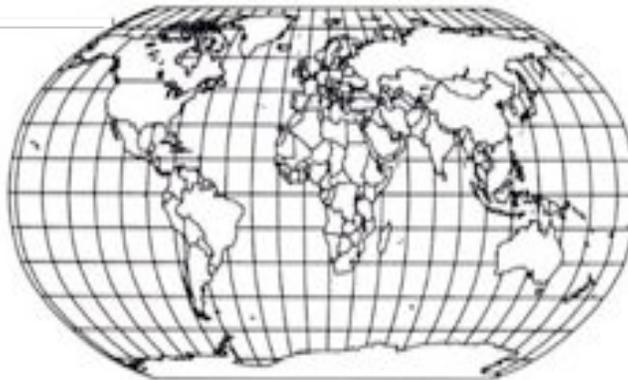


GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

105th
Issue

celebrating 105
issues and 28
years in print
since 1990



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E-mail: kcates@rs.tottori-u.ac.jp Check out back issues on our homepage!
Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #105

Our first newsletter of 2018 kicks off with: (1) a description by Andrew Barfield of a university research and writing course which engages students in critical and creative thinking about global issues, and (2) a review by Michael Brown of an on-line eco-linguistics course entitled "Stories We Live By". Our special feature this issue is *Sports Diplomacy and the Winter Olympics*. This provides post-Olympic teaching ideas along with historical case studies of sports diplomacy for your students to study, research and discuss. Also included is a summary of global issue presentations at JALT 2017 conference in Tsukuba and a report on last fall's 16th *Asian Youth Forum* in Seoul, South Korea. We finish up with a list of upcoming events and anniversaries for the year 2018, information on the *Graduation Pledge for Social Responsibility* plus a round-up of all the latest global education news.

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

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



JALT 2018 National Conference

Nov. 23 – 26, 2018 in Shizuoka
 <<https://jalt.org/conference/jalt2018>>

The 44th annual international conference of JALT (the *Japan Association for Language Teachers*) will be held from November 23–26 in the city of Shizuoka on the conference theme of *Diversity and Inclusion*. Plenary speakers will include:

- Rebecca Oxford ▪ Momoko Nakamura
- Lyndsay Clandfield ▪ Judith O’Loughlin



Pan-SIG 2018 Conference

May 19 – 20, 2018 Tokyo
 < <http://pansig.org> >

Our *Global Issues* SIG will join with other JALT Special Interest Groups to host the Pan-SIG 2018 conference this spring. This will be held on the weekend of May 19–20 at Toyo Gakuen University in Tokyo. Register now so you can start planning to attend this special event!

Teaching Peace in the 21st Century

June 11 – 15, 2018 U. of Notre Dame (USA)
kroc.nd.edu/news-events/events/summer-institute/

The Kroc Institute will hold its 10th *Peace Education Summer Institute* from June 11- 15 at the University of Notre Dame in Indiana. This 5-day institute is for college faculty who wish to create or improve their courses on peace studies and social justice. Participation costs are \$225 per person. Participants must pay their own accommodation. Full details at the site above.

- Early application deadline: February 28, 2018
- Final application deadline: March 31, 2018

Global Education Events

- **Psychology and Peace Conference**
 March 9 - 11, 2018 Notre Dame (USA)
 Website: <<http://peacepsychology.org/>>
- **Environmental Education Conference (LEEF)**
 March 16 - 18, 2018 St. Petersburg (USA)
 Web: <www.seea-leef2018.com>
- **Going Global 2018 (British Council)**
 May 2 - 4, 2018 Kuala Lumpur (Malaysia)
 Web: <www.britishcouncil.org/going-global>
 * Registration Closes: April 23, 2018
- **4th Internat'l Conference on Women's Studies**
 May 3 - 5, 2018 Colombo (Sri Lanka)
 Web: <<http://womenstudies.co/>>
- **Conflict Resolution Education Conference**
 May 22 – 26, 2018 Cleveland (Ohio)
 Web: <<http://msass.case.edu/cre-2018/>>
- **“War and Peace” English Studies Conference**
 July 3 - 7, 2018 London (UK)
 Web: <victorianpopularfiction.org/>
 * Deadline for Submissions: March 2, 2018
- **11th Global Studies Conference**
 July 30 - 31, 2018 Granada (Spain)
 <<http://onglobalization.com/2018-conference/>>
 * Deadline for Submissions: April 30, 2018
- **Human Rights Education Conference**
 November 26 - 29, 2018 Sydney (Australia)
 <www.westernsydney.edu.au/equity_diversity>

More global education events are listed at:

- www.peace-ed-campaign.org/calendar/

GILE SIG Website

www.gilesig.org



Our *Global Issues in Language Education* Special Interest Group website offers a wealth of teaching ideas from back issues of our newsletter. Check all this out on our GILE SIG website!

GILE on Facebook

www.facebook.com/gilesig.org



Check out our *Global Issues Facebook* page for an exciting selection of up-to-date news, events, campaigns, resources, initiatives and info on global education and global issues.

GILE on Twitter

<https://twitter.com/gilesigjp>



We also run an information-packed *Global Issues Twitter* site which features nonstop news, messages, suggestions, hints and updates on global education teaching ideas, resources, materials and events.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2018

Here are the 2018 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

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GILE INVITATION

- We hope to recruit new faces for various posts this year. Get in touch if you'd like to help!

<p>Thanks, Jennie!</p>	<p>Thanks: <i>Jennie Roloff-Rothman</i> (Out-Going GILE Program Chair)</p> <ul style="list-style-type: none"> ▪ Our Global Issues SIG wishes to give a public vote of Thanks! to Jennie for her dedication to global education and her long years of service as GILE Program Chair!
<p>Welcome, Eric!</p>	<p>Welcome: <i>Eric Des Marais</i> (New GILE Program Chair)</p> <ul style="list-style-type: none"> ▪ We're pleased to welcome Eric as our new GILE Program Chair and look forward to working with him to prepare a great set of SIG programs over the coming year.

WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

English Books Wanted for Library in Gaza

Mosab Abu Toha hopes to open a public English library in Gaza and has issued an appeal for books to teachers worldwide. Find out more at <<http://libraryforgaza.org>>

"Book Aid" South Africa Library Project

Help black South African kids! Check their site to see what's needed. They mail to South Africa.
Chikako Noda <www.taaa.jp/english.html>

Websites to Check for Book Donations

- moneycrashers.com/where-donate-used-books/
- www.ala.org/offices/iro/iroactivities/intlbookdonations
- www.bookaid.org
- asiafoundation.org/what-we-do/books-for-asia
- www.betterworldbooks.com/go/donatebooks

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

- **Sponsor a Child Overseas**
<http://plan-international.org> www.plan-japan.org
- **Work to End World Hunger** (click "take action")
<http://actfast.oxfamamerica.org/>
- **Raise Funds to Help Eliminate Landmines**
www.icbl.org www.jcblngo.org
- **Start a School Human Rights Club**
www.youthforhumanrights.org (→ "take action")



We Have a Moral Obligation to Lead the Way

by Ella Tyler (UK)

In this article, the author argues that English teachers are uniquely placed to promote women in leadership. She explains how she began to question traditional gender roles after reading Sheryl Sandbergh's book *Lean In* about why there are so few women leaders. She describes the state of gender inequality in teaching, notes the power of education to change attitudes and argues that we can lead the way in terms of change and best practice. She and her colleagues have set up the group *Lead5050* to raise the profile of women, engage men to help, and encourage women to take positions of leadership. Their group's vision:

- We believe that women's empowerment is good for the economy, the country and for everyone.
- We believe gender equality is a human issue, not a women's issue, that all should work to achieve.
- We believe gender stereotypes are outdated, damaging to men & women, and must be challenged.
- We believe in the power of words and in promoting discussion so as to achieve gender equality.

"We Have a Moral Obligation To Lead the Way"
EL Gazette October 2017 <www.elgazette.com>

Japanese Nominated for Global Teacher Prize

Mio Horio, an English teacher in Shiga, has been selected as one of 50 finalists for the 2018 *Global Teacher Prize* from 30,000 applicants. This annual \$1 million prize, given by the Varkey Foundation of Dubai UAE, is known as the "Nobel Prize for Education". Horio, a teacher at Maibara Senior High School, was nominated for her work promoting global awareness and cultural understanding. In her classes, students study global issues and discuss world news. She has used Skype to connect her class with youth in 25 countries, including Vietnam, Kenya and Israel. Since May 2017, she has worked with the Japan non-profit CBB to help poor Cambodian children improve their English. She is a *Skype Master Teacher* – a title issued to educators who use Skype for global education. To learn more, read the on-line Japan Times article below or go to <www.globalteacherprize.org/>.

"English teacher challenges students to plug into the world" *The Japan Times*. January 29, 2018.
<www.japantimes.co.jp>

Service Learning and Community Engagement for English Classes

by Aida Koci McLeod (Australia)

In this article, the author argues that more English teachers should introduce service learning into their classrooms. She defines service learning, describes different types, explains how to design service learning courses and discusses their benefits. As an example, she mentions a 12-week ESL course in California reported on by Elwell and Bean (2001) attended by 28 migrant students from 14 countries. The students spent six weeks in class studying John Steinbeck's novel *Of Mice and Men*. They then went into the local community to assist struggling farmworkers. The service component of the course involved a collection drive to gather donations of food, child-care goods and school supplies for local families. The ESL component promoted vocabulary acquisition, discussion skills, oral expression (reporting, presenting) and reading comprehension. She ends her article by describing her EFL course in Australia in which students tackled environmental problems.

English Teaching Forum Vol. 55/3 2017 USA
<http://englishprograms.state.gov/forum/>

Canada's Anthem Goes Gender Neutral

The Canadian government has officially approved a change in the lyrics of "O Canada" to make the country's national anthem gender neutral. The decision was taken on January 31, 2018 when Canada's senate voted to change two words in the song. The second line, "True patriot love in all thy sons command", has now been changed to "True patriot love in all of us command". "It may be small," said the bill's sponsor, "but it's huge in terms of our national symbols. We can now sing it with pride – all of us." The campaign to change the lyrics took two decades and was opposed by traditionalists who felt the old lyrics were "sacred".

