NEWSLETTER #99

Our spring newsletter – Issue #99 – features: (1) a description by Teresa Koide of a college EFL course centered around student projects on the world’s countries, (2) a report by Kim Takeda about her work preparing children in Japan for overseas exchanges, and (3) an article by Michael Holsworth on a learner-centered approach to teaching about fair trade. To mark World Refugee Day on June 20th, we include a “call-to-action” article by Andrew Beiter and Joseph Carb on the Syrian refugee crisis as well as a special section on “teaching about refugees” featuring class activities, resources, books, movies plus lists of celebrity activists and famous people who were refugees. We wrap up this issue with a report on the recent spring TESOL 2016 conference in Baltimore as well as 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
* Conference Report: TESOL 2016 (April 5 - 9 in Baltimore, Maryland)
* Teaching about the World’s Countries via Group Projects by Teresa Koide
* International Exchanges at the Elementary School Level by Kim Takeda
* Teaching Fair Trade with Fair Teaching by Michael Holsworth
* Special Feature: Teaching about Refugees
* Teaching about the Syrian Refugee Crisis by Andrew Beiter and Joseph Carb
* Teaching resources: Books and movies about refugees and refugee issues
* Language teaching textbooks on global education themes
Pan-SIG 2016 Conference
May 20 – 23, 2016  Okinawa
< http://pansig.org >

Theme: Innovations in Education

Don’t miss this spring’s Pan-SIG 2016 conference to be held on May 20–23 at Meio University in Nago, Okinawa. Featured sessions will include:

• Creativity in Learner Language (Rod Ellis)
• Small Changes. Big Results? (John Fanselow)
• Innovating Life Ecologically (Tim Murphey)
• Encouraging Global Citizens (Sumiko Ogawa)
• US Bases in Okinawa (Tony Jenkins)
• Heritage Languages in Class (Chris Davis)
• International Exchange Programs (Rob Betts)

Teaching Activities for Global Citizenship
Our annual GILE SIG Forum will feature presentations on innovative ideas, materials and activities that can encourage global citizenship.

2016 Summer Institute for Intercultural Communication
The Summer Institute for Intercultural Communication will offer 30+ workshops in July such as:

• Language and Intercultural Communication
• Intercultural Competence on Campus
• Create Peace In Our Time? Yes, We Can!
• Assessment and Development of Global Leaders
• China: Encounter the Culture of a Rising Power
• Teaching Intercultural Communication
• Cultivating Intercultural Empathy
• Social Justice and Intercultural Communication

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

Global Education Events

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

• Building Capacity for Global Learning
May 29 – June 3, 2016  Denver, Colorado
NAFSA website: <www.nafsa.org>

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

• WCCI: Educating for Global Citizenship
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
<peacejusticestudies.org/conference/2016/>

• Environmental Education Conference
Oct. 19-22, 2016  Madison, Wisconsin (US)
NAAEE 2016 website: <https://naaee.org>
More global education events are listed at: www.peace-ed-campaign.org/newsletter/

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

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

GILE SIG Website
www.gilesig.org

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

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>

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!
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!

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Jennie Roloff-Rothman  
John Spiri, Jack Brajich

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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)  
Website: <www.taaa.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  
<dhngoanguhue@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

- **How to Become a Green School**
  www.greenschools.net/

**CLASS OR SCHOOL EVENTS**

- **Sponsor a Child Overseas**
  http://plan-international.org  www.plan-japan.org

- **Work to End World Hunger** (click “take action”)  
  http://actfast.oxfamamerica.org/

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

- **Start a School Human Rights Club**
  www.amnesty.ca/youth/get_involved/
GLOBAL ISSUES IN LT JOURNALS AND THE MEDIA
Abstracts of articles from language teaching journals and news media.

Learning English from the Enemy
by Choe Sang-Hun
A unique EFL program in South Korea provides North Korean defectors with English lessons taught by American soldiers. The idea for the program came from Choi Hyun-joon, a North Korean secret police agent who defected to the South in 2008. The classes take place for 2 hours each Saturday taught by Korean volunteers and U.S. soldiers from the Yongsan Army Base in Seoul. The program is supported by the Korea Hana Foundation. The 20 students range in age from their teens to their 50s. Most North Korean defectors are shocked to learn they’ll be taught by “the enemy” but are surprised at how friendly Americans are. “One student had never seen a US soldier before,” explained Captain John Ellerbe. “In North Korea, they were taught that we were baby killers.” More than 1,000 North Korean defectors escape to the South each year. From kindergarten on, they’re steeped in government propaganda intended to stoke fear and hatred of Americans. A common school activity in North Korea is to beat effigies of American soldiers with sticks. Their hatred is bolstered by visits to propaganda sites such as the Museum of American Atrocities near Pyongyang. This holds exhibits which feature graphic violent images of “spikes nailed into women’s heads, breasts cut off, mothers burned alive and children tossed from bridges” all complemented by screaming sound effects. “When I heard I had to learn English from American soldiers, I was so afraid,” explained Ms. Oh, a 23-year old defector, “because I’d learned American is very bad enemy.”


Yemeni Schoolchildren Traumatized by War
by Lea Corbin and Andrea Perez
UNICEF has joined with Yemen’s Ministry of Education to begin training the nation’s teachers to give psychological support to Yemeni school-children traumatized by “bombing and gun-fire day and night”. Tahini, a Yemeni teacher interviewed on UNICEF’s website, described how she combats trauma in her EFL classroom by practicing normal activities where children release stress through drawing, acting, coloring, role-playing and games.

“EFL & Psychological Support in Yemen ” EL Gazette #432 January 2016 <www.elgazette.com>

How Many Words is a Picture Worth?
by Lottie Baker (UK)
This article describes ways to integrate visual literacy into ESL classes through photos. The author starts by emphasizing the power of images to communicate complex ideas, contrasting a 20-page written report about the impact of oil spills on wildlife with the instant emotional response that we get from a picture of an oil-drenched pelican. She goes on to explain how a visual literacy component of ESL classes enables teachers to promote global awareness, critical thinking and language skills. She then introduces 4 teaching strategies and 4 Internet websites that can assist teachers to promote these goals:

1. **Photo Analysis**: students observe, list what they see, analyze, make inferences, then pose questions

2. **Mystery Photo**: the teacher slowly reveals parts of a hidden photo as students guess and analyze

3. **Collaborative Stories**: student groups observe 3 photos, discuss them, then create and share stories

4. **Selfies**: students use their own selfie photos to explain, add speech bubbles or write stories

- Fotobabble - records students’ voices as they describe on-line photos <www.fotobabble.com>
- Image Detective – guided questions on historical photos <cct2.education.edu/image_detective/>
- What’s Going On In This Picture? - students answer 3 key questions <learning.blogs.nytimes.com>
- Pic-Lits - students select photos, then type in descriptions or drag labels <www.piclits.com>

English Teaching Forum Vol. 53/4 2016 USA http://englishprograms.state.gov/forum/

2016 Declared “Year of English Language”
Ukraine has officially declared the year 2016 to be the “Year of English Language”. Over the coming 12 months, the Ukrainian government will introduce a variety of EFL radio and TV programs to promote this.

“2016 Year of English Language” EL Gazette #432. January 2016 <www.elgazette.com>

**WANTED - CONTRIBUTIONS!**
- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource that you recommend?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!
Language Education Events

- **Empowering ELT for a Globalized World**
  May 13 - 14, 2016  Corrientes (Argentina)
  Website: <www.artesol.org.ar>

- **One Child, One Teacher, One Book, One Pen Can Change the World - Malala**
  May 20 - 21, 2016  Web: <http://elta.org.rs>

- **Task-Based Language Teaching in Asia**
  June 25 - 26, 2016  Kyoto (Japan)
  Web: <http://www.tblsig.org/conference>

- **European Conference on Language Learning**
  June 29 – July 3, 2016  Brighton (England)
  Web: <http://iafor.org/conferences/ecll2016/>
  Proposal Deadline: May 1, 2016

- **Japan Association of College English Teachers**
  **English Education in a Borderless Era**
  Sept. 1 – 3, 2016  Sapporo (Japan)
  Website: <www.jacet.org/2016convention/>

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

JALT 2016 National Conference
Nov. 25 – 28, 2016 in Nagoya
<http://jalt.org/conference/jalt2016/>

The 42nd annual JALT conference will be held November 25–28, 2016 in Nagoya on the theme Transformation in Language Education. Plenary speakers are J.D. Brown (Classroom Assessment), Anne Burns (Transforming the Way We Work) and Dorothy Zemach (How Textbooks Are Made).

