NEWSLETTER #76

The year 2010 commemorates the 20th anniversary of our Global Issues in Language Education Newsletter. Thanks to all those who have contributed over the years. Check out our two decades of back issues on our website! Our special theme for this issue is “Teaching about Apologies and Forgiveness”. This features (1) an analysis by Heidi Nam of how apologies are taught in high school English textbooks in Korea, (2) a description by Darren Lingley of an EFL unit on apologies, critical incidents and cross-cultural communication, and (3) a special section of ideas, quotes and classroom activities for teaching about apologies, forgiveness and reconciliation. Also included are a description of a unique volunteer program for Japanese EFL students in Boston, a report on the 2010 Osaka Pan-SIG Conference plus all the latest global education news and information.

♦ INVITATION: After 20 years as a paper newsletter, we’re now offering electronic subscriptions by e-mail. Please let us know if you’d like to try this eco-friendly option!

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International Cooperation Festival
October 2 - 3, 2010  Hibiya Park, Tokyo
<www.janic.org>
This year’s Global Festa 2010 will be held on the weekend of October 2 - 3 in Hibiya Park, Tokyo. This event is Japan’s largest gathering of NGOs involved with global issues. The 2-day festival features display booths by over 200 groups (Amnesty International, Save the Children, Red Cross, UNICEF, Doctors Without Borders, Peace Boat…) plus concerts, workshops and ethnic cuisine. Don’t miss it! Bring your students!!

National Japan Lecture Tour
November 11 – 22, 2010
ANNA BALTZER
US author, educator and peace activist
<www.wikipedia.org>
Anna Baltzer is a Columbia University graduate, a former EFL teacher, an ex-Fulbright scholar, a granddaughter of Holocaust refugees, and an award-winning lecturer, writer and activist for Palestinian human rights. She is the author of Witness in Palestine: A Jewish American Woman in the Occupied Territories and has been actively working with Palestinian, Israeli and international peace groups to support nonviolent resistance to the Israeli Occupation. This fall, she will make a national Japan lecture tour on the following dates. Please contact Kip Cates if you’d like to help us organize, support, publicize or fund this event.
Nov. 11–12 (Thu-Fri)  Kanto area (Tokyo)
Nov. 13–14 (Sat-Sun)  Gunma
Nov. 15–16 (Mon-Tue)  Kansai (Kyoto/Osaka)
Nov. 17–18 (Wed-Thu)  Hiroshima
Nov. 19–22 (Fri-Mon)  Nagoya (JALT 2010)

Clean Up The World
<www.cleanuptheworld.org>
Clean Up The World is a global eco-campaign to improve local communities. This year’s 2010 Clean Up the World Weekend will be held from Sept. 17-19. Schools and teachers are invited to join.

Teachers Against Prejudice
www.teachersagainstrejudice.org
Teachers Against Prejudice is a US-based non-profit association dedicated to fighting prejudice, hate and intolerance through education. Check out their list of recommended films and books!

Global Education Events

• ACR: Association for Conflict Resolution
  Sept. 1 - 4, 2010  Chicago, Illinois (USA)
  National conference  <www.acrnet.org>

• NAAEE Environmental Education Conference
  September 29 – October 2, 2010  Buffalo (US)
  Proposals: February 1, 2010  <www.naaee.org>

• Intercultural Learning for a Global World
  Japan Intercultural Institute (JII)
  Oct. 17, 2010  (Shirayuri College, Tokyo)

• National Forum on Character Education
  October 28-30, 2010  (San Francisco, USA)
  Website:  <www.character.org>

• International Human Rights Education
  November 4 - 6, 2010  Sydney (Australia)

• Uniting Cultures through Education
  Dec. 1 - 3, 2010  (Rome)
  Website:  <http://theworldwideforum.org>

• Internationalization or Globalization?
  Asian Conference on Education 2010
  Dec. 2 - 5, 2010  Osaka (Japan)
  Website:  <http://ace.iafort.org/>

• Leadership for a Sustainable World
  January 27, 2011  Berlin (Germany)
  Website:  <www.learningteacher.eu>

• Crossing Borders: Traveling, Teaching and Learning in a Global Age
  April 16 - 17, 2011  Nanjing (China)
  Proposal deadline: August 31, 2010
  http://crossingborders2011conference.weebly.com

Green Teacher Magazine
<www.greenteacher.com>
Green Teacher is a dynamic environmental education website and magazine which offers exciting teaching ideas, activities and resources to help promote global awareness at your school.
JALT GLOBAL ISSUES SIG OFFICERS FOR 2010
Here are our 2010 officers for the Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?
Don’t throw away old textbooks, journals, dictionaries or cassette tapes. Recycle them!

Directory of Book Donation Organizations
Browse their new website for a listing of projects which donate books to developing countries.
Sabre Foundation, 872 Massachusetts Ave., Cambridge MA 02139, USA
Website (updated): <www.sabre.org>

i EARN Egypt Book Request
Egyptian English teachers request used EFL resource books and texts be sent to them at:
iEarn Egypt, Building 4, 97 Cornish El Nile, 6th Floor, Suite 603, Rod El Farag, Cairo, Egypt
<www.iearnegypt.org>  <info@iearnegypt.org>

Vietnam Book Donation Project
Donate materials to teachers in Vietnam! Pay your own shipping costs. Send to Tran van Phuoc Hue University (Foreign Lgs.), 27 Phan Dinh Phung, Hue, Vietnam <dhngoaiinghtrieuvn.vn>

"Book Aid" South Africa Library Project
Help poor South African kids! Check first to see what's needed. They'll mail to South Africa.
Chikako Noda (Japan) <cnoda@email.plala.or.jp>
Website: <www.taaa.jp/english.html>

HOW CAN I MINIMIZE MY ENVIRONMENTAL IMPACT?

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


WWF Site on Saving Paper:  www.panda.org/how_you_can_help/greenliving/at_home/save_paper/

Reduce Re-use Recycle

Zero Garbage (in Japanese)
http://3r-forum.jp/

How to Become a Green School
www.greenschools.net/
### A View of ELT in Mae Sot

by Phil Owen  <philkotesol@yahoo.com>
Kunsan University (South Korea)

In this article, the author describes his visits to Mae Sot, Thailand - a town on the Myanmar border with Karen, Shan and Burmese refugees and migrant workers. His involvement began after a 2006 visit to Myanmar when he assisted Burmese monks with teaching English. During his two visits to Mae Sot (in 2008 and 2010), he visited several schools of bare concrete classrooms with no doors as well as a better equipped school for migrants run by a Japanese NGO. For English teachers wishing to volunteer, most local NGOs ask for a 3-month commitment. To learn more, he recommends The Curriculum Project <www.curriculumproject.org>.

The English Connection Vol. 14/2 Summer 2010
Korea TESOL <www.kotesol.org>

### Second Language Learning Prevents Senility

Scientists have discovered that speaking a second language protects against senility. A recent study in Canada found that bilingual people succumb to dementia four years later than monolinguals.

“Learning a 2nd Language Can Protect Against Dementia” by Julia Robinson in EL Gazette #363
April 2010, UK.  www.elgazette.com

### China Bans English Acronyms in Media

by Agnes Chan  (Hong Kong)

China’s State Administration of Radio, Film and Television (SARFT) has announced a media ban on untranslated foreign acronyms, including NBA (National Basketball Association), GDP (Gross Domestic Product) and WTO (World Trade Organization). A Chinese EFL teacher complained that the ban “disrespects Chinese people who are accustomed to these, insults Chinese by implying it can’t assimilate foreign acronyms and calls into question China’s 30-year policy of opening to the world.” A TAC official (Translators Association of China) stated that foreign words “endanger Chinese.” A government official justified the ban explaining, “We have to preserve the purity of the Chinese language. That’s our social responsibility.”

“China Moves to Axe English Acronyms” EL Gazette #366 July 2010, UK.  www.elgazette.com

### English for Religious Purposes in Egypt

The world’s oldest university, Al-Azhar in Cairo, has opened an English language center in partner-ship with the British Council. The program will teach English for religious purposes to 380 Islamic theology students. The EFL center was established by Al-Azhar’s new rector, Sheikh Ahmed el-Tayeb, an Islamic judge who is regarded by opponents as being “too liberal”.

“EFL Fillip for Theology” in EL Gazette #366
July 2010, UK.  www.elgazette.com

### New Hindu Deity: Goddess of English

India’s 330 million Hindu gods have been joined by a new deity – the English language. According to experts, the Dalits (a marginalized “untouchable” group outside India’s caste system) see proficiency in English as a powerful tool for emancipation and a password that opens the door to a better life. A temple to “English, the Dalit Goddess” has been built in Uttar Pradesh. The god will be honored each year on Oct 25, birthday of Lord Macaulay, an advocate of English during the British raj.

