Our summer newsletter for 2019 includes: (1) a classroom-ready lesson on climate change and youth activism designed by Breaking News English founder Sean Banville and (2) a report by Erin Frazier and Jennifer Roloff-Rothman on how they engaged college EFL students with global issues using virtual reality headsets and 360 degree video. Our two “special features” this issue are: (1) an introduction to teen activist Greta Thunberg, her Fridays for Future organization and the global “school strike for climate” movement and (2) a three-page section of ideas and resources to help teachers and students think critically about the historical accuracy of Hollywood movies. We wrap up this edition with highlights from this spring’s IATEFL conference in Liverpool, a set of classroom ideas and teaching resources for this fall’s Rugby World Cup in Japan and a round-up of recent news in the field of global education and language teaching. Have a great summer holiday!

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

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Global NGO Festival
September 28 - 29, 2019

This fall’s Global Festa 2019 will be held on the weekend of September 28 – 29 in Odaiba, Tokyo. This is Japan’s largest gathering of global issue NGOs. The 2-day event hosts displays and events by 100 groups (Save the Children, Amnesty International, UNICEF, JICA, Red Cross….) plus workshops, music, embassy displays and ethnic cuisine. Further information at the website above. Don’t miss this unique event. Make sure to bring your students!

One World Week (OWW)
Oct. 20 - 27, 2019
<www.oneworldweek.org>

One World Week is an annual UK-based global education event that promotes social justice, global awareness and action for a better world. This year’s theme is Climate Changes Everything: Now Is The Time To Act! OWW invites teachers and schools worldwide to hold local school and community events with students during this time. They offer:

- teaching materials, ideas, resources and 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!

Appeal for Info: International Exchanges
Reply to: <eric.desmarais1234@gmail.com>

Eric Des Marais is looking for information about “alternative” international exchange programs for primary and secondary students that go beyond homestays and English lessons in the host country. Examples in Japan that he has come across include scientific research projects with European youth and a comparative literature project that involves Japanese and French students. Contact him with other examples or with any info you can share!

NDSU 2019 National Conference
November 16 – 17, 2019 in Okayama
<https://tinyurl.com/NDSU-2019>

A special conference will be held by Notre Dame Seishin University on November 16 - 17 on the theme International Communication and Community Development. The event is co-sponsored by SIETAR, JALT Okayama and JALT’s Global Issues and Intercultural Communication SIGs. It will feature presentations by teachers and researchers plus a separate strand for students. The deadline for student submissions is Sept 1st. More information on their website. Do plan to attend!

Global Education Events

- **Summer School in Cinema and Human Rights**
  August 26 – Sept. 4, 2019  Venice (Italy)
  Web: <www.picturepeople.org/summer-school>

- **International Sport and Peace Conference**
  Theme: A Time to Act – Youth, Sport and Peace
  Sept. 18 - 19, 2019  Capetown (South Africa)
  Website: <foundationforsportanddevelopmentandpeace.com/>

- **Peace and Justice Studies Conference (PJSA)**
  Oct. 4 - 6, 2019  Winnipeg, Manitoba (Canada)
  Website: <www.peacejusticestudies.org>

- **North America Environmental Ed. Congress**
  Educating for a Just and Sustainable Future
  Oct. 15 - 19, 2019  Lexington, Kentucky (USA)
  Website: <https://naaee.org/conference>

- **World Environmental Education Conference**
  November 3 - 7, 2019  Bangkok (Thailand)
  Website: <weec2019.org>

- **National Council of Social Studies (NCSS)**
  November 22 - 24, 2019  Austin, Texas (USA)
  Website: <www.socialstudies.org>

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

GILE SIG Website
www.gilesig.org

The website for our Global Issues in Language Education Special Interest Group (GILE SIG) offers a wealth of ideas, information, teaching activities and resources plus back issues of our newsletter!

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

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

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

We also run an information-packed Global Issues Twitter site which features nonstop news, messages, suggestions, hints and updates on global education ideas, resources, materials and events.
Here are the 2019 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’d like to join the team!

**ADMINISTRATIVE OFFICERS**

**SIG Chair:**
Michael Hollenback
Konan University, Kobe
<md.hollenback@gmail.com>

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

**SIG Membership Chair:**
Jennie Roloff-Rothman
Kanda Univ. of Int’l Studies
<rolloffrothman@gmail.com>

**SIG Program Chair:**
Eric Des Marais
Kashima Asahi HS Okayama
eric.desmarais1234@gmail.com

**SIG Newsletter Editor:**
Kip Cates
Tottori University
<kipcates24@gmail.com>

**REGIONAL OFFICERS**

**Hokkaido:**
Tim Grose
<tppgrose@hotmail.com>

**Tohoku:**
Naoko Harada
<yasunaok@r5.dion.ne.jp>

**Hokuriku:**
Greg Goodmacher
<ggoodmacher@hotmail.com>

**Kanto:**
Mark Shrosbree
Tokai University, Kanagawa
<markshros@gmail.com>

**Chubu:**
Jane Nakagawa
<janenakagawa@gmail.com>

**Kansai:**
Michael Hollenback
Konan University, Kobe
<md.hollenback@gmail.com>

**Chugoku:**
Tom Fast
Okayama University
<fast@okayama-u.ac.jp>

**Kyushu:**
Jack Brajcich
<brajcich@fukujo.ac.jp>

**PROJECT OFFICERS**

**SIG Publications:**
Jane Nakagawa
<janejoritznakagawa@gmail.com>

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

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

**GILE OFFICER TEAM**
- Our GILE SIG is run by a dedicated all-volunteer team of professional language teachers.
- Get in touch if you have any questions or wish to help.

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**WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?**

Don't throw away old textbooks, journals, dictionaries or cassette tapes. 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.taa.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
- asiasfoundation.org/what-we-do/books-for-asia
- www.betterworldbooks.com/go/donatebooks

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**GLOBAL PROJECTS FOR SCHOOLS AND CLASSES**

**ENVIRONMENTAL INITIATIVES**
- How to Save Paper in School
  www.wikihow.com/Save-Paper-in-School
- How to Become a Green School
  www.greenschools.net/

**CLASS PROJECTS / SCHOOL EVENTS**
- Sponsor a Foster 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”)
Values Added Course Books? How the Topics We Teach Have Changed
by Gill Ragsdale
This article discusses historical trends in ELT textbooks based on Keith Copley’s content analysis of 12 major texts over the past 40 years. Copley has traced how English textbooks (topics, characters and settings) have increasingly come to embody neoliberal assumptions. Textbooks from the 1970s and 1980s readily discussed the realities of the working class, including low pay, unemployment, stress and dissatisfaction. Working-class characters were frequently depicted and sometimes discussed collective action to protect their rights. From the 1990s onward, Copley found that the tone of textbooks changed and that characters became more privileged and aspirational. There was greater focus on individuals competing cheerfully in the global marketplace but without reference to poor job prospects, bad working conditions or social factors (such in inequality or discrimination) that hinder success. The article concludes by reminding language educators to be aware of the assumptions embedded in their textbooks and not to let these go unnoticed – or unchallenged. For those wishing to learn more, Copley’s 2017 study, “Neoliberalism and ELT Course-book Content,” is available for viewing online.

“Values added course books?”
EL Gazette Jan/Feb 2019 <www.elgazette.com>

Government Support for Japanese Learners
The Japanese Diet enacted a law this April that details for the first time the government’s responsibility for promoting Japanese language education in Japan. The law stipulates that “foreign residents who wish to study Japanese must be guaranteed as much as possible the opportunity to do so in a way that matches their needs, abilities and circumstances.” Experts praised the law as a key step forward, since local municipalities had refrained from taking active measures to teach Japanese in the absence of government support. The law covers children, students, salaried workers, technical interns and refugees. Figures compiled by the Justice Ministry show that the number of non-Japanese residents in Japan had hit a record 2.73 million at the end of 2018, up 6.6% from a year earlier.

“Diet OKs law to support Japanese Study”
Japan Times June 22, 2019 <japantimes.co.jp>

Plays and Puppets for Jewish and Arab Kids
by Charles Goodger <www.funsongs.co.uk>
This article describes a variety of EFL workshops featuring puppets and songs given to Jewish and Arab schoolchildren in Israel. The author began his work teaching Arabic-English children’s songs at primary schools with the help of Hebrew-Arabic Al Saraya Theater. He next held workshops at junior high schools for the Ministry of Education’s “Let’s Talk” program that promotes English conversation in schools nationwide. His recent work has been with a Christian Arab language school in Nazareth. He concludes by noting the contradictions he finds in Israel. He enjoys the climate, food and people, and admires how Israelis have built a prosperous society. He also admires the attitudes of his Arab Israeli partners who never discuss politics and get on with their lives, despite their deep-rooted sense of grief. Finally, he’s disappointed by Israel’s education policy which invests heavily in teaching Jewish children English and Hebrew but not Arabic.

“Interact in Israel”
EL Gazette Jan/Feb 2019 <www.elgazette.com>

Study Abroad? 53% of Japanese Youth Say No
An international study has found that over half of Japanese youth don’t want to study overseas. The fall 2018 survey questioned 7,500 young people aged 13 – 29 in 7 countries: Japan, South Korea, the US, Britain, Germany, France and Sweden. When asked if they wanted to study abroad in future, 53.2% of Japanese said “No”, the highest of all seven nations. Germany (35.5%) and Britain (34.8%) ranked 2nd and 3rd. The survey found that Japanese youth who do volunteer work were more eager to study abroad (64%) than those who didn’t.

