NEWSLETTER #100

Here it is! The 100th edition of our quarterly *Global Issues in Language Education Newsletter*. This anniversary issue features: (1) a description by Charles Kowalski of a U.S. presidential election simulation designed for EFL students, (2) an article by J.J. Wilson explaining 12 different ways that you can bring global issues into your classroom and (3) a report by Richard Miller on the PGL 2016 conference in Kenya and a unique PGL project to bring computers to a Nairobi slum school. Our special theme for this issue is *Teaching about the Rio Olympics* complete with ideas, activities and resources to help you teach about the Summer Olympics in Brazil. Other newsletter features include conference reports on IATEFL 2016 (UK) and on Pan-SIG 2016 (Okinawa). We wrap up this issue with a call for your messages to celebrate our 100th newsletter as well as a round-up of all the latest global education news. Have a great summer and enjoy the Olympics!

♦ 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 4
* Conference Report: IATEFL 2016 (April 5 - 9 in Birmingham, England) 6 - 8
* Conference Report: Pan-SIG 2016 (May 20 - 22 in Nago, Okinawa) 9 - 11
* A U.S. Presidential Election Simulation by Charles Kowalski 12 - 14
* 12 Ways to Incorporate Global Issues into Your Classroom by J.J. Wilson 15
* Peace as a Global Language Report (PGL 2016) by Richard Miller 16
* Special Feature: *Teaching about the 2016 Rio Olympics* 17 - 19
* Teaching resources: *Reference books on the Olympics and Olympic issues* 21
* Language teaching textbooks on global education themes 22
Global Festa
October 1 - 2, 2016 (Tokyo)
<http://gfjapan2016.jp/>

Global Festa 2016 will be held on Oct. 1 – 2 in Odaiba, Tokyo. This is Japan’s largest gathering of global issue NGOs. The 2-day event hosts displays by 200 groups (Save the Children, Amnesty International, UNICEF... ) plus workshops, music and ethnic cuisine. Info is at the site above. Don’t miss this unique event. Bring your students!!

One World Week (OWW)
<www.oneworldweek.org>

One World Week is an annual UK-based global education event which promotes social justice and global awareness. This year’s theme is Acting Together for One World in Peace. OWW invites teachers worldwide to hold local events. They offer:

• teaching materials, ideas, resources, Powerpoints
• information on OWW events around the world
• tips for how to organize your own OWW event

Start planning now for an event at your school!

Wanted: Global E-Learning Activities

I’m Masataka Kasai, a GILE SIG officer. I’m doing a research project for Japanese universities (JSPS Kakenhi 16K01149) on teaching approaches that mix in-class study with e-learning activities. I’m looking for activities, particularly e-learning, that help students understand global issues and engage to solve them. Any activity at any level is fine. Please send me any activities you have. Thanks!

• Masataka Kasai <masatakakasai@hotmail.com>
GILE SIG Japanese Liaison (Kansai Gaidai Univ)

Global Education Events

• Peace and Justice Studies Conference
Sept. 22-24, 2016 Selkirk College (Canada)
<peacejusticestudies.org/conference/2016>

• Literature, Culture and World Peace
September 23 - 24, 2016 Pune (India)
<http://herso.org/international-conference>

• Countering Violent Extremism and Youth Recruitment: The Role of Universities
Oct. 6 - 8, 2016 Cleveland, Ohio (USA)
<csuohio.edu/cehs/cve/cve-conference>

• NAEE Environmental Education Congress
N American Ass of Environmental Education
Oct. 19-22, 2016 Madison, Wisconsin (US)
Website: <https://naeae.org>

• Asian Conference on Education 2016
Theme: Education and Social Justice:
Education for Equality
Oct. 20, 2016 Kobe (Japan)
Website: <iafor.org/conferences/ace2016/>

• 19th Congress: Educators for World Peace
Oct. 24 - 26, 2016 Maharashtra (India)
Website: <http://iaewp2016.com/>

• Voices of the Future: Languages & Nations
December 1 - 2, 2016 Rome (Italy)
Website: <www.theworldwideforum.org/>

• Peace and Conflict Resolution Conference
December 5 - 7, 2016 Bangkok (Thailand)
Website: <www.pcrconference.org/>
Deadline for Proposals: November 1, 2016

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

This July 2016 issue marks the 100th anniversary of our quarterly JALT Global Issues in Language Education Newsletter, published continually since 1990. Please join us to celebrate this special event!

100 Issues over 26 years
#1 April 1990
#25 Dec. 1996
#50 July 2003
#75 April 2010
#100 July 2016

Through this modest little newsletter, founded in 1990, our Global Issues SIG has worked for over a quarter of a century to promote global awareness, international understanding, social responsibility and world citizenship through content-based language instruction aimed at “teaching for a better world”

Thanks to Everyone!!

Publishing a 24-page global education newsletter 4 times a year over 26 long years would not be possible without the support of a large number of people. As editor, I’d like to thank the following:

- the hundreds of contributors who took the time to write up and share their research, concerns, curricula, teaching activities, ideas and resources
- all of the GILE officers who have worked over the years to run our SIG and to promote its mission
- the hundreds of GILE members and subscribers who’ve supported us over a quarter of a century

Call for Messages!!

Please help us to celebrate the publication of our 100th newsletter issue by sending us your:

- messages of congratulation and appreciation
- what you like most about the newsletter
- how it’s helped you in your teaching & research
- comments on your favorite issue, topic or article
- hopes, thoughts and suggestions for the future

→ Send to: Kip Cates <kcates@rs.tottori-u.ac.jp>

JALT GLOBAL ISSUES SIG OFFICERS FOR 2016

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
<kcates@rs.tottori-u.ac.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
<knighbus@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
<mgs@seiwa-u.ac.jp>

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

Kyushu: Jack Brajchich
Fukuoka Jogakuen Jr College
<brajchich@fukujo.ac.jp>

**PROJECT OFFICERS**

SIG Programs:
Jennie Roloff-Rothman
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@tokyoprogressive.org>

SIG Facebook & Twitter:
Jennie Roloff-Rothman
John Spiri, Jack Brajchich
**Chinese Student Killed in U.S. Road Rage**

A 19-year old Chinese student studying overseas in the United States was killed in a tragic road rage incident this past January. Ms. Jiang Yue, a Chinese student studying at Arizona State University, had just finished shopping when her car was rear-ended by local resident Holly Davis. Davis walked over to Jiang’s vehicle, pulled out a gun and shot her. While many Chinese students favor stricter gun controls, some want guns for protection. After 2 years in the US, students become “resident aliens” and can buy guns. "I planned to send my kid to the U.S. but am thinking twice," one Chinese mother wrote. "The pollution in China is bad, but it’s safer than a country where having guns is legal."


**Using the Global Peace Index for Study Abroad**

International students and their families are increasingly concerned about the safety of their overseas English study destinations. Many believe wrongly that Britain is a dangerous country. This EL Gazette article used the Global Peace Index to find the safest places to study EFL. In terms of homicide and access to weapons, Britain ranked very low, alongside Sweden and Japan. Violent crime was also low at the same level as Spain, Germany and Ireland. The safest country in the UK was Wales, with England ranked 2nd. The safest places were Devon, Sussex and Oxford. London was ranked as the most dangerous city. However, in a global context, London ranks below Amsterdam, above Rome and the same as Toronto.

“The Importance of Peace of Mind” in EL Gazette #436 May 2016 <www.elgazette.com>

**Spain Considers Ban on TV Dubbing**

Spain is considering ending the Spanish dubbing of English TV shows in order to boost the country’s English language skills. Dubbing remains one of the great controversies in Spain’s cinema industry. The practice of dubbed films is a vestige of Spain’s dictatorship under General Francisco Franco (1939 - 1975) when government censors used dubbing to change plots or characters according to state ideology. A famous example is the Hollywood film Casablanca, in which all references to fighting fascism in the original were removed from the Spanish version.

“Dubbing Heading for the Dustbin?” EL Gazette #433 February 2016 <www.elgazette.com>

**Teaching Abraham Lincoln in the EFL Classroom: A German Case Study**

by Martina Kohl (Germany)

This article cites a study that found that 78% of German high school teachers teach American history in their English language classes. New Context (2003) for example, a German EFL text, includes the Declaration of Independence, Bill of Rights and Gettysburg Address. The author argues that Abraham Lincoln is a human rights role model and that teaching about him promotes the German national goals of educating students to:

1. develop critical judgment, act responsibly and independently and be creative in their actions;
2. support freedom and democracy;
3. be tolerant and respectful of others;
4. achieve mutual understanding among nations;
5. understand ethical, cultural, religious values;
6. engage in social and political action.


**Teaching English for Interfaith Understanding**

by Jancis McGrady

For the past seven years, the British Council and Al Azhar University in Egypt have worked together to promote interfaith dialog by providing young Muslims with the skills required to communicate in English. The program they established now has 600 students who study both General English and English for Religious Purposes. “English is a window to know other cultures and have access to the world,” said Yasmeen Hekal, a female graduate. Some of the students in the program have won scholarships to study in Britain. “English has helped me to understand the Western mindset,” said Mohammed Gamal. “Many conservative Muslims think of England as a Christian country, but I was astonished by its religious pluralism. Similarly, many Westerners think of Muslims as ‘hardliners’. I felt that I could help bridge the gap between these two cultures.”

