NEWSLETTER #103

This summer edition of our Global Issues Newsletter features: (1) a description by Alexander Nanni and Joseph Serrani of an academic English course they designed in which students analyze the social and environmental impact of international corporations, (2) an article by Martin Mielick on how to raise awareness of student identities through media analysis of social issues in Japan such as the (over-) use of English loan words, and (3) a special report by Kathryn Tanaka and her colleagues about the reactions of their Japanese students to the testimony of a Filipina comfort woman and the teaching materials their students created to promote better understanding of this issue. Our special theme for this issue is English for Terrorism featuring an EFL textbook designed by the Islamic State (ISIS) to promote English skills, hate and violence. We also include conference reports on TESOL 2017 and Pan-SIG 2017 as well as a list of global education resource books about child refugees and children around the world. Enjoy!

♦ 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: Pan-SIG 2017 (May 19 - 21 in Akita, Japan) 6 - 8
* Conference Report: TESOL 2017 (March 21 - 24 in Seattle, USA) 9 - 12
* Special Feature: English for Terrorism – An EFL Text by the Islamic State 13
* Education for Social Responsibility by Alexander Nanni and Joseph Serrani 14 – 15
* Raising Awareness via Media Analysis of Social Issues by Martin Mielick 16 - 17
* Making History Real: Testimony from a Former Comfort Woman by K Tanaka 18 – 19
* Book Profiles: Global education resource books on children around the world 21
* Language teaching textbooks on global education themes 22
Global Festival
Sept. 30 - Oct. 1, 2017
< http://gfjapan2017.jp/>

Global Festa 2017 will be held on the weekend of September 30 – October 1 in Odaiba, Tokyo. This is Japan’s largest gathering of global issue NGOs. The 2-day event hosts displays and events by 200 groups (Save the Children, Amnesty International, UNICEF…) plus workshops, music and ethnic cuisine. Details at the site above. Don’t miss this unique event. Bring your students!

One World Week (OWW)
Oct. 22 - 29, 2017
< www.oneworldweek.org >

One World Week is an annual UK-based global education event that promotes social justice and global awareness. This year’s theme, Good Neighbors, looks at what we can do to be good neighbors, both locally and globally. OWW invites teachers and schools worldwide to hold local events during this time. 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!

English Books Wanted for Gaza
<http://libraryforgaza.com>

Mosab Abu Toha, a Palestinian EFL teacher, plans to open a public English library in Gaza and is now appealing for help from EFL teachers worldwide. Abu Toha teaches classes on Shakespeare at a United Nations school in Gaza. Since July, he has collected over 200 books despite the Israeli blockade. To learn more or donate books, see the website above.

GILE SIG Website
www.gilesig.org

Our Global Issues in Language Education Special Interest Group (GILE) website offers a wealth of teaching ideas from back issues of our newsletter. Check all this out on our new revised site!

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

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

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

• For updates on global themes, see our Global Issues Twitter site
• Make sure as well to check out The GILE Daily, a dynamic resource for following the issues: <> http://paper.li/gilesigjp
Here are the 2017 officers for our Global Issues in Language Education (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  
<kicates@rstu.jp>

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

**SIG Membership Chair:**
Tim Grose  
Sapporo City  
Hokkaido  
<tppgrose@hotmail.com>

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

### Regional Officers

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

**Tohoku:** Naoko Harada  
<knightbus@jilbmx@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 Brajcich  
Fukuoka Jogakuin Jr College  
<brvjchicf@fukujo.ac.jp>

### Project Officers

**SIG Programs:**
Jennie Roloff-Rothman (KUIS)  
Kana Univ. of Int’l Studies  
<shizsumofan@hotmail.com>

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

**SIG Publicity:**
John Spiri (Gifu Shotoku U.)  
<johnspiri@gmail.com>

**SIG Japanese Liaison:**
Masataka Kasai  
Kansai Gaidai University  
<masatakakasai@hotmail.com>

**SIG Website:**
Paul Arenson  
<paun@tokyoprogressive.org>

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

---

### Where Can I Donate Used Language Textbooks?

Don't throw away old texts, readers, journals or dictionaries. Recycle them!

**English Books Wanted for Library in Gaza**
Mosab Abu Toha hopes to open a public English library in Gaza and has issued an appeal for books to teachers worldwide. Find out more at <http://library forgaza.org>

"Book Aid" South Africa Library Project
Help black South African kids! Check their site to see what's needed. They mail to South Africa. Chikako Noda <www.taaa.jp/english.html>

**Websites to Check for Book Donations**
- moneycrashers.com/where-donate-used-books/
- www.ala.org/offices/iro/iroactivities/intlbookdonations
- www.bookaid.org
- asiafoundation.org/what-we-do/books-for-asia
- www.betterworldbooks.com/go/donatebooks

---

### 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.youthforhumanrights.org  (→ “take action”)
Teaching English in Sub-Saharan Africa

This article profiles Jason Anderson, a British EFL expert who has spent 10 years teaching English in Africa. Anderson began his career as a teacher trainer in Eritrea working with Voluntary Service Overseas (VSO), an international charity which is dedicated to eradicating poverty. VSO recruits professionals to work as volunteers alongside local populations in developing countries. From Eritrea, he moved on to Rwanda and later to Kenya where he trained English teachers working in inner-city slums. A major part of his work has been with the UNICEF Child-Friendly Schools project in Malawi and elsewhere. In the article, he describes the English teaching approach that he developed in Africa which uses the mnemonic CHILD (Communicate, Help, Identify, Learn, Demonstrate) as well as his recent published award-winning book entitled “Teaching in Africa”.

“Under African Skies” EL Gazette #447
May 2017 <www.elgazette.com>

The Important of Meaningful Communication

by Margaret Szesztay (University of Budapest)

In this article, the author describes two metaphors that she feels are relevant for English teachers. The first is of a campfire as a metaphor for meaningful group communication. Like our prehistoric ancestors, we need to articulate clearly, listen carefully, express curiosity and tolerate difference if we want to harness the wisdom of the group. Her second metaphor is of two hostile camps facing each other. For her, this image represents the increasing polarization of our world with people divided into Muslims & Christians, Liberals & Conservatives, Americans & The Rest of the World. She argues that English teachers have a mission to challenge this simplistic black-and-white thinking and help students think critically about how they’re manipulated by others to see themselves only as members of narrow ethnic, religious or national groups. She calls for English to be taught as a tool for communicating across both cultures and ideologies so as to promote understanding and peace across political, social and ethnic divides. She concludes that, metaphorically speaking, we need to go back to the campfire and rediscover our common humanity by engaging in meaningful conversations.

EL Gazette #447 May 2017
<www.elgazette.com>

Book Clubs as a Tool for Community Building and Language Enhancement

by Jessica McCaughey
(George Washington University, USA)

This article discusses the value of English book clubs and the benefits that students get from reading and talking about books in a non-classroom setting. The author set up her ESL book club as a free 10-week summer program open to all. She and her students began with The Great Gatsby, then discussed Dave Egger’s novel Zeitoun based on the true story of a Syrian immigrant helping survivors of Hurricane Katrina who was arrested due to local ignorance and prejudice.

English Teaching Forum Vol. 55/1 2017 USA
http://englishprograms.state.gov/forum/

EFL Hiring Prejudice Banned in the EU

The European Union has banned the practice of turning down teaching applications by qualified ethnic minorities and non-native speakers with the excuse that “students won’t accept them”. The ban was the result of a lawsuit by Asma Bougnaoui, a consultant fired by her company when she refused a client’s request to remove her headscarf. The EU ruled that turning down employees on the grounds that clients don’t want to deal with them because of their religion, ethnicity, gender or mother tongue is discrimination. Pandering to students’ prejudices is now illegal and grounds for legal action.

“Client’s Prejudice is no Defence” EL Gazette #446.
April 2017. <www.elgazette.com>

English Immersion in Tokyo from 2018

The Tokyo Metropolitan Government has announced that it will build an English language immersion facility for children. The center, named Tokyo Global Gateway, will open in September 2018 and will run 1-day English programs that it estimates will accommodate 200,000 children a year. The project aims to develop children’s English proficiency for the 2020 Tokyo Olympics.