“More than half of Japanese youth not interested in studying overseas” Japan Times June 18, 2019

Malaysian Conflict Over English for Maths
A survey by Singaporean researchers has found that 82% of Malaysian residents in the state of Johor support the return of English-medium schools. However, activists of the Movement to Abolish the Teaching of Science and Maths in English argue the survey is flawed and that science and math should continue to be taught in Malaysian.

“Global Perspective: December/January”
EL Gazette Jan/Feb 2019 <www.elgazette.com>
Language Education Events

- Shin-Eiken 2019  *Humanistic EFL in an AI Age*
  August 3 – 4, 2019  Nagoya Gakuin Daigaku
  Website (Japanese): <www.shin-eiken.com>

- JACET 2019  *EFL: Beyond Borderless*
  August 28 – 30, 2019  Nagoya Institute of Tech.
  Website: <www.jacet.org>

- Language, Education and Culture Conference
  Sept. 14 – 15, 2019  Malang (Indonesia)
  Website: <http://isolec.um.ac.id/>

- 7th Annual Polyglot Conference
  October 18 – 20, 2019  Fukuoka (Japan)
  Website: <http://polyglotconference.com/>

- Language and Tourism Conference
  October 18 – 20, 2019  IIUM, Johor (Malaysia)

- Pan-Asian / Thai TESOL Conference
  Jan. 30 – Feb. 1, 2020  Bangkok (Thailand)
  Submit by August 31: <tesol.conferences.in.th/>

JALT 2019 National Conference
Nov. 1 – 4, 2019 in Nagoya
The 45th annual international conference of JALT (the Japan Association for Language Teaching) will be held from November 1–4 in Nagoya on the theme of Teacher Efficacy, Learner Agency. Plenary speakers will include the following:
- Mari Nakamura (Teaching Young Learners)
- David Barker (Director, English Center, Gifu U.)
- Donna Brinton (UCLA – Content Based ESL)
- Oussouby Sacko (President, Kyoto Seika Univ.)

Int’l Association of Teachers of English as a Foreign Language
The Foundry, Faversham, Kent, UK
<www.iatefl.org> <info@iatefl.org>

IATEFL 2020
IATEFL 2020 will be held from April 17 - 21 in Manchester, England. Full details on their website.
- Proposal deadline: September 12, 2019

IATEFL’s Global Issues SIG
IATEFL’s GI-SIG runs a dynamic website featuring global education ideas, resources and activities for teachers in the UK and around the world.

Linda Ruas & J. Schoenmann <gisig@iatefl.org>
GI-SIG Website: http://gisig.iatefl.org/

Key Websites on Global Issues and Language Teaching

JALT Global Issues SIG (Japan)
www.gisig.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

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 2020 CONFERENCE
Next year’s TESOL 2020 conference will be held from March 31 – April 3 in the mile-high city of Denver, Colorado on the theme Where The World Comes Together. The convention will feature 900+ sessions and 6,000 participants. More details are listed at: <www.tesol.org/attend-and-learn/>

Social Responsibility Interest Section (SR-IS)
TESOL’s Social Responsibility Interest Section (SR-IS) supports teachers engaged in integrating social responsibility, world citizenship and awareness of global issues into their teaching, training and research. It seeks to advance social equity, respect for differences and multicultural understanding. Learn more from:
- Chair: Carter Winkle <CWinkle@barry.edu>
  www.tesol.org/connect/communities-of-practice

JALT Environmental Committee
<markshinshu@gmail.com>

JALT’s *Environmental Committee* works to lessen the carbon footprint of the organization, its annual conference, its chapters and SIGs. To help out or learn more about ways to involve your colleagues and students in environmental awareness and sustainability, contact Mark Brierley above.
The 53rd annual conference of the International Association of Teachers of English as a Foreign Language (IATEFL) was held from April 2 – 5, 2019 in the city of Liverpool, England. 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 that were given on global themes.

**GI-SIG Pre-Conference Event (PCE)**

**Promoting Equity, Equality and Social Justice**
IATEFL’s Global Issues SIG held a joint 1-day PCE with the Teacher Development SIG on the theme “Are you a social justice warrior? Exploring the ifs, whys and hows of social justice”.

**Global Issues Showcase Track**

**Promoting Equity, Equality and Social Justice**
This Global Issues SIG Open Forum introduced IATEFL’s GI-SIG and outlined ways that English teachers worldwide can promote social justice.

**Visual Literacy in ELT: Conveying Criticality**
This session showed how images can privilege groups or lead to biased perspectives, then demonstrated ways to choose and view images critically. Isabelita Peixoto (Instituto Federal de Brasilia)

**Diversophy Refugee: A Game of Integration**
This session demonstrated the free intercultural game “diversophy” which uses conversation cards and simple language in order to bring refugees and locals together. Anne Fox (NTNU, Norway)

**Burning Issues in ELT: We Asked the Experts**
This presentation brought together a panel of experts who cited research papers to comment on the most important issues influencing ELT today. Yordanka Kavalova (Oxford University Press)

**Social Justice Beyond the Classroom**
This focused on the unjust situation in which many teachers work (low wages, precarious contracts) and described attempts in Spain to improve conditions. N. McMillan (Serveis Linguistics Barcelona)

**Intercultural Readiness Check (IRC)**
This workshop introduced participants to an Intercultural Readiness Check, then introduced an Intercultural Readiness Game for teachers to try out with students in class. Ellen Keates (freelance)

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**Future IATEFL Conferences**<i>iatefl.org</i>
- 2020: April 18 – 21 (Manchester, England)
- 2021: March 15 - 19 (Harrogate, England)

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**Plenary Talks**

**Teacher Empowerment: Leave the Twilight Zone**
This talk discussed the concept of “empowerment” and used stories of empowerment and disempowerment to show the way forward. Paula Rebolledo

**Gender and Sexuality in ELT**
This discussed the challenges of teaching English in a world of sexual complexity, then compared “inclusive education” and “queer pedagogy” as possible approaches. John Gray (UCL, London)

**Under One Roof: Integrate Content and Language**
This talk described content-based approaches to EFL and 10 features of CLIL (Content and Language Integrated Learning). Aleksandra Zapaucha

**Individual Presentations**

**Connecting with the Video Generation**
This session underlined the popularity of videos for teens, then showed how to use Wider World video in class in ways that connect young people globally. Michael Brand (Pearson Publishing)

**No iPads? No Problem! Digital Literacy**
This workshop presented practical classroom activities for promoting digital literacy designed for contexts where computers are unavailable. Laura McWilliams (British Council France)

**Exploring Equality, Diversity and LGBT Lives**
This discussed the value of bringing real stories of LGBT lives from the community into classrooms when representations of LGBT people are absent from textbooks. Jennifer MacDougall (U Glasgow)

**Is English Teaching Inclusive?**
This British Council-sponsored session referred to UN sustainable development goals to outline what inclusive teaching is and the implications for English teachers. Jean September (British Council)

**Language Teaching to Make a Difference**
This talk argued that teachers should go beyond “hard” skills to teach the 21st Century life-long skills of critical thinking, creative thinking and problem solving. Armanda Stroia (Avram Iancu)
Team Teaching to Support Refugees
This talk discussed the findings of a small research project that surveyed the experiences of teachers on an MA TESOL program who volunteered to teach refugees. Cora Lindsay (University of Nottingham)

The Beatles in ESP: Help or Hindrance?
This talk discussed the role of songs in English for Specific Purposes, then showed how Beatles songs were used with college students in an English for Social Work course. Ian Robinson (U of Calabria)

Teacher Burnout: Causes, Effects, How to Cope
This presentation outlined the negative mental and physical effects of work-related stress on language teachers, then suggested some strategies in order to cope with this. Simon Brewster (Anglo-Mexican)

COBUILD English Usage: Evolving Language
This talk described research for Collins COBUILD that outlined how cultural change, social media and new attitudes to various social groups have affected modern language usage. Penny Hands (freelance)

Foster Intercultural Development: Study Abroad
This talk reported on research designed to shed light on the link between intercultural competence and study abroad, then stressed the need for pre-departure preparations. Pawel Sobkowiak (Poland)

Labels are for Clothes: Gender Stereotypes
This session noted the negative effects of harmful gender stereotypes on students in EFL classrooms and showed ways to raise awareness and challenge sexist behavior. Georgie Clark (NCG Liverpool)

Critical Pedagogy and Teacher Resistance
This talk discussed the reluctance of some teachers to engage with social justice issues at a time when immigrants are demonized and minority rights are under threat. Steve Brown (U of West Scotland)

Four Conditions to Build Classroom Community
This talk described how building a classroom community means more than jokes and icebreakers, then discussed four conditions that can help build good rapport. Walton Burns (Alphabet Publishing)

How to Tackle Gender-based Issues in ELT
This explored methods developed with Palestinian students that encourage critical engagement with gender issues and social change in male-dominated societies. We'am Hamdan (BC Palestine)

The World Is Our Classroom: School Partners
This described how South Korean schools enhance global citizenship and English via an International Exchange Partnership School program (IEPS). Young Ae Yoon (Gyeonggido, South Korea)

