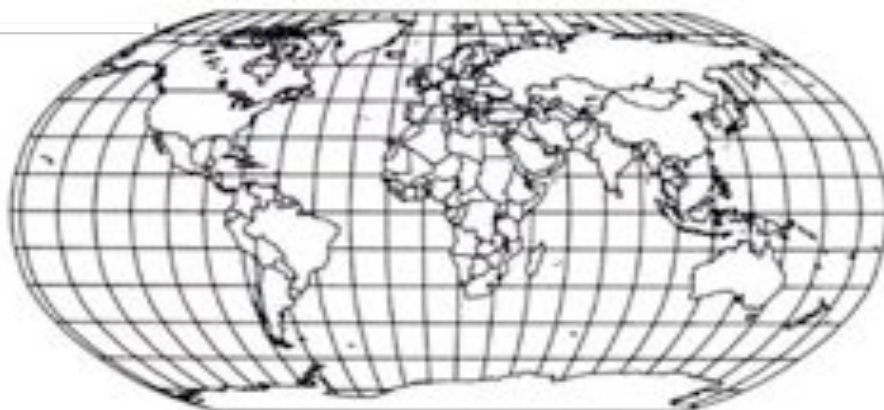


Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

78th
Issue

celebrating 78
issues and 21
years in print
since 1990



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Website: www.gilesig.org Check out back issues on our homepage!

NEWSLETTER #78

Our first newsletter of 2011 comes out as the world is rocked by calls for democracy, freedom and human rights in Egypt, Tunisia and other nations in the Middle East. Our themes this edition are global issues, literature and course design. This features (1) a report by Andrew Dowling on how he used the novel *Slumdog Millionaire* to raise awareness of Indian English, culture and society, (2) a description by Philip Adamek of an anti-bullying unit designed around an essay by Mark Twain, and (3) an article by Jeffrey Carter on a college EFL course in which students research Nobel Peace Prize winners and Millennium Development Goals. We also include a list of teachable moments for 2011, a report on last fall's JALT 2010 conference plus lots of global education news, events and information.

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

Special features this issue:

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A N N O U N C E M E N T S

Language Education Events

- **Foreign Language Learning and Teaching**
March 11 - 12, 2011 Bangkok (Thailand)
Website: www.flit2011.org/
- **Language, Culture and Identity**
April 28 - 30, 2011 Casablanca (Morocco)
Website: www.mine.ac.ma/
- **Building Cultural Bridges**
April 29 - 30, 2011 Almaty (Kazakhstan)
Submission deadline: March 25, 2011
<<http://sdu.edu.kz/philology/content/view/75/101/>>
- **Cultures in Dialogue: English and French**
May 13 - 14, 2011 London (UK)
www.soton.ac.uk/ml/research/cultures_dialogue.html
- **Asia TEFL: Teaching in a Changing Asia**
July 27 - 29, 2011 Seoul (South Korea)
Website: <www.asiatefl.org>
- **PAC 2011 Pan-Asian Conference on ELT**
November 11 - 13, 2011 Taipei (Taiwan)
Submission deadline: February 28, 2011
Website: <www.eta.org.tw/en/index.html>

Global Education Events

- **Going Global: International Education**
March 10-12, 2011 British Council (Hong Kong)
Web: <www.britishcouncil.org/goingglobal/>
- **Knowledge and Schooling in a Global Era**
March 25 -26, 2011 New York (US)
<http://steinhardt.nyu.edu/conference/ieconf2011>
- **Crossing Borders: Teaching in a Global Age**
April 16 - 17, 2011 Nanjing (China)
<http://crossingborders2011conference.weebly.com>
- **International Gender & Education Conference**
April 27 - 30, 2011 Exeter (UK)
Website: <www.genderandeducation.com>
- **World Environmental Education Conference**
July 19 - 23, 2011 Brisbane (Australia)
Website: <www.weec2011.org>
- **World Peace Festival** August 26 - 28, 2011
Berlin, Germany <www.worldpeacefestival.org>

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

Summer Peace Education Institute August 12 - 19, 2011 Tokyo, Japan

This summer's *International Institute on Peace Education* (IIPE) will be held August 12-19 in Tokyo on the theme *Human Security: A Gender Perspective*. Japan-based teachers who'd like to volunteer or to help organize this event should contact: Kazuya Asakawa <kasan@mac.com>.

Applications now open! Deadline = April 11, 2011
For details: <www.i-i-p-e.org> <info@i-i-p-e.org>

Grad Pledge for Social Responsibility

<www.graduationpledge.org>

Many American universities offer their senior students a chance to sign a "Graduation Pledge for Social Responsibility." Why not introduce this at your school? The US pledge runs:

"I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

Teaching Tolerance

< www.tolerance.org >



Teaching Tolerance is a famous US website and magazine run by the Southern Poverty Law Center. This features ideas, activities and resources for teaching against racism, sexism and prejudice.

GILE on Facebook

< www.facebook.com >



Our *Global Issues in Language Education* Special Interest Group is now on *Facebook* and *Twitter*, thanks to GILE member, Jack Brajcich. Check out these new sites and contribute your input!

Green Teacher

< www.greenteacher.com >



Green Teacher is a dynamic website and magazine which offers exciting teaching ideas, activities and resources to help classroom teachers promote environmental awareness in their schools.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2011

Here are the 2011 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

ADMINISTRATIVE OFFICERS

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Wanted: ▪ Chugoku Rep
▪ Tohoku Rep ▪ Other regions
▪ project & website assistants

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<brajcich@fukujo.ac.jp>



WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

Don't throw away old textbooks, journals, dictionaries or cassette tapes. Recycle them!

"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.taiaa.jp/english.html>

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>

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 <dhngoinguhue@vnn.vn>

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

- **Sponsor a Child Overseas**
<http://plan-international.org> www.plan-japan.org
- **Work to End World Hunger** (click "take action")
<http://actfast.oxfamamerica.org/>
- **Raise Funds to Eliminate Landmines**
www.clearlandmines.com/WhatCanIdo.cfm
- **Start a School Human Rights Club**
www.amnesty.ca/youth/get_involved/



Intercultural Training With Films

by Christine Roell (Nordhausen Univ. Germany)
<roell@fh-nordhausen.de>

This article discusses the role movies can play in promoting intercultural understanding and profiles inter-cultural films that can be used in the language classroom. The author first describes the benefits of film (authentic language, motivation, emotional appeal...), its role in introducing dialects, customs and communication styles, and the engaging way it deals with themes such as cultural differences, culture shock, cultural conflicts and xenophobia. She then profiles a variety of films for teaching:

- intercultural conflict (*Witness, A Love Divided*)
- racism (*This is England, A Class Divided*)
- stereotypes (*The Prince and Me, Green Card*)
- generational conflicts (*Monsoon Wedding*)
- non-verbal communication (*Bread and Roses*)
- cultural values (*Bend It Like Beckham*)

The article gives classroom strategies for teaching film (with pre-viewing, while-viewing and post-viewing activities), outlines a sample teaching unit (where students view, analyze and report on films) and finishes with a list of 33 intercultural films.

English Teaching Forum Vol. 48/2 2010 USA
<http://englishprograms.state.gov/forum/>

- The complete article is available on-line.
- See our list of cross-cultural films on pg 22.

English for Empowerment in India

English teaching in India is being revitalized by new initiatives aimed at promoting empowerment. *Make a Difference* (MAD) employs 800 volunteers in 10 cities who act as mentors while teaching English and computer skills to underprivileged children. *Teach India* is a campaign set up by the British Council and *The Times of India* which aims to help 1 million disadvantaged youth through its *English for Employability* program. *Teach for India* is a 2-year US Peace Corps-style program which places American graduates in poor Indian schools.

Make a Difference: <http://makeadiff.in>

Teach for India: www.teachforindia.org

Teach India: www.itimes.com/public_teach-india.php

"Plan to improve English skills of Indian Youth"
in *EL Gazette* #372 January 2011, UK.
www.elgazette.com

English as Official Language in Thailand?

Warakorn Samakoses, chairman of a government subcommittee on Thai education, has announced that he will recommend that Thailand consider adopting English as its official second language. The proposal, aimed at improving the English proficiency of Thai youth, reflects Thailand's ambition to become a knowledge economy and a key player in the ASEAN economic community.

"Thailand to adopt English" in *EL Gazette* #370
November 2010, UK. www.elgazette.com

Teaching Women's Issues in EFL Classrooms

by Reiko Yoshihara (Nihon University, Japan)
<yoshihara.reiko@nihon-u.ac.jp>

This article describes the design of a thematic EFL unit on women's issues taught as part of a Japanese college writing class. The author first reviews the rationale for teaching global issues in content-based language classes and points to the lack of research on teaching gender issues. She then describes a 4-week EFL writing unit she designed on the theme "domestic violence" which featured readings, discussions, essay writing and a showing of the Canadian video "A Love That Kills". Pre- and post-questionnaires showed that students gained knowledge of domestic violence and its causes, corrected misconceptions and stereotypes, gained confidence in expressing their opinions on how to solve this problem and became more curious about women's issues. She concludes that women's issues provide a good way to develop grammar, vocabulary and language skills, and encourages EFL teachers to address women's issues in their own classrooms.

Society of English Studies (Eibei Bunka) #40 March 2010, Japan. (available on-line)



Shin-Eiken Association

< www.shin-eiken.com >

Shin-Eiken (新英語教育研究会) is a national high school English teachers' association in Japan which actively works to promote humanistic education, peace education, global education and international understanding. See their website or subscribe to their monthly Japanese magazine *Shin Eigo Kyoiku*.