“Tokyo to build English-language immersion facility”
March 23, 2017 <www.japantimes.co.jp>

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!
Language Education Events

- **Regional Southeast TESOL Conference**
  *Transforming Lives via Languages and Cultures*
  October 4 - 7, 2017  Birmingham (Alabama)
  Website: <www.amtesol.org>

- **Korea TESOL – Pan-Asian PAC Conference**
  *Why Are We Here? Learning in a Digital Era*
  October 21 – 22, 2017  Seoul (South Korea)
  Website: <https://koreatesol.org/ic2017>

- **SPELT International Conference**
  *Glocalisation: Think Global, Act Local*
  October 28 – 29, 2017  Pakistan
  Website: <http://www.spelt.org.pk/>

- **New York State TESOL Annual Conference**
  *Empathy in Action: Social Pedagogy / Advocacy*
  Nov. 3 – 4, 2017  New York (USA)
  Website: <www.nystesol.org>

More events at: <www.conferencealerts.com>

---

### Key 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

---

### 2017 National Conference

**JALT**

Nov. 17 – 20, 2017 in Tsukuba

JALT’s 43rd annual JALT conference will be held November 17–20, 2017 in Tsukuba on the theme of Language Teaching in a Global Age: Shaping the Classroom, Shaping the World. Plenary speakers for the convention will include:

- Hugh Starkey (*Cosmopolitan Citizenship*),
- Barbara Sakamoto (*Mandates and Myths*),
- Gabriel Diaz Maggioli (*Teacher Development*),
- Nick Saville (*Data and Devices*).

---

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

**Darwin College, Univ. of Kent, UK**

<www.iatefl.org>  <generalenquiries@iatefl.org>

#### IATEFL 2018 CONFERENCE

Next spring’s IATEFL 2018 international convention will be held from March 27–30 in the windy city of Chicago, Illinois. The theme of the conference will be *Sustaining Dialogues Across TESOL Communities*. See the TESOL website for more details and for updates on conference plans.

#### Social Responsibility Interest Section (SR-IS)

TESOL’s Social Responsibility Interest Section comprises a dynamic group of teachers worldwide who are dedicated to teaching for responsible citizenship and promoting social justice. To learn more about their work or to access back issues of their SR-IS newsletter, go to <www.tesol.org>.

SR-IS Chair:  Laura Jacob  (USA)

<lauraruthjacob@yahoo.com>

---

### 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](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/)
This spring’s 2017 Pan-SIG conference brought together 23 Special Interest Groups (SIGs) of the Japan Association for Language Teaching (JALT) for an exciting 3-day academic event hosted by Akita International University (AIU) on the theme of Expand Your Interests. Below are some of the many sessions on global themes.

### Plenary Sessions

**Opening Ceremony**
The event began with welcome speeches by the organizers and the host university plus a warning to watch out for wild bears near the AIU campus.

**AIU Student Presentations**
The conference kicked off with TED Talk-style presentations by four AIU students in the English for Academic Purposes program who reported on the results of their final EFL Capstone Projects:
- **Arguing for the Value of a Liberal Arts Education in this Globalized Age.** (Takashi Kogoma)
- **The Sharing-based Economy: What I learned from my travels in Spain.** (Nodoka Niiyama)
- **Improving Japan-China Relations: Working for a future handshake of friendship.** (Yuki Shirai)
- **What is Happiness? Learning from the Amish about how to live a simple life** (Minami Kagiya)

### National Trends in Language Education
This panel featured four experts who discussed key trends related to English teaching in Japan.

- **Moderator:** Tara McIlroy (LiLT SIG Chair)
  - Tomoe Aoyama (Cambridge EFL Assessment)
  - Naoyuki Naganuma (Tokai University)
  - Naoko Ozeki (Meiji University)
  - Annette Bradford (Meiji University)

### Global Issues SIG Forum
**Theme: Expanding Global Education**

This year’s GILE Forum featured a set of 2 different types of presentation on global issue themes:

**Principles of Global Citizenship Education**
This talk gave an overview of Global Citizenship Education and went on to outline how to integrate GCE principles into university curricula. Emiliano Bosio (UCL, UK) <emiliano.bosio.15@ucl.ac.uk>

**Project-Based Learning (Student Voices)**
These two talks described the experiences of AIU students using English for overseas projects linked to global issues and cross-cultural understanding. Baku Mitsui & Arisa Ibe (Akita Int’l University)

### Individual Presentations

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

**How to Prepare Students for Overseas Study**
This session explored how the relation between students’ personality, culture, knowledge and attitudes affects their success studying overseas. Cecilia Ikeguchi (Tsukuba Gakuin University)

**Using Lego Serious Play for Problem Solving**
This talk explained how Lego Serious Play promoted improved communication and problem solving skills at an English Model UN. Todd Thorpe (Kinki U.) <toddthorpe@hotmail.com>

**Fostering Student Interest in World News**
This presentation introduced EFL activities and tasks that raise student awareness of global events and have them access world news from a variety of sources. Kathleen Yamane (Nara University)

**Vocab Activities for Critical Social Awareness**
This session introduced vocabulary activities designed around the building of thematic networks that promote social awareness and class communication. Shaun O’Dwyer (Kyushu Univ.)

**Exploiting Popular Songs in University EFL**
This talk discussed ways to teach pop songs in class using the example of a song by Nobel Prize winner Bob Dylan with themes of culture, race and literature. Richard Walker (Reitaku University)

**Deflating the Confucian Heritage Hypothesis**
This session took a critical look at the Confucian Heritage Hypothesis and argued against its stance of cultural essentialism that Asian students are bound by tradition. Shaun O’Dwyer (Kyushu U.)

**Forming Partnerships with US Colleges**
This talk described how faculty, staff and student exchanges were set up between Ehime University and two community colleges in the Chicago area. Jill Bruellman (Lake County College, USA)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Issues in Language Education</td>
<td>Morten Hunke (Aoyama Gakuin University)</td>
</tr>
<tr>
<td>World Citizen Curriculum Design</td>
<td>Kip Cates (Tottori Univ.)<a href="mailto:kcates@rs.tottori-u.ac.jp">kcates@rs.tottori-u.ac.jp</a></td>
</tr>
<tr>
<td>Logical Thinking Model Design for CT</td>
<td>Monica Hamciuc (Miyazaki International College)</td>
</tr>
<tr>
<td>The English Class as an Intercultural Encounter</td>
<td>Roxana Sandu (Univ. of Tsukuba)</td>
</tr>
<tr>
<td>Do Gender! Content-based Gender Studies</td>
<td>Quenby Aoki Hoffman (Sophia University)</td>
</tr>
<tr>
<td>Being Mixed Race in Japan: Student Views</td>
<td>Alexandra Shaitan (Gakushuin University)</td>
</tr>
<tr>
<td>Expanding Students’ Interest: Global Citizenry</td>
<td>Wendy Gough (Tokai University)</td>
</tr>
<tr>
<td>Expanding Self- and Cultural Awareness</td>
<td>Daniel Velasco (Chicago, USA)</td>
</tr>
<tr>
<td>Parents’ Interpretation of “Hafu”</td>
<td>Tenesha Kanai (ALTIA)</td>
</tr>
<tr>
<td>Expand Your Foreign Languages</td>
<td>Morten Hunke (Aoyama Gakuin University)</td>
</tr>
<tr>
<td>GALE SIG Forum: Expanding Gender</td>
<td>Tanja McCandle (Meijo University)</td>
</tr>
<tr>
<td>Teaching Adopted / Foster Children in Japan</td>
<td>Melodie Cook (University of Niigata Prefecture)</td>
</tr>
<tr>
<td>Cards Against Humanity: Metaphor Cognition</td>
<td>Richard Leroux (Hakuoh University)</td>
</tr>
<tr>
<td>Use of Authentic Materials in EFL Classrooms</td>
<td>Simon Humphries (Kansai University)</td>
</tr>
<tr>
<td>Global Peace and Conflict Games</td>
<td>David Kluge (Nanzan University)</td>
</tr>
<tr>
<td>Students’ Study Abroad Financial Problems</td>
<td>Richard Leroux (Hakuoh University)</td>
</tr>
<tr>
<td>Democratic Debate: A Debate Festival for Sts.</td>
<td>David Kluge (Nanzan University)</td>
</tr>
<tr>
<td>Collaborative E-Learning: Australia and Japan</td>
<td>James Dunn (Tokai University) <a href="mailto:jdunn-tokai@outlook.jp">jdunn-tokai@outlook.jp</a></td>
</tr>
<tr>
<td>Beyond English: Other Foreign Languages</td>
<td>James Dunn (Tokai University) <a href="mailto:jdunn-tokai@outlook.jp">jdunn-tokai@outlook.jp</a></td>
</tr>
<tr>
<td>Poster Sessions</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Teaching: The Ultimate Role-Play</td>
<td></td>
</tr>
<tr>
<td>This described an EFL course in which students identified a social issue highlighted in a film, developed a lesson plan, then taught this issue to their classmates. Beverley Lafaye (Tokai Gakuen Univ.)</td>
<td></td>
</tr>
<tr>
<td>Nairobi Slum School Computer Lab: A Year On</td>
<td></td>
</tr>
<tr>
<td>This talk reported on the current situation at a Nairobi slum school one year after Japan-based teachers set up a computer lab there. Zane Ritchie (Rikkyo University) <a href="mailto:zane.ritchie@gmail.com">zane.ritchie@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Student Interviews of Professional Role Models</td>
<td></td>
</tr>
<tr>
<td>This session described an EFL project in which students were sent out to interview non-native English-speaking professionals who can serve as potential role models. Robert Morel (Toyo Univ.)</td>
<td></td>
</tr>
<tr>
<td>China’s Endangered Minority Languages</td>
<td></td>
</tr>
<tr>
<td>This presentation discussed the plight of 20 endangered minority languages spoken in China. Jing An and Peter Wanner (Tohoku University)</td>
<td></td>
</tr>
<tr>
<td>Using Food Packaging as Authentic Material</td>
<td></td>
</tr>
<tr>
<td>This poster showed how teaching the language on food packaging (boxes, bags, wrappers) promotes both English skills and food awareness. Lawrence Kelley &lt;www.manythings.org/pansig2017/&gt;</td>
<td></td>
</tr>
<tr>
<td>Any Dyslexics in the Room?</td>
<td></td>
</tr>
<tr>
<td>This poster described how a simple diagnostic test can help teachers to identify dyslexic students. Kurt Ackerman (Hokusei Gakuen Univ. Junior College)</td>
<td></td>
</tr>
<tr>
<td>Authentic Writing Projects &amp; Culture Exchange</td>
<td></td>
</tr>
<tr>
<td>This poster noted the power of authentic writing projects then described a set of friendship letter exchanges with students in Australia, Laos and China. Elizabeth Lange (Kaichi Int’l University)</td>
<td></td>
</tr>
<tr>
<td>Erasmus + Programme: Learning by Teaching</td>
<td></td>
</tr>
<tr>
<td>This poster described an Erasmus youth exchange project held in Hungary on the theme “Let’s Create a More Healthy Europe”. Hitomi Sakamoto (Toyo Gakuen University) <a href="mailto:hitomi27sf@yahoo.co.jp">hitomi27sf@yahoo.co.jp</a></td>
<td></td>
</tr>
<tr>
<td>Independent Discussions in the Classroom</td>
<td></td>
</tr>
<tr>
<td>This poster described the benefits of having high school EFL students read assigned English news articles at home, then discuss them in groups of 4 in class. Sam Berry (Aoyama Gakuin Sr. High School)</td>
<td></td>
</tr>
<tr>
<td>Methods of Teaching Maori Studies in Japan</td>
<td></td>
</tr>
<tr>
<td>This poster described a group-based investigative college EFL course on the Maori which promoted interest in Maori culture and Japan’s indigenous Ainu people. Matthew Cotter (Hokusei Gakuen U.)</td>
<td></td>
</tr>
<tr>
<td>Word Choice, Frames and Global Issues</td>
<td></td>
</tr>
<tr>
<td>This poster session described how word choices frame global issues using the example of how whaling can be described as either “killing” or “food gathering”. Xiaoben Yuan (Tohoku University)</td>
<td></td>
</tr>
<tr>
<td>Retsuko: The Pragmatics of Power Harassment</td>
<td></td>
</tr>
<tr>
<td>This poster discussed official and popular messages about power harassment and analyzed the types of harassment faced by Retsuko, a Sanrio OL character. Debra Occhi (Miyazaki Int’l College)</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking through the Study of History</td>
<td></td>
</tr>
<tr>
<td>This poster described students’ gains in language skills, critical thinking and historical empathy via the study of global travelers in Japan during the period 1868 - 1926. Caroline Hutchinson (KUIS)</td>
<td></td>
</tr>
<tr>
<td>Identifying Predatory Conference Organizers</td>
<td></td>
</tr>
<tr>
<td>This poster provided criteria for identifying conferences that prey for profit on desperate researchers eager to present. James McCrostie (Daito Bunka U.)</td>
<td></td>
</tr>
</tbody>
</table>