Developing Life Skills: Learning through Play
This talk suggested ways for teachers to integrate play into primary ELT classrooms so as to promote life skills such as collaboration, communication and critical thinking. Delia Kidd (Cambridge CUP)

Challenges in Resource-Poor Contexts
This session featured a panel of EFL experts who described their efforts in addressing the lack of resources found in developing nations of the Global South. Martin Lamb (University of Leeds)

Films in English Language Teaching
This talk argued for the importance of film in EFL, then outlined the speaker’s efforts to develop film literacy in English language classes in German schools. Jan-Erik Leonhardt (JWG Univ, Frankfurt)

Teaching for Life
This talk discussed the importance of talking about social issues such as inequality in EFL classrooms and shared ideas for promoting student empathy and motivation to find solutions. Maria Rondon

ELT Coursebooks and Age-ist Stereotypes
This talk analysed how the elderly are portrayed in EFL textbooks, discussed the impact of these images on students and suggested ways to promote more positive views. Heloisa Duarte (freelance)

Communication with AI in EFL in Japan
This reported on how Siri, a virtual assistant pre-loaded on iPad, helped Japanese university students to learn English and to reduce their anxiety in speaking English. Makiko Abe (Tokyo Fuji Univ)

Bias, Discrimination, Prejudice: Topic for ELT?
This talk introduced classroom strategies, methods and materials for raising student awareness of the rise in bias, discrimination and prejudice around the world. Geoff Tranter (Dortmund, Germany)

This Talk Will Make You (or Your Materials) Gay
This talk noted the invisibility of LGBTQ+ issues in English teaching materials, then described two open-access lessons that incorporate LGBTQ+ in an inclusive way. Tyson Seburn (Univ. of Toronto)

Promoting and Valuing Cultural Identity in ELL
This session provided practical ways to integrate tasks, projects and routines into academic English classes so as to show students that their cultures and languages are valued. Chris Meoli (freelance)

Boosting Fairness: Reacting to Gender Bias
This session introduced participants to a 3-step process that helps students and teachers to (1) notice bias, (2) educate themselves about it and (3) fight it. Leonina Loback (Richmond Publishing, Brazil)
Hello, Have You Eaten? World Englishes in ELT
This session described the rich diversity of English varieties around the world and showed ways to approach the concept of “World Englishes” in the classroom. Denise Gassner (Zuercher Oberland)

Getting Teens Talking in the Age of Social Media
This talk shared ideas, techniques and activities that engage students in extended verbal communication beyond their usual abbreviated texts on WhatsApp, Instagram & Snapchat. Janet Harfield (BC Rome)

Motivating with Cross-Cultural Video Exchanges
This poster detailed the results of a cross-cultural video exchange that was carried out between media students at two science universities in Japan and Germany. Kate Sato (Hokkaido Univ. of Science)

Drama in Education for Sustainable Development
This talk described the benefits of using drama to promote education for sustainable development, then shared strategies, stories and content for use in ELT classrooms. Alicia Galazka (Univ. of Silesia)

What ELT Can Learn from Wellness Apps
This session argued that, just as people use apps to lose weight or stop smoking, teachers should use the same Behavior Change Techniques (BCTs) to promote language learning. Tim Gifford (ELTjam)

Work for a Better World While Teaching English
This talk described a multi-stage ESL project that had students research various charity organizations, choose one, then use language skills to achieve its goals. Gerry Luton (University of Victoria, Canada)

The 4 Cs in Project Work
This session introduced the 4 Cs (Critical thinking, Collaboration, Communication, Creativity), then showed how these can be integrated into student project work. Jeanette Theuma (University of Malta)

Conflict Management and Negotiation Skills
This talk examined how language trainers can help trainees to become effective conflict managers and third party mediators able to prevent or resolve destructive conflicts. Ben Dobbs (BD Ireland)

Is TESOL Recruitment Racist?
This talk described the extent to which EFL schools in different parts of the world make recruitment choices based on race, then discussed what can be done about this. Ross Thorburn (Shanghai, China)

Using Songs to Nurture Global Citizens in EFL
This outlined ways that popular hit songs can not only teach vocab and grammar but nurture global citizens who can contribute to creating a better world. Rita Diveki (Eotvs Lorand Univ, Budapest)

GUINEVERE: EFL via Games in Virtual Worlds
This explained how digital game playing promotes language practice and how the EU’s GUINEVERE 3D game project helped to improve language learning outcomes. Heike Philp (Let’s talk online sprl)

Real People, Real Jobs
This talk focused on ways to prepare materials and exercises that encourage migrants to develop work skills for real occupations in health care and hospitality. Helen Jackson (City of Glasgow College)

Mental Health Awareness for ELT Employers
This workshop described ways to increase awareness among EFL employers, schools and institutions of mental health issues faced by teachers and staff under their authority. Philip Longwell (INTO UEA)

Critical Reading to Ignite Young Learner Minds
This session described how to help young learners develop the critical reading skills needed in the information age with examples from texts such as Look! Luciana Fernandez (National Geographic)

Kindful Teaching: Foster a Positive Classroom
This explained what kindful teaching is and outlined ways to integrate “kindness” into ELT classes so as to promote good relations and a positive learning environment. Melissa Perkins (EC London)

Performance Art to Empower Social Justice
This workshop described ways to promote multiculturalism and diversity using techniques taken from Theatre of the Oppressed to teach language for social justice. Efi Tzouri (Refugee Reception)

“I’m Not in My Coursebook” – Silenced Voices
This discussed how primary ELT textbooks hide children’s identities and called on authors, editors, publishers and teachers to include all children’s voices. D. Valente (Anglo Mexican Foundation)

Teaching Against Human Trafficking and Slavery
This talk introduced new materials that focus on the global exploitation of adults and children, then discussed the need for teacher courage and integrity in teaching this. Judy Boyle (The NO Project)

Cultural Views of Smiling: Implications for ELT
This session outlined cross-cultural research on differing perceptions of smiling, then demonstrated class activities to raise awareness of how smiles are viewed. Joan Bartel (Humber College, Toronto)

Using Debates to Promote Critical Thinking
This presentation stressed the value of debate and explained how to teach the micro-skills of reasoning, developing arguments and responding to different viewpoints. Simon Pounder (British Council Poland)
How To Teach English as a Lingua Franca
This talk first defined what is meant by “English as a Lingua Franca” (ELF) and then provided principles and practical ideas for how to teach about this in English classes. Marek Kiczkowiak (KU Leuven)

The Robots are Coming! Chatbots in ELT
This talk explored the potential and challenges of using “chatbots” (computer programs that simulate human conversation) to promote English language skills in ELT. Nicky Hockly (The Consultants-E)

ELT is to be Understood, Not Loved, Right?
This session described the challenges faced by staff of an English for Resilience project that was held in refugee camps in Ethiopia where over 30 languages are spoken. Peter Hare (British Council)

ELT Through Yoga: A TPR Approach
This poster explained how a Total Physical Response approach using English-through-yoga can enhance the speaking and listening skills of young language learners. Shaila Mahan (Jaipur, India)

English for Resilience: Refugees in Ethiopia
This presentation described the challenges faced by the staff of an English for Resilience project that was held in refugee camps in Ethiopia where over 30 languages are spoken. Peter Hare (British Council)

Political Issues in the EFL Classroom
This presentation reported on a German research study which looked at how political topics are dealt with in EFL textbooks and taught in EFL classrooms in Germany. Roger Jones (Braunschweig U. of Tech.)

EAP, Fake News and Pseudo-Science
This talk introduced a new EFL teaching module on fake news and critical thinking designed to raise awareness and inoculate students against media misinformation. Philip Leeke (Univ. of Liverpool)

The Hidden Power of TED Talks
This presentation described how TED Talks both engage students in authentic listening practice and stimulate them to become more powerful communicators. Lewis Lansford (National Geographic)

Teaching English in the Amazon
This session described the challenges and rewards of teaching English in the Amazon region of Brazil based on the presenter’s experience teaching rural indigenous students. Andreza Lago Dantas

Adapting Museum Education Resources for ELT
This talk discussed how teachers can exploit educational resources from museums and galleries to create visual literacy and language learning tasks. Sylvia Karastathi (New York College, Greece)

Storytelling to Support BAME Learners
This session outlined how teachers can celebrate cultural diversity by introducing students to folk stories from BAME (Black, Asian and Minority Ethnic) cultures. David Heathfield (University of Exeter)

Gallery Walk: From the World to the Classroom
This sponsored evening Gallery Walk allowed participants to eat, drink and discuss while viewing poster presentations on the theme of “From the World to the Classroom.” (hosted by Pearson Publishing)

Taboos or Merely Controversial?
This presentation discussed the relevance and (dis) advantages of including controversial and taboo topics into both teaching and assessment in multicultural ELT classrooms. Cosima Wittmann (telc)

Going Beyond the Rainbow: LGBTIQ in Class
This session shared ideas on how language teachers can create a welcoming atmosphere for LGBTIQ learners and promote a class environment free of prejudice. Fernanda Michelin (Sao Paulo Brazil)

Songs of Sorrow, Joy and the World
At this event, participants joined to sing songs of love, grief and joy from around the world.