JALT 2011 National Conference

Nov. 18 – 21, 2011 Tokyo, Japan

<<http://jalt.org/conference>>

The 2011 conference of the *Japan Association for Language Teaching* (JALT) will be held Nov. 18 – 21 on the theme *Teaching, Learning, Growing*. Make sure to submit a proposal on a global theme.

- Deadline for submissions: April 22, 2011

ACLL 2011: Call for Submissions

June 10 – 12 in Osaka <www.acll.iafor.org/>

The first-ever *Asian Conference on Language Learning* (ACLL) will be held on June 10 - 12 in Osaka, Japan on *Connecting Theory and Practice*.

- Deadline for submissions: April 1, 2011

JALT Pan-SIG 2011 Conference

May 21–22, 2011 Shinshu University, Nagano

<<http://jalt.org/pansig/2011>>

This year's Pan-SIG conference will be held on May 21 – 22, 2011 in Nagano, Japan on the theme *Discovering Paths to Fluency*. Plan to attend!



Int'l Association of Teachers of English as a Foreign Language

Darwin College, University of Kent, Canterbury, Kent CT2 7NY, UK

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

IATEFL 2011 CONFERENCE

IATEFL's 2011 conference will be held April 15 – 19, 2011 in the city of Brighton, England.

Global Issues SIG Pre-Conference Event

Global Education: From Beliefs to Behaviours
A 1-day event on April 15. For details, contact Maureen Ellis <t.ellis2@ukonline.co.uk>.

Conference sessions on global themes

- Accent and Identity: Prejudice and Insecurity
- Language: Building Bridges, Mending Fences
- Doing Geography: Language and Content
- Travel Literature for Intercultural Competence
- English for Gender Equality
- Teaching English in the Global Village

IATEFL's Global Issues SIG (GI-SIG)

Catch up on activities by IATEFL's GI-SIG at:

- Website: <http://gisig.iatefl.org/>
- Chair: Claudia Connolly <GISig@iatefl.org>

Key Internet Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)
www.gilesig.org

IATEFL Global Issues SIG (UK)
<http://gisig.iatefl.org/>

TESOL's Social Responsibility IS (USA)
www.tesol.org (search for "SR-IS")

Korea TESOL Global Issues SIG (Korea)
www.kotesol.org/GISIG (new address)



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 2011 CONFERENCE

The TESOL 2011 conference will be held from March 16–19 in New Orleans, Louisiana on the theme *Examining the "E" in TESOL*. Conference sessions on global education themes will include:

- Teaching for Social Responsibility
- Ethics and Accent Discrimination
- Forensic Linguistics and Language Crimes
- Intercultural Miscommunication and ESOL
- Confronting Bullying and Discrimination
- Peace Education Activities for the Classroom
- Working with Students from Poverty

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>

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

Non-JALT: Japan ¥2,000 per year
Overseas US \$15 per year



36th JALT CONFERENCE ON LANGUAGE TEACHING

Nov. 19 - 22, 2010 at Winc Aichi Conference Center, Nagoya

Creativity: Think Outside the Box <<http://jalt.org/conference/jalt2010>>



The fall 2010 national conference of JALT (*the Japan Association for Language Teaching*) featured a range of global education sessions by JALT's *Global Issues SIG* and teachers in Japan.

Global Issues SIG SESSIONS

GILE SIG Colloquium

Education and Action in the Classroom and Beyond

This session featured a panel of global educators who described ways they have integrated a social action component into their language teaching. Topics included student action projects and programs on global issue themes plus out-of-class activities linked to fair trade, peace and justice.

Kip Cates (MC)	<kates@rstu.jp>
Anna Baltzer	JALT Featured Speaker
Alan Maley	JALT Featured Speaker
Pania Lincoln	Peace Boat GET Program
Chuck Sandy	Design for Change Japan
Michele Steele	Gunma University

Global Issues SIG Forum

Sharing Ideas, Lessons, Resources

This round-table session featured mini-reports from classroom teachers on innovative activities, materials and curricula linked to global themes. Read their articles in the *JALT 2010 Proceedings*.

- Naoko Harada (MC) <program@gilesig.org>
 Robert Taferner <robert_tuferner@yahoo.ca>
 ▪ *Following the Path of Wangari Maathai*
 Hitomi Sakamoto <hitomi27sf@yahoo.co.jp>
 ▪ *Global Issue Projects with the text Eigo Note*
 Jennifer Yphantides <yphantides1@yahoo.ca>
 ▪ *Helping Students Explore Sustainability*
 Anthony Torbert <3tony@ba.kobegakuin.ac.jp>
 ▪ *Content-based Teaching with Commodities*
 Mark Wright <markwwright@yahoo.com>
 ▪ *Teaching Global Issues with Authentic Texts*
 Mark Shrosbree <markshros@gmail.com>
 ▪ *Global Issue Poster Presentations*
 Mathew Walsh <matthewisaacwalsh@gmail.com>
 ▪ *EFL Tasks for Sustainable Development*



JALT Featured Speaker on Peace Education

ANNA BALTZER

<www.annainthemiddleeast.com>

One of the Featured Speakers at JALT 2010 was **Anna Baltzer**, an award-winning lecturer, writer and activist working for peace and justice in the Middle East. Anna, a former EFL teacher, is the author of *Witness in Palestine: A Jewish American Woman in the Occupied Territories*. Her JALT appearance and national Japan lecture tour were co-sponsored by JALT's Global Issues SIG, Gunma JALT and other groups. Thanks to everyone who helped organize Anna's visit!

Anna's JALT 2010 Sessions:

- *An EFL Teacher in the Middle East*
- *Education and Action for Social Justice*

DVD: *Life in Occupied in Palestine*

Get a copy of Anna's DVD – full of photos, maps, facts, music and action ideas - to learn and teach about peace in the Middle East in your foreign language classroom.



- Cost: 1,500 yen (includes shipping)
- Order: Michele Steele <psisnowar@gmail.com>



Model United Nations

For the first time ever, a Model UN was held at JALT organized by GILE SIG members. At this 2-day event, Japanese college EFL students role played diplomats from nations around the world to discuss global issues in English at a simulated UN general assembly.

- Organizers: Lori-Zenuk Nishide, Todd Thorpe, Craig Smith, Mathew White and Robert Hewer
- For details: <toddthorpe@hotmail.com>
- MUN: <www.nmun.org> <<http://jmun.org>>



Hope for a Better World Charity Event

EFL publisher *Cengage Learning* hosted a charity fundraising evening for the development NGO *Hope*, co-sponsored by JALT and *Design for Change*. This featured a buffet dinner, entertainment and silent auction plus talks by educators Chuck Sandy and Kiran Sethi.

- For details: www.cengage.jp/elt/event/jalt/
- Hope NGO website: www.hope.or.jp

Other Conference Presentations

From Boxed-in Daughters to Carnivore Women

This talk discussed how the text *Womansword* engaged students in analyzing attitudes about gender issues in Japan. Jhana Bach (Mukogawa Womens University) <kixie@mukogawa-u.ac.jp>

Keeping It Real

This presentation described how the new EFL textbook series *English Unlimited* can help classroom teachers to promote global communication and awareness of other cultures. Leslie Hendra (Cambridge University Press) <eu-japan@cambridge.org>

Canada via Culture, Songs, Literature, Sports

This presentation discussed how to promote an understanding of Canada through songs, literature and sport while addressing issues such as homelessness and WWII internment camps. Joyce Cunningham (Ibaraki University) <joyce@mx.ibaraki.ac.jp>

Poster Making Activities in Global Issue Classes

This session reported on a college EFL unit in which students created global issue posters, gave presentations using them, then took a pop quiz to check their learning. Tamiko Hanaoka (Asia University) <tamikodanhanaka@yahoo.co.jp>

Effectiveness of an E-mail Exchange Program

This poster described an international e-mail exchange program arranged between EFL students in Japan and Americans learning Japanese in the USA. Sachiho Mori (Aoyama Gakuin University)

World Englishes: Yes for Others, No Thanks!

This talk reported on a survey of 300 Japanese college students who accepted *World Englishes* for others but preferred native speaker models. Jun Omi (Shobi University) <omiju2@hotmail.com>

Helping Students Accept Asian Variety

This session discussed Japan's new "Global 30" initiative and showed how to address pejorative opinions held by Japanese students towards Asian varieties of English. Christopher Haswell (Ritsumeikan Asia Pacific University) <haswell@apu.ac.jp>

Ethnographic Perspectives for Global Classes

This colloquium featured six panelists who outlined ethno-graphic approaches to teaching contexts, methods, materials and outcomes. Andrew Reimann (Utsunomiya University) <anreimann@yahoo.com>

Cultural Basics for Language Teachers

This session explained how teachers can promote cultural knowledge, skills and awareness while acting as cultural experts, practitioners and learners. Joseph Shaules (JII) <jshaules@japanintercultural.org>

Critical Thinking About Controversial Topics

This conference session discussed benefits, concerns and approaches linked to the teaching of controversial issues in the EFL classroom. Greg Goodmacher (Keiwa College) <ggoodmacher@hotmail.com>

Lady Leaders: From Everyday to Exceptional

This presentation described a college EFL course in which students studied women leaders, interviewed alumni and then produced their own women's magazine. Patrice Pendell (Kinjo Gakuin University)

Improve Discussions with Socratic Seminars

This presentation explained how student-led Socratic seminars featuring mutual inquiry promote language skills and critical thinking. Derek DiMatteo (Lakeland College) <dimatteo@japan.lakeland.edu>

