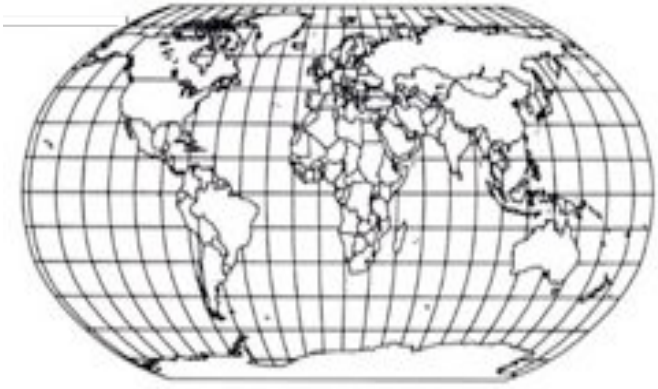
Issue #102 April 2017 Tottori, Japan

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

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

102nd Issue
celebrating 102 issues and 27 years in print since 1990



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Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #102

This spring edition of our *GILE Newsletter* comes out as the Golden Week holidays in Japan are about to begin. This issue features: (1) a description by David Williams of how his university hosted a summer program for Asian students, (2) an article by Monisha Bajaj on how to set up a human rights club in your school, and (3) a report by Tomoko Sugihashi on a *Volunteering in English* course in which students translated letters between Japanese sponsors and foster children in developing countries. Our special theme for this issue is *Teaching about Jackie Robinson*, the first black baseball player in the US Major Leagues whose achievement is marked each year on April 15th. This special section includes ideas, activities and resources on Robinson's life and on the US civil rights movement. We finish with a report on last fall's JALT 2016 conference in Nagoya as well as a round-up of all the latest global education news.

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

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

Pan-SIG 2017 Conference

May 19 – 21, 2017 Akita
< http://pansig.org >

Theme: *Expand Your Interests*

Our *Global Issues* SIG will join with other JALT Special Interest Groups to host this spring's Pan-SIG 2017 conference at Akita International University. Plenary speakers will include:

- Annette Bradford (Meiji University)
- Bern Mulvey (Iwate Prefectural University)
- Tomoe Aoyama (Cambridge Lg. Assessment)

GILE SIG Forum

Our annual GILE SIG Forum will feature talks on innovative ideas, materials and activities that can encourage global citizenship. Plan to attend!

Global Issues 1-Day Event

June 18, 2017 Sapporo, Hokkaido
< https://jalthokkaido.net/ >

A 1-day conference will be held June 18 (Sunday) in Sapporo by JALT's Hokkaido Chapter, *Critical Thinking* SIG, *Teachers Helping Teachers* SIG and our own *Global Issues* SIG. Join this event to learn about the latest initiatives in these fields!

- *Global Issues and ELT* (Greg Goodmacher)
- *Critical Thinking and ELT* (James Dunn)
- *Global Citizenship Ed.* (Emiliano Bosio)
- *Empathy in GILE Classrooms* (Tim Grose)
- *Helping Teachers in Asia* (Jerry Halvorsen)
- *Critical Thinking and CALL* (Bob Ashcroft)
- *Feel-good Product Symbols* (Tony Torbert)
- *Critical Academic Writing* (Jennie Rothman)

+ sessions by John Spiri, Matt Cotter and others!

- Date: June 18 (Sunday) 10:00 am – 4:00 pm
- Place: Hokusei Gakuen University, Sapporo

Global Education Events

- ***10th Annual Global Studies Conference***
  June 8 - 9, 2017 NUS (Singapore)
  <onglobalization.com/2017-conference>
- ***Tourism, Ethics and Global Citizenship***
  July 3 - 6, 2017 Apeldoorn (Netherlands)
  <http://www.saxion.nl/ctd>
- ***World Congress on Education: Global Issues***
  July 17 - 19, 2017 Dublin (Ireland)
  <http://worldconedu.org/>
- ***International Institute for Peace Education***
  Aug. 27 – Sept. 2, 2017 Innsbruck (Austria)
  <www.i-i-p-e.org/>
- ***Teaching for Sustainable Development***
  September 5 - 7, 2017 Oxford (England)
  <www.ukfiet.org/conference/>
- ***World Environmental Education Congress***
  September 9 - 15, 2017 Vancouver (Canada)
  <www.environmental-education.org/>

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

2017 Summer Institute for Intercultural Communication

The *Summer Institute for Intercultural Communication* will offer 30+ workshops this July including:

- Intercultural Teaching and Learning
- Language, Culture and Communication
- Engaging Islam: A Perspective for Educators
- Navigating Intercultural & Inter-group Conflict
- Social Justice and Intercultural Communication

SIIC (Portland, Oregon) <www.intercultural.org>

GILE SIG Website

www.gilesig.org

Our ***Global Issues in Language Education*** Special Interest Group website offers a wealth of teaching ideas from back issues of our SIG newsletter, thanks to Michael Hollenback. Check it out!

GILE on Facebook

www.facebook.com/gilesig.org

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

GILE on Twitter

https://twitter.com/gilesigjp

- For updates on global themes, see our ***Global Issues Twitter*** site
- Make sure as well to check out **The GILE Daily**, a dynamic resource for following the issues:
  <> http://paper.li/gilesigjp

JALT GLOBAL ISSUES SIG OFFICERS FOR 2017

Here are the 2017 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

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SIG Facebook & Twitter:
Jennie Roloff-Rothman
John Spiri, Jack Brajcich

WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

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

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

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

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

CLASS OR SCHOOL EVENTS

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

GLOBAL ISSUES IN LT JOURNALS AND THE MEDIA

Summaries of articles from language teaching journals and news media.

Post-Election Survey of US Student Views

A March 2016 survey of 40,000 students from 118 countries carried out by Edumedia found that 60% said they wouldn't study in the US if Donald Trump was elected president. Similar surveys after the election got similar results. One post-election questionnaire by *Study Portals* surveyed the opinions of 1,000 American and international students. 57% of the foreign students stated they would be less likely to study in the US under a Trump administration. Surprisingly, 85% of the American students gave the same answer. Alternative destinations that they cited included Canada, the UK, Australia, New Zealand, France, Germany and Italy. One expert warned that US institutions will have to work hard to counteract the perception of the US as a less tolerant and welcoming country.

"Trump Win Turns Off Internationals"
EL Gazette #442 Dec 2016 <www.elgazette.com>

Megaphone Translation for Japan

A megaphone that can translate Japanese phrases into English, Chinese and Korean has been created by electronics corporation Panasonic. The device, given the brand name *megahonyaku*, is being tested by Tokyo police and train station staff in response to the growing numbers of foreign tourists in Japan and to prepare for the influx of visitors expected for the 2020 Olympics. The megaphone has 300 pre-set items in its memory, including phrases like "the train has been delayed" and "watch your step." Panasonic plans to manufacture 18,000 of the devices by 2018.

"Translation: Loud and Clear" in EL Gazette #442
January 2017 <www.elgazette.com>

Word of the Year for 2016: *Post-truth*

The *Oxford Dictionaries* announced that their official *Word for the Year 2016* is "post-truth." They define this term as an adjective "denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief." Linguists trace the origin of the term to Steve Teisch, an American playwright, who used it to describe the 1992 Iran-Contra scandal where people had chosen to live "in some post-truth world." Use of the term has spiked since the UK Brexit referendum and the fall 2016 US presidential election.

"New Truth" EL Gazette #442 December 2016
<www.elgazette.com>

Community-Based English Clubs: English Practice and Social Change

by Kathleen F. Malu and Bryce Smedley

This article describes the growing role of English in developing nations, the reality that knowledge of English leads to better career opportunities and the need to practice English beyond the classroom. The authors propose the creation of community-based English clubs, describe their experiences setting these up in Africa and suggest activities that engage members in conversations and action on topics such as democracy, gender equality and environmental protection. They explain the role of facilitators, how to draw up club rules and urge members to democratically elect club leaders. They recommend language activities such as:

- conversation skits based on members' lives
- role plays about social concerns (e.g. drug use)
- debates that deal with controversial issues
- discussions and actions aimed at social change

The authors argue that social change on community issues may be the most important activities these clubs perform. They outline key steps to take in drawing up action plans based on a template from UNICEF. They argue that these English clubs support language acquisition, promote discussion of important issues and strengthen civil society.

English Teaching Forum Vol. 54/3 2016 USA
http://englishprograms.state.gov/forum/

War Reports from Syria by 7-Year Old Girl

The English tweets of an Arab girl under attack in Syria have attracted a global audience. Bana al-Abed, age 7, lives in the besieged city of Aleppo. Last fall, she created a Twitter account to show the world the horrors of war. According to the *New York Times*, her tweets and videos in basic English have reached 81,000 followers worldwide. Bana has been helped by her mother, Fatemah, an English teacher.

"Global Following" EL Gazette #442.
December 2016. <www.elgazette.com>

WANTED - CONTRIBUTIONS!

