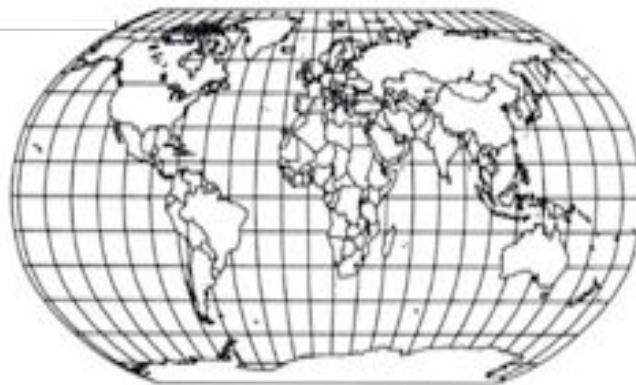


# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

106<sup>th</sup>  
Issue

celebrating 106  
issues and 28  
years in print  
since 1990



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Check out back issues on our homepage!

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

## NEWSLETTER #106

Our spring newsletter for 2018 features: (1) a description by Yoshimi Ochiai of a high school English lesson she taught on social justice that was designed around a classroom simulation of unfair trade and (2) an explanation by Jason Pratt of an EFL unit he designed that had students learn to use Twitter in order to publicize foreign countries and cultures. With so much going on in the world, we include three "special features" in this issue: the first on teaching about North Korea, the second on gender issues (sumo, #metoo, Saudi Arabia) and the third on American gun culture and the recent *March for Our Lives* protest in the US. This issue also includes reports on this spring's TESOL 2018 conference in Chicago and last fall's *Peace as a Global Language* (PGL) conference in Kobe. We wrap up with an update on 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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## 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 Pan-SIG 2018. This exciting 2-day event will be held May 19–20 at Toyo Gakuen University in downtown Tokyo. Plan to attend! Full details at the website above.

### Venue

- Toyo Gakuen Univ. (Hongo Campus) Bldg. 4/5
- Location: near Tokyo Dome (JR Suidobashi)
- Subway: Hongo San-chome (Marunouchi Line)

### Schedule

- |                |                 |               |
|----------------|-----------------|---------------|
| ▪ May 19 (Sat) | 9 ~ 10 am       | Registration  |
|                | 10 am ~ 6:30 pm | Presentations |
|                | 6:30 ~ 8:30 pm  | Dinner event  |
| ▪ May 20 (Sun) | 9 ~ 10 am       | Registration  |
|                | 10 am ~ 5:30 pm | Presentations |

### GILE Related Sessions (some examples)

- *Global Content in the Language Class* (GILE)
- *Global Citizenship and CLIL* (Hollenback)
- *International Exchange via Google* (Ellis)
- *Raising Awareness of Mental Health* (Taylor)
- *Native Speakerism in Japan* (Hooper)
- *Study Abroad Destinations* (Horness)
- *Flipping a Global Topics Classroom* (Verla)
- *Project Learning with Google Earth* (Gorham)
- *The 1927 US-Japan Doll Exchange* (Cates)
- *Intercultural Friendship through Video* (Brine)
- *Female Representations in Textbooks* (Suezawa)
- *Rainbow Forum: LGBTQ+ Themes* (Kipling)
- *Sexual Harassment in Japan* (O'Mochain)
- *JALT Critical Thinking Forum* (CT SIG)
- *Teaching Media Literacy* (Reimann)
- *Foster Globally Disposed Learners* (Bosio)
- *Learning to Globalize via Localization* (Joun)

## Global Education Events

- **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/](http://victorianpopularfiction.org/)>
- **11<sup>th</sup> Global Studies Conference**  
July 30 - 31, 2018 Granada (Spain)  
<<http://onglobalization.com/2018-conference/>>
- **Human Rights Education Conference**  
November 26 - 29, 2018 Sydney (Australia)  
<[www.westernsydney.edu.au/equity\\_diversity](http://www.westernsydney.edu.au/equity_diversity)>

More global education events are listed at:

- [www.peace-ed-campaign.org/calendar/](http://www.peace-ed-campaign.org/calendar/)

## 2018 Summer Institute for Intercultural Communication

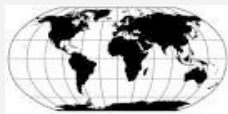
This year's 2018 *Summer Institute for Intercultural Communication* will be held from July 11 – 27 in Portland, Oregon. Its 42 workshops will include:

- Teaching Intercultural Communication
- Assessing Intercultural Competence
- Countering Hate Crimes and Hate Behavior
- Global Competence for Students, Faculty, Staff
- Navigating Intercultural & Inter-group Conflict
- Social Justice and Intercultural Communication
- Storytelling for Intercultural Reflection
- Intercultural Competence on Campus

**Intercultural Communication Institute,**  
8835 SW Canyon Lane, Suite 238,  
Portland, Oregon 97225, USA  
<[ici@intercultural.org](mailto:ici@intercultural.org)> <[www.intercultural.org](http://www.intercultural.org)>

### GILE SIG Website

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

### ADMINISTRATIVE OFFICERS

#### SIG Chair & Newsletter Editor:

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#### SIG Program Chair:

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### REGIONAL OFFICERS

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#### SIG Website / Social Media:

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Konan University, Kobe  
<m.d.hollenback@gmail.com>

#### GILE INVITATION

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



## 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](http://www.taaa.jp/english.html)>

#### Websites to Check for Book Donations

- [moneycrashers.com/where-donate-used-books/](http://moneycrashers.com/where-donate-used-books/)
- [www.ala.org/offices/iro/iroactivities/intlbookdonations](http://www.ala.org/offices/iro/iroactivities/intlbookdonations)
- [www.bookaid.org](http://www.bookaid.org)
- [asiafoundation.org/what-we-do/books-for-asia](http://asiafoundation.org/what-we-do/books-for-asia)
- [www.betterworldbooks.com/go/donatebooks](http://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](http://www.wikihow.com/Save-Paper-in-School)
- **How to Become a Green School**  
[www.greenschools.net/](http://www.greenschools.net/)

### CLASS OR SCHOOL EVENTS

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



## A Language Learning Archipelago

by Melanie Butler (UK)

This article describes how the Philippines is fast becoming a major hub for English language teaching and learning in Asia. English is one of the country's two official languages (alongside Tagalog) and 93% of its 103 million inhabitants speak American English. The nation claims to be the 3<sup>rd</sup> largest English speaking country in the world. For English learners in Asia, the Philippines offers a cheaper, closer and more convenient destination in contrast to more distant, expensive native speaker nations such as Canada, Australia, England and the United States. The largest numbers of Asian English learners in the country currently come from Japan and Korea. In 2014, 35,000 Japanese and 24,000 Koreans were learning English there. China already has a well-established year abroad program that sends Chinese high school students to the Philippines to learn English. In 2011, 5,000 of these Chinese teenagers were enrolled in Butuan City alone and the number is expected to increase.

*"A Language Learning Archipelago" EL Gazette*  
January 2018 <[www.elgazette.com](http://www.elgazette.com)>

## Sexual Harassment and the ELT Industry

by Varinder Unlu (UK)

In this article, the author notes how widespread the problem of sexual harassment is, cites recent high-profile scandals involving Hollywood mogul Harvey Weinstein, US actor Kevin Spacey as well as several UK politicians, recounts the continuing cycle of resignations, arrests, denials and justifications, and points to how many people worldwide have been affected by this as indicated by the #Metoo campaign. She goes on to argue that the global *English Language Teaching* (ELT) industry needs to take a long hard look at the issue of sexual harassment in its ranks. She wonders how our field of English teaching deals with sexual misconduct and questions whether we have adequate mechanisms to report this. She calls on English teaching associations worldwide to do more to face the issue, raise awareness, call out perpetrators, support victims and ensure that our classrooms, schools, teacher training courses and academic conferences are safe places for teaching, learning and research.

*"Point of View: Some Like To Say..." EL Gazette*  
January 2018 <[www.elgazette.com](http://www.elgazette.com)>

## Swearing Shouldn't Be Taboo

by Tony Thorne (King's College, London, UK)

In this article, the author argues that students need to understand the basics of swearing and that teachers should teach swear words in the language classroom. He cites the frequency of swearing in the UK and says that, unless teachers teach this, students will demand that they do so. For learners trying to grapple with TV and movie dialog, he suggests that teachers begin by helping them to decode the meanings, usage and force of common "four-letter words" (the 'f-word', 'sh-word', 'c-word'), ethnic and gender slurs (the 'n-word', the 'b-word') and, in the UK, the 'tw-word'. When explaining these, instructors need to negotiate cultural sensitivities, outline differences of nuance linked to age or gender, and show how swear words can express a variety of meanings ranging from pain and anger to insult and solidarity. Teachers should tell students that it's good to understand swearing but difficult and dangerous to actually use swear words themselves. He encourages teachers to broach this difficult topic in class and says that students will thank them for it.

*"Swearing Shouldn't be Taboo" EL Gazette* February  
2018 <[www.elgazette.com](http://www.elgazette.com)>

## Taking Refuge in English

by Tanya Kotter (British Council, Ethiopia)

This article describes an inspiring British Council project being undertaken in refugee camps in Ethiopia that aims to improve the English language skills of African refugees. Ethiopia is one of the largest host countries, with 855,000 refugees from Sudan, South Sudan, Somalia, Eritrea and Yemen. A third of these are between ages 5 and 17, with an estimated 50% not in school. The project is part of the British Council's *Language for Resilience* (L4R) program which began 5 years ago in refugee camps in Lebanon, Jordan, Turkey, Iraq and Greece. Through teaching English, the program aims to give refugees a voice, promote social cohesion, improve inter-group relations, train refugees themselves to be English teachers and provide learners with the special skills they need to access work, services, education and information. The project is being carried out with the cooperation of UNHCR, the United Nations refugee organization, and with Ethiopia's ARRA group.