Teaching World Englishes

This talk described the design of a *World Englishes* course which aimed to prepare students for global communication in the real world. Nicole Takeda (Aoyama Gakuin) <takeda_nicole@yahoo.com>

Creating Confident Communicators

In this session, the author of the text *World Link* introduced her formula for successful teaching: Dynamic Vocabulary + Essential Grammar + Universal Topics = Confident Communication. Nancy Douglas (Cengage Japan) <elt@cengagejapan.com>

International Dialog: Challenges and Solutions

This panel featured representatives from Asian language teaching association who discussed common challenges they face in Asian classrooms. Steven Nishida (JALT) <jalt_iac@yahoo.com>

Ten Steps to an International Classroom

This talk described 10 ways in which teachers can add an international dimension to their classroom through global education methods and materials. Kip Cates (Tottori University) <kcates@rstu.jp>

Boxes

This talk addressed the JALT conference theme of "Thinking Outside the Box" by describing a variety of boxes (male/female, theory/practice, personal/political) which inhibit good teaching. Jerry Yokota (Osaka University) <gyokota@lang.osaka-u.ac.jp>

Christian Mission and ELT in Japan

This talk addressed both the history of Christian missionaries in Japan and ethical issues raised by linking English teaching to evangelism. Paul Wicking (Meijo University) <wicking@ccmfs.meijo-u.ac.jp>

Thinking in English: Content-based Approach

This session argued that critical thinking should be at the center of content-based language teaching and not just a by-product. James Crocker (Kobe Women's University) <james@suma.kobe-wu.ac.jp>

The Link between Gender and Global Issues

The presenter argued that gender should be a key issue in EFL based on her experience with poverty in Honduras and HIV in S. Africa. Folake Abass (Kyoto Sangyo University) <folake@cc.kyoto-su.ac.jp>

Guest Lecturers: Springboard to Creativity

This talk described a college EFL unit on “emigration” featuring guest speakers, online research, diary writing, debates and student roleplays performed on imagined emigrations. Eucharia Donnery (Sophia University) <donneryeucharia@gmail.com>

From Critical Thinking to Creative Thinking

This session discussed how a content-rich approach can help EFL learners to integrate critical thinking (logic and reason) with creative thinking (imagination and originality). Carmella Lieske (Shimane University) <carmellalieske@yahoo.com>

Critical Thinking 2: Doing, Thinking, Changing

This talk introduced a new approach to teaching critical thinking based on class activities which deepen learning and lead to real-world action. Chuck Sandy (Chubu University) <charnelsan@mac.com>

Think/Act Local: Grassroots Peace Education

This session described a project-based peace education curriculum, featuring the writing of a peace reader, creation of a Hiroshima peace display and planning of a Peace Boat voyage. Jennifer Yphantides (Kanda University) <yphantides1@yahoo.ca>



Teachers Helping Teachers: Make a Difference

This talk described EFL teacher training seminars carried out in Bangladesh, Vietnam and Laos, and how teachers in Japan can volunteer to help. Joseph Tomei (THT) <tomeiter@gmail.com>

Engaging Students through New Literacies

This talk argued that teachers need to go beyond the classroom to engage students with real-world interests such as people, places and cultures. Nancy Douglas <contact@nancydouglas.com>

A Weekend Study Abroad Prep. Program

This talk described the design of a 2-day English-only study abroad prep camp that addressed stereotypes, culture shock and academic differences. Sam Reid (Waseda University) <s.reid@kurenai.waseda.jp>

Positive Psychology: Happiness in ELT

This session demonstrated how to introduce ideas from the “science of happiness” into EFL classes. Marc Helgesen (Miyagi Gakuin) <march@mgu.ac.jp>

Training for Seeking Internships Abroad

This presentation described an EFL course on resume writing and interviews designed to prepare Japanese students to seek internship programs on American websites. Stella Yamazaki (Hosei University)

English for Legal Purposes and Global Skills

This session discussed the need to re-orient *English for Legal Purposes* in Japan in order to better prepare law students for the reality practicing international law in a global world. Jay Klaphake (Ritsumeikan University) <klaphake@fc.ritsumei.ac.jp>

Global 30 and Japanese Language Education

This panel discussed issues linked to the government’s *Global 30* project which aims to attract more international students into Japanese universities. Megumi Kawate-Mierzejewska (Temple University, Japan) <mierze@tuj.ac.jp>

Labor Relations in Japan (PALE SIG Forum)

This session described how teachers – from recruitment to retirement or dismissal - are affected by labor laws and precedents, and protected by the work of labor unions. Neo Yamashita (EWA Union)

Integrating Thinking Skills into the EFL Class

This talk showed how to go beyond unquestioning acceptance through an analytical skills framework which encourages students to question their texts. Amos Paran (U of London) <a.paran@ioe.ac.uk>

Bringing Textbooks Out of the “Joshiki” Box

This talk compared EFL texts from China, Malaysia, Pakistan, Russia and Saudi Arabia to call for more English usage in Japanese texts. Najma Janjua (Kagawa College) <janjua@chs.pref.kagawa.jp>

Intercultural Negotiations in EFL Textbooks

This analyzed intercultural negotiations in Korean high school EFL texts, noted social inequality and called for inclusive intercultural education. Heejin Song (OISE/University of Toronto) <hjsong09@gmail.com>

The Magic of Cross-Curricular Lessons

This talk explained how cross-curricular lessons that combine English with other subjects (science, math, geography) promote interest and motivation. Lesley Ito (BIG BOW) <lesleyito@gmail.com>

Learning Cultures with International Students

This talk described an EFL class where Japanese and international students came together to communicate and learn about cultural differences. Shizuno Seki (Shizuoka University) <sekiNYA@live.jp>

Using Critical Thinking in Dictation Activities

This talk explained how text dictation can be enhanced by applying critical thinking skills to student tasks. Paul Tanner (Aichi Bunkyo Univ.)

Thematic English Teaching for MEXT Goals

This talk argued that current EFL approaches produce kids who hate English and called for content teaching on international understanding themes which stimulate children's curiosity. Junko Machida (ESTEEM) <admin@esteemjapan.com>

Interviewing Elders and Cultural Identity

This session described a college English class in which students interviewed a grandparent or other elder about life in the past. Richard Hodge (Shiga Medical University) <richard@belle.shiga-med.ac.jp>

Intercultural Awareness in the Classroom

This talk explained how language teachers can promote intercultural awareness to prepare students for life in a world of global migration, tourism, business and education. Leslie Hendra (Cambridge University Press) <eu-japan@cambridge.org>

Ideological Messages Embedded in EFL Texts

This session discussed how to challenge ideological messages embedded in government-authorized school EFL textbooks. Misako Tajima (Seibi Gakuen Senior High School) <tjm_misako@hotmail.co.jp>

Using CDA to Read Cultural Representations

This talk described a Critical Discourse Analysis (CDA) of cultural representations in a Japanese high school English textbook. Mayumi Tanaka (Nagaoka College) <mtanaka@nagaoka-ct.ac.jp>

A CLIL-CEFR Theme Course for English Majors

This session described a thematic college EFL class For Others With Others using authentic materials on culture and global issues. Melvin Andrade (Sophia Junior College) <m-andrad@jrc.sophia.ac.jp>

Using Static Images to Arouse Critical Thinking

This poster introduced ways of promoting visual literacy skills to raise student awareness of hidden messages in verbal and visual images. Andrew McNulty (Nanzan University) <alrub@nanzan-u.ac.jp>

Dynamite Debates: A Case Study

This talk described a debate class in an intensive English program with tips for debate preparation, performance and evaluation. Thomas Anderson (Aoyama Gakuin) <tom.c.anderson@gmail.com>

Multicultural Content via Graded Readers

This talk looked at how EFL Graded Readers in a Reading Circle format can bring multicultural and global issues into the classroom. Michael Furmanovsky <furm@gaia.eonet.ne.jp>

Copyright Issues & University Entrance Exams

This talk reported on a study of possible violations of Japanese copyright law in 40 Japanese university entrance exams from 2010. Gregory Wheeler (Sapporo Medical U.) <wheeler@sapmed.ac.jp>

US Japanese Majors & Asian Communication

This talk reported on a study comparing the attitudes of 100 Americans studying Japanese with attitudes of 500 Korean and 1000 Japanese students about English and communication in Asia. Scott Menking (Shimane University) <smenking@yahoo.com>

Creating Curricula with Critical Pedagogy

This talk discussed designing EFL curricula on critical pedagogy themes and ways to integrate critical awareness into EFL. Lindsay Mack (Ritsumeikan Asia Pacific University) <lindsay.mack287@gmail.com>

My Life is a Story: Voices in Autobiography

This session described a college EFL course in which students read culturally-diverse autobiographies, then learned to write about their own experiences. Trang Nguyen (Kanda University of International Studies) <trangsformation@hotmail.com>

Plagiarism: Overcoming the Hurdles

This presentation reported on a study of why EFL students do Internet plagiarism and suggested that teacher modeling is one way to prevent this. Kathie Era (Meiji University) <erakathie2@hotmail.com>

Chances for Intercultural Communication

This talk discussed communication tasks in which students interacted with foreign residents and bicultural families in the local community. Karen Masatsugu (Kwassui College) <karen@kwassui.ac.jp>

Enhancing Adult Learning via Global Issues

This session described a global issues course for adult learners and discussed how a limited understanding of the outside world impacts communication. Yukari Naganuma <yukari.english@gmail.com>

Kokusaijin, Kokusaika, International Programs

This talk reported on a study of university international programs and changes in student perceptions of self, country and foreign cultures. Niculina Nae (Nagoya University For. Studies) <iculina@hotmail.com>

Advertising and Critical Thinking Skills

This talk described how the presenter used advertising and visual images to improve student writing and critical thinking skills. Christopher Murphey (Int'l University of Japan) <cmmurphy@iuj.ac.jp>

Teaching Intellectual Property Creatively

This session discussed the importance of transforming Japan into a nation built on intellectual property and showed creative ways to teach this in EFL. Kevin Knight (Kanda University of International Studies)

JALT 2011

CALL FOR PAPERS

Next fall's JALT 2011 international conference will be held from November 18 - 21 in Tokyo.