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

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 2019 ON-LINE
*www.teachingenglish.org.uk/events/IATEFL-Online/2019

IATEFL 2020 CONFERENCE
April 18 - 21, 2020 Manchester, England
For details on IATEFL’s 2020 conference, go to: <https://conference.iatefl.org/index.html>
* Deadline for proposals: September 12, 2019
Teaching Activities:  School Strike for Climate
by Sean Banville < http://breakingnewsenglish.com >

1. WARM-UP:  
- Walk around the class and talk to other students about strikes.

2. ROLE PLAY:  
- Make pairs.  
  Student A strongly believes children should not protest in the street.  
  Student B strongly believes that they should.

3. PROTEST CHART:  
Would you protest against these things? If so, what would you do?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Would you protest?</th>
<th>How?</th>
<th>Effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>climate change</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>war</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>food prices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>high taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>government corruption</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inequality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. BEST PROTEST:  
Rank these protest styles from 1 (best) to 8. Then share your rankings.

- boycotts                      | 1 ________________  | 5 ________________ |
- hunger strike                  | 2 ________________  | 6 ________________ |
- not paying tax                 | 3 ________________  | 7 ________________ |
- make a website                 | 4 ________________  | 8 ________________ |
- strikes                       | 1 ________________  | 5 ________________ |
- marches                       | 2 ________________  | 6 ________________ |
- petitions                     | 3 ________________  | 7 ________________ |
- social media                   | 4 ________________  | 8 ________________ |

5. READING  
Read the following article about school strikes, then answer the questions.

SCHOOL STRIKE FOR CLIMATE CHANGE  (Feb. 26, 2019)

School children around the world have been going on strike. They are unhappy that their
governments are doing too little to fight climate change. The strikes are part of a growing international
movement called School Strike for Climate. Instead of going to school, students across the globe
have been skipping classes to take part in street protests. Many of the protests have been outside
government buildings.

The movement began in August 2018 when Swedish student Greta Thunberg stood outside
Sweden’s government every Friday. She held a sign that read “School strike for climate”. Photos of
her went viral on social media. Students organized themselves and copied Ms. Thunberg’s actions.

The movement is growing worldwide. In 2019, strikes have taken place across Europe, North
America and Australia. Over 45,000 students protested on one day in Switzerland and Germany.
Students have held banners reading, “Why learn without a future?” “If you do not act as adults, we
will” and “Like the sea level, we rise.” The first worldwide strike took place on March 15.

Many scientists, politicians and teachers congratulated the students for their activism. However,
not everyone is on the students’ side. Australia’s leader called for “more learning in schools and less
activism.” A journalist in the U.K. wrote: “If children really must wag their fingers at older generations
for some imaginary sin, I wish they’d do it at the weekend.”

6. SYNONYM MATCH: Match the following synonyms from the article.

| 1. too little       | a. increasing      |
| 2. growing          | b. followed        |
| 3. globe            | c. campaign        |
| 4. movement         | d. not enough      |
| 5. copied           | e. world           |
| 6. taken place      | f. praised         |
| 7. banners          | g. shake           |
| 8. congratulated    | h. posters         |
| 9. wag              | i. make-believe    |
| 10. imaginary       | j. happened        |
7. TRUE / FALSE: Mark the sentences below true (T) or false (F) based on the article.

a. ________ The article says that children in Brazil went on strike against climate change.
b. ________ Children say governments aren’t doing enough to fight climate change.
c. ________ Many protests have been inside government buildings.
d. ________ The strikes movement was started by a student in Norway.
e. ________ In 2019, strikes have taken place all over South America.
f. ________ On one day, over 45,000 students went on strike in Germany and Switzerland.
g. ________ A worldwide strike took place in March.
h. ________ A journalist wished the students would strike at the weekend.

8. COMPREHENSION QUESTIONS

1) Who did the article say students are unhappy with?
2) What is the name of the international movement?
3) What are students skipping?
4) When did the movement begin?
5) What is the nationality of the student who started the protests?
6) Where did 45,000 students protest?
7) What did a student banner say that students did, like the sea level?
8) When was the first worldwide strike?
9) Which country’s leader asked students for less activism?
10) When did a journalist want students to strike?

9. PAIR DISCUSSION QUESTIONS

STUDENT A
a) What do you think of the striking school children?
b) What is your government doing about climate change?
c) What would you go on strike for?

STUDENT B
a) Would you go on strike to protest climate change?
b) What would you tell Australia’s leader?
c) What advice do you have for the school children?

10. HOMEWORK

1. Vocabulary: Use a dictionary or Google to build more word associations and collocations.
2. Internet Research: Search online to learn more about this story. Report on what you find.
3. Make A Poster: Make a poster about strikes. Show this to your class in the next lesson.
4. Magazine Article: Write a magazine article about children taking action for the future.
5. What Happened Next: Write a newspaper article about the next stage of this news story.

The lesson above has been reprinted with permission from the website “Breaking News English”.
The full unit is at: <https://breakingnewsenglish.com/1902/190226-school-strike-for-climate.html>
This is one of 2,471 free lessons provided by Sean Banville on his dynamic EFL news website.
Each reading passage is provided at 4 different levels of difficulty that teachers can choose from.
The exercises above are a sample of the wide variety of class activities Sean provides for each topic.
Each current events lesson plan comes with tasks and exercises organized into the 6 categories below:

<table>
<thead>
<tr>
<th>PRINT</th>
<th>LISTEN</th>
<th>READ</th>
<th>GRAMMAR</th>
<th>SPELL</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-page unit</td>
<td>US + British dictation</td>
<td>jumbled texts</td>
<td>articles (a, the) word order</td>
<td>consonants vowels</td>
<td>flash cards gap fills</td>
</tr>
</tbody>
</table>

To learn more about “Breaking News English” and the free EFL lessons that it provides on current events topics, go to:
  - https://breakingnewsenglish.com/
A global movement of students is taking the lead in the fight for the planet. The world needs leadership on climate change and young people are stepping up to the challenge. Unwilling to wait any longer, they are demanding action – from adults, politicians and governments - on the crisis of climate change.

Greta Thunberg
<www.wikipedia.org>
The founder of this environmental youth movement is 16-year old Greta Thunberg, a Swedish schoolgirl who, in shock at the inaction of adults on climate change, began a weekly school strike each Friday at the Swedish parliament with a sign saying “School Strike for Climate”.

Teaching Ideas
- Have sts research the issue of climate change
- Teach a class on Greta Thunberg & school strikes
- Have sts report on school strikes around the globe
- Join students to organize an event at your school

On-Line Videos
- Students Around the World Go On Climate Strike <www.youtube.com/watch?v=oJ_QkjieLmw> - scenes of protest in India, Japan, UK, Finland...
- How a 16-Year-Old is Leading a Global Climate Movement -youtube.com/watch?v=uRgJ-22S_Rs - profile of the Swedish girl fighting for the planet
- Speech by Greta Thunberg, Climate Activist <www.youtube.com/watch?v=sVeYOPJZ8oc> - powerful talk explaining the school strike’s aims
- TED Talk: School Strike for Climate www.youtube.com/watch?v=EAmmUIEsN9A - Greta’s talk about school strikes given at age 15

Fridays for Future (FFF) < www.fridaysforfuture.org >
Fridays For Future is an international youth-led movement that takes action to stop global warming and avoid the destruction of our beautiful planet. It was set up in August 2018 by Swedish activist Greta Thunberg. It currently has national branches in 26 countries.

Why are Kids Striking?
School children are required to attend school. But with the worsening climate destruction, this goal of going to school becomes pointless:
- Why study for a future which may not be there?

The Basics:  How / When / Where to Strike
1. Hold a strike at your school on a Friday. Ask your teachers/principal to hold a climate event
2. Sit outside a government building, city hall or hospital on a Friday and do a climate strike
3. Join the nearest Fridays for Future rally / event
- Publicity: Make a sign for your strike, take a photo of your action and post this with the hashtags: • #Fridaysforfuture • #climatestrike
- Register your event on the FFF website
- Mass media: Inform the media about your event

Some students are afraid to strike since they’re worried about school grades. Be creative!
- Students in Belgium set their school clocks to “strike”, then took a photo which they shared.

General Guidelines
1. Make sure to strike in a way you feel safe with.
2. Some groups get police approval for their strike.
3. Approval is generally for quiet sitting protests.
4. We recommend students link with local NGOs.
5. FFF runs quiet peaceful strikes. Don’t let your strike be hijacked by violent troublemakers.

School Strike for Climate www.schoolstrike4climate.com

Extinction Rebellion < https://rebellion.earth/ >

Youth Climate Leaders www.youthclimateleaders.org

School Strike 4 Climate is a site run by and for Australian school students who are united by concern for the planet and by the need to pressure politicians to address the climate change crisis.

Extinction Rebellion is a radical media-savvy international ecology movement that uses non-violent civil disobedience as a way to focus attention on environmental destruction and species extinction.