"'O Canada' Will Become Gender Neutral With New Lyrics" *The New York Times*. February 1, 2018.
<www.nytimes.com>

WANTED - CONTRIBUTIONS!

- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource that you recommend?
- Then share these with our GILE subscribers!

Language Education Events

- **TESOL Symposium:** *The Global Citizen and New Technologies* To be held May 3 at UBC, Vancouver (Canada) Web: <www.tesol.org>
- **World Englishes and Multilingual Realities** May 31 – June 2, 2018 Quezon (Philippines) Website: <<https://www.iawe2018.net/>>
- **Asia TEFL:** *ELT in a Globalized World* June 27 – 29, 2018 Macau SAR (China) Web: <<http://asiatefl2018.medmeeting.org/en>>
- **LLS 2018: Lg, Literature, Society Conference** *Global Peace & Co-Existence: Language & Lit* July 19 – 21, 2018 Yogyakarta (Indonesia) Website: <<http://languages3000.com/>>
* Deadline for Proposals: April 30, 2018

Key Websites on Global Issues and Language Teaching



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



Int’l Association of Teachers of English as a Foreign Language
Darwin College, Univ. of Kent, UK
<www.iatefl.org> <generalenquiries@iatefl.org>

IATEFL 2018 CONFERENCE

IATEFL’s 52nd international conference will be held April 9 – 13, 2018 in Brighton, England. This will feature 3,000 teachers from 100 countries attending 500 sessions. Sample presentations:

Plenary Talk

- *Knowledge is Power: Access to Education for Marginalized Women* – Brita Fernandez Schmidt

IATEFL Global Issues SIG Day

- Social Justice and ELT Through the Visual Arts

Conference Sessions

- *Making a Difference Beyond the Classroom*
- *The Fair List: Gender Balance in Conferences*
- *ELT Through Yoga: A TPR Approach*
- *Linguistic Prejudice: Understanding Concepts*
- *Content Strategies to Teach Tolerance*
- *Corporate Social Responsibility through ELT*
- *The Role of ELT in Promoting Social Justice*
- *Global Social Issues in a Turkish EFL course*
- *Empowering Girls and Women via EFL in China*

IATEFL’s Global Issues SIG

IATEFL’s GI-SIG runs a dynamic website featuring global education ideas, resources, activities and e-lessons. The 2018 SIG Coordinators are:

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



Teachers of English to Speakers of Other Languages
*1925 Ballenger Ave, Suite 550,
Alexandria, VA 22314-6820 USA*

E-mail <info@tesol.org> Web: <www.tesol.org>

TESOL 2018 CONFERENCE

TESOL’s 2018 international convention will be held March 27–30 in Chicago on the theme *Sustaining Dialogues Across Communities*. Sample conference sessions will include:

- Advocating for Learners in the Era of Trump
- Social Justice in a Globalized World
- Afghanistan’s First Girls’ Boarding School
- Engaging Lg. Learners in the 21st Century
- A Refugee Women’s Book Club
- Personalization in an Impersonal World
- Public Affairs: Collaborating for Social Justice
- Service Learning and Civic Engagement

Social Responsibility Interest Section (SR-IS)

TESOL’s Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join. Learn more at: <<https://sris-tesol.org/>>

JALT Environmental Committee

<brentoldchap@hotmail.com>

The *Japan Association for Language Teaching* has set up an *Environmental Committee* to lessen the carbon footprint of the organization, its annual conference, its chapters and SIGs. To help out or learn more about ways to involve your colleagues and students in environmental awareness and sustainability, contact Brent Simmonds above.



43rd JALT CONFERENCE ON LANGUAGE TEACHING

November 17 - 20, 2017 in Tsukuba, Japan

Language Teaching in a Global Age <<http://jalt.org/>>



Global Issues SIG Forum

Sharing Ideas, Lessons, Resources

MCs: Jennie Rothman <program@gilesig.org>
Tim Grose <tpgrose@hotmail.com>

Our 2017 GILE SIG Forum in Tsukuba featured a dynamic set of mini-presentations. Thanks to all those who presented and attended this event!

Collaborative Learning with Primary Students

This talk described EFL programs for minority kids in schools set up by the Thai Border Patrol Police. Wichian Sunitham (Chiang Mai University)

Criticality and Creativity in Global / Local Issues

This talk described an EFL global issues course that promoted critical thinking and creativity via research and presentations. Jenny Morgan (Wayo Women's University) <jennryromain@yahoo.com>

The Politics of Pronouns for Animals

This presentation discussed the variety of social and political issues related to the use of pronouns (*he, she, it, who, which...*) for animals. Michael Brown (Kanda KUIS) <brown-ma@kifl.ac.jp>

Global Communicative Competence

This talk introduced an “inside-out” approach that promoted global communicative competence by having students critically consider their own culture. Fern Sakamoto <fern@nanzan-u.ac.jp>

Helping Students Understand Global Issues Data

This talk introduced a variety of ways to help students understand global issues data that can be interesting, shocking or surprising. Mark Shrosbee (Tokai University) <markshros@gmail.com>

Teaching English as a Lingua Franca

This session demonstrated how Japanese students can acquire global citizenship by using English to take part in a *Model United Nations*. Yuko Ikuta (Bunkyo Univ.) <3a.ikuta@shonan.bunkyo.ac.jp>

Promoting ESD at a UNESCO School

This discussed how Fukushima children sent an environmental calendar to European kids for an *Education for Sustainable Development* project. Hitomi Sakamoto <hitomi.sakamoto@tyg.jp>

Preparing Sts for Intercultural Job Interviews

This talk described the challenges of preparing students to do job interviews across cultures. Lily Thukral (TUFS) <lilyyamashita@yahoo.ca>

Service Learning for Multicultural Classes

This talk described a range of service learning projects for Japanese EFL college students which were designed to take them out of the classroom and out into the wider world. Shirley Ando et al (Otemae University) <shirley.jalt@gmail.com>

Global Issues Picture Topic Talk

This session introduced a timed class warm-up activity that has students describe and discuss pictures showing global issues. Matthew Cotter (Hokusei Gakuin U.) <m-cotter@hokusei.ac.jp>

Letter Writing for Disaster Relief

This described how students practiced English by writing “Thank you” letters to nations that helped Japan during its Tohoku disaster. Naoko Harada (Kyorin Univ.) <nhjtglsg@jilbxm.dyndns.org>

English for Environmental Purposes

This talk introduced Tony Juniper's book *What's Really Happening to Our Planet?* and discussed the need for teachers and learners to protect the environment. Liz Leigh (Osaka City University)

Writing and Global Issues via Twitter

This discussed how to improve student writing skills and raise global awareness via social media tasks designed around global issue themes. Jason Pratt (Toyo Gakuen Univ.) <Jason.pratt@tyg.jp>

Food for Thought: A Hokkaido Breakfast

This talk described how students created and mapped a breakfast menu while learning about local food and food mileage. Kurt Ackermann (Hokusei University) <k_acker@hokusei.ac.jp>

Implementing Global Citizenship Education

This talk discussed *global citizenship education* and how it's defined and implemented by Oxfam, UNESCO and EFL teachers. Emiliano Bosio (UCL London) <emiliano.bosio.15@ucl.ac.jp>

Tapestry of Cultures: National Mascots

This session described an EFL project on the topic of national mascots that aimed to promote language, cultural understanding and communication skills. Elizabeth Lange et al (Kaichi Univ)

Raising Awareness of Global Identities

This talk discussed ways to have students analyze English loan-words in the media and understand underlying social issues in Japan. Martin Mielick (KUIS) <mielick-m@kanda.kuis.ac.jp>

JALT 2017 Conference Theme

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

The JALT 2017 theme addressed the vital need for language skills in our multicultural world and the mission of classroom instructors to prepare students to survive and thrive in a global age. It highlighted the new communication technologies that enhance borderless learning and stressed the need for language educators to *think globally, teach locally*.

GILE Plenary & Featured Speakers

Our Global Issues SIG sponsored the following two speakers for the JALT 2017 conference:



Hugh Starkey
(London, UK)



Sumiko Ogawa
(Meio Univ, Okinawa)

Cosmopolitan Citizenship and Lg. Learning

This plenary talk discussed the impact of globalization on language teaching and outlined ways that EFL instructors can promote education for cosmopolitan citizenship. Hugh Starkey (UCL) <twitter.com/hughstarkey?lang=en>

Inspiring Students to be Global Citizens

This talk outlined ways that we can go beyond disjointed exam-obsessed education and inspire Japanese students to become global citizens. Sumiko Ogawa <sumiko@meio-u.ac.jp>

Other Conference Presentations

Global Perspectives through Media and Film

This poster explained how the use of media and film in language classes can help to develop global understanding and communicative skills. Andrew Reimann <anreimann@yahoo.com>

Getting to Know My World

This poster explained how *Know My World* can connect teachers and classes worldwide for Skype, journal and story exchange projects. Kelly Rose (Hiroshima Bunkyo) <rose.kelly.e@gmail.com>

Three Activities Facilitating Global Awareness

This talk described 3 activities: 2 Youtube-based lessons (on English accents and renewable energy) and one lesson about regional stereotypes. Chris Madden <christopherp.madden@gmail.com>

Intercultural Connections via Christmas Cards

This presentation explained a class project in which Japanese college EFL students wrote English Christmas cards to Philippine typhoon victims. Cynthia Edwards (Hokkaido Musashi Womens College) <pbj5jo@hmj.ac.jp>

Taking the Reins: Student-led Discussions

This poster described how having students choose their own topics and lead groups discussions helps to build motivation, engagement and autonomy. Bethan Kushida <kushida-b@kanda.kius.ac.jp>

