strong>  <a href="http://eewiki.newint.org/">http://eewiki.newint.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="N.I. in Easier English" /></td>
</tr>
<tr>
<td><em>The New Internationalist in Easier English</em> provides info, articles, lesson plans and quizzes adapted for EFL learners from the classic global issue/social justice magazine <em>New Internationalist</em>.</td>
</tr>
<tr>
<td><strong>Global Dimension</strong>  &lt;www.globaldimension.org.uk&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Global Dimension" /></td>
</tr>
<tr>
<td><em>Global Dimension</em> is a great UK resource designed to help teachers bring a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.</td>
</tr>
<tr>
<td><strong>Better World Links</strong>  &lt;www.betterworldlinks.org&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Better World Links" /></td>
</tr>
<tr>
<td><em>Better World Links</em> 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><strong>Peace Boat</strong>  &lt;www.peaceboat.org&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Peace Boat" /></td>
</tr>
<tr>
<td><em>Peace Boat</em> is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</td>
</tr>
<tr>
<td><strong>Oxfam Education</strong>  &lt;www.oxfam.org.uk/education/&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Oxfam Education" /></td>
</tr>
<tr>
<td><em>Oxfam Education</em> is a dynamic UK global education website set up for both teachers and students featuring information, news and resources about global issues, international themes and world citizenship.</td>
</tr>
<tr>
<td><strong>Better World Website</strong>  &lt;www.betterworld.net&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Better World Website" /></td>
</tr>
<tr>
<td><em>Better World</em> 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><strong>Global Issues</strong>  &lt;www.globalissues.org&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Global Issues" /></td>
</tr>
<tr>
<td><em>Global Issues</em> is an informational website with over 500 articles on global issues topics from military spending and racism to poverty, the environment and the arms trade.</td>
</tr>
<tr>
<td><strong>Green Teacher</strong>  &lt;www.greenteacher.com&gt;</td>
</tr>
<tr>
<td><img src="image" alt="Green Teacher" /></td>
</tr>
<tr>
<td><em>Green Teacher</em> is a great educational website and magazine which provides teachers with classroom ideas, activities and resources to promote environmental awareness in schools.</td>
</tr>
<tr>
<td><strong>ESL Etc.</strong>  &lt;www.esletc.com&gt;</td>
</tr>
<tr>
<td><img src="image" alt="ESL Etc." /></td>
</tr>
<tr>
<td><em>ESL Etc.</em> is a cool site featuring 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>
Teachable Moments:  Key Anniversaries in 2016

2016 Olympic Games
August 5 - 21, 2016
Rio de Janeiro, Brazil
The main 2016 sports event will be the Summer Olympics in Rio, Brazil. This will feature 10,000 athletes from 200 nations for 300 events in 28 sports. Start planning your teaching unit now!
• 2016 Summer Olympics www.wikipedia.org
• Official Website <www.rio2016.com/en>

2016 Paralympics
September 7 – 18, 2016
The 2016 Paralympics will take place right after the Summer Olympics in Rio. Athletes from 36 nations will compete in 22 sports. Start planning ways to teach about this event and dispel stereotypes about the “disabled”. See Wikipedia or…
• Official site: <www.paralympic.org/rio-2016>

U.S. Presidential Election
November 8, 2016
The 2016 US presidential election will be held on Tuesday November 8th to elect the next president of the United States. Check out the How to Become President of the US guide for kids below.
• US Presidential Election 2016 <wikipedia>
• Guide: <kids.usa.gov/president/index.shtml>

GILE Newsletter - 100th issue!
26 years in print (1990 - 2016)
Summer 2016 will see a major milestone: the 100th issue of our quarterly Global Issues in Language Education Newsletter. Stay tuned to learn about our plans to mark this very special event!

Establishment of International Relations with Japan
In 2016, Japan celebrates the anniversary of diplomatic relations with the following nations. For more info, check out their embassy websites or Japan’s Foreign Ministry <www.mofa.go.jp>
• Bhutan – 30 years (1986 - 2016)
• Singapore – 50 years (1966 - 2016)
• Nepal – 60 years (1956 - 2016)
• Belgium – 150 years (1866 - 2016)

Pearl Harbor Attack
75th anniversary (1941 - 2016)
December 7th (Dec. 8th in Japan) marks the 75th anniversary of the bombing of Pearl Harbor. A number of peace and reconciliation events are planned including a joint mass band concert by Japanese and American youth. Things to do:
• teach about Imperial Japan and the path to war
• show your class historical movies like Pearl Harbor (2001) and Tora! Tora! Tora! (1970)
• read the book “Japan 1941” by Eri Hotta
  • <www.wikipedia.org> “Pearl Harbor”
  • teachinghistory.org/spotlight/pearl-harbor