*"Taking Refuge in English" EL Gazette* February  
2018 <[www.elgazette.com](http://www.elgazette.com)>



## Teaching Tolerance

by Corinna Keefe (UK)

In this article, the author describes the shock that she experienced when one of her teenage students blurted out a racist word during her weekly English class. She outlines the mix of emotions that she felt – anger, disgust, sadness, annoyance, embarrassment - and her hesitancy in deciding how to deal with this and get her class back on track. She explains how common these incidents are, with students often saying things that are sexist, racist or offensive to specific religious or social groups. She feels that students often pick up these offensive terms, then test them in class without understanding what they mean. When teachers hear racist, bigoted or sexist words, their first instinct is to react harshly with horror or disgust. However, what students need is an educational response that exploits their curiosity about these words to promote tolerance and understanding. She suggests a 3-step approach:

1. Stay calm, take a deep breath, then explain what the word means and why it is offensive.
2. Let the students lead. Encourage them to ask questions. Give them research or discussion tasks aimed at deepening their understanding.
3. Reinforce the lesson. Remind students why these words aren't acceptable. Discipline if necessary.

She concludes by arguing that we EFL teachers have a responsibility to educate our students for a diverse, kind and polite world, and that part of this involves addressing offensive language to explain to students what's right, what's wrong and what's appropriate.

*"Teaching Tolerance" EFL Magazine.*  
October 17, 2017 <[www.eflmagazine.com](http://www.eflmagazine.com)>

## Increase of Foreign Students in Japan

Data from the *Japan Student Services Organisation* shows that the number of international students in Japan has increased for the 5<sup>th</sup> consecutive year. As of May 2017, there were 267,000 foreign students enrolled in educational institutions in Japan, an increase of 11% from the previous year, with the majority of these coming from China and Vietnam. Japanese language classes at universities are increasingly attracting students from countries such as Indonesia, Myanmar, Thailand, Malaysia, Philippines and Bangladesh. Japan is well on its way to reach its goal of hosting 300,000 students by the year 2020, thanks to support by the Japanese government.

*EL Gazette* February 2018  
<[www.elgazette.com](http://www.elgazette.com)>

## Iran English Ban Over "Cultural Invasion"

by Melanie Butler

The government of Iran has banned teaching English in primary schools, citing fears of "cultural invasion." As the language of the Koran, Arabic is compulsory in Iran's high schools alongside a second foreign language (overwhelmingly English) that students choose. One local critic said that the sudden ban may be related to politics while another argued it would be impossible to enforce since so many families prioritize English in their children's education.

*"Iran English Ban Over Cultural Invasion"*  
*EL Gazette* February 2018 <[www.elgazette.com](http://www.elgazette.com)>

## Celebrating Mother Language Day

*International Mother Language Day* 2018 was celebrated around the globe on February 21. This annual day, established by UNESCO 20 years ago, celebrates the importance of language, the world's languages, multilingual education and the commitment to fight linguistic discrimination. UNESCO stresses linguistic diversity and multilingualism as vital contributions to *Global Citizenship Education* that promote cultural understanding and peaceful coexistence.

*Language Magazine* March 2018 USA  
<[www.language magazine.com](http://www.language magazine.com)>

## English as an Equalizer Between Arab and Jewish Students in Israel

by Rivi Carmel & Miri Yochanna (Israel)

In this article, the authors describe the design of a teacher training program that brought together 12 Arab and 12 Jewish students studying to become teachers of *English as a Foreign Language* (EFL) in Israel. The study looked at the crucial role that English played as a bridge to promote inter-group contact, open dialog and mutual understanding despite the current conflict. Through English, the two groups recognized common goals that brought them together and focused on ways to collaborate. The study suggests implications for teacher education, political activism and community involvement in promoting peace among future teachers in Israel.

*Journal of Peace Education.* January 11, 2018.  
<[www.tandfonline.com/loi/cjpe20](http://www.tandfonline.com/loi/cjpe20)>

### WANTED - CONTRIBUTIONS!

- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Then, write it up and share it with our readers!

## Language Education Events

- **TESOL Symposium:** *The Global Citizen and New Technologies* To be held May 3 at UBC, Vancouver (Canada) Web: <[www.tesol.org](http://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/>>



## JALT 2018 National Conference

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

The 44<sup>th</sup> 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:

- Diane Larsen-Freeman    ▪ Momoko Nakamura
- Lyndsay Clandfield    ▪ Judith O'Loughlin



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

Darwin College, Univ. of Kent, UK

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

## IATEFL 2019 CONFERENCE

IATEFL held its 52<sup>nd</sup> annual international conference from April 9 – 13, 2018 in Brighton, England. This featured 3,000 teachers from 100 countries attending 500 sessions. A full report on this will be given in the summer issue of our GILE Newsletter. Next spring's IATEFL 2019 spring conference will be held from April 2 - 5 in Liverpool. Details to come soon on their website.

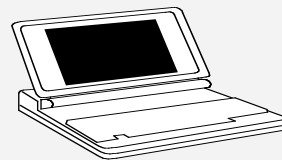
- **Proposal Deadline:** September 2018

## 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](mailto:gisig@iatefl.org)>  
GI-SIG Website: <http://gisig.iatefl.org/>

## Key Websites on Global Issues and Language Teaching



**JALT Global Issues SIG (Japan)**  
[www.gilesig.org](http://www.gilesig.org)

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

**TESOL Social Responsibility IS (USA)**  
[www.tesol.org](http://www.tesol.org) (search for "SR-IS")

**ESL Etc.** (David Royal: Univ. of South Florida)  
[www.esletc.com](http://www.esletc.com)



## Teachers of English to Speakers of Other Languages

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

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

## TESOL 2019 CONFERENCE

Next spring's TESOL 2019 annual international conference will be held from March 12–15 in the city of Atlanta, Georgia. The official *Call for Proposals* will be uploaded soon to their site. Start now to prepare a presentation proposal!

- **Call for Papers:** [www.tesol.org](http://www.tesol.org)
- **Deadline for Proposals:** June 1, 2018

## Social Responsibility Interest Section (SR-IS)

TESOL's Social Responsibility Interest Section (SR-IS) supports teachers engaged in integrating social responsibility, world citizenship and awareness of global issues into their teaching, training and research. It seeks to advance social equity, respect for differences and multicultural understanding. Learn more about the group and its goals at their TESOL SR-IS website:

[www.tesol.org/connect/communities-of-practice](http://www.tesol.org/connect/communities-of-practice)

## JALT Environmental Committee

<[markshinshu@gmail.com](mailto:markshinshu@gmail.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 to learn more about ways to involve your colleagues and students in promoting environmental awareness and sustainability, please contact Mark Brierley above.

## CONFERENCE REPORT: TESOL 2018

Chicago, USA

TESOL 2018, the 52<sup>nd</sup> annual convention of TESOL (*Teachers of English to Speakers of Other Languages*) was held from March 26 - 31 in Chicago, Illinois on the theme "The World Comes Together." With 1,000 sessions and 6,500 participants from 100 countries, this is the world's largest English teaching conference. Here are summaries of a few of the many sessions given.



### Conference Plenaries

#### ***Afghanistan's First All-Girls Boarding School***

This talk described the harsh reality facing educators in Afghanistan and outlined the inspiring work done by the *School of Leadership in Afghanistan* (SOLA) to prepare young Afghani women for future leadership positions via English. Shabana Basij-Rasikh (SOLA) <[www.sola-afghanistan.org/shabana.html](http://www.sola-afghanistan.org/shabana.html)>

#### ***TESOL as Nexus: Strategies for the Future***

This plenary discussed the 3 C's of TESOL: *Context* (a diverse world in which foreign and immigrant learners often face hostile people, attitudes and policies), *Complexity* (high-speed technology where languages are available with 1 click) and *Connectivity* (the links we share as we build a world of multilingualism). Esther de Jong (TESOL President)

### Social Responsibility IS

TESOL's *Social Responsibility* Interest Section (SR-IS) strives to support English teachers worldwide who are working to promote peace, human rights, social responsibility and world citizenship. For info, contact: Carter Winkle <[CWinkle@barry.edu](mailto:CWinkle@barry.edu)>

#### **Future TESOL Conferences** <[www.tesol.org](http://www.tesol.org)>

- 2019 : March 12 - 15 (Atlanta, Georgia)
- 2020 : March 31 – April 3 (Denver, Colorado)
- 2021 : March 23 - 26 (Houston, Texas)
- 2012 : March 22 – 25 (Pittsburgh, Penn.)
- 2023 : March 21 – 24 (Portland, Oregon)

### Conference Presentations

#### ***Advocating for ESL Learners in the Age of Trump***

This session related how English teachers in three US schools addressed the fear, confusion and insecurity felt by ESL students in the current US political climate. Jackie Ridley (Ohio State University)

#### ***Personalization in an Impersonal World***

This described the challenges of language learning in an impersonal world, then described ways to help students make personal connections with global topics. John Hughes (Nat'l Geographic UK)

#### ***A Refugee Women's Book Club***

This talk discussed how an ESL book club for women refugees promoted language skills, confidence, imagination, flexibility and transformation. Amy Pelissero (Global Village Project, USA)

#### ***Creating a Welcoming Environment for Students***

This session explored ways in which teachers can create a welcoming environment for ESL students and their families that serves to value linguistic and cultural diversity. Jodi Crandall (U. Maryland)

#### ***Speaking Up: Women of Color in Academia***

This panel featured seven speakers who described the challenges facing women of color in academia, then outlined key strategies for "speaking up and pushing back". Shelley Wong (George Mason U.)