Engaging EFL Learners through Basketball

This poster introduced a university basketball clinic run by English-speaking players and discussed how this stimulated students' English skills. Brent Wright <brentwright.kit@gmail.com>

Starting a Movie Club at Your School

This talk related how the presenter set up a movie club at Aoyama Gakuin University and explained how this enriched students' language learning. David Hoenigman <hoenigman@si.aoyama.ac.jp>

Language for Peace: Language Ecology

This presentation gave an overview of the international *Linguapax* movement and discussed how language teachers can approach issues of language diversity, human rights and peace. Jelisava Sethna <jelisava.sethna@gakushuin.ac.jp>

Using a Movie Journal in the EFL Classroom

This talk showed how to select and teach movies in class as well as how to use movie journals that focus on summary, reaction, prediction, culture and vocabulary. Eric Bray <ebray@yokkaichi-u.ac.jp>

Reflective Development and Just Global Systems

This workshop introduced a variety of information and communication technology activities that help students to develop as global citizens. Eric Des Marais <eric.desmarais1234@gmail.com>

Thematic Work by Online School Linkages

This talk described the work of the groups JEARN and ESTEEM in promoting global citizenship through English visa on-line linkages between schools. Kazuya Asakawa <kasan@mac.com>

Growing Towards Global Citizens

This talk explained how students enhanced their awareness, knowledge and civic activism via a project on *UN Sustainable Development Goals*. Yoko Munezane <munezane@zephyr.dti.ne.jp>

Global and Local Issues: Making Connections

This workshop described materials and activities that can help Japanese students realize how global issues touch their daily lives. Greg Goodmacher (Keiwa College) <ggoodmacher@hotmail.com>

Language Learning via National Anthems

This talk discussed how studying national anthems can promote English skills, cultural understanding and help prepare students for the 2020 Olympics. Elizabeth Lange (Elizabeth.lange@kaichi.ac.jp)

Community Building through Eikaiwa

This showed how English conversation can build community between local and foreign residents. Ashley Kane <ashleyarielkane@gmail.com>

Summer Exchange in Finland for Nursing Sts.

This session discussed a 2-week summer program that took Japanese nursing students off to Finland. Margaret Chang (Miyagi) <margaret@myu.ac.jp>

Audiovisual Materials with a Global Focus

This roundtable outlined how teachers can find appropriate interesting authentic AV materials that acquaint students with diverse cultures and World Englishes. Jenny Numadate (Ibaraki Christian U.)

A Global Issues Analysis Model for Writing

This roundtable introduced MA research that outlined the challenges & benefits of combining a research writing course with a global issues model. Jennie Rothman <rothman-j@kanda.kuis.ac.jp>

Critical Thinking SIG Forum

This forum introduced a variety of ideas on how to integrate critical thinking into EFL classes. Todd Hooper <www.jaltcriticalthinking.org>

(Un)expected Failures of the Global 30 Project

This talk argued that the government's Global 30 project to internationalize Japan's universities has failed and then outlined the reasons why. Michael Hollenback <michaelh@center.konan-u.ac.jp>

Voluntourism: Service Learning / Study Abroad

This explained a project where students from the US and Japan joined an Ethnic Minority Outreach NPO to support struggling schools in Vietnam. Craig Manning <c-manning@u-shimane.ac.jp>

Views of Happiness from Around the Globe

This presentation discussed a "Happy Project" in which students studied about happiness, designed and carried out questionnaires, then gave Powerpoint reports. Adrienne Verla (Seikei University)

Learning Activities from Global Classrooms

This talk encouraged teachers to get ideas from their peers, then introduced language learning activities for children from classrooms around the world. Barbara Sakamoto <barbsaka@gmail.com>

Promote Writing and Global Issues via Twitter

This presentation explored how to use global issues content and social media in ways that develop Japanese students' English writing skills. Jason Pratt <jasonprattma@gmail.com>

The Role of ELT in Promoting Social Justice

This talk examined the critical need for TESOL practitioners to promote tolerance, inclusion, social justice and respect for differences. Arifa Rahman (University of Dhaka) <arifa73@yahoo.com>

Learner Development on a Global Stage

This talk explored how teachers can foster global mindsets by engaging learners with global issues, content, language and experiences. Andy Barfield

Feminist Approaches to University EFL

This workshop discussed feminist teaching as an approach to EFL, then shared teaching practices and experiences. Reiko Yoshihara (Nihon University)

Making It Visual: Projects Using Infographics

This poster described how EFL teachers can use infographics (striking visual representations of data) in their teaching and research. Matthew Ryczek (KIFL) <matt.ryczek.au@gmail.com>

Making The Classroom Creative and Global

This workshop outlined ways to take high school EFL classes beyond exam study by adapting tasks, texts and media to prepare students for a global age. Aya Yanagida <ayasski@hotmail.co.jp>

Examining a Suspected Predatory Conference

This poster employed a case study to illustrate how predatory conferences prey on desperate researchers. J. McCrostie <jamesm@ic.daito.ac.jp>

International Students in an EMI Program

This discussed the disconnect between university marketing and the actual experiences of international students taking English courses in Japan. Juanita Higham (NUFS) <jhigham@gmail.com>

English Pedagogy in an Era of Globalization

This talk critically examined the role of English in a global era of nativism and urged ESL teachers to advocate respect for diversity. Sandra McKay (San Francisco State Univ.) <2sandra.mckay@gmail.com>

Paradox: Global Learning, Non-Global Minds

This poster addressed the paradox of global learning with non-global mindsets and called for higher order cognitive skills in EFL. Yuri Jody Yujobo (Tamagawa Univ.) <yujobo@lit.tamagawa.ac.jp>

Voices from Palestinian English Teachers

This talk reported on the presenter's experience of spending 9 days in the West Bank listening to the voices of local Palestinian teachers of English. Eric Gondree (Nagoya Univ. For. St.) <ericg@nufs.ac.jp>

Discovering World Englishes in the Classroom

This talk described how recordings of English speakers from around the world helped eliminate stereotypes and build student awareness and confidence. Blair Barr <blairbarr@lab.tamagawa.ac.jp>

Using a Storybook to Promote Peace Education

This talk described the benefits of storybooks for promoting peace among young learners and introduced a 45-minute EFL storybook lesson for children. Elly Rachman <ellyrch@yahoo.com>

Informed Opinions on Global Issues

This session described a pre-study abroad EFL project in which Japanese students learned to create and deliver well-informed opinions on global issues. Dana Lingley (Kansai Gaidai University)

Teaching Materials for Lg and Culture Classes

This panel discussed how best to create teaching materials that promote communication skills and connect students with our multicultural world. Greg Goodmacher <jalt.org/materials-writers-sig>

Fostering a Sense of Belonging on US Campuses

This poster described a variety of techniques that promote a sense of belonging, engagement and well-being for Japanese ESL learners studying on at a US campus. Grant Agawa (University of Hawaii)

Thinking Globally, Thinking Critically

This poster argued that knowledge is power and the ability to evaluate, organize and apply info is a key for success in our global information society. Andrew Reimann <andreimann@yahoo.com>

How On-Line Exchanges Affect Lg. Acquisition

This poster reported about how a language-and-culture exchange program held between Japan and Texas improved reading and writing skills. Nami Takase (Shizuoka U of Arts) <n-taka@suac.ac.jp>

Preparing Students to Study in the Netherlands

This poster described the kinds of preparations that were carried out in order to prepare Japanese students for study on English medium programs in Holland. Brendan van Deusen <bvd@niu.ac.jp>

Mobile Devices: Springboards to Global Ed.

This presentation described how introducing a video about a Syrian refugee stimulated students to create short docu-dramas about Asian trainees, Fukushima disaster evacuees and homeless people. Eucharia Donnery <donnery@sc.shonan-it.ac.jp>

Inbound Tourism, Local English and an App

This presentation described an EFL class project where students designed and created a free smart phone app that provides information in English about local attractions to foreign tourists. Barry Grossman <grossman@hachinohe-u.ac.jp>

Globalizing Education: Shaping Perspectives

This session shared panelists' ideas on how to educate global students who can shape the world and make meaningful social contributions. Wendy Gough (Tokai Univ.) <dan.newbury@gmail.com>

Introducing the World History Series

This workshop described how Seed Learning's 60-book non-fiction World History readers build English skills and world knowledge. Rob Waring (Notre Dame Seishin) <waring.rob@gmail.com>

Eng24: Teach Less, Learn More in Thai Schools

This session described Eng24, Thailand's new on-line digital EFL program, and discussed how it aims to achieve the national goals of Thailand 4.0. Singhanat Nomnian <snomnian@hotmail.com>

Develop Global Views: Autonomous Learning

This described a 1-year cooperative reading class that had students use English to study, research, think and discuss Japanese society. Nobuko Trent (Aoyama Gakuin University) <nobuko@trent.net>

"She's a Hero" - Gender Inclusive Language Use

This presentation reported on student attitudes to gender-inclusive language and outlined how EFL teachers can promote gender-fair language use. Kathryn Mabe (Asia Univ.) <barlowk@asia-u.ac.jp>

Globalization & the Commodification of English

This talk discussed the notion of "English as a commodity" amid English training for tourism and the upcoming Tokyo 2020 Olympics. Keiko Yuyama (Tamagawa Univ.) <k_yuyama@hotmail.com>

Cultivating Vegetables and English Speakers

This poster described the Kanazawa Institute of Technology *Community Garden Project* and how it promotes English skills and awareness of social issues. Casey Bean <caseybean3@hotmail.com>

Integrating 21C in the Classroom

This talk discussed how to promote 21st C. skills of cross-cultural communication, critical thinking & digital literacy. J. Hall <www.compasspub.com>

Introduce Your Town in 6 Minutes on Youtube

This presentation described how EFL teachers can encourage their students to create short videos to introduce their local town to the world. M. Cannegieter (Takachiho) <plzsmile2000@yahoo.com>



Environmental Impact

To ensure an environmentally-friendly conference, JALT's *Environmental Committee* worked to reduce waste, increase recycling and obtain sustainable products for the convention from local sources. Conference-goers were requested to bring their own chopsticks, return conference badges, eat vegetarian and pay an environmental levy of 500 – 1,000 yen on top of their conference registration fee. The proceeds from this levy were donated to carbon offset projects in Nepal and Thailand.