Debut of “Star Trek”
50th anniversary (1966 - 2016)
The year 1966 marked the debut of Star Trek, the landmark sci-fi TV series that featured aliens, 23rd Century gadgets (cell phones!) and a focus on social, global and galactic issues such as slavery, warfare and discrimination. The show promoted tolerance through a multiethnic, multicultural cast (black, white, male, female, Japanese, Russian, Scottish, Vulcan) as well as a daring-for-the-time multi-racial kiss. Have students learn about the series, discuss its ideals and view episodes on Youtube
• Wikipedia: “Cultural Influence of Star Trek”
• www.youtube.com  www.startrek.com

Battle of the Somme (WWI)
100th anniversary (1916 - 2016)
Join your students to study the World War I “Battle of the Somme” of July to November 1916. The battle, one of the bloodiest in history, resulted in the deaths or injury of 1 million young French, British and German soldiers.
• Wikipedia: “Battle of the Somme”

G7 Summit in Mie, Japan
(May 26 – 27, 2016)
Japan will host this year’s G7 summit, attended by Canada, France, Germany, Italy, the UK and USA. Agenda issues include Syria, refugees, climate change, nuclear issues and the economy
• Wikipedia: “42nd G7 Summit”
### 150th anniversary: Birth of British Writer H. G. Wells (1886 - 2016)

September 21st marks the 150th anniversary of the birth of H.G. Wells, the prolific British writer whose science fiction works dealt with social and political issues. Have students learn about his life, discuss his ideas on world government, read his books or see his Hollywood movies (especially the classic 1960 film *The Time Machine*).

<table>
<thead>
<tr>
<th>Books and Quotes by H.G. Wells</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Time Machine</em> (1895)</td>
<td><em>If we don’t end war, war will end us.</em></td>
</tr>
<tr>
<td><em>Island of Doctor Moreau</em> (1896)</td>
<td><em>Human history becomes more and more a race between education and catastrophe.</em></td>
</tr>
<tr>
<td><em>The Invisible Man</em> (1897)</td>
<td><em>A time will come when a politician who has willfully made war and promoted international dissension will be as sure of the dock and much surer of the noose than a private homicide.</em></td>
</tr>
<tr>
<td><em>The War of the Worlds</em> (1897)</td>
<td></td>
</tr>
</tbody>
</table>

### 400th anniversary: Death of William Shakespeare (1616 - 2016)

April 23rd marks the 400th anniversary of the death of William Shakespeare, the famous English playwright whose works touched on a wide variety of social issue themes. Check out the following websites for teaching ideas and planned events:

- Shakespeare in the EFL Classroom [www.gbv.de/dms/goettingen/780981251.pdf](http://www.gbv.de/dms/goettingen/780981251.pdf)
- Shakespeare for Teens [www.teachingenglish.org.uk/article/shakespeare-teens](http://www.teachingenglish.org.uk/article/shakespeare-teens)
- Shakespeare Events [www.shakespeare400.org](http://www.shakespeare400.org)  [www.shakespearelives.org](http://www.shakespearelives.org)

<table>
<thead>
<tr>
<th>Social Issues in Shakespeare’s Plays</th>
<th>“Shakespeare – Our Contemporary?”</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Romeo and Juliet</em> (conflict, prejudice)</td>
<td>by Gill Stoker (Open University, UK)</td>
</tr>
<tr>
<td><em>Othello</em> (race, jealousy)</td>
<td>&lt;title search at: <a href="http://www.open.edu/openlearn/%3E">www.open.edu/openlearn/&gt;</a></td>
</tr>
<tr>
<td><em>The Tempest</em> (freedom, colonialism)</td>
<td></td>
</tr>
<tr>
<td><em>Taming of the Shrew</em> (gender, money)</td>
<td>This article asks <em>Is Shakespeare relevant today?</em> and answers in the affirmative. The author argues that Shakespeare's plays deal with 'the human condition' - something that doesn’t change from century to century, or country to country. His characters fall in love, misunderstand each other, argue, fight, are angry, sad, happy, jealous, distrustful, magnanimous, forgiving - experiencing every human emotion and situation. The social issues in Shakespeare's plays – class, racism, sexuality, intolerance, the status of women, crime, war, death, disease - are still the burning issues in today's global society.</td>
</tr>
<tr>
<td><em>MacBeth</em> (ambition, violence, guilt)</td>
<td></td>
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</tbody>
</table>

### Romeo and Juliet: Movie Versions

- *West Side Story* (1961) [New York]
- *Romeo and Juliet* (1968) [classic]

### Shin-Eiken Association

新英語教育研究会

*Shin-Eiken* is a dynamic national high school English teachers association based in Japan that works to promote global awareness, world citizenship peace and humanistic education. Check out its Japanese website, subscribe to its magazine or attend one of its many regional events in Japan. At right are articles from the most recent issues of its magazine.