“Bridging a Cultural Divide” EL Gazette #433. February 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?
- Then share these with our GILE subscribers!
**NEWS FROM LANGUAGE TEACHING ORGANIZATIONS**

### Language Education Events

- **TESOL Virtual Seminar Series 2016**
  *Human Rights Education in the EFL Classroom*
  August 3, 2016 (On-line)
  `<http://www.tesol.org/>` (Attend… On-line…)

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

- **Korea TESOL 2016**
  *“Shaping the Future”*
  October 15 - 16, 2016  Seoul (South Korea)
  Web: `<https://koreatesol.org/2016convention/>`

- **25th ETA-ROC Conference (PAC & AYF)**
  November 11 - 15, 2016  Taipei (Taiwan)
  Website: `<http://www.eta.org.tw/en/>`

- **Communication, Culture, Creativity in ELT**
  November 18 – 19, 2016  Lisbon (Portugal)
  Web: `<https://tefl6.wordpress.com/>`
  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/>`

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!

- **Submission deadline:** September 9, 2016

### JALT Members: ¥1,500 per year

### Non-JALT / Japan ¥2,000 / Overseas: US $15

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

### Conference Information

* [www.conferencealerts.com/language.htm](http://www.conferencealerts.com/language.htm)*
* [www.eltcalendar.com/events/conferences/](http://www.eltcalendar.com/events/conferences/)*
* [www.eslcafe.com/search/Conferences/](http://www.eslcafe.com/search/Conferences/)*
The 50th annual conference of the International Association of Teachers of English as a Foreign Language (IATEFL) was held April 13 – 16, 2016 in Birmingham, England. This is one of the largest EFL conferences in the world featuring 500 sessions attended by 2,000 teachers from 100 countries. Below is a selection of sessions on global themes.

### Global Issues PCE

**A Global Issues Pre-Conference Event (PCE) was held on the theme Daring Creativity: Changing Education.** This aimed to go beyond “creativity as fun and games” to “creativity as empowerment for action” with teachers as change agents in building a more just, humane, sustainable future. The event featured TED type talks and open-space activities.

### Global Issues Track Day

- **Outside In: Bring the World into the Classroom**
  This presentation outlined ways that teachers can help EFL students connect with the real world via current affairs, art, linguistic landscapes and out-of-class fieldtrips.  
  Stephen Green (freelance)

- **Education for Social Justice: Human Trafficking**
  This described actions that students and teachers can take to confront the crime of human trafficking and modern slavery in their classes, schools and universities.  
  Judy Boyle (The NO Project)

- **Teaching at a Public School in Rio de Janeiro**
  This talk shared the challenges faced by EFL teachers in a poor, violent area of Rio where some students come to class mainly for the free meal provided.  
  Patricia Santos (Rio de Janeiro, Brasil)

- **Lives After Earthquake: Nepal Experience**
  This presentation discussed the difficulties faced by EFL teachers and students in Nepal of surviving major earthquakes and their after-shocks.  
  Narad Kumar Rijal (Kathmandu University High School)

- **Big Trees, Tall Trees, Big Tall Trees**
  This workshop described ways in which English teachers can promote respect for trees via multi-sensory EFL activities such as art projects, jazz chants, tree spotting and more.  
  Mojca Belak

### Plenary Talks

- **The Native Factor: Haves and Have-Nots**
  This plenary talk drew on research to document the state of equality and social justice in ELT between native-speaker and non-native speaker English teachers.  
  Silvana Richardson (Bell Education, UK)

- **Who Would of Thought It? English 1966-2016**
  This plenary talk gave examples of how English has changed over the years as a result of globalization, social mobility and the Internet.  
  David Crystal

- **Man, Woman, Life, Love: Stories of the World**
  This plenary by a multicultural story expert featured tales of life and love from Africa and the Caribbean.  
  Jan Blake <www.janblakestories.co.uk>

### Individual Presentations

- **Diplomatic English**
  This talk explained the rewarding process of designing specialized English courses for diplomats, United Nations peacekeepers and business leaders.  
  Colm Downes (British Council Indonesia)

- **Achieving Impact via Emotionally-Charged Texts**
  This presentation described how affectively engaging materials can motivate learners and demonstrated sample tasks designed for emotionally charged texts.  
  Maria Heron (NILE)

- **Teaching Negotiation Skills to College Students**
  This introduced teachers to basic negotiating skills and showed how to teach these via video, handouts and role-plays.  
  Maarten Schrevel (Maastricht)

- **Teacher or Educator**
  This session urged EFL practitioners to go from being teachers to educators through implementing classroom projects that develop 21st Century skills for life.  
  Lindsey Clark (The London School)

- **Building Cultural Competence via Int’l Projects**
  This described how international projects foster communication, rapport building, conflict management and negotiating skills.  
  Barbara Lapornik

- **Prejudiced Against Your Own Students?**
  This session addressed unconscious teacher bias and suggested ways to address one’s own prejudices towards minority learners.  
  Alie Al Hoorie

- **Learner Autonomy in a Military Context**
  This explained how discussions, questionnaires and tasks encouraged autonomy among Afghan army officers.  
  Ahmad Jawad (British Council)
<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT in Fragile Environments: Libya and Iraq</td>
<td>Ben Gray (British Council)</td>
</tr>
<tr>
<td>English for the Zombie Apocalypse</td>
<td>Robert Campbell</td>
</tr>
<tr>
<td>Structured Academic Controversies</td>
<td>Sanaa Makhlof (AUC, Egypt)</td>
</tr>
<tr>
<td>How to Be Heard in the Modern World</td>
<td>Elena Matveeva (Yaroslavl Demidov Univ.)</td>
</tr>
<tr>
<td>Too PC for ELT? Non-Sexist Language</td>
<td>Jemma Prior (Italy)</td>
</tr>
<tr>
<td>Rise of the Global Teacher</td>
<td>Mina Patel (VCfGL, London)</td>
</tr>
<tr>
<td>World Language: Authentic Non-native Input</td>
<td>Lewis Lansford (Nat’l Geo)</td>
</tr>
<tr>
<td>Covert Syllabuses</td>
<td>Jill Hadfield (Unitec, NZ)</td>
</tr>
<tr>
<td>Deaf-Blind to Inclusion? Exams for the Disabled</td>
<td>Diana Metzner (telc)</td>
</tr>
<tr>
<td>ESP and the Marketisation of Higher Education</td>
<td>Almut Koester (Vienna)</td>
</tr>
<tr>
<td>That’s So Gay? Queer-Sensitive Teacher Ed.</td>
<td>Thorsten Merse (University of Munster)</td>
</tr>
<tr>
<td>Tongue Twisters for Fostering Community</td>
<td>Irina Shatrova (Rudolf Steiner, Moscow)</td>
</tr>
<tr>
<td>Fostering Cultural Understanding in Classrooms</td>
<td>Csilla Jaray-Benn (U J Fourier, France)</td>
</tr>
<tr>
<td>Intercultural and Gender-Sensitive Issues in EFL</td>
<td>Lisa Peter (UK)</td>
</tr>
<tr>
<td>Creative Writing in a Conflict Zone</td>
<td>Sanja Bozinkovic (Croatia)</td>
</tr>
<tr>
<td>Teaching Minecraft Kids</td>
<td>Chitra Sabapathy (NUS, Singapore)</td>
</tr>
<tr>
<td>Reflection and Classroom Practice in Palestine</td>
<td>Isra El Hoby (UNRWA, Palestine)</td>
</tr>
<tr>
<td>Explore the World, Expand the Mind</td>
<td>Vinaya Kumari (U Ajadbia)</td>
</tr>
<tr>
<td>English-phobia Among Secondary Students</td>
<td>Meralia Shatrova (New York State University in Libya)</td>
</tr>
<tr>
<td>That presents how an awareness of sexual and gender diversity was integrated into a teacher training course for EFL instructors in Germany. Thorsten Merse (University of Munster)</td>
<td></td>
</tr>
</tbody>
</table>
Discourse Competences for Global Issues
This introduced a model of discourse competence that was designed to help students critically engage with global issues, using the example of abortion. Anika Marxl (Muenster University, Germany)

What Does It Mean to be a Global Citizen?
This National Geographic Learning event addressed the question “Where are you from?” to explore global identity, language and culture in the 21st Century. Hugh Dellar (National Geographic/Cengage)

Taking Back Time: How To Do Everything
This talk presented tried and tested ways of getting things done you never get round to, improving self management and making the most of your time. Sandy Millin (International House Bydgoszcz)

Helping Students Out of Embarrassing Situations
This session explained the steps that the presenter took to train Mexican EFL students to negotiate 8 different embarrassing, difficult and uncomfortable situations. Gerrard Mugford (Univ of Guadalajara)

Fostering Responsibility in the Teen Classroom
This presentation discussed how the EFL textbook Think helps teens to speak more confidently via activities that use values clarification and critical thinking. Herbert Puchta (Cambridge English)

Zen Zone: Meditation in EFL Classes
This session outlined the value for students of integrating meditation into EFL classrooms as well as the advantages that meditation can bring to busy teachers. Monique Simpson (Yachay Tech Univ.)

