

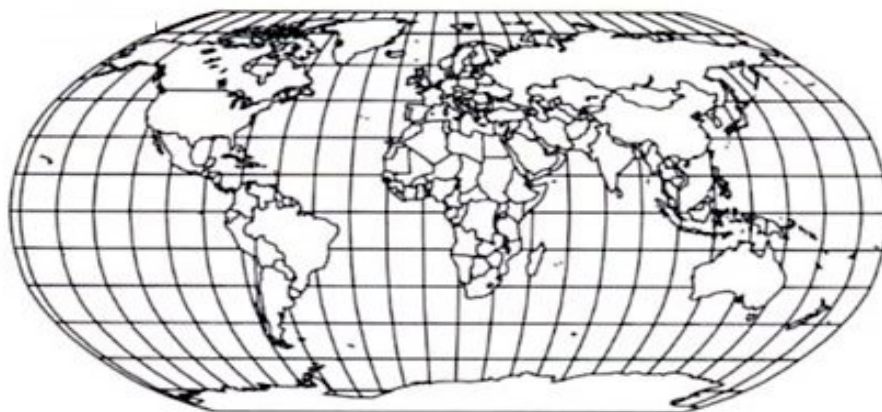
Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

87<sup>th</sup>

Issue

celebrating 87  
issues and 23  
years in print  
since 1990



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E-mail: [kcates@rstu.jp](mailto:kcates@rstu.jp) Check out back issues on our homepage!  
Website: [www.gilesig.org](http://www.gilesig.org) Facebook: [www.facebook.com/gilesig.org](http://www.facebook.com/gilesig.org)

## NEWSLETTER #87

Our spring newsletter comes out as teachers and students get back to school after the “Golden Week” holiday in Japan. Featured articles in this issue include: (1) a set of guidelines on how to teach controversial comics in the classroom, (2) an Australian checklist to help you evaluate if your institution is a “global school”, (3) a description of a college EFL course on Japan’s environmental impact, and (4) an annotated list of English songs about peace, human rights and the environment. To commemorate the recent death of Japanese journalist Mika Yamamoto in Syria, we include a special section on teaching about “freedom of the press”. Other items in this edition include a report on this spring’s TESOL 2013 conference in Dallas, Texas, a list of resource books for teaching about conflict resolution plus updates on all the latest global education news and events.

◆ **E-SUBSCRIPTIONS:** 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!

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



## Pan-SIG 2013 Conference

May 18 – 19, 2013 Nagoya

< [www.pansig.org](http://www.pansig.org) >

Don't miss this year's Pan-SIG 2013 conference May 18–19 at Nanzan University in Nagoya. Full details on the website above. GILE will run a joint forum with the Pragmatics and Learner Development SIGs. Talks on global themes will include:

- *Critical Pedagogy for Social Justice* (Barfield)
- *Teaching the Fukushima Disaster* (Haynes)
- *Drama and Global Issues* (Kelly/Kamibepu)
- *Learner Development and Global Issues* (Mark)
- *Poetry and Global Issues* (Nakagawa)
- *Benefits of the Model UN* (Tatsuki / Nishide)
- *Service Learning for EFL* (Jones)
- *Diversity in the Global Classroom* (Hicks)
- *Teaching through TED Talks* (Suginaga)
- *Gender Issues in the Classroom* (Steele)
- *EFL via Documentary Films* (Koprowski)
- *Peace and Conflict: Rainbow War* (Cates)



## Global Issues 1-Day Event

June 23, 2013 Sapporo, Hokkaido

< [www.jalthokkaido.net](http://www.jalthokkaido.net) >

A 1-day Global Issues event will be held on June 23 in Sapporo sponsored by JALT's Hokkaido Chapter and our GILE SIG. Come join this event to learn more about global education approaches!

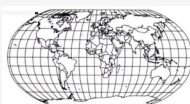
- *Why Teach Global Issues?* (panel discussion)
  - *Making Global Connections* (Tim Grose)
  - *Steps to a Global Classroom* (Kip Cates)
  - *Global Issues Groupwork* (Greg Goodmacher)
- Date: June 23 (Sunday) 11:00 am – 4:00 pm  
 • Place: Hokkai Gakuen University, Sapporo  
 • Cost: JALT members = free, Others = ¥1000

## Global Education Events

- ***Engaging Hearts and Minds: Human Rights***  
May 6–7, 2013 (Toronto) <[www.centennialcollege.ca/engagingheartsandminds2013](http://www.centennialcollege.ca/engagingheartsandminds2013)>
  - ***Bring the World Into the Classroom***  
May 20, 2013 New York (USA)  
<[www.levin.suny.edu/gwpcconference.cfm](http://www.levin.suny.edu/gwpcconference.cfm)>
  - ***World Environmental Education Conference***  
June 9 – 14, 2013 Marrakech (Morocco)  
<[www.weec2013.org/en/](http://www.weec2013.org/en/)>
  - ***Bridging Cultures: Ed. for Global Citizens***  
June 12 – 17, 2013 Ohio (USA)  
<[www.crededucation.org/cre/goto/6th](http://www.crededucation.org/cre/goto/6th)>
  - ***Citizenship and Human Rights Education***  
June 28, 2013 University of London (UK)  
<[www.ioe.ac.uk/research/4582.html](http://www.ioe.ac.uk/research/4582.html)>
  - ***Environmental Justice and Citizenship***  
July 10 - 12, 2013 Oxford (UK)  
<[www.inter-disciplinary.net/critical-issues/](http://www.inter-disciplinary.net/critical-issues/)>
  - ***Nat'l Peace Academy: Tour to Costa Rica***  
September 7 - 14, 2013 (USA)  
<[www.ioe.ac.uk/research/4582.html](http://www.ioe.ac.uk/research/4582.html)>
  - ***ACR Conference: Making Peace Happen***  
October 9 – 11, 2013 Minneapolis (USA)  
<[www.acrnet.org/Conferences.aspx](http://www.acrnet.org/Conferences.aspx)>
  - ***AASSA: Global Issues Network Conference***  
October 18 – 20, 2013 Quito (Ecuador)  
<[www.aassa.com/page.cfm?p=418](http://www.aassa.com/page.cfm?p=418)>
  - ***Education: Millennium Development Goals***  
November 16 – 18, 2013 (India) [www.auebhu.com/FIRST%20CIRCULAR2013.pdf](http://www.auebhu.com/FIRST%20CIRCULAR2013.pdf)
- More global education events are listed at:  
[www.peace-ed-campaign.org/newsletter/](http://www.peace-ed-campaign.org/newsletter/)

## New GILE Website

[www.gilesig.org](http://www.gilesig.org)



Our ***Global Issues in Language Education*** Special Interest Group has been updated with a great new look thanks to our new GILE webmaster, Paul Arenson. Check it out and send us your input!

## GILE on Facebook

[www.facebook.com/gilesig.org](http://www.facebook.com/gilesig.org)



Take a look at the rich variety of news, resources and information on global ed and global issues on our dynamic ***Global Issues Facebook*** page designed by Jack Brajcich <[brajcich@fukujo.ac.jp](mailto:brajcich@fukujo.ac.jp)>

## GILE on Twitter

<https://twitter.com/gilesigjp>



- For more updates on global themes, go to our ***Global Issues Twitter*** site, also by Jack Brajcich
- Make sure to check out ***The GILE Daily***, an indispensable resource for following the issues!

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2013

Here are the 2013 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

#### SIG Chair & Newsletter Editor:

Kip Cates  
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4-101 Minami, Koyama  
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#### SIG Treasurer:

Chris Bradley  
Okinawa University  
555 Kokuba, Naha City  
Okinawa 902-8521  
<masopiate@yahoo.ca>

#### JOIN OUR GILE SIG TEAM

Wanted:

- reps for other areas of Japan
- project & website assistants

#### SIG Membership:

Tim Grose  
Sapporo City, Hokkaido  
<tppgrose@hotmail.com>

### REGIONAL OFFICERS

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

**Tohoku:** Naoko Harada  
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**Kansai:** Michael Skelton  
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### PROJECT OFFICERS

#### SIG Programs:

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<masatakakasai@hotmail.com>

#### SIG Website:

Paul Arenson (Webmaster)  
<paul@tokyoprogressive.org>

#### SIG Facebook & Twitter:

Jack Brajcich  
Fukuoka Jogakuin Jr College  
<brajcich@fukujo.ac.jp>



## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

#### EFL Books Requested for Teachers in Haiti

EFL teachers in Haiti are still recovering from the January 2010 earthquake. Send books to:  
Herve F. Alcindor, Mate-Tesol President  
84 Avenue Jean-Paul II, Turgeau  
Port-au-Prince, Haiti

#### "Book Aid" South Africa Library Project

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

#### 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](http://www.wikihow.com/Save-Paper-in-School)
- **How to Become a Green School**  
[www.greenschools.net/](http://www.greenschools.net/)

### CLASS OR SCHOOL EVENTS

- **Sponsor a Child Overseas**  
<http://plan-international.org> [www.plan-japan.org](http://www.plan-japan.org)
- **Work to End World Hunger** (click "take action")  
<http://actfast.oxfamamerica.org/>
- **Raise Funds to Help Eliminate Landmines**  
[www.icbl.org](http://www.icbl.org) [www.jcbl-ngo.org](http://www.jcbl-ngo.org)
- **Start a School Human Rights Club**  
[www.amnesty.ca/youth/get\\_involved/](http://www.amnesty.ca/youth/get_involved/)



## Educating Under Fire: Why Children in a War Zone Need Lessons to be Fun

by Andrew Foster

(British Council Staff, Palestinian Territories)

This article outlines the severe problems faced by Palestinian teachers and students in the Gaza strip. Half of Gaza's children are Palestinian refugees who attend schools managed by the *United Nations Relief and Works Agency* (UNRWA). UNRWA runs a total of 147 primary schools in Gaza but, due to a shortage of buildings, these are forced to operate on 2 shifts a day. The biggest challenge for education in Gaza is the ongoing conflict with Israel. A November EFL teacher training course was delayed by Israeli missile strikes which destroyed houses and schools. During the attack, everyone's concerns were for the safety of their families and friends. After the 8-day bombardment, traumatized children found it hard to readjust to daily life and school. To help them cope, teacher training courses have encouraged instructors to introduce fun and engaging activities for learning English. The author ends with the hope that Palestinian teachers will find something to help them and their students through these trying times.