▪ For more info: <brentoldchap@gmail.com>



Special Report: The 16th Asian Youth Forum (AYF 16)

(October 18 – 24, 2017 at Sookmyung Women's University in Seoul, S. Korea)



The 16th Asian Youth Forum (AYF 16) was held from October 18 – 24 at Sookmyung Women's University in Seoul, South Korea as part of this fall's 2017 Pan-Asian Conference on Language Teaching (PAC). This event, hosted by Korea's KOTESOL association and run with the help of GILE SIG members, brought together 29 college students from 9 Asian countries for a week of academic and social events. AYF aims at promoting Asian awareness, leadership skills and international understanding through the use of English-as-a-global-language. AYF events that have been held so far include:

- | | |
|------------------------|-------------------------|
| ▪ AYF 1 (Seoul 1999) | ▪ AYF 9 (Taipei 2011) |
| ▪ AYF 2 (Kokura 2001) | ▪ AYF 10 (Russia 2012) |
| ▪ AYF 3 (Taipei 2002) | ▪ AYF 11 (Manila 2013) |
| ▪ AYF 4 (Russia 2004) | ▪ AYF 12 (Cebu 2013) |
| ▪ AYF 5 (Bangkok 2007) | ▪ AYF 13 (Bangkok 2015) |
| ▪ AYF 6 (Tokyo 2008) | ▪ AYF 14 (Vietnam 2016) |
| ▪ AYF 7 (Manila 2009) | ▪ AYF 15 (Taipei 2016) |
| ▪ AYF 8 (Seoul 2010) | ▪ AYF 16 (Seoul 2017) |



PARTICIPANTS

Japan

The Japan AYF delegation was made up of 15 Japanese students from 6 different universities:

- | | |
|---|----------------------|
| ▪ Keiwa University | ▪ KinDai University |
| ▪ Ryukyu University | ▪ Tottori University |
| ▪ Kyoto University of Foreign Studies | |
| ▪ Nat'l Institute of Technology, Sendai College | |

Asia

The Asian AYF delegation comprised 14 university students from 8 different countries:

Cambodia: 3	Laos: 1	Thailand: 1
Indonesia: 2	Malaysia: 2	Vietnam: 1
Korea: 3	Philippines: 1	

Cultural Awareness

AYF participants had the chance to study about culture and cross-cultural understanding through:

- cultural awareness seminars by Sookmyung staff
- cross-cultural interactions with Asian students

ACADEMIC SESSIONS

PAC Presentations

AYF students made the following presentations to teachers at the 2017 PAC conference:

1. *Language Learning in Asia: Students Speak Out*
2. *Countries, Cultures & Inter-Asian Understanding*

Country Presentations

Formal country presentations were given by national delegations using Powerpoint, film and music to introduce each Asian nation represented.

Asian Language Lessons

National delegations took turns to teach other AYF participants about languages such as Korean, Cambodian, Japanese, Malaysian and Thai.

Cultural Performances

Delegates prepared a colorful cultural evening of performances including Asian songs, dances and traditional music by students from Laos, Cambodia, Vietnam, Japan, Thailand, Indonesia, Philippines plus *jamisen* from Okinawa

Seoul City Tour with Korean Guides

AYF delegates did a 1-day city tour, guided (in English) by Korean students. This included a folk village, taekwondo demo and Namsan Mountain.

Post-AYF Commitments

A final session gave AYF students time to brainstorm actions that they committed to take in their home countries to promote AYF ideals.

AYF Slideshows on Youtube

- AYF 16: <<https://youtu.be/6N3APWqMBs0>>
- Other: Search "AYF Asian Youth Forum")

- | |
|---|
| <ul style="list-style-type: none"> ▪ 3 AYF events will be held this summer in South East Asia: <www.boltoutreach.org/ayf> ▪ A Fall 2018 AYF will also be held in Kyoto, Japan. Details to be made public this spring! |
|---|

AYF 16 - THANK YOU !!

Special thanks to the following for all their help!

- The Pan - Asian Consortium (PAC)
- KOREA TESOL English Teaching Association
- Lindsay Herron, Sunkyoung Kim, AYF Seoul team
- Keunyoung Pak, Peter Wanner, AYF Advisors
- Kyungsook Yeum, Melissa Kim, Carl Dusthimer
- Sookmyung Women's University (Seoul)
- JALT's GILE SIG for its consistent support



**Participant Review: *The Stories We Live By*
An On-line Course in Ecolinguistics**
by Michael Brown (Kanda Institute of Foreign Languages, Japan)



Ecolinguistics is a burgeoning field of research and critical thinking regarding language and its relationship to the life-sustaining ecosystems we all have a stake in. *The Stories We Live By* is a completely free online course funded by the University of Gloucestershire in the UK that introduces several of the central ideas and issues of interest to ecolinguistics. Wide-ranging yet accessible to newcomers, it should be of interest to anyone concerned about the role of language and communication in the ecological crises we face.

The course is based on the book of the same name by Arran Stibbe. Each module of the course follows a chapter of the book. Purchasing the book is not necessary; the online modules have extensive notes, excerpts, exercises, and videos. In fact, if one wished to have a crash course in ecolinguistics, all of the videos would suffice and take less than an hour to view. As mentioned above, the course contents are completely free; even volunteer tutors are available to help out.

The course approaches *ecolinguistics* as a type of eco-critical discourse analysis. Through the concept of stories, which are defined in the course as “structures in the minds of numerous people in a culture which influence how they think, talk and act”, the modules tackle topics such as ideologies, frames, metaphors, erasure, and salience, and the ways different kinds of stories contribute to or resist ecologically destructive attitudes and behaviors. Although the course is focused on ecological concerns, anyone interested in critical discourse analysis in general would find value in the course’s approach to analyzing stories.

The exercises for each module help participants

to understand and apply various forms of linguistic analysis to language with ecological concerns. Volunteer tutors provide assistance in online forums, and there are numerous suggestions for further reading for those who want to dig deeper. After finishing the course, a certificate of completion can be requested, free of charge.

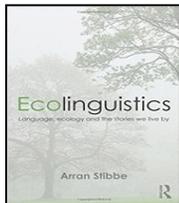
Personally, I felt the course was not just exceedingly interesting in an academic sense, but meaningful in both professional and personal senses, too. I found myself questioning whether the stories I am living by are encouraging or discouraging sustainable living; whether the stories I am teaching promote or resist ecological damage. In other words, the course was thought-provoking in a way that calls for action in academic, professional, and personal domains.

Ecolinguistics remains a relatively young field, but one that is crucial, and should be an element of any holistic approach to critical theory or critical pedagogy. In the future, and indeed right now, we need to have, use, and teach the kind of language that resists destructive discourses and promotes ecological well-being. *The Stories We Live By* is an invitation to explore one of the most important stories that we, collectively, will ever be a part of.

The course can be accessed at:
<http://storiesweliveby.org.uk>.

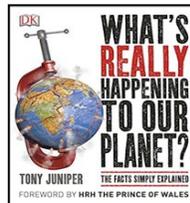
For more information, please visit:
<http://ecolinguistics-association.org>.

Michael H. Brown
Kanda Institute of Foreign Languages
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Ecolinguistics
Language, Ecology and the Stories We Live By
by Arran Stibbe
(2015) \$45

This important book describes our on-going assault on the environment and calls into question the stories we live by: stories of unlimited economic growth, consumerism, progress, individualism and the human domination of nature. It shows how linguistic analysis can reveal these stories, open them up to question, and help contribute to the search for better stories.



What's Really Happening to our Planet?
by Tony Jupiter
(2016) \$14

This eye-opening book uses easy-to-understand visuals, charts and graphs to profile the state of the world and document the impact that human population has had on the planet. Info-graphics illustrate key findings while jargon-free text explains the science behind the figures. In addition to charting global trends, the book articulates how we can live more sustainably in the future.

Student Writing on Global Issues: A Creative-Critical Dynamic?

by Andrew Barfield (Faculty of Law, Chuo University, Japan)

Introduction

How can students develop academic literacy, creativity and criticality in researching, explaining, discussing, and writing about global issues? What challenges do they face in trying real-world genres to express their understanding of global issues that concern them? What benefits do they notice from engaging with global issues in this way?

This article introduces a case study of how first-year students engaged with global issues as part of a university research and writing course. In the course, students follow their interests, choose global issues to research over multi-week cycles, and produce an end-of cycle written product. No particular genre has priority; students have, at different points, tried Blog Posts, Editorials, Journaling, News Articles, Opinion Pieces, Personal Diaries, Question Sheets, Research Narratives, Research Reports, and Visual Reports.

Context

This course is part of a research and writing curriculum for 1st and 2nd year *International Law and Business* majors at Chuo University in Tokyo. The focus of the curriculum is the development of academic literacy, which means being/becoming able to engage with content and using English to learn about social, political, legal and global issues in self-directed research projects.

There are usually 12 - 20 students in each class, with a wide range of English proficiencies, from low intermediate through to advanced. Most students start their first year without experience of doing extended research or writing in English.

Since 2014, the 13 classes in the first-year course have had a common global issues content focus. Students work with simplified *Global Issues* readers and produce a 500-word report in the Spring semester. They then do web-based research using a bespoke global issues website (Global Issues Resources, 2016a) in the Autumn semester to complete an 800-word report by the end of the academic year. They are guided in choosing their research focus and typically do 3 weeks of self-directed research and note-taking, before writing, responding to each other's drafts, then revising their own, over a further 3 weeks.