IATEFL 2017 CONFERENCE
IATEFL’s 2017 conference will be held next spring from April 4 – 7 in Glasgow, Scotland.
Start planning now to submit a proposal!

- Deadline for Proposals:  June 1, 2016
- Conference details:  www.tesol.org

Int’l Association of Teachers of English as a Foreign Language
No. 2-3 The Foundry, Seager Road, Faversham Kent UK  ME1 3FD
<www.iatefl.org>  <generalenquiries@iatefl.org>

IATEFL 2017 CONFERENCE
IATEFL’s 2017 conference will be held next spring from April 4 – 7 in Glasgow, Scotland.
Start planning now to submit a proposal!

- Submission deadline:  September 9, 2016

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

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

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 Information
* www.conferencealerts.com/language.htm
* www.eltcalendar.com/events/conferences/
* www.eslcafe.com/search/Conferences/
TESOL 2016, the 50th annual convention of TESOL (Teachers of English to Speakers of Other Languages) was held from April 5 - 8 in Baltimore, Maryland on the theme “Beyond Borders: Reflecting Forward.” With 1,000 sessions attended by 6,500 participants from 100 countries, this is the world’s largest English teaching conference. Here are a few of the many global sessions given.

Pre-Conference Workshop
Perceived Threats: Evidencing Program Value
This workshop introduced ways to respond to real or perceived threats to language program autonomy, structure and standards (financial evaluations, corporate-sector pressures, curriculum over-stretch). Mark Algren (USA) <algrenm@missouri.edu>

TESOL Opening Plenary
Building Peace in a Divided World
Aziz Abu Sarah shared how language education played a key role in his transformation from Arab radical to global peacebuilder and how his education work in Syria, Afghanistan, Israel-Palestine and the US has bridged gaps between hostile communities. He explored the power of education to heal conflicts from the classroom to the wider world. Aziz Abu Sarah <http://azizabusarah.wordpress.com/about/>

TESOL Forums
Interfaith Palestinian Educators and Friends for Peace, Justice and Reconciliation
This forum promotes collaboration between Palestinian English Educators and TESOL professionals around the world. See their Facebook page or Ilham Nassar (George Mason Univ.) <inasser@gmu.edu>

Environmental Responsibility Forum
This promotes environmental awareness, education and action through English language teaching. See their Facebook page or <petersakura@yahoo.com>

Social Responsibility IS
TESOL’s Social Responsibility Interest Section (SR-IS) strives to support English language teachers worldwide working to promote peace, human rights, social responsibility and world citizenship. For more info: Myles Hoenig <SRIS@community.tesol.org>

Future TESOL Conferences <www.tesol.org>
- 2017 : March 21 - 24 (Seattle, Washington)
- 2018 : March 27 - 30 (Chicago, Illinois)

Conference Presentations
Love, Death & Revenge in the English Classroom
This discussed Shakespeare’s relevance to today’s world with ideas for teaching the universal experiences (love, hate, desire) that he wrote about. Paul Smith (British Council) <www.britishcouncil.org>

Looking Beyond Screens: Media Literacy
This presentation offered a framework for infusing ESL with the media literacy skills needed in our global age. Carla Chamberlin <crc5@psu.edu>

Social Justice in English Language Teaching
Editors: Christopher Hastings and Laura Jacob
Published March 2016 by TESOL Press ($61) http://bookstore.tesol.org
TESOL Press is pleased to announce the publication of a ground-breaking new book on Social Justice in English Language Teaching. The book comprises chapters on the following 22 topics:
1. An Introduction to Social Justice and ELT
2. Social Justice First Step: Teacher Reflection
3. Critical Pedagogy’s Power in ELT
4. Bringing Peacebuilding into the Classroom
5. Language Teaching as Peacebuilding
6. English as a Bridge Between Japan & Korea
7. Equity and Professionalism in ELT
8. Ideological English & College Composition
9. English, Race, Empire and Social Justice
10. Lg Rights, Indigenous Education in Australia
11. Linguistic and Cultural Discrimination
12. Understanding Privilege: Teacher Training
13. Racializing Justice in TESOL
14. Gender Sensitization as Learning Outcome
15. Gender Roles in English Language Teaching
16. Walking in the Words of “the Other”
17. When Nobody Seems to Care: ELLs in Texas
18. Social Justice for Undocumented Immigrants
19. Teaching Undocumented Immigrants
20. Using Drama to Combat Prejudice
21. We Are All Environmental Educators
22. Critical Pedagogy for Migrant Workers
**Culturally Relevant Pedagogy: Beyond Heroes**
This workshop introduced culturally relevant pedagogy and classroom strategies that transcend superficial culture lessons on heroes and holidays. Juli Sarris (Univ N. Carolina) <julia.sarris@unco.edu>

**When Scammers Target Your Students**
This talk explained financial scams that target ESL learners and how to help students avoid them. Monica Vaca (Federal Trade Commission) <www.consumer.gov/section/scams-and-identity-theft>

**Teaching English in Difficult Circumstances**
This discussed the challenges of teaching English in conflict regions, repressive societies, resource-poor settings & refugee programs. Michael Medley (Eastern Mennonite Univ.) <medley@emu.edu>

**Breaking the Unwanted Stepchild Curse**
This panel session addressed the low social status of ESL and gave suggestions for how to gain more respect from colleagues and administrators. Kyle McIntosh (Univ. of Tampa) <kmcintosh@ut.edu>

**Diversifying Materials Through World Englishes**
This introduced ways to teach World Englishes so as to promote student awareness and appreciation of diverse English-speaking cultures worldwide. Shondel Nero (NYU) <shondel.nero@nyu.edu>

**Hopes and Dreams: The Immigrant Experience**
This talk introduced the series *Hopes and Dreams* and discussed how it promotes English skills via stories about the immigrant experience. Tana Reiff (Pro Lingua) <www.prolinguaassociates.com>

**Promoting English Learning Through Chess**
This argued that using chess to teach language can promote linguistic proficiency and cognitive skills through comprehensible content. C. M’kaddem (MoE, Tunisia) <chaoukimkaddem@gmail.com>

**Interview Poems: Bridging Peace**
This described how to promote intercultural communication and peace using dialog techniques and interview poems from the field of conflict studies. Leslie Turpin (SIT, USA) <leslie.turpin@sit.edu>

**Technology, Globalization and ELLs**
This session outlined ways in which technology and digital media can promote an understanding of the world and of critical cosmopolitanism. Laura Hamman (U. Wisconsin) <hamman@wisc.edu>

**Bursting Cultural Bubbles, Building Bridges**
This talk discussed how service learning projects can break students out of their cultural bubbles and build bridges to local communities. Terry Goodfellow (Carolina) <terry_goodfellow@epi.sc.edu>

**Building Peace Through Language Planning**
This panel session discussed the role of English in S.E. Asian contexts of conflict and violence, then described a *facilitated dialog* approach to building regional peace. J. Lo Bianco (Univ. of Melbourne)

**Diversity in China’s Classrooms: Stereotypes**
This presentation used survey data to challenge common stereotypes of Chinese culture and to emphasize the diversity of Chinese students. Brenna Shepherd (UC Irvine) <brennashep@gmail.com>

**Critical Thinking: Teaching Sts to Ask Questions**
This talk discussed the role of critical thinking in ELT, then presented a set of class activities that foster students’ abilities to ask questions. Suzanne Meyer (Univ. of Tennessee) <smeyerl1@utk.edu>

**Ebony Teacher: Interaction in the Korean Class**
This session outlined the culture shock and cultural interactions experienced by a Black American native speaker teacher in a Korean EFL classroom.Quanisha Charles (USA) <q.d.charles@iup.edu>

**English Along the Fracture Lines**
This talk described British Council EFL projects ranging from assisting Syrian refugees in Lebanon to teaching English in UK prisons. Paul Smith (British Council) <www.teachingenglish.org.uk>

**Truth and Lies: Authenticity in Coursebooks**
This talk discussed authenticity in ELT, the need for authentic 21st Century coursebooks and the fictions and lies that textbooks tell. Jeremy Harmer (English Centrl) <jeremy.harmer@btinternet.com>

**Latina Teachers and Social Justice**
This discussed the social justice commitment of Costa Rican teachers and ways to design teacher training programs for global citizenship. Mary Petron (Sam Houston State) <map042@shsu.edu>

**Iron Teacher: Templates for Teachable Moments**
This talk offered templates for creating instant multimedia lesson plans on breaking news, real-time issues and cultural events. Ashley Fifer (Nassau Community C) <Ashley.Fifer@ncc.edu>