### “Shin Eigo Kyoiku” (New English Classroom) Magazine

<table>
<thead>
<tr>
<th>Issue # 556 (Dec 2015)</th>
<th>Theme: National Conference Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Global Personnel to World Citizen (Haruo Erikawa)</td>
<td></td>
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<tr>
<td>Don’t Give Up! Spreading the Seeds of Peace (Naoko Suzuki)</td>
<td></td>
</tr>
<tr>
<td>WW II Prison Camps: Australia-Japan Exchanges (Y. Kondo)</td>
<td></td>
</tr>
<tr>
<td>Learning from Colonialism in Manchuria (Terasawa)</td>
<td></td>
</tr>
<tr>
<td>Promoting Peace and Happiness via Sabona (Michiko Muroi)</td>
<td></td>
</tr>
<tr>
<td>Posters: EFL in Korea, St. Peace Exchanges, NY Peace Action</td>
<td></td>
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<tr>
<td>Teaching Love and Peace through English (Kenji Taniura)</td>
<td></td>
</tr>
<tr>
<td>Live AID: Do They Know It’s Christmas? (Kazuko Sakuma)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue # 557 (January 2016)</th>
<th>Theme: When Students Don’t Engage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Humans Who Will Renounce War (Masahiro Sekihara)</td>
<td></td>
</tr>
<tr>
<td>Studying Malala’s Nobel Peace Prize Speech (Tatsuo Owama)</td>
<td></td>
</tr>
<tr>
<td>Learning about Kenya, Learning about Ourselves (Reiko Okido)</td>
<td></td>
</tr>
<tr>
<td>Teaching “Bury My Heart at Wounded Knee” (Junji Yoshiura)</td>
<td></td>
</tr>
</tbody>
</table>

Global Issues in Language Education 20  Newsletter Issue #98  February 2016
RESOURCES FOR WOMEN’S HISTORY MONTH

Each spring, March is celebrated as “Women’s History Month”. Below we profile movies and books to help you teach about women’s issues.

Movies on Women’s Issues

**Suffragette** (2015)
(Carey Mulligan, Meryl Streep)
This film portrays the long, hard and dramatic struggle of British women to gain the right to vote, culminating in protests, arrests, hunger strikes and the 1913 death of Emily Davison.

**North Country** (2005)
(Charlize Theron, Sissy Spacek)
This powerful drama about sexual harassment is based on the true story of a woman who stood up to sexism, took her tormentors to court and fought for her right to work.

**Erin Brockovich** (2000)
(Julia Roberts, Albert Finney)
This true story documents how a single mother in California worked to bring down a power corporation polluting the city’s water supply.

**Bend It Like Beckham** (2002)
(Parminder Nagra, Keira Knightley)
This British comedy tells the story of a daughter from a conservative Sikh family who defies tradition and pursues her dream of playing soccer.

**Agora** (2009)
(Rachel Weisz, Max Minghella)
This history drama profiles Hypatia, the 4th Century mathematician, philosopher, astronomer and teacher, and her struggles against ignorance, hate and religious intolerance.

More Movies about Women’s Issues
- **Norma Rae** (1979) – Sally Field
- **G. I. Jane** (1997) – Demi Moore
- **The Magdalene Sisters** (2002) – Anne Duff
- **Madame Curie** (1943) – Greer Garson
- Wikipedia: “Films About Women’s Issues”

Books about Women’s Issues

by Joni Seager (2008) $16
This classic atlas uses maps, graphs, text and data to document gender issues from work, sex and marriage to sport education, politics and women’s rights.

**Women in the Material World**
by P. Menzel (1996) $20
This glossy photo-book introduces the lives of women in 20 countries around the world including Cuba, Haiti, Japan Mexico, Thailand, India and the US.

**The Usborne Book of Famous Women**
by R. Dungworth (1998) $4
This illustrated book explores the lives of 100 women who made an impact on the world including scientists, revolutionaries, actresses and athletes.

**Half the Sky**
by N. Kristof & S. Wudunn (2010) $11
This inspiring book outlines the global issues facing women world-wide and explains how to empower women to end sexism, violence and oppression.

**Why Women Should Rule the World**
by Dee Dee Myers (2009) $13
This book outlines the obstacles facing women in business, politics and academia, and claims women can make society healthier, happier and more peaceful.

More Books about Women’s Issues
- **When Everything Changed** (2010) – G. Collins
- **Lean In: Women, Work** (2013) – S. Sandberg
- **Women’s Studies: The Basics** (2013) – B. Smith
- 「地図でみる世界の女性」- Women in the world
- 「地図でみる日本の女性」- Women in Japan
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.