*EL Gazette* #398 March 2013, UK.  
www.elgazette.com

## Using Google Earth Street View To Teach Directions

by Blagoja Dimoski (Tokai University, Japan)  
<bdimoski@wing.ncc.u-tokai.ac.jp>

## Bring the Outside World into the Classroom with Google Maps

by Brian McMillan <peibrian@gmail.com>  
(Hiroshima Bunkyo Women's University, Japan)

These two articles discuss the advantages of using Google Earth and Google Maps in place of the two-dimensional fictional maps in most EFL textbooks. Dimoski provides a 5-step lesson plan for a Google Street View video prepared by the teacher. McMillan describes how a Virtual Walking Tour (VWT) of a foreign city can be used to teach directions or for scavenger hunts. He notes how VWTs can take students to the Amazon or UNESCO world heritage sites and recommends Phil Bird's blog <classroom201x.wordpress.com/2010/06/01/using-streetview>.

*The Language Teacher* Vol. 37/2  
March/April 2013 (JALT, Japan) www.jalt.org

## EFL for Africa via Solar-Powered MP3s

As part of a pilot English teaching project, the UK's British Council is distributing 6,000 solar-powered MP3 players to schools in nine different African nations: Tanzania, Ethiopia, Rwanda, Nigeria, South Africa, Senegal, Sudan, South Sudan and Mozambique. The MP3 players, built by the NGO Lifeline Energy, are pre-loaded with 30 hours of audio English content and are designed for resource-poor classrooms in areas with little or no electricity.

"Council brings ELT tech to Africa" in *EL Gazette* #397 February 2013, UK. www.elgazette.com

## Desire in Translation: White Masculinities and TESOL

by Roslyn Appleby <Roslyn.Appleby@uts.edu.au>  
(University of Technology, Sydney, Australia)

This article discusses issues of gender, race, identity and perception between female Asian students and Western male teachers. It's based on interviews with 11 White Australians who taught in commercial English conversation (*eikaiwa*) schools in Japan. The author analyzes the romantic desires – *akogare* – of Japanese women, and their views of white male teachers as idealized versions of the West who provide exciting access to English as well as an alternative to traditional Japanese gender hierarchies. She notes how conversation schools exploit these desires in their advertising, discusses how Western guys transform into "charisma man", touches on sexual harassment and fraternizing with students, and looks at how Western men navigate conflicts of expectation, desire and professionalism.

*TESOL Quarterly* Vol. 47/1 March 2013 USA  
http://www.tesol.org

## Copyright Infringement Gangnam-Style

*The Economist* magazine has sued an English language school in the Gangnam suburb of Seoul, South Korea, for copyright infringement. Lawyers for the magazine claim that the Korean school copied 54 articles, bound them into book form, then sold them for profit to advanced students. In an interview with a local Korean newspaper, a member of the language school admitted to a reporter that, "We printed and used *The Economist's* articles without permission" but added that this was common practice in Korea.

"Gangnam school in the dock" in *EL Gazette* #398 March 2013, UK. www.elgazette.com



## Language Education Events

- **Foreign Lg. Teaching & Applied Linguistics**  
May 3 – 5, 2013 Sarajevo (Bosnia)  
Website: <<http://fltal.ibu.edu.ba/>>
- **European Conference on Language Learning**  
July 18 – 21, 2013 Brighton (England, UK)  
Call for Papers: Deadline: May 20, 2013  
Website: <<http://ecell.iafor.org/index.html>>
- **Japan Association of College English Teachers**  
August 30 – Sept. 1, 2013 Kyoto (Japan)  
Website: <[www.jacnet.org/2013convention/](http://www.jacnet.org/2013convention/)>  
More events at: <[www.conferencealerts.com](http://www.conferencealerts.com)>

## Key Internet Websites on Global Issues and Language Teaching



- JALT Global Issues SIG (Japan)**  
[www.gilesig.org](http://www.gilesig.org)
- IATEFL Global Issues SIG (UK)**  
<http://gisig.iatefl.org/>
- TESOL Social Responsibility IS (USA)**  
[www.tesol.org](http://www.tesol.org) (search for “SR-IS”)
- ESL Etc. (David Royal: Univ. of South Florida)**  
[www.esletc.com](http://www.esletc.com)



## JALT 2013 National Conference

Oct. 25 – 28, 2013 Kobe, Japan  
<<http://jalt.org/conference>>

The 2013 conference of the *Japan Association for Language Teaching* (JALT) will be held Oct. 25 – 28 in Kobe, Japan on the theme of *Learning is a Lifelong Voyage*. Further details on our Global Issues SIG sessions will be in our next newsletter!



## Teachers of English to Speakers of Other Languages

1925 Ballenger Ave, Suite 550,  
Alexandria, VA 22314-6820 USA

E-mail <[info@tesol.org](mailto:info@tesol.org)> Web: <[www.tesol.org](http://www.tesol.org)>

## TESOL 2014 CONFERENCE

TESOL's 48<sup>th</sup> annual international English teaching conference will be held from March 26–29, 2014 in Portland, Oregon with the environmentally-friendly theme: *ELT for the Next Generation: Explore, Sustain, Renew*.

- ♦ **Deadline for Proposals:** June 3, 2013
- ♦ **Conference details:** [www.tesol.org](http://www.tesol.org)

## 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 specify this as your primary interest section.

**SR-IS Chair** Jeanne Malcolm (Univ N. Carolina)  
<[jmalcol6@uncc.edu](mailto:jmalcol6@uncc.edu)>



## PAC Pan-Asian Conference

Dec. 5–7, 2013 Cebu, Philippines  
<[www.paltphilippines.org](http://www.paltphilippines.org)>

This fall's *Pan Asian Conference* (PAC) will be hosted on December 5–7, 2013 in the city of Cebu by the *Philippines Association for Language Teaching* (PALT). The conference will focus on the UNESCO Millennium Goal of *Education for All* under the theme *Tradition and Innovation in Language Education*. Details at the website above



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

Darwin College, Univ. of Kent, UK

<[www.iatefl.org](http://www.iatefl.org)> <[generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org)>

## IATEFL 2014 CONFERENCE

IATEFL's 2014 conference next spring will be held from April 1 – 5 in the city of Harrogate, England. Why not plan to submit a proposal?

- **Submission Deadline:** September 2013

## IATEFL's Global Issues SIG

Margit Szesztay <[margit.szesztay@gmail.com](mailto:margit.szesztay@gmail.com)>  
GI-SIG Website: <http://gisig.iatefl.org/>

Don't forget to renew your Global Issues

## MEMBERSHIP / SUBSCRIPTION

<b>JALT Members:</b>	¥1,500 per year
<b>Non-JALT</b>	
Japan:	¥2,000 per year
Overseas:	US \$15

## Conference Information

- \* [www.conferencealerts.com/language.htm](http://www.conferencealerts.com/language.htm)
- \* [www.eltcalendar.com/events/conferences/](http://www.eltcalendar.com/events/conferences/)

# Conference Report: TESOL 2013

Dallas, Texas

TESOL 2013, the 47<sup>th</sup> annual convention of TESOL (*Teachers of English to Speakers of Other Languages*) was held March 20 - 23 in Dallas, Texas on the theme "Harmonizing Language, Heritage and Cultures." With 1,000 sessions attended by 7,000 participants from 100 countries, this is the world's largest English teaching conference. Here are some of the many global sessions given.



## Pre-Conference Workshops

### Our Role in the Cyber-Bullying Frenzy

This talk described how cyber-bullying interferes with the students we serve and gave concrete ideas to ensure a safe learning environment. Barbara-Jane Paris (USA) <[www.bjparis.org/educators.html](http://www.bjparis.org/educators.html)>

### Intercultural Competence in ESOL Classrooms

This talk described ways that teachers can develop students' intercultural competence by integrating cultural concepts into their classrooms. Darla Deardorff (Duke Univ.) <[d.deardorff@duke.edu](mailto:d.deardorff@duke.edu)>

### Using Short Stories to Expand Critical Thinking

This outlined how having students creatively analyze literary texts can foster critical thinking, reading, discussion, grammar and writing skills. Sybil Marcus (USA) <[swm@unx.berkeley.edu](mailto:swm@unx.berkeley.edu)>

### ELLs, Immigration and Student Rights

This presentation discussed current US immigration policy, the DREAM act, the effect of deportation proceedings on students and the legal rights of all learners. Charles Kuck <[www.immigration.net](http://www.immigration.net)>

## TESOL Plenary Talks

### Solving for X: Critical Thinking/Problem Solving

Award-winning US teacher John Hunter described how his annual "World Peace Game" helps his 4<sup>th</sup> grade elementary students develop global awareness, self confidence, critical thinking and communication skills. John Hunter <[www.worldpeacegame.org](http://www.worldpeacegame.org)>

### Critical Intercultural Communication

This plenary reviewed the history of the field of intercultural communication, outlined current approaches and urged English educators to promote intercultural communication skills in their teaching. Thomas Nakayama (USA) <[tnakayama@neu.edu](mailto:tnakayama@neu.edu)>

### Exposing the Myth of Racial Colorblindness

This plenary stressed the need for language teachers to go beyond general assertions of "colorblindness" so as to become more aware of their subconscious racial biases in order to avoid perpetuating cycles of oppression. Aram deKoven <[dekovea@uwec.edu](mailto:dekovea@uwec.edu)>

## Social Responsibility IS Sessions

The SR-IS panel sessions below were organized by TESOL's *Social Responsibility* Interest Section

### Creating Global Citizens

This panel featured talks from the US, Asia and Middle East on ways that students can become global citizens who make a difference in the world. Comfort Mingot (Haiti) <[davisinabj@yahoo.fr](mailto:davisinabj@yahoo.fr)>

### Socially Responsible Leadership

This panel discussed ways that ELT administrators and educators can promote social responsibility through community outreach and environmental policies. David Royal (USA) <[droyal@usf.edu](mailto:droyal@usf.edu)>



## TESOL Peace Forum



### Educating for a Culture of Peace

Each year, TESOL hosts a *Peace Forum* which brings together English teachers, materials writers and curriculum designers active in peace education to describe projects, share ideas and present materials designed to promote international understanding in schools, communities and the wider world. This forum addressed topics of peace, violence, social justice and social responsibility.