“Delhi Hails Goddess of English” in EL Gazette #366
July 2010, UK.  www.elgazette.com

### The Perceived Value of Videoconferencing for Primary Pupils Learning a Modern Language

by Magda Phillips  <m.phillips@mmu.ac.uk>
Manchester Metropolitan University (UK)

This article describes a recent study of British children’s attitudes to using video conferencing (VC) as part of their primary school modern language study. The project linked British children studying French in an elementary school in England with French children in a partner school in France. The program promoted children’s French speaking skills through conversations on meaningful topics via twice weekly video chats. The author found that the pupils saw VC as useful for language learning, became more motivated, developed greater confidence and looked back at VC as a highlight of their school French program. One child in the survey reported on the experience as follows:

- It’s helped me to be more confident with my speaking out in different languages, knowing that I’ve spoken to people in different countries.

Language Learning Journal  37/2  July 2009 UK
www.all-languages.org.uk/publications_journals.asp
Language Education Conferences

- **Asia TEFL English as a Global Language**  
  August 6 - 8, 2010  
  Hanoi (Vietnam)  
  Website: www.asiatefl.org

- **JACET Tomorrow’s Learners & Teachers**  
  September 7 - 9, 2010  
  Miyagi (Japan)  
  Website: www.jacet.org

- **IGALA International Gender & Language**  
  Sept. 18 - 20, 2010  
  Tsuda College (Tokyo)  
  Website: http://orc.tsuda.ac.jp/IGALA/

- **JACES The Media and English Education**  
  Oct. 2 - 3, 2010  
  Tokai University (Tokyo)  
  Web: wwwwsoc.nii.ac.jp/jaces2/fr_taihai.html

- **TELLSI CALL for Change in ELT**  
  Tehran (Iran)  
  Website: http://tellsis8.alzahra.ac.ir/

- **KoTESOL (PAC) ELT in the Global Context**  
  Oct. 16 - 17, 2010  
  Seoul (South Korea)  
  Website: www.kotesol.org

- **UNESCO Language Ed and Development**  
  Nov. 9 - 11, 2010  
  Bangkok (Thailand)  
  www.seameo.org/LanguageMDGConference2010/

JALT 2010 National Conference

Nov. 19 – 22, 2010  
Nagoya, Japan  
<http://jalt.org/conference>

The Japan Association for Language Teaching will hold its JALT 2010 conference from November 19 – 22, 2010 in Nagoya on the theme *Creativity: Think Outside the Box*. Full details in our fall newsletter.

Key Internet Websites on Global Issues and Language Teaching

- **JALT Global Issues SIG** (Japan)  
  www.giles.org

- **Korea TESOL Global Issues SIG** (Korea)  
  www.kotesig.org/?q=globalissues

- **IATEFL Global Issues SIG** (UK)  
  http://gisig.iatefl.org/

- **TESOL’s Social Responsibility IS** (USA)  
  www.tesol.org  
  (search for “SR-IS”)

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>

TESEOL 2011 CONFERENCE

TESOL’s 45th annual international conference will be held from March 16–19, 2011 in the city of New Orleans, Louisiana, USA on the theme of *Examining the E in TESOL*. For further information on the conference, check out the TESOL website above.

Social Responsibility Interest Section (SR-IS)  
TESOL’s Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join it. If you’re a TESOL member, please make sure to make this your primary interest section.

**SR-IS Chair:**  
Earlene Gentry (USA/Egypt)  
<gentryearlene@yahoo.com>
The annual Pan-SIG conference is a collaborative effort of the Special Interest Groups (SIGs) within the Japan Association for Language Teaching (JALT). This two-day conference is held every year for SIG members to present and attend presentations related to their “special interests” as well as to the special theme of each year’s conference.

### CONFERENCE OVERVIEW

This year’s 2010 Pan-SIG Conference was held on the weekend of May 22–23 at Osaka Gakuin University. The event was organized by JALT’s Kyoto Chapter and co-sponsored by 13 JALT Special Interest Groups, including JALT’s Global Issues SIG. It featured 90+ presentations by teachers from around Japan. Three plenary sessions were held:

**Teaching for a Better World: Global Ed and EFL**
This plenary speaker talk introduced the field of global education and discussed its relevance to foreign language teaching. The presenter gave examples of how to add an international perspective to foreign language classrooms through integrating ideas, techniques and resources from global education into language teaching methods, materials, class activities and extra-curricular programs. Kip Cates (Tottori University) <kcates@rstu.jp>

**Aiming for ESP Bilingualism**
This plenary discussed the field of “English for Specific Purposes” (ESP) and its origins in occupational training, science and technology. It argued that ESP has a special value as a way to help language learners to acquire communicative competence and become autonomous learners. The session ended with a student-designed skit on the topic of using English for vaccinations of foreign residents in Japan. Judy Noguchi (Mukogawa Women’s University) <khb04356@nifty.ne.jp>

**Personal Learning Networks**
This featured speaker session introduced the concept of “personal learning networks” (PLN), a term which refers to the web of content and online networks made possible by modern technology. The speaker discussed the relevance of PLNs to language educators and discussed its implications using new concepts and terminology such as “remixination” and “desiloization”. Larry Davies (Miami Dade College, Florida, USA) <ldavies@mdc.edu>

### PRESENTATIONS

**Looking at the Amish: A Japanese Perspective**
This session described an EFL unit on “The Amish“ which was designed as part of a college global issues course. The unit uses readings and video clips to introduce Japanese students to the Amish, their history, their culture, their lifestyle and their emphasis on values such as tolerance, simplicity and pacifism. Brian Teaman (Osaka Jogakuin University) <brian@popear.org>

**Student-Teacher Beliefs on Peace Education**
This talk reported on a research study of teacher and student beliefs in Japan concerning the role of peace education in language teaching. It also outlined plans to extend the study to students at a bilingual Hebrew/Arabic high school in Israel. Jennifer Yphantides (Kanda University of International Studies) <yphantides1@yahoo.ca>

**English through International Volunteer Work**
This session described the cultural experiences and English language learning of 5 Japanese college students who took part in an international volunteer workcamp in Mongolia. The students joined volunteers from Taiwan, the US and Mongolia for a 2-week program volunteering at an orphanage in Ulaanbataar. Warren Decker (Momoyama Gakuin University) <wdecker@andrew.ac.jp>

**Increasing Multicultural Awareness through Understanding Japan’s Diverse Populations**
This talk described a college EFL unit about Japan’s diverse populations designed to prepare students for a multicultural world. The unit featured a Japanese educational manga showing experiences of prejudice faced by ethnic groups in Japan. Class projects included group skits, Powerpoint presentations plus essays on topics of discrimination and ethnic minorities. Makiko Deguchi (Kobe College) & Margaret Kim (Doshisha Women’s College) <margaret_kim@yahoo.com>
An Introduction to the Geopolitics of Oil and Content-Based Teaching Effectiveness

This session outlined the results from 5 years of teaching a one-semester content-based EFL course on geopolitics with a focus on oil. The course was taught purely through content with no explicit language instruction. The presenters discussed the effectiveness of the course, student responses and the challenges of teaching content-based global issue courses to intermediate students. Zane Ritchie (Ritsumeikan University) & Richard Miller (Osaka Denki Tsushin Univ.) <rdtin@yahoo.com>

A Survey Research on College Students’ Perceptions of Global Citizenship

This talk discussed the challenge of promoting global citizenship through English and reported on the results of a questionnaire survey which asked 110 Japanese college students about the knowledge, skills and attitudes they perceived as necessary in a global society. Masataka Kasai (Kansai Gaidai College) <masatakakasai@hotmail.com>

Deliberating the Issues: Deliberative Polls for the English Language Classroom

This talk explored the idea of promoting language skills, critical thinking, informed decision-making and democratic citizenship through the use of “deliberative polls” – a new kind of civic forum which gives citizens the chance to learn about, discuss and share opinions about important social and global issues. Ian Hosack (Ritsumeikan University) <hosack@ss.ritsumei.ac.jp>

How Global Issues Made Compulsory Language Lessons Compulsive

This presentation described how German and French lessons in a UK school were given an international dimension through teacher-created materials designed from a development education perspective on the theme “children around the world” which featured fictional stories of children in Asia, Europe and Africa. Thomas Lockley (Kanda University of International Studies) <thomas-l@kanda.kuis.ac.jp>

Natural Resources Exploitation

This talk discussed the presenter’s experiments in designing content-based EFL lessons on the topic of natural resources. Using the example of oil, he demonstrated a series of classroom tasks for Japanese college EFL classes designed to catch students’ interest, stimulate language learning and promote global awareness. Anthony Torbert (Kobe Gakuin Univ.) <3tony@ba.kobegakuin.ac.jp>

Task-Based Learning for Sustainable Development [poster session]

This poster presentation introduced global education language learning tasks designed around the topic of sustainable development. The tasks focused on the three themes of interconnectedness, root causes plus cause and effect using the Willis (1996) model of Task-Based Learning to examine a variety of global issues within the focus of UNESCO’s Decade of Education for Sustainable Development. Matthew Walsh (Momoyama High School, Osaka) <matthewisaacwalsh@gmail.com>

Global Education in EFL: Project-Based Learning on Okinawa [poster session]

This poster session outlined a high school and college EFL teaching unit on the topic of Okinawa. The unit begins with an Okinawa quiz followed by student research, group presentations and a variety of student projects. Class activities include debates on American military bases in Okinawa, a student-designed kamishibai drama on the World War II story of “the girl with the white flag”, student posters about Okinawa issues and student speeches on “What we can do for peace”. Hitomi Sakamoto (Toyo Gakuen) <hitomi27sf@yahoo.co.jp>

Pan-SIG 2010 Proceedings

Conference articles will be published in the 2010 Pan-SIG proceedings. For details, contact Matthew Walsh <matthewisaacwalsh@gmail.com>

Message of Thanks !!

