This fall 2017 edition of our Global Issues Newsletter contains: (1) a description by James Taylor of a college EFL unit he designed to raise awareness of mental health issues among Japanese students using on-line videos, World Health Organization materials and comments from professional rugby players, and (2) a stimulating article by Caroline Hutchinson on ways to promote empathy among English language learners through the critical study of cross-cultural encounters in history. Our special feature this issue carries on the theme of history with ideas for teaching about the 1927 US-Japan Friendship Doll Exchange. This historical peace education initiative involved the exchange of over 12,000 dolls between Japanese and American children in the late 1920s. It aimed at building international peace and goodwill among young people in the face of rising nationalism, xenophobia and militarism – an all too relevant challenge for us even today. Also in this edition is a report on last spring’s IATEFL 2017 conference in Glasgow, a conference preview of JALT 2017 and a round-up of global education news from around the world.

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

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JALT 2017 National Conference
November 17 – 20, 2017 in Tsukuba
< http://jalt.org/conference >

This fall’s upcoming JALT 2017 international conference will take place over the weekend of November 17–20 in Tsukuba (near Tokyo) on the theme Language Teaching in a Global Age: Shaping the Classroom, Shaping the World. Plenary speakers who will speak at the convention include:

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

For more details, go to the JALT 2017 conference preview on page 6 or check out the website above.

Peace as a Global Language (PGL)
November 11, 2017 at Kobe Jogakuin Univ.
< http://pogl japan.org/ >

This fall’s 1-day Peace as a Global Language (PGL) conference will be held on November 11 (Saturday) at the Port Island campus of Kobe Jogakuin University on the theme of Bridges to Peace: Culture, Commerce, Communication. The conference will bring together a unique group of peace educators, international diplomats, social activists, language teachers and students. For further details, go to the PGL website above.

Hiroshima JALT 2017 Conference
December 3, 2017 at the Hiroshima YMCA
< sites.google.com/view/hijalt2017conference >

This year’s Hiroshima JALT Mini-Conference will take place on December 3rd (Sunday) co-sponsored by our Global Issues SIG. The conference theme for this 1-day event is Teaching Language and Culture in a Global Era. Check your schedule and start making plans to attend this special event!
Here are the 2017 officers for our Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

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Jennie Roloff-Rothman  
John Spiri, Jack Brajcich

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**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://libraryforgaza.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.alaa.org/offices/iro/iroactivities/intlbookdonations  
- www.bookaid.org  
- asiafoundation.org/what-we-do/books-for-asia  
- www.betterworldbooks.com/go/donatebooks

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**GLOBAL PROJECTS FOR SCHOOLS AND CLASSES**

**ENVIRONMENTAL PROJECTS**
- **How to Save Paper in School**
  www.wikihow.com/Save-Paper-in-School

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

**CLASS OR SCHOOL EVENTS**
- **Sponsor a Child Overseas**
  http://plan-international.org www.plan-japan.org

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

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

- **Start a School Human Rights Club**
  www.youthforhumanrights.org  
  (→ “take action”)
**Teaching is Always Political**

by J. J. Wilson (Western New Mexico University)

This article argues that teaching is always political, since teachers, students and texts bring to class values that reflect beliefs about the world. The author says teachers should be more than “classroom managers transmitting McDonaldised content” and should engage students in conversations about social justice linked to issues of war, repression, terrorism and ecology. He suggests a Freirean approach that problematizes common textbook topics and gives examples:

- a lesson on “food” could lead to the questions: Who exports food to whom? How much is thrown away? Who goes hungry? Why? Why do Muslims fast? Why do people go on a hunger strike?
- a lesson on “work” could address exploitation and ask Why is a poor mother forced to work at a daycare center for children of the rich? Why is an idealistic musician forced to write TV jingles for fizzy drinks?

Tips for Introducing a Social Justice Approach

1. Peer beneath the surface of the topic to see if it reflects injustice.
2. Decide if there are assumptions to be questioned or misconceptions to be challenged.
3. To introduce social justice, get creative. Adapt content to local contexts.
4. Gather authentic materials on the topic and create activities that allow students to investigate it.
5. Make space for students to act out solutions.

“Teaching is Always Political”  EL Gazette August / September 2017 <www.elgazette.com>

**Developing 21st Century Citizens**

This article describes an award-winning English for Academic Purposes (EAP) course developed at the University of Macau that was designed around the United Nations Sustainable Development Goals (SDGs). These 17 UN goals cover a range of global issues – from poverty to gender equality to climate change – ensuring a rich set of topics to capture the interests of diverse students. The course combines a classroom booklet with videos, texts, quizzes and discussion forums using Moodle and on-line resources. It aims to help students recognize their roles as 21st century citizens and engage in the global challenges that they will face throughout their lifetimes.


**Should Language Teachers Avoid Global Issues When Teaching?**

by Malu Sciamarelli (UK)

This article outlines the rationale for teaching global issues in language classes and argues that language teachers have a special responsibility to help students acquire the knowledge, skills and commitment needed to solve world problems. It lists 3 key reasons for bringing global issues into classrooms:

1. bringing social issues into class gives students a chance to communicate and express their views
2. discussing social issues transforms the class-room into a real-life environment that takes students beyond the textbook and engages them with real-world conversations and scenarios
3. as a profession, language teaching has a responsibility to create internationally aware students

The author discusses the value of news, videos and materials that represent people of diverse religions, races, ethnicities, abilities, ages and cultures. She describes a unit that she taught about poverty and migration that had her EFL students do a project on their immigrant ancestors which led to enhanced motivation, cultural awareness and also higher test scores.


**World Record for Most Multi-National Class**

A new world record has been set in the UK for the highest number of nationalities taught indoors in an English language classroom. The record, set by English UK London and London Nest, brought together students from 57 countries for a 30-minute lesson on phrasal verbs. This Guinness Book attempt was held to honor the diversity and open-ness of the city of London. The world record for the largest English lesson was set last year outdoors in Australia when 3,000 students from 100 countries gathered at Bondi Beach in Sydney for a 3-hour class about English verbs, adjectives and idioms that was taught using giant screens.


**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

- **PALT 2018 International Conference**
  *Language Education in Asia and ASEAN*
  December 7 – 9, 2017  Manila (Philippines)
  <https://palthailandwixsite.com/palt>

- **Thai TESOL 38th International Conference**
  *Digital Literacy in Lg. Learning and Teaching*
  January 26 – 27, 2018  Chiangmai (Thailand)
  Website: <http://www.thailandtesol.org/>

- **CAM-TESOL: ELT in the Digital Era**
  Feb. 10 – 11, 2018  Phnom Penh (Cambodia)
  Website: <http://www.thailandtesol.org/>

- **World Englishes and Multilingual Realities**
  May 31 – June 2, 2018  Quezon (Philippines)
  Website: <https://www.iawe2018.net/>
  * Deadline for Proposals: December 31, 2017

- **Asia TEFL: ELT in a Glocalized World**
  June 27 – 29, 2018  Macau SAR (China)
  Web: <http://asiatengl2018.medmeeting.org/en>
  * Deadline for Proposals: January 31, 2018

- **LLS 2018: Lg, Literature, Society Conference**
  *Global Peace & Co-Existence via Lg. and Lit.*
  July 19 – 21, 2018  Yogyakarta (Indonesia)
  Website: <http://languages3000.com/>
  * Deadline for Proposals: March 30, 2018

- **ACTA Conference 2018**
  *English Language Learning in a Mobile World*
  Oct. 2 – 5, 2018  Adelaide (Australia)
  www.conveneit.com/secure/onsite/acta_2018/
  * Deadline for Proposals: January 29, 2018

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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

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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**
IATEFL’s 52nd international conference will be held from April 9 – 13, 2018 in Brighton, England. This will feature 3,000 ELT professionals from 100 countries with 500 talks, workshops and sessions.

**IATEFL’s Global Issues SIG**
IATEFL’s GI-SIG runs a dynamic website featuring global education ideas, resources, activities and e-lessons. The 2017 GI-SIG Coordinators are Linda Ruas & J Schoenmann <gisig@iatefl.org>
GI-SIG Website: http://gisig.iatefl.org/

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**Teachers of English to Speakers of Other Languages**
1925 Ballenger Ave, Suite 550, Alexandria, VA 22314-6820 USA
E-mail <info@tesol.org>  Web: <www.tesol.org>

**TESOL 2018 CONFERENCE**
Next spring’s TESOL 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>

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**Conference Information**
* www.conferencealerts.com/language.htm
* www.eltcalendar.com/events/conferences/
* www.eslcafe.com/search/Conferences/

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

<table>
<thead>
<tr>
<th>JALT Members (first SIG):  Free!</th>
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<td>(extra SIG): ¥1,500 per year</td>
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| Non-JALT  Japan ¥2,000 / Overseas: US $15 |

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Global Issues in Language Education  5  Newsletter Issue #104  October 2017
JALT 2017, the 43rd annual conference of the Japan Association for Language Teaching, will take place November 17–20 at the Tsukuba Congress Center (near Tokyo). Below are sample sessions. Plan to attend!