### Organizers and Presenters:

- Valerie Jakar (Israel) <[vsjakar@gmail.com](mailto:vsjakar@gmail.com)>
- Michael Medley (USA) <[medley@emu.edu](mailto:medley@emu.edu)>
- Alison Milovsky (United States Institute of Peace) <[www.usip.org](http://www.usip.org)>
- Kelli Seals-Obazee (Dallas Peace Center) <<http://dallaspeacecenter.org>>

## Other Conference Presentations

### A Colloquium on TESOL Advocacy

This TESOL leadership session provided participants with information on effective advocacy. Diane Fenner (USA) <[edprograms@tesol.org](mailto:edprograms@tesol.org)>

### Lakota Language and Writers Workshop

This discussed an elementary school writers' workshop designed to honor and maintain the Lakota language. Joan Wink (US) <[joan@joanwink.com](mailto:joan@joanwink.com)>

### **Cultural Competence via a Global Curriculum**

This session introduced EFL classroom methods designed to help students develop critical thinking skills and engage with real world problems. Mathew Deroo (China) <mathew.deroo@elic.org>

### **Engaging Learners with Field Work Projects**

This presentation explained how team fieldwork projects enable ESL learners to discover culture, practice communication and explore local resources. Carol Romett (US) <romettc@georgetown.edu>

### **International Awareness: Post-Quake Japan**

This discussed a study on how teaching English for international awareness impacted Japanese children's views of language, culture and foreigners. Laurel Kamada (Japan) <laurel@he.tohoku.ac.jp>

### **Collaborative Tasks in a Virtual World**

This talk discussed how virtual worlds like *Second Life* improved speaking skills as part of a language exchange between Korean and Taiwan students. Jayoung Song (USA) <jaycalm@hotmail.com>

### **Preparing for Intercultural Exchange in Japan**

This talk described a government program which sends Japanese EFL teachers overseas to teach Japanese and promote intercultural understanding. Richmond Stroupe <richmond@soka.ac.jp>

### **Broadcasts for Multicultural Understanding**

This talk described how a radio broadcast show enabled international students to showcase their music, culture and language plus promote campus integration. Heidi Beck (US) <hbeck@seattleu.edu>

### **Rwanda and Arizona's Anti-Immigrant Wave**

This talk discussed how Arizona's immigration policy resembles the situation in pre-genocide Rwanda and urged more advocacy for minority students. Eric Dwyer (US) <eric\_dwyer@fiu.edu>

### **Learning English from the Occupy Movement**

This talk demonstrated how ESL instructors can use photos of Occupy Movement signs to study language and connect students to the outside world. Christian Chun (USA) <chuncw@usc.edu>

### **Amigos de Cuba: American & Cuban TESOL**

This session brought together TESOL supporters and Cuban members of the *Grupo Especializado en Lengua Inglesa* (GELI) to share experiences. Robert Griffin (USA) <rgriffin@okcu.edu>

### **Engaging or Offending? ESL & Muslim Students**

This described the challenges faced by non-Muslim Western ESL teachers in navigating religious and cultural values to teach Muslim students. Kendra Staley (Colombia) <kstaley327@hotmail.com>

### **Project-based Learning in Rural India**

This discussed how projects by rural EFL students promoted environmental awareness through school presentations, campus clean-ups and social media. Sarah DeMola (India) <sarah.demola@gmail.com>

### **Service Learning and Teaching ESL**

This talk described how community based learning and service learning provide meaningful, authentic language learning experiences for ESL students. Nuray Grove (USA) <ngrove@richmond.edu>

### **Thematic Units for Teens on "Big Questions"**

This talk discussed the impact of multi-genre literature-based thematic ESL units designed around important challenges and questions in the lives of teenagers. Lydia Stack (USA) <lstack@mac.com>

### **Strategies to Address Bullying in ESL**

This session described how teachers can address bullying in ESL classrooms comprised of foreign learners from very different backgrounds. Rogelio Reyes (US) <krista.bittenbender@gmail.com>

### **Writing in College: Social Inequalities**

This presentation shared research findings on how the college writing skills of Latino students are hindered by inequalities in both schools and society. Todd Ruecker (USA) <>truecker@unm.edu>

### **Teen Voices: Black Students Share Their Stories**

This presentation reported on research into the lives of Black ESL students in the United States with a focus on Haitian teenagers in Massachusetts. Ayanna Cooper (USA) <rarb4@msn.com>

### **English Through Film Across Cultures**

This talk described how comparing foreign films with the Hollywood remakes (eg *Shall We Dance*) promotes critical thinking and cultural awareness. Huan Zhou (Canada) <juanitaz@yorku.ca>

### **Saudi Females and Mixed Gender ESL Classes**

This session presented research on the attitudes of women students from Saudi Arabia to mixed gender and mixed culture ESL classrooms in the US. Jeanne Malcolm (US) <jmalcol6@uncc.edu>

### **What's the Story? Discover the News**

This session introduced a new writing text which involves students in researching, analyzing and reporting on current news. David Harrington (USA) <davidh@languagesolutionsinc.com>

### **Global English Teachers for Global Realities**

This discussed how Karen Risager's "transnational pedagogy" promotes the intercultural awareness needed by language teachers in today's global world. Bryan Meadows (USA) <meadowsb@fdu.edu>

### **SEEDFOLKS Work-Text for the Novel**

This session introduced the prize-winning novel *Seedfolks* about how multinational neighbors become friends while planting a community garden. Joyce Flager (US) <joycef@cruzio.com>

### **Language and Environmental Education**

This talk introduced ESL units on environmental themes and discussed how to inspire students to become active protectors of the Earth as they study English. Deborah Cain (Bihac University, Bosnia)

### **Supporting Refugee through Ethics of Care**

This talk described how EFL teachers can make a difference in meeting the educational needs of adolescent refugees through using “ethics of care”. Rabia Hos (Turkey) <rabia.hos@zirve.edu.tr>

### **Academic Literacy via National Geographic**

This presentation demonstrated how National Geographic teaching materials can help students to acquire academic skills and connect with the world. Laurie Blass (USA) <lblass@heuristix.com>

### **Student Engagement and Critical Thinking**

This presentation described how to blend critical thinking skills with student-selected authentic materials to increase engagement in the classroom. Abby Porter (USA) <amporter@uoregon.edu>

### **Harmonizing Faith and ESL**

This presentation featured research and reflection from America, Asia and on-line on how religious teachers strive to harmonize faith and ESL. Ludiya Darmiyati (US) <ludiyadarmiyati@yahoo.com>

### **Creating Linkages between the US and Iraq**

This session described the challenges and successes of university ESL partnership programs set up by the American Embassy between universities in Iraq and the USA. Mary Seig (US) <mtseig@bsu.edu>

### **Cultural and Linguistic Discrimination**

This talk described two studies done on the types of linguistic and cultural discrimination that international students face and that they bring to class. Elisabeth Chan (USA) <elisabeth.chan@unt.edu>

### **English Teaching in International Development**

This discussed challenges faced by TESOLers from industrialized nations who work in developing countries as teachers or curriculum developers. Hilary Smith (USA) <hilary\_smith@xtra.co.nz>

### **Students’ Perceptions of Classmate’s Accents**

This talk discussed a survey of 100 Arizona middle school students about student attitudes towards the accents of their classmates and non-native teachers. Meghan Moran (USA) <mkm338@nau.edu>

### **Helping Low Literacy Learners Avoid Fraud**

This talk introduced *Federal Trade Commission* brochures, videos and websites on debt, consumer protection, telemarketing, identity theft and other scams. Jennifer Leach (USA) <jleach@ftc.gov>

### **I Am Canadian, Eh? Cultural Perceptions**

This session discussed the results of a nation- wide survey of Canadian-born and foreign-born students concerning their cultural perceptions of Canadians. Shira Packer (Canada) <spacke@yorku.ca>

### **Foreign Students: Campus Internationalization**

This discussed how foreign students are expected to internationalize US campuses, then asked why schools often require them to conform to local norms. Kristin Hiller <kristin.hiller@gmail.com>

### **Learners Living with Trauma, Violence & Stress**

This talk discussed how teachers can work to create a positive, safe, welcoming environment for ESL learners who have experienced trauma, violence and stress. Judie Haynes (US) <judieh@optonline.net>

### **Globetrotting Educators**

This panel discussed how their global travels and work around the world turn EFL teachers into educational ambassadors and skilled interculturalists. John Schmidt (USA) <jrs78705@yahoo.com>

### **Social Class: The Unspoken Undercurrent**

This panel featured 6 speakers who discussed social class in language teaching and touched on topics such as class, race, privilege and discrimination. Shelley Wong (USA) <swong1@gmu.edu>

### **A “Big Ideas” Curriculum with Bestseller Books**

This session introduced integrated teaching units, activities and student book clubs built around the reading of best-seller books containing “big ideas”. Carol Clark (AUC, Egypt) <cclark@aucegypt.edu>

### **Tuesdays with Omsk: Tele-collaboration**

This talk described how a multi-year collaboration between teachers and learners in Iowa and Russia promoted critical cultural awareness and understanding. Pete Smith (USA) <psmith@uta.edu>

### **Adult ESL, Civics and Citizenship**

This talk featured US government representatives who discussed the relationship between adult ESL classes, civics and citizenship instruction. Rachael Shaw (USA) <rachel.m.shaw@uscis.dhs.gov>

### **Our Non-Diverse Teaching Force**

This session analyzed the inequities (racial, ethnic, linguistic) in the ESL profession and discussed the resistance and complicity of teachers and TESOL. Jenelle Reeves (USA) <jreeves2@unl.edu>



### **Teaching Ethnic Tolerance: Content Strategies**

This talk reported on the results of a survey of ethnic and national prejudice, then described ways to promote tolerance in EFL Anastasia Khodakova (Russia) <anastasiakhodakova@gmail.com>

### **Occupy the Classroom: Involving Students**

This talk explained how the *Occupy Wall Street* movement helped students learn about authentic language, US culture/politics, and American social issues. Tara Tarpey (US) <tarpey.te@gmail.com>