JALT’s Global Issues SIG would officially like to thank Catherine Kinoshita, the 2010 Pan-SIG Organizing Committee and Osaka Gakuin University for their hard work and hospitality in hosting a very successful conference.

2011 PAN-SIG CONFERENCE

May 21-22, 2011, Matsumoto City, Nagano

Next year’s Pan-SIG conference will be held the weekend of May 21-22 in the city of Matsumoto, Nagano Prefecture. Teachers who would like to help with the conference are welcome to join the organizing committee. The Call for Papers will appear in fall 2010. For more details, contact:

Coordinator: Mark Briery
Contact e-mail: <mark2@shinshu-u.ac.jp>
Website: <www.pansig.org>
Out of the Classroom: Experiential Education through Volunteering
by Michelle Smith  (Showa Boston Institute, Boston, USA)

Background
It was a warm late summer day and 20 eager Japanese university students descended on a local Boston food pantry for their first volunteer experience in the United States; for most it was their first volunteer experience ever. As the food pantry’s volunteer coordinator went through the 30-minute orientation on “how-to” sort food, the students’ expressions moved from furrowed brows to glassy eyes, overwhelmed by the English. They were then ushered into the sorting room to join Tufts University students already hard at work. With the knowledge that the bus back to campus wouldn’t leave for two hours and a gentle nudge (literally) from Showa’s volunteer coordinator, the students smiled nervously and got to work. The Showa Boston Volunteer Program had begun.

History
Showa Boston has long offered community service opportunities for Japanese students studying in the US. For years, more than 30 students per semester have taken a Community Service Elective class with the opportunity to participate weekly at a service site under the watchful guidance of an instructor. In addition, students who have taken part in Showa’s summer session have experienced many different types of volunteering over a four-week span, again under the watchful eye of their teacher. In the year 2005, however, Showa received grant money as part of the Japanese Ministry of Education’s Good Practice (GP) Program. The GP Program allotted funding to be used particularly to expand the volunteer program, so that the opportunity to volunteer would be made available to all Showa students in many different forms. Showa Boston was thrilled with the opportunity. A teacher was given the task of “volunteer coordinator,” a part-time position charged with finding volunteer projects for students and overseeing their success. With monumental successes and a few minor failures, the expanded Showa Boston volunteer program is now entering its sixth year of existence.

Options for Students
Showa Boston has approximately 200 Japanese students on-campus in a given semester. Whether or not a student chooses to volunteer while in Boston is, by nature, purely voluntary. In an effort to reach all students who would like to participate, there are three different options for volunteering which students can decide upon, based on interest and schedule. First is the aforementioned original Community Service Elective. Interested students sign up for a semester-long class that meets once a week in the classroom and once a week on a site. The teacher uses the class time to troubleshoot problems and brainstorm solutions to make the volunteer experience a smooth process. She also keeps in contact with site coordinators to ensure everyone’s satisfaction with the program. Due to tight schedules while in Boston and class size constraints, some Showa students are unable to take the elective class. For this reason, many students opt to volunteer once a week on their own. Students are matched with an on-going volunteer project based on their interests and availability. The projects range from month-long to semester-long. These students must be responsible and outgoing because their success relies mainly upon themselves. The volunteer coordinator places them, helps with initial site contact, and serves as a resource as needed, but students are expected to take the initiative. Finally, as an opportunity for students who cannot take the elective class or the independent weekly volunteering, the Showa Boston coordinator organizes small and large group projects for students who would like a one-time chance to participate. These projects are posted monthly, or as they arise, and students sign up at will. Even with these three options working simultaneously, the demand for volunteering still greatly outweighs the supply of available projects.

Volunteer Sites
Over the years, dozens of sites have welcomed Showa student volunteers in one capacity or another. There have been soup kitchens/food pantries where students help sort, cook, and serve food to the homeless and hungry. Showa students have provided company and companionship for elderly residents living in nursing homes or hospitals. Many students have volunteered in childcare facilities providing one-on-one attention to children.
Still others students have worked with the environment on projects ranging from trash collection to conservation. Yet others choose to work with animals at the local zoo or through the Society for the Prevention of Cruelty to Animals (SPCA). Finally, a number of students have volunteered to teach Japanese culture anywhere from schools to museums. Showa has found that there are an inexhaustible number of volunteer possibilities for students; one only has to ask.

Volunteer Numbers

Showa Boston operates on semesters, which are slightly askew from the American semester. The greatest numbers of students are on campus for the fall semester, although spring semester numbers, and consequently the demand for spring volunteering, are ever increasing. Currently, Showa is able to offer five sections of the Community Service Elective every fall. There are approximately 16 to 18 students per class resulting in 80 to 90 volunteers. An additional 30 to 40 students choose to volunteer independently on a weekly basis. Approximately 40 to 70 students volunteer each month through small or large group one-time projects. This group often includes students who are already participating through one of the weekly options but wish to try some different volunteer experiences too. Since last spring, all students in the spring semester now volunteer twice weekly. This year that equals 100 students. Every year Showa has about 25 students who are in Boston to study for 18 months (three semesters). All of these students become members of a larger Boston-based volunteer organization, Boston Cares, and are able to pick and choose among their wide array of projects at will. Finally, every summer Showa hosts a summer session, where about 15 students study the concept of “volunteerism” and take part in a number of projects during their four weeks in Boston.

Student Benefit

There are many benefits to volunteering for international students. As with any kind of volunteering, students are helping those in need -- be it an organization or an individual -- and all of the good feelings that come from helping apply here as well. An added benefit for foreign students is that volunteering allows them to meet Americans and become involved in their host community. This often heightens their motivation to learn English. The students also gain an outlet for speaking English with both native and nonnative speakers. This is immeasurably valuable for Showa’s monolingual population. Students also, depending on the project, have the opportunity to gain work experience. In the United States, as well as in a growing number of countries around the world, volunteer experience is desirable among future employees. Finally, students have the chance to spread knowledge about their native cultures which, in general, fosters understanding and tolerance.

Program Challenges

As amazing as the program is for the most part, it is not without its challenges. Showa has struggled with three main obstacles.

• First, language creates a number of problems. Showa’s students have a wide range of English ability, and often this makes communication difficult: students are unable to understand directions from their site coordinators and site coordinators are unable to understand questions from the students. Students also often want to participate in projects that have a high level of human interaction such as at a hospital or a nursing home. They are disappointed when they are unable to and feel that the more language-level-appropriate projects, such as invasive species removal, is beneath them.

• A second challenge is the students’ lack of understanding of the concept of “volunteerism.” Students with little personal or cultural experience on this topic often expect to observe and make friends. They are surprised by the amount of effort one must put into volunteer work.

• Finally, there are sometimes personality conflicts. Students are occasionally shy and unable to overcome this to be successful. At times, they are also irresponsible, saying they will be somewhere and then not showing up. Despite these challenges, the student (and site) satisfaction level remains high.

Feedback on the Program

There is no shortage of student feedback on Showa Boston’s volunteer program. Showa values all feedback, both positive and negative, in an effort to better the overall program to cater to students’ needs. Much of the feedback received from participants reads as follows:

Student Comments

• I felt proud when someone thanked me
• I want to go back again
• I made a friend
• It was very hard, but I felt it was an important job
• At first I was nervous, but everyone was so kind
• I didn’t think I could do it, but I tried my best
• I felt happy to help.
Conclusion

Showa Boston’s volunteer program is a thriving, successful program today due to the efforts of its collective parts: from Showa’s bus drivers who help students arrive on-time to their sites, to Showa’s new full-time volunteer coordinator who works tirelessly to serve all students, to the numerous sites that welcome international students into their organization year after year knowing the challenges it brings. But ultimately, it is the students who drive this program and whose young-spirited passion and desire to "do good", even when it seems difficult or strange, is motivating to all those who have the pleasure of witnessing it.