#### ***AAAL Public Affairs and Engagement (PAE)***

This introduced the work of the new *Public Affairs and Engagement* (PAE) initiative of the *American Association of Applied Linguistics* (AAAL). Netta Avineri (Middlebury Institute, Monterey)

#### ***Create Classroom Activities for Critical Thinking***

This presentation provided practical tips on how to adapt and create engaging classroom materials that promote critical thinking skills for learners at different levels. Heather Weger (Georgetown U.)

#### ***Dialogues Nobody Wants to Have***

This talk introduced an ESL orientation for foreign students that dealt with sensitive topics like personal hygiene, toilet manners, dating rules, sexual harassment and stalking. Leah Jenkins (Trine U.)

#### ***Peace Corps EFL Teaching Across 36 Countries***

This presentation introduced the American *Peace Corps*, described the work of its English teaching staff in nations across the globe and explained how to apply. Brock Brady <[www.peacecorps.gov](http://www.peacecorps.gov)>

#### ***Amigos de Cuba: Voices of Change/Collaboration***

This presentation outlined the state of English language teaching in Cuba and described the changing dynamics between teachers in Cuba and the USA. Robert Griffin (Oklahoma City Univ.)

#### ***Experiential Learning Group Video Projects***

This presentation described a classroom project where ESL students worked together in groups to create their own *Public Service Announcement* videos. Constance Davis (Int'l English Center)

### ***Globetrotting Educators Inspire Dialogue***

This session featured a panel of globe-trotting English teachers who described the joys, experiences and opportunities they found while teaching EFL around the globe. John Schmidt (Texas IEC)

### ***Service Learning and Civic Engagement***

This talk outlined the benefits of service learning in ESL, then discussed issues related to syllabus design, logistics and forging community partnerships. Adrian Wurr (Gulf Univ of Science & Tech)

### ***So You Want to Talk about Race?***

This presentation identified common blind spots that ESL teachers need to address when instructing racially diverse students or when teaching about race. Heidi Faust (University of Maryland, USA)

### ***ELL Teachers and Executive Orders***

This session shared how ESL teachers dealt with students' fears, worries and confusion in the wake of executive orders on immigration issued by the Trump White House. Janine Darragh (U. of Idaho)

### ***Refugee Background Students with Trauma***

This talk described the kinds of trauma that refugee students bring to the classroom and explored ways that teachers can address PTSD to promote healing and learning. Rachel Johnson (Univ. of Minnesota)

### ***Women in Higher Education Leadership Roles***

This 5-woman panel noted that women hold 51% of PhD degrees, then urged higher education institutions to provide women with leadership opportunities. Katherine Earley (Univ. of New Hampshire)

### ***English Medium Courses at Japanese Universities***

This described the problems of teaching English medium courses in Japan, then outlined tips for success involving contact time, collaboration and content integration. Bethany Iyobe (Duquesne U.)

### ***"I Don't Have Culture": Engaging Students***

This talk described an intercultural communication program (known as iLEAD) designed to engage university ESL students in intercultural dialogue. Sharon Tjaden-Glass (University of Dayton, USA)

### ***Teaching Students to Counter Stereotypes***

This session described a 3-day ESL unit for Japanese students in the US that was designed to counter stereotypes through observation (DAE: *Describe, Analyze, Evaluate*) and critical thinking. Maggie Dale (Mukogawa Fort Wright University)

### ***Transform Your Classroom with TED***

This talk explained how *TED English Learning Experiences* can help prepare students to become successful global citizens and future leaders of the planet. Anders Bylund (National Geographic)

### ***ELT and Social Justice in the Current Milieu***

This panel described tensions faced by American students, then outlined ways that ESL teachers can support international students, immigrants, their families and each other. Carter Winkle (Barry U.)

### ***English for Hope: Peace in Latin America***

This described how EFL teachers in Latin America are working together to promote peace, deal with violence, and build hopeful futures for their students and their countries. Mary Scholl (CEM, Costa Rica)

### ***Teachers of Color Use "Testimonios"***

This talk described how teachers of color have developed a "pedagogy of resistance" to fight bias linked to gender, race, ethnicity, accent, color and sexual orientation. Juan Rios (Bradley Univ, USA)

### ***Artificial Intelligence: Panacea or Pandora's Box?***

This talk described how scientists are developing powerful AI software for language teaching, then set out the arguments against using AI in education. Nara Avtandilyan (Algonquin College, Kuwait)

### ***Smile! You're in America! Culture and Smiling***

This talk discussed the importance of smiling in American culture, looked at how smiles are viewed in other cultures, then demonstrated ESL activities for teaching this. J. Bartel (Humber College Canada)

### ***Thrive... Don't Just Survive Overseas***

This presentation first discussed the challenges for teachers that come with living overseas, then outlined the 12 signals for thriving cross-culturally in a foreign country. Mark Silvers (Crossworld, USA)

### ***10 Tips to Promote LGBTIQ Inclusion***

This talk provided 10 classroom tips for combatting bullying, inequity and discrimination of LGBTIQ students (lesbian, gay, bisexual, transgender, questioning, intersex). Orquidia Flores (Caracas, Venezuela)

### ***10 Tips for Digital Literacy***

This talk introduced class activities for promoting digital literacy that empower EFL students to cope with clickbait, spam, hoaxes and fake news. Suzan Stamper (Yeow Chung College, Hong Kong)

### ***Drama for Social Justice in ELT***

This workshop outlined how integrating drama for social justice into ESL classes can help students to counter bias, develop language skills and address social issues. Riah Werner (National Pedagogical Institute for Technical and Professional Training)

### ***Integrating Social Justice into Teacher Education***

This panel session showed how themes linked to social justice, advocacy, gender, politics and critical literacy can be integrated into EFL teacher training programs. Yecid Ortega (University of Toronto)



***But Wait! There's More! An Infomercial Project***

This session introduced a funny, creative, engaging *Junk Infomercial Project* that promoted student speaking and listening skills with an enjoyable parody format. Crystal Thiessen (U. of Nebraska)

***English Education for Democracy & Citizenship***

This talk explored links between democracy, civic engagement and ESL, and how to teach English for citizenship. Bahar Biazar (Seneca College, US)

***Hate Crimes on the Rise: What Should We Do?***

This session documented the rise in hate crimes over the past year in the US, then invited teachers to share ideas on how to counter hate, prejudice and xenophobia. Lauren Carroll (Azusa Pacific U.)

***Global Citizenship via Intercultural Lg. Teaching***

This workshop shared ESL teaching strategies that engage learners with diverse cultures and that stimulate them to become curious, conscientious global citizens. Tabitha Kidwell (U. of Maryland)

***#Covfefe Anyone? Cracking Trump Code on LT***

This talk documented the rise of linguistic nationalism in the US, analyzed Donald Trump's tweets & discourse patterns and discussed language learning policy issues. Aria Razfar (U. Illinois at Chicago)

***Collaborative Global Projects: Virtual Field Trips***

This gave strategies for cross-curricular projects that feature virtual field trips involving students from other countries. Margareta Tripsa (Romania)

***Jane Addams: American Immigrant Advocate***

This talk introduced participants to Jane Addams, the Chicago activist and Nobel Peace Prize winner who founded Hull House and fought for the rights of immigrants. Kristin Lems (National Louis U.)

***YouTubers are the Best English Teachers***

This talk argued that YouTube videos are a great source for free English language learning and showed how to design teaching materials for daily vlogs. Omar Yacoub (Indiana U. of Pennsylvania)

***Incorporating History and Social Justice Issues***

This session showed how to develop ESL lessons on social justice issues by using historical examples such as WWII Japanese-American internment. Mary Romney (Capital Community College, USA)

***The Future of the TESOL Profession***

This panel introduced TESOL's upcoming *Call to Action* with its 5 strategic priorities and multiple recommendations. Denise Murray (Macquarie U.)

***Integrating Eco-Pedagogy & Sustainable Literacy***

This presentation described how eco-pedagogies and sustainable literacy can be integrated into ESL teacher preparation. John Katunich (Penn State U.)

***Infographics for Language Teaching***

This talk outlined the role that infographics play in presenting data, then demonstrated ways they promote lg. skills, creative writing and information literacy. Crystal Thiessen (U. Nebraska-Lincoln)

***Using Film to Teach Modern U.S. History***

This talk described the benefits of using films to teach American history in content-based English courses. Kenneth Janjigian (American University)

***Extending Dialog: Teachers of Multiple Faiths***

This session featured a panel of speakers of different religions who explained ways in which their faith influences their teacher identities and their classroom practices. David Smith (Calvin College, USA)

***Skills for Sustainable Peacebuilding Dialogue***

This talk highlighted the importance of teaching English for peace and provided participants with a chart of peacebuilding skills to integrate into their courses. Cheryl Woelk (Lg. for Peace, S. Korea)

***EOP in Ecotourism: The Costa Rican Experience***

This talk discussed the features of an *English for Occupational Purposes* (EOP) course designed for ecological tourism workers in Costa Rica. Roberto Rojas (University of Illinois - Urbana-Champaign)

***2-Minute Mindfulness in Your Classroom***

This described the benefits for language learning of incorporating regular mindfulness practice into English language classrooms. Kyle Butler (Ohio U.)