Pedagogical Approach

The primary processes are researching and gathering information and ideas on global issues,

exchanging and explaining such information and ideas, analyzing and (re-)organizing (in spoken and written discourse) one's understanding, responding, asking questions, and exploring different positions, in order to develop a critical position on different issues. "Critical" is taken to mean developing knowledge of a global issue not only by understanding possible causes and conditions, but also by examining them from multiple perspectives, and identifying and including voices of those affected by the global issue. This involves a process of looking at who benefits or not, and then formulating solutions or alternatives that might be taken by different actors (persons, communities, organisations) (Barfield, 2015). This view of criticality is derived from work done in the UK on engaging students with controversial issues for citizenship education (Andreotti & Warwick, 2007; Andreotti, Barker & Newell-Jones, 2007).

Questioning Practices

In the 2014 academic year, I had students move from "Summary" and "Summary + Discussion" in the Spring semester to "Research Narrative" and "Research Report" in the Autumn. Most students took to this readily, but for a few students there was resistance and struggle, manifested in a lack of fluency and voice, even frustration at the end.

Thinking the year over, I realised that the emphasis on extended "academic" genre development and revision had cut down on the space for students to develop their writing fluency and voice.

My first question then was: Why not put greater emphasis on writing fluently in the Spring semester by downplaying the need for drafting and re-drafting in the first months of the course? If, instead, students did journaling in class each week based on what they were learning about different global issues, they would have more opportunities to develop their writing fluency and think through their understanding of what they were researching. Regular journaling would also let them develop a large body of writing they could draw on for planning and writing a first draft of a particular genre. If students read and talked about each other's journaling, this would help them to develop a more spontaneous sense of voice in English about the global issues that they were learning about.

A second question concerned asking students to read and make notes on extended written texts (global issues readers in spring, webpages in autumn rather

than initially using more popular, less text-based sources of information for note-taking, explanation and discussion (e.g., images, videos, slogans, quotations, and campaigns to do with global issues). Although the use of global issues readers in the Spring semester provided a common curriculum focus, limiting the focus on any global issue mainly to a 30-page reader risked becoming a classic example of “encapsulated learning” (Engeström, 1991) where what is learnt in the classroom is separated from understanding and experience of the outside world.

This led me to a third question: Why not ask students to write in non-academic, personalised ways at the start of the course, then later have them engage with more real-world and academic genres (media texts, research narratives, research reports)? Such a broadening of genre would offer them more choice in how they wrote about global issues and develop a stronger sense of creativity and criticality in writing on issues they were interested in.

Experimenting With Different Genres

With this approach, the genres grew in complexity from *Personal Diary* in Cycle 1 (focused on images, sayings, quotes, slogans, and popular projects, campaigns or organisations to do with a global issue) to *Question Sheet* in Cycle 3 (a modified form of a FAQ webpage, where the writer raises critical questions about a global issue), to a choice of three different media texts in Cycle 4, and a wider range still in Cycle 5.

One student chose to do blog posts in order to write about different human rights issues rather than limiting the focus to a single global issue. The student wrote three blogs on “Inequality and Discrimination in the World” (the “October 26 Driving Campaign” by women in Saudi Arabia, hate speech in football, and eradication of child labour). Examples of student writing in different genres can be found on the “Researching Global Issues” website listed at the end of this article.

Learning with Students: A Case Study

During the year, I tried to talk in each class with 3 to 4 students about what they were doing, what questions and puzzles they were exploring, and how they were coping with writing in different genres. For reasons of space I focus here on the literacy development of one student, Reina. I have reconstructed her story from fragments of dialogues, my research notes and extracts from her journals.

In Cycle 4, Reina decided to research and produce a global issues news article about the Syrian refugee crisis. My reconstruction of part of her literacy development reads as follows:

Reina’s interest in refugees came from watching a video news story on the plight of Syrian refugees. She started out wanting to look at conflict and war situations in other countries. She was also interested in the new security law in Japan. In her second journal, she commented: “Japan is far from Syria, but we can deliver food, water, and other necessities, so I think we should do first what we can do.”

She started to look at the specific issue of EU countries refusing to accept refugees, and records in her notes arguments made against refugees, as well as counterarguments in favour of refugees being accepted: “Secondly they think that the number of refugees will exceed the population in a few decades because the birth rate in Europe are low. Actually, even though birth rates are higher among Muslims, they drop out and adjust as the standard of living and level of education rise.”

She wondered why the Gulf States refuse to accept Syrian refugees. In her writing, she reasons that they “don’t have the concept of a refugee” and Gulf States are “concerned about their nation’s security”. She feels that “it is important that we do not criticize the Gulf states but work on them patiently”. Her other research question is “What can we do for refugees?”

Reina opts for “Global Issues News Article”, and, talking with me, explains that she wants to look at the situation in Syria deeply and find the voices of refugees. Later, in her Review, at the end of the research and writing cycle, Reina notes: “I wrote ‘News Article’. This type needs quotation from the individuals, so I searched them by watching videos and using the internet ... I read many articles written by Reuters, the Guardian, and so on. When I found information I want to know, I became very happy.”

In talking with Reina, I question her about her first-draft conclusion, which said, “The organizations such as UNHCR and AAR are working hard, so each of us should know about their work and cooperate with them.” I respond: “It’s a typical thing that we say, but what does it mean? I would encourage you to use a different phrase and explain more. Yes, we can (and it is a good thing to do so too) support actors like the UNHCR and AAR (an NGO that assists refugees in Cambodia), but what do we also need to do so that we help change the public understanding of refugees in civil society and private and public networks that we are part of? What actions can we take? How?”

One interesting aspect of Reina's story is how her research steps up a gear at the moment of deciding what genre she is going to use to re-design her understanding of the issue she has researched. The choice of "news article" requires that she find (and/or create) quotations by different actors so that she can give voice to different perspectives about the refugee crisis. She articulates her need to find quotations clearly, and uses both video and text information sources to find appropriate voices. At a conventional level of academic literacy, her clarity of purpose may stand in marked contrast to the familiar struggles that many first-year students have with the use of quotation in academic genres.

Another aspect of Reina's story that deserves comment is the affective dimension. Reina expresses a feeling of happiness in searching and finding quotations, as well as a sense of achievement in completing her research and writing a global issues news article. It appears that the creative challenge of producing a media text with global, local, and individual perspectives helps Reina to imagine what might be done more concretely on refugees' behalf and to gain some sense of emotional satisfaction in redesigning her news article with those perspectives and voices.

Reina's story shows her moving between nation-state perspectives (Japan, Syria, the EU, Gulf states), the concerns of international, global and local actors such as the UNHCR and the *Association for Aid and Relief* (AAR), and her own position. Who she includes appears to change as she takes different positions on the issue: To what extent does the "we" in "we can deliver food, water, and other necessities, so I think we should do first what we can do" overlap with the "each of us" in "so each of us should know about their work and cooperate with them"? The closing part of her final news article reads:

The organizations such as UNHCR and AAR are working hard, so each of us should know about their work. Reporters of newspaper or magazine should interview members of organization, write their work on articles and tell readers how useful their work is. Especially, young people are not so interested in this problem, so it will be make a difference to write about conditions refugees are facing and work of organizations on magazines which young people read.

(Global Issues Resources, 2016b)

Reina imagines it is possible to make a difference by writing (locally?) about what problems refugees face and what work humanitarian organisations are doing on their behalf; yet, her individual agency is hidden. Re-reading her story and

considering how her article positions her and others raises interesting questions about the development of critical literacy in student research and writing on global issues.

Conclusion

In this short article, I have briefly outlined my understanding of what an engagement with global issues through writing may entail when students are asked to try a diverse range of personal, academic, and real-world genres *and* exercise choice over the genres that they wish to use for communicating their research to others.

This article also represents an initial attempt to probe "the creative-critical dynamic" in student research and writing about global issues. Many interesting puzzles remain to explore. Drawing on the perspectives of both *Exploratory Practice* (Allwright & Hanks, 2009) and *Critical Literacy* (Janks, 2010, p.19), these include:

"How might students be guided to deconstruct, creatively re-design, and make texts within the constraints of particular genres, and multimodally re-write their own critical position about the global issues that they research so that they pose questions, educate others, take action, and/or raise public awareness towards establishing greater social justice?"

This article has been reprinted in edited form from the newsletter of JALT's Learner Development (LD) SIG: Learning Learning 26/2 Oct. 2016. The full article is available online at: <http://ld-sig.org/wp-content/uploads/2016/10/Article-8-Barfield.pdf>

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Chuo University: List of Global Issues	
https://sites.google.com/site/resourcesforglobalresources/home	
Aging Societies and the Elderly	Human Rights
Children and Youth	Human Trafficking
Citizenship	Indigenous Peoples
Climate Change	Labour
Conflicts, War, and Peace	Language
Disasters, Relief, Recovery	LGBT
Drugs	Migration
Education	People with Disabilities
Energy Resources	Pollution
Fair Trade	Population Growth
Forced Migration: IDPs, Refugees, Statelessness	Resource Extraction
Food Supply	Science and Technology
Freedom of Expression	Socially Responsible Business
Global Supply Chains	Sports
Globalization	Standard of Living
Habitat Preservation	Tourism
Health	Weapons / Arms Trade
	Water Resources
	Women

Chuo University Faculty of Law
Resources for Researching Global Issues
sites.google.com/site/resourcesforglobalresources/

This website was created with undergraduates at Chuo University to provide resources for young people to learn about global issues. It was designed for two English courses at the Faculty of Law: *Basic Research and Writing* and *Introduction to Communication and Research*.

The site includes (a) research resources on 36 global issues, and (b) student writings on global issues in a variety of formats (essays, interviews, news articles, blog posts...). We hope this website is useful for students and teachers in Japan (and other countries) to develop their knowledge and critical understanding of different global issues.