Global Issues in Picturebooks
This talk outlined how picturebooks at primary and secondary school can raise awareness of global themes like race, gender, class and environmental issues. Janice Bland (Univ. Muenster, Germany)

Dealing with LGBT Moments in the Classroom
This talk discussed how – whether intentionally or not - LGBT-related moments can arise during teaching and explored how classroom teachers can react. Simon Dunton (International House London)

Integrating English and 21st Century Skills
This urged EFL teachers to promote 21st century skills and gave an example of the British Council’s English and Digital for Girls’ Education project in South Asia. Mostofa Mohiuddi (British Council)

No to Winners and Losers
This noted how class competitions create winners and losers, then introduced some challenging non-competitive activities that draw on group memory and group creativity. Margit Szesztay (ELTE U.)

Intercultural Perspectives in EFL Textbooks
This described how intercultural teaching differs from traditional culture teaching, then reported on a survey of the intercultural content of 20 ELT textbooks. Pawel Sobkowiak (AMU, Poland)

Challenging Nationalism: Can ELT Help?
This session argued that EFL classes are a valuable place to discuss issues of extreme nationalism and discussed examples from Hungary, Serbia and Bosnia. Mark Andrews (Sharing One Language)

Social Media: Humans of New York
This presentation showed how authentic input from social media websites such as Humans of New York can engage EFL learners with stories of race, gender and hope. Erzsebet Bekes (Ecuador)

Diabetes Education for High-Risk Populations
This health education poster outlined how EFL learners from Asia, Latin America, the Caribbean and Africa are at high risk of developing Type 2 diabetes. Patrice Palmer (Mohawk College)

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

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

ELTJ Debate Event
The topic of this year’s annual ELTJ open debate at the IATEFL conference was: Does language testing do more harm than good?

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

IATEFL 2016 ON-LINE
<https://iatefl.britishcouncil.org>
A selection of IATEFL 2016 conference sessions can be accessed at the British Council site above.

IATEFL 2017 CONFERENCE
April 3 - 7, 2017    Glasgow, Scotland
Next year’s spring IATEFL conference will be from April 3 - 7, 2017 in Glasgow. The proposal deadline is September 9. Details at:  <www.iatefl.org>
This year’s spring 2016 Pan-SIG conference brought together 26 Special Interest Groups (SIGs) of the Japan Association for Language Teaching (JALT) for an exciting 4-day academic event in exotic Okinawa on the theme of Innovations in Education. Here is a small selection of the many sessions on global themes.

**Featured Speakers**

**Encouraging Global Citizens in Japan**
This GILE plenary discussed how education for global citizenship can help students to develop the skills needed in our global age. Dr. Sumiko Ogawa (Meio University) <sumiko@meio-u.ac.jp>

**The US Military Presence in Okinawa**
This gave an overview of Okinawan history from the Battle of Okinawa and American occupation up to current issues concerning US military bases. AP Jenkins (Univ. of Arts) <apjokuma@hotmail.com>

**Heritage Languages in the Classroom**
This presentation described ways to teach heritage languages using the example of teaching Ryukyu languages to students in Okinawa. Christopher Davis (U Ryukyu) <cmdavis.linguist@gmail.com>

**Global Issues SIG Forum**

*Teaching Activities for Global Citizenship*

This year’s GILE Forum featured a set of four different presentations on global education themes:

**How Cultural Contexts Change Interpretations**
This talk introduced a variety of classroom-tested techniques for raising students’ cultural awareness, critical thinking and intercultural understanding. Caroline Latham <kamadutoo@yahoo.com>

**Using SpellingCity for Global Issues Vocab**
This talk described ways in which the website SpellingCity <www.spellingcity.com> can be used to teach global issues vocabulary. Anthony Torbert (Kobe Gakuen) <tony@ba.kobegakuin.ac.jp>

**Using Case Studies in a Global Issues Class**
This presentation introduced a number of innovative classroom activities for teaching about global issues that are built around case studies. Juhi Gupta (NUFS, Nagoya) <juhi.g13@gmail.com>

**Teaching about the Nobel Peace Prize in EFL**
This introduced activities (a quiz, reading, brainstorming, card game) for teaching about Alfred Nobel, the Nobel Peace Prize and peace prize winners. Kip Cates (Tottori U.) <kcates@rstu.jp>

**Individual Presentations**

**Greening Pan-SIG**
This talk outlined key issues involved in reducing the environmental impact of conferences ranging from travel and catering to carbon offsets. Mark Brierley (Shinshu Univ.) <mark2@shinshu-u.ac.jp>

**Innovation and Change in Gender Education**
This Gender Awareness in Language Education (GALE) Forum featured talks on education and gender issues in Japan and Rwanda. Michi Saki (Doshisha Womens) <michimako3@gmail.com>

**JUEMUN Journalism: Innovative Learning**
This explained how the digital journalism component of the Japan University Model United Nations (JUEMUN) fosters culture learning. Todd Thorpe (Kinki Univ.) <toddthorpe@hotmail.com>

**Reducing Plagiarism in University Classes**
This outlined key steps taken to reduce plagiarism in an intensive college EFL program, based on teacher and student surveys. Joseph Dias (Aoyama Gakuin U.) <jodias@cl.aoyama.ac.jp>

**International Connection on Campus**
This discussed research on the marginalization of international students and ways to promote better relations with Japanese students. Juanita Heigham (Nagoya U For Studies) <jheigham@gmail.com>

**Why Do My Bilingual Kids Never Swear?**
This discussed why the presenter’s bilingual children have not acquired his Belfast slang or his bad swear words. Michael Bradley (Okinawa Christian JC) <mickbradleyjapan@hotmail.com>

**English as a Corporate Official Language**
This examined difficulties faced by employees in Japanese corporations that mandate policies of using English as the company language. Saeko Ujiie (SBF Consulting) <saekouj@yahoo.com>

**Developing Intercultural Understanding**
This talk introduced the Ideal Intercultural Self as a good model for helping students to succeed internationally and become globally minded. Robinson Fritz <rob-fritz@nagasaki-u.ac.jp>
Education of Third Culture Kids in Japan
This talk described the challenges for Japan presented by *Third Culture Kids* in terms of language, culture and identity. Christie Provenzano (Kumamoto Gakuen) <christie@kumagaku.ac.jp>

World Citizen Curriculum Design
This talk described the design of two college *Global Studies* courses that aim to introduce university students to world issues, themes and regions. Kip Cates (Tottori Univ.) <kcates@rs.tottori-u.ac.jp>

Hard-Hitting Lessons in the English Classroom
This talk discussed the reaction of Japanese college students to global issue EFL lessons on hot topics such as poverty, gender, refugees and volunteerism. Juhi Gupta (NUFS) <juhi.g13@gmail.com>

Oppositional Talk in a Discussion Task
This reported on research involving 160 hours of video which looked at how Japanese students voice opposition in conflict talk and discussion tasks. Yuri Hosoda <yhosoda@kanagawa-u.ac.jp>

Curriculum Innovations and 21st Century Skills
This talk described how well Iranian EFL curricula promote vital 21st Century skills such as critical thinking, cooperation and digital literacy. M Parisa <mehran.parisa@lab.ime.cmce.osaka-u.ac.jp>

The Olympics Seen Through a Gender Lens
This talk introduced EFL class activities designed around the topic of sports and gender equality in the Olympics and in Japan. Chris Madden (Seikei University) <christopher.madden@gmail.com>

WebQuests for Four Skills Projects
This talk argued that EFL classes should include *WebQuests*, Internet research tasks that promote higher order thinking skills. Richard Lemmer (Chugoku Gakuen U.) <richardlemmer@gol.com>

Teaching Intercultural Communication
This talk described the value of critical incidents in teaching culture as a way to promote intercultural communicative competence. Andrew Reimann (Utsunomiya Univ.) <anreimann@yahoo.com>

Overseas Job Training
This poster described a program which sends Japanese students abroad to Australia for 1-year study internships. Lyndell Nagashima (Kyushu Sangyo Univ.) <lyndell.nagashima@gmail.com>

International Exchange for Nursing Students
This poster described how performance benchmarking helped identify overseas exchange programs for nursing students. Mathew Porter (Fukuoka Jogakuin) <portermathew@hotmail.com>

Inbound Tourism: Opportunities for English
This talk described an EFL course where students created a multi-media website that targeted foreign tourists: <www.wekansai.com>, Samuel Crofts (Kwansei Gakuin U.) <samuelcroft@unimelb.edu.au>

The Global Peace Index and Critical Thinking
This talked described ways that the *Global Peace Index* (GPI) and its annual ranking of countries can promote global citizenship in EFL classes. Sarah Sanderson (ICU, Tokyo) <sanderson.58@osu.edu>

How Can I Help You? EMP in Okinawa
This described the development of a new *English for Medical Purposes* course + teaching materials designed to promote medical tourism in Okinawa. Caroline Latham <kamadutoo@yahoo.com>

Multilingualism in Schools: Finland and Sweden
This described how Finland and Sweden promote language diversity and protect minority languages and gave suggestions for Japan. Madoka Hammine (Univ. Lapland) <madoka.hammine@gmail.com>

Yoga Decreases Stress in the Classroom
This talk discussed the value of classroom yoga for stressed-out students and the benefits of starting each class with a 5-minute yoga session. Levy Solomon (Sojo Univ) <levysolomon@gmail.com>

Helping Students to Discover the News
This talk explained how the EFL text *Discover the News* teaches students to research, analyze and report on news stories they choose. Andy Boon (Toyo Gakuen U.) <andyboon@hotmail.com>