---

Environmental Initiatives

The Pan-SIG conference has had an Environmental Officer since 2014 and works each year to lessen the event’s environmental impact by:
- local sourcing of sustainable products
- reducing waste and increasing recycling
- encouraging presenters to eat vegetarian meals
- collecting conference badges for re-use
- having conference-goers pay a carbon offset fee

---

Pan-SIG 2017 Proceedings

Conference articles will be printed in the Pan-SIG proceedings. The deadline for submissions has been extended to August 31st, 2017. Proceedings from previous years’ conferences can be seen at:
- http://www.pansig.org/pansig-publications

---

Message of Thanks!!

JALT’s Global Issues SIG would like to thank Mathew Porter, the Pan-SIG 2017 Committee and Akita Int’l University for their hard work and hospitality in hosting such a great conference!

---

PAN-SIG 2018 CONFERENCE

Plans are underway for next spring’s Pan-SIG conference. This will be held in mid-May 2018 at Toyo Gakuen University in Tokyo. Details will be provided this fall on the Pan-SIG website:
- Pan-SIG 2018: <http://www.pansig.org/>
TESOL 2017, the 51st annual convention of TESOL (Teachers of English to Speakers of Other Languages) was held from March 21 - 24 in Seattle, Washington on the theme “The World Comes Together.” With 1,000 sessions and 6,500 participants from 100 countries, this is the world’s largest English teaching conference. Here are summaries of a few of the many sessions given.

### Pre-Conference Workshops

**Teaching Critical Thinking to ELLs**  
This outlined ways to teach critical thinking, even in authoritarian, repressive education systems that emphasize rote learning. Nancy Burkhalter (Seattle U.)

**Teaching for World Citizenship via Int’l Themes**  
This workshop demonstrated EFL teaching units on international themes such as world flags, world languages and world religions. Kip Cates (Tottori U.)

### TESOL Opening Ceremony

**TESOL President’s Opening Address**  
TESOL President Dudley Reynolds noted Seattle’s role as a sanctuary city for immigrants, described the negative impact on ESL students of the current rise of hostile divisive rhetoric and stressed the special responsibility of TESOL educators across the globe to teach for peace, social justice and a better world.

### TESOL Forums

**Interfaith Palestinian Educators and Friends for Peace, Justice and Reconciliation**  
This forum aims to build collaboration between Palestinian teachers and other TESOL professionals. Ilham Nassar (George Mason) <inasser@gmu.edu>

**Environmental Responsibility Forum**  
This showed ways to promote environmental awareness, education and action in English classes. 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 info, contact: Laura Jacob <lauraruthjacob@yahoo.com>

### Conference Presentations

**Transform Teens into 21st Century Global Citizens**  
This session described ways to help students better understand the world they live in through English teaching units from National Geographic’s *Impact* series. Joan Kang Shin (George Mason University)

**Us/Them, Here/There: Pronouns of Othering**  
This talk introduced the concept of “othering”, analyzed a variety of ESL textbook excerpts and called for more inclusive multicultural discourse. Baburham Uzum (Sam Houston State Univ, USA)

**Addressing Linguicism: A Classroom Simulation**  
This session demonstrated a classroom simulation in which students experience discrimination based on language, then discussed its impact on learners. Shannon Tanghe (St Marys University Minnesota)

Future TESOL Conferences: <www.tesol.org>

- 2018: March 27 - 30 (Chicago, Illinois)
- 2019: March 12 - 15 (Atlanta, Georgia)
- 2020: March 31 – April 3 (Denver, Colorado)
Colonialism of the Mind: Challenges for Justice
This described how English academic discourses privilege certain worldviews and suggested a variety of ways to decolonize ELT in order to promote social justice. Myles Hoenig (Maryland TESOL)

Meeting Students' Spiritual Needs
This panel addressed the issue of seeing learners as spiritual beings and argued that classrooms open to religious exploration can enrich understanding and validate identity. Michael Westwood (Idaho State)

Mindfulness Strategies for the ELT Classroom
This talk summarized research on the educational benefits of mindfulness and offered strategies for incorporating mindfulness techniques to reduce stress. Christine Coombe (Dubai Men’s College)

Queering Classrooms: Promoting Social Justice
This session provided a range of practical strategies for promoting social justice by including LGBTQ themes and creating a safe space for difficult dialogs. Jennifer Sacklin (Lane College)

Social Responsibility through Critical Pedagogy
This talk argued that teaching English should aim to boost students’ critical and creative skills, and help them explore and analyze injustices in society. Narad Rijal (Kathmandu University High School)

Arab, Jewish & Christian Teens Together Online
This talk described an online project between teenage Arab, Jewish and Christian students from across the globe aimed at promoting understanding and acceptance. Jennifer Ayzen (Ben Gurion HS)

Empowering Immigrant and Refugee Students
This talk described how ESL refugee students often feel disheartened and powerless, then shared a project-based curriculum that gives students a voice. Allison Riley (New School of Architecture)

Religious Practice Conflicting with Class Practice
This investigated the role of teacher awareness when international students come to the US with religious customs that conflict with ESL classroom practice. Mohamed Yacoub (Indiana Univ - Penn)

An Intro to the TESOL Diversity Collaborative
This panel outlined ways for teachers to meet the non-discrimination policy adopted by TESOL and urged them to strive for social justice in the 21st Century. Heidi Faust (University of Maryland)

Conversations About Identity: Critical Dialogue
This talk addressed the concerns of teachers who are struggling to incorporate issues such as racism, othering, equity, powerlessness and privilege in ESL classes. Stephanie Ventura (Vanderbilt Univ.)