- Further details at: <http://jalt.org/conference>
- Deadline for submissions: April 22, 2011

Teachable Moments: Key Anniversaries in 2011



Amnesty International 50th anniversary (1961 - 2011)

2011 marks the 50th anniversary of the founding of the human rights NGO, *Amnesty International*. Take this chance to teach about Amnesty International, its dramatic beginnings in 1961, its founder Peter Benenson and its 50 years of working to promote human rights and to free prisoners of conscience.

- www.wikipedia.org "Amnesty International"
- www.amnesty.org • www.amnesty.or.jp/



United States Peace Corps 50th anniversary (1961 - 2011)

The year 2011 also marks the 50th anniversary of the U.S. Peace Corps. This unique organization has worked since 1961 to promote peace, development and international understanding in 139 countries. Take this chance to teach about its ideals, its history and the experiences of its 200,000 volunteers.

- www.wikipedia.org "Peace Corps"
- www.peacecorps.gov



9 / 11 Terrorist Attacks 10th anniversary (2001 - 2011)

This year will mark the 10th anniversary of the September 11th terrorist attacks of 2001 in the United States. Join your students to learn more about this tragic event, to understand its causes and effects, and to work for a future of peace and social justice where there is no more terrorism.

- www.wikipedia.org "September 11 attacks"
- www.learnabout9-11.org/



International Women's Day 100th anniversary (1911 - 2011)

March 8th 2011 marks the 100th anniversary of International Women's Day. Join your students to celebrate this event, to learn how things have changed for women since 1911, to study the challenges that remain today and to work for a world of freedom, respect and gender equality.

- wikipedia.org "International Women's Day"
- www.internationalwomensday.com/



Death of Bob Marley 30th anniversary (1981 - 2011)

2011 marks 30 years since the death of Jamaican reggae legend Bob Marley. Have your students study his life, listen to his songs (*One Love, Get Up Stand Up*) and discuss his work for peace, love and justice.

- www.wikipedia.org "Bob Marley"



International Year of Chemistry Marie Curie 100th anniversary (1911 - 2011)

2011 is the United Nations' "International Year of Chemistry". It's also the 100th anniversary of Marie Curie's 1911 Nobel Prize for Chemistry.

- www.chemistry2011.org
- www.wikipedia.org "Marie Curie"



Establishment of International Relations with Japan

The year 2011 celebrates Japan's official establishment of diplomatic links with Germany and Kuwait. Why not study these two countries and the history of their relations with Japan?

- Germany – Japan: 150 years of friendship
www.osaka-kobe.diplo.de (click *English*)
- Kuwait–Japan: 50th anniversary (1961-2011)
http://kuwait-embassy.or.jp/E_index.html



Rugby World Cup Sept. 9 – Oct. 23, 2011 New Zealand

A key global sports event this fall is the Rugby World Cup in New Zealand. This will feature 20 teams plus a special "Tackle Hunger" project in cooperation with the World Food Program. Use this chance to teach about rugby, national teams and world hunger.

- www.wikipedia.org "Rugby World Cup"
- www.rugbyworldcup.com/



Teaching about India with *Slumdog Millionaire*

by Andrew Dowling (Ritsumeikan University, Kyoto, Japan)



Background

Indian authors – writing in English – have recently won a handsome share of the English world's most important literary prizes. In fact, since 2000, no less than 5 different authors from India (or of Indian descent, writing about Indian themes) have won the Booker Prize, the Pulitzer Prize (fiction) and the Nobel Prize for Literature.

This is an amazing achievement. Surely, such an Indian dominance of English language literary awards would indicate that Indian writers, Indian topics, and Indian culture now represent a significant and important contribution to the culture of “English” and the world.

In reality, despite these recent literary achievements, Indian writing has continued to occupy a rather minor place in the popular conception of English language and culture. In Japanese universities, this minor status of Indian writing and culture is reflected in its absence from most English language and social studies courses. Few courses in Japan contain Indian content.

However, recent events have raised the profile of Indian culture to new levels. In Japan, in the past 5 or 6 years, we have seen a yoga boom, an Indian economic boom, and the hit movie *Slumdog Millionaire*, which won 8 Academy Awards in 2008. This film's success seemed to give Indian topics and Indian culture a flavor-of-the-month status for a short time in 2008-2009. In the context of this rising profile of India, should there not be a greater role for Indian texts and materials in Japanese university English classes?

This article will address this question by way of introducing a literature and culture course I designed and taught at a Japanese university. The course was based on the Indian novel “*Slumdog Millionaire*” written by Vikas Swarup (2005). This course aimed to use the original text, a variety of authentic materials, and creative teaching methods to increase English language skills and student awareness of Indian and global issues.

I hope teachers may use some of the ideas in this article to teach other authentic texts or other cultures of their own choosing. Some teachers may wish to teach excerpts from the novel “*Slumdog Millionaire*” in conjunction with the movie or the graded reader. In any case, I hope this article will inspire teachers to teach Indian novels in the language classroom, and not to put Indian writing into the “too hard” or “too obscure” baskets.

The Novel

I have been arrested. For winning a quiz show. They came for me late last night, when even the stray dogs had gone off to sleep.

(“*Slumdog Millionaire*” 2008. p 1-2)

For those readers who don't know the story, *Slumdog Millionaire* is the tale of a penniless Mumbai waiter called Ram Mohammed Thomas, who wins India's biggest ever jackpot on a “Who Wants To Be A Millionaire?” -style TV quiz show. The story of Ram's life is told as a series of often gut-wrenching episodes, each linked to a different quiz question from the TV show.

The novel was written by diplomat Vikas Swarup and published in 2005 (originally titled “Q&A”). Although it was Swarup's first novel, it was reviewed favorably. For example, according to a UK book review in *The Times*: “Mingling broad humor with incisive social comment, this is an absorbing and entertaining read.” (2008)

The novel *Slumdog Millionaire* may be new and entertaining, but how did I come to choose it for a Japanese university course? In what ways is it a good choice for language learners?

In my case, I was required to choose an English literary text or texts for a 15-week English reading and lecture content course at Ritsumeikan University in Kyoto. At first I considered *Slumdog Millionaire*, but worried that the book was too long, and that Indian culture was too remote to interest the typical 19 or 20-year old Japanese student. Yet eventually I began to believe that this was the book that would most appeal to my students. It is a fresh and contemporary novel with an inspiring perspective. Its movie adaptation was hot from Academy Awards successes. I just had a feeling that this novel, with its Indian-accented English, would be an inspiration. Looking back, I realize that I had little idea of what I had let myself (and my students) in for.

Big Challenges and Three Solutions

For me as a language teacher, no doubt the biggest challenge of teaching *Slumdog Millionaire* was the sheer scale of time and energy that was required to prepare the course.

Slumdog Millionaire is 318 pages long. For nearly each of these pages, I had to carefully check, research and prepare before teaching. Some examples, from page 1 of the novel: What exactly is a *tamarind*

tree? Why are the police cars in Mumbai black jeeps? And so on.

Once I understood the text, the next step was to design a 15-week course that would be as comprehensible and motivating as possible for the students. In the process of doing this, I also ended up producing a 65-page *Slumdog Millionaire* workbook, which contained a variety of language and culture resources and activities.

Finally in the classroom, I realized that the teacher has to have energy and show genuine interest in India and in the story. It's a hard sell to convey the meaning and the value of the novel to some students. Passion is required.

In aiming to make my *Slumdog* classes a success, I based my course on 3 basic strategies:

1. scaffolding (to make the text more comprehensible and accessible to the students)
2. authenticity (bringing India into the classroom as much as possible)
3. involvement (where students are, in class, not passive but active and interactive)

Indian English, Vocabulary and Scaffolding

Studying a complete novel in any foreign language is very hard for language learners. In the case of "Slumdog Millionaire", the reading is particularly challenging. It would be fair to say that the amount of new vocabulary alone in the novel is huge. This is because, on top of the normal frequency of new vocabulary encountered in any foreign language novel, "Slumdog Millionaire" is peppered with uniquely Indian vernacular and Indian references. Unfamiliar Indian words include locations (*Dharavi*, *Juhu Vile Parle*), foods (*kachoris*, *bhature*), clothes (*choli*, *lungis*), as well as unfamiliar character names (for example, *Amitabh Bachchan* and *Gudiya*). Then there are actual Indian words and expressions laced into the text. "Khallas. Finished", I say, speaking curtly. "No more whiskey for today" (p.130). For some students, these extra vocabulary or foreign cultural words can lead to comprehension overload and meltdown.

I soon realized that a primary focus of my course would be to prevent such a meltdown. To make the text more easy and accessible, I used a wide variety of scaffolding techniques. The most prosaic of these were the chapter-by-chapter vocabulary lists. In these, I chose words from the text that seemed unlikely to be found in standard Japanese dictionaries (especially India references and slang expressions). Further vocabulary and Indian cultural background was pre-taught and revised in interactive activities like definition matching, eliciting (via blank fills), "find

the word" games, Indian clothes and food quizzes, and student-taught vocab sessions. More vocabulary and India information was elicited and revised through YouTube videos, documentaries, maps, and, of course, the "Slumdog Millionaire" DVD.