Opening Minds with Graphical Analysis
This talk outlined how using graphic data to teach issues such as immigration reduces student stereotypes and emotional defensiveness. Cecilia Fujishima (Shirayuri University) <ceciliafujishima@gmail.com>

Implementing CLIL in Tertiary Education
This talk outlined how using graphic data to teach issues such as immigration reduces student stereotypes and emotional defensiveness. Cecilia Fujishima (Shirayuri University) <ceciliafujishima@gmail.com>

Issues of Fairness in High-Stakes Testing
This discussed issues of fairness in scoring large-scale language tests contrasting differing views of correctness (textbook vs. native speaker). Melodie Cook (U Niigata Pref.) <cookmel@unii.ac.jp>

Authentic Materials in the Language Classroom
This talk reviewed the use of authentic materials, then gave tips for effectively integrating authentic materials into EFL classes. Christopher Valvona (Okinawa Christian Univ.) <valvona@ocjc.ac.jp>
Perceptions from African Students about Japan
This described interviews with African students about why they came to Japan and discussed ways to build cultural understanding. Wayne Malcolm (Univ. of Fukui) <wayne_plumber@hotmail.com>

Weave a Tapestry of Cross-Cultural Awareness
This session introduced activities and materials designed to prepare Japanese students and teachers for effective overseas experiences. Caroline Latham (Okinawa) <kamadutoo@yahoo.com>

Describing Dubai through Virtual Realia
This talk introduced innovative ways for teaching about Dubai via on-line brochures, cultural comparisons and predictions of life in Dubai. Shanta Edwards (Qatar Foundation) <shantade@yahoo.com>

JALT Critical Thinking SIG Forum
This CT Forum by JALT’s Critical Thinking SIG provided ideas and activities to help EFL teachers integrate critical thinking into their classes. James Dunn (Tokai Univ.) <jdunn-tokai@outlook.jp>

Environmental Initiatives
This year’s Pan-SIG took steps to lessen the conference’s environmental impact by implementing a number of eco-initiatives:
• encouraging presenters to eat vegetarian meals
• collecting conference badges for re-use
• inviting conference-goers to pay a carbon offset fee that went to help Okinawa coral protection: <www.okikanka.or.jp/j-cre.html>

Study Abroad: Perception and Reality
This session discussed culture shocks experienced by Japanese students overseas and the gap between student expectations and realities abroad. Jeremy White (Ritsumeikan) <whitejeremy@gmail.com>

Creating Comfortable Classes for LGBTQ Sts
This talk examined factors that help lesbian, gay, bisexual, transgender, queer (LGBTQ) students feel comfortable in EFL classes. Ashley Moore (Osaka Inst of Tech) <moore@rsh.oit.ac.jp>

The Vocabulary Load of Popular Songs
This talk stressed the value of pop music in teaching and reported on a corpus study of the vocabulary load of pop songs. Rick Romanko (Wayo Women’s Univ.) <romanko@wayo.ac.jp>

Fostering Democracy in the Classroom
This Pecha-Kucha session featured four speakers who introduced ideas for promoting democratic classrooms and student participation. David Laurence (Chubu U.) <laurence@isc.chubu.ac.jp>

Leading the Way: Gender, Identity and Language Awareness
This session described a Gender and Sexuality course which engaged students in fieldwork tasks concerning issues of gender, identity and language. Erin Hughes (KUFS) <erin-h@kanda.kuis.ac.jp>

Global Issues in Language Education
11

Innovative Global Education: The Asia Program
This described how Josai Int’l University designed an English global education summer program of cultural exchange with 4 Asian partners. David Williams (Josai Int’l U) <davidokj2@gmail.com>

Outreach Activities at a Nairobi Slum School
This highlighted educational outreach activities carried out at a Nairobi slum school for the 2016 Peace as a Global Language conference. Zane Ritchie (Rikkyo Univ.) <zane.ritchie@gmail.com>

A Novel Idea
This talk described how using authentic young adult war-themed novels in a college EFL class promoted students’ culture learning and discussion skills. Danica N. Young <memoniki@gmail.com>

Pan-SIG 2016 Proceedings
Conference articles will be printed in the Pan-SIG proceedings. The deadline is August 1, 2016. Editor: Gavin Brooks <http://pansigjournal.org/>

Globally Green-English Project
This poster described a Japan-Turkey exchange program in which EFL students exchanged videos with environmental messages. Hitomi Sakamoto (Toyo Gakuen Univ.) <hitomi27sf@yahoo.co.jp>

PAN-SIG 2017 CONFERENCE
Plans are now underway for next year’s spring Pan-SIG 2017 conference. This will be held next May at Akita International University. Teachers who wish to help are welcome to join the committee.
• Chair: Mathew Porter <http://pansig.org/>
In Japan (as in much of the world), many people take a keen interest in American presidential elections. One aspect of the process that Japanese people (and the rest of the world) find mystifying is the Electoral College, the “winner-take-all” system of allocating a certain number of electoral votes to each state, with the entire number going to whichever party wins a majority of the popular vote in that state. This activity was designed to help Japanese learners understand the system better, by simulating how an election in Japan might work if it were run along the same lines.

The Simulation: Electoral Votes in Japan

Each of Japan’s 47 prefectures was allotted a number of electoral votes in the same way as American states, according to an estimate of representation in Congress: an automatic 2 for the two Senators plus a number of House representatives proportional to its population (calculated according to the U.S. national average of 713,000 people per Congressional district). Thus, electoral votes per prefecture would range from a minimum of 3 all the way up to 25 for the most populous (Tokyo). Allocation of electoral votes per prefecture is shown in Table 1 and in map form in Figure 1.

The total comes to 303 electoral votes, so a party needs 152 to win. This illustrates how the Electoral College system gives disproportional weight to smaller rural states that might otherwise be ignored in favor of metropolitan areas. In terms of popular vote, a party that won landslide victories in the urban prefectures of Tokyo, Kanagawa, Osaka, Aichi, Saitama, Chiba, Hyogo, and Fukuoka would have the election practically in hand. In terms of the electoral vote, however, this would add up to only 107, leaving 196 still up for grabs and requiring intensive campaigning in the countryside by both parties.

Procedure

The class divides into two parties. Each chooses a name, a leader, and a party platform, and gives a brief introduction. Once the simulation begins, in each round, party members decide which prefecture to campaign in, and write the name on either the blackboard or a small portable whiteboard. If the two parties choose different prefectures, each one claims all the electoral votes for its chosen prefecture with no contest. If they choose the same prefecture, the party leaders play janken (rock, scissors, paper) to determine which party will win it. This is intended to demonstrate how some states are regarded as traditionally “blue” or “red” and are expected to fall into one party’s column with a minimum of effort, while other states are hotly contested “swing” states.

### Table 1: Electoral votes per prefecture

<table>
<thead>
<tr>
<th>Prefecture</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokyo</td>
<td>25</td>
</tr>
<tr>
<td>Osaka</td>
<td>19</td>
</tr>
<tr>
<td>Kanagawa</td>
<td>18</td>
</tr>
<tr>
<td>Aichi, Saitama</td>
<td>15</td>
</tr>
<tr>
<td>Chiba</td>
<td>13</td>
</tr>
<tr>
<td>Hokkaido, Hyogo</td>
<td>12</td>
</tr>
<tr>
<td>Fukuoka</td>
<td>11</td>
</tr>
<tr>
<td>Shizuoka</td>
<td>8</td>
</tr>
<tr>
<td>Hiroshima, Ibaraki</td>
<td>7</td>
</tr>
<tr>
<td>Kyoto, Miyagi, Niigata</td>
<td>6</td>
</tr>
<tr>
<td>Fukushima, Gunma, Kagoshima, Kumamoto, Mie, Nagano,</td>
<td>5</td>
</tr>
<tr>
<td>Okayama, Tochigi, Yamaguchi</td>
<td></td>
</tr>
<tr>
<td>Aomori, Ehime, Iwate, Nagasaki, Nara, Okinawa, Shiga</td>
<td>4</td>
</tr>
<tr>
<td>Akita, Fukui, Ishikawa, Kagawa, Kochi, Miyazaki, Oita, Saga,</td>
<td></td>
</tr>
<tr>
<td>Shimane, Tokushima, Tottori, Toyama, Wakayama, Yamagata,</td>
<td>3</td>
</tr>
<tr>
<td>Yamanashi</td>
<td></td>
</tr>
</tbody>
</table>

Example Simulation

The class divided into two parties, which chose the names “Happy Party” and “Sun Party”. Once they had elected their leaders, the two parties briefly explained their platforms. The Happy Party seemed to be aiming more at older people, concerning itself mainly with issues like lower taxes, clean energy, and generous pensions. The Sun Party, by contrast, focused on providing more opportunities for young people, by boosting the economy and promoting education.

Table 2 shows how the simulated election played out. In the unshaded rounds, each party chose to campaign in a different prefecture. In the shaded rounds, both parties chose the same prefecture, resulting in a decision by janken.