Scams That Target Your Students: Tips & Tools
This talk explained financial scams that target ESL learners and ways to help students avoid these. Laura Solis (Federal Trade Commission) <www.consumer.gov/section/scams-and-identity-theft>

Student Ambassador Program
This presentation described a new college Student Ambassador Program which aimed to build good relations between teachers, staff and international students. Tony Cipolle (University of Oregon)

Engaging, Enriching, Empowering Black ELLs
This talk discussed ways to engage, enrich and empower Black English Language Learners by understanding their lived experiences and status in society. Lavette Coney (Fessenden School, USA)

Exposing Neuromyths with Evidence
This talk analyzed commonly held myths and misconceptions of language learning by referencing recent research and stressing evidence-based teacher education. Carol Lethaby (The New School)

Hi-Lo Fiction and Non-Fiction for Newcomers
This introduced fiction and non-fiction books that can help newcomer immigrants adapt to their new country, its systems and cultural expectations. Jill Haney (Saddleback Educational Publishing, USA)

Occupy Library: Engaging ELLs in Research
This described a Library Scavenger Hunt designed for English students in India that built teamwork, leadership, research skills as well as communicative competence. Jode Brexa (US Department of State)

Intercultural Communication: Critical Incidents
This presentation outlined a classroom approach to teaching critical incidents that promotes English, communication skills and intercultural competence. Don Snow (Duke Kunshan University, China)

Refugees and Sectarian Strife: Turkey & Congo
This panel featured experts from Congo and Turkey who discussed how English teachers can help provide educational opportunities to the world’s 20 million refugees. Kathleen Malu (William Paterson)

The Role of Explicit Anti-Bias Training
This panel discussed recent incidents of injustice in American society and argued that explicit anti-bias training is needed not just for the police but also for ESL teachers. Heidi Faust (U Maryland)

Integrating Service Learning into Teacher Ed.
This presentation described an ESL teacher training program in which trainees partnered with non-profit organizations to tutor immigrants in the local community. Emily Power (DePaul University, US)
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Dishonesty and Emerging Technologies</strong></td>
<td>This session discussed how new technology has promoted high-tech cheating, then provided cutting edge tools to help ESL teachers combat academic dishonesty. Sean McLelland (Univ. of Oregon)</td>
</tr>
<tr>
<td><strong>English for All: Peace Corps / Fulbright Panel</strong></td>
<td>This described how teaching English overseas on the American Peace Corps can promote culture learning, professional development and career enhancement. Jenny Hodgson (US Dept. of State)</td>
</tr>
<tr>
<td><strong>Movie Trailers for the New EFL Learner</strong></td>
<td>This talk described how using short, flashy, multisensory, authentic movie trailers in class can help to meet the needs of 21st Century EFL learners. Victoria Dieste (Alianza Cultural Uruguay)</td>
</tr>
<tr>
<td><strong>Practical Ways to Include LGBTQIA Students</strong></td>
<td>This session introduced practical ways for ESL teachers to create inclusive classrooms for lesbian, gay, bisexual, transgender, queer, intersex and asexual students. Molly Kelley (University of Iowa)</td>
</tr>
<tr>
<td><strong>Bystanders Becoming Upstanders</strong></td>
<td>This talk shared media literacy lessons designed to raise awareness of prejudice and help transform students from passive bystanders to human rights defenders. Lydia Stack (Understanding Lg Project)</td>
</tr>
<tr>
<td><strong>A Billion Hellos: VIPKID &amp; the ESL Landscape</strong></td>
<td>This session explained how VIPKID has exploded onto the global ESL stage by connecting Chinese students on-line with English tutors for 1-on-1 instruction. Nick Compton (VIPKID China)</td>
</tr>
<tr>
<td><strong>Diversifying the Rhetoric: World Englishes</strong></td>
<td>This talk described ways that teachers can utilize diverse techniques to promote a pluralistic view of English and empower learners to cope with World Englishes. Yasir Hussain (Univ. of New Mexico)</td>
</tr>
<tr>
<td><strong>Enriching Learning by Countering Neurosexism</strong></td>
<td>This session introduced ways to combat sexism and promote success for all learners by avoiding common gender stereotypes about how boys and girls learn. Carol Lethaby (The New School, USA)</td>
</tr>
<tr>
<td><strong>Lessons from Native Peoples of the Americas</strong></td>
<td>This showed how introducing ESL students to the experience of Native American writers, artists and activists can inspire them to navigate their lives. Sadi Sahbazian (Montgomery College, USA)</td>
</tr>
<tr>
<td><strong>Metaphorically Speaking: Framing the World</strong></td>
<td>This presentation introduced EFL classroom activities that can help students of English to recognize the way in which metaphors frame the world. Christopher Hastings (ITMO, Russia)</td>
</tr>
<tr>
<td><strong>Supporting Muslim Students in K-12 Schools</strong></td>
<td>This talk outlined practical ways that ESL teachers can support Muslim children in K-12 schools based on a recent research project carried out by the presenters. Nihat Polat (Duquesne Univ., USA)</td>
</tr>
<tr>
<td><strong>Advocating EFL in Colombia’s Coffee Region</strong></td>
<td>This talk described how EFL learners and teachers in Colombia’s coffee region were empowered via community engagement and cultural exchange. Eliana Agudelo (BNC Pereira, Colombia)</td>
</tr>
<tr>
<td><strong>Walking the Tight Rope of Social Justice Work</strong></td>
<td>This panel addressed the fine line of teaching for social justice and negotiating the political backlash as well as ways to avoid unintentionally causing harm. Laura Jacob (Mt. San Antonio College, US)</td>
</tr>
<tr>
<td><strong>TED Talks: Ideas to Inspire 21st Century Learning</strong></td>
<td>This session showed how powerful ideas from TED Talks combined with real-world content can get learners asking “What if?” and “Can this be true?” Lewis Lansford (National Geographic Learning)</td>
</tr>
<tr>
<td><strong>TESOL: Your Contribution to World Peace</strong></td>
<td>This talk introduced the new book “English Along the Fracture Lines” that includes stories of teaching for peace from conflict zones in Asia, Africa and the Middle East. John Knagg (British Council)</td>
</tr>
<tr>
<td><strong>Breaking the Unwanted Stepchild Curse</strong></td>
<td>This presentation discussed the lack of respect that ESL programs and professionals get from mainstream faculty and staff, and suggested ways to elevate our status. Patrick Randolph (U of Nevada)</td>
</tr>
<tr>
<td><strong>Critical Views: Evangelical Christianity and ELT</strong></td>
<td>This panel session featured critical perspectives on the role of evangelical Christianity in teaching English, then looked at 3 case studies from around the globe. Manka Varghese (Univ. of Washington)</td>
</tr>
<tr>
<td><strong>Overcoming Outgroup Favoritism through ELT</strong></td>
<td>This session discussed an action research project that documented how outgroup favoritism prevented Chinese students from becoming culturally competent. Xuan Zheng (Peking Univ., China)</td>
</tr>
<tr>
<td><strong>Teaching Around Taboos: Empowering Students</strong></td>
<td>This talk described the challenges of dealing with taboo topics of gender, race and sexuality, and outlined ways for students to successfully maneuver these. Rachel Fields (ELS Language Centers, US)</td>
</tr>
<tr>
<td><strong>Black and Brown Minds Matter</strong></td>
<td>This talk outlined ways that African American teachers can empower Hispanic students despite the hostile public discourse surrounding Latino immigration. Bobbi Siefert (Furman Univ., USA)</td>
</tr>
</tbody>
</table>
Collaborating with Cuban TESOLers
This panel described the current situation of EFL in Cuba, the challenges facing Cuban teachers of English and how educators overseas can support their Cuban colleagues. John Schmidt (Texas IEC)

Raising Environmental Awareness
This panel described how eco-composition techniques enable students to write EAP research papers that incorporate personal memories of the natural world. Jennifer Lund (Indiana University, USA)

Cooperative Learning 2.0: Creating “We-ness”
This talk discussed cooperative learning activities that promote both language skills as well as a sense of community. Julie Doty (University of N. Texas)

How to Teach about Culturally Sensitive Issues
This panel described ways to teach about culturally sensitive issues linked to students’ beliefs and cultural diversity. Derina Samuel (Cornell Univ.)