**Teaching with International Children’s Songs**
This presentation described ways to promote English learning and global awareness by teaching with international children’s songs. Joan Kang Shin (Univ. of Maryland) <jshin2@umbc.edu>

**Indonesian-American Partnerships**
This talk described how American and local teachers at 22 Indonesian universities overcome cultural barriers to celebrate differences. Jennifer Uhler (US State Department) <uhlerjl@state.gov>
**Speaking the Language of Peace with Students**
This talk introduced Rosenberg’s 2003 *Nonviolent Communication* model and outlined ways to teach our students the language of peace. Joy Peyton (Center Applied Linguistics) <joy@peytons.us>

**Bridging the Gulf: Arabs and Non-Arab Teachers**
This panel featured EFL teachers working in Gulf Arab countries who offered insights and strategies on how to bridge gaps with Arab students. Angela Wraigand (U. of Calgary) <angelauw@gmail.com>

**Going Beyond the Borders of North Korea**
This talk focused on how education enables North Koreans and foreigners to move beyond the border between North Korea and the outside world. Daris Chang (U. of S. Cal.) <daris.chang@gmail.com>

**POO: Health, Hygiene, Development, Education**
This talk described the problem of open defecation and the impact of an EFL module designed on WASH (*Water, Sanitation And Hygiene*). Rob Clement (Sofar U. Oman) <robcanuk@gmail.com>

**Reflecting Forward: A Path Appears**
This explained how an ESL unit on the PBS series *A Path Appears* led to student research and posters about solving global issues. Catherine DeGaytan (Arizona State Univ.) <degaytan@earthlink.net>

**Digital Citizenship: Beyond Borders in Cyberspace**
This discussed ways to teach responsible digital citizenship to learners in classrooms, the jungles of Guatemala or Thai refugee camps. Jennifer Meyer (Bedford County) <meyerj@bedfordk12tn.net>

**Inspire Your Students with TED Talks!**
This session demonstrated how materials developed by National Geographic use TED Talks to inspire ESL students and to build essential communication skills. Ian Martin <ian.martin@cengage.com>

**Teacher Activists Supporting Students**
This talk explained ways that teacher activists can design programs that engage students to make a difference and transform their communities. Josie Prado (Univ. of Alabama) <jprado@uab.edu>

**Engaging Global Citizens with Time Zones**
This session discussed how the text *Time Zones* uses global content, images and video to promote language learning and cross-cultural understanding. Anders Bylund (Cengage) <ngl.cengage.com>

**Prospects for Collaboration with Cuba**
This highlighted the teaching of English in Cuba, the challenges of Cuban EFL and invited teachers to explore prospects for future collaboration. Liz England (Shenandoah U.) <liztesol@yahoo.com>

**Beyond Borders through a Class NGO Fair**
This session demonstrated how students created a class NGO Fair and website that promoted global awareness and improved language proficiency. Grant Wolf (U. of Delaware) <grantw@udel.edu>

**Internationalization and Campus Partnerships**
This talk described ways to internationalize the campus by language exchange programs between international ESL and American students. Rachel DeDeyn (U. of Denver) <rachel.dedeyn@du.edu>

**Lg. Learning for Environmental Responsibility**
This introduced ways to use apps and other technology to improve students’ English and promote environmental awareness and global citizenship. Gergo Santha (RELO Hungary) <SanthaG@state.gov>

**Conflict Zones and Two Teacher Trainers**
This talked discussed ways that two teacher trainers addressed issues of danger, colonialism, optimism, privilege, violence and academic tourism in their work. Eric Dwyer (Florida) <eric.dwyer@flu.edu>

**Using “Humans of New York”**
This talk described how ESL students studied the website *Humans of New York*, then created and shared interviews of people in their class. Dinorah Sapp (U. of Mississippi) <dsapp@olemiss.edu>

**Spunky Girls, Strong Women: Refugee Book Club**
This talk described an ESL summer book club for refugee teens who met weekly to share, discuss and celebrate the books that they read. Mary Lou McCloskey (Educo) <mlmcloskey@gmail.com>

**News for You: Learners Using Current Events**
This session featured classroom strategies for using news articles, puzzles and on-line text to build ESL learners’ skills. Jennifer Thompson <www.newreaderspress.com/news-for-you-online>

**All Lives Matter: The Language of Oppression**
This talked the need to provide students with the language to discuss sensitive issues such as race relations, police brutality and social justice. Kisha Bryan (Texas A&M) <kbryan@tamu.edu>

**Seedfolks Novel and Companion Work Text**
This session introduced materials for teaching *Seedfolks*, a story in which multinational neighbors become friends by planting a community garden. Joan Ashkenas <www.jagpublications-esl.com>

**LGBT Topics in the Adult ESL Classroom**
This talk explained ways to handle discussions related to lesbian, gay, bisexual and transgender (LGBT) topics in adult ESL classrooms. Patrick Huang (EC Toronto) <pmh1225@gmail.com>
Interfaith Palestinian Educators for Peace
This session addressed issues faced by Palestinian educators and by Palestinian students in refugee camps and other contexts of conflict. Ilham Nassar (George Mason University) <inasser@gmu.edu>

Globetrotting TESOLers Explore World Cultures
This session hailed the international experiences of English teachers and the work that they do to explore, learn and teach about the world’s cultures. John Schmidt (TIEC) <jrs78705@yahoo.com>

English Lg. Club: Transforming Lives in Africa
This talk described how 35,000 English Language Club members in Africa engage with democracy, discrimination and gender equality. Kathleen Malu (W. Paterson) <kathleen.malu@fulbrightmail.org>

Explore the World, Explore the Mind
This talk introduced CLIL readers which engage students in learning about our amazing world, its peoples, cultures, animals, plants and oceans. G. Kokolas (UK) <www.expresspublishing.co.uk>

Best Practices in Intercultural Communication
This session explored cultural issues and outlined current trends in helping students to acquire effective intercultural communicative competence. Joe McVeigh (USA) <joe@joemcveigh.org>

Expanding Cultural Borders through StoryCorps
This discussed how the oral history StoryCorps site improves English students’ listening, communication and cross-cultural skills. Danielle Petersen (Central Michigan U) <peter2dm@cmich.edu>

Transform Stereotypes & Racism by Social Media
This reported how students used blogs and videos to counter stereotypes, classism, racism and misogyny in Korea, Kenya and Somalia. Kendra Staley (U Norte, Colombia) <kstaley327@hotmail.com>

Teaching English with Infographics
This discussed how on-line and print infographics can help students to develop language skills, content knowledge and critical thinking. Gabriela Kleckova <gabriela_kleckova@yahoo.com>

How Can Educators Support Traumatized Sts.
This discussed how we can respond to traumatized students by understanding the impact of their experiences on their physical and mental health. Sandra Duval (Maryland) <duvalsandra@gmail.com>

Discussing Racial Profiling in Adult ESOL
This session introduced ideas from critical social theory and activities to help students acquire the language for naming and contesting racial profiling. Margaret Smith (REEP, US) <mras@umd.edu>

African Storytelling: A Journey Across Borders
This presentation explained how learners can tap into the power of West African folktales through stories, poetry and music. Raouf Mama (East Connecticut State Univ.) <Mama@eastermct.edu>

Learning English thru Environmental Education
This panel described teaching activities and materials designed to raise awareness, knowledge and action to protect the environment. Peter Sakura (Michigan State Univ) <petersakura@yahoo.com>

Building Bridges to Global Citizenry
Sharyn Moore (Santa Monica) <smoore@els.edu>

Teaching Leadership Skills in the ESL Classroom
Kristinna Allison <kristinna@cultural.org>

Syrian Refugees in the Classroom
K. Qaddour (Virginia T) <kqaddour@gmail.com>

Kairos: Teaching English and Non-Violence
Reem Jaber (School of Hope, Palestine)

Language and Culture for Intercultural Harmony
Madhukar (Nepal) <madhukarkc25@gmail.com>

Civics: Make Freedom Ring in Your Classroom!
Ashley Fifer (NassauCC) <ashley.Fifer@ncc.edu>

Arabic Girls’ Reading Club with Relevant Texts
K. Copeland (Delaware) <copekd@udel.edu>

Beyond the Obvious: Provocative Questions
Wendy McBride <wmcbride@uark.edu>

TESOL in Underprivileged Ethnic Communities
L. Tus-Siam (Bangla) <siam.layla@gmail.com>

Education for All: Insights from Int’l Students
Ahlam Musa (Michigan) <amusa2@emich.edu>

ESP for Diplomats: A Collaborative Project
Peggy Garza <garzap@marshallcenter.org>

Global Understanding and Social Responsibility
Sharyn Moore (Santa Monica) <smoore@els.edu>

Training Ears to Hear World Englishes
Shawn Siferd (ELS Lg Ctr) <siferd@els.edu>

JALT Environmental Committee
JALT’s Environmental Committee explores how to reduce the environmental impact of language teachers and learners in Japan. It is currently working on plans to reduce the carbon footprint of this fall’s JALT 2016 conference in Nagoya. To learn more or to help out, contact: Brent Simmonds <brentoldchap@hotmail.com>
Rational
Do you dread the thought of teaching yet another required English course for students with various levels of English and various levels of motivation? Incorporating group projects into university English communication courses adds depth and increases students’ active participation. It also enables the stronger students to help the weaker students allowing everyone to participate.