The Sun Party started out strong. They swept the major urban areas of Tokyo, Osaka and Chiba straight out of the gate, and when they lost the swing prefecture of Aichi, they quickly recouped their loss with a victory in Saitama. By the fifth round, they enjoyed a comfortable lead of 15 electoral votes. However, the Happy Party staged an upset by winning the battleground prefectures.
Figure 1: Electoral votes by prefecture  
(Outline map courtesy of Daniel Dalet, d-maps.com)

<table>
<thead>
<tr>
<th>Round</th>
<th><strong>Happy Party</strong></th>
<th><strong>Sun Party</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prefecture</td>
<td>Electoral votes</td>
</tr>
<tr>
<td>1.</td>
<td>Hyogo</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Kanagawa</td>
<td>18</td>
</tr>
<tr>
<td>3.</td>
<td>Aichi</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>Saitama</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Hokkaido</td>
<td>12</td>
</tr>
<tr>
<td>6.</td>
<td>Fukuoka</td>
<td>11</td>
</tr>
<tr>
<td>7.</td>
<td>Shizuoka</td>
<td>8</td>
</tr>
<tr>
<td>8.</td>
<td>Hiroshima</td>
<td>7</td>
</tr>
<tr>
<td>9.</td>
<td>Ibaraki</td>
<td>7</td>
</tr>
<tr>
<td>10.</td>
<td>Kyoto</td>
<td>6</td>
</tr>
<tr>
<td>11.</td>
<td>Fukushima</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>Okayama</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Tochigi</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>Mie</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>Iwate</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>Shiga</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>Nagasaki</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>Nara</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>Toyama</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>Yamagata</td>
<td>3</td>
</tr>
<tr>
<td>22.</td>
<td>Ishikawa</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>Kochi</td>
<td>3</td>
</tr>
<tr>
<td>24.</td>
<td>Yamanashi</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2: Outcome of example simulation
of Fukuoka, Shizuoka, and Ibaraki. In a stunning reversal of fortune, by round 10, they’d taken the lead by a margin of 12 electoral votes, which only widened with a later victory in Okayama. In the latter half of the campaign, each party played to its base, plodding along towards the finish line at an evenly matched pace, with one more showdown in Nagasaki. The Sun Party had the option of conceding at any time, but chose to fight until the end. This came in round 24 when Yamanashi brought the Happy Party’s total up to 152.

The campaign strategies of the two parties, and the election results, played out just as a real-life election likely would. The Sun Party, in keeping with its youth-oriented message, campaigned first and hardest in the urban centers where young people are concentrated. The Happy Party was content to let those go without contest, choosing instead to focus more on suburban and rural areas, home to families and elderly people. The election was decided mainly in mid-sized, industrial prefectures like Aichi, Shizuoka, Saitama, and Fukuoka, which would most likely be evenly split between the two parties, just like the American “swing states” of Ohio and Pennsylvania.

A discussion could follow, to examine how the parties’ campaign strategy was different from what it might have been if they had been seeking only popular votes. Students could then exchange their opinions about the relative merits of both systems. By the end of the simulation, students may still find the Electoral College system somewhat puzzling, but they should at least have a better understanding of why it exists and how it works.

Charles Kowalski
Tokai University, Japan
E-mail: <charles@keyaki.cc.u-tokai.ac.jp>

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

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

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

The following appeared in recent issues of Shin-Eiken’s magazine:

Issue # 560 (April 2016) Theme: Enjoyable Activities
- A “Dare To Be Different” Anti-bullying Video (Masumi Ikeda)
- Moral Choices: The “What Would You Do?” Website (M. Okuchi)
- Things to Ponder for Japanese: 70 Years Since WWII (S. Nikaido)

Issue # 561 (May 2016) Theme: Textbooks or Handouts?
- Teaching the US-Japan Blue-Eyed Friendship Dolls (E. Niitsuma)
- Tohoku–Turkey EFL Disaster Support Messages (Katsuyuki Nara)
- Teaching the 60th Anniversary of Rosa Parks (M. Kawamura)

Issue # 562 (June 2016) Theme: Making Tests
- Teaching about Anne Frank and the Holocaust (T. Nakamura)
- English Sentence Structure via a Charity Walk Flyer (Eiji Arai)
- Studying English Using a Nagasaki Peace Speech (M. Kawamura)
- Teaching Grammar and History via Picture Books (A. Hatanaka)

Social Justice in English Language Teaching
Edited by Christopher Hastings and Laura Jacob (2016)
Order from <http://bookstore.tesol.org> or <www.amazon.com>

- A Short Introduction - Social Justice & ELT
- The First Step: Teacher Reflection
- Critical Pedagogy in ELT
- Bringing Peacebuilding into the Classroom
- Language Teaching as Peacebuilding
- English as a Bridge between Korea and Japan
- Equality and Professionalism in ELT
- Ideological English: College Composition
- English, Race, Empire and Social Justice
- Indigenous Education in Australia
- Linguistic and Cultural Discrimination

- Understanding Privilege/Teacher Training
- Racializing Justice in TESOL
- Gender Sensitization Learning Outcomes
- Perceptions of Gender Roles in ELT
- Ethnodramatic Readers Theatre
- When Nobody Seems to Care
- Language Pedagogies for Justice
- Teaching Undocumented Immigrants
- Using Drama to Combat Prejudice
- We Are All Environmental Educators
- Adult Literacy for Migrants in Qatar
As usual, the world is in crisis. Ecological catastrophes, wars, corruption scandals, financial melt-downs, and politicians with bad hair. Do we keep our classrooms insulated from these issues or do we incorporate them? For those inclined to the latter, here are some ways to do this.

1. Show & Tell  
*Show and Tell* can be used with students above Beginner levels. For homework, students find an article or topical picture and present it to their classmates. Provide guidance by showing them how to do it and by getting them to pick out new words and phrases that they learned from the article. As a scaffold, ask them to focus on 6 questions (who, where, when, what, why, how).

2. Time Line  
Many stories are long-running sequences. Get students to research their roots of and create a *Time Line*. Keep the format open: the *Time Line* could be illustrated, horizontal, vertical or anything students choose. Two examples that worked well as *Time Lines* are Hurricane Katrina in New Orleans and the FIFA corruption scandal.

3. News you can use  
Rather than only use big stories about disasters and scandals, get students to choose articles on lifestyle topics. For example, they can read about health, personal finance, travel and new technology, then discuss which advice or insights they’d use in their daily lives.

4. Photo speculation  
Cut out photos – the more, the better – from the week’s newspapers. Have students speculate about what’s going on. Get them to match the photos to headlines, then choose an article to read. One teacher, Renée Watson, created jigsaw puzzles of the faces of 5 African Americans killed by the police. The students did the puzzles before Watson elicited what they knew about the men. Then the class read about and discussed the killings.

5. Teach-in  
Teach-ins are a way to inform would-be activists of an issue at stake. Invite an expert to class to talk about an issue. Make sure the students are prepared with key vocabulary and questions. One example: a friend came to my class and spoke about her 6-month sailing trip and what she’d learned about the pollution of the oceans. The discussion veered from pollution to how to survive while cooped up in an 8 x 12 foot cabin. The main thing was that students were motivated to listen and interact.

6. Gallery walk  
Gallery walks work well with photo exhibitions. If there are any in your area, take students along. What did they like and dislike? Why? What topics are present? What did they learn about the artist/photographer? I once took students to an exhibition of photos by Sebastião Salgado. They were blown away, as was I, and we ended up developing a global issues map based on the places and people that Salgado had photographed.

7. Editorial  
Have students focus on a topic of their choice and write an editorial or ‘think piece’. Work in stages: show a model, highlight the structure, and point out useful phrases. If necessary, help students to brainstorm the issues pertaining to the topic.

8. Cartoon captions  
Collect topical cartoons. Blank out the captions and get students to create their own. First, ask the students what the cartoons are about and do an example. Then have students work in groups. Finally, get them working alone.

9. Readers’ Theater  
*Readers’ Theater* involves developing and performing scripts based on something students have read. No props, sets or costumes are required. Students read a text and, in groups, turn it into a theater piece with dialog, characters and movement. Some kind of conflict is essential. To prepare, students need to know what a script looks like, how to read expressively and use ‘the stage’. One group of learners enacted the tale of the Chilean miners trapped underground in 2010. Another staged a mock trial after a celebrity murder case.

10. Problem/Solution poster or Cause/Effect chart  
For visually oriented students, posters and charts are motivating and immediate. A basic kind is a T-chart with columns that match problems and solutions or causes and effects. Posters and charts can take any form: clouds, trees; the only limit is our imagination. After showing some examples, have students create their own chart or poster for a news story or issue.

11. News sources comparison  
High level students can compare the treatment of a news story by different newspapers or media outlets. Which words are used in both reports? How do the articles differ? Think about tone, length, detail, point of view, and language. A Venn diagram is a good tool for showing similarities and differences.

12. News article transformation  
An interesting exercise is to get students to change the genre or length of the article or rewrite the story from the protagonist’s perspective (e.g., *I* instead of *she*). This requires higher-order processing and sub-skills such as synthesizing, adapting and extending.

How do you incorporate global issues into your classroom? Do you have any activities to share?

---

Reprinted with permission from the author’s blog.

**J. J. Wilson**  
Really English  
Website: [https://blog.reallyenglish.com](https://blog.reallyenglish.com)
This year’s Peace as a Global Language conference (PGL) took place on March 5–6 at The Management University of Africa (MUA) in Nairobi. GILE, a long-time supporter of PGL was again involved in the promotion of the conference, which was a resounding success, considering it was the first time the conference was held outside of Japan. PGL was established in 2001, and until this year it was held annually at various locations in Japan as a forum to promote peace studies, ranging in scope from local to global issues.

This year, a total of ten teachers affiliated with JALT went to Kenya to participate. As part of a schedule spread over a week, they also visited a local orphanage and slum school, where they set up a computer laboratory and visited local homes.