Sample Webpage: Conflict, War & Peace
1 Starting Questions
2 Video Resources
3 Basic Information
4 Example Cases:
4.1 Case One: Colombia
4.2 Case Two: Kashmir
4.3 Case Three: Japan & The Comfort Women
4.4 Case Four: North Korea: Flashpoint for War?
5 Local Cases and Stories
6 Local, National, Regional and Global Actors

Semester	Genre	Description
Spring	1 Personal diary	Bring together your starting thoughts about Global Issues by presenting (a) images, (b) sayings, quotes, slogans, (c) popular projects, campaigns or organisations to show which global issues you are interested in
	2 Visual Report	6–8 steps of analysis with images of a global issue, including a short introduction, discussion and a short conclusion
	3 Question Sheet	6–8 critical questions on a global issue with well-organized responses so readers can learn about the issue and why it’s important to take action
Autumn	4 News Article	Take up a local event from individual, group/community, and official points of view about a global issue, using short quotations and giving a precise picture of the issue, followed by wider analysis
	Op-Ed / Opinion	Take up a global event and explain its importance, before presenting your key argument about the issue both globally and locally
	Editorial	Arguments against an official or widely accepted position on a global issue, presenting counterclaims with reasons
	5 Blog Posts	3 – 4 blog posts, each 200-300 words”
	Research Narrative	Rework journaling texts to tell the story of your research development, with an introduction, discussion and question-raising conclusion
	Research Report	Problem-solution analysis of a global issue
	Some other genre...	... open to discussion and negotiation...



Teaching about the Winter Olympics

February 9 – 25, 2018 in Pyeongchang, South Korea



With the 2018 Winter Olympics in South Korea now finished, this is a good chance to have your students practice their language skills as they review the drama, excitement, athletes, countries and issues at this international sports event.

TEACHING IDEAS

Teaching about the Olympics

- Do an on-line search for “teaching about the Winter Olympics” on Google and Youtube to see dozens of videos, websites, activities, lesson ideas and curricula to try out in class.

Winter Olympic Scavenger Hunt

- Prepare a “2018 Winter Olympics Scavenger Hunt”, then give your students 1 week to find examples. Sample items could include:
 - * Find 3 examples of good sportsmanship
 - * Find 3 examples of bad sportsmanship
 - * Find 3 athletes who changed their nationality to compete for a different country
 - * Find 3 examples of Olympic athletes who are rivals but are actually good friends
 - * Find 3 athletes from one country who have a coach from a different country
 - * Find 2 examples of Olympic doping
 - * Find 1 Japanese who was expelled for doping
 - * Find how many African nations took part

Study a Country

- Have students choose a foreign nation as “their country” to research and prepare a report on its participation in the 2018 Olympics

Class Debate

- Do a for-and-against classroom debate:

Do the Olympics promote international understanding or just narrow nationalism?

The Winter Paralympics

- Design an activity or lesson on the upcoming Winter Paralympics that begin in March.

2018 Winter Paralympics

- Dates: March 8 – 18 in Pyeongchang, Korea
- Nations Participating: 42 countries
- Number of Sports: 80 events in 5 sports
- Number of Athletes: over 550
- Info: Wikipedia or <www.paralympics.org>

WINTER OLYMPIC DATA

- Participation Nations: 92 countries
- Number of Sports: 102 events in 15 sports
- Number of Athletes: 2,922 athletes
- Number of Volunteers: 15,000 people

OLYMPIC ISSUES

Athletes with Foreign Coaches

The media in each nation often play up Olympic medals as proof of national superiority. The reality is that many Olympic athletes and teams have foreign coaches which means that the medals they win are actually a result of international cooperation. To learn more about this, check out the on-line article *Why Canadians are coaching other countries Olympic teams*, then have your students research which athletes from their country have foreign coaches.

Japanese Athlete	Foreign Coach
▪ Yuzuru Hanyu	→ Brian Orser (Canada)
▪ Women’s curling	→ J. D. Lind (Canada)
▪ Nao Kodaira	→ Robin Derks (Holland)
▪ Miho Takagi	→ Johan de Wit (Holland)

The Olympics, Poverty and Social inequality

Join your students to study the link between poverty, development and Olympic medals via this article from a UK global issues website.
<www.globalissues.org/news/2012/06/06/13927>

SPORTS DIPLOMACY

The dramatic appearance of North Korean athletes, coaches, cheerleaders and politicians at the 2018 Winter Olympics illustrates the role that sports can play in promoting diplomacy, discussion and peaceful relations between nations. Join your students to study or research other examples of sports diplomacy such as those profiled opposite on page 17.

Three Ways of Counting Olympic Medals

Study three ways to count Olympic medals at:
▪ www.gilesig.org/newsletter/40olympics.htm

On-Line Resources

- Olympic Website: <www.olympic.org>
- 2018 Winter Olympics: <wikipedia.org>
- Updates: <www.pyeongchang2018.com>
- Japan Olympic Committee: <www.joc.or.jp>

Sports Diplomacy: Examples from History

Hockey Diplomacy (North & South Korea 2018)



Sport: women's hockey
Key people: Kim Yo-jong
Moon Jae-in

The 2018 Winter Olympics is the latest example of sports diplomacy. North Korea, under heavy sanctions, expressed interest in taking part. After talks with the *International Olympic Committee*, a team of 22 athletes and 180 cheerleaders arrived in PyeongChang. North and South Korean athletes marched together in the Opening Ceremony under a “unification flag” and fans from both countries cheered the United Korean women’s hockey team.

▪ Wikipedia: *Korea Team / North Korea at the 2018*

Ping Pong Diplomacy (United States & China 1971)



Sport: table tennis
Key people: Glenn Cowan
Zhuang Zedong

The US and China saw each other as enemies up to the 1970s. In 1971, things changed. The Chinese and US table tennis teams were competing in Japan. Glenn Cowan, a US player, got left behind by his team and hitched a ride on the Chinese team bus. He quickly made friends with Zhuang Zedong. This led to an official invitation to the US team to play in China. The US dropped its blockade and Nixon visited Mao Tse-Tung in Beijing in 1972.

▪ Book: *Ping Pong Diplomacy* (2015) ▪ Wikipedia

Wrestling Diplomacy (Japan, Iraq, North Korea)



Sport: wrestling
Year: 1989 - present
Key person: Antonio Inoki

Antonio Inoki is a professional wrestler who once fought US boxer Muhammad Ali. He has devoted his life to “world peace through sports”. He became a Japanese Member of Parliament in 1989 representing his own “Sports and Peace” party. In 1990, he held a “peace festival” in Baghdad just before the Gulf War. He has been to North Korea 30 times and has organized “wrestling for peace” events in Pyongyang that were attended by 350,000 people.

▪ Wikipedia: *Antonio Inoki*

Basketball Diplomacy (the USA & North Korea 2013)



Sport: basketball
Year: 2013 - present
Key person: Dennis Rodman

Dennis Rodman is a US basketball player who was known as the “bad boy” of the NBA. He retired in 2006. He first became a sports diplomat in 2013 when he traveled to North Korea to hold basketball exhibition games and became friends with Kim Jong Un. He has been to North Korea several times since and helped negotiate the release of US hostage Kevin Bae. Rodman has said that his job is to “break the ice” between hostile nations.

▪ Wikipedia ▪ Book: *Globetrotting Rodman* (2013)

Baseball Diplomacy (United States & Japan 1934)



Sport: baseball
Year: 1934
Key person: Babe Ruth

Relations between Japan and the US were tense in the 1930s. In 1934, Matsutaro Shoriki, owner of the *Yomiuri Shimbun* newspaper, convinced US home run king, Babe Ruth, to make a 1-month baseball tour of Japan. Anti-American sentiment vanished the moment that Ruth arrived. His team was mobbed by adoring Japanese fans and treated to a Ginza parade. The US ambassador wrote that Ruth did more to promote goodwill with Japan than he ever had.

▪ Book: *Banzai Babe Ruth* (2012)

▪ Japanese youtube video: 「ベーブ・ルース来日」

More Examples of Sports Diplomacy

- 1998 A US wrestling team traveled to Iran for the first US visit since the 1981 hostage crisis.
- 2002 FIFA awarded the World Cup to both Japan and S. Korea requiring them to cooperate.
- 2004 India and Pakistan revived mutual cricket tours to ease hostility between their nations.
- 2008 The presidents of Turkey and Armenia used soccer to re-open diplomatic relations.
- 2010 Rohan Bopanna (India) and Aisam Qureshi (Pakistan) reached the US Open doubles final inspiring fans from both nations. They wore shirts saying, “Stop War. Start tennis”

▪ Wikipedia: *Politics and Sports*

▪ Website: <sportdiplomacy.wordpress.com>

Teachable Moments:

Upcoming Events in 2018

1968

The Year 1968
50th anniversary
(1968 - 2018)

2018 marks the 50th anniversary of the year 1968, a dramatic year in world history marked by wars, invasions, assassinations, hippies, feminists, campus sit-ins and anti-war student protests for love, peace, freedom and democracy. Join your students to read, watch, think and discuss about the events of this dramatic year and its legacy today.

- Browse the events at right listed on Wikipedia
- Read some of the books on 1968 listed below
- Check out some of the many Youtube videos



2018 FIFA World Cup
Host Nation: **Russia**
(June 14 – July 15, 2018)

Another global sports event for 2018 is the FIFA World Cup soccer championships in Russia this summer. This will feature teams from 32 nations playing 64 matches in 11 venues. Start planning now to teach a lesson about this special event, the nations taking part, the host country Russia and social issues (corruption, doping, discrimination).

- www.fifa.com/worldcup/
- Wikipedia: “2018 FIFA World Cup”



Women in Saudi Arabia
Finally Allowed to Drive
June 24, 2018

June 24th will mark the day when women in Saudi Arabia are finally allowed to drive. The traditional Saudi government ban on women driving just ended in September 2017. Join your students to learn about the situation of women in Saudi Arabia, the “Women2drive” movement and women’s rights activists such as Manal al-Sharif.