**CONFERENCE THEME**

*Language Teaching in a Global Age: Shaping the Classroom, Shaping the World*

This year’s theme addresses the vital need for language skills in our multicultural world and the mission of classroom instructors to prepare students to survive and thrive in a global age. It highlights the new communication technologies that enhance borderless learning and the need for language educators to *think globally, teach locally.*

**FEATURED SESSIONS**

- Cosmopolitan Citizenship and Language Learning
- Inspiring Japanese Students to be Global Citizens
- Data and Devices: The 4th Industrial Revolution
- Learning Activities from Global Classrooms
- Feminist Approaches in University EFL Classes

**PRESENTATIONS**

**November 18 (Saturday)**

- Globalizing Education: Shaping Perspectives
- Learner Development on a Global Stage
- Intercultural Connections via Christmas Cards
- Taking the Reins: Student-Led Discussions
- Engaging EFL Learners through Basketball
- Paradox: Globalized Learning, Non-global Minds
- Language Teaching in a Global Age: Key Issues
- Language Learning Through National Anthems
- Study Abroad for Nursing Students
- Views of Happiness Around the Globe
- The Power of Non-Fiction
- Inbound Tourism, Local English and an App
- Creative Teaching for 21st Century Learners
- Three Activities Facilitating Global Awareness
- Gender: Shaping Education and Work
- Language for Peace: Language Ecology in Class
- A Global Issues Analysis Model for Writing
- Voluntourism: Service Learning as Study Abroad
- (Un)Expected Failures of the Global 30 Project
- Learning Activities from Global Classrooms
- Mediated Learning to Foster Globalization
- Promoting Writing and Global Issues via Twitter
- The Role of ELT in Promoting Social Justice
- Positive Psychology: Classroom to the World

**November 19 (Sunday)**

- English Pedagogy in an Era of Globalization
- Voices from Palestinian English Teachers
- Culture and Textbooks in English Education

**November 20 (Monday)**

- Enhancing Critical Thinking: Digital Materials
- Making the Classroom Creative and Global
- ELF in a Japanese University
- Thinking Globally, Thinking Critically
- Specialization for the 21st Century Learner
- Teaching Activities for Language and Culture
- Discovering World Engishes in the Classroom
- Using a Storybook to Promote Peace Education
- Mobile Devices: Springboards for Global Learning
- Introducing the World History Series
- Teaching Culture Content in Language Courses
- Promoting Critical Thinking in the Classroom
- Global Perspectives Through Media and Film
- Getting to Know My World
- Created Locally, Shared Globally: Lessonstock
- Project-based Tasks for Cultural Awareness
- Globalization and Commodity of English
- Growing Toward Global Citizens
- Shaping Global Standards to Meet Local Needs
- Communication with Overseas Students
- Narratives of Feminist EFL Teacher Identities

- Teaching Activities for Language and Culture
- Specialization for the 21st Century Learner
- Teaching Activities for Language and Culture
- Promoting Critical Thinking in the Classroom
- Integrating the Classroom Creative and Global
- Enhancing Critical Thinking: Digital Materials
- Making the Classroom Creative and Global
- ELF in a Japanese University
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- Growing Toward Global Citizens
- Shaping Global Standards to Meet Local Needs
- Communication with Overseas Students
- Narratives of Feminist EFL Teacher Identities

**November 20 (Monday)**

- Beginning Debate for University Students
- Informed Opinions on Global Issues
- Japanese Doctors: Queasy Over English?
- Robot-Assisted Language Learning
- Post-Study Abroad Projects Made Easy
- How to Introduce Your Town on Youtube
- Healthcare Classrooms: Local to Global
- “She’s a Hero”: Gender Inclusive Language
- Effectively Utilizing a Multicultural Campus
- Creating Global Leaders: English Camps
- Global and Local Issues: Making Connections
- Integrating QR Codes into ELT Materials
- Critical Thinking in the Reading Classroom
- The JET Program 30 Years On
- Dealing with Anxiety to Improve Speaking Skills
- Science of Happiness: Positive Psychology in ELT
- Representations of Culture in English Textbooks
- Travel the World Without Leaving University
- Preparing EFL Students for Globalization
- Writing Personal History with Grandparents
- Testing Intercultural Competence Thru Speaking
- Thinking about (Social) Media in the Classroom
- Shaping the Classroom with Students’ Voices
- Talking to Think: Dialog in the L2 Classroom
- Academic English: Global Themes and Thinking
- Encountering Religion During Study Abroad
- Integrating Global Issues Within/Across Levels

Global Issues in Language Education 6 Newsletter Issue #104 October 2017
The 51st annual conference of the International Association of Teachers of English as a Foreign Language (IATEFL) was held from April 3 – 7, 2017 in the northern city of Glasgow, Scotland. This is one of the largest EFL conferences in the world featuring 500 sessions over 5 days that are attended by 2,000 teachers from more than 100 countries. Below is a small selection of the many conference presentations given on global themes.

### Global Issues Day

Each spring, as part of this annual conference, IATEFL’s Global Issues SIG hosts a special 1-day pre-conference Global Issues Day featuring sessions by a team of SIG members, invited speakers and global issue experts. This year’s topics included:

**Empathy in Language Teaching**
This session examined the importance of empathy in language education and proposed practical activities to encourage students and teachers to be more empathetic. Kieran Donaghy (Barcelona)

**ELT, Critical Literacy, Empowerment in Brazil**
This talk shared EFL activities and materials designed by a Brazilian NGO to help underprivileged children and teens become critical, participatory, informed citizens. Angelica Maia (UF Paraiba)

**Hot Topics: Global Warming in EAP Classes**
This talk outlined the impact of climate change and explored how teachers can use available materials to teach this issue in EAP (English for Academic Purposes) courses. Kathryn Aston (U. Sheffield)

**Bring a Humane Perspective to University EFL**
This talk introduced a new university EFL course – English for Humane Purposes – and showed how adding a “humane touch” can improve learning in EFL classes. Elena Yastrebova (MGIMO Univ.)

**Becoming Mindful Teachers**
This workshop described how mindfulness training can help distracted teachers go from mechanical teaching to generating a calm, joyful environment where true learning takes place. Tanya Meyer (BC)

**Five Bold Student Studies: Trafficking & Slavery**
This talk shared five case studies that young EFL learners researched and conducted to educate peers and parents about the reality of modern slavery and human trafficking. Judy Boyle (The NO Project)

### Plenary Talk

**ELT and Social Justice in a Time of Chaos**
This plenary talk addressed the questions “Should language teachers just teach language? Or should they encourage students to think critically and speak up about injustice in the world?” The speaker outlined the arguments for including social justice in ELT classrooms and explained how this can be done via drama, poetry, images and community projects. JJ Wilson <blog.reallyenglish.com>

### Individual Presentations

**Transforming Teenagers into Global Citizens**
This workshop offered tips and ideas for teachers of young teens to help their EFL students better understand themselves, each other and the world they live in. Joan Kang Shin (Nat’l Geographic)

**Projects to Develop Teens’ Cultural Awareness**
This explained how class projects not only foster creativity and collaboration but also trigger reflection on diversity, tolerance and teens’ growth as world citizens. Leticia Moraes (Inglesa Sao Paolo)

**Drama with a Small “d”**
This talk outlined the value of using drama for language learning, then showed a video-linked performance by Palestinian kids in a UNRWA school in Gaza. Nick Bilbrough (The Hands Up Project)

**Global Product Pitch: An On-line Project**
This described an OIL (Online International Learning) project where students in the UK (Coventry), Belgium (VIVES) and Finland jointly designed product pitches. Nicole Keng (Univ. Vassa, Finland)

**Using Short Videos to Raise Awareness in ELT**
This talk showed how short videos can be used to raise awareness of issues such as recycling, human rights, nature & disabilities. Bozica Saric (Serbia)

**Portraying Yourself Online: Good, Bad, Beautiful**
This addressed the dangerous line between professional and personal online etiquette and explored how teachers can serve as effective digital role models for their students and schools. Sophia Mavridi
ESOL Student Engagement in the Community
This talk introduced a variety of initiatives taken in Australia to help newly arrived immigrant ESOL students become more engaged in their local communities. Athanaissia Iosifldou (Mihler College)

Intercultural Communicative Competence
This poster described innovative idea, methods and topics designed to promote English skills while minimizing misunderstanding, prejudice and identity conflict. Monika Hrebackova (Czech Tech. U.)