Youth Climate Leaders (YCL) is a global movement to catalyze climate action by providing young people with special training, networks and career opportunities in the field of climate change.
### Timeline of Events

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>• March 14</td>
<td>• February</td>
</tr>
<tr>
<td>One million American students hold a class walk-out to protest the Parkland school shootings in Florida.</td>
<td>224 academics sign an open letter of support for the striking students. The United Nations Secretary General endorses the school strikes.</td>
</tr>
<tr>
<td>• August 20</td>
<td>• March 15</td>
</tr>
<tr>
<td>Greta Thunberg, inspired by them, skips school to protest outside the Swedish parliament on the need for action to combat climate change. This leads to a weekly Friday vigil there where she holds up a sign saying “School strike for climate!”</td>
<td>1.4 million school students in 112 countries join Greta’s call to strike.</td>
</tr>
<tr>
<td>• November</td>
<td>• May</td>
</tr>
<tr>
<td>Inspired by Greta, a global “school strike for climate” movement is formed by students worldwide.</td>
<td>Greta Thunberg, age 16, featured on the cover of TIME magazine</td>
</tr>
<tr>
<td>• December 4</td>
<td>• May 24</td>
</tr>
<tr>
<td>Greta addresses the COP24 United Nations climate change summit.</td>
<td>Students from 112 countries join a global climate strike worldwide</td>
</tr>
<tr>
<td>• December</td>
<td>• June 7</td>
</tr>
<tr>
<td>The movement spreads with over 20,000 students holding strikes in 270 cities around the globe.</td>
<td>Greta is awarded an Ambassador of Conscience award by the human rights NGO Amnesty International</td>
</tr>
</tbody>
</table>

### Comments and Quotes

#### Quotes by Greta Thunberg

*I don’t want you to be hopeful. I want you to panic. I want you to feel the fear that I feel every day. And then I want you to act. I want you to act as you would in a crisis. I want you to act as if the house is on fire – because it is.*  - Talk to global leaders at the World Economic Forum in Davos (Jan. 2019)

*If everyone listened to the scientists and acknowledged the facts, we could all go back to school.*

*Before, I never really spoke when I was in my lessons. Now I’m speaking to the whole world.*

*We live in a strange world where children must sacrifice their education in order to protest the destruction of their future.*

#### Other Quotes on Climate Change

*My generation has failed to respond properly to the dramatic challenge of climate change. This is deeply felt by young people. No wonder they are angry.*  - Antonio Guterres (UN Secretary General)

*We’re the first generation to feel the sting of climate change and the last generation that can do something about it.*  - Jay Inslee (politician)

*I’m often asked if I believe in global warming. I just reply with the question: “Do you believe in gravity?”*  - Neil deGrasse Tyson (astronomer)

*If you think the environment is less important than the economy, try holding your breath while you count your money.*  - Guy McPherson (scientist)

*This isn’t a partisan debate: it’s a human one. Clean air and water, and a livable climate are human rights.*  - Leonardo DiCaprio (actor)

*The world will not be destroyed by those who do evil, but by those who watch them without doing anything.*  - Albert Einstein

*25 years ago, people didn’t know – or do - much about climate change. Today we have no excuse.*  - Desmond Tutu (Nobel peace prize winner)

*We don’t inherit the earth from our ancestors. We borrow it from our children.*  - Native American

*“Climate Change 17 Quotes” at <www.inc.com>*

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**Call for Participants!**

**Global Strike September 20\(^{th}\) (Friday)**

- The UN will hold a global *Climate Action Summit* on September 23rd.
- Join students, parents and concerned citizens around the world to show that we’re serious about climate change by taking a day off from work, school or university on Friday Sept. 20\(^{th}\) OR by taking part in climate actions during the following week. Join youth worldwide to demand climate justice for all!
Introduction

For language learners with little real-world experience, visual media can be a powerful way to introduce topics such as world religions, territorial disputes or environmental issues. However, with traditional media, there is an empathic distance between learners and topics due to the physical screen. This article explores the potential of virtual reality (VR) for deepening understanding and enhancing student engagement by eliminating the screen and placing learners in the middle of real situations through utilizing VR 360 video.

Global Issues in Language Classrooms

In our interconnected world of the 21st century, it’s crucial to teach for global citizenship. This involves promoting the “knowledge, attitudes, and skills relevant to living responsibly in a multicultural, interdependent world,” (Fisher & Hicks, 1985, pg. 8). For many EFL students, we English educators are globalization, so why not address this explicitly in class? Students don’t just learn language in a language classroom, but other information as well. This “collateral learning”, as Dewey (1938) calls it, helps develop lifelong attitudes and “may be more important than the lesson in geography or history [or English] for these attitudes are fundamentally what count for the future” (pg. 48). Being aware and choosing content conscientiously is part of a teacher’s duty. Education for global citizenship also involves developing critical thinking by allowing students to “[reflect] on issues in a structured way...[use] insight and logic [and draw] ‘conclusions about whether arguments are valid and justifiable,’” (Cottrell, 2011, cited in Aston, 2017).

Media: Visual Impact

As teachers move away from pure text-based education to a more multimodal approach to the classroom, the use of visual media has become more common. This has occurred as a result of more accessible teaching materials, a wider range of subject matter, and shifts in learner needs.

Media as defined by Scheibe and Rogow (2012, p.13) has three essential points:
1) a message is communicated through visuals, language, and/or sound,
2) messages are intended for a large audience delivered via a form of technology, and
3) the receivers of the message are physically in a different location.

It is essential that both learners and teachers are literate in analyzing and understanding messages across a wide range of mediums. While different forms of media tend to have different impacts on different learners, visual impact seems to produce the strongest reactions in most learners.

Visual media are beneficial because they can lead to a more complete understanding of a topic. The development of powerful media forms like VR allows for a greater sense of presence and engagement with different concepts, enabling learners to move beyond what is traditionally inaccessible in the classroom. VR can thus provide learners with much richer educational experiences.

VR in the Classroom

Virtual Reality (VR) has been defined as “a replacement of one's physical environment with a unique immersive digital world via a head mounted display” (Lege & Bonner (2017, p. 149). VR is typically used in education to visit art museums, tour inaccessible places, study engineering principles, and visualize scientific concepts beyond what can normally be experienced.

Since this technology has the capacity to move beyond simple experience-based interactions, some have dubbed VR “the ultimate empathy machine.” Milk (2016) states that “[virtual reality] connects humans to other humans in a profound way I’ve never before seen in any other form of media, and it can change people’s perception of each other”. This translates into a powerful educational tool, surpassing that of pure text or images, that can pull the learner into immersive experiences that were previous inaccessible for traditional classrooms.

Some argue that VR’s immersive quality is misinterpreted as empathy. Since VR only raises awareness of issues with no way for users to take action, this can lead the platform to function as a horrific tourism method (Alsever, 2015). This problem can be addressed pedagogically within a larger lesson plan focused on encouraging students to take action with regard to the issue. As VR becomes more accessible to the general population and as an educational tool, the decrease in cost of headsets and the normalization of this immersive technology will have a major impact on society.

Course Design

The course in which VR 360 videos were introduced was an elective course on global issues
and world politics offered to 3rd and 4th year students majoring in international communication. Participants expected to learn interesting content while improving their fluency and strategic use of English. The students were predominantly Japanese, though a number of international students were from East Asian countries.

In searching for innovative ways to present topics and issues, we decided to experiment with alternative visual media such as VR 360 video and augmented reality. Within the course, VR 360 video presented an opportunity to create an experience as close as possible to using realia.

Course activities range from small group discussion and jigsaw reading to role plays and case study analyses. The aim of these activities is to help students understand global issues more deeply. One fundamental element of the course is an understanding of political ideology so that students are able to discern its influence on the actions of states and other world actors when learning about various issues. From there, students explore a variety of topics such as world religions, international organizations, religious conflicts, territorial conflicts, environmental issues, the global increase of nationalism and populism, free trade, and human rights controversies.

Unsurprisingly, these concepts are difficult for learners to grasp because they are challenging to understand even in their first language, let alone their second or third. Sometimes, a slide show or a standard video doesn’t fully convey key elements of the topics that are dealt with. It’s often challenging to get students to relate to the situations covered or to empathize with the people most affected by these situations.

VR 360 video seemed to present an innovative means for students to step into the shoes of others around the world in a way that more conventional activities and materials could not. The topics of the Syrian refugees crisis, world religious sites, human rights and political ideology covered in class were well-suited to using this technology as materials are publicly available.

For example, an augmented tour of a refugee camp in which you “follow” a refugee family explains more immersively than a slideshow could. “Attending” a political rally for Donald Trump, Bernie Sanders, or Hillary Clinton helps illustrate differences on the ideological spectrum more effectively than a classroom lecture. Similarly, joining believers on the Hajj pilgrimage to Mecca or wandering the halls of a Buddhist temple in a far-away country can make religion come alive in a way that two-dimensional videos cannot.

Reflection

Through using VR to address global issues such as the refugee crisis or concepts like ideology, we found several benefits worth highlighting.

One of the most positive advantages of utilizing this technology in the classroom was the “Wow!” factor that the experience of immersion provides. Through using VR 360 video with Google Cardboard, users tend to feel as though they’re actually part of the video. They take their time exploring the details of their environments and the stories told by the people they encounter become more tangible. As expected, a greater emotional connection was formed with the video’s subject, leading to a deeper sense of understanding and appreciation. Users were also physically more engaged as they stood from their seats to observe the scale of the 360° environment into which they were dropped. Often, after the experience, users seemed more eager to discuss what they’d seen, in a more compassionate way with ample adjectives and more emotionally descriptive language.

Knowledge Limitations

In the Japanese context, knowledge of their own culture, of political subjects, and of broader world events is frequently lacking among university students. It is thus important to provide adequate scaffolding and background information. If not done appropriately, the depth of students’ understanding will be shallower. While VR 360 video can personalize an emotional response to what a student is viewing, students may not appreciate the experience fully if they lack adequate knowledge of what they’re experiencing.