- Wikipedia: “Women to Drive Movement”
- Wikipedia: “Manal al-Sharif”
- Youtube: “women2drive” “Saudi women”

50th Anniversaries in 2018: Key Events

<https://en.wikipedia.org/wiki/1968>

https://en.wikipedia.org/wiki/Protests_of_1968



- Mar 16 US soldiers murder civilians in My Lai massacre (Vietnam War)
- Apr 11 U.S. Civil Rights Act signed
- Apr 20 Pierre Trudeau voted PM of Canada
- Apr 23 Anti-war protests at Columbia Univ.
- May 13 Paris student riots (1 million march)
- June Students occupy campuses in Tokyo
- July 18 Semi-conductor firm Intel founded
- Aug 20 Soviet troops invade Czechoslovakia to end the Prague Spring
- Sep 6 First-ever feminist protest against the Miss America beauty pageant
- Aug 2 300 students are killed by riot police at demonstrations in Mexico City
- Oct 16 Two US athletes do a Black Power salute at the Mexico City Olympics
- Nov 14 Yale Univ. decides to admit women
- Nov 27 First US Women’s Lib conference
- Dec 20 Apollo 8 orbits moon, astronauts take the famous “Earthrise” photo

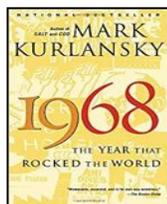
50th Anniversary

Key Deaths of 1968

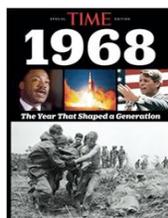


- March 20 Charlie Chaplin (silent films)
- March 27 Yuri Gagarin (Russian cosmonaut)
- April 4 Martin Luther King (civil rights)
- June 1 Helen Keller (blind & deaf activist)
- June 25 Robert Kennedy (US politician)
- Dec. 20 John Steinbeck (US novelist)

1968: The Year That Rocked the World
by Mark Kurlansky
(2005) \$14



TIME 1968: The Year That Shaped a Generation
by TIME Magazine
(2018) \$14



LIFE 1968: The Year That Changed the World
by LIFE Magazine
(2018) \$14





**Japanese Student Movement
50th anniversary
(1968 - 2018)**

Have your class study the Japanese student movement of 1968 and the ideals that they fought for.

- <www.japantimes.co.jp> “1968: The Year Japan Truly Raised Its Voice”



2018 Diplomatic Anniversaries

In 2018, Japan celebrates the start of diplomatic relations with the following nations. For info, go to their embassy websites or <www.mofa.go.jp>

- Indonesia – 60 years (1958 - 2018)
- Sweden, Spain – 150 years (1868 - 2018)
- France – 160 years (1858 – 2018)

**National Anti-Gun March
March 24 Washington DC**



Students, teachers and citizens across the USA will hold a national anti-gun march on March 24th to protest America’s deadly gun culture and the continued shootings at schools across the nation.

- Website: <www.marchforourlives.com>



**Meiji Revolution in Japan
150th anniversary
(1868 - 2018)**

2018 marks the 150th anniversary of the Meiji Restoration of 1868. This marked the end of 265 years of Tokugawa rule and the shift to a modern Japanese nation open to the world. Join your students to study this key anniversary and follow the memorial events planned during this year.

- Wikipedia & Youtube: “Meiji Restoration”
- www.meijiishin150countdown.com/en/
- www.japantimes.co.jp/tag/meiji-restoration/



**Universal Declaration
of Human Rights
70th anniversary
(1948 - 2018)**

The *Universal Declaration of Human Rights* was adopted by the United Nations on December 10, 1948. Have your students study the history of this document, read its 30 articles and celebrate it in December.

- Wikipedia
- <www.un.org/en/udhr-video/>
- www.youtube.com/watch?v=6XXGF_V8_7M
- Youtube: *Universal Declaration Human Rights*

A - Z of Global Issues

by Pratten, Ruas, Waldron (2017)

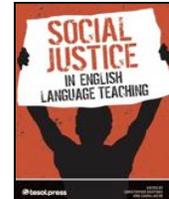
Get a copy of this new photocopiable UK resource book with 26 engaging activities, discussions and role plays on a variety of global issue themes.



**Social Justice in English
Language Teaching**

by Hastings & Jacob (2016)

Browse the 26 chapters in this key book to learn how ESL teachers can help to promote social justice.



Integrating Global Issues in the Creative English Classroom

With reference to the United Nations Sustainable Development Goals

By Alan Maley and Nick Peachey (2017)

British Council ISBN 978-0-86355-855-9 Free on-line

Download for free from <www.teachingenglish.org.uk/publications>

**New
Book !!**

This new British Council book (free to download!) features creative EFL activities designed to promote language skills and awareness of the 17 UN Goals:

1. End poverty in all its forms everywhere
2. End hunger and achieve food security
3. Ensure healthy lives and promote well-being
4. Ensure inclusive quality education for all
5. Achieve gender equality and empower girls
6. Ensure sustainable water use and sanitation
7. Ensure access to reliable sustainable energy
8. Promote sustainable growth and employment
9. Build infrastructure and foster innovation
10. Reduce inequality within and among countries

11. Make cities inclusive, safe, resilient, sustainable
12. Ensure sustainable consumption & production
13. Take urgent action to combat climate change
14. Conserve the oceans, seas & marine resources
15. Protect land ecosystems (forests, biodiversity)
16. Promote peaceful societies and social justice
17. Strengthen global partnerships for development

The book includes chapters on the following topics:

- *Developing Kids’ Understanding of Global Goals*
- *Content & SD Goals: Beyond Language Learning*
- *Extensive reading for equality and social justice*
- *Storytelling for a Better World*
- *Using the SD Goals in the EAP Classroom*

RESOURCES AND INFORMATION

<p style="text-align: center;">Know My World < http://knowmyworld.org/ ></p>  <p>Know My World is a cool website that features an introduction to global education, a great <i>Global Stories</i> section as well as teaching resources such as “Global Citizen Workbooks” and a “Journal Swap for Peace.”</p>	<p style="text-align: center;">Heart ELT < http://heartelt.org/ ></p>  <p>Heart ELT is a humanitarian NGO set up by concerned educators to meet the needs of forgotten learners and teachers in refugee camps around the globe. Check out its links, resources and ways that you can support it.</p>	<p style="text-align: center;">Kid World Citizen < https://kidworldcitizen.org/ ></p>  <p>Kid World Citizen is a homemade global education website run by a dynamic US English instructor that provides a rich variety of teaching ideas, activities and resources on world cultures and global issues.</p>
<p style="text-align: center;">Peace Boat < www.peaceboat.org ></p>  <p>Peace Boat is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</p>	<p style="text-align: center;">Oxfam Education < www.oxfam.org.uk/education/ ></p>  <p>Oxfam Education is a dynamic UK global education website for teachers and students featuring a rich selection of information, news and resources about global issues, international themes and world citizenship.</p>	<p style="text-align: center;">Better World Website < www.betterworld.net ></p>  <p>Better World is a peace education website which features 5,000 free resources on heroes, quotes, dates & issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</p>
<p style="text-align: center;">Facing the Future < www.facingthefuture.org ></p>  <p>Facing the Future is a great global education website that features a variety of classroom curricula and textbooks with titles such as <i>Big World</i>, <i>Small Planet</i> and <i>Engaging Students Through Global Issues</i>.</p>	<p style="text-align: center;">Global Dimension < www.globaldimension.org.uk ></p>  <p>Global Dimension is a dynamic UK resource designed to help teachers introduce a global dimension to their schools. Click on its “Curriculum Subject” tab to find some great global education resources for teaching.</p>	<p style="text-align: center;">Better World Links < www.betterworldlinks.org ></p>  <p>Better World Links is an amazing global education resource which lists links to 80,000 different websites on dozens of global issues ranging from war, peace, human rights and health to media, gender, culture and youth.</p>
<p style="text-align: center;">Green Teacher < www.greenteacher.com ></p>  <p>Green Teacher is a great educational website and magazine which provides teachers with nifty classroom ideas, activities and resources to promote environmental awareness in schools.</p>	<p style="text-align: center;">Global Issues < www.globalissues.org ></p>  <p>Global Issues is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.</p>	<p style="text-align: center;">Global Issues at ESL Etc. < www.esletc.com ></p>  <p>ESL Etc. is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</p>

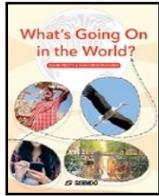


LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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.

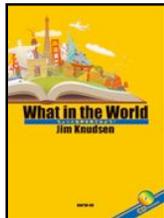


- (1) **"What's Going On in the World?"** by David Peaty and Kahori Kobayashi (2017, ¥1900)
Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



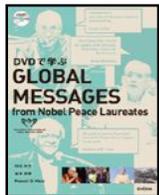
This 120-page EFL reading text covers current events around the world. Its 20 units deal with topics such as: *smart phones, animal helpers, Japanese education, world hunger, unwelcome ads, a living wage, working mothers, slow life, volunteering, longevity, biodiversity, Japan's energy, green transport, poverty, green business and fair trade*. Each 6-page unit features a topic introduction, vocabulary prep activities, a 1-page essay, comprehension questions, listening practice and a "write your opinion" section.

- (2) **"What in the World"** by Jim Knudsen (2018, ¥1728)
Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>



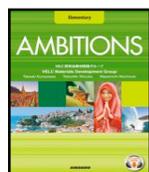
This 55-page EFL text contains short snappy readings on a variety of global themes. Its 25 lessons cover: *carbon neutral cities, China's exam hell, Oxfam, art theft, airplane tasers, pro-social games, the decline of circuses, homeshares, alcoholism in Pakistan, Transparency International, hate crimes, cosmetic surgery, travel to Mars, African universities, Arctic ice loss, Internet detox, 100&Change, obsolete jobs, voluntourism, fatherhood, camel jockeys and German prisons*. Each 2-page lesson features a 1-page essay, comprehension questions, vocabulary tasks and a listening dialog.