Thinking, Speaking and Writing Like a Historian
This workshop by a team of US high school social studies teachers demonstrated ways to encourage ESL learners to think like historians in content-based classrooms. Jean Lee (Int’l HS at Lafayette)

Female Saudi Learners’ Perception of the USA
This presentation discussed the experiences, impressions and challenges of female learners from Saudi Arabia studying English in the United States. Abrar Alsofyani (University of South Florida)

Globetrotting TESOL Educators & World Travel
This session featured a panel of globe-trotting English teachers who described the joys, experiences and opportunities they found while teaching EFL around the globe. John Schmidt (Texas IEC)

Fostering Digital Responsibility for Fair Use
This talk described the temptations for students and teachers to use easy-to-access online content, then outlined the importance of respecting copy-right and fair use. Julie Lopez (University of Delaware)

English and Elitism: Cultural Consequences
This talk explained how international English language programs in Thailand have become markers of status and prestige, thus contributing to social inequality. Mathew Ferguson (Mahidol U.)

Teaching Students Living with Trauma & Violence
This session introduced teaching approaches and school policies that can ensure the academic success of students experiencing trauma, violence and constant stress. Judy Haynes (everything ESL)

Costa Rica - USA Penpal Exchange
This presentation described a penpal exchange between college students in Costa Rica and the USA that promoted cultural awareness and global citizenship. Nuria Villalobos (Universidad Nacional)

Between the Sword & the Wall: EFL in Ecuador
Yola Chica (University of Cuenca, Ecuador)

Emerging Roles of English in Afghanistan
Mariam Alamyar (Purdue University, USA)

Service Learning in China for Hong Kong ELLs
Lindsey Gruber (Massey Univ, New Zealand)

Japanese Students & Gender Neutral Language
Ayako Yamauchi (Nihon University, Japan)

The Bill of Rights: Creating Relevance for Sts.
Michal Eskayo (Harold Washington College, US)

Gendered Activism in African Texts
Nafisah Raji (University of Ibadan, Nigeria)

Promoting Tolerance Implicitly in EFL Classes
Ella Dovhaniuk (Kharkiv Nat’l Univ. Ukraine)

Using Infographics as a Teaching Tool for EFL
Nadeen Katz (Asia University, Japan)

Democratic Equality through Service Learning
Marco Devera (University of Mississippi, USA)

Social Justice in Community-Based Learning
Shu-Fen Yeh (Shih Chien University, Taiwan)

Engage Students Going Paperless
Fernando Ortiz (University of Arizona, USA)

Empower Students Through Civic Responsibility
Roseli Franco (Spring Language Center, USA)

Exploring Social Justice via Literature & Writing
Erin Haslund (University of Washington, USA)

Global Game Night: Sharing Culture via English
Courtney Colborn (University of Dayton USA)

Using Mistranslated Signs to Remedy Chinglish
M. Draganescu (University of Maryland, USA)

Teach English & Non-Violence: Kairos Palestine
Salameh Bishara (Lutheran Schools, Jordan)

JALT Environmental Committee
JALT’s Environmental Committee was set up to explore ways to reduce the environmental impact of foreign language teachers and learners in JALT and throughout Japan. It is currently working on plans to reduce the carbon footprint of this fall’s JALT 2017 conference in Tsukuba. To learn more about the committee or to help out, please contact: Brent Simmonds <brentoldchap@hotmail.com>
English has become such a global language that even terrorist groups are producing EFL materials. In February 2017, an ISIS textbook series entitled “English for the Islamic State” was discovered by Iraqi troops when they liberated the city of Mosul. The textbooks are designed to teach English, brainwash children, normalize violence, and promote hate and war. To teach the alphabet, the texts use examples such as ‘G’ is for gun, ‘S’ is for sniper and ‘B’ is for battle. One exercise instructs pupils to tell the time using clocks that are attached to sticks of dynamite. Another asks students to complete sentences such as "I can shoot, ____ I?" and "He can bomb, ___ he?". Ruth Feldman, a child psychologist, commented that the toxic education of these texts makes children easy prey to violent, religious propaganda. To learn more, take a look at the textbook excerpts reproduced here, then check out some of the websites listed below for photos, details and more news about these textbooks and their content.

**Fill in the blanks with the correct word.**

```
farm  hospital  factory  battle  park  school
```

1. They are teachers. They’re working at a ____.
2. Ahmed is a doctor. He’s working in a ____.
3. Ali is a farmer. He’s working on his ____.
4. Usama is a fighter. He’s shooting in a ____.

**Look at the time bomb. What time does it say?**

```
G
```

is for Gun

```
S
```

is for Sniper

```
W
```

is for Woman

Answer: It’s __five_o’clock

For further information, take a look at these on-line sources:

- **Sickening ISIS School Textbooks** by Gareth Browne (Nov. 21, 2016) The Mirror (UK)  
  <www.mirror.co.uk/news/world-news/sickening-isis-school-textbooks-cubs-9301434>

- **Sections of English Textbooks** (Nov. 21, 2016)  

- **Islamic State textbooks featuring guns and tanks** by Mark Malloy (Feb. 16, 2017) The Telegraph (UK)  

- **ISIS English Textbooks for Kids** by PTI (March 8, 2017) Financial Express (USA)  
  <www.financialexpress.com/world-news/isis-english-textbooks-for-kids>

- **’G’ is for Gun: Troops Find ISIS Textbooks** by John Huddy (March 7, 2017) Fox News (USA)  

- **ISIS using education as terrorist propaganda** by John Huddy (March 2017)  
  Check out this disturbing video report by mid-East correspondent John Huddy about how this EFL textbook English for the Islamic State develops language skills while indoctrinating children with attitudes of hatred and violence.  
  <www.youtube.com/watch?v=vNYIpTAu5FA>

- **Inside the Caliphate’s Classroom: Textbooks, Guidance Literature and Indoctrination by the Islamic State** by Jacob Olidort (2016)  
  To learn more about the Islamic State, education, brainwashing and indoctrination, check out this on-line report by the Washington Institute.  
Global Issues in Language Education 14  Newsletter Issue #103  July 2017

Introduction

University students often become business majors with one goal in mind: to become wealthy. While there is nothing wrong with this goal per se, it sometimes results in business people's neglect of the needs of the society that surrounds them and of the environment that sustains them. For this reason, there is a need for aspiring business leaders to broaden their understanding of the role of business beyond the financial bottom line.

This article briefly presents a project designed to enhance EFL students’ language skills as well as their understanding of the triple bottom line (TBL), a framework created by John Elkington (1994) to evaluate businesses in terms of their financial, environmental, and social impacts. We have implemented this project in the upper-intermediate course of an intensive English for Academic Purposes program where the majority of students plan to major in business or hospitality. By aligning our educational goals with students’ interest in business, we have been able to create a project that students find relevant and rewarding in terms of both language and content.

The project has several components. After completing and discussing core readings about the three aspects of the TBL, each student in the class is assigned a different multinational business. The teachers provide a research and writing plan that spans the 10-week course. With the teacher’s guidance, each student researches the overall sustainability of his or her assigned company by investigating its performance in terms of the three facets of the TBL: people, planet, and profit. The students share their findings via presentations, small-group discussions, and an extended essay.

Of the three aspects of the TBL, we have found that students tend to have the least concern for social responsibility. The TBL emphasizes the responsibility that businesses have to consider the effects of their actions on all members of society, not only shareholders; however, students often fail to empathize with individuals affected at different stages of the supply chain.

To help students consider social impacts from diverse points of view (employees, community members, etc.), we use the following approaches to teaching empathy:

- **Radical empathy:** Inspired by Mulvey & Richards (2007), this approach involves discussing perceptions and beliefs, including beliefs about class and race that are often avoided. Participants are asked to consider the situation from viewpoints other than their own with the goal of better understanding diverse perspectives.

- **Vignettes:** Inspired by Gair (2013), this approach involves researching the experiences of individuals and telling their stories. These stories tend to have more of an emotional impact than statistics alone as the students can understand the actors on a more human level.

- **Endangered cultures:** Inspired by Davis (2009), this approach involves developing students’ understanding of the importance of cultural diversity and of the ongoing process of culture loss. Loss of cultures impoverishes the “ethnosphere” and reduces humanity’s resilience in the face of emerging global issues.

Since we first implemented this project over 4 years ago, we have found it effective in enhancing students’ language skills, critical thinking skills, and awareness of social responsibility. We would encourage teachers who are interested in project-based learning to give the TBL project a try, or, depending on context, to implement some of the empathy-building activities described above.

Further information — including readings, teaching materials and useful links — is available on-line at our website <tinyurl.com/gileempathy>.