EFL in Italy: From Rock’n’Roll to Mandolino
This poster advised those considering teaching in Italy to dispense with images of rich food, romantic Italian men and glam locations, then shared 6 tips for living there. L. Alexia Piaggio (UniGE)

Developing Global Competency in ELT
This talk showed ways to build global competency through teaching about global issues and intercultural concerns, fostering critical thinking and valuing cultural diversity. Cerl Jones (freelance)

Engaging Students: Lessons from Elvis and More
This session discussed innovative ways to engage learners’ interest using topics such as Elvis Presley, a daredevil stuntman, a Nobel prize-winning physicist and the Gruffalo. Mike Riley (Macmillan)

Pakistan Diaries: Teacher Education via Outreach
This session described the presenter’s 4 years work with a volunteer teacher development initiative in Pakistan started by TESOLers based in the UAE. Naziha Ali Jafri (Emirates Aviation College)

Maximizing Learning Through Culture
This showed how integrating cultural elements into EFL classes can enrich students’ experience, improve communication and enhance cultural awareness. Carla Carlini (Cultura Inglesa Sao Paulo)

Developing Awareness to Increase Inclusivity
This workshop combined theory and practice to raise teachers’ awareness of Special Educational Needs and empower them to promote inclusivity in their classes. Joanna Watson (Equalls, Freelance)

Make Way for the Millennials: Preparing Gen-Y
This workshop noted that Millennials will make up 50% of the global workforce by 2020 and discussed ways that educators can prepare this group for work. Andy Johnson (London School of English)

Leaving Home: Cultural Empathy thru Drama
This workshop showed how to promote tolerance, cultural awareness, empathy and language learning through drama via an EFL simulation on the theme of immigration. Allecja Galazka (U Silesia, Poland)

Learners’ Evaluation of Authentic Materials
This shared research results on students’ views of teachers who try to make classes more attractive by using authentic materials not designed for language teaching. Bahar Avsar (E. Mediterranean U.)

Active Learning at a Japanese University
This described Sapporo University’s Global Action Program (GAP), outlined its stress on active learning and discusses the challenges of engaging Japanese students. Diane Brown (Sapporo Univ.)

Bridging Inequalities: 1st Time Tribal Learners
This talk described an EFL bridge course designed to help rural tribal children in India compete with urban children who have already studied English for 3 years. V. Kannepalli (Nat’l Inst. Of Tech., India)

Don’t Feed the Troll: Moderating Facebook
This talk described the presenter’s experience of moderating an IATEFL Facebook group and shared tips and tricks for how to run such groups smoothly and easily. Michael Harrison (EHWLC)

Refugees, Relevance, Revenue: An Age of Change
This suggested ways that educators can align their moral compass in these turbulent times of massive population movements and cultural/national walls that get built or come down. Thomas Jones (telc)

Discussion, Debate, Dialogue in ELT Classrooms
This talk explored ways that English teachers can facilitate class conversations about social issues in ways that help learners to question their beliefs and assumptions. Margit Szesztay (ELTE University)

Malpractice in Language Assessment
This talk described the growing problem of cheating on exams as a type of malpractice and offered practical solutions of how this can be avoided or minimised. Anna Soltyska (Ruhr Univ. Germany)

Fake It Till You Make It: Critical Thinking
This talk stressed the importance of including critical thinking and problem solving in EFL classrooms and provided examples of creative ideas and activities. Rania Ahmed (Nat’l Institutes, Egypt)

Language for Resilience
This reported on the British Council’s Language for Resilience project on how language learning can support refugees in conflict and post-conflict areas such as Syria. Mike Solly (British Council)

LGBT Issues are Global Issues
This talk argued that lesbian, gay, bisexual and transgender (LGBT) issues are global issues that can add a dynamic dimension to EFL and global education. Thorsten Merse (Munich U. Germany)
### Global Issues in Language Education

#### More Value and Values in the English Class
This session discussed how to introduce cross-curricular ethics and citizenship topics into EFL classes in order to develop and strengthen students’ values. Graciela Alchini (Tec de Monterrey Puebla)

#### Exploiting Current Affairs
This stressed the benefits of current affairs for their topicality, interest and relevance, then provided ideas, materials and sources for teaching them in class. Gloria Sampaio (Catholic U Sao Paulo)

#### Accent: Are We Bovvered?
This talk gave an overview of English accents around the world, then asked what we should teach: native-speaker accents? prestige accents? other accents? Mark Hancock <hancockmcdonald.com>

#### We Are What We Read: Shaping Teachers
This talk shared the testimony of 50 teachers about how their reading, from childhood to adulthood, fueled their passion for teaching and shaped their values as teachers. Jane Spiro (Oxford Brookes U.)

#### Stories to Developing Thinking and 21st C. Skills
This talk dived into the magical world of stories and storytelling to demonstrate the potential of English stories to develop children’s thinking and 21st Century skills. Vanessa Esteves (Portugal)

#### The Future of English: The Next 20 Years
This reviewed the 1997 report *The Future of English*, identified new developments and outlined factors that will guide the future of English in the next 2 decades. David Graddol (English Company)

#### Raising Awareness of Gender & Diversity Issues
This talk outlined strategies and techniques for raising awareness and sensitivity of gender and diversity issues in international EFL classrooms. Katharina Groeblinger (U. Appl. Science Vienna)

#### 50 Years of Women in EFL Textbooks
This session reported the results of recent research on how the representation of women and men in EFL textbooks has changed over the past 50 years. Benedetta Magoga (University of Warwick, UK)

#### Celebrating Diversity with Teens via Comedies
This workshop demonstrated how teaching TV and movie comedies to teens develops language skills, celebrates diversity and builds bridges between cultures. Muzyeynam Gungor (Gazi U, Turkey)

#### ELT Through Authentic Global Justice Contexts
This outlined how to elicit language with visuals of oil spills, teach grammar with graphics about refugees, improve pronunciation via protest chants and practice writing letters to world leaders Linda Ruas

#### How Can Teacher Ed. Help the Migrant Crisis?
This talk described an ESL language teaching project designed for refugees which was run by the University of South Wales and the Welsh Refugee Council. Mike Chick (Univ. of South Wales, UK)

#### Critical thinking: Investigating EFL Textbooks
This talk reported on a research project that attempted to measure whether EFL texts in Poland actually contribute to fostering critical thinking skills. Pawel Sobkowiak (Adam Mickiewicz Univ)

#### Bad Language? Taboo Words in EFL
This talk noted the belief that EFL students should not be taught swear words, then explored a variety of views on what should and shouldn’t be taught in the EFL classroom. Chris Walklett (U. of Essex)

#### From Argentina to Zambia: Cultural Awareness
This presentation provided practical ideas for motivating EFL students to speak in class while developing 21st Century skills of cross-cultural communication. Christopher Graham (consultant)

#### Storytelling for a Better World
This explained how world stories can address injustice, then showed activities that promote a better world from the British Council’s new book *Integrating Global Issues* David Heathfield (U Exeter)

#### Gender Treatment in “New Headway Plus”
This summarized the results of research on gender portrayal in the textbook *Headway Plus: Beginner* (OUP), then discussed strategies to make materials more gender-inclusive. Glenn Tucker (Qatar U.)