- (3) **"Global Messages from Nobel Peace Laureates"** by F. Takita, H. Tanimoto and R. Klein (2017)
Eihosha Press, Tokyo Tel: 03-5833-5870 <E@eihosha.co.jp> <www.eihosha.co.jp/>



This glossy 78-page DVD + text aims to build English skills and a commitment to peace through the study of famous Nobel Peace Prize winners. Its 3 sections and 12 chapters profile the lives and thoughts of (1) Desmond Tutu (*forgiveness and reconciliation*), (2) Betty Williams (*compassion for children*) and (3) the Dalai Lama (*global responsibility*). Each 6-page unit features a vocabulary introduction, DVD viewing tasks, a 1-page reading with questions, an essay writing tasks and discussion topics.

- (4) **"Ambitions"** (3-book set) by VELC Group: T. Shizuka, M. Mochizuki and T. Kumazawa (2018)
Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



This 3-book EFL series develops listening and reading skills via 15 key themes: cultural understanding, food, language learning, sports, fashion, animals, art, global issues, Japan, human rights, health, environment, economy, law and science. Each unit features a listening passage, a reading text, comprehension questions and a variety of language tasks.

Ambitions: Elementary (¥1,900)

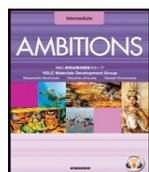
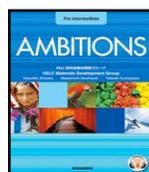
This book's 15 units deal with themes such as: *picking up trash, washoku, English blogs, Olympic training, Steve Jobs, deserts, on-line art, nuclear waste, ninja, child labor, longevity, noise pollution, food waste, Japan's dance ban and drones*.

Ambitions: Pre-Intermediate (¥2,000)

This book's 15 units deal with: *study abroad, food color, English study, Super Bowl, capsule wardrobes, bones, Japanese art, North-South divide, Japanese food, death penalty, laughter, global warming, job skills, US constitution and self-driving cars*.

Ambitions: Intermediate (¥2,000)

This book's 15 units look at: *body language, whaling, machine translation, obstacle courses, history of jeans, bear attacks, panoramas, Cambodia, cosplay, terrorism and torture, health, the Great Barrier reef, fair trade, death with dignity and AI*.

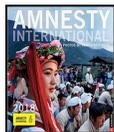




GLOBAL CALENDARS FOR 2018



If you haven't already done so, now's the time to order your 2018 global education almanacs, calendars, date-books and diaries for the coming year!



AMNESTY INTERNATIONAL

Price: \$12 <www.amazon.com>
or <<http://amnestyshop.org.uk>>

This 2018 calendar features powerful images by photojournalists to commemorate Amnesty's work in promoting human rights. Get their *Amnesty Diary*, *Notebook* and *One World Calendar*, too!



NEW INTERNATIONALIST

Price: \$20 <www.newint.org>
or <www.ni-japan.com>

The NI *One World Calendar* features inspiring photos of people, countries and cultures. Take a look as well at their great NI *One World Family Calendar* and NI *World in Your Kitchen Calendar*.



JEE ECO-CALENDAR

Japan Environmental Exchange
<www.jeeeco.org> 900 yen

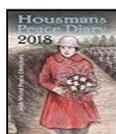
This environmental English-Japanese bilingual calendar has info and cartoons on eco-themes plus a list of global issue dates. Their 27th anniversary JEE calendar theme for 2018 is: *Wind Journey*.



WAR RESISTERS LEAGUE

Syracuse Peace Calendar \$16
<www.warresisters.org>

The 2018 *Syracuse Peace Calendar* from the *War Resisters League* features important dates from the historical struggle for peace and justice. Check out other goods at their WRL on-line store.



HOUSMAN'S PEACE DIARY

< www.amazon.com > \$22
<www.housmans.com/diary.php>

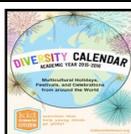
Housmans Peace Diary, issued in the UK, has a great peace education directory that lists 1500 peace and global issue NGOs in 150 nations.



WOMEN'S HISTORY CALENDAR

<www.amazon.com> \$15

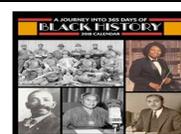
This calendar entitled "This Day in Women's History", introduces key events in the history of the women's movement for each day of 2018.



DIVERSITY CALENDAR

2018 Multicultural Calendar
<www.kidworldcitizen.org> \$4

This downloadable multicultural calendar from *Kid World Citizen* features holidays, festivals and religious celebrations around the world.



BLACK HISTORY 2018

365 Days of Black History
<www.amazon.com> \$12

This 2018 *Black History* calendar profiles famous African American leaders who have led the way in fighting racism and promoting racial equality.

◆ <www.google.com>

Try doing a google search for "2018 peace calendars" to learn about the wide variety of items available for purchase on-line.

◆ <www.calendars.com>

This features 2,000 calendars in dozens of categories. Type in a keyword (*peace, Sierra Club, WWF...*) to see what's available.

ON - LINE GLOBAL CALENDARS

- Better World Calendar: www.doonothing.org/calendar/
- UN Calendar: www.un.org/en/sections/observances/international-days/
- Wikipedia List: https://en.wikipedia.org/wiki/List_of_awareness_days
- International Dates: <https://globaldimension.org.uk/calendar/>

THE GRADUATION PLEDGE OF SOCIAL RESPONSIBILITY

A Hippocratic Oath for University Graduates

www.graduationpledge.org

GRADUATION PLEDGE

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

Date: _____

Signature: _____

The *Graduation Pledge of Social and Environmental Responsibility* was started by students at Humboldt State University (California) in 1987. It's now used at over 100 US universities, colleges and high schools ranging from Earlham and Harvard to Stanford and MIT. Graduates who voluntarily sign the pledge have turned down unethical jobs and worked to improve their workplaces. Some have promoted recycling while one convinced her employer to refuse a chemical weapons contract. The pledge helps educate and motivate students to contribute to a better world. Why not discuss this with your colleagues and students, and introduce it at your own school's graduation ceremony? For more details about the pledge, check out the website above or browse the introduction at the Wikipedia webpage.

Shin-Eiken Association

< www.shin-eiken.com >

新英語教育研究会



Shin-Eiken is a dynamic high school English teachers association based in Japan that works to promote global awareness, peace and humanistic education. Check out its Japanese website, subscribe to its Japanese magazine or attend one of its events.

“Shin Eigo Kyoiku” (New English Classroom) Magazine

Sanyusha Press < www.sanyusha-shuppan.com >

A variety of articles on global themes appear in each month's issue.

Issue # 578 (Oct. 2017) Theme: *Overcoming Disparities*

- *Teaching Writing via Amnesty International* (Mamoru Uchibori)
- *Kurosaka's Minamata Youtube Song “We Can Stand”* (S. Ahara)
- *Writing 1st Person Letters on Global Issues* (Masako Sakakibara)
- *Teaching Sexual Minorities: “It's OK to be Different!”* (Reiko Okido)
- *Broadening Horizons with Student Peace Messages* (Kayoko Ichimura)

Issue # 579 (Nov. 2017) Theme: *Hope via Elementary English*

- *Towards a World without Nuclear Weapons* (Niho Shibo)
- *Teaching about the Sadako Peace Cranes" Project* (Fumi Ayabe)
- *Studying Peace and Conflict with the film “Zootopia”* (K. Yasuno)
- *Teaching Setsuko Thurlow's ICAN Speech* (Kazuko Hibi)

Issue # 580 (Dec. 2017) Theme: *Conference Workshop Reports*

- *Teaching about Peace to Students Who Don't Know War*
- *Activities that Create Global Links and Help Spread Peace*
- *Promoting Peace through English: What To Do in Class*

Japan University English Model United Nations (JUEMUN)

June 22–24, 2018 in Kyoto
< <https://juemun.org/juemun-2018/> >

This year's JUEMUN will be held at Kyoto University of Foreign Studies on the theme of “malnutrition and hunger”. Check their site for details!



Planned TESL Journal on “Peace Linguistics”

< https://tesol.byuh.edu/tesl_reporter >

TESL Reporter, an online publication of the Department of English Language Teaching at Brigham Young University in Hawaii, is planning a fall issue on “Peace Linguistics”. If you're interested in submitting a proposal, contact the editor Andy Curtis as soon as possible! <andycurtiswork@gmail.com>

COMING EVENTS CALENDAR

Feb. 8-25	2018 Winter Olympics (Korea) ¹	April 4	World Landmine Awareness Day ⁵
March 8	International Women's Day ²	April 22	Earth Day (April 21-22 in Tokyo) ⁶
March 15	World Consumer Rights Day ³	May 3	World Press Freedom Day ⁷
March 21	Eliminate Racial Discrimination ⁴	May 12-13	World Fair Trade Day ⁸

1 Winter Olympics: <Wikipedia: 2018 Winter Olympics> <www.pyeongchang2018.com> <www.olympic.org>
 2 Women: <www.internationalwomensday.com> <wikipedia> <www.isis.aust.com/iwd/stevens/contents.htm>
 3 Consumers: <Wikipedia: Consumers International> <www.consumersinternational.org/our-work/wcrd>
 4 Racism: <www.racismnoway.com.au> <understandingprejudice.org> <un.org "Observances"> <Wikipedia>
 5 Landmines: <www.un.org/en/events/mineawarenessday/> <www.halotrust.org> <www.maginternational.org>
 6 Earth Day: <Wikipedia> <www.earthday.org> <www.earthday-tokyo.org/> <www.worldwildlife.org>
 7 Press: <http://en.rsf.org> <Wikipedia> <www.wan-ifra.org/microsites/press-freedom> <www.ifex.org>
 8 Fair Trade: <Wikipedia> <http://schools.fairtrade.org.uk> <http://fairworldproject.org> <www.wftday.org>
 * More dates: <www.national-awareness-days.com> <www.cute-calendar.com> <www.earthcalendar.net/>

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 can either register and make their payment on-line via the JALT website or send a postal "furikae" form with their ¥1500 payment to JALT from any post office in Japan.

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

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