Introduction
I was charged with teaching English communication skills to 48 first year students at a low ranked university in Japan. The students needed to review basic vocabulary and grammar structures that they had studied in junior and senior high but had yet to master. I spiced up the curriculum and took it beyond your typical low-level English conversation course through incorporating the theme of national cultures and by utilizing group work for various assignments.

The required textbook for this course was *Inspire* by Cengage, though the course could be designed around any text. The themes of each chapter were incorporated into the group assignments. Students formed small groups at the beginning of the course and each group selected a country to research. Two major assignments were completed as a group: a skit and a country profile focusing on the country selected.

Setting the stage
To introduce the theme of cultural differences, I showed students a clip from the movie *Mr. Baseball*. The clip can be found on Youtube at <www.youtube.com/watch?v=bdeFdFEBuqk>. This led to a discussion of cultural differences between America and Japan, from simple differences in manners to deeper concepts of values.

Student skits
Students next researched the customs and culture of the country that they chose. They then created a skit to illustrate cultural differences. The skits were performed in front of the class. Discussions took place following each skit to ensure that the rest of the class understood the cultural differences portrayed. Some examples of cultural differences that students focused on were: manners, miscommunication caused by gestures, distinct gender roles, high context vs low context styles of communication, and relationship to time.

Country profiles
The chapter themes introduced in the textbook were *sports, nightlife, fashion, homes, weather, the environment, shopping*, and *education*. Upon completion of each chapter, students were required to research the chapter theme for their group’s country. For example, if their country was Pakistan, they would research what sports were popular in Pakistan.

To ensure that the theme was thoroughly researched, students were required to answer specific questions regarding each theme. Some example questions were: *What’s the most popular sport for people to watch on TV? What’s a popular sport for boys to play in their youth? How about for girls? Does this country usually take part in the winter and summer Olympics? If so, which events are they typically strong in? Who are some of the famous athletes in this country?*

By the end of the course, students had acquired enough information to present their findings to the class in the form of an interview style presentation. One or two students played the role of the interviewer while the other students answered the questions. Some groups opted to rotate the role of interviewer among all students. Students also created powerpoint slides which added a nice visual component to the presentations.

Conclusion
Students provided positive feedback about the assignments and the theme of the course in their end-of-term course evaluations. Many enjoyed learning about other countries and gaining a deeper understanding of why people behave differently. By having a specific theme to the course that was supported by group assignments, students had a purpose to use English. They seemed to find comfort working with their peers which calmed the nerves of the less confident English speakers. They were also able to use their English, though basic, to communicate something meaningful during their skits and presentations.

Countries Profiled by Students
- Pakistan, Mexico, France, Russia, Philippines
- Germany, Australia, Thailand, Egypt, Jamaica

Teresa Ann Koide
Tsuda College, Tokyo, Japan
E-mail: <koide.tracy@yahoo.com>
**Introduction**

When I first came to Japan in 1988 on the JET (Japan Exchange and Teaching) Program, international exchanges for elementary school students were very limited. For many students, interacting with an Assistant Language Teacher was the only chance they had to speak with someone from a different country. Students had few opportunities to communicate with overseas students close to their same ages. As technology has progressed, schools are now able to host video conferences, webinars and most recently Skype sessions with other elementary schools.

The Japanese schools I worked at arranged exchanges with other international schools and military schools within Japan to provide more interaction between children from different cultures. These exchanges were successful in promoting positive meetings between students, yet these one-day events didn’t really challenge students to step out of their comfort zone and experience an international exchange to the degree that parents and teachers hoped for.

**Common Problems of Children’s Exchanges**

After participating in several international exchanges through the JET Program and as a native English teacher with the Kawachi-Nagano Board of Education, I observed several common problems that Japanese students were experiencing. I was able to observe other areas of concern after being one of the teacher chaperones for Katoh Gakuen Gyooshu Elementary School’s two week study trip to Utah and Oregon, and for Gunma Kokusai Academy’s three week study trip to Perth. Among the areas of concern were the following:

1. **Shyness / Lack of confidence** Students were hesitant to ask for help and were too nervous to express their feelings, opinions, requests or worries.

2. **Limited vocabulary** Students relied on memorized patterns and vocabulary learned from textbooks or English classes to communicate. If real-life conversations did not follow the classroom patterns, students became flustered or immediately assumed that their English was not being understood.

3. **Not enough experience with conversational English** It was challenging for many students to keep a conversation flowing.

Students were able to ask and answer simple questions, but had trouble reacting to answers, transitioning between topics and initiating or finishing conversations. This wasn’t necessarily a language problem. It depended a lot upon each child’s individual personality and social skills.

4. **Culture shock and difficulty to adapt**

Everyone expected young children to feel anxious about being in a foreign country without their parents, but sometimes it was a surprise as to which students adapted easily and which had trouble adjusting. The students who seemed to have the most difficulty adapting were the ones who expected everything to be exactly as it was in Japan. These children saw cultural differences as being negative rather than accepting what was different and reacting positively.

5. **Fear of making decisions and of expressing oneself**

Most children in Japanese elementary schools are encouraged to stick with the group and to go along with the majority. How can teachers prepare students to become more independent and more confident in their ability to make choices?

6. **Homesickness vs Japan-life sickness**

Many students were initially ecstatic to depart on a study trip abroad, especially when they were at the airport and traveling with their classmates. Some students never experienced homesickness until the moment they were separated from their classmates and placed in their homestays. Although a lot of students missed their families, Japanese home-cooked meals and their own bedroom, teachers discovered that more students missed their Japanese lifestyles. Students shared that they missed texting on their cell phones, Japanese TV, Japanese comics, Japanese snacks and vending machines!

After taking these concerns into careful consideration, can we say that students at the elementary school level are ready to participate in international exchanges abroad? I believe that the answer is yes. The key question for me was: How could we teachers better prepare our students to have a more positive and successful international exchange experience?
Preparing Students for Overseas Exchanges

One of the first things we wanted the students and parents to be aware of on both the Katoh and GKA (Gunma Kokusai Academy) study trips were that these trips were international exchanges and NOT sight-seeing resort vacations. As part of a cultural exchange, students need to be able to appreciate and share their own culture. It is just as important for students to share their culture as it is for them to learn about a new one.

We prepared several activities in advance to help the students successfully share things about Japan with their overseas homestay families and new school classmates. Here are some of the recommended and successful projects that we’ve done at both Katoh and at GKA:

- **Posters / Presentations about Japan**
  Students chose an aspect of Japanese culture, geography, history, etc. to create a short 3–5 minute presentation for their overseas host school/class. They also made a display poster, not only to go along with their presentation, but also to give as a souvenir to their host class. Students were encouraged to share something they were interested in so that they would be able to talk freely and easily about the topic whether it was a Japanese baseball team, a singing group, the train system, food or a Japanese holiday.

- **Mini booklets about student’s family, neighborhood, house, school, prefecture, interests, etc.**
  Many students didn’t realize how easy it would be to talk with their new host family if they brought along a small photo album or a memory stick of photos. We encouraged the students to take and bring photos of their family and their house or apartment. Host families really appreciated these booklets.

- **Cooking a meal for their host families**
  We encouraged all students to learn how to cook at least one Japanese dish before going on their study trip. Okonomiyaki, tempura and curry rice proved to be the most popular. Cooking lessons were integrated into the Home Economics curriculum so students felt very comfortable offering to cook a Japanese meal for their host families.

  In addition to these projects, students prepared a number of Japanese activities to share with their overseas host families and their classmates at their host schools. Popular games and toys included *kendama* (very popular), spinning tops, *hasami shogi*, paper sumo, *karuta*, and origami.