#### Developing Young Military Leaders thru English
This talk described the role of English language training in strengthening the leadership skills of the next generation of Afghanistan security forces. Ahmad Jawad (British Council, Afghanistan)

#### Korean Folk Tales in English
This discussed a project in which Korean students wrote Korean folk tales in English then sent them to a US school where students read them and sent back book reviews. EunJoo Byun (Daejeon FLHS)

#### ELT Strategies in a Depressed Economy: Nigeria
This noted the impact of economic instability on language teaching and used the example of Nigeria to show ways teachers can help learners in times of adversity. Agnes Ada Okpe (Kaduna Polytechnic)

#### Cans of Worms and Rotten Parsnips in ELT
This described how courses, materials and teachers tend to avoid “taboo” topics, then outlined ways to stimulate students’ critical thinking via controversial issues. Steve Brown (West College Scotland)
Public Speaking in the Era of Global English
This talk set out a list of guidelines and an action plan designed to teach and train learners to become effective public speakers in the age of Global English. Elena Matveeva (Dimitry Nikitin School)

Uncovering Hidden Messages
This noted how political and media texts can influence our beliefs in ways that we don’t notice and proposed 5 critical reading tasks that help identify hidden agendas. Peter Watkins (Univ. of Portsmouth)

Teaching Our Students to be Global Explorers
This talk outlined ways that teachers can help to arm their students with the vital skills needed to navigate their journey in this new and exciting 21st Century. Kathrine Stannett (National Geographic)

Small Talk: Supporting Introversion in ELT
This presentation described the challenges faced by shy, quiet EFL students, then outlined changes that teachers can make to help them unlock their full potential. Alastair Roy (British Council, Spain)

Learning from the School in the Cloud
This talk discussed the presenter’s experience of joining the School in the Cloud, implementing its methods, skyping with kids in India, then visiting its labs in India. Lesley Keast (British Council, Madrid)

Learning Projects: A Student Election for Teens
This talk outlined how the Fried-Booth project model enabled EFL students to develop confidence, communication skills and citizenship through a student election for teenagers. Philip Bird (UK)

Promoting Cooperation of Thai Students via PBL
This discussed how project-based learning (PBL) promoted language proficiency and mutual understanding between Muslim and Buddhist students in Thailand. Pragasit Sitthitlkul (Thammasat Univ.)

Helping Learners to Thrive in a Digital World
This discussed the need for tech-savvy teenagers to become responsible digital citizens and outlined ways to help learners cope with our digital, screen-obsessed world. Joanna Budden (British Council)

MOOCs by Numbers: Two Million Learners
This described the MOOCs (massive open online courses) run by the British Council and global data gained via these from the 2 million learners in almost 200 countries. Chris Cavey (British Council)

Web Resources: Integrating Language Skills
This talk discussed how resources from the sites <teachingenglish.org.uk> and <americanenglish.state.gov> promoted both English language skills and critical thinking. Mandira Adhikari (NELTA)

What’s the Effing Problem? Bad Lg. in Class
This session noted that swearing, blasphemy and “bad” words are rarely found in textbooks yet often (mis)used by students, then explored how to teach these in class. Simon Dunton (Int’l House, London)

Negotiate Internationally: Language, Skills, Culture
This session outlined key content, skills, materials and activities for International Negotiation courses that develop the competence needed to negotiate effectively across cultures. Adrian Pilbeam (ILTS)

5 Steps to Prepare Students for the 21st Century
This talk urged teachers to foster critical thinking, creativity, communication, global awareness and social responsibility, and gave 5 steps to prep kids for a dynamic future. Natassa Manitxa (Express)

TED Talks for Teens: An Idea Worth Spreading
This session argued that TED encourages teens to be global citizens and critical thinkers, and introduced ways to select and adapt TED talks for teenage learners. Daniel Barber (National Geographic)

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 was: ELF is interesting for researchers but not important for teachers or learners.

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 2017 ON-LINE
https://iatefl.britishcouncil.org/2017
A selection of IATEFL 2017 conference sessions can be accessed at the British Council site above.

IATEFL 2018 CONFERENCE
April 9 - 13, 2018 Brighton, England
Next year’s spring IATEFL conference will be held from April 9 - 13, 2018 in Brighton, UK. For full details, go to: <https://conference.iatefl.org/>
Introduction
In recent years, the Japanese Ministry of Education has sought to promote *English as a Medium of Instruction* (EMI) in Japan. This poses the question of how to teach content in a way that is engaging, linguistically accessible, develops critical thinking skills and supports the growth of citizens able to take an informed position on the issues of the present and future. In this article, I discuss the concept of historical empathy, and its place within a modern Japanese history course that I designed and taught at a Japanese university. The course, entitled “Japan and the World: Through Travelers’ Eyes 1868-1926”, focussed on the experiences of Japanese and non-Japanese individuals travelling to and from Japan as it began to open after centuries of relative isolation.

Empathy is a term meaning different things to different people. This has given rise to the misconception that it requires students to sympathise with historical figures, and to identify with their motivations. Here Barton & Levstik make an important distinction: “Empathy involves imagining the thoughts and feelings of other people from their own perspectives, whereas sympathy involves imagining them as if those thoughts and feelings were our own” (2004: 206).

Attempting to sympathise with historical figures can tend to overlook the fact that world-views differ significantly across time, culture and individual. Empathy, on the other hand, involves understanding why people in the past acted as they did, how they saw their world, and attempting to understand their feelings on the basis of evidence.

Endacott & Brooks (2013) argue that historical empathy must involve both cognitive and affective engagement. To achieve this, they propose three key areas of skill development:

1. **Historical contextualization**
Students must understand the prevailing norms at the time being studied, the background of the event being studied, and other events happening at the time that affected decisions.

2. **Perspective-taking**
Students must be aware of the experiences and beliefs of the people being studied.

3. **Affective connection**
Students must consider how context and individual perspectives may have influenced the affective response of historical figures. They do this by making a connection with their own lives, without imposing their own values on another era.

**Benefits**
While my discussion of empathy is based on teaching history, I believe that this dual cognitive-affective approach has a great deal to offer in any study of human actions. The cognitive elements of historical empathy must be grounded in evidence, and thus involve understanding, corroborating and comparing different sources, and gaining a sense for the context in which historical actions occur.

Although we can never confirm motivations in the past, we can learn to judge what is plausible, and how to get the most out of fragmentary sources which may be subjective or concerned to present the writer in a positive light. Sticking closely to evidence helps avoid anachronism or putting words into others’ mouths. By taking the time to understand historical figures in their own words and in the eyes of others, students can learn to recognise the logic in thinking very different from their own. Finally, it is to be hoped that students come to recognise that their own interpretations of history depend partly on their context and socialization, and thus learn to be more open to differing viewpoints (see Barton & Levstik Chapter 11 for a full discussion of this).

The above skills are integral to social studies classes, and some have argued that our emotions should have no place in understanding the past. Yet as Barton & Levstik (2004: 228-9) point out, “We cannot interest students in the study of history…if we reject their cares and concerns or if we dismiss their feeling and emotions.” They believe it is important that students care about their study in several ways:

- Students **care about** the topic of study and are affectively engaged in it
- Students **care that** injustices have happened in history
- Students **care for** the victims of injustice and wish they could help them
- Students **care to** apply what they have learned to the present

In fact, there is evidence to suggest that biased beliefs rarely change when content is taught without attention to affective dimensions (Nancye McCrary, cited in Barton & Levstik (2004). It seems that forming affective connections, based on a solid
appreciation of the available evidence, enables students to appreciate the complexity of decision-making, and the often irrational factors – pride, desperation, greed, revenge – that influence human beings at any stage of history.

**Pedagogical framework**

Endacott & Brooks (2013: 46) suggest 4 key stages in fostering historical empathy in schools:

**Stage 1:** an introductory phase designed to introduce the historical situation and/or the historical figure(s) with whom the students will engage in historical empathy

**Stage 2:** an investigation phase in which students study primary and secondary source material in depth to develop a deeper understanding of historical context, historical perspective and related affective considerations

**Stage 3:** a display phase in which students demonstrate the understanding they have developed

**Stage 4:** a reflection phase in which students are invited to make connections between the past and the present while considering how their personal views may have changed as a result of engaging in historical empathy.

In my course, “Japan and the World”, students were asked to do Stage 1, and sometimes Stage 2, for homework. They were guided by comprehension and discussion questions. After discussing their answers in groups, and then as a class (Stage 3), I gave a lecture designed to introduce further context and present alternative perspectives. Students then wrote a reflection, including a description of what they had learned (Stage 3, a demonstration of their cognitive engagement) and an attempt to connect affectively with what they had learned (Stage 4). I wrote comments and clarifying questions on all reflections received. Students had a further chance to make connections in final reflective interviews (Stage 4). When planning the course, I looked for topics that would shed light on the major issues of the period we were studying while also being engaging for students. I mostly avoided theoretical discussions, preferring concrete descriptions, and where texts were difficult encouraged students to do background research in their first language. I also, crucially, looked for historical figures about whom there was sufficient evidence available in English, both primary (from the time) and secondary (more modern interpretations). The evidence needed to be sufficient to support contextualization, perspective-taking and affective connections. In practice, this meant many of the historical figures I chose were published writers.