References


Alexander Nanni & Joseph Serrani
Mahidol University International College, Thailand
Contact e-mails: <joseph.ser@mahidol.ac.th> <alexander.nan@mahidol.ac.th>
The Triple Bottom Line

The Triple Bottom Line (TBL or 3BL) is a framework created by John Elkington in 1994 that encourages companies and organizations to evaluate their impact according to 3 criteria: social, environmental and financial. TBL is the result of 50 years of activism by environmentalists and social activists who argued for the need to go beyond a narrow profit mentality. If a mining company, for example, earns a healthy profit but their asbestos mines cause thousands of deaths and their copper mines pollute local rivers, then the government ends up spending tax-payers’ money on health care and on river clean-up. (Source: Wikipedia)

Sample Companies Profiled by Students

- Coca Cola (USA)
- Mitsubishi (Japan)
- SingTel (Singapore)
- CMBC (China)
- Scotiabank (Canada)
- FEMSA (Mexico)
- Petrobras (Brazil)
- Merck (Germany)
- Lloyds Bank (UK)
- KIA Motors (Korea)
- ENI (Italy)
- Rosneft (Russia)
- L’Oreal (France)
- Tata Motors (India)

Student Quotes about the Project

- How much our world has been destroying... How can we help the world.
- It help me know about business.
- Knowledge about TBL, I could apply this framework in my own company in the future.
- I learn about how many international companies treat to their employees.
- Knowing that some companies treat people unfair and do not care about the environment.
- It's good to gain interesting aspects from many famous companies and know about impacts that they make.
- It is inspiring and interesting to know why company needs TBL? Answer is to run their business with profits. Do not be evil.
- It inspires students to have more responsibility toward their duties when they own a business.

The Triple Bottom Line

by Andrew Savitz (2013) $21

This classic book explains how today’s best-run companies are achieving economic, social and environmental success by using a TBL approach to their businesses.

Shin-Eiken Association

新英語教育研究会

Shin-Eiken is a dynamic national high school English teachers association based in Japan that promotes global awareness, international understanding, human rights, student-centered learning, peace and humanistic education. Check out its Japanese website, subscribe to its monthly magazine or attend its annual summer conference or one of its seminars or workshops held in cities around Japan.

“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 # 571 (March 2017)  Theme: English for Thinking about Life
- English and Ethics: Collaborating for Peace (Naoko Takakusaki)
- Teaching Friendship: The Crying Red Demon Story (M. Shiotani)
- Studying Steve Jobs’ Speech: Stay Hungry, Stay Foolish (A. Ito)
- Learn English with the Film “The Diary of Anne Frank” (K Fujita)

Issue # 572 (April 2017)  Theme: Learn to Enjoy Course Design
- Making Peace Messages for School Excursions (Yasuhiro Morita)
- Teaching the Civil Rights Song “Sister Rosa” (Junko Machida)
- “The Meatrix”: A Video about Factory Farming (Keiko Kikuchi)
- Practicing Numbers with Schools around the World (E. Hoshi)

Issue # 573 (May 2017)  Theme: From Coercion to Curiosity
- Stimulate Students with a Monthly English Song (A. Kawaguchi)
- Teaching Against Bullying with “Pink Shirt Day” (Tomoko Ito)
- Lessons That Impact Students: Malala’s Speech (Takako Saito)
- Studying Severn Suzuki’s Environmental Speech (Yuji Hano)
**Raising Students’ Awareness of National and Global Self-Identities Through Media Analysis of Japanese Social Issues**

by Martin Mielick (Kanda University of International Studies, Japan)

**Introduction**

In a digital age with instant access to media sources from around the globe, university students in Japan can now form a wide range of differing opinions about how their nation and culture is changing. Globalisation is one of the main driving factors behind such changes. We can see evidence of this around Japan in all forms of media such as TV, fashion, news and advertising. “Globalisation has become a buzzword both abroad and in Japan” (Richard 2014:103) and we need to address how it is affecting our students on a daily basis.

One example where we can see the effects of globalisation is English loanwords. Changes to the Japanese language and the increase of *wasei eigo* (mixed forms of Japanese and English) are one issue I have used in class. This topic provides a possible route for students to discuss and explore their Japanese identity and its relation to global change. Intercultural awareness is important for students entering jobs and travelling abroad. Increased awareness in this area can enable them to identify cultural differences and interrelate in different cultural contexts more competently.

**Studying English Loanwords**

Any article which refers to a social issue in Japan can be chosen as a cause for debate and discussion amongst students. As one example, the following article on English loanwords was assigned as the basis for a teaching unit designed for 4 classes of a 2nd-year Media English class:

- **Title:** “Japan's public broadcaster sued over use of English words”
- **Date:** 27th June, 2013
- **Writer:** Justin McCurry (in Tokyo)
- **Newspaper:** The Guardian.com (world news)
- **Overview:** Japan’s public broadcaster, NHK, was sued by an elderly Japanese viewer for “mental distress” caused by its excessive use of English loan words such as *kea* (care), *toraburu* (trouble) and *shisutemu* (system). The plaintiff, who sued NHK for 1.4 billion yen, urged the broadcaster to use language that is understandable for older viewers.

Although this article is a little dated, it’s a useful resource because the spread of *wasei eigo* in Japanese continues to rise. Its use on TV and in advertising is rife, students seem to be using it more and it’s still controversial. Here’s how I designed my teaching activities around this article.

**Unit stages**

1. **Pre-reading introductory discussion**

The unit starts with a brief introduction to the topic. Five questions are sufficient. This should take around 15-20 minutes. Open class feedback and comments can be made by students and the teacher. An example discussion question is:

   - *What common Japanese words do you know that come from English?* Write 3-4 examples in both Japanese and English, then practice saying them to your partner to test their knowledge of the meaning of these words.

2. **Vocabulary focus and presentation**

   In this stage, students choose 4 *wasei eigo* words and explain them in 3 steps. First, they contrast the form and meaning in Japanese and English, and explain any etymology. Second, they perform a short dialogue in Japanese, then English to contrast the meanings in context. Third, the students and teacher ask questions to clarify any confusion about the meaning. Because this is group-based, students can be assigned roles as researchers, teachers, or actors. This allows shyer students to choose roles they feel more comfortable with in a group setting. This stage highlights linguistic differences and serves to show how English manifests itself differently in Japanese form, meaning and/or pronunciation.

3. **Reading comprehension**

   This stage is relatively easy to implement. For students to process the article, 10 questions may suffice. Students scan and find the answers, then the teacher checks via open class feedback.

4. **Key vocabulary test (optional)**

   Based on the article assigned, you may wish to choose 12-15 words from the text which could be revisited to check for detailed understanding. A simple matchup test, dictionary definition writing and/or sample sentence writing may suffice.

5. **Article-based discussion questions**

   In this stage, students discuss two main issues which will relate to their end-of-unit reflection essay. First, they should discuss if they feel empathy towards the older gentlemen in the article who complained about *wasei eigo* and why or why not. Then, they can tackle the issue more directly by considering if there are too many *wasei eigo* words in Japanese and why or why not? Finally,
they can discuss how their feelings have changed after reading the article.

6. (Main reflection) End-of-unit graded essay
Students write an end-of-unit essay featuring their responses to the following two questions:
1) What kind of influence does the English language have on the Japanese language?
2) Has your opinion about the use of wasei eigo words and phrases in Japanese changed since you read this article? Why or why not?

This task gives students the opportunity to reflect on changes in the Japanese language, the difficulties these pose for different members of Japanese society and their feelings about the spread of Global English. From exposure to ideas from the text and their peers, they can choose to welcome or reject such opinions by explaining their thoughts in written form.

Conclusion
Because “learning another language is fundamentally an intercultural process that takes the learner beyond their familiar settings and communicative practices” (Baker 2015, pp. 174), we should endeavour to increase our students’ intercultural understanding more regularly on a global level. We can help students to do this by increasing their understanding of their identity on a national and global level through the discussion of topics which question traditional viewpoints in their culture. With this in mind, it is no longer suitable for teachers to identify with students at the national level only. Students’ identities are far more complex in a digital age and require careful analysis and management.

Baker (2015) argues that there is a multitude of contexts in which English as a lingua franca is used. He claims the link between language, culture and identity is often applied too simplistically when viewed only within national boundaries. The broad range of opinions in Japanese society allow us to create debate based on issues from the increasing internationalisation of Japan. Reflection upon Japan’s rich history and traditional culture in this modern age is essential so that students feel more comfortable with change and can more easily shape their multiple identities.

Practical implications
There are several skills that students can practice in this unit. They have an opportunity to share their concerns about cultural change through speaking fluency activities and reflective writing. They also practice extensive reading of authentic material. This contains a large amount of vocab-

ulary which may be challenging for second year university students. It also provides an opportunity to listen to opinions of other students from different backgrounds about issues they may never have had a chance to previously, particularly at high school. Other topics you may wish to consider, with sample questions, may include:

* Ms Japan beauty queen – Should she be ethnically Japanese only?
* Tokyo Olympic scandals – Are corruption and amakudari embedded in the Japanese government?
* Dolphin hunting – Should this be banned?
* Self-defence forces – Should Japanese forces be allowed to partake in military action overseas?
* Maid cafes – Do these exploit young women?
* Nuclear power - Should this be used for energy?
* American military bases – Should the U.S. military still have bases in Japan?
* Immigration and a declining birth rate – Should Japan increase immigration in order to counteract the steady decline in the Japanese population?