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

Language Education Events

- **TESOL Colombia: "**Think Global, Act Local"
  May 11 - 13, 2017 Columbia (S. America)
  Web: <www.tesol-colombia.org/>
- **Bulgarian English Teaching Assoc. (BETA)**
  Lg. Teaching: Creating Bridges to the Future
  June 22 - 25, 2017 Varna (Bulgaria)
  Web: <www.beta-iatefl.org>
- **Asia TEFL / TEFLIN Conference**
  ELT in Asia: Global Citizenship and Identity
  July 13 – 15, 2017 Yogyakarta (Indonesia)
  Web: <http://asiatefl2017.uny.ac.id/>
- **New York State TESOL Annual Conference**
  Empathy in Action: Social Pedagogy / Advocacy
  Nov. 3 – 4, 2017 New York (USA)
  Website: <www.nystesol.org>

More events at: <www.conferencealerts.com>

2017 National Conference

Nov. 17 – 20, 2017 in Tsukuba
< http://jalt.org/conference >

This fall's 43rd annual JALT conference will be held from November 17–20, 2017 in the city of Tsukuba on the theme of *Language Teaching in a Global Age: Shaping the Classroom, Shaping the World*. Plenary speakers for the convention will include Hugh Starkey (*Cosmopolitan Citizenship*), Barbara Sakamoto (*Mandates and Myths*), Gabriel Diaz Maggioli (*Teacher Development*) and Nick Saville (*Data and Devices*). Details coming soon!

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

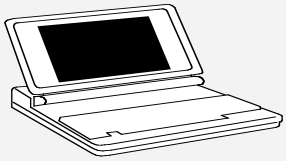
Darwin College, Univ. of Kent, UK
<*www.iatefl.org*> <*generalenquiries@iatefl.org*>

IATEFL 2018 CONFERENCE
Next spring's IATEFL conference will be held from April 10 – 13, 2018 in Brighton, England. Further details to come soon on their website.

- **Submission Deadline:** September, 2017

IATEFL's Global Issues SIG
IATEFL's GI-SIG runs a dynamic website feat-uring global education ideas, resources, activities and e-lessons. The new 2017 SIG Coordinators are
Linda Ruas & J Schoenmann <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

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

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

ESL Etc. (David Royal: Univ. of South Florida)
www.esletc.com

Teachers of English to Speakers of Other Languages

1925 Ballenger Ave, Suite 550,
Alexandria, VA 22314-6820 USA
E-mail <info@tesol.org> Web: <www.tesol.org>

TESOL 2018 CONFERENCE
Next spring's TESOL 2018 conference will be held from March 27–30 in Chicago, Illinois on the theme Sustaining Dialogues Across TESOL Com-munities. Start now to prepare a presentation!

Call for Papers: www.tesol.org/convention2017/tesol-2018-call-for-proposals

Deadline for Proposals: June 1, 2017

Social Responsibility Interest Section (SR-IS)
TESOL's *Social Responsibility* Interest Section (SR-IS) invites TESOL members worldwide to join. Make sure to list this as your primary interest section. For more info, see <www.tesol.org>

SR-IS Chair: Laura Jacob (USA)
<lauraruthjacob@yahoo.com>

Don't forget to renew your Global Issues
MEMBERSHIP / SUBSCRIPTION

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

Conference Information

* www.conferencealerts.com/language.htm
* www.eltcalendar.com/events/conferences/
* www.eslcafe.com/search/Conferences/

Global Issues SIG Forum

Sharing Ideas, Lessons, Resources

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

Our annual Global Issues SIG Forum held at JALT 2016 in Nagoya featured a dynamic set of mini-presentations on the following topics. Thanks to all those who presented and attended this event!

Challenging Students' Image of English
This talk introduced ways to help students correct their view of "English for understanding the West" through the use of Japanese stories. Nobuko Trent (Aoyama Gakuin University) <nobuko@trent.net>

Volunteering 101: Teaching the Basics
This presentation described the structure, design and goals of a semester-long university English course on the topic of "volunteerism". Juhi Gupta (NUFS, Nagoya) <juhi@nufs.ac.jp>

Activity: Ethnocentrism and Cultural Bias
This talk introduced an easy activity to help students understand ethnocentrism, bias and taboos through creating their own cultures. Gordon Carlson (Otemae Univ.) <gordy@otemae.ac.jp>

Introducing the UN Global Goals
This session outlined an EFL lesson designed to introduce students to the United Nations' *Global Goals for Sustainable Development*. Brent Simmonds (Aichi Gakuin) <brentoldchap@gmail.com>

Using TED Talks in Language Classes
This session introduced a new approach to simplifying global issue TED talks using Powerpoint and interactive listening activities. Mark Shrosbree (Tokai University Univ.) <markshros@gmail.com>

Non-Fiction Film: Resource for Global Issues
This talk highlighted good social and global issue films for EFL classes as well as teacher resources and teaching ideas. Beverley Lafaye (Tokaigakuen University) <belafaye@tokaigakuen-u.ac.jp>

Teaching about Vietnam
This session described classroom ideas for teaching about Vietnam including student presentations on the Vietnam War, environmental problems and Vietnamese refugees in the USA. Hitomi Sakamoto (Toyo Gakuen Univ.) <hitomi.sakamoto@tyg.jp>

Imagine the World is an Apple
This session described a high-impact 20-minute classroom activity for introducing "global issues" that engages students' attention and motivation. George Higginbotham (Hiroshima Kokusai Gakuin University) <gmhigginbotham@gmail.com>

The Evolution of a Geography Activity
This talk discussed the design and evolution of an inter-active EFL activity that helps students learn about world geography. John Spiri (Gifu Shotoku Gakuen University) <spiriatwork@gmail.com>

International Events and Communication
This session described ways to help students acquire the cross-cultural communication skills that will be needed for the Tokyo 2020 Olympics. Elizabeth Lange et al (Kaichi International University) <Elizabeth.lange@kaichi.ac.jp>

Teaching Empathy in the EFL Classroom
This presentation shared a variety of teaching ideas, activities, materials and resources designed to promote language learners' innate sense of empathy. Sarah Sanderson (International Christian University Tokyo) <sanderson.58@osu.edu>

Global Issues through World Heritage
This talk discussed how teaching about world heritage sites engages students with global issues such as human rights, poverty, peace and the environment. Noriko Okuda (Aichi Tempaku Senior High School) <noriko_okuda_88@yahoo.co.jp>

Exploring Ethics and Soft Skills
This talk described a course designed to excite interest in global organizations, resources, taboo topics and global institutions. Matthew Davies (Gifu/Nagoya) <civilmediaproject@gmail.com>

Raising Awareness: One-Minute World News
This presentation introduced a writing/speaking activity in which students take turns sharing one news item from around the world, both on-line and in the classroom. Dorota Matsumoto (Heian Jogakuin Univ.) <d-matsumoto@heian.ac.jp>

Building Global Citizens
This presentation shared the stories of 10 Japanese learners and their development as global citizens through overseas volunteer projects with *Habitat for Humanity*. Charles Kowalski (Tokai University) <charles@keyaki.cc.u-tokai.ac.jp>

Other Conference Presentations

A Genre Analysis of President Obama's Reddit
This poster analyzed the genre and register of an interview with President Obama that was conducted on Reddit, a website with global reach. Robert Dykes (Fukui University) <robertd.jp@gmail.com>

Classroom Strategies for Critical Thinking
This poster session introduced ways to teach four categories of critical thinking: logic, inquisitiveness, objectivity and evidence-based judgment. Monica Hamciuc (Miyazaki International College)

Predatory Conferences Stalk the Groves
This poster outlined the dangers of predatory for-profit conferences and explained the results when nonsense proposals were submitted. James McCrostie (Daito Bunka U.) <jamesm@ic.daito.ac.jp>

Enhancing the English of Tourism & Hospitality
This poster discussed how to improve the teaching of hospitality English and the results of a survey given to tourism majors in Taiwan. Guo, How-Ran (Chang Jung University) <yvonneyct@yahoo.com>

Dining Internationally: CLIL Project
This poster described a "World Food Culture" project where Japanese learners surveyed foreign students about their native cuisines. Akiko Tsuda (Nakamura Gakuen) <atsuda@nakamura-u.ac.jp>

Adaptation to Accented English
This presentation described the results of a survey in Taiwan which looked at how well young EFL learners were able to adapt to non-native accents of English. Hu, Chieh-Fang (University of Taipei)

Teachers Helping Teachers THT SIG Forum
This forum described teacher training workshops run by THT volunteers in Laos, Vietnam, Nepal, Kyrgyzstan, Bangladesh and Myanmar. Mike Furmanovsky (Ryukoku U.) <thtjalt@gmail.com>

Teaching via an Imaginary Company Website
This workshop described an EFL simulation in which students created websites for imaginary companies, then interacted with each other. David Yoshiba (Ibaraki Christian Univ.) <dcy@icc.ac.jp>

A Critical Look at Culture in EFL Materials
This talk took a critical look at how traditional teaching approaches in EFL texts often contradict ideals of intercultural education. Michael Hollenbach (Konan Univ.) <mdhollenback@gmail.com>

Fukushima: Teaching Trauma Survivors
This presentation presented ways to successfully engage language learners who have a history of trauma due to war, terrorism and natural disasters. Victoria Wilson <victoria.wilson@usq.edu.au>

Cultural Understanding and Academic Writing
This provided ideas for preparing students to write about similarities and differences between another culture and their own. Justin Foster-Sutherland (Kaihou HS) < jfostersutherland@gmail.com>

Culture Shock, Conspiracies and Ghost Stories
This talk described the benefits of extensive reading using MacMillan's *Read Smart Readers*. Andy Boon (Nellies) <bromleycross@hotmail.com>

CLIL Lessons on the Olympics for Global Ed.
This session introduced CLIL classroom lessons developed by the global education group ESTEEM for teaching about the Olympics. Junko Machida (Tokai University) <admin@esteemjapan.com>

Gender Representations in a Modern EFL Text
This talk examined visual, audio and linguistic depictions of how men and women are portrayed in a modern EFL text. Jordan Svien (Hiroshima Bunkyo Women's U.) <jsvien.becc@gmail.com>