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**Summer Homework Assignments**

Over the summer vacation, we had some special homework assignments that we asked students to challenge. At first, the students (and possibly their parents) laughed at these assignments but there were good intentions behind each one.

- **Pack and re-pack a suitcase by yourself.** This was a skill that most students could not do well!

- **Take a shower or bath in less than 5 minutes.** We wanted students to be aware that some areas overseas have water shortages and to practice water conservation.

- **Eat a food that you don’t like.** We wanted students to develop a positive and perhaps more adventurous attitude towards their meals.

- **Help your parents by doing 3 chores.** Homestay families may or may not expect or request Japanese students to help with house-hold chores. We wanted our students to build positive relationships with their host families.

**Practicing Scenarios Through Roleplays**

Prior to the overseas study trips, teachers spent a lot of time in class preparing the students using various role-playing activities and scenarios. These included the following:

- **Airport Procedures:** Security / Immigration / Customs
- **Airplane Travel:** Manners / Eating
- **Meeting Home Stay Families**
- **Home Stay Scenarios:** Asking for help / Offering to help / Asking for permission

  We also realized that Japanese students sometimes had difficulty making decisions or expressing their own opinions. One of the frequent comments we received from host families is that they weren’t sure whether their host children were happy, troubled or disappointed.

  For example, one host family pondered whether to take their host child to a fancy Italian restaurant or a nice Japanese sushi restaurant. They wanted the child to choose. The child became quite stressed and felt a lot more pressure than the host family intended. When the chaperone teachers talked with the student, he explained that he really wanted to choose the Italian restaurant, but thought that maybe the host family wanted to eat sushi so he chose the sushi restaurant. Because he was so worried about his choice, he became quiet and the host family misinterpreted that he was unhappy with the quality of the Japanese food. It was all a simple misunderstanding.
Practicing Choices and Decisions

To help build the students’ confidence when making decisions and expressing themselves, we played a lot of short communication games during lunch and in our English classes. At GKA, I introduced these games in the fourth grade so that the students would become more comfortable by the time they reached Grade 6 when faced with choices and decisions in the overseas study tour.

- **Either-Or Game**  Students practiced making quick choices to express their likes, dislikes or preferences: (Meat or fish? Basketball or baseball? Cats or dogs?) These questions can gradually be taken up a level to: (Which do you like better, ice cream or cake? Would you like the blue one or the orange one? Do you want to take your bath before or after dinner?)

- **Would You Rather…?**  Students practiced quick replies: (Would you rather go shopping or go to the museum? Would you rather go camping or stay in a hotel? Would you rather eat Chinese or Greek food for dinner tonight?)

It also helps if students can be exposed to popular slang and colloquial phrases that are commonly used in the country they’re visiting. At GKA, we were fortunate enough to have a teacher from Australia to consult with. We kept a bulletin board of phrases such as “How are you going?” and “No worries.” Teachers printed out menus from the host schools, popular restaurants and fast food eateries to allow students to practice making decisions and ordering things on their own. Math lessons included some practice for the students in dealing with Australian currency. Students practiced working with decimals and planning a budget. Some students enjoyed learning how to convert yen into the local currency so they could compare prices with those in Japan.

Goals, Purposes and Support

There are a number of travel agencies and organizations that will assist and support schools in planning overseas study trips. If teachers can work together with these agencies, any potential problems can immediately be addressed. Teachers may rely on the expertise of these organizations, but it’s very important that teachers find out as much as they can about what’s expected of their students while studying abroad. Any suggestions or advice should be listened to carefully so that teachers can plan lessons accordingly.

The following goals and purposes outlined for both the Katoh and GKA overseas study trips summarize why a successful international exchange at the elementary school level can be so rewarding for the children who participate:

1. **Linguistic:**
   - To immerse students in a 100% English speaking environment
   - To communicate in English with peers their same age in authentic settings

2. **Cultural:**
   - To develop open-mindedness by experiencing day-to-day life in a multicultural setting
   - To gain a better understanding of (country) society / culture and develop deeper tolerance and respect for differences and other ways of thinking
   - To develop a curiosity about the world and broaden personal horizons

3. **Independent Growth:**
   - To develop a greater sense of independence, maturity and self-confidence
   - To learn patience and flexibility
   - To encourage students to be independent through their homestay experiences

Conclusion

Providing elementary school students with lessons, activities, language scaffolding and information to make them more globally aware, culturally sensitive and confident in their communicative skills will hopefully increase the students’ chances of having a more positive and successful international exchange. The opportunity for personal growth at this young age level can have a very positive and rewarding impact on their future studies and on their future interactions with people from other cultures.

<table>
<thead>
<tr>
<th>International Exchange Study Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>United States</strong> (October 20 - November 2, 2007)</td>
</tr>
<tr>
<td>To: Zion Canyon, Utah and Portland, Oregon</td>
</tr>
<tr>
<td>School: Katoh Gakuen Gyoshu Elementary School (Grade 5) in Shizuoka</td>
</tr>
<tr>
<td>Partners: Universal Language, Inc. / Portland Public School District</td>
</tr>
</tbody>
</table>

| **Perth, Australia** (Oct. 17-Nov. 7, 2012 & 2013) |
| School: Gunma Kokusai Academy (Grade 6) |

Kim Misao Takeda
English for Global Communication Teacher
Keio Yokohama Elementary School, Japan
E-mail: <kimtakeda@gmail.com>
Teaching Fair Trade with Fair Teaching
by Michael Holsworth  (Kyoto Sangyo University, Japan)

Introduction
This article explains how the topic of Fair Trade can be dealt with in content-based English courses from a Learner Centered approach. It introduces five key changes needed for learner-centered teaching and discusses how these were applied to a content-based university EFL course about Fair Trade. Details on the course, syllabus, assessment and results are described below.

Five Key Changes
Weimer (2013) introduced five key changes to practice in order to shift to a learner-centered teaching approach. These involve (1) the role of the teacher, (2) the balance of power, (3) the function of content, (4) the responsibility for learning, and (5) the purpose and processes of evaluation. These changes were used as guidelines in the planning and teaching of the “Fair Trade” content-based course that I designed. Throughout the course planning and the term, these five keys were utilized as a framework for reference.

The first key change involves the role of the teacher. In my course, this clearly shifted from a traditional director to that of a guide or facilitator.

The second key change is the balance of power. In the course, there was a clear transfer of power from the teacher to the students, but this was not 100%. Instead, there was a sharing of power between the teacher and students. Input and opinions from students had a direct impact on the course content and assessment.

The function of content was as a point of research and discovery. Students weren’t expected to cover a pre-set amount of material from a textbook. The course content was determined as the course progressed based on the needs of the students. The presentations and final exam were designed to allow students to showcase what they learned, not how much they could remember.

The responsibility for learning was also shared with students. Giving some control over classroom decisions to students is necessary to develop responsibility for their learning (Scharle & Szabo, 2000). In this, I assisted students with research, but success in their presentations or in the Fair Trade Café event rested primarily upon them and the decisions they made as a group. This meant there was a clear potential for failure; however, this motivated students and gave them a strong sense of responsibility and accountability.

Finally, let’s consider the purpose and processes of evaluation. In this course, student assessment was a combination of teacher and peer input. For example, for the two presentations, scores from students and the teacher were used to produce a final score. The purpose of assessment was seen by the students as a way to assess their own learning, but the process was done in a more traditional teacher-centered approach. The main reason for this is that peer assessment requires practice and training to be objective and fair.

The Fair Trade Course
Student Presentations
Students gave two presentations on Fair Trade topics. Each presentation was in English with a focus on content, but grading came from both English ability and content. The presentations had no time limit imposed, but each presenter was expected to speak for a minimum of 5 minutes regardless if they were in pairs or an individual. Class time was given for research, group discussion and preparation for these presentations.

The first presentation focused on products and their relationship to Fair Trade. There were also content criteria such as the reason for social or economic problems related to the product, why the product is associated with Fair Trade, and what Fair Trade does for the product. Since the second presentation involved research about the Japanese context and Fair Trade, students were encouraged to do research outside of class time. Many students visited shops, called or e-mailed companies and spoke with distributors who were involved with Fair Trade products in Japan.

Fair Trade Café
As part of the course, a three-day Fair Trade Café was held during lunch hour in the university cafeteria. I provided a framework for this with timelines, university requirements and rules. The students brainstormed ideas of what the event should include and what products should be sold.