(1) "Cultural Issues – Environmental Issues" by G. Goodmacher & A. Kajiura (2016, ¥2,268) Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanundo-do.co.jp>

This innovative college-level EFL text builds English skills and global citizenship through studying the links between culture and environmental issues. Its 15 chapters deal with themes such as: pets, fashion, energy, endangered species, population, consumerism, littering, animal rights, food and religion. Each 6-page unit features a warm-up, vocabulary study, a 1-page reading plus listening and discussion questions.

(2) "Amazing People" Collins English Readers (set of 20 graded readers, ¥1,680 each) Collins ELT <www.collins.co.uk/category/English+Language+Teaching/> <www.englishbooks.jp>

These 20 graded EFL readers introduce amazing people around the world. Each book contains stories of 6 historical figures - some famous, some not - told in first-person style by the characters themselves. Every 5–10 page profile is followed by a timeline of events in the person’s life. Each book has a listening CD. Other titles include: Amazing Scientists, Composers, Artists, Performers, Mathematicians and Aviators.

**Amazing Philanthropists (Level 3)**

This book profiles big names such as Alfred Nobel, Andrew Carnegie and John Rockefeller as well as Thomas Barnardo (UK orphanages), Henry Wellcome (medical research) and C. J. Walker (aid to black communities).

**Amazing Explorers (Level 3)**

This book profiles Marco Polo (China), Christopher Columbus (the New World), James Cook (the South Seas), David Livingstone (Africa), Arab explorer Ibn Battuta and Yuri Gagarin (the first man in space).

**Amazing Thinkers & Humanitarians (Level 4)**

This book profiles major historical figures such as Confucius, Socrates, Aristotle, Karl Marx and Gandhi as well as the dramatic life of William Wilberforce (the 19th Century British activist who worked to end slavery).

**Amazing Inventors (Level 3)**

This profiles Louis Braille (inventor of braille), Johannes Gutenberg (the printing press), Thomas Edison (the light bulb), Alexander Graham Bell (the telephone), Guglielmo Marconi (radio) and John Baird (television).

**Amazing Leaders (Level 1) + (Level 4)**

Level 1 profiles Catherine the Great, Abraham Lincoln, Saladin, William the Conqueror, Queen Victoria and Genghis Khan. Level 4 profiles Washington, Elizabeth I, Louis XVI, Churchill, Caesar and Che Guevara.

**Amazing Entrepreneurs (Level 1) + (Level 4)**

Level 1: Elizabeth Arden, Walt Disney, Soichiro Honda, Rothschild, Vanderbilt, Kellogg. Level 4: Heinz (ketchup), Lever (soap), Michael Marks (M&S), Henry Ford, Coco Chanel, Ray Kroc (McDonalds).
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://jaltct.wordpress.com
Email: roehl.sybing@gmail.com

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

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

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

GLOBAL EDUCATION RESOURCES

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

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

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

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 US  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 cups, DVDs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA  Website: www.peaceproject.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

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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**Teaching Against Prejudice**
<www.teachersagainstprejudice.org>

*Teachers Against Prejudice* is dedicated to fighting against prejudice and intolerance through education. Check out their list of films, books and essay contest!

**Black History Month**
<www.africanamericanhistorymonth.gov>

*Black History Month* takes place each year in February (US/Canada) and October (UK). See Wikipedia or the site above for info on this event.

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Global Issues in Language Education
COMING EVENTS CALENDAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>8</td>
<td>International Women’s Day</td>
<td>April</td>
<td>4</td>
<td>World Landmine Awareness Day</td>
</tr>
<tr>
<td>March</td>
<td>15</td>
<td>World Consumer Rights Day</td>
<td>April</td>
<td>22</td>
<td>Earth Day (April 23-24 in Tokyo)</td>
</tr>
<tr>
<td>March</td>
<td>21</td>
<td>Eliminate Racial Discrimination Day</td>
<td>May</td>
<td>3</td>
<td>World Press Freedom Day</td>
</tr>
<tr>
<td>March</td>
<td>25</td>
<td>Slavery Victims Remembrance Day</td>
<td>May</td>
<td>14</td>
<td>World Fair Trade Day</td>
</tr>
</tbody>
</table>

2 Consumers: <wikipedia: Consumers International> <www.consumersinternational.org/our-work/wcrd>
5 Landmines: <www.halotrust.org> <www.maginternational.org> <globaldimension.org.uk/calendar/event/4890>
6 Earth Day: <wikipedia> <www.earthday.org> <www.earthday-tokyo.org> <www.worldwildlife.org>


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

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Global Issues in Language Education 24 Newsletter Issue #98 February 2016