English for Police: Practical Activities
This described the problems police face in dealing with foreign residents, then introduced English role-play tasks designed to help. Michael Wilkins (Kwansei Gakuin) <michaelrwilkins@gmail.com>

Language Teaching: Culture and Environment
This session outlined content-based approaches to teaching about culture and environmental issues from the presenter's new book. Greg Goodmacher (Keiwa College) <ggoodmacher@hotmail.com>

21st Century Teaching with TED Talks
This introduced ideas for using TED talks in class plus a project-based course that supports TEDx events. Jay Klaphake <j_klaphake@kufs.ac.jp>

Transforming Students into Global Citizens
This talk looked at ways in which language teachers can educate for global citizenship and help transform students. Joseph Haldane (IAFOR)

Opening Minds to Blindness: A Way Forward
This session described the challenges, solutions and benefits of integrating blind EFL learners into regular "sighted" classrooms. Boguslaw Marek (John Paul II Catholic University of Lublin)

Gender, Disability and Transformation
This presentation introduced classroom materials (prose, poetry, data, films, songs) for teaching about gender and disability. Jane Nakagawa (Tokoha University) <janejoritznakagawa@gmail.com>

The Paperless Writing Course Made Easy
This workshop showed teachers how to create an almost entirely digital writing course that reduces work while enhancing the writing process for EFL students. Chris Gallagher (ICU) <chris@icu.ac.jp>

We Speak English So Why Aren't We Friends?
This talk discussed how foreign students in Japan often feel marginalized and shared ideas on how to help them build relations with Japanese students. Juanita Heigham (NUFS) <jheigham@nufs.ac.jp>

Transforming Attitudes to World Englishes
This poster described a survey that exposed adult learners to nine international accents of English and showed how this changed their attitudes to using World Englishes. Blair Barr (Tamagawa University)

Sensitive Issues in the Conversation Classroom
This poster introduced tips to help EFL teachers more effectively approach sensitive issues such as AIDS, nuclear power and gender. Louise Haynes (Nagoya City U.) <louise@hum.nagoya-cu.ac.jp>

Planting Seeds of Plurilingualism in Japan
This talk argued that Japanese elementary school children should learn about, hear and practice a wide variety of world languages. Monika Szirmai (Hiroshima Int'l U) <szirmaimonika@gmail.com>

English as a Lingua Franca in Thailand
This reported a study of a Japanese student who joined a 10-month international exchange program in Bangkok. Daisuke Kimura <dxk968@psu.edu>

Critical Thinking SIG Forum
This forum introduced ideas on how to integrate critical thinking into EFL classes in Japan. James Dunn (Tokai U.) <james.d.dunn@outlook.com>

Global Aspirations, Local Identities and ELT
This presentation examined the interplay between language users' global aspirations, their local identities and localized varieties of English. Fred Anderson (Kansai Univ.) <fred@kansai-u.ac.jp>

Tasks Within a TASK: A Model UN Plan
This talk explained how a sequence of task-based lessons enabled high school students to successfully complete a Model United Nations. Eunice Tan (Osaka Senri HS) <eunicesenri@gmail.com>

Critical Awareness of Language Myths
This talk analyzed common myths concerning English education and emphasized communication abilities that promote active, critical, reflective social engagement. Ryuko Kubota (UBC, Canada)

Engaging Learners in In-Class Questioning
This presentation discussed the problem of shy, inhibited learners and shared ways to encourage students to ask questions in class. Masum Billah (Bangladesh) <massumbillah65@gmail.com>

Building a Friendly Classroom Community
This introduced ways to build a friendly classroom community where students express their unique identity. Sandra Wigmore (Kawasaki Int'l School)

National Education Policy & Identity Formation
This explained MEXT's 2014-2020 plan to use EFL to reinforce students' Japanese identity and raised fears about ethnocentrism and gender bias. Gerry Yokota (Osaka U.) <gyokota@gmail.com>

Teaching English to Mentally Ill Students
This talk outlined ways to teach English to mentally ill students and described success stories that enabled students to join regular college EFL classes. Miki Koyama (University of Edinburgh)

Portals in Our Pockets: VR in EFL Classes
This talk described how Virtual Reality (VR) will revolutionize education and shared ideas on how to integrate VR into language classrooms. Josh Brunotte (Nanzan Univ.) <JoshBrunotte@gmail.com>

Stereotypes in Humor: From Taboo to Teaching
This session argued that, humorous stereotypes (in jokes, sit-coms, ads), rather than being taboo, can help students to develop key skills of cross- cultural analysis. Joseph Dias (Aoyama Gakuin University)

World Folktales in Extensive Reading Classes
This talk discussed the benefits of using world folktales to teach English and raise cultural awareness. Anna Loseva <lateaching13@gmail.com>

Investigating Definitions of "Super Global"
This analyzed the results of a survey that asked 12 faculty members at a Super Global university to define what *super global* means. Aaron Sponseller

Foreign Faculty Integration and Globalization
This discussed the lack of integration of foreign faculty in Japanese universities and how to bridge rhetoric and reality. T. Nishikawa (Kyoto Sangyo U.) <thomas.nishikawa@online.liverpool.ac.uk>

Korean & Japanese English Café Conversations
This talk reported on a study in which conversations between Koreans, Japanese and others were recorded, analyzed and compared. Kimiko Koseki (Toyo Eiwa University) <koseki@myad.jp>

Making English Teachers Global Educators
This talk (in Japanese) discussed the need for EFL teachers in Japan to see themselves as global educators and shared ideas for improving EFL teacher training. Ayako Suzuki (Tamagawa University)

Make a Deeper Impact for 21st Century Learners
This talk introduced teaching methods and materials designed to promote global citizenship, critical thinking, creativity and collaboration. Thomas Fast (Okayama Univ.) <fieokayama@gmail.com>

Learning Outside of the Classroom
This poster introduced a campus *Global Commons* center designed to promote language acquisition and globalization. Eriko Teuber (Kyoto Sangyo U)

University Students' Global Career Selves
This reported on a university program that assists students to develop a stronger global career vision as well as interest in English via self-branding and visualization. Sachiyo Takaoka (Tsuda College)

Service Learning as Transformative Education
This session discussed the value of service learning for EFL students in Japan and introduced innovative programs designed at Otemae University. Kathryn Tanaka <k.tanaka@otemae.ac.jp >

Effective Skype Exchanges in Primary EFL
This talk discussed the challenges of a 1-year EFL Skype exchange between primary school children in Japan and Australia. Mark Christianson (Keio Yokohama Elementary) <mark@z5.keio.jp>

Weaving a Tapestry of Cultural Understanding
This talk introduced EFL activities and materials designed to promote the cultural awareness of students preparing for overseas study. Caroline Latham (Meio Univ.) <kamadutoo@yahoo.com>

Student Impact Analysis of GILE Classrooms
This shared the presenter's MA thesis research about the impact of global issues curricula on student attitudes and actions outside the classroom. Sarah Sanderson (ICU) <sanderson.58@osu.edu>

EL Seminars: Boutique Learning Experiences
This poster explained how a campus "English Lounge" offered seminars and events on topics from *Hawaii* and *Business English* to *Israel Today*. Shari Berman <sjberman@hirosaki-u.ac.jp>

Using News in an EAP Classroom
This poster reported on how activities using news in EAP classrooms affected students' academic writing and awareness of world affairs. Asako Takaesu (Soka Univ.) <asatakaesu@gmail.com>

Pragmatics of Political Speech: Abe vs Obama
This compared the rhetoric of political speeches by President Obama and Prime Minister Abe and analyzed how each dealt with controversial issues. Nobuko Trent <nobukotrent@gmail.com>

Culture through English: A CLIL Course
This described a *Culture through English* course that taught basic knowledge about English cultures. Luke Blower <luke.blower@yahoo.co.uk>

Persuasion in Intercultural Communication
This poster explained how students analyzed UN women's rights speeches by Hilary Clinton and Malala. Satoko Hamamoto (Yasuda Women's U)

World News in Class
This argued that English teaching has political dimensions and that teaching world news can help promote global understanding. Naomi Murakami

Stop Press! Using BNE in Academic Listening
This workshop demonstrated a 3-stage lesson for academic listening based on news stories from the site <www.breakingnewsenglish.com>. Naheen Madarbakus (Korea U.) <nring@hotmail.co.uk>

Language Learning and Helen Keller
This session described how Helen Keller, blind and deaf, rapidly acquired language skills and how the techniques she used can be adapted to college EFL. Miriam Black <mblack@toyoeiwa.ac.jp>

(Inter)Nationalist Discourse in SHS Textbooks
This talk discussed sentence-level ideologies of linguistic and cultural ownership in Japanese high school EFL textbooks. Rob McGregor (Motomachi Hiroshima HS) <rjm78@hotmail.com>

On-Line Cooperation with Filipino Teachers
This session described how giving multiple Skype presentations to teachers in the Philippines raised the confidence and motivation of 1st year Japanese college students. Sandra Healy <healy@kit.ac.jp>

Role-Playing Adventures for Content Courses
This described how social studies simulations can activate EFL classrooms using role plays about the 1929 stock market crash and the US reconstruction era. Eric Gondree (Nagoya) <ericg@nufs.ac.jp>

Using a Bomb Defusal Game to Make Sts Talk
This outlined the benefits of using a cooperative *Keep Talking and Nobody Explodes* bomb defusal simulation for college EFL classes. Manuel Senna (Kwansei Gakuin Univ) <mansenna@gmail.com>

Gender Issues in Classroom Interaction
This session asked whether EFL teachers provide equal time and equal treatment to male and female students, then provided classroom data. Kathleen Cahil (St Mary Jo Gakuin) <cahillks@yahoo.com>

Using Pop Culture to Teach HIV / AIDS
This talk showed how pop culture can be used to raise awareness of HIV/AIDS using music videos, on-line interviews and the movie *Philadelphia*. Damian Lucantonio <damian@bunka.uec.ac.jp>

Transforming Learners into Change Makers
This talk discussed the attributes of leadership and activity projects that transform EFL students into leaders Kevin Knight <knight@kanda.kuis.ac.jp>

Learning About the World via Colorized Photos
This described how having students colorize old photos led to dialog across generations & cultures. O. Sahara <sahara.osamu@tokushima-u.ac.jp>

Adapting Historical Documents for EFL
This talk described the value of historical documents and shared ideas on how to adapt these for EFL. Todd Hooper <todd.hooper25@gmail.com>

The *Asia Summer Program*: An Asian Learning Experience in Japan

by David Williams (Josai International University, Tokyo)

Introduction

In recent years, Japanese higher education has seen an enhanced drive to promote internationalization. This push to 'globalize' is epitomized by the 2009 *Global 30* (G30) program and the 2014 *Top Global University Project* (TGUP) - two initiatives of the Japanese Ministry of Education (MEXT) that are geared towards developing the international profile of Japanese universities.