***How To Move a Chair: Healthful Classrooms***

This talk outlined the harm to students' health of too much classroom sitting and suggested ways to get students out of their seats via active learning. Kevin McCaughey (US Dept. of State, S. Africa)

***Rocket Science: Motivating with Hidden Figures***

This talk described how project-based multimedia learning about "Hidden Figures" (the true story of black women mathematicians at NASA) inspired high risk students. Hannah Powers (Jefferson HS)

***Memoir Project: Walking Down Memory Lane***

This explained how to promote language skills via a memoir project where students share important life experiences by creating a story-and-picture video. Heather Snavelly (California State Fullerton)

***Be Prepared: Program-Disruptive Crises***

This panel session discussed how program administrators can plan for and deal with a variety of program disruptions. Maureen Burke (U. of Iowa)

***What We Know About Successful Conferences***

This panel reported on ways to ensure successful conferences that were devised by TESOL's *Task Force on Conventions of the Future*. Mark Algren

### ***Insights from EFL Teachers of Color in China***

This panel discussion described the kinds of challenges (cultural, social, linguistic) faced by EFL teachers of color who have worked in China. Marcel Daniels (New York University Shanghai)

### ***Academic Discussion Skills Thru Social Issues***

This session introduced an approach to *English for Academic Purposes* (EAP) that was designed to engage university EFL students in discussion about a variety of social and environmental issues. Alexander Nanni (Mahidol University, Thailand)

### ***Beyond He/She: Teaching Outside Binary Divides***

This talk discussed ways to make ESL classrooms more inclusive of transgender and gender non-conforming students, eg by using gender neutral pronouns. Gabriel Winer (Berkeley City College)

### ***Campus Carry: Engage in the Dialogue***

This explained how 10 US states allow students and teachers to carry concealed weapons on campus and discussed what teachers can do to prevent school shootings. Julie Doty (U. of North Texas)

### ***Invisible No More: Caribbean Teachers in ESL***

This talk highlighted the experiences of Caribbean teachers of English, the discrimination that they encounter and the important role that they play in TEFL. Jenson Deokiesingh (Macau Univ. of S&T)

### ***Overcoming NNEST Workplace Discrimination***

This panel session discussion shared ideas on how to overcome the discrimination and marginalization faced by *Non-Native English Speaking Teachers* (NNESTs). Rashi Jain (Montgomery College)

### ***(Re-)shaping ELT Materials in a Global World***

This talk discussed the dominance of “inner circle” US-UK English teaching textbooks and argued for ELT materials tailored for non-Anglo nations such as India. Shweta Khanna (US Embassy, India)

### ***Understanding Social Media's Impact on TESOL***

This session presented the results of research on how English language teaching has been impacted by social media platforms such as Facebook, Twitter and Tumblr. Karl Uhrig (Valparaiso University)

### ***The Role of TESOL in Peacebuilding: Libya***

This presentation discussed the findings of a study conducted to explore the role played by TESOL in sustaining peacebuilding dialogs in conflict zones. Entisar Elsherif (Indiana University of Pennsylvania)

### ***White Privilege and TESOL***

This talk discussed research that's been done on the question: *Are English learners from white European backgrounds given advantages in the ESL classroom?* Scott Stillar (U. of Wisconsin-Madison)

### ***I Learn America: Personal Storytelling in Class***

This talk described ways to encourage immigrant and refugee ESL students to tell their stories by showing immigrant stories on the *I Learn America* website. Jean Dissard <ilearnamerica.com>

## **POSTER PRESENTATIONS**

### ***Action Research for Social Justice***

Melissa Hauber-Ozer (George Mason University)

### ***English Through Service***

Ann Meechai (INTO St. Louis University, USA)

### ***Fostering Cultural Awareness in ELT***

Julian Hardy (Mahidol Uni. Int. College, Thailand)

### ***Girls and Boys: Class Participation in ELT***

Mohammad Seddiqi (Kahkasahan, Afghanistan)

### ***Improving Health Literacy for Refugees***

Monica Leong (Calgary Health Literacy, Canada)

### ***I Don't Wanna Talk About That***

Gail Lugo (Trine University, USA)

### ***ELL Religious Identities: Religious Literacy***

Erin Reid (McGill University, Canada)

### ***Jokes and Cultural Competency***

Omar Yacoub (Indiana Univ. of Penn, Egypt)

### ***Linguistic and Racial Others: Visible Minorities***

Seungku Park (Slippery Rock University, USA)

### ***Mandatory Service Learning in an IEP***

Daniel Holden (Tokyo Int'l University, Japan)

### ***Preventing Islamophobia via Intercultural Literacy***

Melissa Hauber-Ozer (George Mason Univ, USA)

### ***Radio “English with Oleseya” Ukraine w/ Peace***

Kevin McCaughey (US Department of State)

### ***Environmental Awareness via Project Learning***

Joseph Serrani (Mahidol University, Thailand)

### ***Teaching Leadership Skills in ESL Classrooms***

Kristina Allison (Interlink Language Center, USA)

### ***Lg. Instruction for Syrian Refugee Children***

Mary Wofford (Florida State University)

### ***Communication Skills & Int'l Understanding***

Cynthia Lennox (Duquesne University, USA)

### ***Follow The Evolving Disney Princess***

Ellen Hall (Mukogawa Fort Wright University)

### ***No Boys Allowed! Women's Cultural Clubs***

Gale Lugo (Trine University, USA)

### ***Teaching Tolerance Through Literary Texts***

Natalia Kasatkina (Yaroslavl State Univ, Russia)

### ***Using an International Neighbors Program***

Kelly Slater (University of Mississippi, USA)

### ***Using TED Talks to Foster Class Discussions***

Marietta Bradinova (Virginia Int'l University)



## Peace as a Global Language Conference (PGL 17)

Kobe Gakuin University (KGU) Port Island Campus  
Held on November 11, 2017 <<http://pgljapan.org>>



The 17<sup>th</sup> annual *Peace as a Global Language* (PGL) Conference was held on November 11, 2017 on the ocean-side Port Island Campus of Kobe Gakuin University (KGU), with a major sponsorship from GILE. The conference was back in Japan after being held in East Africa (Nairobi) last year at the Management University of Africa (a report of that trip is in GILE Newsletter Issue #100). This year's theme was 'Trade, not Aid: Culture Communication and Culture' with an Africa theme.

This one-day conference consisted of a number of different events, including two plenary speakers, a symposium of African diplomats, student posters and individual presentations. The day ended with a screening of the film 'An Inconvenient Truth' by the Climate Reality Project.

The opening remarks for the conference by the President, the Vice President and the Dean of the Department of Business Administration of KGU started off the morning. Just after that was the first plenary speaker, Dr. Soma, a prominent Kobe area businessman and scholar. His talk was on the similarities of symbolism in ancient cultures around the world and in Japan.

This was followed by an African symposium that consisted of 5 African embassies and 3 ambassadors. They were: H.E. Cham Ugala Uriat (Ambassador of Ethiopia), Mr. Nkoloi Nkoloi (Ambassador, Embassy of Botswana), Mr. Stephen Mmodzi (Economic Counselor, Embassy of Malawi), Mr. Taona Havadi (First Secretary, Embassy of Zimbabwe), Mr. Ahmend Arait Ali (Ambassador, Embassy of Djibouti as well as Vice President of the African Diplomatic Corps for Japan).

Each speaker gave a presentation on their country that lasted around 6 minutes each. The speeches were followed by a discussion that was moderated by a City of Kobe official: Hasen Keder Edris (Africa-Kobe Liaison Officer, New Industry Group). The topic led to a lot of information about the growth possibilities that are now available in Africa and how the continent is continuing to grow and develop -

something very much within the themes of GILE.

For lunch, there were two choices of food from vendors, Indian and Persian, that students could purchase. Just after lunch provided a chance for students to meet with the ambassadors on their own. This was a very unique chance for students to chat with these special guests one-to-one.

The afternoon plenary was by world famous Prof. Ben-Ami Shillony, Professor Emeritus at the Hebrew University of Jerusalem. His talk was on what Africa could learn from Japan and what Japan could learn from Africa. This led to a lively discussion amongst some of the participants.

Following this was the second student poster session which featured the second set of 30 poster presentations. Students from eight different universities presented during the sessions and that led to a number of different opportunities during the 'young scholars' forums. The conference ended with a screening of Nobel Peace Prize winner Al Gore's video about climate change.

Overall, there were over 400 participants (including students, staff and presenting participants), with 80 different presenters in a number of major speaking events, regular presentations and poster sessions.

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

### PGL 2018 Conference

The Call for Papers has just gone out for PGL 2018. This weekend conference will be held in late October in Tokyo. For further details or to submit a presentation proposal, check their website below:

- Place: Josai University (Tokyo)
- Date: October 20 – 21, 2018
- Web: <https://sites.google.com/view/pgl2018>
- Proposal submission deadline: August 31, 2018

### A - Z of Global Issues

by Pratten, Ruas, Waldron (2017)

Get a copy of this new photocopiable teaching resource with 26 engaging activities, discussions, role plays and lesson plans on real world themes.



### Resource Books for Teachers: Global Issues

by Sanpedro & Hillyard (2004)

Check out the rich variety of great classroom activities in this pioneering UK teacher's resource book





## Cultivating Empathy and Understanding of Social Oppression at High School

by Yoshimi Ochiai (Ritsumeikan University, Japan)



### Introduction

How can teachers raise students' awareness of social justice? How can English teachers teach social justice issues in an enjoyable way? Recently, more and more authorized English textbooks at the high school level have begun to include articles about global issues. How can students connect themselves with these issues? This article briefly explains a case study of how second graders studying English at a public high school in Japan engaged with social justice issues and built empathy for people suffering from oppression.

### Context

This teaching unit was a part of the *Communication English II* lessons for general course majors at Gunma Prefectural Oizumi High School. There were 40 students in the class, and about 10 students held Eiken 3rd grade or A1 in CEFR. More than 60% of the students planned to work after their graduation. For this course, students used the text *All Aboard! Communication English II* (Tokyo Shoseki). The title of the lesson was "Bitter Truth about Chocolate." The article introduces how child laborers on cacao farms are suffering from poverty and heavy physical labor, and proposes a system of fair-trade as a solution for this bitter truth of chocolate.