### **Social Responsibility: Refugee Populations**

This panel featured TESOLers who focused on the social responsibilities of language teachers in promoting humanitarian aid for refugee programs. Pindie Stephen (USA) <pstephen@iom.int>

### **Language Teachers & Egypt's Democratization**

This talk described the impact of teacher training featuring learner autonomy and groupwork on Egyptian teachers in a rapidly democratizing nation. Amira Erfan (Egypt) <234nyu@gmail.com>

### **Empower Students to Build a Culture of Peace**

This session shared peace education ideas and resources used by the presenter as an EFL teacher on board the Japanese NGO *Peace Boat*. Mauricio Arango (Colombia) <arangomau@yahoo.com>

### **Gender Issues in Middle Eastern Classrooms**

This talk introduced critical thinking via English picture books with powerful female characters that challenge traditional images of women in the Mid-East. Rawia Hayik (Israel) <rhayik@indiana.edu>

### **Helping the Poorest of the Poor via Tourism**

This talk described how EFL teachers in Peru designed ESP materials to empower taxi drivers and others based on the needs of the poorest of the poor. Alejandra Diaz (Peru) <adiaz@cultural.pe>

### **Teaching World Englishes to ESL Teachers**

This session reported on ESL teacher education programs designed to enable pre-service trainees to communicate effectively with World English speakers. Burcu Ates (USA) <bxa013@shsu.edu>

### **Teaching Tolerance through World Religions**

This described how the teaching of world religions (Christianity, Islam, Hinduism, Judaism...) in EFL can promote peace, tolerance and international understanding. Kip Cates (Japan) <kcates@rstu.jp>

### **Cultivating Ethics & Respect in the Classroom**

This discussed the challenges of promoting respect and ethical behavior in cross-cultural contexts where nuances may be misperceived. Nancy Ackles (USA) <nacklesgm@gmail.com>

### **Developing Intercultural Awareness**

This presentation introduced key concepts of intercultural communication aimed at raising awareness of differences and bridging cultural gaps. Joe McVeigh (USA) <joe@joemcveigh.org>

### **ESP for Law Enforcement: Social Justice Issues**

This session described an English for Specific Purposes program designed to introduce social justice issues to national police in Indonesia. Jaclyn Gishbaugher <jaclynjgish@gmail.com>

### **Harmonizing ESL and Social Responsibility**

This talk described a class project where ESL students chose charitable organizations, researched them, made posters, gave presentations, raised funds and wrote essays. Gerry Luton (Canada) <gluton@uvic.ca>

### **Using TED to Bridge Cultures and Language**

This introduced a format for engaging students in discussing TED talks on global issues so as to discover their peers' views and their own. Anthony Lavigne (Japan) <anthonylavigne@gmail.com>

### **Building Peace through Critical Literacy**

This talk cited research on how EFL can promote critical literacy and skills to resolve conflict caused by violence and inequality. Dumrong Adunyarittigun (Thailand) <dumrong29@hotmail.com>

### **Peace Education and The Kairos Document**

This session explored how to infuse English with peace education and the teaching of non-violence using the *Kairos Palestine Document*. Salameh Bishara (Palestine) <sbishara@elcjh.org>

## **Poster Sessions**

### **Global Education through Language Learning**

Gladys Focho (Cameroon) <ngwifocho@yahoo.fr>

### **Critical Thinking in Communication**

Eva Andrianarivo (ETP, Madagascar)

### **Student-Created Intercultural Simulations**

Joseph Dias <jodias@cl.aoyama.ac.jp>

### **Newspapers for Reading & Cultural Awareness**

Winnie Cragg (USA) <winniec@mfw.edu>

### **World Heritage and Cultures in Thematic Units**

C. M'kaddem <chaoukimkaddem@gmail.com>

## **Future TESOL Conferences**

<www.tesol.org>

- 2014 : March 26 - 29 (Portland, Oregon)
- 2015 : March 25 - 28 (Toronto, Canada)
- 2016 : April 5 - 8 (Baltimore, Maryland)
- 2017 : March 21 - 24 (Seattle, Washington)



## Teaching Controversial Comics

by Anastasia Betts (Graphic Novels 101)



### Appropriate Teaching Materials

Appropriateness is a topic that we all struggle with at one point or another, and is not just limited to the world of comics. As teachers we have to make determinations every day on whether *this* image, *this* book, *this* movie, or *this* discussion is appropriate for our classroom. For some reason though, comic books seem to get a bad rap in terms of classroom “appropriateness”.

### Comics in the Classroom

It’s true that a lot of comics published for entertainment purposes contain content that is inappropriate for classroom use. I can’t count the number of times that I have read a comic and thought, “This is PERFECT for what I want to teach,” only to get halfway through the book and arrive at a scene that would never pass my district censors. Whenever this happens, I am confronted with a dilemma... how can I use a book that I think is incredibly important for students to study, but that contains some content that my colleagues or parents would find controversial?

### A Case Study: *Barefoot Gen*

Let me share an example. *Barefoot Gen* is a ten volume comic series that tells the story of a young Japanese boy who survives the atomic bombing in Hiroshima and the immediate aftermath.

Originally this series was published as a serialized comic in a Japanese boys’ manga magazine. The story is closely based on the early life experiences of the author, Keiji Nakazawa, who lived with his family in Hiroshima and experienced the bombing first hand.

This series is powerful, moving, and emotional. As a more traditional manga, it contains some of the slapstick conventions that take a little bit of time to get used to. Once you have read past the first few pages, however, you begin to get lost in the story of a family with a pacifist father, an older brother that has enlisted in the military to prevent his family from being targeted as “unpatriotic traitors,” the conflict between this father and son, another young son that has been evacuated to the countryside (where he faces starvation), a sister and a brother still trying to maintain some sense of normalcy by attending grammar school, and a mother who is nine months pregnant caring for her preschool aged son at home. Yes, it’s a large, complicated family.

There is so much going on in this book that I can’t even begin to encapsulate it here. It is, I believe, my most favorite comic of all time. In fact, this book has been translated into over a dozen world languages. It is quiet, unassuming, and childlike. Reading portions of this comic is like watching a very clever child’s cartoon: entertaining on the surface, but chalked full of meaning if you begin to peel back the layers.

### Problematic Content

Considering all of that, why would I have any problem using it in the classroom? Well for one, there is a lot of cartoon, slapstick type violence. This is actually more a manga convention than anything else, and common to a lot of 1970s Japanese comics. It’s similar to the zany antics of Tom and Jerry or Bugs Bunny – only in the middle of a serious story about people trying to survive a very real war. If you are thinking “wow that’s awkward,” then you get the idea. It seems strange to see characters in the book always punching each other, complete with Batman-style onomatopoeia, like it’s an everyday thing.

That being said, I helped my students get past this by using some of the explanation above, and also by reminding them that this comic was originally printed in a ‘rough and tumble’ boys’ magazine, and so this type of comic action was expected.

### Educational Rationale

Next, at the end of the book, the author recounts the experience of the bomb drop and immediate aftermath. Obviously many people die, including members of Gen’s family. It is violent, gruesome, dark, and horrific. I can never read this part of the book without crying. As disturbing as this part of the book is, it’s not difficult from an educational point of view to develop a rationale for teaching it: *We never want this to happen again – and therefore we have to know what happened, in all its tragic detail.*

### Problematic Scenes

So what’s the problem? Well, there’s a scene in the middle of the book... school officials (who are angry at the dissent and pacifist attitudes of the family’s father) seek to punish his young daughter. They make her strip down to her underwear, in the principal’s office, and make her stand there while they humiliate her. It’s an awful scene, but so critical to the story. I remember when I first read this scene,

I had already been thinking seriously about using this comic in my classroom. I couldn't wait to start building curriculum and lessons around it.

But when I read this part of the book, I became seriously worried that I would never be able to use the book because parents and administrators, even students, would be so disturbed by it. That being said, I was reluctant to give the book up. I REALLY wanted to use it. I felt the message was too powerful and too important to just abandon. I began thinking of ways I could use parts of the book. Could I excerpt it? Could I just rip out those pages? I felt slightly insane as I tried to come up with ways to get this past my educational "censors". In the end, I decided the scene was too important, too pivotal to the overall story to leave out. I would just have to find a way to get others to believe in the story as much as I did, and then prepare my students as best I could to receive it.

## TEACHER GUIDELINES

The example of *Barefoot Gen* is not a unique experience for teachers wanting to use significant, yet controversial, works of comic literature. With that in mind, I've developed a list of steps I follow as a result of my experience with *Barefoot Gen*:

### ***Carefully consider the age group***

As a curriculum director, I work with and develop educational content for a variety of ages – from elementary through college. When I first read *Barefoot Gen*, I felt it would be appropriate for upper elementary – 5th and 6<sup>th</sup> grades – through adult. Before deciding to use a particular book, ask yourself, *Can my students handle this?* For the use of *Barefoot Gen* in particular, I asked: *Are they mature enough to understand the conflict between the oldest son and the father? Are they emotionally mature enough to understand the humiliation scene with the daughter, and the impact that it has on Gen?* These are very important questions. If you have any doubt about the ability of your students to handle such questions, or your ability to present the content effectively, I would steer clear.

### ***Develop a clear rationale for use***

I always write a rationale for the use of a book such as *Barefoot Gen*. I want to be *very* clear about *why* I am using this book and *how* it connects to my broader curriculum. If you teach in a standards based classroom, be prepared to share which standards your teaching of this content will help students achieve mastery of. Your administrators will likely ask you why you can't just use some other *more appropriate*

book. You want to be able to defend your book choice and refute any argument administration might have against its use.

### ***Get approval from administrators in advance***

There's a saying... "It's easier to obtain forgiveness than permission". But that's not always true. Try to teach a controversial book without permission and it may be the last time that book sees the light of day in your district. Don't put your book in danger of being banned. It is likely that your district or school has protocols for gaining approval for controversial material. Follow them. If no protocols exist, consider talking to your administrators or department heads and get their buy in.

### ***Involve Parents in the Project***

Invite your parents to be part of the journey. Use a back to school night, or open house to introduce the project to them, your rationale for using the book, as well as some significant background or historical information. If the parents are able to understand the importance of the book's message, you are nearly home free.

