

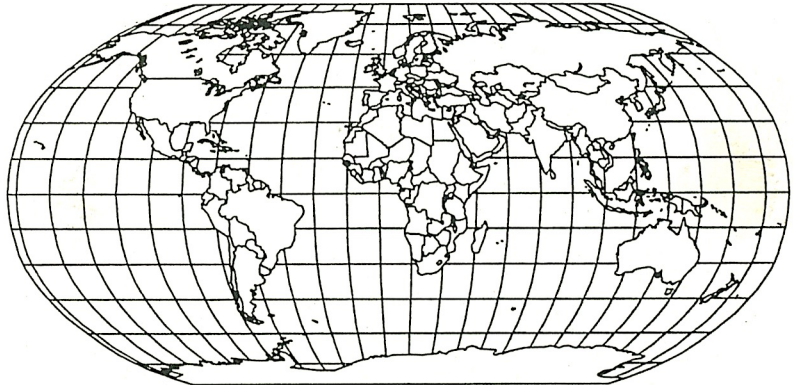
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

67th

Issue

celebrating 67
issues and 18
years in print
since 1990



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Check out our new-look homepage!

NEWSLETTER #67

Our January issue is now finally out after a long, busy fall semester on my part. Sorry to keep everyone waiting! Key articles in this winter issue focus on (1) a discussion of ethical issues in language teaching by Canadian ESL expert Mary Ashworth, including comments on teaching "English for torture", (2) a description of how a "Families of the World" video series can promote global awareness in the EFL classroom, and (3) a report on how Japanese EFL students designed and performed a musical on a global issues theme. Our special feature this issue is a list of key events and anniversaries scheduled to take place in the year 2008 that language teachers can build lessons around. Also included are reports on global issue presentations at the JALT 2007 conference, recent activities of language teaching organizations plus other global education news, events and information.

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

Language Teaching Conferences

- **CamTESOL “Building Bridges to the World”**
Feb. 23 - 24, 2008 Phnom Penh (Cambodia)
Website: www.camtesol.org
- **“EFL for Intercultural Understanding”**
March 14-15, 2008 Ming Chuan U. (Taiwan)
Website: www.ae.mcu.edu.tw/dae/
- **FEELTA “Building Bridges With Language”**
June 26 - 28, 2008 Vladivostok (Russia)
Website: <http://feelta.wl.dvgu.ru/upcoming.htm>
- **KATE: “Exploring Global Issues in EFL”**
July 4 - 5, 2008 Pukyong Univ. Pusan (Korea)
Website: www.kate.or.kr
- **Asia TEFL Conference: “Globalizing Asia”**
August 1 - 3, 2008 Sanur Hotel, Bali (Indonesia)
Website: www.asiatefl-teflin.com
- **AILA World Conference: “Multilingualism”**
August 24 - 29, 2008 Essen (Germany)
Website: www.aila2008.org
- **KoTESOL: “Respond to a Changing World”**
Oct. 25 - 26, 2008 Seoul (South Korea)
Website: www.kotesol.org
Deadline for Proposals: March 7, 2008

Global Education Conferences

- **NAIS: “Schools of the Future” Conference**
Feb. 27 – March 1, 2008 New York City (USA)
Website: www.nais.org
 - **Emerging Technologies: Language & Culture**
March 17 - 19, 2008 Seaside, California (USA)
Website: <http://csumb.edu/digitalstream/>
 - **ICED 2008 Global Education Conference**
June 12 - 15, 2008 Salt Lake City (USA)
Website: <http://iced2008.org/>
 - **IPE Summer Peace Education Institute**
Critical Pedagogy: Educating for Social Justice
July 24 – Aug. 4, 2008 Haifa (Israel)
Website: www.tc.edu/PeaceEd/IPE/
Application deadline: March 1, 2008
 - **Media, War and Conflict Resolution**
Sept. 17 - 19, 2008 Bowling Green State USA)
Website: <http://scs.bgsu.edu/mwcrConf/>
Proposal deadline: March 15, 2008
- More global education events listed at: www.tc.columbia.edu/PeaceEd/newsletter/51.html

Article 9 Peace Walk

http://homepage3.nifty.com/peace_walk/

A 2-month Peace March will be held this spring to promote Article 9 of Japan's constitution. This leaves Hiroshima on Feb. 24th and arrives in Tokyo on May 4th where a "Global Article 9 Conference to Abolish War" will be held.

Grad Pledge for Social Responsibility

www.graduationpledge.org

For years, American universities have offered students a chance to sign a “Graduation Pledge for Social Responsibility.” Why not introduce this at your school? The US pledge runs:

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

Earth Day April 22, 2008

<www.earthday.net>



Earth Day is a once-a-year event which focuses the world’s attention on actions we can take to protect the local and global environment. Check the website above or google “Earth Day”

Earth Day Japan Apr 19-20

< www.earthday-tokyo.org >



アースデイ東京
2008
ボランティア募集

Earth Day Japan will be held this year on the weekend of April 19-20 (Sat & Sun). Check out the website above (in Japanese) for updates in Japan. Why not plan an event in your local community?