**Classroom activities**

As discussed above, students come to class having read some background about each historical figure and often a short primary source, and have answered both comprehension and discussion questions. These questions then form the focus of group discussion, open class discussion, classroom activities, and of my lecture. By the time students write their reflections at the end of class, they should have deepened their understanding of these questions.

1. **The Namamugi Incident and historical context**

The Namamugi Incident was a deadly clash of cultures that took place in Yokohama on August 21, 1862. Four British residents were returning from a visit to a local temple when they encountered a group of samurai traveling with their lord. The samurai demanded that the foreigners dismount from their horses. However, the *Ango-Japanese Friendship Treaty* of 1854 exempted British citizens from this compulsory obligation of respect. The lord’s bodyguards, angered by this insult, attacked the foreigners, killing one. The British government demanded £75,000 compensation and the execution of the perpetrators. When the Satsuma clan refused to pay, British warships bombarded Kagoshima. Today, a plaque marks the spot of the incident near a local museum dedicated to the incident.

Students read a text written by British diplomat Ernest Satow describing the Namamugi Incident and the killing of the British resident. The text describes this as a “barbarous murder”. Based on background research, and their understanding of Japanese society at the time, students re-tell the incident from the Japanese perspective.

Although all students taking the course to date have been either Japanese or had completed secondary education in Japan, this activity proved challenging. Working in groups, however, most students were able to identify reasons based on the prevailing norms at the time: commoners were expected to step out of the way of the samurai retinue; samurai carried swords and had the right to use them in defence of their lords; almost nobody had encountered non-Japanese people and were unlikely to know how to deal with them. Nevertheless, many students report being shocked by this killing, comparing it with modern perceptions of intercultural understanding.
Following this, students examine woodblock prints depicting relations between Japanese and non-Japanese in the newly-opened treaty port of Yokohama, the nearest city to Namamugi. Finding evidence of gestures used in place of a common language, or seeing how frequently Japanese people are shown serving or entertaining non-Japanese, students begin to understand the tensions that accompanied the opening of Japan. In my lecture, we then turn to look at the terms of the 1854 Anglo-Japanese Friendship Treaty, which exempted British nationals from Japanese law. Students are now much better placed to understand why overturning these ‘unequal treaties’ was such a priority for the new Japanese state.

2. Isabella Bird & Perspective-taking

Isabella Bird visited Japan in 1878, sixteen years on from the Namamugi Incident, part of a wave of tourists armed with guidebooks written by foreign government advisers. Unlike most tourists, she went north to Hokkaido and published her letters to her sister as “Unbeaten Tracks in Japan”.

At home, students read an excerpt focussing on one aspect of daily life in Japan, such as the new railway, the daily lives of rickshaw pullers, or busy city streets. After discussing their ideas in groups, they receive an image depicting their theme, either a tourist postcard or a woodblock print. By analysing multiple sources depicting the same aspect of life, students learn to compare and corroborate, and separate opinion from fact.

They are then regrouped, and introduce their differing themes to one another. This phase allows students to build a sense of Isabella Bird’s character and preferences, and hence her reliability as a source. While she praises some aspects of Japan’s modernisation, for example, she seems to think them out of place in Japan. Although some students are shocked by her criticism of certain aspects of Japan, others realize that they have experienced similar feelings when visiting other countries.

3. Ongoing affective connection

In my experience, once students have gained an understanding of context and the personalities involved, they have needed little encouragement to compare the experiences of the people studied to their own. Students have found it particularly easy to empathise with Japanese people who travelled overseas, or who struggled to reconcile Japanese thinking with newly imported ideas. As Barton & Levstik (2004) found with younger students, my students often uncovered ways in which historical figures could be role models for their own lives.

Students have also reported gaining a greater understanding of historical figures and of their flaws, setbacks, and sometimes irrational decisions, coming to see them as fellow human beings facing human experiences (Endacott & Brooks 2013). It is to be hoped that this lessens the perceived distance between ‘ordinary people’ and ‘people in our textbooks’, thereby empowering students to effect change in the modern world.

Conclusion

In order for historical empathy to arise, it is important for the teacher to identify topics which have sufficient evidence to support contextualization, perspective-taking and affective connections, and to develop questions and activities that encourage these skills. Students will benefit from a pedagogical framework allowing for discussion, reflection, and multiple opportunities for feedback on their ideas. In particular, the teacher must play an active role in checking student speculation where it is not supported, or actively contradicted, by the evidence.

When historical empathy is based on both cognitive and affective skills, it offers a way of teaching content that challenges students to make reasoned, evidence-based decisions, while also giving them a chance to apply and extend their understanding of human behaviour. In my course, I have found that this has led to high levels of student engagement, prompting students to work collaboratively to understand difficult primary sources in their second language - English.

References


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Introduction

Japan has the 4th highest suicide rate of all countries in the Organization for Economic Co-operation and Development (OECD). According to the National Police Agency, 320 Japanese youth under age 18 died by suicide in the year 2016 (Lim, 2017). This suggests that mental health problems such as depression are influential in Japanese high school students’ lives and points to a need for increased awareness of the issues.

This article briefly explains 1 unit (2 lessons) of an Advanced English Discussion course for final-year students at a 5-year technical college which was designed to raise students’ awareness of mental health problems and present methods for dealing with these. The lessons are based around authentic materials. The first lesson uses the experiences of a professional rugby league player who suffered from depression (Ward, 2016), while the second focuses on a World Health Organization (WHO) video (2012) with advice from mental health experts on how to reduce stress and combat depression (State of Mind, 2015).

Lesson stages

1. Introductory video and discussion

Students begin by watching a short video of an exciting event in recent rugby league history (Super League TV, 2015). They then share their immediate reactions and impressions of the players with their classmates. Students generally use words and expressions with positive connotations such as “cool,” “strong,” and “powerful.” Using a sport that students are unfamiliar with means that their reactions will not be conditioned or clouded by prior knowledge of the sport. The teacher tells the students that, although rugby league players are indeed strong, they can suffer from mental health issues, just like anyone. This segues into a brainstorming activity, as students work together in groups to think of mental health problems and their effects.

2. Article summary

This stage requires students to work in groups to read, understand and summarise a section of an article by a professional rugby league player about his battle with depression (Ward, 2016). Due to the original article’s length and its use of Yorkshire dialect, it’s recommended that the teacher simplify the article. This can be done with the aid of readability measurement software which is available for free online. When each group’s summary is complete, the teacher can ask students to write their section on the board so that the whole class can read the completed summary together. This will give a sense of cohesion to the activity and reinforce the fact that even strong, successful athletes – as the students themselves described the players earlier in the lesson – can struggle with mental health issues.

3. Video comprehension and discussion

Students next watch a video created by the World Health Organization (2012) and, while watching, answer basic comprehension questions. The task that follows draws attention to something that the video’s narrator mentions – that we should think about things we are grateful for. The task asks students to make a list of 5 things they are grateful for, then share their list with a classmate.

4. Discussion

Students next follow a link to a list of tips for mental health improvement on the State of Mind website (2015). Their task is to skim the list, choose a piece of advice and write 3 reasons why they think this is a good idea. Then, they must explain to their classmates (one-to-one or in small groups) which tip they chose and why. State of Mind is a rugby league charity but the tips on their site are taken from the Mental Health Foundation and are written for a general audience. As such, these have relevance for high school students.

Conclusion

Rugby league is a sport that Japanese students are unfamiliar with, but this was one of the reasons I chose it. It’s also a sport that’s closely connected to many mental health awareness initiatives. The students’ initial impressions of rugby league players’ physical attributes allow a contrast to be drawn with the discussion of mental health issues and in particular with Ward’s (2016) article.

This unit calls upon students to use and develop all four of the key language skills through engagement with authentic materials: their reading and writing skills will be called on for the article summary; listening skills will be required for the WHO video (2012); and their reading skills will be developed as they skim advice on the State of Mind website (2015). The students’ speaking skills will be used frequently as every activity requires the sharing of ideas and opinions orally with classmates.
High school students are under considerable pressure regarding their studies, final exams, and job hunting. The lessons here can help them to realise that mental health issues, such as stress and depression, are common and affect people from all walks of life, so they need not suffer alone.