VR Limitations

There are several issues to be aware of when bringing Google Cardboard viewing glasses into the classroom. The first issue is its size. While Google Cardboard was designed to accommodate a variety of mobile phone models, older models, like the iPhone 5, turned out to be too small, meaning phones could slide around inside the case when students move to observe the VR world.

Another issue concerns software. Currently, the functionality of VR 360 videos are only supported by the YouTube app, so each device must have the app downloaded prior to the video tasks. If videos are opened on a web browser, the motion feature of the VR 360 videos is nullified.

Another consideration is space. For VR 360 video, it’s best to have students stand to enhance the experience and engage more deeply with the task. If there’s insufficient space in the classroom, students can remain in their seats, but they lose the primary
merit that the technology provides. It’s also important to ensure in advance that your facilities can support VR 360 usage. Often WiFi servers have a limited number of devices they can support. If this is surpassed, video quality drops and speeds slow, making the activity nearly impossible.

Finally, some VR users may get motion sickness (cybersickness) with nausea and discomfort that can last for hours. To avoid this, learners should take frequent breaks to adjust their sense of balance, move slowly while using headsets, and limit use to no more than 30 minutes at a time.

It’s important to note that as the technology grows, these limitations will be overcome. Despite these problems, we believe that VR’s potential as a valuable tool for tackling hard-to-understand concepts still outweighs the negative factors.

Further Research

More research is needed to further understand the impact of VR on learning. Due to its focus on global issues and world politics, the university course described here lends itself particularly well to unique content with the addition of VR 360 video. Of course, this could be applied to other subject courses to explore learners’ understanding of abstract concepts, enhance emotional impacts, or examine learners’ own identities. Another area that needs addressing is the search for or development of videos on topics which, as yet, don’t have VR 360 material available on YouTube. The addition of topics such as climate change or economic inequality may lead to a fuller understanding of learners’ experiences with VR 360 video, leading to a better implementation of this technology for other courses.

Conclusion

It is imperative in today’s multifaceted world that learners be prepared to deal with complex issues. In content classes similar to the “global issues and world politics” course described here, students are often introduced to unfamiliar topics and abstract concepts. While important, these may be difficult for students to fully understand and appreciate, particularly in a second language classroom. Understanding can be made more concrete through incorporating advancing technologies, such as VR.

Though some limitations currently exist, VR has the potential to encourage deeper emotional impacts through immersive experiences. We hope these experiences may elicit greater learning, a more profound understanding and a more critical analysis of global issues.

Erin Frazier and Jennie Roloff-Rothman
Kanda University of International Studies
E-mail: <frazier-e@kanda.kuis.ac.jp>
<rothman-j@kanda.kuis.ac.jp>

References


Google Cardboard
<https://vr.google.com/cardboard/>

Google Cardboard is an inexpensive educational tool that allows students to experience virtual reality while using their cell phones in an affordable, classroom-accessible way. It can be purchased online on Amazon.com for around 500 yen.

Sample VR 360 YouTube Videos
<www.youtube.com>

- Pilgrimage: A 21st C. Journey to Mecca & Medina
Join a journalist on a pilgrimage to Saudi Arabia

- Greenland: Where Climate Change Meets the Eye
See firsthand the melting of Greenland’s glaciers

- Google Immerse VR: Racial Identity: Dezzie
Part of a series that explores race and identity

Global Issues in Language Education 16
Newsletter Issue #111 July 2019
Teaching about the 2019 Rugby World Cup
September 20 – November 2, 2019

World Cup Teaching Ideas

• Research the history of rugby around the world.
• Study the national flags and anthems of the 20 countries taking part in the Rugby World Cup.
• Make a data chart of the 20 World Cup nations: population, capital city, language, religion...
• Research Rugby World Cup statistics: number of games, players, TV viewers, goals scored...
• Discuss social issues linked to rugby such as racism, sexism, doping, violence, nationalism.
• Have students “adopt” a team from a foreign country, study it and cheer it on at each match.
• Profile one rugby player from each continent.
• Learn about Japan’s Team No Side volunteers

Quotes about Rugby

• As an international federation and Olympic sport, World Rugby recognizes the power of sport as a catalyst for world peace and social development – Rugby World Cup Website

• Rugby is not just a sport. It’s a way of life.
• Rugby isn’t a contact sport; it’s a collision sport.
• Rugby is like war: easy to start, difficult to stop... and impossible to forget.
• If you can’t take a punch, play table tennis.
• Pain heals, girls dig scars, glory lasts forever!
• TEAM: Together Everyone Achieves More. 
Source: <https://rosshighrfc.hitsrugby.com>

Spirit of Rugby - Partner NGOs

www.world.rugby/spirit-of-rugby/

The World Rugby organization works to promote the 17 United Nations Sustainable Development Goals (SDGs) through its “Spirit of Rugby” partners around the world. Have students research and report on this year’s 2019 partner NGOs:

• Bhubes Pride (rugby for poor African youth)
• Khelo Rugby (empowers rural youth in India)
• Rugby Opens Borders (refugees and migrants)
• Rugby United (rugby for refugees in Germany)
• SKRUM (HIV/AIDS education in S. Africa)
• SOS Kit Aid (recycles equipment and uniforms)
• ChildFund (supports Asian children in need)

20 Participating Nations

This fall’s Rugby World Cup provides a unique chance to have your students explore the history, cultures, languages and peoples of the 20 countries taking part from around the globe. Check to see if your school is located near one of the 12 host cities!

<table>
<thead>
<tr>
<th>Europe</th>
<th>Americas</th>
<th>Oceania</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 England</td>
<td>9 Canada</td>
<td>15 Australia</td>
</tr>
<tr>
<td>2 France</td>
<td>10 USA</td>
<td>16 Fiji</td>
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<td>11 Argentina</td>
<td>17 N. Zealand</td>
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<tr>
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<td>12 Uruguay</td>
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<td>7 Scotland</td>
<td>Namibia</td>
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<td>8 Wales</td>
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12 Host Cities

<table>
<thead>
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<th>Japan</th>
<th>Australia</th>
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<tbody>
<tr>
<td>1 Sapporo</td>
<td>5 Yokohama</td>
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<tr>
<td>2 Kamaishi</td>
<td>6 Shizuoka</td>
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<td>3 Kumagaya</td>
<td>7 Toyota</td>
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<td>4 Tokyo</td>
<td>8 Osaka</td>
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<tr>
<td>Korea</td>
<td>Fukuoka</td>
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<tr>
<td>9 Kobe</td>
<td>10 Fukuoka</td>
</tr>
<tr>
<td>11 Kumamoto</td>
<td>11 Kumamoto</td>
</tr>
<tr>
<td>12 Oita</td>
<td>12 Oita</td>
</tr>
</tbody>
</table>

Relevant Websites

2019 Rugby World Cup <www.wikipedia.org>
• This Wikipedia page is a great place to start for a good overview of this global event.

Official Website <www.rugbyworldcup.com>
• Check this official site for info, news, videos and updates on teams, matches and players.

Youtube Videos
• Rugby for Beginners (10 minutes)
• An Animated History of Rugby Union (3 minutes)
• Rugby World Cup Official Hospitality Video (4 minutes)
• Rugby World Cup 2019 Promo HD (3 minutes)
• Ten Youngsters Who Could Light Up 2019 (4 minutes)

Movies about Rugby

• Invictus (2009) 
  Nelson Mandela, rugby, racism and South Africa.
• Murderball (2004) 
  Story of two Paralympic wheelchair rugby teams.
• Forever Strong (2008) 
  Drama of a troubled young rugby player.
• Pacific Warriors (2015) 
  Shows rugby’s impact on Samoa, Fiji and Tonga.
• Alive (1993) 
  Plane crash survival of the Uruguay rugby team.
Hollywood movies can be a great way to engage students with people, places and issues in the past. They can also be full of historical errors and major omissions. This section outlines the challenges of teaching historical facts using Hollywood films.

**I Learned It at the Movies: Hollywood as a Teacher**
by Wray Herbert (January 1, 2010)
www.scientificamerican.com/article/i-learned-it-at-the-movies/

This article notes how people use The Last Samurai and other Hollywood films to form their views of history, then outlines the film’s historical errors:
- Tom Cruise plays an American military advisor, but in reality such military advisors were French
- it gives an overly romanticized view of samurai
- it conflates 2 decades of history into 2 hours

The author notes the increasing use of such movies in schools and admits that they engage student interest. However, he warns teachers about the negative impact such movies have on historical understanding. In one research study, students were shown Hollywood films before and after reading an accurate version of historical events. When tested a week later, they remembered the incorrect film version rather than the actual facts. However, when teachers gave explicit warnings of historical inaccuracies before viewing the movie, students recalled this the following week.

**Using Inaccurate Films to Understand History**
by Benjamin Barbour (May 10, 2019)
www.edutopia.org/article/using-inaccurate-films-unde rstand-history

Movies enable students to make strong emotional connections with stories, issues and people of the past. The historical mistakes, omissions and inaccuracies which are found in Hollywood films are actually great opportunities for teaching critical thinking, research and discussion skills. Teachers can have students:
- study the historical background before viewing
- compare the movie with what really happened
- read movie reviews that critique a film’s authenticity
- discuss why the director changed the facts
- rewrite scenes to accurately reflect history

Students should try to look at the big picture (how and why filmmakers manipulate history to advance a specific theme, idea or agenda) and not get lost in minor details (eg how authentic the historical costumes are).