Another scaffolding strategy I employed was to study excerpts from a graded reader version of the novel. I used the intermediate level EFL reader "Slumdog Millionaire" (Macmillan) alongside pages from the original text. Doing this gave students more confidence and enjoyment. The graded reader confirmed to students that they had understood correctly. Students were encouraged to notice the difference between the two texts. Some students, I am happy to report, even expressed a preference for the original, authentic version.



Bringing India into the Classroom

In my *Slumdog Millionaire* class, I attempted to bring India into the classroom as much as possible through authentic materials. Short of burning incense (which would have set off the smoke alarms), I introduced as wide a range as possible of Indian materials related to the text.

The students saw Bollywood cinema, read Indian news articles, saw slides of objects in the text, and listened to Indian music. They watched "Who wants to be a Millionaire?" in Hindi and a UK Channel 4 documentary on Dharavi (where the novel is set). They compared real newspaper reviews of the novel, and also saw interviews with the author both in print and on YouTube.

By far the most exciting "authenticity" in our classroom, however, was a visit by the author of "Slumdog Millionaire", Vikas Swarup himself. Mr. Swarup kindly accepted my invitation, and came to give a lecture at Ritsumeikan University about 2 weeks before our final class. He talked to us (and about 100 other students and lecturers) about his novel and the process of writing it, as well as its Indian background. Following this, he commented on the economic and cultural relationship between Japan and India. He also answered questions from the audience. Finally, our students lined up to receive the author's autograph in their book. It was an extremely exciting and inspiring event. In the following weeks, my video of Swarup's lecture became another authentic material, as we replayed, analysed and discussed his comments in detail.

Student involvement

In the design of my *Slumdog Millionaire* course, I decided that if I was to hold the interest and motivation of the students through such a long and dense reading, I would have to double their involvement, and double their opportunities to experience the relevance of the text to their own lives. I wanted them to not just understand the text, but to be able to communicate with others about the characters, story, theme, and style.

To this end, I designed the course so that students would more *actively* interact with the course materials, and with each other. In class, they were expected to express or question their understanding and opinions of the text with others. All reading was to be done at home, as homework, before each session (one 25-page chapter per week). In class, students participated in interactive information exchanges and discussions. They wrote reviews and summaries, created quizzes, games, dramatic enactments and presentations.

Students were encouraged to evaluate the text from a subjective point of view, and to express their opinions to others. I asked them to discuss it in terms of reading enjoyment. *What was good, or boring? What was the most interesting part? Why?*

Conclusion

In conclusion, teaching *Slumdog Millionaire* was personally very satisfying, even though it was hard work. I can truly recommend using it in the foreign language classroom. Depending on the level of the class, and on the teacher's ability to bring the world of the text to the world of the student, the rewards can be inspiring.

Perhaps now is the right time to start teaching more about India. In the words of Aravind Adiga:

...in the belief that the future of the world lies with the yellow man and the brown man now that our erst-while master, the white-skinned man, has wasted himself through buggery, cell-phone usage and drug abuse, I offer to tell you, free of charge, the truth about Bangalore. By telling you my life's story. ("The White Tiger" 2008. p 3-4)

But this is another story, for another university course.

इसाबेल्ला

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Resources and Further Reading

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Swarup, Vikas and Escott, Peter. (2010) *Slumdog Millionaire* in "Macmillan Readers" series. London. Macmillan Education Press.

Boyle, Danny (dir.) (2008) *Slumdog Millionaire*. London. Celedor Films, Film 4. DVD released by Fox Searchlight Pictures in 2009

Swarup, Vikas (2005) *Q & A*. New York; Scribner.

Koning, Christina. *Slumdog Millionaire by Vikas Swarup*. London. The Times Book Review.

http://entertainment.timesonline.co.uk/tol/arts_and_entertainment/books/fiction/article5424809.ece
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Simpson, Helen (dir.) and McCloud, Kevin (writer, presenter) (2009) *Slumming It*. London. Channel 4. (TV documentary)

Singer, Jane. "Storyteller of implausible success." *The Japan Times*. Dec. 26, 2009 <http://search.japantimes.co.jp/cgi-bin/fl20091226a1.html>
Retrieved on 12/21/2010

Adiga, Aravind (2008) *The White Tiger*. New York. Free Press, Simon & Schuster.

Resources for Teaching about India

Background Reading

- Giridharadas, A. (2011) *India Calling*. Times.
- Kamdar, M. (2007) *Planet India*. Scribner.
- Singh, S. (2009) *India Guide*. Lonely Planet.

Books for Teaching

- Chatterjee, M. (2002) *India: Eyewitness Books*.
- Humble, D. (2007) *India in the World*. Watts.
- Shores, L. (2007) *Teens in India*. Compass.

DVD

- *Families of India* <www.afk.com>

Poster <www.socialstudies.com>

- *India and Her Neighbors*

Websites

- India for Kids <www.woodlands-junior.kent.sch.uk/Homework/india/>
- India <www.wikipedia.org>

FAST FACTS ON INDIA

- 1.2 billion people (world's largest democracy)
- Religion: Hindu 80% Muslim 13% Christian 2%
- 22 official languages, 350 million speak English
- 600 million people are under the age of 25
- 800 million people survive on less than \$2 a day



Teaching Mark Twain in Japan: Lessons on Bullying

by Philip M. Adamek (Kagoshima Prefectural College, Japan)



Literature, EFL and Global Issues

How does one teach English literature to Japanese college students with an emphasis on global issues? In my view, one of the most challenging things is finding a text to serve as a springboard for reflecting on issues of war and peace, history, culture or the environment that also speaks to the students' own experience.

One text that has served this purpose for me is Mark Twain's essay, *The United States of Lyncherdom*.ⁱ In it, Twain describes in ugly detail acts of violence against blacks in the American South and tries to explain why such violence occurs, especially when it is carried out by people conforming to peer pressure. Twain's essay raises questions that expose the readers' complicity in potential or real acts of violent group conformity. For this reason, it exposes in somewhat harsh light the dominant cultural value in Japan that places group adherence above individual conscience. In my view, this is one way in which discussing literature can lead students to raise questions that concern them personally and that cause them to reflect on their own choices and assumptions while situating themselves in a global context.

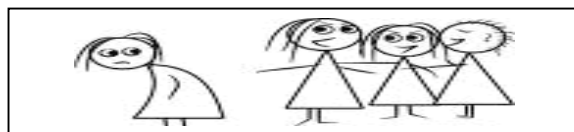
Mark Twain's essay was written in 1901 but not published until 1923, 13 years after his death. It wasn't published in complete form, as Twain had written it, until the year 2000. For the essay title, "The United States of Lyncherdom," Twain joins together the word "lynch" and the suffix "-dom" as in "kingdom." The neologism evokes a nation thoroughly corrupted by its culture of lynching. Twain feared that lynching would spread from the South to the North and even to other countries by means of imitation and moral cowardice. The title expresses Twain's outrage.

Mark Twain and Social Issues

Twain's reputation as an author of popular juvenile literature (*Tom Sawyer*, *Huckleberry Finn*) is belied by his strident critique of both US foreign policy and American society. One of his unrealized ambitions was to write a six-volume history of lynching in the United States. One sarcastic title he suggested to his editor was the "Rise and Progress of Lynching." These facts are not common knowledge, but with the appearance, in 2010, of the first volume of his 3-volume autobiography, his portrait as a critic of violence and empire should come into greater profile.

For the last 10 years of his life, Twain was vice president of the *Anti-Imperialism League*. The League opposed the militaristic expansionist policies of the US government in, notably, Cuba, the Philippines, and China. This association of intellectuals took positions that were radically opposed to the mindset of the time. For criticizing Christian missionaries in China during the Boxer Rebellion, in which hundreds of Americans were killed, Twain was denounced as a traitor.ⁱⁱ

Lynching, to give an uncontroversial definition, is the illegal public torture and killing of a person by a mob. The history of lynching in the United States is generally circumscribed within the years 1882 and 1968, during which nearly 5,000 blacks were lynched. In the decade before Twain wrote his essay, "lynching claimed an average 139 lives each year, 75% of them black."ⁱⁱⁱ Twain wanted to understand why lynching had recently spread to Missouri and why large crowds would gather at lynchings in apparent enthusiasm.



Lynching, Bullying and Japan

The Japanese equivalent of the word "lynch" (*rinchi suru* リンチする) is best rendered back into English as "bullying." This linguistic resonance opens a window into a text whose preoccupations with public killing in the United States might otherwise appear remote to Japanese students. When students read Twain's explanation for the spread and power of lynching, they understand it as an equally compelling explanation for bullying in Japan and are moved to reflect on their own experiences with this form of group control. At the same time, the students need to be aware of the truly violent nature of lynching as it is understood in English. The powerful collection of lynching photos by James Allen helps me to illustrate this.^{iv}

I have taught this text to Japanese students three times as part of a course in American literary history. While teaching it, I became aware that bullying in Japan tends to be carried out by groups against individuals. By contrast, in the United States, one often finds the image of 'the bully,' an individual who intimidates or harasses others, in many cases with superior physical strength. The two social

experiences reflect the different societies and cultures, but Twain's essay speaks equally to the psychology of groups that informs both lynching in the U.S. and bullying in Japan.