Next, students divided into three groups. The first group focused on supplies for the event. These included Fair Trade coffee, chocolate and stick-sugar. The second group focused on posters and other promotional materials, such as menus and flyers. The final group was responsible for creating a survey, administering it to participants during the event and...
following up with any questions. As the teacher, I was responsible for contacting Fair Trade Japan and ordering materials to promote the event such as t-shirts, posters, flyers, stickers and clear file-folders.

In order to develop a sense of responsibility, it was negotiated that students would select the amount of items needed and determine the exact costs upfront, then set the prices for the items, and determine how much must be sold in order to break even or make a profit. It was made very clear to students that the initial costs would be paid by the university. However, by the end, those costs had to be paid back from the profits.

This pressure added to students’ motivation and commitment to the success of the event. In other words, if they didn’t make enough profit to pay back the university for the upfront costs, they would be responsible for the difference. To help support them, the university provided the equipment needed for the event.

This 3-day Fair Trade Café was the most ambitious part of the course and it was the first time for students to organize this type of event. Therefore, I took a guidance role providing students with feedback, managing timeline constraints, and giving decision-making support. This valuable experience provided students with exposure to accountability and responsibility for their own decisions.

Assessment
For evaluation, we negotiated the weighting for the assignments and assessment for the course. Students settled on each presentation accounting for 30% of the final grade, the event accounting for 20% and the final exam accounting for 20%.

Results
Two different surveys were conducted as part of the course. The first survey was created and distributed by the students. It identified whether other students who came to the café were aware of Fair Trade, if they learned about Fair Trade from this event, and if they enjoyed the chocolate and the coffee that was sold.

The second survey was produced by me and was given to students taking the Fair Trade course. This survey sought to identify if students saw value in the course content and in the student-centered learning experience. It also asked if they would like to participate in similar courses in future.

Following are some sample comments from the survey that represent the overall feeling of the students who participated in the course.

One student wrote,
“Student lead style is important because with just teacher talking and student listening, then the end of the class many students are sleeping. But this style of learning means everyone is talking, feeling fun, is interested. So that is why I like Fair Trade course.”

This comment highlights that student-led courses are not common at this university. It also touches on the positive reaction the student had to this learning context. A second student wrote,
“The course content was very good. This university don’t have student-lead style classes, so it was fun. The two research projects were good. We could learn about Fair Trade and more. The Fair Trade Café was also good. I enjoyed it very much and I think other students did too.”

A sample comment demonstrating the learning of transferable skills gained from the course comes from another student who wrote,
“I had a great experience through the Fair Trade. I enjoyed this course and had valuable activities. I wanted to take such a great course. I will use this course in my future for sure.”

Conclusion
Teaching students about global issues in a content-based context provides a challenge for both teacher and students. After reading this article, I hope that teachers will be inspired and think of ways to approach Fair Trade as a possible topic for content-based instruction. In addition, I hope that the pedagogical approach of Learner-Centered teaching will also provide food for thought.

References:


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Fair Trade Japan
<www.fairtrade-jp.org>
This website (in Japanese) provides fair trade goods and information.
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Newsletter Issue #99  April 2016

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

新英語教育研究会

Shin-Eiken is a dynamic high school English teachers group based in Japan that promotes global awareness, peace and humanistic education. Check out its Japanese website, subscribe to its magazine or attend one of its regional events.

Shin-Eiken National Conference

Date: July 30 - August 1, 2016
Place: Bandai Atami Onsen, Fukushima Prefecture

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

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

Issue #558 (Feb 2016)  Theme: Student Challenge and Growth
- Sharing Student Opinions: World Topics and Issues (Yumiko Aoki)
- “Hannah’s Suitcase” - A Lesson on the Holocaust (Akira Ito)
- Poem: Students Who Died on the Battlefield (Masafumi Okunishi)
- Teaching about India: Peace, Links, Culture (Etsuko Fukushima)
- Students Creating a Rich Future of Peace (Junko Toriyama)

Issue #559 (March 2016)  Theme: All English or Code Switching?
- Language and Culture in Nuclear Disaster Zones (Katsuo Ando)
- Life and Nature: Write Your Tombstone Epitaph (Ryusaku Nagawa)
- Teaching about the Song “We Are the World” (Junichi Murata)
- Studying Japan’s Constitution in English (Mineko Kashimura)
We live in an age of refugees. Each day brings news of men, women, families and children around the globe who are driven from their homes by war, persecution and disasters. Teaching about refugees can help our students to understand their plight, develop empathy and take action to support them.

Teaching Ideas

• Create a lesson on Syrian refugees using the activities and teaching materials on page 19.
• Have students research historical case studies of refugees (Irish potato famine, Jewish refugees in WWII, Palestinian refugees, Vietnamese boat people….) then give an oral or written report.
• Have students experience what it’s like to be a refugee through a simulation (examples at right)
• Organize a school-wide educational event for World Refugee Day (June 20).
• Have students read profiles of famous refugees or of celebrity activists (examples on page 18)
• View, study and discuss one or more movies about refugees (see the list on pg. 20)
• Invite a guest speaker to come to your class (a former refugee, an NGO representative…)

Welcoming Refugees – Some Examples

For details see  <google.com / youtube.com>

• The Prime Minister of Canada, Justin Trudeau, welcomed 160 Syrian refugees at Toronto airport.
• More than 11,000 people in Iceland offered to open their homes to refugees from Syria.
• Local people in the small German town of Oer Erkenschwick welcomed Syrian refugees by cheering, clapping and offering flowers.

Refugee Resources On-line

• 8 Educational Resources to Better Understand the Refugee Crisis  <www.amnesty.org>
• See the great animated world map with refugee data by decade <www.therefugeeproject.org>

Refugee Simulations and Role Plays

< Google search: refugees simulation >

• A Day in the Life of a Refugee   This realistic simulation given at the WEF in Davos has participants flee amid sounds of gunfire, get screamed at by soldiers and face terror, confusion and discrimination.
• Refugee Weekend    Read about how Prof. Jeff Cook in Ohio has his students go outdoors for 48 hours to experience a weekend as refugees.

Refugee Statistics

• 60 million: forcibly displaced people worldwide (this equals 1 in every 122 of the world’s people)
• 20.2 million: refugees fleeing war & persecution

Syrian Refugees

• 4.8 million: Syrians who have fled abroad
• 13 million: those needing humanitarian assistance

Countries that have accepted Syrian refugees

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>2.7 million</td>
</tr>
<tr>
<td>Jordan</td>
<td>1.2 million</td>
</tr>
<tr>
<td>Greece</td>
<td>480,000</td>
</tr>
<tr>
<td>France</td>
<td>30,000</td>
</tr>
<tr>
<td>Turkey</td>
<td>5,000</td>
</tr>
<tr>
<td>Lebanon</td>
<td>1.5 million</td>
</tr>
<tr>
<td>Germany</td>
<td>484,000</td>
</tr>
<tr>
<td>Sweden</td>
<td>40,000</td>
</tr>
<tr>
<td>Canada</td>
<td>25,000</td>
</tr>
<tr>
<td>Japan</td>
<td>0</td>
</tr>
</tbody>
</table>

Quotes about Refugees

• In countries where people have to flee because of persecution and violence, political solutions must be found, peace and tolerance restored, so that refugees can return home. Going home is the deepest wish of most refugees.  – Angelina Jolie
• While every refugee’s story is different, they all share a common thread: the uncommon courage not only to survive, but to persevere and rebuild their shattered lives.  – Antonio Guterres
• So often the world sits idly by, watching ethnic conflicts flare up, as if these were mere entertainment rather than human beings whose lives are being destroyed.  – Urkhan Alakbarov

Refugees: We Left Because We Had To

by J. Rutter (1996) Refugee Council

This classic UK teachers’ handbook is a great introduction to refugee education. Copies are still available at amazon.com