### ***Have parents sign a waiver or permission slip***

Create a permission slip that summarizes the project and questionable content in the book, and invites parents to become more informed. Provide them with websites or links for more information. Make yourself available to answer their questions. Ultimately, ask them to sign a permission slip allowing their student to participate in the study of the book you have selected. For parents who do not want their child to participate, have an alternate book selection ready as well as accommodations for them to attend a different class if necessary.

### ***Create a Parent Book Club***

Again, this requires skillful facilitation on the part of the teacher – it could be a blessing or a curse. I've found, however, when it works out, it is a brilliant experience for both parents and students, and provides multiple opportunities for in-class and at-home discussion. Establish a reading schedule and periodic discussion meetings. If desired, do both separate and joint discussions with parents and students.

### ***Preteach, preteach, preteach!***

Prepare your students for the controversial content by doing some strategic pre-teaching. In the case of *Barefoot Gen*, mini lessons on classic manga conventions, as well as on sexual harassment (yes we

even teach awareness of that to elementary students), and an understanding of the horrors of war, are in order. For historically based books like *Barefoot Gen*, students will need a series of lessons to increase their background knowledge on the time period and key events. Again, be conscientious about presenting multiple viewpoints to keep students from becoming biased. While *Barefoot Gen* doesn't point fingers, it is difficult to read about the family's experiences and not be critical of the decision to drop the bomb. It is important to make sure that students understand all facets and perspectives of that decisions (i.e. the fear of a prolonged and protracted Japanese mainland invasion resulting in millions of deaths, etc.), so that they can make informed judgments.

### ***Tie your teaching to a service project or community outreach***

There are always ways to tie student learning into some type of action project. Whether you are studying superheroes or war, there is something you can do to make the world outside your classroom a better place. In the case of *Barefoot Gen*, get your students involved in the *Hiroshima Peace Project* (of which *Barefoot Gen* is a part). Invite your students to involve themselves in creating awareness about the proliferation of nuclear weapons today. The horror of Hiroshima will never be far away as long as mankind has the ability to launch a bomb with the press of a button. The only way to prevent tragedies such as this in the future is to promote a culture of peace.

### ***Evaluate and reflect***

The importance of having students (and parents if you involve them) evaluate and reflect on their experience reading a book like *Barefoot Gen* can not be overstated – especially if you ever plan to teach the book again. Create tools to gather perspectives of the participants and to document the meaningful and significant work that is done as a result of the learning. Consider using a survey to capture useful “sound bites” that can be used in future rationales. Invite students to write reflective journal entries detailing how their participation in the project has changed or impacted them.

It's a lot to think about, I know. But it's worth it. I have a number of colleagues that avoid books with controversial content. It's just “easier”, they say. It may be easier, but it doesn't make the world a better place. True teaching takes courage and persistence. I hope that my tip list above can help you amass the courage and persistence to teach the controversial content that you believe in.

For homework, check out the film *Barefoot Gen*. You can also look at Keiji Nakazawa's autobiography, and compare it to the *Barefoot Gen* story:

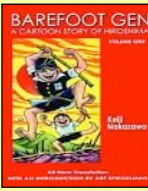
- *Barefoot Gen* (Japanese movie: 1983)
- *Hiroshima: The Autobiography of Barefoot Gen* by Keiji Nakazawa

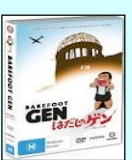
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*This article has been reprinted with permission. It is also on-line at: <<http://comicsobserver.com/tag/barefoot-gen/>>*

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*Anastasia Betts is a former teacher, administrator, and UCLA literacy coach based in California. She has delivered professional development courses, workshops, and seminars on using comics in the classroom. She runs the company “Curriculum Essentials, Inc.” as well as the website “Graphic Novels 101”. Follow her on Facebook at Graphic Novels 101.*

	<p style="text-align: center;"><b><i>Barefoot Gen</i></b></p> <p><i>Barefoot Gen</i> is a 10-volume graphic novel available in both English and Japanese versions. Start with Volume 1, a classic book which is used by peace educators worldwide. Then, go on and try the other nine volumes in the series!</p> <ul style="list-style-type: none"> <li>• <i>Volume 1: A Cartoon Story of Hiroshima</i> by Keiji Nakazawa (2004) \$10 / 1,466 yen</li> </ul>
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	<p style="text-align: center;"><b><i>Barefoot Gen: The Movie (1983)</i></b></p> <p><i>One admirable aspect of Barefoot Gen is the lack of finger-pointing. There is far less interest in placing blame than in saying, "No one should ever have to experience this. There must be an alternative to war." The manga has more time to develop this, looking at Gen's father (a pacifist in a very nationalist wartime Japan), and the scorn his family endures as a result.</i></p> <p><i>The manga illustrates how war affects people beyond body counts: how people can turn on one another, how families and communities can be driven apart, how a country's war machine can chew up its young and spit out the bones.</i></p> <p><i>Compared to the manga, the movie only touches lightly on these themes, as it's constrained by its running time from fully exploring them. Still, the message is there: people can endure and survive just about anything. But they shouldn't have to.</i></p> <p>Source: <i>The Critical Eye - Barefoot Gen</i>  <a href="http://www.5x5media.com/eye/film/barefoot.php">www.5x5media.com/eye/film/barefoot.php</a></p>
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## Special Feature

# Teaching about Freedom of the Press



The annual “World Press Freedom Award” is given to journalists who display extreme bravery in the fight for a free press. This year’s award was given to two women journalists killed while covering the ongoing civil war in Syria: Mika Yamamoto (Japan) and Marie Colvin (USA). Journalists risk their lives to report the news, expose corruption and discover the truth. Yet, every week, a reporter is killed somewhere in the world. Why not design a teaching unit on this issue and join your students to support the rights and safety of journalists around the globe?

**19** Journalists killed so far in 2013.

**232** Journalists in prison worldwide.

**982** Journalists killed since 1992.

Worst			Worst 9 countries where the murder of journalists goes unpunished.		
1. Iraq	4. Sri Lanka	7. Mexico			
2. Somalia	5. Afghanistan	8. Pakistan			
3. Philippines	6. Colombia	9. Russia			

World Press Freedom Index 2013	
Top 3 Countries	Bottom 3 Countries
1. Finland	1. Eritrea
2. Netherlands	2. North Korea
3. Norway	3. Turkmenistan

**Profiles of Press Freedom Heroes**  
 ✧ Free Media <[www.freemedia.at/awards/](http://www.freemedia.at/awards/)>  
 ✧ CPJ <<http://cpj.org/killed/murdered.php>>

**Mika Yamamoto**  
 (1967 – 2012)  
 < [www.wikipedia.org](http://www.wikipedia.org) >

Award-winning Japanese journalist killed while covering the war in Syria.

**World Press Freedom Day**  
 (May 3rd) <[wikipedia.com](http://wikipedia.com)>

Join your students to study about - and commemorate - World Press Freedom Day each year.

**Journalists Killed in the Line of Duty** (2005)  
 < [www.amazon.com](http://www.amazon.com) >

This DVD narrates the stories of 6 journalists murdered on the job.

**Journalists Memorial**  
 < [www.newseum.org](http://www.newseum.org) >

The Newseum in Washington DC has a *Journalists Memorial* which pays tribute to 2,000 reporters, photographers and broadcasters who have died reporting the news. Check out their photos and profiles on-line.

**Journalists Killed in the Line of Duty**

- 2010 Valentin Valdes Espinosa (Mexico)
- 2009 Michelle Lang (Canada)
- 2007 Hrant Dink (Turkey)
- 2007 Kenji Nagai (Japan)
- 2006 Anna Politkovskaya (Russia)
- 2002 Daniel Pearl (USA)

**Committee to Protect Journalists (CPJ)**  
 < <http://cpj.org> >

The *Committee to Protect Journalists (CPJ)* is an independent organization that promotes press freedom world-wide. They run a dynamic site that provides a great start for understanding the issues.

**Reporters Without Borders (RSF)**  
 < <http://en.rsf.org> >

*Reporters Without Borders* runs a great website full of information, news and data on journalistic freedom, with regional updates, a list of perpetrators plus country listings on its *World Press Freedom Index*.

**International Freedom of Expression (IFEX)**  
 < [www.ifex.org](http://www.ifex.org) >

*IFEX* is a global network of media activists which works to defend free expression. Its website features news updates, urgent action appeals, regional reports and information on press freedom and censorship.






## Australian Checklist: The Globally Engaged School

What does it mean to be a “globally-engaged” school? This edited checklist, based on a document made by a team of Australian global educators, is a practical tool that teachers, administrators and education officials can use to evaluate how well their institutions promote an international dimension across the curriculum and throughout the school. The original checklist is at: [www.globaleducation.edu.au/verve/\\_resources/GPS\\_web.pdf](http://www.globaleducation.edu.au/verve/_resources/GPS_web.pdf)

Checklist Components	Rating Scale <i>1 = low      4 = high</i>			
	1	2	3	4
<b>1 School and Community</b>				
a. Does your school incorporate global education principles in its mission statements and its formal curriculum documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Does your school actively support and provide resources for the inclusion of global perspectives in the curriculum and school programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does your school build links and partnerships with individuals and groups beyond the local community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Does your school promote equal participation by all teachers and students, and have structures in place to facilitate decision making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do teachers and students encourage each other to take action to address community and global issues related to justice, poverty, peace and the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Does everyone take responsibility to ensure that individuals behave in ways that promote the safety and wellbeing of the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2 Curriculum: What We Learn and Teach</b>				
a. Does the curriculum reflect awareness of your country’s place as part of a regional and global community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Does the curriculum have strong relevance for all students, including minority students, indigenous students and those from language backgrounds other than English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does the curriculum challenge and counter stereotypes of other countries and cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Does the curriculum reflect concern about local and global poverty, injustice, conflict and sustainable development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do global perspectives influence teaching and learning across all the learning areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do global perspectives influence teaching and learning at every stage of schooling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3 Classroom: How We Learn and Teach</b>				
a. Does the class set-up and the classroom environment promote cooperative interaction and effective communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are teaching and learning activities designed to foster students’ sense of their own value and encourage them to take responsibility for their own learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do students have opportunities to take part in decision making and to learn the processes of negotiation and consensus building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are students encouraged to think critically using a diversity of media and other resource materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checklist Components	<b>Rating Scale</b> <i>1 = low      4 = high</i> 1      2      3      4			
<b>4 Global Citizens: Who We Are and How We Behave</b>				
a. Are teachers and students open to learning about the world from a range of social, cultural, political and environmental perspectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do teachers and students have positive values? Do they demonstrate compassionate concern for the rights of others and care for the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are students and teachers actively learning skills of intercultural communication, peaceful conflict resolution, visioning and contributing to a fairer and more just world?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are teachers and students committed to taking action to build a better world for all and provide a sense of hope for the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The checklist above is part of a teachers' guide entitled <i>Global Perspectives: A Framework for Global Education in Australian Schools</i>. This can be purchased in book form from Curriculum Press at right. It can also be viewed online at the website:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.globaleducation.edu.au/verve/_resources/GPS_web.pdf">www.globaleducation.edu.au/verve/_resources/GPS_web.pdf</a></li> </ul>	<div data-bbox="764 674 878 856">  </div> <p><i>Global Perspectives: A Framework for Global Education in Australian Schools</i> (2008)</p> <p>Price: \$29.95  ISBN: 9781742000756  Curriculum Press: &lt;sales@esa.edu.au&gt;  Curriculum Press Website</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.curriculumpress.edu.au/main/goproduct/12691">www.curriculumpress.edu.au/main/goproduct/12691</a></li> </ul>
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# Peace as a Global Language Conference (PGL)