The G30 provided 13 universities with ¥200-300 million annually. This was followed by the TGUP which grants assistance to universities of up to ¥420 million annually until the year 2023. Its aims are to raise foreign student enrolment, expand the growth of English medium programs and encourage universities to take a more strategic approach towards international educational cooperation (Shimmi and Yonezawa, 2015).

For universities with a clear management approach, the benefits of receiving such sustained MEXT support are clear. However, with just 37 universities selected for the TGUP, a key question that remains is what should the other 700+ universities that have *not* received any monies do to globalize? One solution, according to Sandhu (2015), is for universities to adopt innovative strategies using existing networks of global partners.

Josai International University and the AUPF

Josai International University (JIU) is a multi-campus private Japanese university of 6,000 students. It was established in 1992 with a network of over 100 global partners. Due to its outward-looking vision towards international education, JIU is ideally positioned to put Sandhu's observations into practice. With this in mind, in 2005 the university helped to found the *Asian University Presidents' Forum* (AUPF), an alliance focused on developing international education in Asia. From five founder members, this has grown to be a network of over 50 universities that work to promote the globalization of education in Asia through student exchanges and international programs.

Arguably the most successful AUPF initiative is *the Asia Summer Program* (ASP), an annual 3-week for-credit program that welcomes up to 250 students from AUPF member universities to one of the founding institutes that acts as host. The ASP features an academic program together with cultural and friendship activities. It was first held at Petra Christian University in Indonesia in 2012. In July 2015, JIU acted as the program's 4th host.

The Asia Summer Program 2015

Prior to holding ASP 2015, a busy schedule of administrative planning was drawn up in 2014 and a taskforce was established headed by the Director of JIU's *International Education Center* with representatives from each faculty and campus. Progress meetings were held on a bi-weekly basis and key tasks carried out such as preparing English documentation and setting up a website and social media platforms. At the same time, a committee of 15-20 Japanese student helpers was created to plan a program of cultural and extracurricular activities that would form a cornerstone of the ASP.

At an early stage, it was decided to hold the ASP 2015 at all three of JIU's campuses (two in Chiba, one in Saitama). Participating students pre-selected their campus according to the academic content offered. This required 3 sub-administrative structures to be set up that could allow for the inter-campus pooling of resources and ideas.

Japan	▪ Josai International University
South Korea	▪ Dongseo University
China	▪ Shenyang Normal University
Philippines	▪ Pan Pacific University
Indonesia	▪ Petra Christian University
Malaysia	▪ University of Malaysia Perlis ▪ Tunku Abdul Rahman University
Thailand	▪ Bangkok University ▪ Naresuan Christian University ▪ Rajamangala Univ. of Technology

Table 1 Asian Universities Participating in ASP

The ASP 2015 welcomed 140 students from 12 universities in 8 Asian countries together with 12 academic staff from AUPF founder members. The modular academic program included courses on tourism, culture, language and entrepreneurship. Students selected one course from 3 possible options for each of two sections (Table 2). These courses ran during the mornings for fifteen 90-minute sessions. The 18 courses that were offered were taught by six JIU academic staff and by three academics from each of the four AUPF founder members. Accommodation and outsourced catering for students and staff was provided at each respective campus, or at nearby hotels.

In the afternoons, a program of cultural exchange activities was offered. This was prepared and run by Japanese students, and included dance, culinary skills, traditional sports, local festivals,

homestays and sightseeing visits to Tokyo. At the end of the 3-week program, an optional 2-day sightseeing program to Mount Fuji was offered.

	Section A (Period 1 classes)	**Section B** (Period 2 classes)
Campus A	1 Culture and tourism in Korea 2 Wine Studies 3 Japanese Language	1 Tourism Destination Marketing 2 Heritage Tourism in Indonesia 3 English for Academic Purposes
Campus B	1 Japan and West-ernization 2 Welfare and Culture in Japan 3 Critical Thinking Skills	1 Japanese Culture & Arts 2 Understanding Indonesia 3 Business and Economy in Japan
Campus C	1 Korea as a new power in Asia 2 Effective Public Speaking 3 Entrepreneurship	1 Global Business Excellence 2 Healthcare, Food and Medicine 3 Practical Japanese

Table 2 Academic Program for ASP 2015

Successes and challenges

Welcoming a large group of Asian students for a program like the ASP is a major undertaking but one that can offer a number of merits for students, the host university and partner institutes.

First, the ASP format created a short-term 'ready-made' international environment for Japanese students. This was very effective for motivating 1st year students about to embark for study abroad and popular with 3rd year students returning from sojourns overseas. A key issue for educators in Japan is how to sustain the motivation of students returning from overseas. Anecdotal evidence suggests that programs like the ASP can provide one possible answer. The 'readymade' international environment was also a solution for students who, for financial or other reasons, were unable to join other study abroad programs.

A second merit is the leadership opportunities that the program created. Not only did Japanese students collaborate to design cultural activities but also acted as mentors, advisors and leaders for their guests during the program itself. In this latter role, the ASP provided students with ample opportunities for English practice with *Asian* speakers rather than with English native speakers. As more than 80% of Japan's inbound visitors are from non-native English-speaking Asian countries, such experience is invaluable for students planning to enter the tourism or hospitality industries in Japan.

Holding the ASP also benefitted our university by enabling it to realize goals similar to those set by the 37 TGUP institutes. In addition to internationalizing student life and involving foreign students, by offering an academic program taught exclusively in English by staff from international partner institutes, the ASP exemplifies the notion of strategic international educational co-operation. Since the program offers transferrable credits for academic courses, it champions the idea of international compatibility in higher education. Such benefits can only be of help to participating institutes in their goal to reach a 'global' standard.

Despite receiving positive testimonies, holding a large multinational program like the ASP can present a number of challenges. In addition to administrative headaches caused by the multi-campus format, the lack of administrative staff able to produce documentation in English acutely flagged the challenges Japanese universities face in developing a campus-wide English environment.

Perhaps the most significant challenge for our university, however, was *Ramadan*, the Islamic month of fasting, part of which fell during the first week of ASP 2015. The program welcomed 30 practicing Muslims (10 at each campus). Although Japanese organizers were aware of food sensitivities, it was not possible to find a local catering service that would prepare freshly cooked meals at 5 a.m. when Muslim students needed them. Instead breakfasts were prepared the night before and given as *bento* lunch boxes. This created some criticism at the start of the program and required a director-level response to ensure student satisfaction. Although awareness of *halal* and other dietary requirements is growing in Japan, the experience can act as a lesson for universities planning to expand their presence in Asia.

As a means to improve a university's global credentials, programs based on networks of overseas partners can be effective for internationalizing Japanese universities. Although not without challenges, a program like the *Asia Summer Program* can be a template for Japanese higher education institutes that have not received government funding but are eager to globalize and offer innovative global education programs.

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Five Steps for Starting a Human Rights Club

by Monisha Bajaj (University of San Francisco, USA)

Dr. Monisha Bajaj is one of the leading scholars on human rights education in the United States. In 2014, her research team launched a human rights club for newly arrived refugee and immigrant youth at a public high school. In this article, she captures best practices for starting a human rights club at your school and explains how this club can help prepare students to be global citizens who organize for social change. Pocket these ideas for Human Rights Day on December 10—and beyond.

Introduction

Separated from her family, Seng* barely escaped human traffickers after fleeing political violence in Myanmar as a teenager. By the time Seng received asylum in the United States, she had already lived in two countries. Seng became active in the human rights club at her school as a high school senior and used the information to make sense of her migration experiences and current realities. About the club, Seng says, "Every week, every activity, every field trip, we learn something. I learned that a lot of people are fighting for human rights. It is a great club, and I'm really happy to be in it."

In the United States, human rights activists have a strong legacy, ranging from abolitionists and civil rights leaders—like Martin Luther King Jr., Malcolm X, Ella Baker and Rosa Parks—to leaders of movements for women's rights, workers' rights, immigrant rights and LGBT rights.

High schools are ideal sites for preparing youth, like Seng, to be global citizens equipped with human rights knowledge. Forming a human rights club at your high school can allow students to engage with historical and present-day issues, and to organize for social change. It is important not to just present doom-and-gloom examples of human rights violations week after week, but to also highlight how individuals and communities are fighting for their rights every day, all over the world. Presenting human rights as an active force for social justice is the key to a successful and inspiring club.

Five Steps

Here are five steps for starting a human rights club.