World Refugee Day (June 20)

www.un.org/en/events/refugeeday/

World Refugee Day takes place each year on June 20. Check out the UN site above and the refugee stories it shares.
**Famous People Who Were Refugees**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert Einstein</td>
<td>Albert Einstein was a famous physicist who was born in Germany. When Adolf Hitler came to power in 1933, he became a Jewish refugee and moved to the U.S.</td>
</tr>
<tr>
<td>the Dalai Lama</td>
<td>The Dalai Lama is a global peace activist and Buddhist leader. He was forced to flee to India in 1959 when the Chinese invaded his homeland Tibet.</td>
</tr>
<tr>
<td>Freddy Mercury</td>
<td>Freddy Mercury was the lead singer for the classic rock band <em>Queen</em>. He was born in Africa and fled with his family to England during the Zanzibar Revolution of 1964.</td>
</tr>
<tr>
<td>Gloria Estefan</td>
<td>Gloria Estefan is a famous American singer. She was born in Havana, Cuba. Her family fled the country during the Cuban revolution in the 1950s and settled in Miami, Florida.</td>
</tr>
<tr>
<td>Iman</td>
<td>Iman is a fashion model and wife of the late UK singer David Bowie. She was born in Somalia but her family moved to Kenya because of political unrest.</td>
</tr>
<tr>
<td>Sigmund Freud</td>
<td>Sigmund Freud was the founder of psychology. He left Austria in the year 1938 and became a refugee in England. Four of his sisters were killed in Nazi concentration camps.</td>
</tr>
<tr>
<td>Frederic Chopin</td>
<td>Frederic Chopin was a famous Polish composer. He worked for Poland to be free of Russian control. In 1831, he was forced to flee to Paris. He died there in exile in 1849.</td>
</tr>
<tr>
<td>Karl Marx</td>
<td>Karl Marx was a 19th Century economist. He was driven out of France and Germany because of his radical ideas. He spent the rest of his life in England.</td>
</tr>
<tr>
<td>Bob Marley</td>
<td>Bob Marley was a famous reggae musician from Jamaica. In 1976, he was shot at his home in a failed assassination attempt. He fled to England and created the album <em>Exodus</em>.</td>
</tr>
</tbody>
</table>

**Other Famous Refugees**

- Victor Hugo
- Joseph Conrad
- Anne Frank
- Henry Kissinger
- Madeleine Albright
- Marlene Dietrich
- Edward Said
- Hannah Arendt
- Michaelle Jean
- Superman
- Adam and Eve

**Celebrities with Syrian Roots**

- Steve Jobs (innovator)
- Jerry Seinfeld (comic)
- Paula Abdul (singer)

**Celebrity Activists Helping Refugees**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angelina Jolie</td>
<td>Since 2011, Angelina Jolie has been a Goodwill Ambassador for the United Nations refugee organization UNHCR. She has traveled to over 30 countries worldwide to visit with and advocate for refugees and has donated $1 million of her own money for refugee causes.</td>
</tr>
<tr>
<td>Audrey Hepburn</td>
<td>Audrey Hepburn was part of the Nazi resistance in World War II. She became a famous Hollywood actress and starred in films such as <em>Roman Holiday</em> and <em>My Fair Lady</em>. She later became a UNICEF ambassador and devoted the rest of her life to assisting refugee children.</td>
</tr>
</tbody>
</table>

**Other Celebrities**

- George Clooney
- Lucy Liu
- Cate Blanchett
- Brad Pitt
- Ben Affleck
- Ben Stiller
- Jessica Biel
- Iman
- Scarlett Johansson
- Don Cheadle
- Sacha Baron Cohen
- J.K. Rowling

<> Google search: **celebrity activists refugees**

**Refugee Organizations**

- UNHCR (UN High Commission for Refugees) <www.unhcr.org>
- Japan <www.refugee.or.jp/en/>
- Oxfam <www.oxfam.org/en/emergencies/>
- UNICEF <www.unicef.org/emergencies/syria/>
- Int’l Rescue <www.rescue.org/crisis-syria/>
- Refugees Int’l <www.refugeesinternational.org>
Teaching about the Syrian Refugee Crisis

As classroom teachers, we know your life is very busy. That’s why this is not a complicated curriculum guide no one has time to read. Instead, we offer materials on our site above that you can click and use tomorrow in your class—with copies, video links, and power points all good-to-go.

Given all that you're up against, we assume that you may have only one day to teach about Syria. That’s why we’ve done all the heavy lifting content-wise, allowing you to orchestrate the class as you normally do. Either way, we encourage you to learn more, get involved and empower your students to make a difference. As citizens of the world, we are Syria, and our time is now.

Quick Plans for a One-Day Lesson
All the teaching materials underlined below (powerpoints, hand-outs, videos) can be accessed or downloaded from our website above.

1) Have the Lesson PowerPoint up when the class arrives with the Student Lesson Guide distributed.
2) Show sts. our 5-minute Introductory Video that summarizes the situation in Syria and sets the tone.
3) Have your students answer the brief follow-up questions in the Student Lesson Guide.
4) To describe how bad life is for teens in Syria, play the video "The Most Shocking Second a Day". (10 minutes) with questions in the Student Guide.
5) Invite students to use the BBC’s interactive site "Syrian Journey: Choose your own Escape Route" of re
6) Watch the riveting video of refugees shot by a French journalist on an armed smuggler's raft.
7) Assign the Diary Assignment, Common Core Essay, or Extra Credit Student Action Guide.

Splicing this Material into Your Course
We learn best when there are connections to what we already know. Given that, a natural segue is to link the Syrian crisis to the "Push" factors that compelled millions of Europeans to come to the US and the hardships they faced. The migration of peoples allows students to connect the past to the present. Most importantly, examining the lack of world response to refugees before the Holocaust shows the cost of indifference—as well as the importance of standing up for the voiceless today.

Things To Do Before Class
To start with, we strongly recommend In a Nutshell’s 10-minute video The European Refugee Crisis. Before class, upload our PowerPoint that has helpful maps and pictures. Click and print the Student Lesson, Diary Assignment, Common Core Essay, and Student Action Guide from our website.

If You Have More Time, Make It Personal
The key to human rights education is transforming statistics into human beings. It’s hard to relate to “4 million refugees”, but it is possible to understand the life of one. To do this, play the 90-second Save the Children video called The Most Shocking Second a Day that vividly demonstrates what life is like for a young person in Syria. To further humanize their plight, show the short video about Hanadi, a Syrian girl in a refugee camp or the intense Guardian clip that shows the psychological toll on Syrian teenagers. Follow this up by having students write a diary pretending to be a Syrian teenager making the journey to Europe.

Getting Inspired and Taking Informed Action
By providing your students with tools to take action and not just "admire a problem", you send a powerful message of hope. Use our Student Action Guide to have your class take important steps online. For fundraisers, do a Shoe Drive for a local refugee center or a 3-mile Walkathon – using handouts from our site. The International Rescue Committee can put your donations to good use.

If you wish, use Google Images to print up "I Am Syria" signs and take photos of students holding these. Post these on our Facebook or Instagram pages or challenge students to post their own photos to their favorite Social Media sites.

Putting Pressure on Decision Makers
Perhaps THE most important step in caring about Syria is putting pressure on those in power. Have your students send a group email to the UN saying your class wants them to focus on refugee relief, invite students to sign a petition to increase the number of Syrian refugees your country lets in or invite them to use their computers or cell phones to contact the prime minister of your country about this.

Learning More
Stay informed of events in the Middle East via Social Media by following I Am Syria on Facebook or Twitter, as well as the U.N. Refugee Agency, Human Rights Watch or Nick Kristof.

This article has been reprinted with permission (in edited form) from the website “I Am Syria.org”.

Global Issues in Language Education 19
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### RESOURCES AND INFORMATION

<table>
<thead>
<tr>
<th><strong>Pros and Cons</strong></th>
<th><strong>Facing the Future</strong></th>
<th><strong>Nations Online</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; <a href="http://www.procon.org">www.procon.org</a> &gt;</td>
<td>&lt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a> &gt;</td>
<td>&lt; <a href="http://www.nationsonline.org">www.nationsonline.org</a> &gt;</td>
</tr>
</tbody>
</table>

**Pro-Con** aims to promote critical thinking and social awareness via for-and-against arguments on controversial issues. Check out their Teachers Corner, lesson plans and Critical Thinking Explained video.

**Facing the Future** is a great global education site that features teacher handbooks on themes such as *Connecting Students to the World*, *Exploring Global Issues* and a consumer curriculum: *Buy, Use, Toss*.

**Nations Online** is a comprehensive website that provides a wealth of info on the countries of the world. Check out their sections on country profiles, world maps, world flags, world languages and world landmarks.

<table>
<thead>
<tr>
<th><strong>N.I. in Easier English</strong></th>
<th><strong>Global Dimension</strong></th>
<th><strong>Better World Links</strong></th>
</tr>
</thead>
</table>

**The New Internationalist in Easier English** provides information, articles, lesson plans and quizzes adapted for EFL learners from the classic global issue / social justice magazine *New Internationalist*.

**Global Dimension** is a great UK resource designed to help teachers bring a global dimension into their schools. Click on the “Curriculum Subject” button to find great global education resources for teaching.

**Better World Links** is an amazing global education resource which lists links to an amazing 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.