### Pedagogical Approach

To enhance students' understanding, I added several elements to the contents of the textbook article as follows:

#### 1. Business Expressions

I first introduced 30 natural business English expressions such as "How much is the rent?" Students created possible conversations with these expressions in groups. This warm-up activity was intended as preparation for the following "Trading Game" simulation.

#### 2. The Trading Game

"The trading game" is a simulation game designed to illustrate the unequal reality of trade. It was devised by the British NGO *Christian Aid* in the year 1982. I modified a number of elements from the original version for my students. The game aims to demonstrate how trade can benefit or hinder the economic development of different countries and to enable players to experience the unfairness of

unequal trading relationships in an enjoyable way. Before the game, each group was given different tools and materials, and then tried to increase their money by making and selling specific paper shapes. During the game, teachers encouraged students to use the business expressions they had learned in the previous lesson. This game fits into the Participatory Approach to teaching social justice since the role of the facilitator (teacher) of the game is to pose challenges regarding unequal trading issues.

#### 3. Debriefing the Trading Game

The post-simulation debriefing is the most crucial part of the Trading Game for students to generate their interest for the unfair nature of the game. Students first discussed their experiences in the game. I then explained what the students' experiences would be like in a real situation. Students then came together to discuss possible solutions they had considered as a result of their game experiences. After the discussion and debriefing, students answered several questions. As the conclusion as part of deepening students understanding toward unfairness in trade, I showed a video clip from *Trade Aid*, and had students answer comprehension questions.

#### 4. Reading an article in the authorized textbook

The textbook article describes the amount of cacao beans that Japan imports annually and illustrates how hard the lives of the children working on cacao farms are. The reading also indicates fair-trade as a solution for the farmers to receive better income and to have their children go to school. To tackle this article, I had my students read for gist, then scan and investigate the article following the Pre- / During / Post- format. Students also read aloud the sentences a lot to have them be ready for the next presentation activity. As a concluding activity, students wrote their thoughts briefly on the fair-trade system.

#### 5. Role Play Presentation

The theme of this role play presentation was to broadcast an interview about chocolate for a school TV show. Students were divided into groups of five, and acted out the following five roles: a TV host, an interviewer, a cacao farmer, a child working on a cacao farm and a Japanese consumer. I arranged to give a template for this presentation. In my template,



the interviewers asked the questions below to the farmer, the child, and the consumer. Students needed to answer the questions from the perspectives of their roles.

Respondents	Questions from Interviewers
The farmers	We learned that Japanese people import about 50,000 tons of cacao beans. I found that 25% of these are eaten on Valentine's Day. What do you think about it?
The children	What will you do if you don't have to work on a cacao farm?
The consumers	Which chocolate do you want to buy more: fair-trade chocolate or cheap chocolate?

### Conclusion

It is not easy to empower students to be aware of social justice and peace just by reading articles in their textbooks. By engaging in a simulation game and thinking about the situation from the viewpoints of others, students can get involved in the issues with a sense of ownership. While the integration of social justice issues into language lessons remains important, it can be overwhelming for language teachers to invent activities from scratch. Obviously, as language teachers, we need to consider how to supplement our activities in using social justice issues to teach effective language lessons. When we teach issues of social justice, it is critically important that teachers arrange the scaffolding of activities so that lessons compound upon one another. Especially, for slow learners like my students, a lot of scaffolding and

preparation activities are essential to deepen both their learning of language and their understanding of issues of social justice.

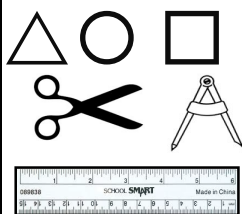
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#### The Trading Game



- Students are divided into a number of different groups and sit at different tables
- Each group is instructed to use scissors, rulers, pencils and paper to cut out paper shapes of specific sizes and then sell these to the banker to earn money
- Each group gets an envelope of materials but find that these are very different:
  - A Groups get 2 rulers, 2 scissors, 4 pencils and 1 piece of paper
  - B Groups get 10 sheets of paper but no rulers, scissors or pencils
  - C Groups get 4 sheets of paper and 2 pencils but no rulers or scissors
- Students quickly realize that they need to beg, borrow, buy or steal materials from other groups in order to do the task and to earn money for their groups.



#### What is Christian Aid?

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

Christian Aid is a British NGO that works with churches and schools to fight against poverty and injustice. Check out its great on-line development education teaching materials and consider taking part in this year's annual *Christian Aid Week* (May 13-19).

#### Sample Christian Aid Teaching Resources

< [www.christianaid.org.uk/schools](http://www.christianaid.org.uk/schools) >

- *Disaster Zone Game* (natural disaster simulation)
- *The Poverty Challenge* (development simulation)
- *The Paper Bag Game* (homelessness simulation)
- *The Chocolate Trade Game* (cacao and chocolate)
- *Safe Place Ludo* (refugee simulation game)



## Introduction

Before I became involved with teaching, I worked for the government of Afghanistan, usually at their embassy in Tokyo. One of my most prominent duties was operating the embassy's Twitter account, which had surpassed 30,000 followers. This was not only helpful for Afghanistan but also provided me with several personal benefits. My interactions with followers improved my Japanese and gave me confidence, purpose, and new conversation types to engage in.

Upon becoming a teacher, I found that my students didn't really lack exposure to English in general or a knowledge of basic grammar rules. What they lacked was motivation, confidence, and a sense that English had meaning for their lives. Thus, for my English writing class, I developed a number of goals. I wanted students to write in a way that was meaningful to them, to have real world interactions and to polish their communication skills. I also wanted them to think about other nations, peoples and cultures. To do this, I turned to what I knew: Twitter. Here, I will detail my Twitter-based writing project and the results that I got.

## Literature Review

Students are likely to feel comfortable using social media networks, as many already use them privately. This may make school assignments that involve social media feel less classroom-centered, less formal, and more fun (Chisega-Negrilă, 2015, pp. 76-77). Warschauer remarked that students hesitant to speak in person may be more inter-active online (1997, p. 472). This comfort, wrote Chisega-Negrilă, can lead to students improving their language and communication skills without even noticing (2015, p. 76).

Social media has been lauded as a means to enhance cultural and communicative competence. Due to its ability to connect learners with people world-wide, opportunities await for students to use this medium to learn about a multitude of cultures (Borau et al., 2009, pp. 78, 82-83).

Numerous features make social media attractive for teaching and learning. As Chartrand has pointed out, the volume and subject matter of teaching materials are not restricted to what is found in classroom texts (2012, p. 97). Averianova stressed that content found in social media is authentic, which may be in contrast to the content employed in EFL classrooms (2011, p. 49).

A number of benefits specific to writing have also been described. Of Ivanič's discourses of writing and writing learning, the creative discourse and the social discourse are said to be difficult to teach in a classroom, but may be positively affected by social media activities (see Laire, Casteleyn & Mottart, 2012, p. 443).

Social media has been found to be useful for learner-centered projects in other subjects as well. One example is the *TwHistory* project which was created for educators and students to follow re-enactments of historical events via Twitter (Jensen et al.). Social studies teachers have also used social media to have their pupils role-play historical figures (Krukta & Milton 2013, pp. 25-37).

## A Classroom Project on Foreign Nations

Twenty-five freshmen majoring in international relations were involved in the classroom project I designed. Self-chosen groups of up to five members selected specific nations to promote via Twitter. To encourage research in English the eligible nations were not well-known by students:

- |               |                 |
|---------------|-----------------|
| ▪ Grenada     | ▪ Liechtenstein |
| ▪ South Sudan | ▪ St. Lucia     |
| ▪ Swaziland   | ▪ Vanuatu       |

Students were first taught how to conceptualize a Twitter account. They were then shown how to tweet effectively within word limits by using concise language and abbreviations. Techniques to attract attention were also discussed, including using keywords, hashtags, and photos.

The project rules were rather loose. Students were required to send several tweets introducing their nation and its culture weekly, though there was no upper limit to the volume of tweets sent. All had to be in English. Each week the groups competed to attain the most likes and retweets.

Following the program, students completed a three-item survey, which asked, in English, the following questions about their experience:

- ① Did your confidence in writing in English on social media improve, remain the same, or decrease?
- ② Which language did you do the most research for your tweets in: English or Japanese?
- ③ Do you believe that you will use English in social media in the future?

## Findings

Of the 25 students, 15 indicated that their confidence in writing in English on social media improved and 10 remarked that it stayed the same.

Regarding research, 16 remarked that they mostly conducted it in English. In terms of future social media usage, 18 students answered that they planned to continue writing in English, 5 answered that they would not, and 2 didn't answer.

While results were promising, it cannot be said with certainty that the project alone fostered future English social media usage. The students had other English and global issues classes that semester and after. However, an informal comparison with students from my other classes reveals that those from the Twitter program were posting on social media in English more. Considering content on global topics, frequency did not seem to differ much from other international relations students, but it appeared more detailed and researched.

Students did not always follow rules. English was central, but some added notes in Japanese or wrote parallel tweets. I didn't track who was tweeting or call for all to tweet, so it's possible that some members never did. Had I required all to take part, I wonder if answers to the questionnaire would have changed or if post-class social media usage would have different characteristics.

## CONCLUSION

While imperfect, this classroom Twitter project met my objectives. Students wrote in English in meaningful ways, had fun, and learned about other countries and cultures. While I'm not certain if this project was a major factor, it could be linked to the continued usage of English on social media by participants as well as an apparent enhanced engagement with global themes.