Green Teacher Magazine

< www.greenteacher.com >



Green Teacher is a dynamic environmental education website and magazine which offers exciting teaching ideas, activities and resources to help promote global awareness at your school.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2008

Here are our 2008 officers for the *Global Issues in Language Education Special Interest Group (GILE SIG)* of the Japan Association for Language Teaching (JALT). Please get in touch with us!

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

Directory of Book Donation Organizations

Browse their homepage for a listing of projects which donate used books to needy countries.
Sabre Foundation, 872 Massachusetts Ave.,
Cambridge MA 02139, USA
Website: <www.sabre.org> <sabre@sabre.org>

i EARN Egypt Book Request

Egyptian English teachers request used EFL resource books and texts be sent to them at:
iEarn Egypt, Building 4, 97 Cornish El Nile, 6th Floor, Suite 603, Rod El Farag, Cairo, Egypt
<www.earnegypt.org> <info@earnegypt.org>

Vietnam Book Donation Project

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

"Book Aid" South Africa Library Project

Help black South African kids! Check first to see what's needed. They'll mail to South Africa.
Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>
Website: <www.taaa.jp/english.html>

WHERE CAN I GET RECYCLED PAPER?

Here are sources for recycled paper. Let us know of others. This newsletter uses "White Yamayuri".

Honshu Seishi "White Yamayuri" (70% recycled)
Honshu Seishi, Ichikawa Bldg 3F, 5-13-3- Ginza,
Chuo-ku, Tokyo 104 Tel: 03-3545-6331

Eco-Paper 100 (100% recycled from waste paper)
Chubu Recycle, Arinobu Bldg 2F, 9-16 Fujimi
Naka-ku, Nagoya 460-0014 Tel: 052-339-5541

Websites about recycling

Zero Garbage Website (Japanese)
http://3r-forum.jp/
Eco-mall Website (English - USA)
www.ecomall.com/biz/paper.htm



The December Dilemma & English Learners

by Judie Haynes <judieh@optonline.net>

This article describes the dilemma faced by Buddhist, Muslim, Jewish and Hindu ESL children who feel marginalized and left out by Christmas festivities in US schools. As the author explains, "Every December, the elementary school becomes a battleground. A war is waged over what should be taught, what symbols can be displayed in school hallways, and what music is sung at the December concert. Emotions runs high. Christian parents do not want Christmas to be banned in schools, and parents from other religious backgrounds don't want their children to be inundated with Christmas festivities. Teachers and administrators walk a tightrope in between. We are so worried about offending someone that public elementary schools are not teaching about any religion at all." The author argues that the best way to solve this is to teach about religious holidays in other cultures (Diwali, Ramadan, Rosh Hashanah, Chusok...) throughout the year.

Essential Teacher Vol. 4/4 December 2007 USA
www.tesol.org

From English Messages to Peace Messages

by Fumie Taniguchi & Tomoe Konishi

In this article (in Japanese), the authors describe how they designed an EFL "Peace Message" unit at their junior high school in Ishikawa, Japan. Students studied about peace, made peace message cards, then gave these to foreign visitors at Hiroshima Peace Park during their school trip.

Shin Eigo Kyoiku (New English Classroom) #460
December 2007 Japan <www.shin-eiken.com>

US National Parks / Going Green

by Jeanne Holden & Thomas Santos (USA)

- ✧ In an illustrated 10-page article, Jeanne Holden introduces US National Parks, their history and current efforts to conserve them.
- ✧ Thomas Santos introduces an EFL unit which has students brainstorm environmental issues, survey local residents, report on their findings, then draw up action plans to help solve these.

English Teaching Forum Vol. 45/4 2007 USA
<http://englishprograms.state.gov/forum/>

Afghan English Teacher Murdered

by Matt Salubury

This article reports on how a 16-year old student in Afghanistan was murdered, apparently by Taliban militants, for teaching English to children at his school. The teenager, Tawaub, had learned English in Pakistan at a language center and was trying to pass on his knowledge to classmates. In November, after receiving several warnings to stop, armed men dragged him out of class and shot him dead. "Taliban militants took the boy out and killed him just because he was teaching English," said local police. According to a government spokesman, "Tawaub didn't care about the threats. He spoke perfect English and he wanted to help his friends. He held separate classes for boys and girls." The killing was ironic, the author notes, given that in Pashtu, the word "Taliban" means "students" since the Taliban were originally exiled students of the Koran.