1. The setting: Find other teachers who are willing to support club activities, and identify a club advisor. Network with teachers who are running successful human rights clubs in other schools. If your school has a Gay-Straight Alliance, Model United Nations, Amnesty International or a Global Film Club, think about how you might work together with these groups to get interested students involved. Find a time and place for the club to meet.

2. The content: In our club, we have approximately 30 weekly sessions per year. Some sessions focus on human rights knowledge (7 sessions), others focus on examples of violations and fulfillment of human rights (7 to 8 sessions), and more address individuals organizing for social change and involve a student-led campaign around a particular human rights issue (15 sessions). Field trips, guest speakers and films can also be great ways to introduce examples of human rights activism. Some great early activities to establish human rights knowledge include:

- Having students create their own list of basic rights and comparing it with the *United Nations Universal Declaration of Human Rights* (UDHR). A plain-text version of this is at: www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf
- Showing the short documentary *The Story of Human Rights* to students and discussing it with them.
- Asking students to create human rights collages with media images that reflect a right from the UDHR.
- Identifying violations and fulfillments of the UDHR.
- Taking the human rights temperature of the school and developing action plans for addressing issues that are identified, such as bullying, bias, lack of safety or disproportionate forms of school discipline.

3. The pedagogy: Participatory activities and community building among the participants are essential. In each club meeting, consider running a short check-in (10 minutes), a fun ice-breaker (15 minutes) and an activity / film / lesson plus discussion (45-50 minutes). You can find a variety of sample team building exercises on-line.

4. Media and film: Be careful not to traumatize youth by exposing them to media that are too advanced or graphic for their level. In our club, we focus on examples of individuals taking positive action for human rights. Some good films that we

found appropriate for high school students include:

- *Freedom Riders*
- *Girl Rising*
- *La Cosecha*
- *The Lady*
- *Persepolis*
- Student-produced films of *Global Action Project* in New York City
- Teaching Tolerance film kits, such as *Selma: The Bridge to the Ballot*
- *War/Dance*

In the case of long films, we broke up watching them over two to three club sessions to allow ample time for discussion of each segment. We also chose films that showed students' home cultures and backgrounds as a way for them to "see themselves" in the curriculum.

5. Action: It's important to not just teach *about* human rights but to also teach *for* human rights. Whether it's writing letters, educating the school community about pressing issues or organizing or participating in a campaign—our students helped organize an immigrant rights march around the neighborhood of their school—speaking up about injustices is an integral part of human rights education.

A human rights club can be a great venue for students interested in local and global issues to learn about universally agreed upon principles that guarantee basic dignity and rights to all people. It can be one way to build empathy, foster solidarity and spark a lifetime of activism for positive social change.

Additional resources:

- The curriculum and resource list of *Advocates for Human Rights*
- *Amnesty International*'s educator resources
- The programs at *Coexist*
- The educator resources available from *Facing History and Ourselves*
- "Teaching About Human Rights," a special issue of the publication *Radical Teacher* that includes an article on our human rights club
- The films and teacher-facing resources from the *Upstander Project*
- The resources and curricula offered by the *Speak Truth to Power Initiative* of the *Robert F. Kennedy Memorial Center for Human Rights*

**This student's name has been changed.*

Monica Bajaj is an associate professor of international and multicultural education at the University of San Francisco, where she directs the M.A. program in human rights education.

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- This article is available on-line at: www.tolerance.org/blog/five-steps-starting-human-rights-club
- Underlined hyperlinks can be accessed on-line.

Teaching Tolerance
www.tolerance.org

Teaching Tolerance is dedicated to reducing prejudice, helping students learn respect for differences and bolstering teacher practice. It produces and distributes educational materials (anti-bias films, books, lesson plans) that reduce prejudice and promote educational equity. These are all provided free of charge to teachers and schools in the U.S. and Canada. Its twice-yearly magazine is sent out to 450,000 educators, tens of thousands of educators use its free curricular kits and over 5,000 schools participate in its annual *Mix It Up at Lunch Day* program. Go to their site to see:

- their great databank of classroom resources
- their professional development materials
- their publications, film kits and webinars
- back issues of their dynamic twice-yearly classroom magazine *Teaching Tolerance*
- their literacy-based anti-bias social justice curriculum *Perspectives for a Diverse America*

Southern Poverty Law Center
www.splcenter.org

The *Southern Poverty Law Center* (SPLC) is a non-profit organization that combats hate, intolerance and discrimination through education and litigation. The SPLC was founded in 1971 by civil rights lawyers Morris Dees and Joseph Levin Jr. to ensure that the promise of the civil rights movement became a reality for all. Since then, they have won landmark legal victories on behalf of the exploited, the powerless and the forgotten. Their lawsuits have toppled institutional racism, destroyed some of the nation's most violent white supremacist groups and protected the civil rights of children, women, the disabled, immigrants, migrant workers, the LGBT community, prisoners and others who face discrimination, abuse or exploitation. Check out their website to learn about their current campaigns, resources, publications and view their online "Hate Map" that shows the location of hate groups in the US.

Learning Through Volunteering: Translating Letters for an NGO

by Tomoko Sugihashi (Showa Women's University, Tokyo)

Introduction

In this short article, I would like to introduce one activity (*Translating Letters*) from a course entitled *Volunteering in English* offered at Showa Women's University. In order to obtain credit for the course, students are required to do over 30 hours of volunteer work outside of class time for various NGO organizations, including translation of correspondence between Japanese fund donors (sponsors) and overseas recipients (foster children) of those funds. Other volunteer work includes students acting as interpreters between church staff and tsunami victims in Ishinomaki as well as helping with kids' events for Japanese children learning English at an English language school.

The project and the class

This project started in 2004 as part of the *Good Practice* (GP) project application to the Japanese *Ministry of Education, Culture, Sports, Science and Technology* (MEXT). The author took up a post at Showa Women's University a few years later and took over this class in 2009.

The class is an elective lasting two semesters and is open to students from any department. It's often taken by 3rd year students majoring in English, with about 10-20% of students from other non-English departments. Students usually have opportunities to be involved in letter translation three times per term and six times in total.

The NGO organization

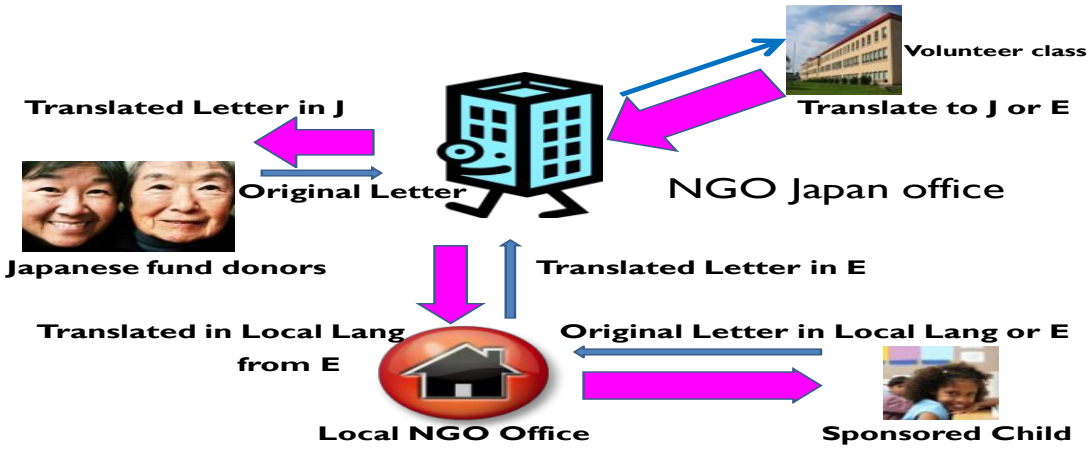
For this class translation activity, our class works with the organization *Plan Internationa*l. According to its website, this was started in 1937 by British journalists and is "an independent child rights and humanitarian organization committed to children living a life free of poverty, violence and injustice." The Japan office of *PLAN International* opened in 1983 and supports children in 51 countries through various programs and activities.

One of these is a child sponsorship program that aids children in developing nations through monetary donations from Japanese nationals. As a token of this relationship, sponsored children exchange letters with their Japanese donors. The letters from sponsored children are collected at the local NGO offices overseas, then sent to the Japan office together with an English translation. The Japan office has over 300 volunteer translators. Our Showa Women's University class, *Volunteering in English*, has been registered as a volunteer translation team for over 10 years. As the number of volunteers has expanded, the Japan office created an online database to regulate the form and translation of letters as well as to aid translators.

Letter translation process

The chart below illustrates the circulation of the letters sent between Japanese donors and their sponsored children overseas. (The images used are not officially related to the activity).

Letters are sent to our class from the Tokyo office of *Plan International* which is located near the university. Students translate both Japanese letters written by Japanese donors into English as well as English letters written by recipient children into Japanese, then deliver these to the Plan office. Students' translation drafts in both languages are checked by the class instructor before being finalized. As students are not familiar with typing letters, the arrangement of spacing and balancing of the letter



on the paper is also checked and adjusted. The NGO requests that both the original letter and the translation be returned together as a set to their office within three weeks of the initial arrival date. One of the class rules is that the last student to hand in the final translation is assigned to deliver all the letters to the Plan office. This gives the students an incentive to adhere to the "due date" requirement, as the Plan office is a 15 minute walk away from the campus.

Letters from overseas usually have two sheets stapled together: one from the sponsored child written in the local language and the other a translation into English by local volunteer staff in that country. Children sometimes draw pictures such as flowers and animals on the back of the paper or on a separate sheet as a small gift to their Japanese sponsors.