The following link is for the materials that I created. I would request that teachers share any alterations they make with me as well as any results they get from their programs.

*Social Media & Students (Twitter Planning Pack)*

⇨ <https://tinyurl.com/ybkb2u2n>

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### ***Integrating Global Issues in the Creative English Classroom***

by Pratten, Ruas, Waldron (2017)

Download (for free!) this great British Council guide with creative activities on UN development goals.

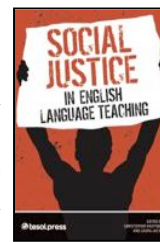
<[www.teachingenglish.org.uk/teacher-development/publications](http://www.teachingenglish.org.uk/teacher-development/publications)>



### ***Social Justice in English Language Teaching***

by Hastings & Jacob (2016)

Browse the 26 chapters in this key TESOL Press book to learn how ESL teachers around the world are working to promote peace, human rights, diversity and social justice.





## Special Feature #1

# Teaching about North Korea



### Teaching Ideas

- Give students a quiz to see what they know about North Korea. Try the samples at right or do a Google search for: "North Korea quiz"
- Have students do profiles of key people linked to North and South Korea (examples at right)
- Prepare an EFL lesson on the recent North-South Korea summit (see the activity below)
- Read some of the books listed on page 22 to help you design a teaching unit on North Korea

### North Korea – South Korea Summit

Write the correct words in the blanks, then view the Youtube clip below to check your answers.

- era      ▪ families      ▪ border      ▪ declaration
- at ease      ▪ pine tree      ▪ photos      ▪ North Korea
- talk      ▪ handshake      ▪ bodyguards

- The two leaders met at the \_\_\_\_\_.
- They made a historic \_\_\_\_\_.
- Moon Jae-in stepped into \_\_\_\_\_.
- Both leaders appeared \_\_\_\_\_.
- The two leaders posed for \_\_\_\_\_.
- \_\_\_\_\_ ran beside Kim's car.
- The 2 leaders added soil to a \_\_\_\_\_.
- During the visit, they had time to \_\_\_\_\_.
- They signed a \_\_\_\_\_ to denuclearize the Korean Peninsula.
- They pledged to unite divided \_\_\_\_\_.
- They said a new \_\_\_\_\_ of peace has begun.

*Key Moments from Historic Korean Summit*  
[www.youtube.com/watch?v=YdcVV0sLEzw](http://www.youtube.com/watch?v=YdcVV0sLEzw)

### North Korea: On-line Resources

- Wikipedia: *North Korea, 2018 Korean summit*
- Youtube: *Learning about North Korea*
- Google: *Teaching about North Korea*

### North Korea - A Quick Quiz !!

- What's the population of North Korea?  
 a 6 million    b 25 million    c 47 million
- What's the capital city of North Korea?  
 a Daegu      b Pusan      c Pyongyang
- Match the names of North Korea's three leaders:  
 a Kim Jong Il    b Kim Jong Un    c Kim Il Sung  
 \_\_\_\_\_ First leader (founder)    1948 ~ 1994  
 \_\_\_\_\_ Second leader (son)    1994 ~ 2011  
 \_\_\_\_\_ Current leader (grandson) 2011 ~ present
- The full name of North Korea is DPRK (朝鮮民主主義人民共和國). What does this stand for?  
 D \_\_\_\_\_  
 P \_\_\_\_\_  
 R \_\_\_\_\_ of  
 K \_\_\_\_\_

### Matching: Key People

- |                |  |
|----------------|--|
| 1 Moon Jae-In  | a Chair of the International Olympic Committee         |
| 2 Donald Trump | b President of South Korea                             |
| 3 Kim Jong Un  | c Sister of North Korea's leader, went to the Olympics |
| 4 Thomas Bach  | d President of the United States                       |
| 5 Kim Jong Nam | e Leader of North Korea                                |
| 6 Kim Yo-jong  | f Brother of North Korea's leader, he was assassinated |

### True or False? In North Korea...

- \_\_\_\_\_ 1 they don't use the Western calendar.
- \_\_\_\_\_ 2 people need government permission in order to own a computer.
- \_\_\_\_\_ 3 hairstyles must be approved by the state.
- \_\_\_\_\_ 4 23,000 people have defected to the South
- \_\_\_\_\_ 5 people can get the death penalty for possessing a Bible or a South Korean DVD.

Source: [thefactfile.org/interesting-fun-facts-north-korea](http://thefactfile.org/interesting-fun-facts-north-korea)

### ANSWERS TO THE 3 QUIZZES ABOVE

Quick Quiz: 1 (b), 2 (c), 3 (c=1<sup>st</sup>, a = 2<sup>nd</sup>, b=3<sup>rd</sup>),  
 4 Democratic People's Republic of Korea  
 Key People: 1 - b, 2 - d, 3 - e, 4 - a, 5 - f, 6 - c  
 True - False Questions: All the items are true.





Sexism and sexual harassment are problems in Japan and in other countries around the world. By designing language lessons on these themes, you can help your students to improve their language skills, inspire them to fight against prejudice and work for a world of gender equality, freedom and respect. Here are three current issues in the news to start with!



### Sexual Harassment and the #MeToo Movement

The #MeToo movement is gaining power in Japan where 1/3 of women have experienced sexual harassment in the workplace.

① Have students do research on the men who've been accused of sexual harassment or assault:

- Larry Nassar (US) women's gymnastics doctor
- Harvey Weinstein (US) Hollywood producer
- Donald Trump (US) American president
- Bill Cosby (US) American TV actor
- Junichi Fukuda (Japan) Finance Ministry staff

For a list of 200+ men who have been accused since April 2017 (sorted by category: entertainment, media, business, politics), see the "sexual harassment assault allegations list" at <[www.vox.com](http://www.vox.com)>

② Have students do research on women who have stood up to sexual assault and harassment:

- Japan: Shiori Ito, Haruka Ito, the TV Asahi case
- US: Ashley Judd, Summer Zervos, Lady Gaga...

③ Have students do a survey of your class, school or community to see what people think and to find out how many have been harassed.

④ Get students to research the MeToo movement in other countries around the world.

### On-line Resources

- Google: "MeToo" "Teaching MeToo"
- Wikipedia: "Me Too Movement"
- Youtube: "MeToo survivors" "Me Too Japan"

### #ELTtoo: Sexual Harassment in EFL <[elttoo.wordpress.com](http://elttoo.wordpress.com)>

A new website has been set up to gather stories of sexual harassment and assault in the English teaching profession worldwide. The site, ELTtoo, has already received dozens of testimonies. All teachers and students are invited to share their stories on-line. All submissions are anonymous.



### The Ban on Women in the Sumo Ring in Japan

The traditional ban on women in the sumo ring is now in the spotlight after (1) several nurses entered a *dohyo* in April to give first aid in Maizuru and (2) the female mayor of Takarazuka called on Japan's Sumo Association to drop its "no women" policy.

### Traditional Gender Taboos in Japan

The traditional ban on women is known as "nyonin kinzei" (*no females allowed*). Have your students study and discuss the sumo ban, then research taboos that discriminate against women.

By tradition, Japanese women must not....

- |                           |                        |
|---------------------------|------------------------|
| ▪ enter a sumo ring       | ▪ climb holy mountains |
| ▪ enter a tunnel          | ▪ board fishing boats  |
| ▪ enter a baseball dugout | ▪ be a sushi chef      |
| ▪ work in a sake factory  | ▪ become Empress       |

### Surprising Facts

- Women were banned from climbing Mt. Fuji right up until the Meiji Period in 1868.
- Reiko Abe majored in tunnel engineering but wasn't able to get a job in Japan because of the tunnel taboo. She is now a global tunnel designer who works in countries such as India, Russia and Qatar.

### Online Resources

- Wikipedia: "controversies in professional sumo"
- Youtube: Do a search on "women sumo ring ban"



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

June 24<sup>th</sup> will mark the day when women in Saudi Arabia are finally allowed to drive. Join your students to study the rapidly changing situation of Saudi Arabian women, the "Women2drive" movement and Arab women activists such as Manal al-Sharif.

By tradition, Saudi women are not permitted to:

- |                       |                          |
|-----------------------|--------------------------|
| ▪ drive a car         | ▪ show their hair        |
| ▪ open a bank account | ▪ interact with men      |
| ▪ open a business     | ▪ go out in public alone |
- Wikipedia: "Women to Drive" "Women's rights in Saudi Arabia" "Manal al-Sharif"
  - Youtube: "Women2drive" "Saudi women" "10 things women in Saudi cannot do"



Since the Florida school shooting in February, American school students of all ages have stood up nation-wide to fight back against gun violence.

### Timeline

- February 14: A former student goes on a shooting spree with an AR-15 assault weapon at Marjorie Stoneman Douglas High School in Parkland, Florida, killing 17 and injuring 14.
- March 14: Students across the US commemorate the 1-month anniversary of this tragedy by staging a classroom walkout for 17 minutes - 1 minute for every student killed.
- March 24: Students, teachers and citizens hold a national rally to protest America's deadly gun culture and the continued shootings at US schools. The main event in Washington DC is attended by up to 800,000 people. Sympathy rallies are held at 800 locations in the US and in cities overseas such as London, Paris, Berlin, Mumbai, Singapore, Sydney and Tokyo.

### Teaching Ideas

- Have students study America's gun culture and the heavy toll it takes on innocent lives.
- Assign students to research and report on school shootings in the US and elsewhere.
- Create a lesson on the anti-gun *March For Our Lives* campaign and its student leaders.
- Study and discuss the inspiring speeches and slogans made by anti-gun youth activists.
- Send messages of support to young people worldwide who are fighting gun violence.