The conference theme was Framing Alternative Conversations on Peaceful Coexistence. The plenary speaker was Kenyan Speaker of the Senate The Hon. Ekwee Ethuro who discussed the government’s initiative to deal with tribal violence in the interior and border regions, and attempts at holding dialogue to bring tribal leaders to negotiation to promote peace and unity in the country. Speakers also included the head of the Kenyan Red Cross, who spoke about the urgent need to solve the issue of poverty in remoter parts of the country. Other topics ranged from police corruption, Kenya Vision 2030, terrorism, language studies and classroom management.

The participants also engaged in round-table discussions, question and answer sessions plus a meet and greet party. Held in a combination of classrooms and a tent on the university grounds, it provided a unique setting that was memorable for all attendees, who listened to speakers tell of first-hand experiences of war, famine and other issues that are far removed from daily life in Japan.

Following the main conference, participants took part in an excursion that began with a tour of the Kenya Institute of Management. This included classroom visits and talks with university students. This was another opportunity to engage with local youth to discuss and share various viewpoints.

The delegation then made a visit to a unique school in Korogocho, the second largest slum in Nairobi, where 200,000 people are crammed into an tiny area of just 1.5 square kms. Grapesyard School is run by Grapesyard Self-Help Group, an NGO whose founder Edmond Opondo “had a vision to educate children in one of the largest slums in Nairobi”. This NGO aims to “develop the capacity of children and their families to become fully responsible for their lives through offering quality affordable education and vocational training.”

Before the visit, the director of the school had indicated that they were in desperate need of computers for the children. To meet this need, each PGL delegate bought a laptop computer to donate. Over two days, we set up a computer lab of 10 computers and a Raspberry Pi 35 mini-computer running Linux. With the Pi as a central server, each computer connects to it wirelessly to access the textbooks stored on its SDcard via a web browser. Through this initiative, the students are now able to enjoy an array of digital texts, including the classics, children’s stories, mathematics, science, sex education and biology.

Whilst the content of each of the texts differs, most have some form of multimedia component, such as video, voice reading, or interactive activities. The Pi is able to be loaded with more textbooks as we get them, and for security, they are encrypted so that they will only work in the environment in which they were designed to. Once the computers were up and running, and our testing completed, the computer lab was officially opened with a ribbon cutting ceremony.

While in Korogocho, the delegates made a tour of the local neighbourhood and school where they were able come into contact with the children and their families. It was quite a moving experience and the delegates were able to see for themselves some of the trying conditions in which these children live and grow up in. PGL was also happy to announce a new scholarship for a Kenyan student using the surplus earnings from our 2013 PGL conference and donations from kind JALT members which we began collecting last year.

For educators interested in world issues, having the opportunity to come into contact with some of these issues in real life situations can help to shape new perspectives that they are able to introduce back to the classroom. Each participant indicated that they were well satisfied with the trip and with the opportunities that arose; from pedagogical insights, a chance for personal growth, and professional development. Participants were also invited to submit articles about their experiences to periodicals in Africa and elsewhere.

Next year’s PGL conference will also be held in East Africa, this time in Kigali, the capital of Rwanda. The dates are March 3-5. We encourage all GILE members to consider joining us. This will be held at the Independent University of Kigali and include a Language Symposium at Mount Kenya University, all within the beautiful surroundings of Rwanda, the “Land of 1000 Hills”. Return flights from Japan are surprisingly inexpensive.

Richard Miller (on behalf of PGL)
Kobe Gakuin University, Japan
E-mail contact: <rdtin@yahoo.com>
PGL Website: <http://pgljapan.org/>
The Olympics is a unique international event which features humanistic ideals (peace, health, global awareness, international understanding), touches on major social issues (money, drugs, nationalism, commercialism, sexism) and can stimulate lots of good language learning and language practice.

**TEACHING IDEAS**

**Study the Olympics**
- Have students read the Olympic information on page 18, then answer the questions in pairs.

**Flags, Anthems and Geography**
- Students will encounter lots of countries, flags and national anthems during the Olympics. Do some teaching to prepare, then see how many nations, locations (on a world map), national flags and anthems students can identify at Rio 2016.

**Adopt a Country**
- Have students form pairs and adopt a foreign nation as “their country” to research, report on in class, and cheer on during the Olympic Games.

**Class Debate**
- Do a for-and-against classroom debate: *Do the Olympics really promote international understanding or just narrow nationalism?*

**Olympic Figures**
- Have students research and profile current Olympic athletes from different foreign countries.
- Study a variety of historical Olympic figures such as Pierre de Coubertin and Jesse Owens.

**Research Olympic Issues**
- Have students – alone or in pairs - research the Olympic issues listed on page 18 (war, money, nationalism, drugs, racism, sexism, health) for group presentations or for written reports.

**Compare and Contrast**
- Practice comparatives and superlatives by contrasting the 2016 Rio Olympics with past Olympics or the ancient Greek Games.

**GILE Olympic Activities**<www.gilesig.org>
- Our GILE website lists more Olympic teaching activities. Click Newsletter, then *Index by Topic* or go to Issues # 53, 54, 83 or 84.

**OLYMPIC INITIATIVES**

**Olympic Truce** (Google: “Olympic Truce”)
- The ancient Greeks imposed an “Olympic Truce” which banned all fighting, conflict and war during the games. Check out the modern Olympic Truce movement and join students to explore how we can support this initiative.

**The Olympic Refugee Team**
- One highlight of Rio 2016 is history’s first-ever Olympic Refugee Team. Its 10 members, from Syria, Congo, South Sudan and elsewhere, represent the world’s 19 million refugees. Check their intro video: <www.youtube.com/watch?v=nc17kINeGBc>

**The Olympics, Poverty and Social Inequality**
- Join your students to study the link between poverty, development and Olympic medals via this article from a UK global issues website. <www.globalissues.org/news/2012/06/06/13927>

**THINGS TO WATCH FOR**

**Olympic Opening Ceremony**
- The Opening Ceremony and its eco-theme featured the history of Brazil, the Parade of Nations, Olympic oath, IOC speeches and Olympic torch. Check out the highlights or see the ceremony online: <www.youtube.com/watch?v=YFHdXn-pgmU>

**Non-United Nations Members**
- 205 different nations will compete in Rio de Janeiro. Only 193 are UN members. Study and support non-member states like Taiwan and Palestine.

**ON-LINE VIDEOS**

**7 Things about Rio 2016**
- Learn about the seven unique features of the Rio 2016 Olympics with this short 2-minute video clip. <www.youtube.com/watch?v=vxU2voeYj3I>

**10 Shocking Facts about the Rio Olympics**
- Watch this 5-minute video to learn about Rio’s violence, pollution, poverty and other problems. <www.youtube.com/watch?v=5OugUYpFbGw>

**On-line Resources**
- Olympic Website: <www.olympic.org>
- 2016 Summer Olympics: <wikipedia.org>
- Rio Updates: <www.rio2016.com/en>
- Japan JOC site: <www.joc.or.jp>
THE OLYMPIC GAMES
The Olympic Games are an international sporting event which is held every four years. This brings together 10,000 athletes from 200 countries for two weeks of drama, excitement and sports. The Olympics were established to promote world peace and international friendship by replacing military competition with athletic competition. Previous summer Olympics have been held in Beijing (2008) and in London (2012). The 2016 Summer Olympic Games take place in Rio de Janeiro, Brazil from August 5th - 21st.

THE ANCIENT GREEK GAMES
The Olympic Games began 3500 years ago in ancient Greece as a religious event to honor the Greek god, Zeus. The first recorded Olympics took place at Olympia in 776 BC. The early Olympics consisted only of running races, but gradually other events were added. All participants had to compete naked, with no clothes. Only men could compete. The ancient Olympics were stopped by a Roman Emperor who was a Christian in the year 393 AD.

THE MODERN OLYMPICS
After 393 AD, no Olympic games were held for over 1,500 years. The modern Olympics were revived at the end of the 19th century by an idealistic Frenchman named Pierre de Coubertin. He had read about the ancient Greek Olympics and wanted to restart the games. He believed the Olympics could contribute to world peace and to international friendship. Thanks to him, the first modern Olympics were held in Athens, Greece in 1896.

OLYMPIC DATA
- **Olympic Symbol**: The five interlocking rings represent the five continents (Europe, Asia, Africa, America and Oceania). They stand for international friendship between all nations.
- **Olympic Motto**: The official motto of the Olympic Games is *Citius, Altius, Fortius* meaning *swifter, higher, stronger* in Latin.
- **Olympic Creed**: “The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.”

OLYMPIC ISSUES
- **Sexism**: Women were banned from taking part in the ancient Olympics. They weren’t allowed to run in the marathon until 1984.
- **Racism**: Adolf Hitler expected the 1936 Berlin Olympics to promote Nazism and prove the white race was superior. He was shocked when Jesse Owens and nine other Black athletes won 8 gold medals. South Africa was banned from the Olympics for years because of its racist apartheid system.
- **War**: In ancient Greece, a one-month truce was called and all fighting stopped during the Games. The modern Olympics were cancelled three times (1916, 1940, 1944) because of World War I and World War II.
- **Money**: The Olympics are based on ideals of amateurism, yet medal winners earn big money, nations spend large amounts on their teams, corruption is a problem and the Games have become very commercialized.
- **Drugs**: Athletes under intense pressure to win Olympic medals for their countries are often pushed to use illegal drugs. Many Russian athletes were banned from Rio 2016 for doping.
- **Health**: A Special Olympics is held for people with mental handicaps and a Paralympics is held for people with physical disabilities.
- **Nationalism**: Countries compete to see which one will get the most medals. Many people only cheer for their own nations. The media ignore other nations to focus only on “our” athletes.