This article is based on a talk given by the author at the TESOL 2010 conference in Boston, USA.

Michelle Smith
Showa Boston Institute, Boston, USA
E-mail: <msmith@showaboston.org>

Showa Women’s University
<www.swu.ac.jp>

Showa Women's University was founded by Enkichi Hitomi (1883-1974), a poet and scholar who, with his wife Midori’s support, became deeply committed to establishing peace in a world ravished by World War I. Their concept for building a peaceful society, based on the ideas of Tolstoy, centered on educating women to play an important role in its development and growth. Enkichi and Midori Hitomi took the first step towards making their vision a reality by establishing a technical school for women which opened in 1920 with 8 students and 5 teachers. Today, the University, located in Setagaya, Tokyo has grown to over 7,400 students and 700 faculty members. It offers a kindergarten-through-high school program, a junior college, a four-year university, a graduate school, an overseas Boston program and an Open College which promotes lifelong learning to people in the local community.

Showa Boston Institute
<www.showaboston.org>

Showa Boston Institute for Language and Culture is a residential academic institution, established by Showa Women's University. Its mission is to increase students' English language proficiency, develop their cross-cultural awareness, and foster their personal growth. Students share Japanese culture through local school visits, festivals and personal contacts.

Showa Boston believes that culture and language are inextricably linked and are best learned in conjunction with each other. Our English-as-a-Second-Language classes combine skills with content-based instruction, taught in an immersion atmosphere with a communicative approach. Instruction is enhanced by interaction with native speakers, both on and off-campus. Through this integrated program of experiential learning, windows of insight open, stereotypes disappear and mutual respect emerges.

Showa Boston fosters accelerated personal growth and a broadened global perspective in its students. They are encouraged to take increasing responsibility for their intellectual and personal development within a structured, supportive, and culturally sensitive framework. Students are given opportunities to gain confidence in mastering a different language and culture, engaging in self-discovery and learning mutual responsibility through group living. In a secure and healthy environment, we strive to provide students with a solid foundation of knowledge, skills and character to become active participants in the international community.

Global Issues at ESL Etc
<www.esletc.com>

ESL Etc. is a dynamic website dedicated to bringing global issues and activism into English language teaching. The website provides free handouts, resources, podcasts and articles as well as an on-line forum for sharing teaching ideas.

HATO
<www.facebook.com>

HATO (Hands Across The Ocean) passes out food and clothing to homeless people in Osaka. Join its facebook group to get news on upcoming future events and to help raise awareness among Japanese students of homelessness in Japan.

Youth for Human Rights
www.youthforhumanrights.org

Youth for Human Rights (YHR) is an international NGO which has produced a powerful set of 30 public service TV ads designed to promote human rights. See these ads on-line or order the DVD for your classroom teaching.
Why Teach About Apologies?
One of the skills that foreign language learners need to ensure good cross-cultural communication and international understanding is the ability to give and accept apologies. A sincere apology – at a personal or a national level – has the power to heal past wrongs, end bitterness and build good relations.

to apologize: to tell someone that you are sorry for having done something that caused them inconvenience or pain.

to forgive: to stop blaming someone or stop being angry with someone for something they have done.

BASIC APOLOGIES IN ENGLISH
http://edition.tefl.net/ideas/function/lost/lost/apologizing/

The standard structure of a typical English apology consists of the following three parts:
1. give an apology (I’m sorry I was late.)
2. explain the reason (I missed the bus.)
3. make a future promise (It won’t happen again.)

FIVE TIPS FOR EFFECTIVE APOLOGIES

You can help your English students become better at apologies by teaching them a few key points:

1. **Intensifiers**: Have students use intensifiers to make their apologies stronger, more forceful and more sincere (I’m so sorry, I’m really sorry, I’m very sorry, I’m terribly sorry.)

2. **Variety**: In some cultures, people apologize by repeating the same word (Sorry. Sorry. Sorry.) In English, this can sound strange. It’s better to use a variety of expressions in combination: (I’m so sorry. It’s my fault. I apologize.)

3. **Intonation**: With the wrong intonation or stress, apologies can sound insincere, sarcastic or arrogant. Work with students to make sure they understand the importance of intonation.

4. **Body language**: A great English apology can be ruined through bad body language or a lack of eye contact. Help students to understand the importance of posture, gaze and gesture.

5. **Formality levels**: Teach students to recognize formality levels from formal (We regret to announce the delay of Flight 815) to informal (Sorry about that.) to slang (Oops. My bad.)

ADVANCED APOLOGIES
According to the site <www.perfectapology.com>, a full formal apology should include the following:

- give a detailed account of the situation
- acknowledge the hurt or damage done
- take full responsibility
- recognize your role in the situation
- include a statement of regret
- ask for forgiveness
- promise that it won’t happen again
- provide a form of restitution, if possible

Teaching Ideas

- Have students enact a roleplay, skit or drama based on a personal or public apology
- Have students research famous public or national apologies, analyze what made them effective, then report on them in class
- Have students study Truth and Reconciliation Committees, then research one as a case study
- Have students research and report on public apologies given by (or in) their own country
- Have students view a film clip or listen to a song about apologies, then discuss it in class
- Show how to write a letter of apology, have students think of 3 people they owe apologies to, write letters to them and then mail them
- Encourage your students to become “citizen diplomats” by writing letters of apology on behalf of their country or group to minorities, neighboring states or former “enemy” nations apologizing for present or historical injustices

How to say “I’m sorry” in 10 languages!
www.omniglot.com/language/phrases/sorry.htm

<table>
<thead>
<tr>
<th>Language</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>I’m sorry.</td>
</tr>
<tr>
<td>French</td>
<td>Je suis désolé.</td>
</tr>
<tr>
<td>German</td>
<td>Es tut mir leid.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Lo siento.</td>
</tr>
<tr>
<td>Russian</td>
<td>Izivenitye.</td>
</tr>
<tr>
<td>Arabic</td>
<td>Ana asif.</td>
</tr>
<tr>
<td>Swahili</td>
<td>Samahani.</td>
</tr>
<tr>
<td>Japanese</td>
<td>Gomen nasai.</td>
</tr>
<tr>
<td>Chinese</td>
<td>Dui bu chi.</td>
</tr>
<tr>
<td>Korean</td>
<td>Mian hamnida.</td>
</tr>
</tbody>
</table>
**Famous Historical Apologies**
www.upenn.edu/pnc/politicalapologies.html

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>Willy Brandt apologized on behalf of Germany for the 6 million Jews murdered in the Holocaust. In a dramatic gesture, he dropped to his knees in the Warsaw ghetto to express guilt, sorrow and responsibility.</td>
</tr>
<tr>
<td>1988</td>
<td>The US government apologized for its WWII internment of Japanese Americans, gave $20,000 to each survivor and set aside $50 million to teach about this injustice.</td>
</tr>
<tr>
<td>1993</td>
<td>President F. de Klerk officially apologized for South Africa’s apartheid system.</td>
</tr>
<tr>
<td>1995</td>
<td>PM Tomiichi Murayama apologized for Japan’s acts of aggression and colonial rule.</td>
</tr>
<tr>
<td>1995</td>
<td>Former Alabama Governor George Wallace apologized for fighting racial desegregation.</td>
</tr>
<tr>
<td>2001</td>
<td>Pope John Paul II apologized for incidents of sexual abuse by Catholic priests.</td>
</tr>
<tr>
<td>2008</td>
<td>Australian PM Kevin Rudd apologized for historical wrongs to the Aboriginal people.</td>
</tr>
</tbody>
</table>

**Some Historical Refusals to Apologize**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>Japan refuses to apologize for Pearl Harbor.</td>
</tr>
<tr>
<td>1995</td>
<td>The US refuses to apologize for Hiroshima.</td>
</tr>
<tr>
<td>2009</td>
<td>China refuses to apologize for Tiananmen.</td>
</tr>
<tr>
<td>2010</td>
<td>Israel refuses to apologize for its attack on a Turkish flotilla bringing aid to Gaza.</td>
</tr>
</tbody>
</table>

**Apologies in the Movies**
<http://blog.effectiveapology.com/>

Check John Kador’s analysis of classic apology scenes from Hollywood movies for your classes.

**Gone with the Wind** (1939)
Rhett Butler apologizes to a group of Southern men for ruining their dreams of glory in the Civil War.