### Major American School Shootings

Stoneman Douglas Parkland HS	2018	17 dead
Sandy Hook Elementary	2012	27 dead
Virginia Tech	2007	32 dead
Columbine High School	1999	15 dead
University of Texas, Austin	1966	17 dead

Wikipedia: *List of school shootings in the United States*

### March for Our Lives

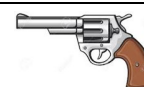
<[www.marchforourlives.com](http://www.marchforourlives.com)>

Check their official website to read their mission statement, learn about the March 24<sup>th</sup> protest, find out what actions to take and access various resources.



### Data on US Gun Violence

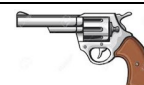
(BBC.com, TIME magazine, other)



- 13,286 Number of US firearm deaths in 2015
- 372 Number of US mass shootings in 2015
- 97 Number of deaths from gun violence every day in the United States
- 64 Number of US school shootings in 2015
- 7 Average number of children and teens shot dead each day in the US

### American Gun Culture

<[edition.cnn.com](http://edition.cnn.com)> <[bbc.com](http://bbc.com)>



- 327 million Population of the United States
- 310 million Number of guns in the U.S.
- Guns per 100 people: Japan = 0.6, USA = 89
- Gun deaths in 2014: Japan = 6, USA = 33,599

### Anti-Gun Student Speeches on Youtube

One of the most impressive aspects of the *March For Our Lives* movement has been the power, pain and passion shown by American students who are speaking out against gun violence in their country. Inspire your students with the eloquence of their peers overseas by viewing some of the Youtube speeches below:

#### 5 Most Powerful Student Speeches (The Guardian)

[www.youtube.com/watch?v=Wf5am4wQsc0](http://www.youtube.com/watch?v=Wf5am4wQsc0)

- Naomi Wadler (age 11) Virginia Elementary
- David Hogg (age 17) Parkland High School
- Emma Gonzalez (age 18) Parkland High School
- Edna Chavez (age 17) youth leader in LA
- Delaney Tarr (age 18) Parkland High School
- Cameron Kasky (age 18) Parkland High School
- Alex King (age 17) Parkland High School

### Supporters of March For Our Lives

Financial Backers (donated \$500,000 each)

- George Clooney
- Oprah Winfrey
- Stephen Spielberg
- Jeffrey Katzenberger

Moral Supporters (they cut ties to the NRA)

- Delta/United Airlines
- Best Western Hotels
- Bank of America
- Walmart, L.L. Bean

### Online Videos and Teaching Resources

- "March For Our Lives" <[www.youtube.com](http://www.youtube.com)>
- "Gun violence in America" <[youtube.com](http://youtube.com)>
- "Guns in the US" <[www.bbc.com](http://www.bbc.com)>
- Gun Violence <[www.gunviolencearchive.org](http://www.gunviolencearchive.org)>
- <https://everytownresearch.org/school-shootings/>

## “March for Our Lives” Gun Protest Slogans (March 24, 2018)

Stop gun violence.	How many more?	Am I next?
Enough is enough.	Books not Bullets.	Make America Safe Again
Today we march. Tomorrow we vote.	We go to school to be taught, not to be shot.	When I grow up, I want to be alive.
You can put a silencer on a gun, but not on me.	I want to read books, not eulogies.	18 <sup>th</sup> Century laws cannot regulate 21 <sup>st</sup> century guns.
Thoughts and prayers don't save lives. Gun reform will.	The only thing that kids should be scared of at school is tests.	My right to survive a day at school outweighs your right to own a gun.
How many kids have to die until we say No! to the NRA?	The only thing easier to buy than a gun is a politician.	The only thing teachers should be packing at school is a lunch.
N National R Rifle A Assassination	N No R Rational A Argument	N Nonsensical R Rifle A Addiction

### Quotes from American Students

- *We need to arm our teachers with paper, pens and the money that they need to support themselves, their families and the futures that sit in their classrooms.*  
– Ryan Deitsch (survivor, Stoneham Douglas High School, Parkland, Florida)
- *My grandfather had a dream that his four little children would be judged not by the color of their skin, but by the content of their character. I have a dream that enough is enough and that this should be a gun-free world.* – Yolanda King (age 9, granddaughter of Martin Luther King)
- *This march is the beginning of a movement that will last a very long time. This is a marathon and we'll be fighting for years. We're just getting started. Politicians will see that we aren't going away.*  
– Rebecca Schneid (survivor, Stoneham Douglas High School, Parkland, Florida)

### Quotes from American Teachers

- *As a teacher, I am heartbroken and disgusted every time there is yet another school shooting. I cannot stand by and watch another happen on the news. I am marching for my students' lives, for my co-workers' lives, for my life and for the future of our country.*  
– Antonia (US teacher)
- *I have never felt so strongly about standing for a cause. I enter my school and think... What if today is the day? Once a month, we practice huddling together to be shot to death. The insanity of what we now consider 'normal' must end. It's no longer 'business as usual.' Enough is enough.*  
– Melissa (US teacher)
- *These children have achieved more in 1 month than we adults have done in years.*  
– Joanna Gates (US teacher who survived the Columbine school shooting of 1999)

# RESOURCES AND INFORMATION

## Kids for Peace

< [kidsforpeaceglobal.org](http://kidsforpeaceglobal.org) >



*Kids for Peace* works to promote peace through youth leadership, community service, global friendships and acts of kindness. Check out its site with its *Peace Pledge*, *Peace Hero* and *Kindness Challenge* pages.

## Global Footprints

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



*Global Footprints* is a great British website that enables teachers and students to explore social and global issues and aims to increase students' understanding of their connections with the wider world.

## Multicultural Kid Blogs

< [multiculturalkidblogs.com](http://multiculturalkidblogs.com) >



*Multicultural Kid Blogs* is run by a worldwide network of parents, educators, writers and artists working to fight prejudice and promote global awareness. Check out their "resources for raising global citizens"!

## Peace Boat

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



*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!

## Oxfam Education

<[www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)>



*Oxfam Education* is a dynamic UK global education website for teachers and students featuring a rich selection of information, news and resources about global issues, international themes and world citizenship.

## Better World Website

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



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

## Facing the Future

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



*Facing the Future* is a great global education website that features a variety of classroom curricula and textbooks with titles such as *Big World*, *Small Planet* and *Engaging Students Through Global Issues*.

## Global Dimension

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



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

## Better World Links

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



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

## Green Teacher

< [www.greenteacher.com](http://www.greenteacher.com) >



*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.

## Global Issues

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



*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.

## Global Issues at ESL Etc.

< [www.esletc.com](http://www.esletc.com) >



*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!





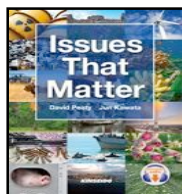
## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

*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) **"Issues That Matter"** by David Peaty and Jun Kawata (2018, ¥1800)

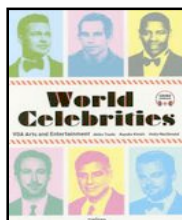
Kinseido Press, Tokyo Tel: 03-3263-3828 <[www.kinsei-do.co.jp](http://www.kinsei-do.co.jp)> <[text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp)>



This 142-page advanced-level textbook aims to build English reading, listening and discussion skills through extended essays on global issue themes. Its 15 lessons cover topics such as: *rising sea levels, sustainable cities, inequality, responsible tourism, water issues, world heritage, sugar, energy, rainforests, bananas, garbage, whistle blowers, anti-war activism and the post-truth era*. Each 7-page unit features an introductory photo, a 5-page reading passage, comprehension questions, a vocabulary check and a set of discussion topics.

- (2) **"World Celebrities"** by Akiko Tsuda, Kayoko Kinshi and Kelly MacDonald (2018, ¥1728)

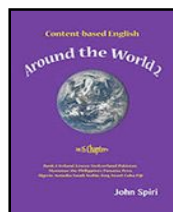
Eihosha Press, Tokyo Tel: 03-5833-5870 <[E@eihosha.co.jp](mailto:E@eihosha.co.jp)> <[www.eihosha.co.jp](http://www.eihosha.co.jp)>



This 64-page EFL reading-and-listening text consists of a variety of short essays on famous world entertainers. Its 15 chapters profile selected celebrities (*Jackie Chan, Lady Gaga, Tom Hanks...*), recent movies (*Star Trek, La La Land, Silence...*), media events (*the Rolling Stones in Cuba, World Book Day and Dr. Seuss, Curious George Does Ramadan...*) as well as socially responsible actors (*Leo Di Caprio's movie on the ivory trade, Matt Damon's charity: Water.org*). Each 4-page lesson features a warm-up question, key vocabulary, a dictation exercise, a 1-page reading passage and True/False comprehension questions.

- (3) **"Around the World 2"** by John Spiri (2017, ¥2100) <<http://globalstoriespress.com>>

Global Stories Press Orders: <[www.englishbooks.jp](http://www.englishbooks.jp)> E-mail: <[globalstoriespress@gmail.com](mailto:globalstoriespress@gmail.com)>



This 84-page EFL textbook, part of a 3-book series on content-based English, introduces learners to selected world regions and countries. Its 15 chapters use text, photos and maps to profile: Europe (*Ireland, Greece, Switzerland*), Asia (*Pakistan, Myanmar, Philippines*), South America (*Panama, Peru*), Africa (*Algeria, Somalia*), the Middle East (*Saudi Arabia, Iraq, Israel*) and two island nations (*Cuba, Fiji*). Each 5-page unit features a vocabulary introduction, a picture task, a 1-page listening, descriptions of key places plus profiles of figures such as Bono (Ireland), Malala (Pakistan), Roger Federer (Switzerland) and Fidel Castro (Cuba).