You may find articles connected to these issues in the Japan Times, Japan Today and other online English newspapers and websites. These touch on sensitive issues for Japan which can cause engaging discussions and debates. In a national and global sense, there are differing ways that students can give their opinions on such topics.

In summary, this unit provides reading, writing, speaking and listening practice in a meaningful cultural context. This allows students to question their cultural beliefs on a national and global level and thus shape their self-identity or multiple identities more clearly. In turn, this can contribute to a better understanding of global issues and may promote harmony in the classroom.

References

Martín Mielick <mielick-m@kanda.kuis.ac.jp> 
Kanda University of International Studies (KUIS) 
Website: <www.kandagaigo.ac.jp>
A Special Guest Speaker

On Saturday, May 20th, Junior Seminar and Senior Thesis Research Seminar taught by Kathryn Tanaka welcomed a peace activist and former comfort woman to our class. The speaker was arranged through a group called Lila Pilipina, an organization of Filipino survivors of rape and military sexual slavery by Japanese troops during World War II. The women are collaborating with the project ‘Dialogue for peace with the grandmas’ organized by a Japanese activist group Pamana Tayo. For 90 minutes, we listened to her testimony and asked her questions about her experiences.

Before the talk took place, students expressed some nervousness about the session. One student remarked they were curious but afraid of asking questions. Another wondered if the contentious-ness of the issues surrounding the comfort women were just a problem of differences in how history is understood in different countries, and wondered what the difference was between comfort women and sexual violence that happens everywhere. A third student expressed surprise at the nationality of the speaker, saying they thought it was only an issue between Korea and Japan. Going into the talk, students had strongly mixed feelings but were in general interested and wanted to learn more.

The testimony was done in Tagalog with English translation provided by our university’s very own Professor Shirley Ando, although Lila Pilipina can provide translators of Tagalog to English or Tagalog to Japanese. It was at times difficult to listen to the experiences of our speaker, but her message was an important one. Today, survivors are working for peace and have three main goals: First, they want a public apology from the Japanese government. Second, they want the correct history, including their own. And third, they want compensation from the Japanese government.

Student Responses

Students had many questions for our speaker, and the session ended far too quickly for all of them. It was challenging in many ways, but it was an incredibly important and valuable 90 minutes.

After the session, students were uniformly positive about the experience. One remarked that it was a valuable "chance to know about something that wasn't write on book" or included in their history classes. Many noted that the testimony made historical issues "real" for them: "I couldn't believe what Japanese soldiers done to comfort women before hearing her experience." Many said that Lola's story made them aware of how history was personal, national, and global.

In general, student feedback revealed a deeper understanding of the issue, as revealed in the following comments:

Student A: "I didn't know comfort women was exactly exist, because Japanese government don't teach us at all. Even media too. But, comfort women was exist and they were really suffered from it... I must know about it, as Japanese"

Student B: It was an really good and rare opportunity to know about history which we can't know in our daily life."

Student C: "In Japan, there’s no information in history book. I think we need to know comfort women problem after we listened her talking."

Student D: "When Japanese think about sex slavery, we only think about Korean women sexual slavery. But we must think and consider Philippines and more... All Japanese students should know about the history of sex slavery."

Student-Created Teaching Materials

One common thread the comments revealed was that students strongly felt the materials should be taught in Japanese textbooks. As an extension activity, Kathryn asked students to choose one cultural keyword studied in class and relate it to the issue of comfort women to create a textbook page for junior or senior high school students in Japan. One group of students specifically included the story of the Lola as shown in the box below:

~ The Story of Lola E ~

She was born in Negros. Her father was a farmer and her mother run a small shop. In 1944, she was 14 years old. One day, a man in the Japanese army watched and chased her. She thought that’s strange, so she run away. But the Japanese soldier caught and kissed her. The Japanese soldier beat her head and she lost consciousness. After 3 weeks, she escaped. But during 3 weeks, she was raped everyday and she kept silent because if she against the soldiers, they behave violently. She wanted to forget this. But she decided to join an NGO, called Lila Pilipina. Their aim is three points. Public apology, Accurate historical inclusion. Compensation from Japanese government.
Another group of students decided to describe the relationship between comfort women and colonialism as shown in their textbook page below.

In the end, students described the experience of hearing Lola speak directly to them as "vivid" though "confusing" and "frightening" as well. The majority of students expressed a desire to learn more. As one student noted, the history is "so negative, sad," but we have much to learn from it. We join the students in hoping that the lessons of the past become a way to build a peaceful future.

Kathryn M. Tanaka
Otemae University, Nishinomiya, Hyogo, Japan
E-mail: <k.tanaka@otemae.ac.jp>

Information about online testimony sharing
This educational project is organized by “Pamana Tayo” in collaboration with Lila Pilipina, a Filipino “comfort women” survivors’ organization. "Pamana" is a Filipino word that means legacy and “~tayo” means "Let’s ~". Thus, the group’s name expresses its mission to learn from survivors and hand the lessons to future generations. Since 2015, Pamana Tayo and Lila Pilipina have held online sessions with Japanese universities to reach out to Japanese youth.

For info, contact: Michiko Fukuda (Pamana Tayo)
E-mail: <f.michiko1979@gmail.com>
www.facebook.com/groups/665031626920569/

Comfort Women: A History
by Wallace Edwards
(2013) $8 used
This book relates the history of Japanese forced prostitution during World War II as well as documenting and discussing post-war denials and apologies.

Unfolding the Comfort Woman Debates
by Maki Kimura
(2015) $75
This book analyzes the comfort women debates in terms of gender, class and race as well as colonialism based on the testimonies of the victims themselves.

Comfort Woman: A Filipina’s Story
by Maria Henson
(2016) $27
This auto-biography, by the first-ever Filipina to step forward and break the silence, recounts the ordeals of comfort women in the Philippines.

Silenced No More: Voices of Comfort Women
by S. J. Friedman
(2015) $11
This book tells the stories of the victims and explores themes of suffering, forgiveness and hope.

The Comfort Women: Sex Slaves of Japan
by George L. Hicks
(1995) $26
This pioneering text was one of the first books in English to expose the comfort women issue.

Other Important Books
- The Comfort Women – C. Soh
- Comfort Woman – Nora Keller
- Comfort Woman – Y. Yoshima
- Chinese Comfort Women – Qiu
- ある日本軍「慰安婦」の回想
- 日本軍「慰安婦」問題

Women’s Active Museum
< http://wam-peace.org/en/ >
This activist peace museum in Tokyo runs a great website with tons of info on comfort women and Japan’s role in World War II.

Fight for Justice
<http://fightforjustice.info/>
This site is a rich source of news, stories and inspiration in the struggle to raise awareness and action on comfort women issues.

Other On-Line Resources
- Wikipedia: “comfort women”
- Youtube: “comfort women”
- Asian Women’s Fund (AWF)
  <http://www.awf.or.jp>
- Google search: “Teaching about Comfort Women”
<table>
<thead>
<tr>
<th><strong>Resources and Information</strong></th>
<th>No Hate Speech</th>
<th>Clean Up the World</th>
<th>Oxfam Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Hate Speech &lt; nohatespeechmovement.org &gt;</td>
<td>&lt; nohatespeechmovement.org &gt;</td>
<td>&lt; <a href="http://www.cleanuptheworld.org">www.cleanuptheworld.org</a> &gt;</td>
<td><a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a></td>
</tr>
<tr>
<td><strong>No Hate Speech</strong> is a dynamic Council of Europe project that fights prejudice and discrimination. Check out their two on-line Bookmark and We Can manuals for teaching about and combatting hate speech.</td>
<td>Clean Up the World is a global environmental campaign that aims to clean up local communities. This year’s theme for 2017 is: Our Planet, Our Responsibility. All schools and teachers worldwide are invited to join!</td>
<td>Oxfam Education is a dynamic UK global education website for teachers and students which features information, news and resources about global issues, development, international themes and world citizenship.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Issues in the ELT Classroom</strong> is a British resource pack for English teachers that includes 30 task-based lessons for learners on issues such as slums, climate change, AIDS, poverty, child soldiers, gender and fair trade</td>
<td><strong>Better World</strong> 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 American peace activist Emily Silverstein by her father.</td>
<td><strong>Peace Boat</strong> is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Dimension</strong> is a dynamic UK resource designed to help teachers introduce a global dimension to their schools. Click on its “Curriculum Subject” tab to find some great global education resources for teaching.</td>
<td><strong>Facing the Future</strong> is a great global education website that features a variety of classroom curricula and textbooks with titles such as Big World, Small Planet and Engaging Students Through Global Issues.</td>
<td><strong>Better World Links</strong> is an amazing global education resource which lists links to 80,000 different websites on dozens of global issues ranging from war, peace, human rights and health to media, gender, culture and youth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green Teacher</strong> is a great educational website and magazine which provides teachers with nifty classroom ideas, activities and resources to promote environmental awareness in schools.</td>
<td><strong>Global Issues</strong> 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><strong>ESL Etc.</strong> 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>
GLOBAL EDUCATION BOOKS ABOUT CHILDREN

Here we introduce two new book series - one on child refugees and the other on children around the world – for use in your language classroom.