The contents of their letters are often about the weather, family, local and school events, and daily life, with an expression of gratitude for the support and response of the letter they received. Unfortunately, the attached English translations, done by the local communal staff, are not always specific or grammatically correct, and sometimes students are uncertain about the precise meaning. Although letters are sent to Japan from many developing nations, these are particularly numerous from the following countries:

- **Asia:** Bangladesh, China, India, Indonesia, Nepal, Pakistan, Thailand and Vietnam.
- **Africa:** Burkina Faso, Egypt, Ethiopia, Guinea, Mali, Sudan, Tanzania, Zambia Zimbabwe
- **Central and South America**: Bolivia, Brazil, Ecuador and Mexico.

Letter content and format

The Japanese sponsor letters are usually about the weather and climate where Japanese donors live, as well as their daily lives and some introduction to Japanese culture. Some letters include questions and encouraging messages to their foster children, such as "Study well!" and "Help your parents with house work".

Letters are usually short, although they tended to be more expansive at the time of the Tohoku earthquake in 2011. Many letters at the time included descriptions of the aftermath of the quake and tsunami and attached related newspaper articles. Apparently, the NGO stopped requesting new translation volunteers due to fewer letter exchanges. The organization's website also encourages Japanese donors to send letters by e-mail directly to the local offices overseas where foster children are registered if that does not present a language problem.

Culture and translation

Students' mistakes from translating Japanese letters were often due to a lack of geographical or sociological knowledge of Japan. There were also English grammar errors, which are often observed as mistakes in SLA, such as confusion of articles, singular/plural nouns, synonyms, and direct translations. The following are some examples:

* 1. A pyramid is one of the world heritages that I want to see.
* 2. My favorite fruit is an apple.
* 3. One day I wish we meet each other.
* 4. From now on, it is a crop season of rice.
* 5. In our house, we have many persimmons. (instead of "The persimmon trees in our garden have a lot of fruit").

Translating English letters from abroad, however, raises students' international awareness of overseas cultures, by learning about events such as *Dasain* (a Hindi festival), sports such as cricket, things such as latrines as well as foreign greetings including religious expressions that the Japanese language does not have. The following are just a few examples from the English letters received:

6. They are sending you greetings of Bangla New Year 1422.
7. May God give you a lot of joy, good luck and success in your everyday life.

While students may lack confidence in correctly understanding and writing English sentences, they usually find writing in Japanese harder. This is because they don't have many opportunities to use Japanese honorifics, or even to write letters, so unexpected mistakes occur. Some students use *katakana* to spell out words rather than render them into *kanji* characters, a habit that might have come about by their familiarity with the overuse of *katakana* words in Japanese fashion magazines.

Student responses

Every year, at the end of the course, students' feedback about the class was collected. The following extracts show some of the feedback with regard to the letter translation activities. Most of the comments reproduced here are exactly as they were written in English, with the author adding some words if the meaning was not clear.

I had no idea how I could translate, but thinking about it helped me grow. It was great experience and I learned a lot and enjoyed the work. I felt I could be a bridge connecting people to people.

Difficult from English to Japanese, as I had to use correct Japanese with honorifics. The biggest thing I learned was the child's (overseas) life. In the letter, they wrote about their hobbies and schools. I learned how they live and study, and what (the NGO) does in these countries.

It took much more time than I expected because it was difficult to explain their own culture in another language, but I felt joy that they read letters I translated and I was involved in exchanges between Japan and other countries. I learned how to start and end the letter. Also keeping the original letters with care and typing children's names carefully were good practice.

One difficulty was that there were unfamiliar words in the letters. For example, Ramadan and Eid. Expressions in English such as "greeting through the distance" was difficult to put into Japanese as we usually do not use these expressions. I first thought that translating into English was (would be more) difficult but putting ideas into beautiful (sophisticated and adequate) Japanese sentences were more difficult. I learned cultures and improved my grammar.

I had to choose the words carefully and think a lot how I translate to tell their messages well. Sometimes very difficult words such as god's names also bothered me to translate. However, these works were very worthwhile for me. Also I learned about developing countries and children.

Final thoughts

This course has been one of the most successful the author has experienced due to the nature of the activity; students need to participate to finish the course and be actively involved in various events. Unfortunately, postal letter exchanges are decreasing and being overtaken by online messaging. According to the *Japan National Tourism Organization*, more than 20 million tourists visited Japan last year, but college students' exposure to international experiences whilst in Japan is still limited. Letters can be costly, high-maintenance work compared with online messages, but what letter translation exercises can give students is priceless. Students can enjoy and learn about other cultures as much as possible through this activity as well as acquire practical skills such as typing letters and using Japanese honorifics.

Sugihashi, T. (2015). *Learning through volunteering: Translating letters.* Talk at 41st Annual JALT International Conference on Language Teaching and Learning, Nagoya, Japan.

Sugihashi, T. (2012). Outcome of 10 Month-long "Volunteering in English" Class. *International Association of Technology, Education and Development (IATED)* EDULEARN12 Proceedings CD.

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Plan International
https://plan-international.org
www.plan-international.jp

Plan International is a non-profit charity that works in Africa, the Americas and Asia to improve the lives of children. Its headquarters are in the UK with national branches in 21 countries including Japan. It was founded in 1937 during the Spanish Civil War in order to assist children affected by war. It focuses on issues of education, health, water, sanitation, disasters and economic security. Its programs include:

- an overseas *child sponsorship program* that supports children, their families and communities in more than 50 countries worldwide
- a *Because I Am a Girl* campaign which aims to end gender discrimination and empower girls and young women around the globe

Shin-Eiken Association
< www.shin-eiken.com >

新英語教育研究会

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

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- *Reading the Convention on the Rights of the Child (Takiguchi)*
- *Promoting Acceptance of Cultural Differences (Reiko Maruyama)*
- *EFL Lessons for Intercultural Understanding (Mana Kurosawa)*

Issue # 570 (February 2017) Theme: *Intelligence through EFL*
- *Integrating Peace Education into EFL (Atsuko Akamatsu)*
- *The Sadako Peace Crane Project for Primary School (Eriko Seno)*
- *Reading: Emma Watson's Speech at the UN (Koji Yamamoto)*

Special Feature

Teaching about Jackie Robinson

On April 15, 1947, Jackie Robinson broke the color barrier to become the first black baseball player in the American Major Leagues. This year marks the 70th anniversary of this historic event. Teaching language learners about Jackie Robinson can not only improve their language skills but also…

- inspire students to counter racism, fight prejudice and promote tolerance in their communities
- highlight the importance of courage, grace and non-violence in the face of hatred and prejudice
- demonstrate the power of inter-racial cooperation in working together for social justice

Teaching Ideas

- Have students learn about the life of Jackie Robinson and the civil rights movement by studying the information on pages 18- 19.
- View, study and discuss one of the movies below about the life of Jackie Robinson
- Have students read and report on some of the books about Robinson listed on page 21.
- Have students profile other black athletes who broke the color barrier in their sport
- Have students research pioneering figures in Japan who broke other barriers in society

Jackie Robinson Day

<www.wikipedia.org>

Jackie Robinson Day is an annual Major League Baseball event celebrated each year in the US on April 15th. It was inaugurated in 2004 to mark Robinson's debut and to honor his achievement in ending racial segregation in US baseball. To mark this day, all players, coaches, managers and umpires wear Jackie's number 42 on their jerseys.

Quotes by Jackie Robinson

- *A life is not important except in the impact it has on other lives.*
- *I'm not concerned with your liking me or disliking me. All I ask is that you respect me as a human being.*
- *Life is not a spectator sport. If you're going to spend your whole life in the grandstand watching what goes on, you're wasting your life.*

Quotes about Jackie Robinson

- *Jackie was a pioneer. Not just someone who changed the game of baseball, but all of sports in general.* – Jackie Bradley (Boston Red Sox player)
- *Jackie Robinson struck a mighty blow for equality, for freedom and for the American way of life.* - Ronald Reagan (former US President)
- *Jackie broke the color barrier, not just the black American barrier. You now see other races & ethnicities. That's what it's all about.* – Chris Archer

Research Task: "Historic Firsts"

Have students research the prejudice faced by the following "firsts" and report on these in class.

The first black athletes to succeed in pro sports
- Track and Field: *Jesse Owens, Wilma Rudolph*
- Tennis: *Arthur Ashe, Althea Gibson*
- Golf: *Charlie Sifford*
- Skating: *Debi Thomas*

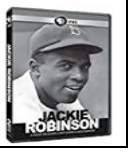
Firsts in Japanese Society (Who was…?)
- the first foreign baseball player
- the first non-Japanese sumo wrestler
- the first mixed race beauty queen
- the first foreign-born politician

Movies about Jackie Robinson

42: The Jackie Robinson Story
Directed by Brian Helgeland (2013)

Have your class watch this Hollywood biopic of Robinson's life starring Chadwick Boseman and Harrison Ford.

Ken Burns: Jackie Robinson (2016)



Check out this new 2016 Ken Burns PBS documentary about the life, legend and legacy of Jackie Robinson.

Websites about Jackie Robinson

Online Information about Jackie Robinson
- "Jackie Robinson" <www.wikipedia.com>
- "Jackie Robinson" <biography.com/people>
- Official website <http://jackierobinson.com>
- JR Foundation <www.jackierobinson.org>
- Lots of great video clips! <www.youtube.com>

Teaching about Jackie Robinson
- PBS <www.pbs.org/kenburns/jackie-robinson/>
- "Jackie Robinson" <www.kidsdiscover.com>
- Brainpop <https://educators.brainpop.com>

Jackie Robinson and Branch Rickey

The Men Who Broke the Color Barrier in American Baseball

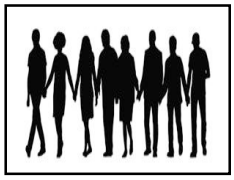
A Baseball Pioneer

Jackie Robinson was the first black baseball player to play in the American Major Leagues. By breaking the color barrier in 1947, he became a pioneer for black athletes in American sport.