I should acknowledge also that the presence in my class of several students who had exhibited a bullying-like, cold shoulder attitude towards me was a precipitating factor in choosing this text.^v

Peer Pressure and Moral Cowardice

Twain's explanation for the spread of lynching in the US can be summarized as two main points:

- (1) that people tend to imitate others, whether the thing they imitate is good or bad, especially when it is much talked about. Similarly, today, one speaks of "copycat crimes."
- (2) that, despite Twain's belief that everyone has a conscience that tells them what is right or wrong, virtually everyone will ignore their conscience if what it tells them to do does not seem popular. In Twain's own words,

It must be that the increase {in lynching} comes of the inborn human instinct to imitate—that and man's commonest weakness, his aversion to being unpleasantly conspicuous, pointed at, shunned, as being on the unpopular side. Its other name is Moral Cowardice, and is the commanding feature of the make-up of 9,999 men in the 10,000. (pg. 142)

Twain rejects the common explanation that people attend lynchings out of a perverse desire to see others suffer. He argues that no such desire exists and that the main impulse of lynchers is to find security in numbers and not to side with the target of group power. For Twain, it is to obtain others' approval that people attend and *pretend to enjoy* painful scenes and public atrocities.^{vi}

One has to keep in mind that the charge of "Moral Cowardice," which spurs on what is today called the "herd mentality," would apply to Twain himself. That is why he writes, "We are not any better nor any braver than anybody else and we must not try to creep out of it" (pg. 143). Indeed, this assertion is *required* by Twain's argument.

The resultant view of humanity implied by his accusation of cowardice is that although humans have a conscience that unfailingly distinguishes between right and wrong, they lack the courage to do what they know is right in cases where it is also deemed unpopular. In short, humanity is not so much wicked as it is weak. This is why it is possible to see Twain as empathizing with the lynchers even as he condemns lynching.

The idea that there is nothing uniquely evil about those who bully others is something that Twain can teach students in today's Japan, most of whom have faced group bullying. Twain's essay also puts in front of students a robust criticism of the herd mentality. To make the most of this opportunity, I ask students to respond to the following end-of-term essay question.

Writing Assignment

Both Mark Twain and Martin Luther King Jr. were faced with situations in which the demands of the group became the enemy of the good. The individual knows what the right thing to do is, but the group wants to act badly, in some cases illegally. First, describe each situation in detail; then, explain how each man responded to the situation. Second, choose an example from your own life in which the interests or needs of the group conflict with what you think or know to be the right thing to do. Describe the situation and say how Mark Twain or Martin Luther King Jr. might help you to understand the situation differently.^{vii}

Though I never mention "bullying" during the semester, virtually every student chooses to write about it. They acknowledge having witnessed and, in a few cases, participated in or been the object of, bullying. Their essays express regret or shame at their own active or passive participation, anger at having been bullied, and a host of other emotions.

The students' essays are a testament to the power of literature to invite critical self-reflection on the issue of violence. The most shocking essay discussed a group of friends who premeditatedly took turns bullying one another. I asked myself what the purpose of that could have been. What good could students have hoped to find in mutual torment? It seems to me that this ritual could only be an instance of their acting out a value dominant in the mainstream culture, the idea that groups must prevail over individuals and individuals have no chance when faced with group power. It's not hard to imagine that this sentiment, inculcated into young Japanese as part of their education, could easily become the seed of the next campaign of locally or nationally organized violence.

Discussing Twain's essay, I hope, can give students a chance to put critical distance between themselves and the idea that group power is always good and should prevail over individual conscience. It can help them to see the actions of a single individual as being in some cases the only refuge and hope for civility or restraint.

Notes

¹ T. Terry Oggel, "Speaking Out about Race: 'The United States of Lyncherdom' Clemens Really Wrote," in *Prospects: An Annual of American Cultural Studies* 25, ed. Jack Salzman (New York: Cambridge University Press, 2000) 129.

² Despite the courage the anti-imperialists showed, many of their writings were suppressed and their actions did not have the impact they had hoped.

³ James Allen, Hilton Als, Leon F. Litwack *Without Sanctuary: Lynching Photography in America* (Santa Fe, NM: Twin Palms Publishers, 2008) 12.

¹ *Ibid.*, James Allen's photo collection prompted the US Senate to make an official apology for not having enacted anti-lynching legislation in the 20th century.

⁵ Although their behavior did not change significantly during the course of the semester, I can only hope that the discussion of Twain's text caused these students to reflect critically on their actions.

⁶ In 1901, Twain read about the Boxer Rebellion in China, a nationalist uprising against Western imperialism and Christianity, which had just been suppressed through military intervention by the so-called Eight-Nation Alliance, which included America and Japan. With the

rebellion quelled, Twain read how the American Board Missionary William Scott Ament guided American troops on a looting expedition in reprisal against local Chinese. Twain sarcastically suggests that the missionaries in China are the best hope for stopping lynching and should return home at once. His tongue-in-cheek argument runs as follows. Whereas a single brave man has the power to turn back a mob intent on lynching, the numbers of such men are desperately few. The Christian missionaries who have been subjected to violent rejection by the Chinese Boxers are well-tested in confronting violence and endowed with the Christian notion of martyrdom. To stem the tide of lynching in the U.S., the 1,500 Christian missionaries should therefore return to their home country and be stationed in areas where lynchings have occurred to prevent them from occurring again.

⁷ Kip Cates of Tottori University suggested that in future the essay could also require students to choose and discuss an inspiring figure, Japanese or other, who has courageously confronted a violent majority.

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Mark Twain: World Citizen

Mark Twain (1835 – 1910) is often considered to be a simple humorist or writer of books for children. In fact, he was a scathing social critic and a staunch advocate of peace, freedom, human rights and international understanding. During his career, he stood up for the rights of Chinese immigrants, fought discrimination against Blacks and Jews, and criticized the war and imperialism of his time.

Quotes by Mark Twain

- *Travel is fatal to prejudice, bigotry and narrow-mindedness, and many of our people need it sorely on these accounts.*
- *I am an anti-imperialist. I am opposed to having the eagle put its talons on any other land.*
- *There is but one thing to do when a man is wounded and suffering: relieve him. If we have a curiosity to know his nationality, that is of no consequence and can wait.*
- *Patriotism is being carried to insane excess. I know men who do not love God because he is a Foreigner.*
- *The man who does not read good books has no advantage over the man who can't read them.*
- *I have never let my schooling interfere with my education.*
- *When in doubt, tell the truth.*

Wikipedia Articles <www.wikipedia.org>

(1) Mark Twain

Good overview of Mark Twain, his life and work

(2) *The United States of Lyncherdom*

Learn more about Twain's essay on lynching, then click on the link to read the original text.

(3) *The War Prayer*

This classic story is a blistering indictment of war, prejudice, blind patriotism and religious bigotry.

(4) *Captain Stormfield's Visit to Heaven*

This famous fable about ethnocentrism features a hilarious dialog with a bureaucrat at heaven's gate.

Mark Twain Classics Website

<http://marktwainclassics.com/>

* Speeches, stories, essays, quotes by Mark Twain

Official Mark Twain Website

www.cmgtw.com/historic/twain/

* A good overview of Mark Twain's life and work

Mark Twain: Social Critic by Philip Foner (1958)

* A classic book which documents Twain's fight against war, prejudice, racism and imperialism.

All his life, Mark Twain fought injustice wherever he saw it. (Helen Keller)



Global Awareness and Peace Building through EFL

by Jeffrey Carter (Tokai University, Japan)



Introduction

This article reports on a 1-year content-based English course designed on global issue themes for the International Studies Department of Tokai University in Japan. The course is required for all 2nd year students and is taught in cooperation with the Foreign Language Center. It was originally conceived and instituted in the mid-1990s and has undergone considerable revision since then. I have taught the course every year since its inception.

The 2nd year English language program at Tokai university consists of four classes a week: two classes (reading and listening) are taught by Japanese teachers and two classes (writing and speaking) by non-Japanese English teachers.

The primary objectives of the writing and speaking course are to train students in public speaking and research essay writing through the study of current world issues with a unifying theme of interdependence and peace building.

At the moment there is one set of materials for all students. There are five classes streamed into high, low and intermediate levels. A team of five Japanese and five non-Japanese teachers work in pairs managing one class through the entire year. The top class generally works individually while lower level classes are smaller, with more pair and team work, and more Japanese used by teachers.

Theme #1: "Peacemakers"

The spring semester introduces students to this one-year content-based course. After 'getting to know you' warm ups, students start the first unit on "Peacemakers" setting the overall theme of the year's study. This unit concentrates on the Nobel Peace Prize. Students are given the chance to choose one Nobel Peace Prize winner from a list provided, research that winner's life, background and accomplishments, write a five paragraph essay and give a five minute speech to the class.

Most students have never written a research paper before, so instruction on Internet research and correct use of endnotes is presented. This continues throughout the year. All International Studies students are expected to research and write a graduation thesis in their 4th year, so this 2nd year course serves an important departmental objective besides English instruction and current issues.

For balance, the list of Nobel Peace Prize winners provided to students is divided into three sections: men, women and organizations. This includes all 11 women peace prize winners, all 12 institutional winners and the 12 most recent men to have won the prize, giving a total of 35 winners for students to choose from. No class has been larger than 28 students so far. Therefore, the list is limited, diverse, both historical and up-to-date, and as non-sexist as possible. Each student (or in lower classes, each pair of students) chooses one Nobel Peace Prize winner to research, write an essay on, and present a speech about to the class.

This initial unit includes instruction in computer research, issues concerning plagiarism, and basic essay construction. Students are given model essay examples on both a single winner (Martin Luther King, 1964) and an organization (The Pugwash Conference, 1995). For in-class conversation activities or guided speaking, there are information exchange exercises on Alfred Nobel's life and on conflict resolution, including the Norwegian Peace Process and the *ubuntu* peace and reconciliation efforts in South Africa and Rwanda. In the coming year, a guided discussion or debate on Chinese activist Liu Xiaobo's peace prize award controversy is likely.