**Ghosts of Girlfriends Past** (2009)
Connor Mead apologizes to his ex-girlfriend for destroying her wedding cake, seducing her mother, knocking out her father and ruining her wedding.

**School of Rock** (2003)
Jack Black apologizes for impersonating a teacher and for lying about his background to his students.

**The Sound of Music** (1965)
Captain von Trapp apologizes to Maria for acting coldly and ordering his children about like slaves.

**Bridges of Madison County** (1995)
Clint Eastwood apologizes to Meryl Streep for suggesting she leave her family to be with him.

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**TRUTH AND RECONCILIATION**
<www.wikipedia.com>

A *Truth and Reconciliation Commission* is a committee set up to investigate wrongdoing after a war, atrocity or human rights violation with the aim of resolving the conflict, ensuring peace and bringing about reconciliation. Have your students check out the key ones below.

**South Africa** (1995) A commission set up under Bishop Desmond Tutu to investigate human rights abuses under apartheid and to hear testimony from victims and perpetrators.

**Argentina** (1983) A commission set up to investigate the fate of the “disappeared” during Argentina’s “Dirty War”. It issued a report “Nunca Mas” (Never Again) in 1984.

**South Korea** (2005) A commission set up to investigate massacres and human rights abuses during the Japanese colonial period, the Korean War and the post-war dictatorship.

Similar commissions have been set up in 18 nations around the world including Canada, Chile, El Salvador, Fiji, Peru, the Philippines, Sierra Leone, East Timor and the USA.

**Websites for and about Apologies**

- U. Penn. Timeline of Historical Apologies
  www.upenn.edu/pnc/politicalapologies.html
  *Great list of historical apologies up to 2002.*

- Perfect Apology  <www.perfectapology.com>
  *Info on personal, public and business apologies.*

- I’m Sorry Website  <www.imsorry.com>
  *US website for sending electronic apologies.*

- Things to Teach about Apologizing  http://edition.tef.net/ideas/functional/apologizing/
  *Good EFL site for teaching about apologizing.*

- EFL Learner Apologies  www.ccsenet.org/journal/index.php/elt/article/view/2572/3299/
  *Article by Ilknur Istifci <iistifci@gmail.com>.*

**Apology Songs** (google “apology songs”)

- *Sorry Seems to Be the Hardest Word* (Elton John)
- *Apology Song* (The Decemberists)
- *I’m Sorry* (Brenda Lee)
## Quotes about Apologies
- "An apology is the superglue of life. It can repair just about anything."  Lynn Johnston
- "Right actions in future are the best apologies for bad actions in the past."  Tryon Edwards
- "A stiff apology is a second insult. The injured party doesn’t want to be compensated because he has been wronged; he wants to be healed because he has been hurt."  Gilbert Chesterton
- "It takes a great deal of strength to apologize from the heart. You must have a deep sense of security to genuinely apologize."  Stephen Covey

## Historical Apologies
- "I rise today to offer a formal and heartfelt apology to all the victims of lynching in our history, and for the failure of the United States Senate to take action when action was most needed."  US Senator George Allen (2005)
- "You can’t undo anything you’ve already done, but you can face up to it. You can tell the truth. You can ask for forgiveness."  George Allen
- "We cannot change the past, but we can change our attitude toward it. Uproot guilt and plant forgiveness. Tear out arrogance and seed humility. Trade love for hate."  Maya Angelou
- "Why must conversions come so late? Why do people always apologize to corpses?"  David Brin

## Apologies in Everyday Life
- "In some families, please is the magic word. In our house, it was sorry."  Margaret Laurence
- "Never ruin an apology with an excuse."  Kimberly Johnson
- "Always apologize immediately. It’s easier to eat crow while it’s still warm."  Dan Heist
- "Life is too short to be spent nursing animosity or registering wrongs."  Charlotte Bronte
- "I refuse to let what happened to me make me bitter."  Nicole Kidman

## Quotes about Forgiveness
- "To err is human, to forgive divine."  Alexander Pope
- "Forgiveness is the key to action and freedom."  Hannah Arendt
- "Peace is not possible without forgiveness."  Naomi Drew
- "An eye for an eye leaves the whole world blind."  Mohandas K. Gandhi
- "Let us forgive each other - only then will we live in peace"  Leo Tolstoy
- "Before we can forgive one another, we have to understand one another."  Emma Goldman
- "When you forgive, you don’t change the past. But you do change the future."  Bernard Meltzer
- "To forgive is to set a prisoner free and discover that the prisoner was you."  Lewis Smedes
- “Forgiveness is the most important step to end conflicts in our families, communities and between nations.”  Robert Alan
- "Without forgiveness life is governed by an endless cycle of resentment and retaliation."  Roberto Assagioli
- "Forgiveness is an act of the imagination. It challenges us to give up destructive thoughts and imagine a better future."  Larry James
- "The stupid neither forgive nor forget; the naïve forgive and forget; the wise forgive but do not forget."  Thomas Szasz

## Humorous Quotes
- "Always forgive your enemies - nothing annoys them so much."  Oscar Wilde
- "An apology is a good way to have the last word."  Author Unknown
- "When I was a kid, I prayed every night for a new bicycle. Then, I realized that God doesn’t work that way. So, I stole one and asked him to forgive me."  Emo Philips
- "There’s no point burying a hatchet if you put up a marker on the site."  Sydney Harris

### United Nations Works
<www.un.org/works/>  
*United Nations Works* is a great website for teaching about poverty, peace, human rights and AIDS. See their *What’s Going On?* videos.

### 100th Anniversary of the Annexation of Korea (1910-2010)  
<www.nikkan100.net>  
*100th Anniversary of the Annexation of Korea*  
August 29 marks the 100th anniversary of Japan’s 1910 annexation of Korea. Have your students study what people in both countries are doing to overcome the bitterness of the past.

### Shin-Eiken Association  
<www.shin-eiken.com>  
*Shin-Eiken* is a Japanese high school English teachers’ group active in peace and global education. Check their website and magazine *Shin Eigo Kyoiku*.  

Global Issues in Language Education  
13  
Newsletter Issue #76  
July 2010
Apology and Forgiveness in Korean EFL School Texts
by Heidi Vande Voort Nam  (Chongshin University, Seoul, S. Korea)

Since the ability to use language to mend relationships is part of communicative competence, a complete language teaching curriculum ought to include the functions of apology and forgiveness. Several studies have indicated that classroom instruction in apologies can lead to improved pragmatic performance (Rose 2005).

What needs to be taught

Several contextual factors may affect the type of language that is appropriate for an apology: the social distance between speakers, the power relationship between speakers, and the severity of the offense (Davila 2004). Social distance between speakers has to do with how well speakers know one another. If speakers are co-workers, there is more social distance than if they are family members, but less social distance than if they are strangers. The power relationship concerns which speaker has more power. An upward apology (student to teacher, employee to boss) will be different from a downward apology (teacher to student, boss to employee) or from an apology among equals (siblings, classmates, coworkers).

Of course, some offenses are more severe than others. At times, speakers apologize when they have not personally done anything wrong (“I’m sorry. You seem to have the wrong number.”) Some offenses are mild (“I’m sorry. I’m not very good with names”) and others are more severe (“I owe you an apology. I lost the book you lent me.”)

If these contextual factors are not taken into consideration, then the apologizer risks being misinterpreted. Over-apologizing for minor offenses (“I’m so sorry. It’s all my fault.”) might come off as insincere. Conversely, under-apologizing for a serious offense (“You broke my cellphone!” “Oh. Sorry about that.”) may appear rude. Since pragmatic errors of this type could undermine the reconciliation process, it is important that students learn to associate apology forms with appropriate contexts.

Response to the apology

Of course, an apology alone is not enough to mend a relationship. Successful reconciliation involves both the apologizer and the injured party. The injured party should also express a desire for reconciliation. Although apology is frequently covered in language courses, Smith and Carvill (2000) suggest that some textbooks may lack expressions for forgiveness.

On the other hand, identifying expressions for forgiveness is not always straightforward. Unlike accusation or apology, forgiveness is not a speech act: Where an apology is realized in the expression “I’m sorry”, forgiveness is not accomplished by making a declaration such as “I forgive you.” Someone could say the words “I forgive you” without internally forgiving the other person. In fact the expression “I forgive you” could aggravate tension in the relationship by implying that the speaker is a judge over the other person.

Nevertheless, people do respond to apologies, and their responses may indicate either continued hostility or a desire to mend the relationship. Appropriate responses to apology are also worthwhile targets for language students.

The power of the textbook in South Korea

South Korea is well-known for its exam driven culture. Because of the immense pressure to teach to the test, Korean public school teachers tend to adhere to the content of their textbooks, and generally speaking, if it isn’t in the text, it isn’t taught. Despite the limitations on supplementing, I believe it is possible for teachers to use the opportunities present in the curriculum to teach the language of conflict resolution.