References


Super League TV. (2015, September 28). *They think it’s Hall over...It is now!* www.youtube.com/watch?v=GXgtR8aPQfk


World Health Organization. (2012, October 2). *I had a black dog, his name was depression*. www.youtube.com/watch?v=XiCmLQGYc

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This year marks the 90th anniversary of a famous international peace education project: the 1927 US-Japan Friendship Doll Exchange. This unique event, designed to prevent war and promote goodwill, led to the exchange of over 12,000 “friendship dolls” between Japan and the United States, and involved tens of thousands of children, teachers, schools and communities in both countries.

Here, we present the story of this unique initiative for your students to study and discuss along with resources and ideas on how to teach it.

Mahatma Gandhi once said, “If we are to reach real peace in the world, we shall have to begin with children.” Today, more than ever, we need further international exchanges of this kind between youth in countries around the world. – Kip Cates

Teaching Ideas

- Have students read the story of the friendship dolls, then answer the questions (pages 17-18)
- Have students do research to learn more about Sidney Gulick, Eiichi Shibusawa and the historical background to the doll exchange.
- Have students choose 1 American and 1 Japanese doll, then research & report their stories.
- Have students find out how many American dolls were sent to their city or prefecture in 1927, then research how many are left, where they are and how they survived World War II.
- Have students research the Japanese friend-ship doll that represented their prefecture in 1927, find out where it was sent to in the US, check if it still survives and research its story.
- Have students go to the local library, find old newspapers from the year 1927, then look for articles about the arrival of the American dolls in Japan, in their prefecture and in their city.
- Have students prepare an English Powerpoint or kamishibai on the 1927 doll exchange, then give a presentation in class or to the school.
- Have students read one of the English books about the 1927 friendship dolls listed on pg. 21, then write or give an English book report.
- The 1927 doll exchange aimed to promote goodwill in a time of fear, nationalism and militarism. Join your students to carry out a similar exchange today with young people in an unpopular, developing or “enemy” country.

Websites about the 1927 Doll Exchange

**English**

- Great Summary (*Look Japan* 1995) [www.billgordon.net/dolls/media/magazine/lookjapan.htm](http://www.billgordon.net/dolls/media/magazine/lookjapan.htm)
- Bill Gordon Friendship Dolls (Wesleyan Univ.) [<www.bill-gordon.net/dolls/index.htm>](http://www.bill-gordon.net/dolls/index.htm)
  - best English website on the 1927 exchange
  - complete story of the 1927 friendship dolls
  - profiles of each American and Japanese doll
  - teacher’s corner, resources, books, videos…
- Japanese Friendship Dolls [<wikipedia.com>](http://wikipedia.com)
  - summary of the 1927 exchange with links

**Japanese**

  - Japanese Wikipedia site: *Aoi Me no Ningyo*
  - detailed info on the 1927 doll exchange
- US-Japan Friendship Dolls (日米親善人形) [www.yoshitoku.co.jp/user_data/a_partner.php](http://www.yoshitoku.co.jp/user_data/a_partner.php)
- Miss Kagawa Doll [<http://misskagawa.com/>](http://misskagawa.com/)
  - For more info, search for “青い目の人形” “Blue Eyed Dolls” or “Friendship Dolls” on Google.

Video Clips on the 1927 Doll Exchange

**English**

- Alan Pate Lecture: *Friendship Dolls* (1 hour) [www.youtube.com/watch?v=eBNGH2mno5A](http://www.youtube.com/watch?v=eBNGH2mno5A)
- The Friendship Dolls (5 mins.) [www.youtube.com/watch?v=DfwVSAQfD2c](http://www.youtube.com/watch?v=DfwVSAQfD2c)
- Powerpoint Intro: Blue Eyed Dolls (10 mins.) [www.youtube.com/watch?v=SVT0LLizZHw](http://www.youtube.com/watch?v=SVT0LLizZHw)
- Miss Osaka and the Friendship Dolls (3 mins.) [www.youtube.com/watch?v=pZPDZEnYw_g](http://www.youtube.com/watch?v=pZPDZEnYw_g)

**Japanese**

- Doll Project and War (Japanese, 10 mins.) [www.youtube.com/watch?v=5oMoFpx7FaI](http://www.youtube.com/watch?v=5oMoFpx7FaI)
- Historical Overview (Japanese, 6 mins., Kochi) [www.youtube.com/watch?v=jRPQyeihtTM](http://www.youtube.com/watch?v=jRPQyeihtTM)
- Friendship Doll Kamishibai (Japanese, 6 mins.) [www.youtube.com/watch?v=pRg9o9OtUY](http://www.youtube.com/watch?v=pRg9o9OtUY)
  - For more clips, search for “青い目の人形” “Blue Eyed Dolls” or “Friendship Dolls” on Youtube

Special Feature - History Case Study

The 1927 US–Japan Friendship Doll Exchange

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Newsletter Issue #104 October 2017

My faculty at Tottori University offers a 1-year Regional Survey (Chiiki Chosa) course that gives students the chance to go off-campus to do fieldwork in the local community. In 2009, we chose the 1927 US-Japan Doll Exchange as our theme, and spent one year researching this event and its impact on Tottori.

The US-Japan Doll Exchange in Tottori

Of the 12,739 American “blue-eyed dolls” that were distributed to Japanese schools in 1927, 107 dolls were sent to Tottori Prefecture. Their arrival was covered enthusiastically by local Tottori newspapers and welcome ceremonies were held in Tottori schools. One of the 58 Japanese ambassador dolls sent to the US in 1927 was “Miss Tottori” who was given to the state of South Dakota. During World War II, the American dolls in Tottori, as in the rest of Japan, became “enemy dolls” and were vilified in the local press. Almost all were destroyed. Of the original 107 dolls sent to Tottori in 1927, only 2 remain: one in private hands and the other at a local elementary school. The 1927 “Miss Tottori” doll, however, is still on display at the South Dakota History Museum and even made a special home-coming visit to Tottori in 1989.

Local Fieldwork

To study this unique event, our students:
- looked through historical documents and newspapers from the 1920s at our prefectural library
- did online data searches in English and Japanese
- reviewed current research in books and articles
- interviewed historians and did e-mail exchanges with experts in Japan and in the United States

Regional Contribution

To share what they learned about this historical incident during our 1 year course, our students:
- organized a display table at a Tottori festival
- arranged newspaper coverage of their research in both the Asahi and Nihon-Kai newspapers
- taught a lesson about the 1927 US - Japan doll exchange to children at a local primary school
- gave a formal presentation about their research to Tottori history experts and the general public

Your Class? Your City? Your Prefecture?

The 1927 US - Japan Friendship Doll Exchange offers a chance for EFL students to acquire language, research and presentation skills through the study of a historical peace education event. Why not do a research project on this topic in your town?
Introduction
We live in a time of growing nationalism, fear and militarism. The world is rife with prejudice and discrimination. What can we do to promote peace and build friendship between nations?

One way is to look to the past and learn from case studies of individuals who have worked for international understanding. A good example of this is the US - Japan friendship doll exchange of 1927.

Historical Background
The 1920s were a decade of growing tension between Japan and the United States. In 1924, the US passed laws restricting Asian immigration. National rivalry became intense. Japanese and Americans eyed each other with fear and distrust.

A Goodwill Project
To counter this, two individuals decided to take action: Sidney Gulick, an American missionary, and Eiichi Shibusawa, a Japanese industrialist. They set up a special Committee on World Friendship Among Children and decided to launch an international doll exchange to promote goodwill between children in Japan and the United States.

American Dolls
To begin the project, Gulick sent out a call to American schools, churches and youth groups around the country to send dolls of friendship to Japan. Children throughout the United States responded enthusiastically to his appeal. By 1927, Gulick had collected a total of 12,739 dolls.

These were sent to Japan by ship from San Francisco and timed to arrive for the spring Hina Matsuri doll festival. Each doll was accompanied by a passport, gifts and a letter of friendship from American children to children in Japan.

Impact
When the American dolls arrived in Japan, they were named “blue-eyed dolls” after a popular children’s song and immediately became a media sensation. A national ceremony was held to welcome them in Tokyo. A contest was held to choose the best “welcome song.” Major department stores held exhibits in their honor. From Tokyo, they were then distributed to each prefecture (and colony) in Japan: 643 to Hokkaido, 262 to Kyoto, 238 to Okayama, 152 to Fukui, 98 to Taiwan and so on. Local ceremonies were held at Japanese schools in every city, town and village to welcome these gifts. Each school proudly displayed its doll as a symbol of friendship from children in America.