**Are Movies a Good Way to Learn History?**
by Scott Alan Metzger (May 17, 2017)
<http://theconversation.com/>

Millions of people around the world – including our students – learn their history from movies, not from history books. “Hollywood loves history!” as shown by recent hits like Hidden Figures and Hacksaw Ridge. The power of film can be seen in a study that showed how Americans draw on films like Forrest Gump for their understanding of the Vietnam War. Many teachers use movies in class and most feel they promote student learning and motivation. Most students know history movies are fictionalized but tend to trust them - more than their textbooks - as sources of accurate information. The challenges the author sees for teachers who use films include:
- the R-rated nature of many history movies
- administrators who object to using films in class
- time pressures that limit effective study

One recent Australian research survey found that teachers believe films to be useful but also feel that they can confuse students with inaccurate portrayals. “Hollywood distorts history, but kids remember what they’ve seen more than the facts.” History movies by themselves don’t teach. Teachers should give specific warnings about fact and fiction. If they line up proper film choice, lesson goals and class activities, it’s possible to learn history with Hollywood movies.

**Dealing with Historical Movies in the History and English Classroom**
by Daniel Reynaud (TEACH Journal Vol. 2/2 Article #13 2008)
https://research.avondale.edu.au/cgi/viewcontent.cgi?arti cle=1145&context=teach

This paper by an Australian academic argues that historical movies are an under-used resource in both history and English classes. Historical films offer compelling narratives that engage students’ interest in ways that written texts and classroom activities do not. History is not an accurate record of the past, but rather an attempt to interpret it based on the evidence that we have. Historical movies, in contrast, are set in the past but address the concerns of audiences today. Although they tend to simplify, generalize and fictionalize, they portray events with emotional power, build empathy with “others” and can give voice to minorities. Historical movies can also enable students to explore issues of bias, representation and interpretation.
<table>
<thead>
<tr>
<th>Movie Title</th>
<th>Year</th>
<th>Director</th>
<th>Main Cast</th>
<th>Historical Accuracy</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi Burning</td>
<td>1988</td>
<td>Alan Parker</td>
<td>Gene Hackman, Willem Dafoe</td>
<td>***</td>
<td>Does a great job of capturing the era’s fear, tension and conflict. Black people are portrayed as meek and helpless while the role of the FBI is exaggerated.</td>
</tr>
<tr>
<td>Braveheart</td>
<td>1995</td>
<td>Mel Gibson</td>
<td>Gene Hackman, Willem Dafoe</td>
<td>***</td>
<td>Great period detail, great battle scenes and great characters. Scots actually didn’t wear kilts until 300 years later. The Battle of Stirling Bridge has no bridge.</td>
</tr>
<tr>
<td>Pocahontas</td>
<td>1995</td>
<td>Mike Gabriel</td>
<td>Irene Bedard, Mel Gibson</td>
<td>**</td>
<td>Great animation, strong message of ecology, peace and tolerance. Pocahontas was only 10 years old then so there was no love story. She died in England at age 21.</td>
</tr>
<tr>
<td>Pearl Harbor</td>
<td>2001</td>
<td>Michael Bay</td>
<td>Ben Affleck, Josh Harnett</td>
<td>**</td>
<td>Epic scale, engaging plot, great cinematography, good love story. The Japanese didn’t target US hospitals (1 was hit by mistake) and Roosevelt didn’t stand up.</td>
</tr>
<tr>
<td>The Last Samurai</td>
<td>2003</td>
<td>Edward Zwick</td>
<td>Tom Cruise, Ken Watanabe</td>
<td>***</td>
<td>Good recreation of Meji Japan, accurate timeline and costumes. Military advisors were French (not American). The samurai mostly used rifles (not swords).</td>
</tr>
</tbody>
</table>

The above are examples of historical errors in Hollywood films. The websites below provide more information.

- After some preparation, have your students go off to research the historical accuracy of films of their choosing.
- You can also find comments on the historical accuracy of major movies on their Wikipedia page profiles.

**History vs Hollywood**
www.historyvshollywood.com
One of the best sites to use for checking the historical accuracy of old or recent Hollywood films.

**War Movie Mistakes**
www.warhistoryonline.com
This site run by historians looks at errors in films such as Braveheart, Alexander and Gladiator.

**BBC: Fact vs Fiction**
www.bbc.com/reel/playlist/fact-v-fiction
A good BBC site that looks at the accuracy of British-themed films.

**20 Historical Facts That Movies Got Totally Wrong**
www.ranker.com
Lists key historical mistakes in 20 major Hollywood movies.

**Youtube Video Clips**
- Top 10 Historically Accurate Movies <WatchMojo.com>
- Top 10 Historically Inaccurate Movies <WatchMojo.com>
- 10 Historical Movie Mistakes
- 25 Historical Movie Mistakes
- Top 10 Most Realistic War Movies According to Veterans
- The History Behind 5 Movies
- History Buffs (good series!)
**The 15 Most Inaccurate Hollywood History Movies**

<https://screenrant.com/most-inaccurate-movies-history/>

1. *Pocahontas* (1995) Pocahontas never had a romance with John Smith - she was only 10 years old!
2. *Pearl Harbor* (2001) Only a few Japanese planes were shot down (not 20), Roosevelt never stood up
3. *Argo* (2012) Iranians are not bearded fanatics, the real heroes were the Canadians – not the Americans
4. *Braveheart* (1995) Kilts were first worn 300 years later, Isabella was 3 years old, no bridge at Sterling
5. *Alexander* (2004) Major compression: 3 battles (Granicus, Issus, Gaugamela) were all merged into one
6. *The Last Samurai* (2003) Japan hired French military advisors (not American), no rifle skills were taught
8. *10,000 BC* (2008) There was no metal in the Stone Age and no woolly mammoths living in the desert
10. *U 571* (2000) Mistakes: the German submarine was actually captured by the British, not by the Americans
11. *Gladiator* (2000) Great epic but Marcus Aurelius wasn’t ‘murdered and Commodus was a popular ruler
14. *Pocahontas* (1995) Pocahontas never had a romance with John Smith - she was only 10 years old!
15. *Shin Eigo Kyoiku* (New English Classroom) Magazine

**15 Hollywood Movies That Actually Got History Right**

<https://screenrant.com/historically-accurate-movies/>

6. *Come and See* (1985) This Russian film on the horrors of WW II has been highly praised by historians.

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**Shin-Eiken Association**

<www.shin-eiken.com>

Shin-Eiken (The New English Teachers’ Association) is a national high school English teachers organization that works to promote global awareness, international understanding, human rights, peace and humanistic education in Japanese EFL classrooms. Check out its website above, read its monthly Japanese magazine (now on-line with videos) or attend its regional events in Japan.

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

Back numbers of this Japanese magazine plus relevant videos are available at: <www.shin-eiken.com/act/magazine/>

**Issue # 593** (Jan. 2019) Theme: Connecting the World’s Children
- Cultural Understanding: The Art Mile Project (Joji Sugiyama)
- A Holiday Card Exchange Project (Atsuko Hatanaka)
- Teaching about Landmines and Children (Kyoko Itoyama)
- Collaborative Learning with African Schools (Rina Onishi)

**Issue # 594** (Feb. 2019) Theme: Stimulating Teaching Ideas
- Teaching the Verb “Can” via Minamata Disease (Yuji Hano)
- Language Teaching is Peace Education (Hiromi Peterson)
- Teach about Helen Keller via “The Miracle Worker” (T. Shimazaki)

**Issue # 595** (Mar. 2019) Theme: Teaching Kids the Alphabet
- “My Name Project” - Names Around the World (Shino Abe)
- The Power of Language to Overcome Bullying (Kenji Oguri)
- Studying English Texts: Japan’s Article 9 (Katsunuki Nara)
- World Peace through Cooperative Learning (Wataru Tanaka)
LANGUAGE TEXTBOOKS ON GLOBAL THEMES
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) "Teaching English as a Lingua Franca" by Marek Kiczkowiak & Robert Lowe (2018, ¥3600)
   Delta Teacher Development Series (UK)  <www.deltapublishing.co.uk>  <www.amazon.co.jp>
   This 120-page teachers’ handbook introduces readers to the theory and practice of teaching English as a Lingua Franca (ELF). Its three sections cover: (A) a definition and history of ELF plus a look at critical issues related to English as a Foreign Language, (B) an introduction to English as a global language, native speakers, “ownership” of English and how to teach ELF via pronunciation, listening, grammar, lexis, culture and communication, and (C) a discussion of the implications of English as a Lingua Franca for teaching academic English (ELFA) and Business English (BELF) as well as for materials writing and teacher training.

(2) "Are You a Critical Thinker? Book 1" by John Spiri (2019, ¥2052)  <www.englishbooks.jp>
   Global Stories Press  E-mail: <globalstoriespress@gmail.com>  <www.globalstoriespress.com>
   This 64-page EFL text begins with a critical thinking survey, then engages students in thinking deeply about a variety of social issues. Its 15 units focus on topics such as: health, food and diet, money, emotions, happiness, adulthood, families, occupations, gender roles, discrimination, equality, harassment, Japanese customs, travel abroad/living abroad and foreign cultures. Each 4-page unit contains an introductory photo, some warm-up questions, vocabulary exercises, a 1-page topic task, a set of 10–20 statements for students to rate, rank and then discuss, a group survey task and a final critical thinking principle, exercise or task.