- (4) **"Hopes and Dreams"** (\$10 each) by Pro Lingua Books, USA <[www.prolinguaassociates.com](http://www.prolinguaassociates.com)>

This 11-book ESL beginning reader series aims to develop students' English reading skills while introducing them to the hopes, dreams and experiences of the many ethnic immigrants who make up multicultural America. Each book focuses on individuals or families from one specific ethnic group who are profiled in short-story format. All books come with a vocabulary list as well as audio recordings for student listening.

Books in the Series		
<ul style="list-style-type: none"> <li>▪ A Family from Syria</li> <li>▪ Jewish-Americans</li> <li>▪ Cuban-Americans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Irish-Americans</li> <li>▪ Vietnamese-Americans</li> <li>▪ Japanese-Americans</li> <li>▪ Mexican-Americans</li> </ul>	<ul style="list-style-type: none"> <li>▪ African-Americans</li> <li>▪ Greek-Americans</li> <li>▪ Italian-Americans</li> <li>▪ Chinese-Americans</li> </ul>

 Amala's Hope A Family from Syria	 The Magic Paper Mexican-Americans	 Hungry No More Irish-Americans	 Sent Away Japanese-Americans	 Old Ways, New Ways Jewish-Americans	 Nobody Knows African-Americans
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## BOOKS ON US GUN CULTURE AND NORTH KOREA

Are you thinking of designing a language teaching lesson on North Korea or American gun culture? Then check out the books and movies below.

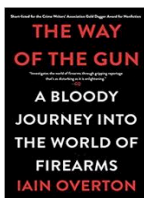


### GUNS and GUN CONTROL

#### **The Way of the Gun**

by Ian Overton (2016) \$16

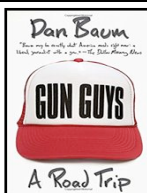
This key book profiles all sides of the gun issue from killers and victims to manufacturers and traders.



#### **Gun Guys: A Road Trip**

by Dan Baum (2013) \$16

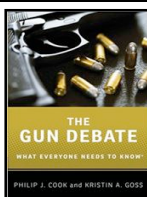
This guided tour of US gun culture takes readers on a roadtrip to gun stores, gun shows and gun ranges.



#### **The Gun Debate**

by Philip Cook (2014) \$17

This informative Q&A handbook outlines facts that everyone needs to know about guns in the USA.



#### **Stop Teaching Our Kids to Kill**

by Dave Grossman (2014) \$13

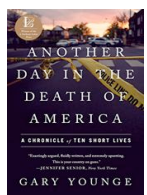
This updated classic lays out a powerful call to action against TV, movie and video game violence.



#### **Another Day in the Death of America**

G. Young (2018) \$13

This book profiles the gun deaths of 10 young people who were killed on a typical day in the United States.



#### **Bowling for Columbine (DVD)**

by Michael Moore (2002) \$10

This documentary explores US gun culture and the causes of the 1999 Columbine school shooting.



#### **Other Books**

- *No Easy Answers* (2002)
- *Newtown: An American Tragedy* (2014)
- *Rampage: Roots of School Shootings* (2005)

#### **Other Movies**

- *Elephant* (2003) – docu-drama based on Columbine
- *Zero Day* (2003) – docu-drama based on Columbine

### NORTH KOREA

#### **See You Again in Pyongyang**

by Travis Jeppesen (2018) \$24

This new book, by an American who lived there, is a unique guide to life in North Korea under Kim Jong Un.



#### **My Holiday in North Korea**

by Wendy Simmons (2015) \$20

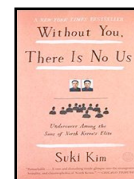
This book relates the experiences and encounters of an American tourist and her 10-day tour of North Korea.



#### **Without You There is No Us**

by Suki Kim (2014) \$15

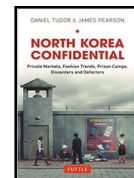
This book is a haunting account of the six months the author spent teaching English at a Pyongyang university.



#### **North Korea Confidential**

by Daniel Tudor (2015) \$22

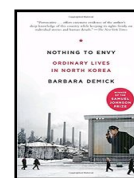
This recent book documents daily life in North Korea from leisure and crime to fashion, shopping and local markets.



#### **Nothing to Envy**

by Barbara Demick (2009) \$12

This key book portrays daily life in North Korea as described in interviews with six defectors in Seoul.



#### **Only Beautiful Please**

by John Everard (2012) \$19

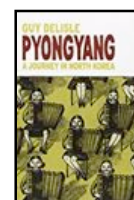
This book by a British ambassador describes the daily life of the people in North Korea that he encountered.



#### **Pyongyang: A Journey**

by Guy Delisle (2003) \$12

This fascinating graphic novel describes the 2 months that the author spent working in Pyongyang as an animator. The book is also available in Japanese under the title: 「マンガ平壤」





## GLOBAL EDUCATION MATERIALS AND RESOURCES

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



### Breaking News English

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



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

### JALT Critical Thinking SIG

Check out JALT's CT SIG to learn how to promote critical thinking in your classes.

▪ [www.jaltcriticalthinking.org](http://www.jaltcriticalthinking.org)

### The World Around Us

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

\* Cost: ¥1500 (Kip Cates)

### Fair Trade Goods

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

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

▪ [www.peopletree.co.uk](http://www.peopletree.co.uk)

### Global Education Maps

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

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

**Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction  
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: [www.adl.org](http://www.adl.org)

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

**National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures  
National Geographic, Box 98199 Washington, D.C. 20090-8199 US [www.nationalgeographic.com](http://www.nationalgeographic.com)

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

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

**Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution  
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 [www.peace-ed.org](http://www.peace-ed.org)

**Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues  
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: [www.peaceproject.com](http://www.peaceproject.com)

**Social Studies School Service:** global education catalog of books, videos, software, posters & maps  
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA  
Tel: 310-839-2436 or 800-421-4246 <[access@socialstudies.com](mailto:access@socialstudies.com)> Web: [www.socialstudies.com](http://www.socialstudies.com)

**Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues  
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA  
Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>

**U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int'l understanding  
UN Bookstore, New York 10017 USA [www.un.org/Pubs/CyberSchoolBus/bookstor/index.html](http://www.un.org/Pubs/CyberSchoolBus/bookstor/index.html)

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

### Japan University English Model United Nations (JUEMUN)

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



This year's JUEMUN event will be held in June at Kyoto University of Foreign Studies on the theme of "malnutrition and hunger". See their website for details or contact the organizing committee to go and observe.

### Japan English Model United Nations (JEMUN)

June 22–24, 2018 in Osaka  
< [www.jemun.net](http://www.jemun.net) >



JEMUN 2018 will be held at Kindai University in Osaka with 340 participants from 30 universities and 11 high schools. Check their website for details and contact the organizers if you'd like to go and observe.



## COMING EVENTS CALENDAR

May 12 - 13	World Fair Trade Day <sup>1</sup>	June 14 – July 15	FIFA World Cup (Russia) <sup>5</sup>
May 27 – June 3	National Reconciliation Week <sup>2</sup>	June 20	World Refugee Day <sup>6</sup>
May 31	World No Tobacco Day <sup>3</sup>	June 24	Saudi Women Drive Day <sup>7</sup>
June 5	World Environment Day <sup>4</sup>	July 18	Nelson Mandela Day <sup>8</sup>

1 Fair Trade: <Wikipedia> <<http://schools.fairtrade.org.uk>> <<http://fairworldproject.org>> <[www.wftday.org](http://www.wftday.org)>  
2 Reconciliation Week (Australia): <[www.reconciliation.org.au/national-reconciliation-week/](http://www.reconciliation.org.au/national-reconciliation-week/)> <Wikipedia>  
3 No Tobacco Day: <[www.nosmokingday.org.uk](http://www.nosmokingday.org.uk)> <[www.anti-smoking.org](http://www.anti-smoking.org)> <[www.who.int/tobacco/en/](http://www.who.int/tobacco/en/)>  
4 Environment: <[www.greeningtheblue.org/events](http://www.greeningtheblue.org/events)> <[unep.org/wed/](http://unep.org/wed/)> <Wikipedia> <Youtube: *Earth Song*>  
5 FIFA World Cup Soccer in Russia: <[www.fifa.com/worldcup/](http://www.fifa.com/worldcup/)> <Wikipedia: “2018 FIFA World Cup”>  
6 World Refugee Day: <[www.unrefugees.org](http://www.unrefugees.org)> <[www.unhcr.org](http://www.unhcr.org)> <[www.japanforunhcr.org](http://www.japanforunhcr.org)> <Wikipedia>  
7 Saudi Women Allowed to Drive: <Wikipedia: “Women to Drive Movement”> <Youtube: “women2drive”>  
8 Mandela: <[www.mandeladay.com/](http://www.mandeladay.com/)> <[www.un.org/en/events/mandeladay/](http://www.un.org/en/events/mandeladay/)> <Wikipedia: *Mandela Day*>  
\* More dates: <[www.national-awareness-days.com](http://www.national-awareness-days.com)> <[www.cute-calendar.com](http://www.cute-calendar.com)> <[www.earthcalendar.net/](http://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.

**NEWSLETTER SUBSCRIPTIONS (Non-JALT)** Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US \$15.

- In Japan, send your ¥2000 payment to: 山陰合同銀行 (湖山支店 108) 普通 銀行口座 3752673 San'in Godo Bank (*Koyama branch 108*) Regular Account # 3752673 "*GILE Newsletter*"
- Overseas subscribers should pay in US dollars (make personal checks out to "Kip Cates" on a US bank)
- Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of April 2018)

- \* JAPAN SUBSCRIBERS: GILE SIG / JALT (170) GLOBAL ISSUES NETWORK (30) = 200
- \* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 50

### NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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

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