To see what opportunities are in public school textbooks, I looked at 20 Korean middle and high school EFL textbooks. My research questions included:

(1) Are apology and forgiveness included at different levels of the Korean public school English curriculum?
(2) Do these situations reflect differing levels of offense severity, power, and distance?

Method

For each instance of apology in the textbook (or tapescript), I rated the severity of the offense, the social distance and the power relationships of the speakers, and the type of response to the apology, if any. I distinguished four levels of offense severity:

• none (when there is no harm done, or the apologizer is not at fault)
• minor (when the injured party is unlikely to be angry)
• moderate (when the injured party is likely to be somewhat angry)
• severe (when the injured party is likely to be angry.)
Wherever possible, I identified the following three levels of social distance:

- Close (friends, family)
- Familiar (co-workers, classmates)
- Strangers (waiter-customer, people on a street)

I also recorded three types of power relationships:

- **Up** (student to teacher, child to parent)
- **Equal** (friend to friend, sister to brother, customer to receptionist)
- **Down** (teacher to student, boss to employee, parent to child)

There was not always enough contextual information to determine offense severity, social distance or power relationships. Sometimes text illustrations provided some additional context. In other places, phrases for apology or response were provided in a list rather than a dialog.

In addition to the context surrounding each apology, I looked at the response to the apology. A large number of dialogs ended with the apology and omitted the response. Other dialogs included one of the following types of apology:

- **Topic change:** the injured party changes the subject after the apology
- **Minimization:** the injured party says there’s no problem (*It’s okay. Don’t worry about it.*)
- **Forgiveness:** the injured party directly says “I forgive you.”
- **Acceptance of offer:** if the apologizer offers to make reparations, then the injured party accepts the offer.
- **Affirmation:** the injured party affirms the relationship or expresses a desire for continued contact
- **Rejection of the apology:** the injured party indicates continued anger or a desire to discontinue the relationship.

**Analysis**

Since phrases for apology are included on the list of sentences that forms the backbone of the national English curriculum, it is no surprise that each textbook series investigated included apology, sometimes devoting an entire unit to the topic. The texts contained on average 11 apologies per book.

Most of the dialogs in both middle and high school textbooks featured conflicts that were not especially severe. At the middle school level, most dialogs either had no offense at all or a minor offense. At the high school level, there were more moderate offenses and even a few severe offenses.

In general, high school textbooks used a more diverse range of relationships than middle school textbooks. At the middle school level, more than half of the dialogs (53%) were between friends or family members. At the high school level, there were more dialogs among acquaintances such as classmates or coworkers. Both levels primarily showed apology among equals (72% at the middle school level and 63% at the high school level), but the high school textbooks also included a substantial number of upward apologies (10%). Only three dialogs displayed a downward apology by a person in a position of power. Lack of context made it difficult to determine the social distance and power relationships between the speakers in nearly a quarter of the dialogs at both the middle (23%) and high school (24%) levels.

The books frequently omitted a response to the apology. 53% of the apologies at middle school level and 59% at high school level did not include a response. In about half of the dialogs where a response was given, the response minimized the offence with an expression such as “It’s okay” or “No problem.” Rejection of the apology was signaled in phrases such as “You’re always late. Why can’t you change?” The injured party often changed the topic after the apology with a phrase like “Let’s meet after school.” This type of response may indicate the offense was not serious and the speaker wants to mend the relationship.

**Potential shortcomings in the textbooks**

Although apology was addressed in the textbooks that I investigated, I felt that there were several weaknesses in the presentation. The first weakness was that there was often little or no context provided for an expression. For example, one textbook lists the following expressions:

```
I owe you an apology.
I can’t tell you how sorry I am.
I am sorry.
```

In this excerpt, different forms of apology are listed together as though they are interchangeable, even though some of the apologies are clearly more elaborate than others. Since the phrases appear without any context, the textbook fails to indicate what kind of situation would be appropriate for each expression.

Another problem is that the apologies that are contextualized lack contextual variety. Since most of the offenses were minor, students have few opportunities to see how apology works when serious offense is involved. The books rarely showed apology from a person in a position of power. Since downward apology is uncommon in the Korean language (Kim, H., 2007), showing the possibility of apology to a person with lower status could raise cross-cultural awareness.
A third weakness was that the dialog sometimes ended with an apology and omitted a response. Not only does this leave the situation dramatically unresolved, it also squanders an opportunity to demonstrate the language that is used for reconciliation.

**Enhancing the textbook**

When a list of apologies is presented out of context, the teacher might ask students whether apologies would be appropriate in different situations. The teacher may provide examples with varying degrees of social distance: “Could you say this to a stranger? To your best friend?” The teacher may also show examples with different power relationships: “Could you say this to your teacher? What about your younger sister?” Additionally, the contexts could demonstrate different levels of offense severity: “What if you are apologizing because you stepped on someone’s foot? Or because you can’t come to the party on Friday? Or because you insulted your friend?” This technique helps students appreciate the importance of matching language to the situation.

In any dialog that features apology, the teacher may draw attention to the interpersonal dynamics. Consider this dialog:

```
Man: I wanted my steak medium rare. Look, this is well done.
Waiter: I’m terribly sorry. I’ll change it for you.
Man: It’s OK. I’ll have this. I am so hungry.
```

The teacher might ask students whether the man had really forgiven the waiter. Drawing attention to characters’ feelings not only has the potential to make dialogs more dramatic and entertaining for students, it also signals that interpersonal relationships are worth thinking about.

The teacher may highlight the interpersonal dynamics in a dialog by suggesting alternative lines. For example, after reading the dialog above, the teacher might ask, “If we changed the man’s last line to, ‘Thanks, that would be great,’ would the waiter feel better or worse?”

If the response to the apology is missing, the teacher might ask the students to predict the next line of the dialog. Students may also predict what happens after the response. This could help them determine whether the response to the apology is successful in bringing about reconciliation.

The national curriculum in Korea provides many opportunities for teachers to address conflict resolution. I hope that teachers will use their materials effectively to draw attention to the process of apology and reconciliation.

**References:**


**Middle School EFL Textbook Corpus**

- *Middle School English 1.* (2000)
- *Middle School English 2.* (2001)
- *Middle School English 3.* (2002)
- *Middle School English 1.* (2008)

- *Middle School English 1.* (2000)
- *Middle School English 2.* (2001)
- *Middle School English 3.* (2002)

- *Middle School English 1.* (2008)

- *Middle School English 1, 2, 3* (2000)

**High School EFL Textbook Corpus**


- *High School English.* (2001)

- *High School English.* (2001)


This article is based on a talk by the author at the Korea TESOL 2009 conference in Seoul. For details or to access the data charts for this article, contact:

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E-mail: <heidinam@gmail.com>
Peace One Day
September 21, 2010
<www.peaceoneday.org>

Peace One Day (POD) is an annual peace education campaign which is held each year to promote the United Nations’ International Day of Peace on September 21st. It aims to encourage students, teachers and people in general to work, teach and act for peace around the world.

• See The Film:
Check out the 9-minute on-line video featuring comments from world leaders and celebrities (Angelina Jolie, the Dalai Lama, Jude Law, Kofi Annan, Paul McCartney…). The video tells the inspiring story of UK film-maker Jeremy Gilley’s one-man global campaign to establish a worldwide UN-sponsored “Day of Peace” on Sept. 21st.

• Teaching Resources:
Access the free on-line Peace One Day resources for your classes. These include 13 lessons designed to help young people explore issues of peace, non-violence, conflict resolution and intercultural cooperation, using Peace Day as a focus. Built by teachers to inspire and empower young people to make a difference in the world, POD education materials are being used by 6,000 educators in over 140 countries.

• Take Action:
Join students, colleagues and friends in your school or community to celebrate International Peace Day and take action for peace this year on Sept. 21st. Show the POD film, organize a “soccer for peace” game or check their website for sample peace campaigns, commitments and ideas to try out in your school or community.