QUESTIONS
1. How often are the Olympic Games held?
2. How long do they last?
3. How many athletes participate?
4. How many countries participate?
5. Where were past summer Olympics held?
6. Where are the 2016 Olympic Games held?
7. When were the first recorded Olympics?
8. What did athletes wear in ancient Greece?
9. Who stopped the first Olympics?
10. Who revived the modern Olympics?
11. What do the five Olympic rings represent?
12. What’s the Olympic motto?
13. What’s the Olympic creed?
OLYMPIC INFORMATION

OLYMPIC IDEALS

Friendship
• Compete as friends, respect each other.

Fair Play
• Obey the rules, play fair, don’t cheat.

Sportsmanship
• Be a good sport; don’t argue, criticize or complain; congratulate your opponent.

FAMOUS OLYMPIC FIGURES

Kipchoge Keino (Kenya)
• African track and field champion, awarded the 2016 Olympic Laurel for athletes who “help to build a better world” for his humanitarian work in running an orphanage for poor children.

Jessie Owens (USA)
• Black American who won 4 gold medals in the 1936 “Nazi” Olympics in Berlin, thereby disproving Hitler’s claim of Aryan supremacy

Abebe Bikila (Ethiopia)
• Dynamic Ethiopian athlete who won the 1960 marathon in Rome while running barefoot.

Sohn Kee-Chung (Son Kitei) (South Korea)
• Korean runner who won the marathon in the 1936 Berlin Olympics. His gold medal was given to Japan since Korea was a colony at that time.

Olympic Quotes

We are living in a world of crises, mistrust and uncertainty. Here is our Olympic answer: The 10,000 best athletes in the world, competing with each other, at the same time living peacefully together in one Olympic Village, sharing their meals and their emotions.

(Thomas Bach, IOC Chair, Rio 2016 speech)

The Olympics are a wonderful metaphor for world cooperation, the kind of international competition that’s wholesome and healthy, an interplay between countries that represents the best in all of us.

(John Williams)

My doctor told me I would never walk again. My mother told me I would. I believed my mother.

(Wilma Rudolph, 1960 US gold medalist)

The purpose of the Olympics is to do your best. The only victory that counts is the one over yourself.

(Jessie Owens, 1936 US gold medalist)

I’m always amazed when I hear people say that sport creates goodwill between nations. Sport is like warfare. The spectators and the nations behind them work themselves into furies over these contests, and seriously believe – at any rate for short periods - that running, jumping and kicking a ball are tests of national virtue.

(George Orwell)

Which Country Won the Most Medals? Three Ways of Counting

The International Olympic Committee (IOC) does not record – or promote – the counting of which countries won how many medals. That’s something the media, national governments and the public in each country do. Given the gap between rich and poor nations, a simple medal count doesn’t seem fair. After the 2004 Olympics in Athens, one NGO calculated national medal counts according to 3 criteria: number of medals won, medals per capita and medals adjusted for GDP (Gross Domestic Product). The top 10 winners are listed below. Why not discuss this topic with your students, friends and family or have your class do these calculations for Rio 2016?

<table>
<thead>
<tr>
<th>WINNERS MEASURED BY NUMBER OF MEDALS</th>
<th>WINNERS MEASURED BY POPULATION PER MEDAL</th>
<th>WINNERS MEASURED BY GDP PER CAPITA</th>
</tr>
</thead>
<tbody>
<tr>
<td>G S B Gold + Silver + Bronze = Total</td>
<td>Population - Medals per million</td>
<td>Medals adjusted for national GDP</td>
</tr>
<tr>
<td>1 USA 103</td>
<td>6 Japan 37</td>
<td>1 Bahamas 10</td>
</tr>
<tr>
<td>2 Russia 92</td>
<td>7 France 33</td>
<td>2 Australia 2.5</td>
</tr>
<tr>
<td>3 China 63</td>
<td>8 Italy 32</td>
<td>3 Cuba 2.4</td>
</tr>
<tr>
<td>4 Australia 49</td>
<td>9 S Korea 30</td>
<td>4 Estonia 2.3</td>
</tr>
<tr>
<td>5 Germany 48</td>
<td>10 Britain 30</td>
<td>5 Slovenia 2</td>
</tr>
</tbody>
</table>

---

Global Issues in Language Education 19 Newsletter Issue #100 July 2016
<table>
<thead>
<tr>
<th><strong>Roads to Refuge</strong>&lt;br&gt;www.roads-to-refuge.com.au</th>
<th><strong>Clean Up the World</strong>&lt;br&gt;&lt;a&gt;www.cleanuptheworld.org&lt;/a&gt;</th>
<th><strong>Countries of the World</strong>&lt;br&gt;www.countries-ofthe-world.com</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Roads to Refuge</em> is a great Australian website designed to give teachers, students and communities basic facts about the world’s refugees: who they are, why they flee, what they face and what we can do to help.</td>
<td><em>Clean Up The World</em> is a global environmental campaign that aims to improve local communities. This year’s event will be held on the weekend of Sept. 16-18. Schools and teachers worldwide are invited to join!</td>
<td><em>Countries of the World</em> is a 1-stop shopping information geography website that features key lists and basic data on the world’s: continents, nations, flags, time zones, currencies, capital cities and country codes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Peace One Day</strong>&lt;br&gt;&lt;a&gt;www.peaceoneday.org&lt;/a&gt;</th>
<th><strong>Global Dimension</strong>&lt;br&gt;&lt;a&gt;www.globaldimension.org.uk&lt;/a&gt;</th>
<th><strong>Better World Links</strong>&lt;br&gt;&lt;a&gt;www.betterworldlinks.org&lt;/a&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21st each year is celebrated as <em>International Peace Day!</em> Check out the <em>Peace One Day</em> website above for teaching ideas, then start planning your own peace action ideas by going to the website &lt;internationaldayofpeace.org&gt;</td>
<td><em>Global Dimension</em> 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.</td>
<td><em>Better World Links</em> 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Peace Boat</strong>&lt;br&gt;&lt;a&gt;www.peaceboat.org&lt;/a&gt;</th>
<th><strong>Oxfam Education</strong>&lt;br&gt;&lt;a&gt;www.oxfam.org.uk/education/&lt;/a&gt;</th>
<th><strong>Better World Website</strong>&lt;br&gt;&lt;a&gt;www.betterworld.net&lt;/a&gt;</th>
</tr>
</thead>
<tbody>
<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>
<td><em>Oxfam Education</em> 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.</td>
<td><em>Better World</em> 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Global Issues</strong>&lt;br&gt;&lt;a&gt;www.globalissues.org&lt;/a&gt;</th>
<th><strong>Green Teacher</strong>&lt;br&gt;&lt;a&gt;www.greenteacher.com&lt;/a&gt;</th>
<th><strong>Global Issues at ESL Etc.</strong>&lt;br&gt;&lt;a&gt;www.esletc.com&lt;/a&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Global Issues</em> 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.</td>
<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>
<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>
**BOOKS FOR TEACHING ABOUT THE OLYMPICS**

Take a look at the following books to learn more about the Olympics and to design some exciting classroom lessons about the 2016 Games in Rio.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Watch the Olympics</td>
<td>David Goldblatt</td>
<td>2016</td>
<td>$8</td>
</tr>
<tr>
<td>The Games: A Global History</td>
<td>David Goldblatt</td>
<td>2016</td>
<td>$18</td>
</tr>
<tr>
<td>2016 Summer Olympics Handbook</td>
<td>Jared Bright</td>
<td>2016</td>
<td>$30</td>
</tr>
<tr>
<td>Complete Book of the Olympics</td>
<td>D. Wallechinsky</td>
<td>2012</td>
<td>$22</td>
</tr>
<tr>
<td>G is for Gold Medal</td>
<td>B. Herzog</td>
<td>2011</td>
<td>$16</td>
</tr>
<tr>
<td>Olympic Odyssey</td>
<td>P. Cousineau</td>
<td>2003</td>
<td>$17</td>
</tr>
<tr>
<td>Brazil's Dance with the Devil</td>
<td>Dave Zirin</td>
<td>2016</td>
<td>$12</td>
</tr>
<tr>
<td>The Olympic Experience in Your School</td>
<td>R. Pound</td>
<td>2006</td>
<td>$19</td>
</tr>
<tr>
<td>The Story of the Olympics</td>
<td>M. Lacey</td>
<td>2008</td>
<td>$12</td>
</tr>
<tr>
<td>Nazi Games</td>
<td>D. Large</td>
<td>2007</td>
<td>$18</td>
</tr>
<tr>
<td>Inside the Olympics</td>
<td>R. Pound</td>
<td>2006</td>
<td>$19</td>
</tr>
<tr>
<td>Chalked Up: Inside Elite Gymnastics</td>
<td>J. Sey</td>
<td>2009</td>
<td>$12</td>
</tr>
</tbody>
</table>

*Watch like a pro by using this thorough guidebook that outlines the rules, strategy and history of each Olympic sport.*

*This text chronicles the history of the Olympics as well as issues of war, race and gender from 1896 to the present.*