<table>
<thead>
<tr>
<th><strong>Peace Boat</strong></th>
<th><strong>Oxfam Education</strong></th>
<th><strong>Better World Website</strong></th>
</tr>
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</table>

**Peace Boat** 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!

**Oxfam Education** is a dynamic UK global education website set up for both teachers and students which features information, news and resources about global issues, international themes and world citizenship.

**Better World** is a peace education website which features 5,000 free resources on heroes, quotes, dates and issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.

<table>
<thead>
<tr>
<th><strong>Global Issues</strong></th>
<th><strong>Green Teacher</strong></th>
<th><strong>Global Issues at ESL Etc.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; <a href="http://www.globalissues.org">www.globalissues.org</a> &gt;</td>
<td>&lt; <a href="http://www.greenteacher.com">www.greenteacher.com</a> &gt;</td>
<td>&lt; <a href="http://www.esletc.com">www.esletc.com</a> &gt;</td>
</tr>
</tbody>
</table>

**Global Issues** is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.

**Green Teacher** is a great educational website and magazine which provides teachers with classroom ideas, activities and resources to promote environmental awareness in schools.

**ESL Etc.** 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!
RESOURCES FOR TEACHING ABOUT REFUGEES

“World Refugee Day” is celebrated each year on June 20th. Check out these movies and books to help you teach about refugees and refugee issues.

Movies about Refugees

The Good Lie (2014)
This dramatic movie portrays the story of four Sudanese orphans, from the attack on their village to their trek across the desert to the culture shock they experience as refugees in Kansas.

El Norte (1983)
This powerful film tells the heart-breaking story of a brother and sister who flee repression in Guatemala and their arduous journey “north” to find freedom and safety in the US.

The Pirogue (2012)
This emotional film follows a group of anxious African refugees on their treacherous boat crossing to Spain where they hope to find a better life.

Welcome (2009)
This movie tells the story of a Kurdish boy in Iraq, his adventure-filled journey across Europe and the frustrations that he faces in a refugee camp in Calais.

Casablanca (1942)
This Hollywood classic tells the story of an American expat, a Czech resistance leader and his love-torn wife set amid the fear and chaos of WW II refugees in Morocco fleeing Nazi persecution.

More Movies about Refugees

- The Land Between (2014) – David Fedele
- Pushing the Elephant (2010) – Beth Davenport
- Lost Boys of Sudan (2003) – Santino Chuor
- In This World (2002) – Michael Winterbottom
- Kandahar (2001) – Monsen Makhmalbaf
- Wikipedia: “Films About Refugees”

Books about Refugees

Human Cargo
by Caroline Moorehead (2006) $18
This book takes readers on a global journey to understand why millions of people are forced to abandon their homes, possessions and families.

The Middle of Everywhere
by Mary Pipher (2003) $13
This book describes the experiences, hopes and dreams of refugees who have come to America from Kosovo, Sudan, Afghanistan and Vietnam.

Rafa the Refugee
by Terri Hoops (2014) $20
This 32-page book for kids uses easy text and colorful illustrations to tell the tale of Rafa, an Iraqi girl refugee and her journey to the United States.

Outcasts United
by Warren St. John (2009) $12
This inspiring book tells how one woman formed a soccer team for refugee youth that changed the lives of people in a small American town.

City of Thorns
by Ben Rawlence (2016) $18
This book portrays the humanitarian crisis in Kenya’s vast Dadaab refugee camp, then goes on to describe the hopes and dreams of 9 of its residents.

More Books about Refugees

- Supporting Refugee Children (2011) – S. Stewart
- Now is the Time for Running (2013) – M Williams
- Of Beetles and Angels (2002) – Mawi Asgedom
- 「グローバル時代の難民」Global Refugees
- 「人道の国・日本を目指して」A Human Japan
- 「難民からまなぶ」Learning from Refugees
- 「君とまた、あの場所へ」Syrian Refugees
- 「日本と出会った難民たち」Refugees in Japan

UNCHR Refugee Film Festival

Go to <http://unhcr.refugeefilm.org/2015/en/>
Global Stories Press <www.globalstoriespress.com> Order from: <www.englishbooks.jp>
This 4-skills textbook builds English language skills while engaging students with social and global issues. Its 15 chapters cover 6 major themes: Poverty (homelessness, poverty and hunger, natural disasters), Work (child labor, sweatshops), War (landmines, child soldiers, refugees), Environment (population, native peoples), Home (bullying, depression, runaways) and Crime (gangs, trafficking). Each 6-page unit features vocabulary activities, a picture story, a short reading, a “great news” article plus discussion/activity tasks.

Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanundo.co.jp>
This 65-page EFL textbook builds students’ language skills through English readings and tasks while raising awareness of sports in the run-up to the 2020 Olympics in Tokyo. The text’s 15 units deal with a variety of sports topics including: warming up, sports nutrition, sports psychology, sports supplements, weight training, athletics, women’s soccer, rugby, swimming, judo, golf, gymnastics, the Paralympics / Special Olympics and sportsmanship. Each 4-page unit includes a 1-page reading passage, key vocabulary, comprehension questions and a variety of student tasks (listening, interviews, discussions, role-plays, writing and research).

(3) “Life Topics: Deeper Connections” by Takashi Shimaoka and Jonathan Berman (2016; ¥2268)
Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanundo.co.jp>
This 92-page EFL textbook develops English language skills via active learning on personal topics linked to science and society. Its 20 units include topics such as: the island of Nauru, passion, good teachers, humor, dating, nutrition, the brain, technology addiction, the science of happiness, marriage, active listening, gender differences, nostalgia, cigarette advertising, sugar and winning friends/influencing people. Each 4-page unit includes photos, vocabulary, a 1-page reading passage, an outline, comprehension questions, creative/critical thinking tasks, writing and conversation exercises plus questions for debate and discussion.

(4) "Two Sides to Every Discussion" by Jonathan Lynch and Kotaro Shitori (2015; ¥1900)
Seibido Press, Tokyo Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp> <www.seibido.co.jp>
This 100-page EFL textbook practises language, discussion and thinking skills using for-and-against topics from daily life. Its 20 units include university entrance dates, school clubs, fingerprinting, foreign athletes, materialism, first dates, consumption tax, female pop groups, social networking, smartphones, video gaming, foreign festivals, eating on trains, bread vs rice, blood types, cosmetic surgery, ear piercing and wearing perfume. Each 5-page unit has an opening graphic, a vocabulary task, a 1-page pro-or-con reading passage, comprehension questions, grammar info, writing and speaking tasks, dictation plus extra information.

Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>
This 98-page college-level textbook builds English vocabulary and reading skills via world themes. Its 15 units deal with topics such as gun control, unemployment, water pollution, child raising, the Olympics, manga and good luck charms in places such as Sweden, the United States, New Zealand, Sakhalin, Singapore, Salzburg, Zimbabwe, Maastricht, India, Germany, Thailand and Malaysia. Each 6-page unit has a Japanese introduction, a vocab warm-up, a 3-page reading with photos, comprehension questions and an express your ideas section.
GLOBAL EDUCATION MATERIALS AND RESOURCES
Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.

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

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

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

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

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

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

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

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

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 mugs 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
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

Teaching Against Prejudice
< www.teachersagainstrejudice.org >
Teachers Against Prejudice is dedicated to fighting against prejudice and intolerance through education. Check out their teaching list of films, books and their essay contest!

Japan University English Model U.N.
(June 24-26) <http://juemun.weebly.com/>
This year’s JUEMUN Model United Nations will take place from June 24 - 26 at Kyoto University of Foreign Studies. See their website for more info.
## COMING EVENTS CALENDAR

| May 3 | World Press Freedom Day | June 20 | World Refugee Day |
| May 14 | World Fair Trade Day | July 11 | World Population Day |
| May 31 | World No Tobacco Day | Aug 6 / 9 | Hiroshima Day / Nagasaki Day |
| June 5 | World Environment Day | Aug 5 - 21 | 2016 Olympics (Rio de Janeiro) |

2. Fair Trade: [wikipekia] [http://schools.fairtrade.org.uk] [http://fairworldproject.org] [http://wftday.org]
3. No Tobacco Day [www.who.int/tobacco/en] [www.nosmokingday.org.uk] [www.anti-smoking.org]
4. World Environment [www.unep.org/wed] [www.wikipedia.org] [Earth Song www.youtube.com]
5. World Refugee Day [www.unhcr.org] [www.unrefugees.org] [www.japanforunhcr.org]
6. World Population [www.populationconnection.org] [www.unfpa.org/wpd]

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

## 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: 山合銀行 (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 January 2016)

- 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.

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