New JALT Critical Thinking SIG

A new “Critical Thinking” Special Interest Group has officially been accepted as a forming SIG by the Japan Association for Language Teaching (JALT). The purpose of the group is to promote critical thinking in language education by providing a forum for interested teachers to share and discuss ideas, explore research opportunities and raise awareness of classroom activities and teaching pedagogies that elicit critical thinking among language learners. All JALT members are warmly invited to join. For details, contact:

Roehl Sybing <roehl.sybing@gmail.com>
Kanto International Senior High School
Shibuya-ku, Tokyo, JAPAN 151-0071

Teaching about Ramadan
August 11 – September 9, 2010

Each year, Muslims around the globe celebrate the holy month of Ramadan by fasting from dawn to dusk and performing acts of charity. This year, Ramadan will last (tentatively) from August 11 – September 9. This is a great chance to teach your students about Islam, Ramadan, charity and fasting. Sample teaching activities and resources:

• do student research and presentations on Ramadan
• interview Muslim students about Ramadan
• invite students to fast from dawn to dusk, donate the money they would have spent on meals to charity, then give an oral or written report in English on the experience

Books
• Ramadan – S. Douglass
• Celebrate Ramadan – D. Heilgman
• Fasting in Islam and Ramadan – Ali Budak

Websites
• Background: “Ramadan” <www.wikipedia.org>
• Ramadan for kids: <www.kiddyhouse.com/Ramadan/>
• BBC Lesson on Ramadan <www.bbc.co.uk/schools/religion/islam/ramadan.shtml>
• British Council Ramadan EFL Lesson <www.teachingenglish.org.uk/language-assistant/essential-uk/Ramadan>

One World Week
Oct. 17-24, 2010
www.oneworldweek.org

One World Week (OWW) is an annual UK-based global education event which aims to promote social justice and raise awareness of our links to global issues. This year’s theme is Peacing Together One World with a focus on creating a global Culture of Peace. OWW invites teachers, students and schools worldwide to hold their own events at this time. Access their site for:

• further information about this year’s theme
• free teaching materials, ideas and resources
• free publicity logos, flyers and brochures
• information on sample events around the world
• tips for how to organize your own OWW event

Start planning now for an event at your school!

One World Week <www.oneworldweek.org>
Box 2555, Reading, England, RG1 4XW UK
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This article describes a college EFL teaching unit aimed at helping Japanese students understand how cultural factors impact apologies. The unit features a lecture, discussion and the use of critical incidents, such as the 2001 Ehime Maru accident.

The Ehime Maru Incident

On February 9th, 2001, a U.S. Navy submarine surfaced near Hawaii and accidentally hit the Ehime Maru, a Japanese high school training ship. Nine Japanese crew, including several students, died. The accident became an international incident, with the bereaved Japanese families expecting a form of apology that was not immediately forthcoming from the American side. The issue was complicated by frenzied media attention in both Japan and the U.S. which attempted to portray the accident in light of the American military presence in Okinawa and of Japanese national apologies in the context of Japan's imperialistic history.

After the Ehime Maru accident, the U.S. was slow to apologize. Public statements offered such phrases as "sincere regret" if the U.S. Navy was found to be at fault. At stake on the American side was a tense political relationship, legal issues and the matter of compensation. Finally, an American envoy was sent to Japan with an official apology from the U.S. President delivered at the diplomatic level and to the bereaved families. This was well-received but failed to appease the families as it did not come directly from the submarine captain.

During this period, the captain maintained a silence that increasingly infuriated the families of the victims. His non-apology is best explained in light of the Navy investigation and potential legal liability. Finally, he expressed his "sincere regret" in letters to the families delivered to the Japanese consulate in Hawaii. This gesture was rejected outright by the victims, who deemed it insufficient.

It quickly became clear that the type of apology the Japanese public wanted from the captain was unlikely to be offered any time soon. The families repeatedly requested a clear, public expression of contrition given directly to the victims which acknowledged responsibility and showed that he was aware of their grief. The Japanese maintained the apology must have a human face. Many demanded that he bow before them, as is ritual in Japan. His reluctance to make any public remarks or apologize directly was viewed as offensive and as a failure to abide by Japanese cultural norms.

Critical Cultural Incidents

Teachers working in contexts where such intercultural communication crises might occur need to be prepared to deal with incidents like this and with the questions that are sure to arise in the classroom. Such incidents provide an opportunity to show students how culture impacts on language and behaviour, and to show how to overcome, or preferably prevent, the cultural resentment that can appear in failed intercultural communication. Culture clearly featured strongly in the Ehime Maru case. As such, it provides a real life example of a 'critical incident' that can be used to help students understand intercultural communication as well as cultural influences on language.

Critical incidents are defined in Chen and Starosta (1998) as case studies based on real-life experiences with people from other cultures which "depict a controversy or a conflict that reflects cultural values or other aspects of a culture" (p. 272). Tomalin and Stempleski (1993) have shown how critical incidents can be used as teaching materials for increasing cultural awareness and sensitivity. Brislin (2002) recommends critical incidents as an approach whereby students can analyze cases "that depict people in intercultural encounters that involve a misunderstanding or a difficulty" and that introduce students to "research concepts that assist in understanding intercultural interactions they are likely to have in future".

A Contrastive Analysis Approach

A good method for teaching about apologies is the contrastive analysis of cultural norms. This considers factors in both cultures that can impact on how an apology is given or received. The Ehime Maru case helps learners to "understand that different evaluations of appropriateness may exist across cultures" (Meier, 1997, pp. 24-25).

Contrastive analysis, however, has potential "traps" including oversimplification, polarization and cultural reductivism (Guest, 2002, pp.154-155). There is also the possibility that emotionally charged incidents, such as the Ehime Maru case, might reinforce stereotypes and generalizations. Contrastive analysis, then, should involve sensitivity, acknowledgement of exceptions, and avoidance of "otherization". Close analysis of a critical incident can help learners attain a level of intercultural sensitivity close to the initial phase of Bennett's (1998) ethnorelative stages.
A College EFL Unit on Culture and Apologies

(a) Mini-lecture: After explaining terms (apology, ethnocentric, norms...), I give a lecture contrasting American and Japanese apologies. Samovar (2000), for example, explains how apologies at the beginning of a speech, though appropriate in Japan, can serve to "reduce one's credibility" in the U.S. (p.305). This can be a PowerPoint, a listening or a note-taking task. Students can also be asked to share experiences of apologizing across cultures.

(b) Critical Incidents: The next stage involves critical incidents about aspects of Japanese culture to familiarize students with intercultural analysis and show how culture impacts apologies. Students can discuss these in groups and report to the class.

(c) News Items: Students can study and discuss Japanese TV news clips of company presidents apologizing for defective products or university presidents apologizing for entrance exam mistakes or for sexual harassment by faculty members.

If one aim of teaching is to help students improve their pragmatic abilities in English, then cross-cultural studies of apologies are of great value.

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Critical Incident #1: Traffic Accident
(Based on Kataoka Japanese Cultural Encounters, p. 2)

Tom was driving in Japan, when a child suddenly ran into the street. He quickly braked, but his car hit the child. Tom immediately called the police. Luckily, the child’s injuries were minor and witnesses explained that Tom was not at fault. He felt sorry for the child but decided there was nothing he could do. After several days, Tom heard from the police that the child's parents were upset about his response to the incident. Why?

Explanation: In Japan, you are expected to apologize and visit the victim of an accident, even if you are not at fault, to show your sincerity.

Critical Incident #2: Business Presentation
(From Online Readings in Psychology and Culture)

Harumi was working for a U.S. firm. He agreed to present a business plan on Friday. On Tuesday, the company computers crashed and his assistant called in sick. When Harumi began his Friday talk, he said, "I'm sorry I'm not well prepared. This may not be a good use of your time." He then gave a good presentation. After, an American asked, "Why did you apologize? Everyone knows about the computer crash and your assistant's illness."

Explanation: In Japan, apologies show concern for bother caused to people. In the US, they can be associated with weakness or an admission of guilt.

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Critical Incident #3: Two Airplane Crashes
(Adapted from Barnlund and Yoshioka, 1990)

In 1982, two fatal plane crashes occurred. One was in Washington, D.C., killing 77 people. The other happened in Tokyo with 24 dead. In the U.S. crash, the crew, the airline officials and the government made no effort to apologize to the public or the victims' families. To explain the accident, officials cited poor safety records at the airport and said the accident was to be expected. The Tokyo crash was handled very differently. Can you suggest how?

Answer:
1. The president of the airline company apologized to the public, visited every family to apologize personally and handed in his resignation.
2. The captain and co-pilot officially apologized for the accident even before it could be determined whether the cause of the crash was pilot error.
3. The Director of Transportation resigned his position to take responsibility for the accident.

References:

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International Day of Peace
www.internationaldayofpeace.org

After checking out Peace One Day (pg. 17), go to this related website to learn more about International Peace Day (Sept. 21st), to get materials, to plan your own peace event and to view their “One World” music video.

BEE Summer Bike Ride
BEE (Bicycle for Everyone’s Earth) is a team of EFL teachers who will bike throughout Japan this summer to promote environmental awareness. For more details on this annual ride, contact: <teamleader@beejapan.org>

Global Dimension
<www.globaldimension.org.uk>

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

Facing the Future
< www.facingthefuture.org >

Facing the Future is a highly regarded US-based global education website which features an educator’s zone, free teaching units, 60-second tours of global issues and a special Fast Facts, Quick Action page.