**CHILDREN JUST LIKE ME Series**

This classic DK series on kids around the world was originally produced in cooperation with UNICEF. It has now been updated and reissued. Check it out!

**Children Just Like Me**
by DK Publishing (2016) $10

This richly illustrated book gives detailed profiles of 40 children around the world featuring text and photos about their lives, their families, their pets, their hobbies, their clothes and food as well as their hopes and dreams for the future.

**A School Like Mine**
by DK Publishing (2016) $16

This fascinating book explores schools, education and the daily lives of students round the world through the eyes of 40 children in 40 different nations, from schoolchildren in Asia and Africa to kinds in Europe and Latin America.

**Food Like Mine**
by DK Publishing (2017) $12

This book celebrates children around the world, the food they eat, the meals they share and the eating traditions that they follow. It profiles 27 children as well as 27 recipes from Sweden and India to Mexico and Botswana.

**A Life Like Mine**
by DK Publishing (2005) $9

This informative book uses text and photos to profile the daily lives, views, hobbies, customs and traditions of 18 different children in a range of countries around the globe.

**Celebrations!**
by DK Publishing (1997) $8

This lavishly illustrated book, narrated by children from across the globe, provides a rich multicultural look at colorful holidays, celebrations and festivals round the world.

**LEAVING MY HOMELAND Series**

This new series by Crabtree Publishing introduces the lives and experiences of child refugees and encourages readers to consider how they can help.

**A Refugee’s Journey from Syria**
by Helen Mason (2017) $10

This book relates the story of a 5-year old Syrian boy and how his family flees war to a refugee camp in Europe.

**A Refugee’s Journey from Iraq**
by Ellen Rodger (2017) $10

This tells the story of how Zainab and her family flee their country to seek safety in Jordan and later in the US.

**A Refugee’s Journey from Guatemala**
by Heather Hudak (2017) $9

This book tells how Martinez and his family escape gang violence and seek safely at a refugee camp in Mexico.

**A Refugee’s Journey from Congo**
by Ellen Rodger (2017) $9

This book tells the story of 8-year old Etienne who escapes life as a child soldier and then finds refuge in Canada.

**A Refugee’s Journey from Colombia**
by Linda Barghoorn (2017) $9

This book tells how Andres and his family are threatened by rebels, then flee to safety in neighboring Ecuador.

**Other Titles in This Series**

Check out these other books about child refugees:
- A Refugee’s Journey from Afghanistan
- A Refugee’s Journey from Myanmar
- A Refugee’s Journey from Somalia
- A Refugee’s Journey from South Sudan
- A Refugee’s Journey from Yemen
Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.

1) "Aspects" by Victoria Heward  (2016, US $25)
Black Cat Press, London and Milan  <info@blackcat-cideb.com> <www.blackcat-cideb.com>
This glossy 160-page advanced-level EFL textbook gives students a panoramic tour of the English speaking world. Its 12 diverse units deal with world regions (the UK, the US, Australia, New Zealand, India, South Africa), themes (culture, food, sport, history, politics, economics, education), topics (global English, Silicon Valley, the gap year, big data...), Hollywood films (Moneyball, The Hunger Games, The Devil Wears Prada...) as well as global issues (colonialism, sustainable tourism, genetically modified food, the EU). Each 12-page unit features a wealth of readings and photos, a variety of 4-skills reading, speaking, listening and writing tasks, project work as well as links to related BBC videos.

2) "Cultural Links" by Philippa Bowen & Margherita Cumino (2010, US $13)
Black Cat Press, London and Milan  <info@blackcat-cideb.com> <www.blackcat-cideb.com>
This richly-illustrated 140-page advanced-level text introduces students to the people, societies and cultures of English-speaking nations. The book is divided into 7 “files” that deal with: Language (the history, spread and varieties of global English), Identity (national identity, multicultural societies), English-speaking Countries (the US, the UK, Canada, Australia, New Zealand, South Africa, India), Flashback (slavery, apartheid, poverty, fair trade), People and Lifestyles (teenagers, families, sports, the Internet), Education (school life, gap years, exchange programs) and Institutions (political systems of the US, the UK and the EU). Each 12-page file boasts thematic units of high-interest texts and photos and features reading, speaking, listening and writing activities as well as a range of vocabulary tasks.

3) Grass Roots Press “Biographies” by Terry Barber  ($13 each) <www.grassrootsbooks.net>
This high-interest, low-vocabulary set of ESL readers boasts 40+ titles featuring profiles of historical figures. Each 45-page text, written at a Grade 2 reading level, has large print, paragraph-level text, photos, maps and illustrations as well as a free downloadable workbook. The books are available in 3 formats: paperback, ebook and audio book.

"Famous Firsts" (5 titles)
This series of five books profiles pioneer explorers and adventurers, and their “first-ever” achievements.
- Hillary and Norgay (Mt. Everest)
- Amelia Earhart (aviator)
- Charles Lindbergh (aviator)
- Henson & Peary (polar explorers)
- First women in space (astronauts)

"Women Who Inspire" (4 titles)
This series of four books profiles 4 inspiring women who stood up, took a stand and changed the world.
- Helen Keller (disability activist)
- Clara Hughes (Olympic champion)
- Wangari Maathai (environment)
- Malala (girls’ education)

"Activist“ (16 titles)
This set of 16 biographies profiles famous and lesser known people who dedicated their lives to working for a better future. Titles include:
- Mother Teresa
- Eleanor Roosevelt
- Mahatma Gandhi
- Cesar Chavez
- Jane Goodall
- Martin Luther King
- Nelson Mandela
- Rosa Parks
- Dalai Lama
- David Suzuki
- Fannie Lou Hamer (civil rights)
- Laura Secord (War of 1812)
- Oskar Schindler (the Holocaust)
- Rick Hansen (physical disability)

"Acts of Courage“ (4 titles)
This series of four titles profiles four courageous people who acted to make a difference in the world.
- Fannie Lou Hamer (civil rights)
- Laura Secord (War of 1812)
- Oskar Schindler (the Holocaust)
- Rick Hansen (physical disability)
Syria to Mali to Japan to Brazil

and current events ranging from its database of free lessons on news
by webmaster Sean Banville, wi

Check out this great EFL website,

well as their annual
check out their list of films and books as

through education
fightin

Teac

Global Issues in Language Education

www.breakingnewsenglish.com

JALT Critical Thinking SIG
Learn how you can promote critical thinking in your classes.
* www.jaltcriticalthinking.org
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/>

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 Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US
Fax 305-576-3106 www.peace-ed.org

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.teachersagainstprejudice.org>

Teachers Against Prejudice is dedicated to fighting against prejudice and intolerance through education. Go to their website to check out their list of films and books as well as their annual essay contest!

PGL Conference in Kobe (Nov. 11 Sunday)
<www.pgljapan.org> or <2017PGL@gmail.com>

A 1-day Peace as a Global Language conference is being planned for November 11, 2017 at Kobe Gakuin. Details to appear soon on their website. To present, send a 200-word abstract by Sept. 11 to the e-mail above or contact Mr. Kazuya Asakawa <kasan@mac.com>.
COMMING EVENTS CALENDAR

Aug. 15 Anniversary of the End of WWII 1   Sept. 21 International Day of Peace 5
Sept. 10 World Suicide Prevention Day 2   Oct. 22 - 29 One World Week (OWW) 6
Sept. 11 Anniversary of 9-11 Attacks 3   Oct. 16 World Food Day 7
Sept. 15 - 17 Clean Up the World Weekend 4   Oct. 24 United Nations Day 8

1 WW II: www.nationalww2museum.org  ww2history.com  Wikipedia: “End of World War II”
5 International Day of Peace:  www.peaceday.org  www.internationaldayofpeace.org  wikipedia
6 One World Week: www.oneworldweek.org  Wikipedia: One World Week (development charity)


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 get 1 free Special Interest Group as part of their membership. Those who already have a SIG but wish to add our “Global Issues” SIG can make their ¥1500 payment on-line via the JALT website or via a postal "furikae" form.

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: 山陽合衆銀行（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 indeveloping countries.

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP  (as of July 2017)
* JAPAN SUBSCRIBERS: GILE SIG / JALT (170) GLOBAL ISSUES NETWORK (30) = 200
* INTERNATIONAL SUBSCRIBERS  (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 50

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@rs.tottori-u.ac.jp  www.gilesig.org

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