Theme #2: "Environment"

The second half of the semester shifts to the theme of "Environment." This is a more difficult and challenging topic than the first, and difficult to make students understand its link to Peace Studies. The unit starts with a simplified "card game" debate on differences between environmental concerns in developing and developed countries. The unit highlights environmental controversies between rich countries' interests (and sometimes hypocrisy) and poorer countries' resource needs, and presents the basic conflicts that arise internationally concerning environmental issues.

The unit focuses on four basic issues - Forests, Fish, Food, and Energy - and involves much reading and discussion. Each issue comprises 8 to 10 short articles, covering roughly 8 pages each. The articles are condensed from a variety of sources giving information and views on each issue. Controversies concerning each topic are presented, so various viewpoints are considered. Each unit of reading is followed by 40 to 45 questions in the order covered in the readings.

Students are divided into teams for each topic, and each team member is given a sequential portion of questions to answer. The students find the section of the readings that answer their questions and come back to class to share their answers with their team. The second step involves students from the four topics of *Forests, Fish, Food* and *Energy* to regroup and share information on their topics. Finally, students, individually or in pairs, choose one topic of interest to research, write an essay about, and do an oral presentation on. In this way, the class engages students in information exchange on a broad range of environmental issues, allows them to choose a topic to research from a full range of topics and also works to limit individual reading loads and maximize oral reporting. The variety of opinions offered on the issues through the readings enables students to present and argue for their own views.

Theme #3: “Human Rights”

The fall semester introduces issues connected to human rights. Warm up activities ask students to name films, books, people and organizations they know of which are connected with human rights. They are then given a list of 30 basic human rights, simplified from the *Universal Declaration of Human Rights* (UDHR), and asked to match them to photos portraying violations, affirmations, or symbols of those rights.

Students are then shown a list of countries and asked (in pairs) to choose one country to research together. The countries are divided up among the five classes, and each class receives a different list. Each team works together to research the background of their country such as explaining its location, size, wealth, and social conditions, and to study human rights issues in that country.

The pairs then choose one human rights issue in their country, research it and write an essay on it. Last, they create a Powerpoint presentation to introduce their country and to graphically explain the human right issue they researched. The Powerpoint adds another layer of interest to their research, encourages their audience to pay closer attention and adds the challenge of giving talks which address the audience rather than the screen.

Theme #4: “Millennium Development Goals”

The final half of the fall semester deals with the United Nations’ “Millennium Development Goals” (MDGs). This brings together all of the previous topics and hopefully gives students a sense of completion for the course, dedicated as it is to learning about global issues with the purpose of understanding the challenges and possibilities of solving global problems and building peaceful solutions to international issues.

This unit builds on the country research that students did previously. Pairs of students keep their country and human rights focus. They are introduced to the Millennium Development Goals through a debate-and-matching exercise where students match opposing claims to understand which arguments support and oppose the MDGs.

The primary activities of this unit are for pairs or small groups to create “Action Plans” for solving the human rights problems they researched in the earlier unit. The action plan is a shortened version of a JICA training tool which involves:

- incorporating *background issues*
- defining basic *goals* and *objectives* for solving or alleviating the problem
- explaining the *impacts* of the plan
- making an *action outline* for what will happen
- identifying *obstacles* that might slow down or pose problems for the plan

Teams must also produce a persuasive speech to support their action plan as well as a Powerpoint to illustrate elements of their plan and highlight key information in their speech. This aspect of the course allows students to use their imaginations as well as build on their previous study. The final event of the year is for all five classes to meet and for one group from each class to present its action plan, speech, and Powerpoint.

As described earlier, this one-year global issues course is an outgrowth of a program that began many years ago and is undergoing revision. The program has some problems. The final unit has high productivity demands on students, and takes time to complete. Coordination between teachers is sometimes not optimal. The structure of the “Environment” unit is different from the other units and relies more on prescribed readings.

Nonetheless, it is hoped that the study of globally significant issues related to the peace and well being of the earth, and of all those living on it, will encourage and motivate students in their study of English and help to deepen their awareness of the world in which they live.

This article is based on a presentation given by the author at the December 2010 PGL (Peace as a Global Language) conference in Tokyo, Japan.

Jeffrey Carter

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E-mail: <retracjeff@yahoo.com>

Nobel Peace Prize Winners: Research and Writing Assignment



Choose one of the following Nobel Peace Prize winners to research and write a report on. Describing their lives and work, and explain why this person or organization is an important example of progress toward building peace in the world. If you are interested in writing about a prize that went to more than one winner, you must introduce both winners, but concentrate on one person or organization to explain their work and why they won. Two organizations have won twice. In this case, explain what they do and why they won.

Organizations and their Leaders (1944 - 2007)

1	Grameen Bank / Muhammad Yunus, 2007	7	International Physicians for the Prevention of Nuclear War, 1985
2	Intergovernmental Panel on Climate Change / Al Gore, 2006	8	Office of the United Nations High Commissioner for Refugees, 1981 and 1954
3	International Atomic Energy Agency / Mohamed Al Baradai, 2005	9	Amnesty International, 1977
4	United Nations / Kofi Annan, 2001	10	The International Labor Organization, 1969
5	Medecins Sans Frontieres (Doctors Without Borders), 1999	11	The International Committee of the Red Cross, 1963 and 1944
6	United Nations Peace Keeping Forces, 1988	12	American Friends Service Committee, 1947

Women (1905 - 2004)

1	Wangari Maathai, 2004	6	Alva Myrdal (and Alfonso G. Robles), 1982
2	Shirin Ebadi, 2003	7	Mother Theresa, 1979
3	Jody Williams (International Campaign to Ban Landmines), 1997	8	Betty Williams (and) Mairead Corrigan, 1976
4	Rigoberta Menchu Tum, 1992	9	Emily Greene Balch (and John R. Mott), 1946
5	Aung San Suu Kyi, 1991	10	Jane Addams (and Nicholas M. Butler), 1931
		11	Bertha von Suttner, 1905

Men (1986 - 2009)

1	Barak Obama, 2009	7	Yasser Arafat (and) Shimon Peres (and) Yitzhak Rabin, 1994
2	Martti Ahtisaari, 2008	8	Nelson Mandela (and) F.W. de Klerk, 1993
3	Jimmy Carter, 2002	9	Mikhail Gorbachev, 1990
4	Kim Dae-jung, 2000	10	the 14 th Dalai Lama, 1989
5	John Hume (and) David Trimble, 1998	11	Oscar Arias Sanchez 1987
6	Carlos Filipe Ximenes Belo (and) Jose Ramos-Horta, 1996	12	Lech Walesa 1986

Millennium Development Goals (MDGs)

	1 Eradicate extreme hunger and poverty	2 Achieve universal primary education	3 Promote gender equality and empower women	4 Reduce child mortality
	5 Improve maternal health	6 Combat HIV/AIDS, malaria and other diseases	7 Ensure environmental sustainability	8 Develop a global partnership for development

Culturocity Website<www.culturocity.com>

Culturocity is a cool website that aims to help people learn about other cultures and help them make global awareness part of their daily lives. Take a look at their great resources on intercultural understanding.

World Wise Schools<www.peacecorps.gov/wws/>

World Wise Schools is the global education website of the US Peace Corps with stories, webquests, videos and lessons on world cultures and global issues. Download their *Building Bridges* PDF handbook!

Global Ed Australiawww.globaleducation.edna.edu.au

Global Education is a dynamic Australian website featuring great sections on global issues, country profiles, teaching tools and school projects. Make sure to browse their great list of publications!

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

ESL Etc. is a great website dedicated to bringing global issues, global education and global activism into language teaching. It has free handouts, resources, podcasts and a teachers' forum. Check it out!

Peace Boat< www.peaceboat.org >

Peace Boat is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They now offer special programs for college students. Encourage your students to join!

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.

JALT Critical Thinking SIG<<http://jaltct.wordpress.com/>>

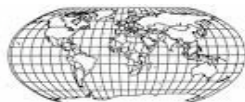
JALT's forming Critical Thinking SIG aims to share teaching ideas and research on critical thinking. For more details, contact Roehl Sybing <roehl.sybing@gmail.com>

Global Stories< <http://spiriatwork.net> >

Global Stories is a dynamic English language text which features picture stories about global issues such as landmines, refugees, sweatshops and bullying. Order a copy now!

Oxfam Educationwww.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 Buswww.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 from ranging from military spending racism and Iraq to poverty, the environment and the arms trade.



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) **"Lonely Planet: Traveling the World on DVD"** by T. Akaida & J. Bruce (2008; ¥2200 each)
Cengage Learning, Dai 2 Funato Bldg. (5F), 1-11-11 Kudankita, Chiyoda-ku Tokyo 102-0073
Tokyo Tel: 03-3511-4392 E-mail: elt@cengagejapan.com Web: www.cengageasia.com



These two 80-page books take students on a DVD tour of world cities. Each 6-page unit includes readings, DVD tasks, listening exercises & speaking activities.

Lonely Planet: Traveling the World on DVD

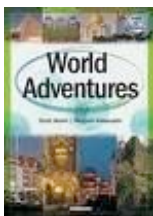
This first textbook's 12 units introduce students to 6 major world cities: Istanbul (modernization), Bangkok (kickboxing, tigers), Auckland (fine arts), Mexico City (Day of the Dead), Dublin (festivals) and San Francisco (minorities, marine life).