Peace Boat
< www.peaceboat.org >

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New Internationalist
< www.newint.org >

New Internationalist provides teachers with the information and inspiration about global issues needed to make the world a better place. Check out their dynamic website and subscribe to their magazine!

AIDS Education in Japan
< www.japanetwork.org >

JAPANetwork provides language teachers in Japan with materials, lesson plans, videos and teaching ideas for integrating HIV/AIDS awareness into your classroom.

Global Stories
< http://spiraitwork.net >

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www.oxfam.org.uk/education/

Oxfam Education is a great UK global education website for teachers and students with information, news and teaching resources on world issues and global citizenship.

Global Issues in English
< http://world-issues.net >

Global Issues in English is an EFL website created by GILE Membership Chair Tim Grose of Sapporo, Japan. It provides a complete on-line EFL textbook on global issue themes.

U.N. Cyber School Bus
www.un.org/Pubs/CyberSchoolBus/

The United Nations Cyber School Bus website offers a rich set of teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

Global Issues
<www.globalissues.org>

Global Issues is a great informational website with 500+ articles on topics ranging from military spending racism and Iraq to poverty, the environment and the arms trade.
**BOOKS ABOUT APOLOGIES AND FORGIVENESS**

Are you thinking of designing a lesson about apologies and forgiveness? Want to learn more about this topic? Then check out these great books!

### NATIONAL APOLOGIES

**The Politics of Official Apologies**  
by Melissa Nobles (2008) $25  
This key book analyzes national apologies from the United States, Canada, Australia and New Zealand.

**Sorry States**  
by Jennifer Lind (2009) $20  
The author analyzes the differences in how Germany and Japan have apologized for WWII atrocities.

**When Sorry Isn’t Enough**  
by Roy Brooks (1999) $25  
This great essay collection deals with national apologies, reparations, justice, guilt and forgiveness.

**The Forgiveness Factor**  
by Michael Henderson (1996) $10  
This dynamic book gives powerful stories of conflict, forgiveness and reconciliation from around the world.

**Between Vengeance and Forgiveness**  
by Martha Minow (1999) $14  
This book looks at war trials, truth commissions and reparations as ways to deal with atrocities.

**Sins of the Parents**  
by Brian A. Weiner (2005) $23  
This discusses examples of historical injustice, national apologies, social reponsibility and collective guilt.

**Troubled Apologies among Japan, Korea and the US**  
by Alexis Dudden (2008) $44  
This book compares Japan, Korea and the US, and discusses how much to apologize and when to forgive.

### PERSONAL APOLOGIES

**The Power of Forgiveness**  
by Janise Beaumont (2010) $11  
This book explains why it’s good to forgive your friends, your boss, your family and all those who have hurt you.

**My Bad: 25 Years of Public Apology**  
by Paul Slansky (2006) $16  
A great book of public apologies from figures such as Janet Jackson, Hugh Grant, Jane Fonda and Bill Clinton.

**The Five Languages of Apology**  
by Gary Chapman (2008) $15  
This practical book uses concrete examples to illustrate the five different styles of apology and their uses.

**Forgiveness is a Choice**  
by Robert Enright (2001) $14  
This practical step-by-step handbook shows how to resolve anger, restore hope and escape the chains of hate.

**Effective Apology: Mending Fences, Building Bridges**  
by John Kador (2006) $16  
This book analyses sincere apologies and argues that we don’t need more apologies, just more effective ones.

**Forgive and Forget**  
by Lewis Smedes (2007) $14  
This classic book uses stories to outline the four stages of forgiveness for moving beyond hurt and anger.

**Amish Grace: How Forgiveness Transcended Tragedy**  
by Donald Kraybill (2010) $12  
This powerful book describes how the Amish forgave a murderer after a brutal 2006 US school shooting.
(1) "News for You 2010/2011" by Minoru Ohtsuki (2009) (1,900 yen; listening CD sold separately)
Seibido Ltd., 3-22 Ogawa, Kanda, Chiyoda, Tokyo 101-0052 Website: <www.seibido.co.jp>
Tel: 03-3291-2261 Fax: 03-3293-5490 E-mail contact: <seibido@mua.biglobe.ne.jp>
This 80-page current events text for Japanese EFL classes aims to improve students’ English skills through reading passages on global issue themes. Its 20 units cover topics such as: the Euro, language laws, the Nobel prize, the global food crisis, science and the law, the man who saved a billion lives, historical conflicts, women in Saudi Arabia, brain injuries, Japan’s Tsukiji fish market, press freedom, global warming in Africa, high school dropouts, women in India, salary gaps, illegal human organ sales, infant mortality and the Amazon rainforest. Each 4-page unit contains a photo with background information, vocabulary exercises, a 2-page reading passage (with Japanese notes) and a set of reading comprehension questions.

(2) "English in 30 Seconds: Award-Winning TV Commercials from Cannes" by Masayuki Aoki
Nan’undo Press, 361 Yamabuki-cho, Shinjuku, Tokyo 162-0801 (2009; ¥2500 with DVD)
Tel: 03-3268-2311 Fax: 03-3269-2486 nanundo@post.email.ne.jp www.nanun-do.co.jp
This 73-page EFL text for Japanese college students aims to improve students’ language skills through the study of prize-winning TV commercials about social issues and cultural themes. Its 15 units cover both commercial advertisements (eg FedEx, BMW, Pepsi, Disney, McDonald’s) as well as public service ads (an anti-discrimination campaign, an anti-smoking campaign plus ads about learning foreign languages, the United Nations, and the teaching profession. Each 5-page unit has DVD pre-view activities (background reading, vocabulary and comprehension questions), DVD viewing tasks (listening, story completion, gap filling, identify the message) plus DVD post-viewing exercises (phrases, translation, topics for writing/discussion).

(3) "Quality of Life: Making Smart, Healthy Choices" by Y. Onjohji et al (2010; ¥1700)
Nan’undo Press (see contact information above for #2) (listening CD available separately)
This 66 page college EFL text aims to build up Japanese students’ English reading skills while raising awareness of health issues, personal responsibility and student choices. Its 15 units cover topics such as: fast food, laughter and health, allergies, sleep, breast cancer, alcohol, cannabis, beauty, blood types, depression, positive thinking, pain relief, youth and aging, memory loss and preventing pandemics. Each 4-page unit features a set of pre-reading vocabulary activities, a 1-page English reading passage (with Japanese vocabulary notes), a set of comprehension questions, listening practice tasks and further exercises on the topic of the unit.

(4) "Point by Point: Writing Effective Opinion Essays" by Yumiko Ishitani (2010; ¥2000)
Nan’undo Press (see contact information above for #2) (listening CD available separately)
This 116 page EFL text aims to improve Japanese students’ abilities to develop opinions, think critically and write effectively about social and global issues. Its 13 units deal with: computers and society, deforestation, biotechnology, English and internationalization, global warming, bullying, the aging society, racism, the seniority system, euthanasia, university education, freelers and cell phones. Each 8-page unit features a Japanese introduction to the topic, grammar and vocabulary practice exercises, a sample essay for gap-filling and listening, a Japanese essay for students to translate into English and a list of related topics for students to write their own essays.
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United Nations Activity Book
This teacher’s handbook features a rich variety of class activities for teaching about the UN and its work to solve global issues. ¥1000 / $10

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Global Perspectives (JACET)
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* www.peopletree.co.jp
* www.worldfairtradeday09.org/

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American Forum for Global Education: books on global education, world cultures and global awareness
American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA  www.globaled.org

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

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

Center for Teaching International Relations: primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.du.edu/ctir/

Educators For Social Responsibility (ESR): teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164  Web: www.esrnational.org

International Education Resource Center (ERIC): Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  Web: www.eric-net.org

Intercultural Press: books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA  Web: www.interculturalpress.com

National Geographic Society: books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, 1145 19th Street N.W., Washington, D.C. 20036-5803  www.nationalgeographic.com

New Internationalist: maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA  Website: www.newint.org

Oxfam Education Catalog: teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK  Web: www.oxfam.org.uk/education/

Peace Education Foundation: primary and secondary texts on peace education and conflict resolution

Peace Resource Project: bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95521-1122 USA  Website: www.peacemovement.org

Social Studies School Service: global education catalog of books, videos, software, posters & maps
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Tel: 310-839-2436 or 800-421-4246  <access@socialstudies.com>  Web: www.socialstudies.com

Stanford Program on Int’l & Cross-Cultural Education: texts on world cultures & global issues
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UN Bookstore, New York 10017 USA  www.un.org/Pubs/CyberSchoolBus/bookstore/index.html

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK  Website: www.panda.org
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