Historical Background

Discrimination in the American South

Before the American Civil War, most Blacks in southern states such as Alabama, Georgia and Mississippi were slaves. After the end of slavery in 1865, a harsh system of segregation known as "Jim Crow" was introduced to separate blacks and whites. Racial prejudice against blacks was strong.



The Civil Rights Movement

After World War II, a new "civil rights" movement began in the US. This aimed to end segregation, fight discrimination and bring about equality and respect between blacks and whites.

The Montgomery Bus Boycott (1955)

Blacks in the South were forced by law to give their seats to white passengers and stand or sit at the back of the bus. To protest this, Rosa Parks and other civil rights leaders began a "bus boycott" in the city of Montgomery, Alabama.

School Integration (1957)

Black and white students in the South were not allowed to study together at the same schools. When the US government ordered schools to integrate, local whites protested. The first black students to attend white schools were greeted with hate but were protected by US soldiers.

Lunch-Counter Sit-ins (1960)

Blacks and whites were not allowed to use the same lunch counters. A number of students – both blacks and whites - began sit-ins to protest this policy but they were harassed by local people.

Freedom Riders (1961)

Buses and bus stations in the South were also segregated. Civil rights workers tried to integrate these, but they were often attacked by local whites and by Southern police using clubs and police dogs.

Martin Luther King Speech (1963)

A key event in the civil rights movement was the 1963 *March on Washington* which featured Martin Luther King's speech *I Have a Dream*.

Jackie Robinson and Branch Rickey

Breaking the Color Barrier in Baseball

Until 1947, blacks and whites in the US had never played on the same baseball team. Instead, there were separate black and white leagues. Major league baseball was for white players only.

Branch Rickey

Branch Rickey was the manager of the Brooklyn Dodgers, a white baseball team. He was impressed by the talent of black players and angry at the prejudice that they faced. He was eager to integrate major league baseball so that blacks and whites could play together as equals.

In order to do this, Rickey needed to find a black athlete who was an excellent ball player and a strong person who could deal with racism. Finally, his scouts found the perfect candidate - a young black athlete named Jackie Robinson.

Jackie Robinson

Jackie grew up in California. He was an amazing college athlete with incredible talent. In addition to baseball, he was a star basketball player, a great football player and a track and field champion. His dream was to play professional baseball in the US Major Leagues. There was just one problem - he was black.

Preparing for Integration

Branch Rickey first met Jackie on August 28, 1945. Rickey explained his plan but warned Jackie about the hate he would face as the first black player in an all-white league. He told Jackie that he would have to endure this racism by playing the best baseball he could – not by getting angry, by fighting back or by giving up. Jackie promised that he would do his best.

Joining the Major Leagues

To prepare his plan, Rickey first had Jackie join the Montreal Royals, a baseball team in Canada. Then, when the moment was right, he announced that Robinson – the first black player ever – would join the Brooklyn Dodgers for the 1947 season.

A Hard First Year

Jackie's first year with the Dodgers was hard. Some of his teammates threatened to quit. Rival clubs refused to play against any team that had a black player. Racist spectators called Jackie names, shouted insults and threw things at him. He received hate mail and death threats.

True to his promise, Jackie ignored the harassment and did his best. Luckily, he was supported by Branch Rickey, by his fans and by a number of white teammates such as Pee-Wee Reese.

Awards and Recognition

Despite the hate and racism, no one could deny that Jackie was a great player. He made amazing catches, incredible throws and daring home runs. At the end of the 1947 season, he was voted *Rookie of the Year*. In 1949, he was voted the *Most Valuable Player* of the U.S. Major Leagues.

Jackie Robinson's Legacy

Jackie played major league baseball until 1958. After he retired, he joined Martin Luther King and spent the rest of his life fighting discrimination, and working for civil rights and racial equality.

Jackie was inducted into the *Baseball Hall of Fame* in 1962. He passed away in 1972 at the age of 53. In the year 2013, his story was made into a Hollywood movie called "42".

The integration of American baseball came about because of the actions of two men – Branch Rickey and Jackie Robinson - one white and one black. By working together to break the color barrier, they opened the door to other great black players and helped create the modern world of American sports where athletes are judged by their ability and not by the color of their skin.

black	黒人	to induct	導入する	prejudice	偏見	sit-in	座り込み
barrier	障害	to judge	評価する	promote	促進する	slave	奴隷
civil war	内戦	harassment	嫌がらせ	quit	辞める	slavery	奴隷制度
discrimination	差別	integration	人種的統合	racism	人種差別	threaten	脅す　脅迫する
equality	平等	harsh	厳しい	segregation	人種分離	white	白人

COMPREHENSION QUESTIONS

Introduction

1. Who was Jackie Robinson?
2. What did he do?

Historical Background

1. What were things like before the Civil War?
2. When did slavery end in the United States?
3. What was "Jim Crow"?
4. What began after World War II?
5. What did this aim at?
6. What were Blacks forced to do on buses?
7. How did Rosa Parks and others protest?
8. What was not allowed in southern schools?
9. What did the US government do?
10. What happened to the first black students?
11. What was the lunch counter policy?
12. What did some black and white students do?
13. What happened to them?
14. What were buses and bus stations like then?
15. What happened to civil rights workers there?
16. What key event happened in 1963?
17. What did this feature?

Jackie Robinson and Branch Rickey

1. What was the situation in baseball until 1947?
2. Who was Branch Rickey?
3. What was he impressed by? angry at?
4. What was he eager to do?
5. What did he need?
6. What was Jackie Robinson like?
7. What was his dream? What was his problem?
8. When did Branch Rickey first meet Jackie?
9. What did he tell Jackie?
10. How did Rickey prepare his plan?
11. What did Jackie do in 1947?
12. Was Jackie's first year easy? Why?
13. Who supported him?
14. What awards did Jackie get?
15. What did he do after he retired?
16. What happened in the year 2013?
17. What did Branch Rickey and Jackie achieve?

DISCUSSION QUESTIONS

1. What do you think of Jackie Robinson?
2. What do you think of Branch Rickey?
3. What can we learn from this story?

TASKS

1. Research the US civil rights movement.
2. Find on-line videos of Jackie Robinson.
3. Find a similar story for sports in Japan.

RESOURCES AND INFORMATION

Understanding Prejudice
<www.understandingprejudice.org>

Understanding Prejudice is a great website for studying about prejudice, stereotypes and discrimination. It lists over 2,000 links to teaching resources and organizations with tips, ideas and curricula in its *Teacher's Corner*.

Kids for Peace
<www.kidsforpeaceglobal.org>

Kids for Peace is an active youth organization which is dedicated to "uplifting the world" through love and action. Check out its various activities including *Global Friends, Eco Kids, Peace Heroes* and its *Peace Pledge*.

Oxfam Education
< www.oxfam.org.uk/education/ >

Oxfam Education is a dynamic UK global education website set up for both teachers and students which features information, news and resources about global issues, international themes and world citizenship.

Global Dimension
<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.

Facing the Future
< 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*.

Better World Links
< 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.

Global Issues in the ELT Classroom
< www.globalissues.eu/ >

Global Issues in the ELT Classroom is a British resource pack for English teachers that includes 30 task-based lessons for learners on issues such as slums, climate change, AIDS, poverty, child soldiers, gender and fair trade

Better World Website
< www.betterworld.net >

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

Peace Boat
< 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!

Green Teacher
< 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>

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 >

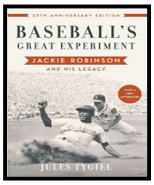
ESL Etc. is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!

BOOKS ON JACKIE ROBINSON AND CIVIL RIGHTS

Check out the following books to learn – and teach - about the American civil rights movement and the dramatic life of Jackie Robinson.

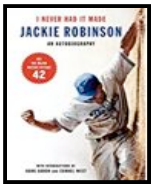
Baseball's Great Experiment
by Jules Tygiel (2008) $17

This classic biography tells the story of Jackie Robinson, his life and times, and the impact of what he did.



I Never Had It Made
by Jackie Robinson (1995) $13

In this autobiography, Jackie Robinson recounts the unique story of his dramatic life in baseball and beyond.

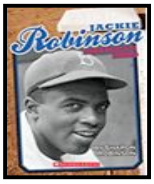


Time for Kids: Jackie Robinson
by Time for Kids (2005) $4

This *Time* book uses photos and text to profile the life of Jackie Robinson, his courage and his perseverance.

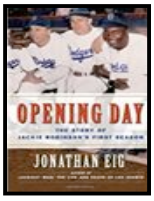
Jackie Robinson American Hero
- Sharon Robinson (2013) $5

This full color bio, timed to coincide with the 2013 film "42", introduces Jackie's story to a new generation.



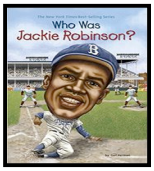
Opening Day The Story of Jackie Robinson's First Season
by Jonathan Eig (2007) $11

This book recounts the full story of Jackie Robinson and his first season playing with the Brooklyn Dodgers.



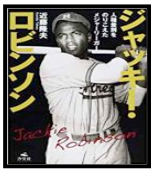
Who was Jackie Robinson?
by G. Herman (2010) $4

This illustrated biography for kids tells the dramatic story of Jackie Robinson's life and achievements.