Japanese Dolls
In response to this gift from America, Eiichi Shibusawa organized a national campaign to send Japanese dolls to the United States. Children throughout Japan donated money. The best doll makers were hired. The dolls were expensive, reached almost a meter in height and were dressed in beautiful kimono. In November 1927, these 58 Japanese “ambassador dolls” were sent to the US: Miss Nagasaki to New York, Miss Toyama to Kentucky, Miss Kochi to Pennsylvania, Miss Korea to Connecticut. Each doll represented a different prefecture (or colony) of Japan and was accompanied by accessories and goodwill letters from Japanese children. The dolls were greeted warmly on arrival in the US and made a national tour before being sent to museums in each state.

World War II
When World War II broke out, the American friendship dolls in Japan suddenly became “enemy dolls.” Teachers and students were instructed to hit, kick or torture them. Schools burned them, drowned them or used them for bayonet practice. Government officials ordered them to be destroyed.

The Japanese ambassador dolls in the US were treated quite differently. Most were put in storage while a few – like Miss Kagawa in North Carolina – stayed on display. Attached to her display case was the following sign:

The Japanese made an insane attack on Hawaii on December 7, 1941. With a grim determination, we are committed to stop for all time Japanese aggression. This has no bloodthirsty implications to destroy peoples as such. We still believe in peace, goodwill, to live and let live. Men, women, and children of Japan have this goodwill, but they have been dominated by ruthless leaders. Proof of such goodwill - as displayed here - are the 1927 Friendship Dolls which were exchanged between children of the United States and Japan.

Re-Discovery
World War II ended in 1945 and the “blue-eyed” dolls in Japan seemed lost to history. Amazingly, in the 1970s, several American dolls were suddenly
re-discovered. During the war, a number of brave Japanese teachers and students refused to destroy these symbols of US-Japan friendship. Instead, they disobeyed orders and hid the dolls away, putting their lives at risk of being labeled traitors. A national search turned up more American dolls.

The Friendship Dolls Today
At present, over 300 “blue-eyed” dolls have been found in schools, cities and towns around Japan. Some are in museums, others are in private collections and yet others are displayed in schools. In the United States, 48 of the original 58 Japanese ambassador dolls have been recovered. Most are on display in art galleries and museums. Efforts are still being made to trace other surviving dolls.

The Doll Exchange Continues
The 1927 doll exchange is still going strong! Some of the Japanese and American dolls that

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</table>

survived World War II now make goodwill visits to their home countries to promote understanding between Americans and Japanese. Denny Gulick, Sidney Gulick’s grandson, has dedicated himself to carrying on his grandfather’s work and runs doll exchanges with schools in the US and Japan.

Conclusion
The 1927 doll exchange took place 90 years ago. It was a brave attempt by two individuals – one American, one Japanese - to fight against the hatred and prejudice of their time. The surviving dolls are treasured as symbols of peace and international understanding. Each has a unique story to tell. How many dolls are there in your prefecture?

Mahatma Gandhi once said, “If we are to reach real peace in the world, we shall have to begin with children.” Today, more than ever, we need further international exchanges like this 1927 friendship doll project between the children of the world.

COMPREHENSION QUESTIONS
1. What’s one way to promote peace?
2. How were US-Japan relations in the 1920s?
3. Who was Sidney Gulick? Eiichi Shibusawa?
4. What project did they launch?
5. How did Gulick start the project in the US?
6. How were the US dolls received in Japan?
7. What did Japan send to the US in return?
8. What happened to the dolls during WW II?
9. What happened in Japan in the 1970s?
10. What’s the situation today?

RESEARCH TASKS
1. How many American dolls were sent to your city or prefecture in 1927? What happened to them during World War II? How many dolls survived the war? Where are they now? Who protected them? Do research to answer these questions, then give a report on what you find to the class.

2. Which state in the US was the Japanese ambassador doll from your prefecture sent to? Where is it now? Do some research to discover the story.
Japanese Friendship Dolls in the USA
www.bill-gordon.net/dolls/japanese/locations

<table>
<thead>
<tr>
<th>Japanese Doll</th>
<th>Sent to…</th>
<th>Now in…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Akita</td>
<td>Michigan</td>
<td>Detroit</td>
</tr>
<tr>
<td>Miss Aomori</td>
<td>Massachusetts</td>
<td></td>
</tr>
<tr>
<td>Miss Ehime</td>
<td>Mississippi</td>
<td>Gulfport</td>
</tr>
<tr>
<td>Miss Fukushima</td>
<td>Oregon</td>
<td>Eugene</td>
</tr>
<tr>
<td>Miss Fukushima</td>
<td>Missouri</td>
<td>Kansas City</td>
</tr>
<tr>
<td>Miss Gifu</td>
<td>Ohio</td>
<td>Cleveland</td>
</tr>
<tr>
<td>Miss Hiroshima</td>
<td>Maryland</td>
<td>Baltimore</td>
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<td>Miss Hokkaido</td>
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<td>Miss Hyogo</td>
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<td>Miss Ibaraki</td>
<td>Wisconsin</td>
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<td>Miss Ishikawa</td>
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<td>Miss Kochi</td>
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<td>Pittsburgh</td>
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<td>Miss Miyagi</td>
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<td>Delaware</td>
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<td>Miss Nagasaki</td>
<td>New York</td>
<td>Rochester</td>
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<td>Miss Nagoya</td>
<td>Georgia</td>
<td>Atlanta</td>
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<td>Miss Nara</td>
<td>Idaho</td>
<td>Boise</td>
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<td>Miss Oita</td>
<td>Massachusetts</td>
<td>Springfield</td>
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<td>Miss Okayama</td>
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<th>American Blue-Eyed Dolls in Japan</th>
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<td><a href="http://www.bill-gordon.net/dolls/american/locations/">www.bill-gordon.net/dolls/american/locations/</a></td>
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<td>Taiwan</td>
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<tr>
<td>Kanto-shu (China)</td>
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| TOTAL | 12,739 | 300  |
Check out the following books (in English and Japanese) to learn more about the Japan – US Friendship Doll Exchange of 1927.

**BOOKS IN ENGLISH**

Alan Pate’s text and Bill Gordon’s website give the best overview in English of the 1927 doll exchange. Check out the great story books below as well!

**Art as Ambassador**
by Alan Pate (2016) $125

This brand new book documents the fascinating history of the 1927 US-Japan Friendship Dolls, shows photos of each doll, chronicles their fate during and after World War II, and discusses their role as Ambassadors of Goodwill.

**Blue Eyed Doll**
by Anna Klingel (2016) $16

This fictional tale set in the US in 1926 tells the story of 8-year old Mary whose biased father refuses to let her take part in the blue-eyed doll exchange with Japan. As an adult after WWII, she sets off to search for surviving dolls.

**The Friendship Doll**
by Kirby Larson (2012) $7

This historical novel for young readers tells the story of the 1927 Friendship Dolls and relates how the lives of 4 different American girls were touched when Miss Kanagawa arrived in the US as a goodwill doll from Japan.

**Friendship Doll Series**
by Shirley Parenteau $14 each

This is a great fictional series of stories about children in Japan and the United States that’s based on the 1927 US-Japan friendship doll exchange.

**Ship of Dolls** (2014) 11-year old Lexie joins with her American classmates to send a blue-eyed doll to Japan


**Dolls of War** (2017) 11-year old Macy tries to protect a Japanese doll after the Pearl Harbor attack in 1941.

**BOOKS IN JAPANESE**

There are a lot of great books about the 1927 doll exchange in Japanese, both general overviews (the first 3 below) as well as stories of individual dolls.

**青い目の人物と近代日本**
*Blue-Eyed Dolls & Modern Japan*
H. Koresawa (2010) ¥2,800

This book gives a good overview of the 1927 US-Japan friendship doll exchange including a detailed look at the historical background, a description of the project and a discussion of its impact.

**人形大使 (高岡美知子)**
*The Doll Ambassadors*
Michiko Takaoka (2004) ¥2,600

This book takes a comprehensive look at the 58 Japanese goodwill dolls sent to the US in 1927 with profiles of each one and a report on their current status in museums across America.

**アメリカからきた青い目の人物**
*Blue-Eyed Dolls from America*
歴史教育者協議会 (1999) ¥10,000

This text, Book 5 of an illustrated history series on “Japan and the World”, includes a great six-page summary of the 1927 Friendship Doll exchange.

**青い目の人物**
by 原田一美
*Blue-Eyed Dolls (2009)* ¥2,600

This tells the true story of Alice, an American doll that survived WW II.

**友情の人形使節**
by 星野義二
*Friendship Doll (2001)* ¥1,740

This tells the true story of Wohelo, a US doll, and those who protected her.