Lonely Planet Season 2: Traveling the World on DVD

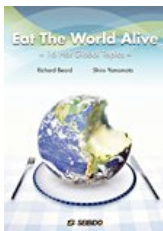
The 12 units of this follow-up text introduce 6 more major world cities: Mumbai (HIV, Bollywood), Rio de Janeiro (samba, favelas), Cape Town (faith healers, apartheid), Berlin (unification), Perth (history) and Hong Kong (traditional Chinese culture).

- (2) **"World Adventures"** by Scott Berlin and Megumi Kobayashi (2011; ¥2300)
Kinseido Publishing Ltd., 3-21 Jimbocho, Kanda, Chiyoda-ku, Tokyo 101-0051 Japan
Tel: 03-3263-3828 Fax: 03-3263-0716 text@kinsei-do.co.jp www.kinsei-do.co.jp



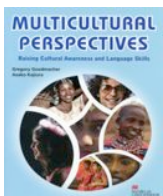
This glossy 90 page intermediate EFL text aims to improve Japanese students' English skills through a journey to learn about countries around the world. Its 15 units profile: *India, Philippines, Thailand, Vietnam, Korea, France, Italy, Denmark, Portugal, Turkey, Egypt, South Africa, Brazil, Peru and Guatemala*. Each 6-page unit features a photo and a map, a warm-up task, a 1-page reading passage, comprehension questions, two DVD clips with viewing exercises (one on the country and one on the role of English there) and a final set of discussion tasks.

- (3) **"Eat the World Alive: 16 Hot Global Topics"** by R. Beard and S. Yamamoto (2011; ¥1800)
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 100 page college-level English text practices reading skills while exploring global themes related to society, media, life and the Earth. Its 16 units include: *God and religion, commercialism in the Olympics, problems of democracy, cell phone dependence, e-readers, CCTV security cameras, the Internet, martial arts, plagiarism, university mediocrity and climate change*. Each 6-page unit contains a short topic introduction (in Japanese), a list of key words, a 2-3 page reading passage (with vocabulary notes), reading comprehension questions and language exercises.

- (4) **"Multicultural Perspectives"** by Greg Goodmacher and Asako Kajiura (2011; ¥1800)
MacMillan Language House, 3F Chiyoda Bldg. 2-37 Ichigaya-tamachi, Shinjuku-ku, Tokyo 162-0843
Tel: 03-5227-3538 E-mail: elt@mlh.co.jp Website: www.mlh.co.jp



This 64 page college-level EFL text aims to develop students' English skills while promoting knowledge and awareness of cultural differences. Its 10 units include: *beauty, eating animals, marriage, dreams, funerals, gender and work, becoming an adult, medicine and health, dance and celebrating the New Year*. Each 6-page unit contains a variety of readings and interviews, comprehension questions, vocabulary tasks, listening exercises plus discussion topics and other class activities.



Classic Movies on Cross-Cultural Themes

Movies on cross-cultural themes can be a powerful way to promote language learning and intercultural understanding. Check out these classic films!



Bend It Like Beckham (2002)

An Indian girl in Britain wants to be a soccer player but has to cope with her traditional Indian family.



Crocodile Dundee (1986)

Comedy about the clash of cultures when a rural Australian guy moves from the outback to New York City.



Dances with Wolves (1990)

Cross-culture classic of an American soldier who overcomes prejudice to join a Lakota Sioux Indian tribe.



Double Happiness (1995)

A Chinese Canadian woman faces conflicts with her traditional family when she starts to date a white man.



East is East (1998)

A Pakistani father in the UK tries to raise his kids the Pakistani way but they're attracted to British life.



El Norte (1983)

Powerful story about Guatemalan teens who flee "north" to freedom but find culture shock in the U.S.



Gran Torino (2008)

Touching film of how a prejudiced American vet learns to accept and help a local Vietnamese family.



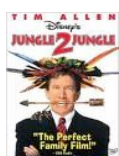
Gung Ho (1986)

Comedy about the culture clash that occurs when a Japanese corporation takes over an American car factory.



Jungle 2 Jungle (1997)

Fun comedy about an Amazon rainforest boy who comes to live with his US father in New York City



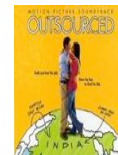
My Big Fat Greek Wedding (2003)

Comedy about the cultural clashes that occur when an Anglo guy gets engaged to a Greek-American girl.



Outsourced (2007)

A comedy about the culture shock of an American manager sent off to India to run an overseas call center.



Spanglish (2004)

Classic comedy about the culture shock of a Mexican mother and daughter who move to California.



Thunderheart (1992)

A half-Sioux FBI agent learns about his native culture while investigating a murder on an Indian reservation.



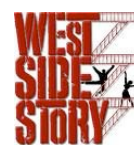
What's Cooking? (2000)

Comedy about four families with different ethnic backgrounds who all meet for Thanksgiving in LA.



West Side Story (1961)

Tragic "Romeo and Juliet" musical about a white New York boy who falls in love with a Hispanic girl.



Witness (1985)

Story of a white American detective who encounters a different culture while hiding out in an Amish village.



Resources for Teaching Cross-Cultural Films

- On-line Guide to Cross-Cultural Movies
www.culturocity.com/pdfs/MovieGuide.PDF
- Cindy King's Cross-Cultural Movie Tips
<http://cindyking.biz/cross-cultural-communication-tips-through-movies/>
- For more great sites, do a Google search on: "cross-cultural movies"



GLOBAL EDUCATION MATERIALS FOR PURCHASE

In Japan, send a postal *kogawase* check from any post office to the address on pg 1.
From overseas, pay in US dollars (cash or US bank check made out to *Kip Cates*).



The World Around Us

by W. Royal & C. Hoppenrath



Get a copy of this classic ESL textbook from Canada full of classroom topics, readings, ideas and activities for teaching about social issues. Cost: ¥2000 / \$20

DVD on "A Culture of Peace"

Learn how to promote peace and conflict resolution in your class using ideas developed at the US Institute of Peace. ¥1000 / \$10

Global Perspectives (JACET)

This 50-page book (in Japanese) has articles on global education, critical thinking, peace education and conflict resolution. ¥500 / \$5

Fair Trade Goods

Bring Third World goods into your school at "fair trade" prices.

* www.peopletree.co.jp

* www.worldfairtradeday09.org/

Global Education Maps

Decorate your classroom or your school with these great global ed maps. < <http://odtmaps.com/> >>



GLOBAL EDUCATION RESOURCES



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

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, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com

New Internationalist: maps, atlases, books, posters, CD-Roms on world development and global issues

New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org

Oxfam Education Catalog: teaching packs, posters and games on Third World and development issues

Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: www.oxfam.org.uk/education/

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

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

Peace Resource Project: bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues

Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: www.peaceproject.com

Social Studies School Service: global education catalog of books, videos, software, posters & maps

Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA

Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com

Stanford Program on Int'l & Cross-Cultural Education: texts on world cultures & global issues

SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA

Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>

U.N. Bookstore: books, videos, posters, maps on global issues, world cultures, int'l understanding

UN Bookstore, New York 10017 USA www.un.org/Pubs/CyberSchoolBus/bookstor/index.html

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues

WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org

COMING EVENTS CALENDAR

Feb. 14-20	Random Acts of Kindness Week ¹	Mar 21	Eliminate Racial Discrimination Day ⁵
Feb. 20	World Social Justice Day ²	Mar 25	Slavery Victims Remembrance Day ⁶
Mar 8	International Women's Day ³	April 4	World Landmine Awareness Day ⁷
March 15	World Consumer Rights Day ⁴	April 22	Earth Day 2011 ⁸

- 1 Kindness: <wikipedia> <www.actsofkindness.org> <www.worldkindness.org.sg> <www.kindness.jp>
 2 Social Justice: <www.wikipedia.com> <www.timeanddate.com/holidays/un/world-social-justice-day>
 3 Women: <wikipedia> <www.internationalwomensday.com/> <www.isis.aust.com/iwd/stevens/contents.htm>
 4 Consumers: <wikipedia: Consumers International> <www.consumersinternational.org/our-work/wcrd>
 5 Racism: <www.un.org/cyberschoolbus/iderd/> <www.un.org/cyberschoolbus/racism2001/orglinks.asp>
 6 Slavery: <wikipedia: slavery> <www.timeanddate.com/holidays/un/remembrance-day-transatlantic-slaves>
 7 Landmines: <www.timeanddate.com/holidays/un/mine-awareness-day> <www.maginternational.org/about/>
 8 Earth Day: <wikipedia> <www.earthday.net> <http://earthday.wilderness.org> <www.earthday-tokyo.org/>
 * <wikipedia: international observances> <www.betterworldcalendar.com> <www.timeanddate.com/holidays/>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

JALT GLOBAL ISSUES SIG The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:

- (a) the integration of global issues, global awareness and social responsibility into language teaching
- (b) networking and mutual support among language educators dealing with global issues
- (c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

NEWSLETTER SUBSCRIPTIONS (JALT Members) JALT members who wish to join the "Global Issues" Special Interest Group (GILE SIG) should fill out the JALT postal "furikae" form in *The Language Teacher* magazine and send their ¥1500 payment to JALT from any post office in Japan.

NEWSLETTER SUBSCRIPTIONS (Non-JALT) Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US \$15. In Japan, send a *teigaku kogawase* check (leave blank) from any post office to the address below. Overseas subscribers can 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 January 2010)

- * JAPAN SUBSCRIBERS: GILE SIG / JALT (250) GLOBAL ISSUES NETWORK (50) = 300
- * INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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

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