*Peace and Welfare in the Local and Global Community*

Date: November 16 - 17, 2013

Website: <<http://pgljapan.org>>

Place: Rikkyo University, Tokyo

Call for Papers: Deadline = July 31, 2013

*"We cannot afford to ignore the condition of our fellow passengers on this little boat. If they are sick, all of us risk infection. And if they are angry, all of us can easily get hurt."* – Kofi Annan, United Nations

In our interconnected global village, we live in close proximity to people from different backgrounds, creeds, genders, ethnicity, orientation and ages. How should we work toward solving issues that divide our communities at the local and international levels? How can we achieve better ties for all? This year's conference will examine issues pertaining to achieving and maintaining peace in our families and communities. It aims to bring us closer together to realise our potential to interconnect, respect and promote a culture of peace in a time of deepening inequalities.

With this in mind, we cordially invite scholars, teachers, peace activists, students and community members interested in these issues to join us in Tokyo on November 16 – 17 at Rikkyo University's beautiful Niiza campus for discussion, debate and contemplation on how to realise our potential as co-inhabitants of a shrinking planet. We look forward to welcoming you to PGL2013.

Zane Ritchie PGL 2013 Chair <[zane.ritchie@gmail.com](mailto:zane.ritchie@gmail.com)>

## Submission Guidelines

1. Write a short summary of your presentation (75-100 words) with equipment needed and presenter data (name, affiliation, contact e-mail, phone #). Indicate your preferred day (Saturday or Sunday).
2. Indicate whether you are submitting for:
  - an individual session (30 minutes), panel (90 minutes), workshop (60 minutes) or poster session.
3. Submissions should be sent by e-mail to <[pglj2013@outlook.com](mailto:pglj2013@outlook.com)> by **July 31, 2013**
4. Full details on proposals and the conference are at <<http://pgljapan.org>>

## T H E M E S

PGL seeks proposals related (but not limited) to the following topics:

*Promoting peace in our local communities; peace and volunteerism; local welfare schemes; reconstruction of disaster-stricken and decaying communities; territorial disputes; promoting peace in elderly rural communities; women's role in the community; promoting peace through education; local welfare schemes; increasing community ties and family ties; youth suicide, the intercultural community.*



# Teaching about Japan's Environmental Impact

by Tamatha Roman (Kanda University of International Studies)



## Introduction

Students at Kanda University of International Studies (KUIS) in Makuhari, Chiba dedicate a lot of their studies to the pursuit of understanding global issues. They use that knowledge in both their study abroad experiences as well as in careers beyond their university life. However, many students at KUIS, as well as Japanese university students in general, are unaware of the issues that face their own country, especially those which have a significant impact on the world as a whole. Specifically, these include environmental issues such as overfishing, food waste, and nuclear power.

## Course Description

*Japan's Environmental Impact* is a content elective course that I designed which focuses on developing students' understanding of environmental issues that affect the university, Japan, and beyond. During the course, students discuss ways to reduce, reuse, recycle, and respect elements in the environment, and learn ways to improve their environmental footprint through interactive lessons, blog challenges, and action projects.

The topics at hand were chosen based on current hot topics in the global media, as well as on extensive needs assessment of KUIS students successfully completing the course. Although there are an infinite number of environmental issues that Japan faces today, this year-long course focuses on the six following units:

1. disposable waste
2. sharks and the impact of overfishing
3. food waste
4. water waste
5. fast food
6. clothing and cosmetics

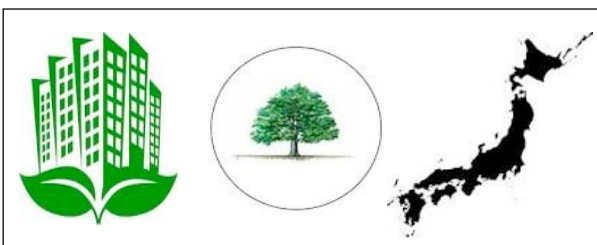
Each unit is covered for approximately eight lessons, culminating in a unit action project. In addition, over the course of each unit, students are asked to complete two blog challenges.

## Example Unit

As an example, the first unit in the course is "disposable waste," focusing on the issues of plastic bottles and disposable chopsticks, both of which are pervasive in Japanese culture, as well as destructive to the environment. Many Japanese students use

plastic bottles and disposable chopsticks on a daily basis, unaware of the damage that these conveniences are causing.

For this unit, students analyze the many factors behind their popularity and overuse. They discuss why they prefer bottled water over tap water, and conduct a blind taste test of several sources of bottled water and tap water. In another lesson, students watch an episode of "How Stuff Works" to learn about the bottled water industry. For disposable chopsticks, they examine the life of a disposable chopstick through jigsaw reading, learning about the trees that are cut down, as well as the chemicals that are used to dye the chopsticks. Throughout the unit, students study important vocabulary, engage in debate, and evaluate their own impact on the environment.



## Blog Challenges

As a supplement to the class activities, students are assigned an environmental challenge bi-weekly based on the material covered in class. These challenges are to be completed on their own time as a way to bridge the lessons with real world experiences. Additionally, students are required to reflect on their experience by posting on a class blog on *Tumblr*, considering the difficulty of the challenge, what they have learned, and its environmental impact. Over the course of the disposable waste unit, students are asked to do the following two challenges:

- 1) carry around the garbage that they accumulate for 24 hours and photograph the evidence
- 2) not use plastic bottles, plastic bags, or disposable chopsticks for one week

The challenges are not meant to be easy, but students have generally enjoyed completing them. As they reflected on whether their challenge was successful or not, students have used class material (vocabulary, documentary clips, jigsaw readings) and critical

thinking skills to support and contrast the ideas in their entries. Furthermore, English discussions have been sparked in and outside of the classroom as to what was learned through completing the challenges.

### Action Project

At the end of the unit, students are asked to complete an action project, a project meant to somehow teach the local community about the issue. For the disposable waste unit, students create “disposable art,” made from a chosen recycled material such as plastic bottle caps, toilet paper rolls, disposable chopsticks and so on. In groups, students collect their material and create a piece of art that is displayed on campus for the KUIS community. Each piece of art is accompanied by a message which includes the number of products used, where the products were found, and explains how the design is connected to the environment, along with a translation in Japanese. In the past, some projects have included a plastic bottle flower garden, a bottle cap KUIS tower, and a disposable chopstick trash bin.

### Conclusion

The other units in the course follow similar suit. Students engage in a wide range of activities, meant to both increase their own knowledge of environmental issues in Japan and well as share their newfound knowledge with the community. They participate in activities that range from analyzing shark stereotypes in YouTube movie trailers, to working one-on-one with *Second Harvest Japan*, to picking up trash at the local beach, to putting together a vegan bake sale for the student community. As KUIS strives to be an international institute, this course aims to teach English through content-based material, and to push students to become more savvy global citizens with an understanding of local and global environmental issues. If you'd like to know more about this course or its units, please contact me.

#### Tamatha Roman

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Kanda University of International Studies

KUIS website: <http://kandaeli.com>

#### Shin-Eiken Association

< www.shin-eiken.com >

#### 新英語教育研究会

*Shin-Eiken* is a dynamic high school EFL teachers group in Japan that works to promote global education. Check out its Japanese website, subscribe to its magazine or attend its August 2013 conference in Hokkaido.

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

Sanyusha Press <www.sanyusha-shuppan.com>

Shin-Eiken's monthly magazine “The New English Classroom” (in Japanese) features a wide variety of articles on global themes.

Sample articles from magazine issue # 524 (April 2013)

- *Let's Learn Korean!*
- *Interactive Learning via Projects: The US Civil Rights Movement*
- *To End the Misery of War Forever: Allen Nelson*
- *Teaching How to Say “Hello!” in Languages around the World*
- *English Songs for Teaching Peace, Human Rights, Environment*
- *English Friendship Speeches: “We Love Korean People!”*

#### Green Teacher

< www.greenteacher.com >



*Green Teacher* offers exciting ideas, activities and resources to help you promote environmental awareness at your school. Check out their website and magazine!

#### Facing the Future

<www.facingthefuture.org>



*Facing the Future* is a great website which features a global educator's zone, free teaching units, tours of global issues and a *Fast Facts, Quick Action* page.

#### Teachers Against Prejudice

www.teachersagainstprejudice.org



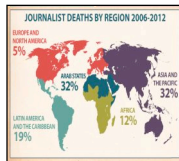
*Teachers Against Prejudice* is dedicated to fighting prejudice, hate and intolerance through education. Check out their list of recommended films and books!



#### Freedom of Expression Toolkit

www.unesco.org/new/?id=46282

Cruise this UNESCO website and download its free student toolkit (click *Publications* at *Resources*)



#### Freedom of the Press Poster

http://ifex.org/wpfd/

Click the logo *Threat to Journalists: Crime & Unpunishment* on this website to get a great free teaching poster!