- 青い目の人物物語 (1) アメリカ編
- 青い目の人物物語 (2) 日本編
- ペギちゃんの平和と戦争
- あやと青い目の人物 －ナガサキ
- 青い目の人物メリーちゃん
(1) "Meet The World: English Through Newspapers 2018" by Yasuhiko Wakaari (2017, ¥2000) Seibido Press, Tokyo  Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp>  <www.seibido.co.jp>

This 128-page Japanese EFL textbook uses short readings on current events to promote social awareness and improve students’ ability to read English newspapers. Its 20 chapters cover a variety of topics such as: artificial intelligence (AI), Finland’s basic income, school lunches, an Oxfam report on poverty, farming safety, autism, taxi sharing apps, Earth-like planets, ancient humans, robot emotions, China’s anime boom, using human resources, Shinkansen cleaners and ADHD. Each 6-page unit features a topic introduction, pre-reading tasks, a 1-page news article, reading comprehension questions and a variety of post-reading exercises.

(2) "Contemporary Topics" (4th Edition) Series Editor: Michael Rost (3-book set) (2016) Pearson Japan KK  Website: <www.pearson.co.jp>  E-mail: <elt.jp@pearson.com>

This 3-book set, sub-titled 21st Century Skills for Academic Success, aims to develop students’ academic listening and study skills. The series features realistic college lectures accompanied by note-taking, intensive listening and vocabulary building exercises. Each book comes with a classroom DVD and an audio CD as well as a variety of online materials.

Contemporary Topics 1  (¥3,164)
This book’s 12 units deal with a range of themes such as: psychology and happiness, linguistics, sleep and health, business negotiations, modern art, robots, interactive games, genetically modified food, design thinking, polar explorers, ethics and big data.

Contemporary Topics 2  (¥3,164)
This book’s 12 units deal with themes such as: names, global English, phobias, success in the global economy, how children learn, the Silk Road, sports fans, architect Frank Gehry, global health epidemics, 21st Century cities, DNA testing and risk management.

Contemporary Topics 3  (¥3,164)
This book’s 12 units look at topics such as: slang, child geniuses, online communities, business skills, memory, the science of love, artificial intelligence, the surveillance society, animal communication, the evolution of money, the fountain of youth and marriage.

(3) "World History Readers” by R. Waring and C. Malarcher (6 levels x 10 books each = 60 titles) Seed Learning Japan  Web: <www.seed-learning.co.jp>  E-mail: <contact@seed-learning.co.jp>

This non-fiction series for young learners builds English reading skills through extensive reading of exciting stories about historical people and events that have shaped our world. Sample titles in the series include:

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<th>Level 1</th>
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<th>Level 2</th>
<th>(1,000 word vocabulary)</th>
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<td>• Calendars: A History of Time</td>
<td>• The Vikings and Erik the Red</td>
<td>• Spanish Conquest of America</td>
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<td>• The Pilgrim Fathers</td>
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<td>• Tea and Wars</td>
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<td>• Traveling on the Silk Road</td>
<td>• The British Empire: Then &amp; Now</td>
<td>• Cleopatra / Columbus / Galileo</td>
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<td>• The Invention of Writing</td>
<td>• The Rise and Fall of Communism</td>
<td>• The French Revolution</td>
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<tr>
<td>• Making of a United Europe</td>
<td>• Wars in the Middle East</td>
<td>• Space Exploration</td>
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<th>(2,000 word vocabulary)</th>
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<td>• Life and Death in Ancient Egypt</td>
<td>• The Great Plague</td>
<td>• The History of Transportation</td>
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<td>• The Birth of the United States</td>
<td>• The Story of the Renaissance</td>
<td>• World War I</td>
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<td>• Da Vinci / Genghis Khan</td>
<td>• The Great Depression</td>
<td>• The Cold War</td>
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<td>• The Crusades</td>
<td>• China: The New Superpower</td>
<td>• Capitalism: Good or Evil?</td>
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<td>• Korea: Land Divided by War</td>
<td>• The Medical Revolution</td>
<td>• Global Trade and Peace</td>
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<td><strong>7 Billion Others</strong>&lt;br&gt;<strong>&lt; <a href="http://www.7billionothers.org/">www.7billionothers.org/</a> &gt;</strong></td>
<td><strong>TED 4 ESL: Global Issues</strong>&lt;br&gt;<strong>&lt; <a href="http://ted4esl.com/">http://ted4esl.com/</a> &gt;</strong></td>
<td><strong>Edutopia (George Lucas)</strong>&lt;br&gt;<strong>&lt; <a href="http://www.edutopia.org">www.edutopia.org</a> &gt;</strong></td>
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<tr>
<td>7 Billion Others is a unique website that aims to promote international understanding. It features over 6,000 video interviews of everyday people from 84 different countries who talk about their lives, dreams, hopes and ordeals.</td>
<td>TED 4 ESL is a dynamic website that provides English teaching lesson plans for TED Talk video clips. Make sure to browse its Global Issues section for lesson plans and ideas on war, gender, environment and world awareness.</td>
<td>Edutopia is an educational site funded by George Lucas (Star Wars!) for classroom teachers. Check out its ideas and projects for teaching themes such as poverty, digital citizenship, controversial topics and real-world issues.</td>
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<th><strong>Peace Boat</strong>&lt;br&gt;<strong>&lt; <a href="http://www.peaceboat.org">www.peaceboat.org</a> &gt;</strong></th>
<th><strong>Oxfam Education</strong>&lt;br&gt;<strong>&lt; <a href="http://www.oxfam.org.uk/education/%3E">www.oxfam.org.uk/education/&gt;</a></strong></th>
<th><strong>Better World Website</strong>&lt;br&gt;<strong>&lt; <a href="http://www.betterworld.net">www.betterworld.net</a> &gt;</strong></th>
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<tbody>
<tr>
<td>Peace Boat is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</td>
<td>Oxfam Education is a dynamic UK global education website for teachers and students featuring a rich selection of information, news and resources about global issues, international themes and world citizenship.</td>
<td>Better World is a peace education website which features 5,000 free resources on heroes, quotes, dates &amp; issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</td>
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<th><strong>Facing the Future</strong>&lt;br&gt;<strong>&lt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a> &gt;</strong></th>
<th><strong>Global Dimension</strong>&lt;br&gt;<strong>&lt;www.globaldimension.org.uk&gt;</strong></th>
<th><strong>Better World Links</strong>&lt;br&gt;<strong>&lt; <a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a> &gt;</strong></th>
</tr>
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<tbody>
<tr>
<td>Facing the Future 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>Global Dimension 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>Better World Links 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>
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<th><strong>Green Teacher</strong>&lt;br&gt;<strong>&lt; <a href="http://www.greenteacher.com">www.greenteacher.com</a> &gt;</strong></th>
<th><strong>Global Issues</strong>&lt;br&gt;<strong>&lt;www.globalissues.org&gt;</strong></th>
<th><strong>Global Issues at ESL Etc.</strong>&lt;br&gt;<strong>&lt; <a href="http://www.esletc.com">www.esletc.com</a> &gt;</strong></th>
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</thead>
<tbody>
<tr>
<td>Green Teacher 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>Global Issues is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.</td>
<td>ESL Etc. is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</td>
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COMING EVENTS CALENDAR

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<thead>
<tr>
<th>Date</th>
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<tr>
<td>Dec. 1</td>
<td>International AIDS Day ¹</td>
<td>Dec. 10</td>
<td>Nobel Peace Prize Ceremony ⁵</td>
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<td>Dec. 2</td>
<td>Abolition of Slavery Day ²</td>
<td>Jan. 19</td>
<td>Martin Luther King Day ⁶</td>
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<td>Jan. 27</td>
<td>Holocaust Memorial Day ⁷</td>
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<tr>
<td>Dec. 10</td>
<td>International Human Rights Day ⁴</td>
<td>Feb. 11-17</td>
<td>Random Acts of Kindness Week ⁸</td>
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2 Slavery: <www.castla.org> <polarisproject.org> <notforsalecampaign.org> <www.stoptraffickfashion.com>
5 Nobel Prize: <www.nobelpeaceprize.org> <www.nobelprize.org> <www.nobelprizes.com> <wikipedia>


**GLOBAL ISSUES IN LANGUAGE EDUCATION**

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

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

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

NEWSLETTER SUBSCRIPTIONS (JALT Members) JALT members get 1 free Special Interest Group as part of their membership. Those who already have a free 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 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.