(3) "Coping with Globalization" by Junko Kobayashi and Brian Bond (2019, ¥1700)
   Sanshusha Press  Tel: 03-3405-4511  Fax: 03-3405-4522  <www.sanshusha.co.jp>
   This 67-page EFL reading, listening and conversation textbook is designed around major topics linked to globalization. Its 15 units include: what non-Japanese people expect from Japan, inbound foreign tourists, intercultural interactions, Japanese silence, clear messages in a lawsuit society, information wars, the London Olympics, falling occupations, fair surveys and education in different cultures. Each 4-page unit contains a Japanese topic introduction, a one-and-a-half page reading passage, a list of reading comprehension questions, a vocabulary point, a listening exercise, a conversation task and a final follow-up activity.

(4) “Culture Through English” (2-book set) by Cameron Smith & Vick Ssali (2019, ¥2,700 each)
   English Books  <www.englishbooks.jp>  PAWS International  <www.paws.international>
   This glossy 2-book content-based set aims to build students’ English fluency, critical thinking, research skills and presentation skills through cultural topics linked to English-speaking countries. Each 15-page unit has a vocabulary list, a set of warm-up tasks, reading passages, comprehension questions, discussion themes and a final student research-and-presentation task.

Culture Through English 1
   The eight units of this textbook comprise (1) Food (ethnic cuisine in the United States, British roasts and vegetarianism), (2) Sport (the history of baseball, the history of cricket), (3) Music (the Afro-American roots of American music, the Beatles), (4) Movies (Charlie Chaplin, Bollywood films), (5) Tourist Sites (the Statue of Liberty, the Tower of London), (6) Famous People (Martin Luther King, the Dalai Lama), (7) Festivals (Christmas, Easter) and (8) Drinks (British tea, Starbucks coffee).

Culture Through English 2
   The six units of this text deal with (1) Flags & Symbols (the Union Jack, symbols of the United States), (2) Leaders (Winston Churchill, John F. Kennedy), (3) Peoples (people in the US, people in the UK), (4) Inventions (the steam engine, the airplane), (5) Colonisation (India, Kenya) and (6) Religion (the origins of Christianity, the Church of England).
Resources for Historical Movies and Climate Change

Check out the following books for ideas on how to teach about the historical accuracy of Hollywood movies and the global climate change crisis.

**MOVIES AND HISTORY**

**Past Imperfect: History According to the Movies**
Ed. Mark C. Carnes (1996) $26
This book takes a critical look at the historical accuracy of over 60 films.

**History by Hollywood**
by Robert Toplin (2010) $27
This book gauges the historical accuracy of films such as *JFK*, *Titanic*, *Pearl Harbor* and *Mississippi Burning*.

**History Goes to the Movies**
by J. Roquemore (1999) $12
This assesses the historical accuracy of over 300 Hollywood movies from *Alamo* and *Braveheart* to *Platoon* and *Zulu*.

**History and Film**
by M. Pereboom (2010) $50
This American film studies textbook used at U.S. universities teaches students to critically view historical movies.

**History on Film**
by R. Rosenstone (2017) $40
Another good film studies textbook for undergraduates used at American universities that analyzes historical movies.

**Latin American History Goes to the Movies**
by Stewart Brewer (2015) $32
This gives a good overview of historical movies dealing with Latin America.

**American History Goes to the Movies**
by W. B. Ruiz (2010) $37
This book critiques how Hollywood movies portray American history.

**CLIMATE CHANGE**

**Greta’s Story**
by V. Camerini (2019) $6 Kindle
This book profiles Greta Thunberg, the 15-year-old Swedish schoolgirl who went on strike to save the planet.

**No One is Too Small to Make a Difference**
by Greta Thunberg (2019) $8
This is a collection of powerful speeches by teen climate activist, Greta Thunberg.

**This Is Not a Drill**
by Extinction Rebellion (2019) $7
This action handbook from the group *Extinction Rebellion* sets out what we can do to help stop climate change.

**The Uninhabitable Earth**
by David Wallis-Wells (2019) $19
This powerful book shows the impact of climate change from floods, fires and famines to drought and rising sea levels.

**There Is No Planet B**
by Mike Berners-Lee (2019) $9
This how-to book lists ideas for what we can do to cope with climate change, plastics, biodiversity and pollution.

**The Parent’s Guide to Climate Revolution: 100 Ways**
by Mary DeMocker (2018) $12
This empowering book explains what actions families can take for the planet.

**Other Books**
- *Thinking Person’s Guide to Climate Change*
- *Drawdown: The Most Comprehensive Plan Ever*
- *Climate Change: What Everyone Needs to Know*

**For Kids**
- *What is Climate Change? (2018)*
- *If Polar Bears Disappeared (2018)*
- *Global Warming and Climate Change (2018)*
- *What Every Child Should Know about CC (2017)*
<table>
<thead>
<tr>
<th>RESOURCES AND INFORMATION</th>
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<tbody>
<tr>
<td><strong>Virtual Reality for Education</strong>&lt;br&gt;&lt;virtualrealityforeducation.com&gt;</td>
</tr>
<tr>
<td><strong>Rugby World Cup Activities</strong>&lt;br&gt;&lt;www.twinkl.co.uk&gt;</td>
</tr>
<tr>
<td><strong>Peaceworks</strong>&lt;br&gt;[Peace Education Foundation]&lt;br&gt;<a href="https://peaceeducation.org/">https://peaceeducation.org/</a></td>
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</table>

**Virtual Reality for Education** aims to provide teachers worldwide with ideas, resources and materials that enable them to effectively integrate virtual reality into their classes, curricula and school programs.

**Twinkl** is an educational resource center that provides schools worldwide with teaching activities and materials. Do a search on their site for **Rugby World Cup** to see maps, tasks, handouts and Powerpoints.

**Peaceworks** (the *Peace Education Foundation*) assists teachers in educating children and youth in the vital skills of peace-making and conflict resolution. Click “Store” to see the great books that they offer!

| **Peace Boat**<br><www.peaceboat.org> |
| **Oxfam Education**<br><www.oxfam.org.uk/education/> |
| **Better World Website**<br><www.betterworld.net> |

**Peace Boat** is a Japanese NGO that organizes 3-month round-the-world cruises each year to study world regions and global issues. Send your students or volunteer yourself.

- EFL teachers needed for next cruise!

**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.

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

| **Facing the Future**<br><www.facingthefuture.org> |
| **Global Dimension**<br><www.globaldimension.org.uk> |
| **Better World Links**<br><www.betterworldlinks.org> |

**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*.

**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.

**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.

| **Green Teacher**<br><www.greenteacher.com> |
| **Global Issues at ESL Etc.**<br><www.esletc.com> |
| **Global Issues**<br><www.globalissues.org> |

**Green Teacher** is a great website and educational magazine based in Canada that offers classroom ideas, teaching activities and resources to promote environmental awareness in the world’s classrooms and schools.

**ESL Etc.** is an English teaching website that features free handouts, teaching resources and podcasts on topics linked to global issues, global education and global activism in English language teaching.

**Global Issues** is a great informational website that features over 500 articles on a variety of global issue topics ranging from military spending, racism and poverty to air pollution, sexism and the arms trade.
## COMING EVENTS CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 6/9</td>
<td>Hiroshima Day / Nagasaki Day</td>
<td>Sept. 11</td>
<td>Anniversary of 9-11 Attacks</td>
</tr>
<tr>
<td>Aug. 9</td>
<td>Internat’l Day of Indigenous Peoples</td>
<td>Sept. 15</td>
<td>World Cleanup Day</td>
</tr>
<tr>
<td>Aug. 15</td>
<td>Anniversary of the End of WWII</td>
<td>Sept. 20-27</td>
<td>Global Strike for Climate</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>World Suicide Prevention Day</td>
<td>Sept. 21</td>
<td>International Day of Peace</td>
</tr>
</tbody>
</table>

1 Hiroshima / Nagasaki: <www.hiroshima-remembered.com> <www.pcf.city.hiroshima.jp> <wikipedia>
4 Suicide: <www.afsp.org> <https://iasp.info/wspd2019/> <stampoutsuicide.co.uk> <www.save.org>
5 September 11th: <www.911memorial.org> "9/11 in the Classroom" <www.tolerance.org> <tributewtc.org>
7 Strike: <globalclimatestrike.net/> <www.schoolstrike4climate.com/sept20> <350.org/support-climate-strikes/>
8 International Day of Peace: <www.peaceday.org> <www.internationaldayofpeace.org> <wikipedia>


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## 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 <www.jalt.org> 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 April 2019)

* JAPAN SUBSCRIBERS: GILE SIG / JALT (~160) GLOBAL ISSUES NETWORK (20) = 180
* INTERNATIONAL SUBSCRIBERS (e.g. Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam….) = 25

**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, 3-351 Kita, Koyama-cho, Tottori City, JAPAN 680-0941 Tel/Fax: 0857-28-5485 E-mail: <kipcates24@gmail.com> GILE Website: <www.gilesig.org>

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

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