# Global Issue Songs for the English Classroom

by Junko Machida (ESTEEM, Tokyo, Japan)



## Introduction

Songs can be used in a variety of ways in the English language classroom:

- they can form the main content of a lesson
- they can be used at the beginning of class as ice-breakers
- they can be used as a warm-up to prepare students for speaking out through singing
- they can be tied to language activities
- they can also be used to end a lesson

Songs can be chosen to highlight specific seasons and events. They can also be adjusted to the mood of the class to boost morale through celebration, stimulation or encouragement.

In this article, I'd like to introduce a number of songs that can be linked to global citizenship. These focus on the three key themes of peace, human rights and the environmental – all topics which are included in Japanese EFL textbooks.



## SONGS ABOUT PEACE

- **Happy Xmas: War is Over** (John Lennon)  
- a great song to sing at Christmas time
- **Imagine** (John Lennon)  
- a classic appeal for peace which is known and loved by people in countries around the world.
- **Where Have All the Flowers Gone** (Pete Seeger)  
- a powerful peace song by U.S. folk singer Pete Seeger, known as "the conscience of America".
- **Fragile** (Sting)  
- this song, by British singer and social activist Sting, is dedicated to Ben Linder, an American volunteer who was murdered by the US-funded Contras while working to alleviate poverty in rural Nicaragua. It includes the line "nothing comes from violence and nothing ever could".
- **Goodnight Saigon** (Billy Joel)  
- this song can be used as part of a unit about the Vietnam War. Like John Lennon's "Imagine", it was banned in the U.S. during the Gulf War.
- **Give Peace a Chance** (John Lennon)  
- this classic – and very sing-able – peace anthem urges us to cut through the jargon and ideology of war and just "give peace a chance".

- **Zero Landmine** (Ryuichi Sakamoto)  
- this song brought together singers from around the world to work for a world free of landmines
- **Sunday Bloody Sunday** (U2)  
- this song sings about violence and the 1972 "Bloody Sunday" massacre in Northern Ireland



## SONGS ABOUT HUMAN RIGHTS

- **We Shall Overcome** (Pete Seeger)  
- this classic song was the anthem for the US civil rights movement and its struggle against racism
- **Ebony and Ivory** (Paul McCartney)  
- this song uses a piano metaphor of black keys (ebony) and white keys (ivory) with an appeal to people of all races to live together in peace. It includes the line "Ebony and ivory live together in perfect harmony / Side by side on my piano keyboard / Oh Lord, why don't we?"
- **Hope in a Hopeless World** (Paul Young)  
- this song urges us to live with hope and respect, no matter how difficult our situation may be.
- **Strange Fruit** (Billie Holiday)  
- the "strange fruit" in this song refers to the bodies of innocent blacks, hanging from the trees, who were lynched by white racists in the Southern States. The tragic lyrics and Billie's sultry voice will move the hearts of listeners.
- **Beautiful Boy** (John Lennon)  
- the unique birth and life of every person should be celebrated. This song tells of the love and joy on the birth of a baby, something our students should start to think about as future parents.
- **True Colors** (Cyndi Lauper)  
- students need to live their lives treasuring their own uniqueness. This song promotes the respect that our world needs for individual differences.
- **Black Eyes Blue Tears** (Shania Twain)  
- in a world of domestic violence, this song calls out, "No more crying. No more bruises. Give me freedom!" It encourages students to speak out and to act for a world free of violence.
- **Black or White** (Michael Jackson)  
- this song gives a strong message about human rights: "It doesn't matter if you're black or white. We shouldn't put labels on others without striving to understand their situation."



- **Is This the World We Created?** (Queen)
  - this beautiful ballad by Queen asks a powerful question: "The world is full of suffering children. Is this the world that we created?"
- **She Has Gone** (Smoky Mountain)
  - this song, by a Filipino band, tells the story of a Filipina worker who leaves her poor village. She goes overseas hoping to build a better life for her family but becomes a victim of exploitation. A good song for thinking about the human rights of the Filipinos who come to work in Japan.
- **Sister Rosa** (Neville Brothers)
  - this song celebrates the life of Rosa Parks, the courageous black woman who sparked the 1955 Montgomery Alabama bus boycott and thus helped to launch the civil rights movement in the United States. The song includes the line, "Thank you, Miss Rosa, you are the spark / You started our freedom movement".
- **Equal Rights** (Peter Tosh)
  - this song has a light reggae beat but heavy lyrics. It describes the anger of those driven to crime by poverty and exploitation: "We got to get equal rights and justice / And there will be no crime."



## SONGS ABOUT THE ENVIRONMENT

- **Toxique** (Youssou N'Dour)
  - this song, by an African singer from Senegal, criticizes those rich nations which export their toxic waste to developing countries. The English accent might be hard to follow but the words and ideas are clear and simple. This is a good chance to expose students to one variety of World English.
- **Yes We can** (Artists United for Nature)
  - this is an environmental version of "We Are the World" with Herbie Hancock and Chaka Khan.
- **Mercy Mercy Me** (Marvin Gaye)
  - this song calls out to God to forgive us for the way we have polluted our world. If we think of the Fukushima disaster, its line "radiation under ground and in the sky" is all too painful.
- **Don't Go Near the Water** (The Beach Boys)
  - this lesser known Beach Boys song is both a warning as well as a call to learn about how we're polluting the world's water. It says "help the water right away, do what we can do".
- **Water** (Bob Reid)
  - this song, a favorite in American schools and communities, includes a rousing chorus which runs "Animals need water / People need it, too."

- **This Pretty Planet** (Tom Chapin)
  - this short song (only 6 lines) has a beautiful melody plus an important message about water pollution. It's very sing-able with multiple parts, so students can split into groups and enjoy some great harmony. Great for children's classes!



## SONGS FOR A BETTER WORLD

- **Earth Song** (Michael Jackson)
  - this powerful song portrays the ways that we humans have harmed the Earth through war and environmental destruction, and calls out for us to stop the harm we do and restore the planet.
- **Why?** (Tracy Chapman)
  - this haunting song asks why there is war, poverty, starvation and violence in our world.
- **From a Distance** (Julie Gold)
  - this powerful song contrasts the beauty of our planet as seen from space with the reality on the ground of war, hunger, hate and poverty. It calls for us to work together to make a better world.
- **We Are the World** (USA for Africa)
  - this classic song brought together America's top singers to raise money for a famine in Ethiopia. It calls for all of us to take action saying, "it's true we make a better day, just you and me."
- **Heal the World** (Michael Jackson)
  - this beautiful song calls on each of us, if we really care, to work together and do what we can to heal the world and make it a better place.

This is a translation of a Japanese article entitled [Jugyo no Tema: Heiwa, Jinken, Kankyo ni Tsunagaru Uta wo: Shinnendo no Curriculum ni Awasete] printed in Issue #534 (April 2013) of the Japanese magazine "Shin Eigo Kyoiku" published by the group Shin Ei-Ken <[www.shin-eiken.com](http://www.shin-eiken.com)>.

## ESTEEM

## ESTEEM

Elementary School Thematic  
English Education Movement

- <[www.esteemjapan.com/English-index.htm](http://www.esteemjapan.com/English-index.htm)>
- Japanese website: <[www.esteemjapan.com/](http://www.esteemjapan.com/)>

Esteem is a non-profit study group that holds monthly teacher-initiated study meetings where teachers can share with each other ideas on the scope of teaching English for global education and concrete methods of thematic language teaching.

## Junko Machida

(ESTEEM, Director and Founder)

E-mail: <[admin@esteemjapan.com](mailto:admin@esteemjapan.com)>

**Global Education**<[www.globaleducation.edu.au](http://www.globaleducation.edu.au)>

**Global Education** is an exciting Australian site designed to help teachers bring a global dimension into their schools. Check out its rich set of teaching resources, activities, images and global issue videos.

**Global Issues in ELT**<[www.globalissues.eu](http://www.globalissues.eu)>

**Global Issues in the ELT Classroom** is a resource pack of 30+ lessons on topics such as poverty, slums, child soldiers, fair trade, AIDS and early marriages. Get a copy or try the online samples.

**D.E.A.R**< [www.dear.or.jp](http://www.dear.or.jp) >

**DEAR** is a Japanese development education center which offers a great selection of resources for teaching about global issues and sustainable development. Browse the publications on their website.

**Better World Links**< [www.betterworldlinks.org](http://www.betterworldlinks.org) >

**Better World Links** is an amazing global education resource which lists links to over 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.

**U.N. Cyber School Bus**[www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/)

**The United Nations Cyber School Bus** is a classic global education website which features great teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

**Better World Website**< [www.betterworld.net](http://www.betterworld.net) >

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

**United Nations Works**< [www.un.org/works/](http://www.un.org/works/) >

**United Nations Works** is a great global education website for teaching about global issues such as poverty, peace, human rights and AIDS. Check out their great *What's Going On?* video series!

**Global Dimension**<[www.globaldimension.org.uk](http://www.globaldimension.org.uk)>

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

**Peace Boat**< [www.peaceboat.org](http://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 run programs for college students. Encourage your students to join!

**Global Issues**<[www.globalissues.org](http://www.globalissues.org)>

**Global Issues** is an informational website with over 500 articles on global issues topics from military spending and racism to poverty, the environment and the arms trade.

**Global Issues at ESL Etc.**< [www.esletc.com](http://www.esletc.com) >

**ESL Etc.** features great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!

**World Wise Schools**<[www.peacecorps.gov/wws/](http://www.peacecorps.gov/wws/)>

**World Wise Schools** was set up by the United States Peace Corps to teach about world cultures and global issues. It has a rich variety of stories, resources and lesson plans.



## 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.*

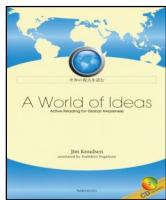


- (1) **"Introducing Global Stories" (2<sup>nd</sup> Edition)** by John Spiri (2012; ¥1995) (64 pages)  
Global Stories Press (Japan) <globalstoriespress@gmail.com> <<http://globalstoriespress.com>>



This 4-skills text for lower-level EFL students features a lively variety of simplified reading and listening passages on global themes. Its 12 chapters deal with human needs that are neglected or compromised: shelter (*homelessness*), food (*poverty*), trust (*landmines*), labor (*sweat-shops*), freedom (*child soldiers*), respect (*bullying*), society (*refugees*), money (*in-equality*), peace (*nuclear weapons*), resources (*environmental issues*), happiness (*depression*) and education (*ignorance*). Each 5-page unit features a photo with key words, a picture story with listening exercises, a "problem and solution" task, a 1-page reading passage, a "News in History" section, a Country Profile plus storytelling and writing tasks.