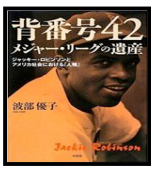
ジャッキ・ロビンソン
近藤隆夫 T. Kondo (2013) $16

This Japanese biography outlines how Jackie Robinson overcame racism to achieve his goal of integration.



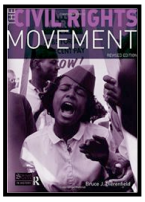
背番号42 メジャーリーグの遺産
波部優子 Y. Habe (2009) $15

This Japanese book recounts the story of how Jackie Robinson worked with Branch Rickey to break the color barrier



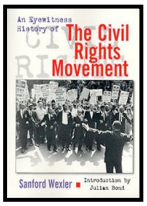
The Civil Rights Movement
by B. Dierenfield (2008) $20

This glossy book is a great introduction to the dramatic story of the people and events in the civil rights movement.



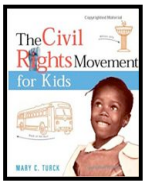
An Eyewitness History of the Civil Rights Movement
by Sanford Wexler (1999) $11

This comprehensive text chronicles key civil rights events from school integration and sit-ins to bus boycotts and Selma



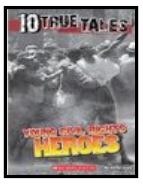
Civil Rights Movement for Kids
by Mary Turck (2000) $14

This great book for kids includes 21 hands-on activities including race surveys, freedom songs, food and films.



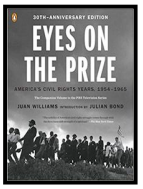
10 True Tales: Young Civil Rights Heroes Zullo (2014) $6

This tells the true stories of 10 brave African-American youth who stood up to hate, racism and discrimination.



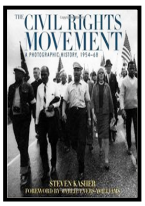
Eyes on the Prize
by J. Williams (2013) $16

This classic book tells the stories of the activists – black and white – who took part in the fight for justice and equality.



The Civil Rights Movement: A Photographic History
by S. Kasher (1996) $33

This photo book uses striking images to capture the drama, danger and bravery of the American civil rights movement.



黒人差別とアメリカ公民権運動 バーダマン (2007)$8

This Japanese book gives a great overview of the history, people and events in the civil rights movement.

Other Books on the Civil Rights Movement

- If You Were a Kid During the Civil Rights Movement
- Voices of Freedom: An Oral History – H. Hampton
- 「アメリカ黒人の歴史」バーダマン (2011) NHK

LANGUAGE TEXTBOOKS ON GLOBAL THEMES

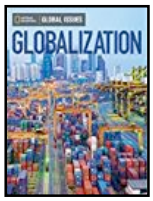
Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.

(1) **"Global Issues"** series - Andrew J. Milson (Content Consultant), University of Texas (12 books, ￥700 each)
Published by: National Geographic Learning / Cengage Learning Website: <http://ngl.cengage.com>

The mission of the National Geographic Society is "inspiring people to care about the planet." This *Global Issues* series of ESL readers supports this mission by introducing students to contemporary 21st century problems that affect nations around the world. Each of the 12 titles in the series is available at 3 different reading levels and comes with both a Teacher's Guide and an e-book. Each 32-page text contains an introduction to the issue, a *World Hot Spots Map*, two regional case studies, a *Research and Write* page, a visual glossary and a final *What Can I Do?* section.

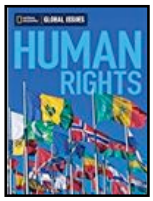
Globalization

This text looks at how globalization impacts our lives, gives examples from China and Poland, has students do research on consumer products and profiles innovator Ken Banks.



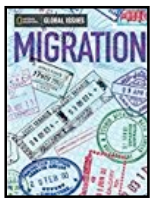
Human Rights

This book explains how to protect human rights, describes rights issues in Chile and Myanmar, has students carry out a community rights survey and profiles the "lost boys" of Sudan



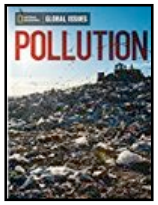
Migration

This explains why people migrate, looks at migrant communities in both Mexico City and Amsterdam, has students stage a culture fair and shows how DNA can trace our roots.



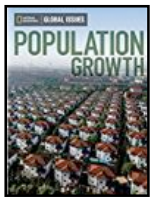
Pollution

This book describes how pollution threatens our planet, highlights air pollution in Russia and Mexico, has students study recycling programs and looks at garbage in our oceans.



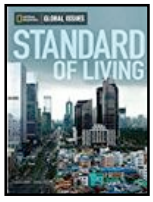
Population Growth

This text outlines the impact of population growth, looks at population issues in Japan and Pakistan, has students do a community census and looks at how to feed a hungry world.



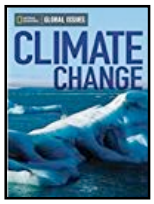
Standard of Living

This compares different standards of living, contrasts life in peaceful Costa Rica and in war-torn Afghanistan, has students organize a food drive and profiles a rural school in Kenya.



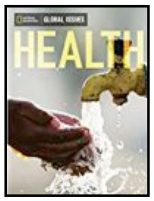
Climate Change

This book explains how the Earth's climate is changing, describes the impact in the Caribbean and Antarctica, has students do tree planting and profiles a South Pole explorer.



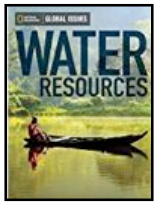
Health

This book surveys global health issues, highlights the issues of disease in Burkina Faso and longevity in Sardinia, has students put on a health fair and profiles a music activist in Africa.



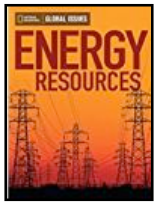
Water Resources

This book gives an overview of global water issues, describes water pollution in the Amazon and China, has students work to rescue a river and shows efforts to protect marine areas.



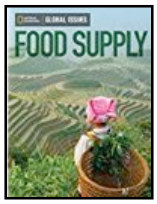
Energy Resources

This text outlines the world's energy sources, looks at solar power in Argentina and oil in Saudi Arabia, has students go on an energy diet and introduces a *solar cities* project.



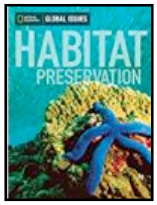
Food Supply

This book focuses on the issue of world hunger, shows the challenges of feeding people in India and Mali, has students volunteer at a community garden and looks at clean cooking.



Habitat Preservation

This book describes habitat threat, highlights wildlife in Namibia and rainforests in Papua New Guinea, has students work to restore a habitat and profiles efforts to save wildlife.



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

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

JALT Critical Thinking SIG

Learn how you can promote critical thinking in your classes.
Web: http://jaltct.wordpress.com
Email: roehl.sybing@gmail.com

The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.
* Cost: ¥2000 / $20 (Kip Cates)

Fair Trade Goods

Bring Third World goods into your school at "fair trade" prices:
* www.peopletree.co.jp or co.uk
* www.fairtrade.net

Global Education Maps

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

GLOBAL EDUCATION RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

Japan University English Model United Nations

June 23–25 2017 <https://juemun.org/juemun-2017/>

This year's Japan University English Model United Nations (JUEMUN) will be held at Kobe City University of Foreign Studies. Check their site for details.

Teaching Against Prejudice

< www.teachersagainstprejudice.org >

Teachers Against Prejudice is dedicated to fighting against prejudice and intolerance through education. Check out their list of films and books plus their essay contest!

COMING EVENTS CALENDAR

May	1	May Day (International Workers' Day) [1]	June	5	World Environment Day [5]
May	3	World Press Freedom Day [2]	June	20	World Refugee Day [6]
May	14	World Fair Trade Day [3]	July	11	World Population Day [7]
May	31	World No Tobacco Day [4]	July	18	Nelson Mandela Day [8]

1 May Day: <Wikipedia: *May Day*> <www.iww.org/history/library/misc/origins_of_mayday> <Youtube>
2 Press: <http://en.rsf.org> <wikipedia> <www.wan-ifra.org> <www.ifex.org> <Youtube: *press freedom*>
3 Fair Trade: <wikipedia> <http://schools.fairtrade.org.uk> <http://fairworldproject.org> <www.wftday.org>
4 No Tobacco Day: <www.nosmokingday.org.uk> <www.anti-smoking.org> <www.who.int/tobacco/en/>
5 Environment: <www.worldenvironmentday.global/> <unep.org/wed/> <wikipedia> <Youtube: *Earth Song*>
6 World Refugee Day: <www.unhcr.org> <www.unrefugees.org> <www.japanforunhcr.org> <wikipedia>
7 Population: <populationinstitute.org> <populationconnection.org> <www.unfpa.org/wpd/> <wikipedia>
8 Mandela: <www.un.org/en/events/mandeladay/> <www.mandeladay.com/> <Wikipedia: *Mandela Day*>

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

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

JALT *GLOBAL ISSUES* SIG The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:
(a) the integration of global issues, global awareness and social responsibility into language teaching
(b) networking and mutual support among language educators dealing with global issues
(c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

NEWSLETTER SUBSCRIPTIONS (JALT Members) JALT members who wish to join the "Global Issues" Special Interest Group can either register and make their payment on-line via the JALT website or send a postal "furikae" form with their ¥1500 payment to JALT from any post office in Japan.

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 2017)
* JAPAN SUBSCRIBERS: GILE SIG / JALT (185) GLOBAL ISSUES NETWORK (30) = 215
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

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

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

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