*This handbook provides a complete reference to all the facts, info, quotes and stories of the Rio Olympics.*

*This fact-filled book is a complete guide to the history, issues, people and achievements of the Olympics.*

*This alphabet book for kids showcases Olympic history and events from Greece right up to the present.*

*This classic book discusses Olympic ideals using inspiring tales of sportsmanship, dedication and passion.*

*This is an inside look at Olympic issues, scandals plus the ideals of peace, fair play and international understanding.*

*One US girl’s story of overzealous parents, merciless coaching, eating disorders and her Olympic dreams.*

- Treasures of the Olympic Games – Olympic M.
- People Olympics 2016: Best of the Games
- The Olympics: Going for Gold - Fullman

---

Global Issues in Language Education 21 Newsletter Issue #100 July 2016
(1) "ABC World News 18" by Shigeru Yamane and Kathleen Yamane (2016; ¥2,300)
Kinseido Press, Tokyo   Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>
This 100-page college level English text written for Japanese EFL students promotes language proficiency, listening skills and global awareness through the study of selected news stories using online video clips taken from the American ABC World News show. Its 15 chapters cover topics such as: the British royal family, parenting, drones, zoos, Powerball, Obama in India, data theft, burger wars, spies, measles, school safety and US-Cuba relations. Each 6-page unit has a preview, vocabulary preparation, video viewing tasks, background information, comprehension questions, summary practice, discussion topics and language points.

(2) "What's on Japan 10" by Tatsuroh Yamazaki, Stella Yamazaki, Erika Yamazaki (2016; ¥2484)
Kinseido Press, Tokyo   Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>
This 100-page DVD-based textbook aims to promote students’ English language skills and knowledge of Japanese social issues through NHK TV news clips. Its 15 units deal with topics such as: food waste, dancing for international friendship, animals, white hat hackers, wheelchair bicycles, English training for the Tokyo Olympics, boomerangs, acts of kindness, mountain climbing, photojournalism, cafes, indoor navigation, airlines, Vietnam and rural living. Each 6-page unit has a warm-up introduction, a photo, a vocabulary list, a pre-viewing activity, news viewing tasks, a DVD script exercise, key expressions and discussion questions.

(3) "World Wide English on DVD (Revised Edition)" by A. Morita, Y. Yamamoto et al (2016)
Seibido Press, Tokyo   Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp> <www.seibido.co.jp>
Volume 1  (¥2,500)
This 90-page English DVD text is designed to build language skills and cultural awareness through the study of video clips. Its 14 units feature topics related by 6 young people from 6 places: Los Angeles (California, environment, UCLA), Scotland (inventions, Edinburgh, national character), Canada (nature, hockey, adventure travel), New Zealand (Maori, Christchurch, circus performers), England (history, multicultural London, fashion) and Bahamas (history, festivals, tourism). Each 5-page unit has a warm-up quiz, new vocabulary, collocations, DVD viewing questions, useful expressions, interviews and a summary.

Volume 2  (¥2,500)
This 90-page English DVD text is designed to build language skills and cultural awareness through the study of video clips. Its 14 units feature topics related by 6 young people from 6 places: New York (Fourth of July, Manhattan, rap music), Australia (history, Sydney, Christmas), Northern Ireland (St Patrick’s Day, historical conflicts, stand-up comedy), South Africa (AIDS, Mandela, Rainbow Nation, wild animals), Wales (nature, language, dwarfism) and India (history, families, software). Each 5-page unit consists of a warm-up quiz, a list of new vocab, collocations, DVD viewing questions, useful expressions, interviews and a summary.

(4) "World of Wonders Inspiring the Future" by A. Sellick, J. Barton, A. Ogasawara (2016; ¥1900)
Seibido Press, Tokyo   Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp> <www.seibido.co.jp>
This 110-page college-level EFL text builds vocabulary and reading skills through the study of topical issues. Its 5 parts and 20 units deal with Food (spices, bananas, insects), Culture (augmented reality, MOOCS, recycling), Science (3D printers, sleep, asteroid mining), Business (crowd-funding, on-line shopping, electric cars) and Politics (wealth, modern slavery, cyber-spies, international law). Each 5-page unit has a pre-reading task, a 2-page reading, Japanese notes, comprehension questions, a summary and a data analysis 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.

<table>
<thead>
<tr>
<th><strong>Breaking News English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>JALT Critical Thinking SIG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how you can promote critical thinking in your classes.</td>
</tr>
<tr>
<td>Web: <a href="http://jaltct.wordpress.com">http://jaltct.wordpress.com</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:roehl.sybing@gmail.com">roehl.sybing@gmail.com</a></td>
</tr>
<tr>
<td><strong>The World Around Us</strong></td>
</tr>
<tr>
<td>Get a copy of this great Canadian ESL text on social / global issues.</td>
</tr>
<tr>
<td>* Cost: ¥2000 / $20 (Kip Cates)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fair Trade Goods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring Third World goods into your school at &quot;fair trade&quot; prices:</td>
</tr>
<tr>
<td>* <a href="http://www.peopletree.co.jp">www.peopletree.co.jp</a> or co.uk</td>
</tr>
<tr>
<td>* <a href="http://www.fairtrade.net">www.fairtrade.net</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Global Education Maps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorate your classroom or your school with these great global ed maps. &lt; <a href="http://odtmaps.com/%3E">http://odtmaps.com/&gt;</a></td>
</tr>
</tbody>
</table>

---

**GLOBAL EDUCATION RESOURCES**

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

<table>
<thead>
<tr>
<th><strong>Amnesty International (AI-USA):</strong> books, reports, videos on human rights and human rights education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amnesty International USA, 322 8th Avenue, New York 10001, USA  Web: <a href="http://www.amnestyusa.org">www.amnestyusa.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Anti-Defamation League of B'nai B'rith:</strong> teaching resources on ethnic minorities and prejudice reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA  Website: <a href="http://www.adl.org">www.adl.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>International Education Resource Center (ERIC):</strong> Japanese resources on global education / global issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  Web: <a href="http://www.eric-net.org">www.eric-net.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>National Geographic Society:</strong> books, maps, DVDs and CD-Roms on global awareness and world cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Geographic, Box 98199 Washington, D.C. 20090-8199 US  <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>New Internationalist:</strong> maps, atlases, books, posters, CD-Roms on world development and global issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Internationalist, Box 1143, Lewiston, New York 14092 USA  Website: <a href="http://www.newint.org">www.newint.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Oxfam Education Catalog:</strong> teaching packs, posters and games on Third World and development issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK  Web: <a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Peace Education Foundation:</strong> primary and secondary texts on peace education and conflict resolution</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Peace Resource Project:</strong> bumper stickers, buttons, T-shirts &amp; coffee mugs on peace and global issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA  Website: <a href="http://www.peaceproject.com">www.peaceproject.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Studies School Service:</strong> global education catalog of books, videos, software, posters &amp; maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA Tel: 310-839-2436 or 800-421-4246  <a href="mailto:access@socialstudies.com">access@socialstudies.com</a>  Web: <a href="http://www.socialstudies.com">www.socialstudies.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stanford Program on Int’l &amp; Cross-Cultural Education:</strong> texts on world cultures &amp; global issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>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: <a href="http://spice.stanford.edu/">http://spice.stanford.edu/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>U.N. Bookstore:</strong> books, videos, posters, maps on global issues, world cultures, int’l understanding</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>WWF (World-Wide Fund for Nature):</strong> books, teaching packs and videos on environmental issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK  Website: <a href="http://www.panda.org">www.panda.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kids’ Asian Union</strong> <em>(Kids’ AU)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; <a href="http://www.kids-au.net/i-box/en/%3E">http://www.kids-au.net/i-box/en/&gt;</a></td>
</tr>
<tr>
<td>Kid’s Asian Union works to promote international understanding among Asian children. Have your students learn about children’s lives in Japan, Korea, China and Mongolia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching Against Prejudice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; <a href="http://www.teachersagainstprejudice.org">www.teachersagainstprejudice.org</a> &gt;</td>
</tr>
<tr>
<td>Teachers Against Prejudice is dedicated to fighting against prejudice and intolerance through education. Check out their list of films and books plus their essay contest!</td>
</tr>
</tbody>
</table>
GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

JALT GLOBAL ISSUES SIG
The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:
(a) the integration of global issues, global awareness and social responsibility into language teaching
(b) networking and mutual support among language educators dealing with global issues
(c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

NEWSLETTER SUBSCRIPTIONS (JALT Members)
JALT members who wish to join the "Global Issues" Special Interest Group can either register and make their payment on-line via the JALT website or send a postal "furikae" form with their ¥1500 payment to JALT from any post office in Japan.

NEWSLETTER SUBSCRIPTIONS (Non-JALT)
Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US $15.
- In Japan, send your ¥2000 payment to: 山陰合同銀行 (湖山支店 108) 普通 銀行口座 3752673
  San’in Godo Bank (Koyama branch 108) Regular Account # 3752673 “GILE Newsletter”
- Overseas subscribers should pay in US dollars (make personal checks out to "Kip Cates" on a US bank)
- Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP
(as of July 2016)
* JAPAN SUBSCRIBERS: GILE SIG / JALT (145) GLOBAL ISSUES NETWORK (30) = 175
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

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

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

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

Global Issues in Language Education 24 Newsletter Issue #100 July 2016