- (2) **"A World of Ideas: Active Reading for Global Awareness"** by Jim Knudsen (2013; ¥1995)  
Nan'undo Press, Tokyo Tel: 03-3268-2311 <[nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp)> <[www.nanun-do.co.jp](http://www.nanun-do.co.jp)>



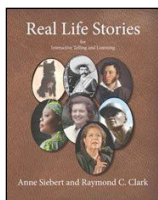
This 90-page intermediate EFL textbook designed for Japanese college students aims to improve English reading skills while engaging learners in reading and thinking about international topics of global concern. Its 16 units deal with a variety of themes such as: *women's issues, the environment, young people, politics, history, sports, food, space, language, family, work and education*. Each 5-page unit features a vocabulary prep section, a pre-reading task, a 3-page reading passage plus three types of comprehension questions.

- (3) **"Read and Think: 12 Inspiring Messages"** by M. Iwanaga et al (2013; ¥1785)  
Asahi Press, Tokyo Tel: 03-3239-0271 <[text-e@asahipress.com](mailto:text-e@asahipress.com)> <<http://text.asahipress.com>>



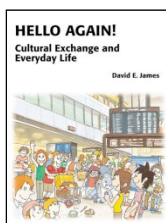
This 73-page college-level EFL text aims to improve Japanese students' reading skills through inspiring readings on global themes. Its 12 units cover: *Severn Cullis-Suzuki's Earth Summit speech, the NGO Free the Children, landmines, John F. Kennedy's inaugural address, Albert Einstein, Wangari Maathai's Nobel Peace prize acceptance speech and The Little Prince*. Each unit features a topic introduction, the main reading passage, comprehension exercises, a grammar focus plus suggestions for further study.

- (4) **"Real Life Stories: For Interactive Telling & Listening"** by A. Siebert & R. Clark (2012) \$25  
Pro Lingua Associates, Box 1348, Brattleboro, Vermont <[www.ProLinguaAssociates.com](http://www.ProLinguaAssociates.com)>



This interactive ESL reading-and-listening text features profiles of famous figures from history and today. It's 21 units tell the stories of people such as Ibn Battuta, Mother Jones, Josephine Baker, Emiliano Zapata, Roberto Clemente, Shirin Ebadi, Yo-yo Ma and the trapped Chilean miners plus animals such as Seabiscuit the horse and Humphrey the whale. Each unit features a prologue, a vocabulary page, a reading passage, gap-fill and "retell the story" tasks, a dictation, a dialogue, a writing prompt and Internet sites for further research.

- (5) **"Hello Again! Cultural Exchange and Daily Life"** by David E. James (¥1900)  
Cengage Learning (Japan) E-mail: [elt@cengagejapan.com](mailto:elt@cengagejapan.com) Web: <[www.cengageasia.com](http://www.cengageasia.com)>



This 84-page high beginner Japanese EFL text aims to improve students' English conversation skills and cross-cultural awareness. It's designed around fictional visits to Japan of foreign friends who learners guide around the country while explaining Japanese culture. Its 20 units include visits to: *Kanto/Kansai (traditional festivals), Asakusa (Buddhist temples), Osaka (baseball), Kyoto/Nara (Japanese history) and Tsukiji fish market (sushi)*. Each 4-page unit features an introductory illustration, a dialog, comprehension check plus exercises on English phrases and collocations.





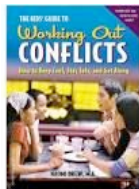
## BOOKS ON CONFLICT RESOLUTION AND PEACE

Check out the following books to help you and your students acquire some key conflict resolution and peacemaking skills in your classes.



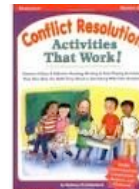
### **The Kids' Guide to Working Out Conflicts** by Naomi Drew (2004) \$12

This practical book shows how to stop bullying and resolve conflicts at home, at school and in the local community.



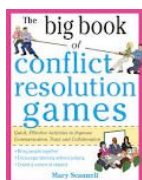
### **Conflict Resolution Activities That Work** by K. Hollenbeck (2001) \$7

This K-3 text has engaging activities that help children learn to listen to, cooperate with & respect each other.



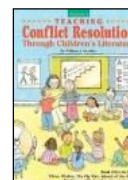
### **The Big Book of Conflict Resolution Games** by Mary Scannell (2010) \$23

This business book contains conflict resolution games for adults that address culture and personality clashes.



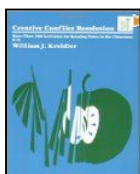
### **Teaching Conflict Resolution through Children's Literature** by William Kreidler (1999) \$18

This K-2 teachers' guide shows how children's lit can promote diversity, problem-solving, caring and respect.



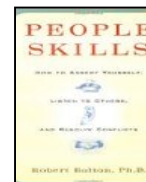
### **Creative Conflict Resolution** by William Kreidler (1984) \$20

This classic 1980s book for kids lists 200 creative activities for teaching conflict resolution in schools.



### **People Skills** by Robert Bolton (1986) \$10

This communication skills handbook shows you how to listen to others, assert yourself and resolve conflicts.



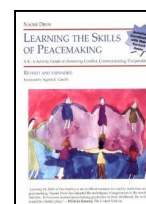
### **Conflict Resolution in the High School** by Linda Lantieri (1998) \$47

This teachers' guide shows how to address conflict, enhance diversity & build community in high schools.



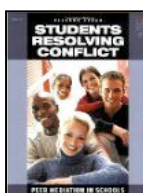
### **Learning the Skills of Peacemaking** by Naomi Drew (1995) \$30

A classic K-6 peace education book for elementary school featuring cool activities about peace and conflict.



### **Students Resolving Conflict: Peer Mediation in Schools** by R. Cohen (2005) \$20

This guide shows how to promote conflict resolution through introducing peer mediation in your school.



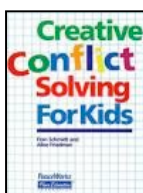
### **Kids Working It Out** by Tricia Jones (2003) \$32

This includes stories and strategies from the most current and effective school conflict resolution programs.



### **Creative Conflict Solving for Kids** by Fran Schmidt (1993) \$4

This classic workbook for young people lists great conflict resolution activities to try out in your classes.



### **Adventures in Peacemaking** by William Kreidler (1995) \$32

This includes hundreds of great conflict resolution activities for camps and after-school programs.



### **Ready-to-Use Conflict Resolution Activities** by Beth Teolis (2002) \$19

This practical K-6 book lists 100 activities which empower kids with tools to resolve conflicts peacefully.



### 「子どもとできる創造的な 対立解決実践ガイド」 *Kodomo to Dekiru Sozoteki na Tairitsu Kaiketsu Jissen Gaido*

This K-6 Japanese guide outlines Linda Lantieri's method of teaching creative conflict resolution to kids.

For more info: <[www.dear.or.jp](http://www.dear.or.jp)>



2010 ¥2000



## GLOBAL EDUCATION MATERIALS AND RESOURCES

Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.



### Breaking News English

[www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)



Check out this great EFL website, by webmaster Sean Banville, with its database of free lessons on news and current events ranging from Syria to Mali to Japan to Brazil.

### JALT Critical Thinking SIG

Learn how you can promote critical thinking in your classes.

Web: <http://jaltct.wordpress.com>

Email: [roehl.sybing@gmail.com](mailto:roehl.sybing@gmail.com)

### The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.

\* Cost: ¥2000 / \$20 (Kip Cates)

### Fair Trade Goods

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

\* [www.peopletree.co.jp](http://www.peopletree.co.jp)

\* [www.fairtrade.org.uk](http://www.fairtrade.org.uk)

### 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](http://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](http://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](http://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/](http://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](http://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](http://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](http://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](http://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](http://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/](http://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](http://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](http://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](mailto:access@socialstudies.com)> Web: [www.socialstudies.com](http://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](http://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](http://www.panda.org)



# COMING EVENTS CALENDAR

May 3	World Press Freedom Day <sup>1</sup>	June 20	World Refugee Day <sup>5</sup>
May 12	World Fair Trade Day <sup>2</sup>	June 26	International Day against Drugs <sup>6</sup>
May 31	World No Tobacco Day <sup>3</sup>	July 11	World Population Day <sup>7</sup>
June 5	World Environment Day <sup>4</sup>	Aug 6 / 9	Hiroshima Day / Nagasaki Day <sup>8</sup>

1 Press Freedom	<wikipedia>	<www.wan-ifra.org/microsites/press-freedom>	<www.ifex.org>
2 Fair Trade Day	<wikipedia>	<www.wfto.com>	<www.wftday.org> <www.fairtraderesource.org>
3 No Tobacco Day	<www.who.int/tobacco/en/>	<www.nosmokingday.org.uk>	<www.anti-smoking.org>
4 World Environment	<www.unep.org/wed/>	<www.wikipedia.org>	<Earth Song www.youtube.com>
5 Refugees	<www.unhcr.org>	<www.unrefugees.org>	<www.japanforunhcr.org> <wikipedia>
6 Anti-Drugs Day	<www.drugfree.org>	<www.dapc.or.jp>	<www.unodc.org> <wikipedia>
7 World Population	<www.populationconnection.org>	<www.unfpa.org/wpd/>	<wikipedia>
8 Hiroshima/Nagasaki	<www.pcf.city.hiroshima.jp>	<www.dannen.com/hiroshima_links.html>	<wikipedia>

\* More dates: <www.betterworldcalendar.com> <www.earthcalendar.net/> <www.national-awareness-days.com>

## 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 2013)

\* JAPAN SUBSCRIBERS: GILE SIG / JALT (200) GLOBAL ISSUES NETWORK (50) = 250

\* 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.

*Global Issues Newsletter* c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, JAPAN 680-8551 Tel/Fax: 0857-31-5148 E-mail: <kcates@rstu.jp> <www.gilesig.org>

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