"Boy Teacher Murdered" in EL Gazette #338
February 2008, UK. www.elgazette.com

Open Classroom Communication and the Learning of Citizenship Values

by Abderrahim El Karfa (Morocco)

This article looks at the role that EFL teachers can play in promoting the development of well-informed, effective, responsible citizens who can decide for themselves about personal and public issues. The author describes how Morocco's 1999 *National Charter of Education* encourages teachers to focus on raising student awareness of human rights and civic values. In his article, he defines three core aspects of civic education: civic knowledge, civic skills and civic virtues. He then goes on to discuss content, teacher/student roles and class activities. He argues that EFL teachers should choose topics that promote tolerance and human rights, that they should create learner-centered classrooms where students are actively engaged in meaningful tasks, and that they should emphasize pair and group activities that stimulate cooperation and communication (including problem solving tasks, role plays, simulations, opinion exchanges and information gap activities).

English Teaching Forum Vol. 45/4 2007 USA
<http://englishprograms.state.gov/forum/>

PAC 7 at JALT 2008 Conference

Oct. 31 – Nov. 3, 2008 Tokyo, Japan

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

The seventh *Pan-Asian Conference on Language Teaching* (PAC 7) will be held as part of the annual international JALT 2008 conference. This will be held from Oct. 31 – Nov. 3 on the theme of *Shared Identities: Our Interweaving Threads*. Details and Call for Papers on the website above.

▪ **Deadline for Proposals:** April 25, 2008

Asian Youth Forum (AYF) at JALT 2008

Oct. 28 – Nov. 5, 2008 Tokyo, Japan

www.asianyouthforum.org

www.slideshare.net/steven.nishida/ayf-2008-intro/

The PAC 7 / JALT 2008 conference (above) will include the 6th Asian Youth Forum (AYF). This will bring together 100 college-aged youth from Asia for a week of seminars and workshops. Teachers in Japan (especially Tokyo) who'd like to help organize this should contact Kip Cates. Check out the 2 websites above for more details.



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

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

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

IATEFL 2008 CONFERENCE

IATEFL's 42nd international conference will be held April 7-11 in Exeter, England. This will bring together 1400 teachers from 70 nations. Sessions on global themes include the following.

- ◆ Testing Intercultural Competence (R. Camerer)
- ◆ The Challenges of Globalisation (BE SIG)
- ◆ Military English (Alistair Fortune)
- ◆ The Environment and ELT (Mark Rendell)
- ◆ Writing Across Cultures (Tania Pattison)
- ◆ Teaching English to Refugees (Phylis Wachob)
- ◆ From the Language of Colonialism to the Language of Conflict Mitigation (Z. Brewer)

IATEFL's Global Issues SIG

For more info on IATEFL's GI-SIG, contact:

Chair: Mike Solly <mike.solly@yahoo.co.uk>

Newsletter: <claudiarichardson@wanadoo.fr>

SIG Website: <http://gisig.iatefl.org/>

Key Internet Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)

www.gilesig.org

Korea TESOL Global Issues SIG (Korea)

www.kotesol.org/?q=globalissues

IATEFL Global Issues SIG (UK)

<http://gisig.iatefl.org/>

TESOLers for Social Responsibility (USA)

www2.tesol.org/communities/tsr/



Teachers of English to Speakers of Other Languages

700 S. Washington St, Suite 200, Alexandria, VA 22314-4287 USA

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

TESOL 2008 CONFERENCE

TESOL's annual conference will be April 2-5 in New York attended by 6000 English teachers from around the world. Global sessions include:

- ◆ The Discourse of Hate and ESL (Clement)
- ◆ Where We Stand on Internationalism
- ◆ Conflict Resolution through Fiction (Roberts)
- ◆ Learning Across Cultural Borders (Fujimoto)
- ◆ Empower African Women with ESP (Murray)
- ◆ Teaching for Global Awareness (Cates)
- ◆ Dynamic Grassroots Advocacy (Segota)
- ◆ Educational Leadership & Conflict Resolution

TESOLers for Social Responsibility (TSR):

The *TESOLers for Social Responsibility* Caucus has its own TSR website and e-newsletter:

TSR Chair: Rob Clement <tsr@tesol.org>

Website: www2.tesol.org/communities/tsr/

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

JALT Members: ¥1,500 per year

Non-JALT Newsletter Subscriptions

Japan: ¥2,000 per year

Overseas: US \$15 or UK 10 pounds



33rd JALT CONFERENCE ON LANGUAGE TEACHING
Nov. 22 - 25, 2007 at Olympic Youth Center, Tokyo, JAPAN
CONFERENCE THEME: *Challenging Assumptions*



The 2007 international conference of JALT (the *Japan Association for Language Teaching*) took place in Tokyo, Japan from November 22 – 25, 2007. Below is a sampling of some of the many presentations on global issue topics given by JALT's *Global Issues* Special Interest Group (GILE SIG) and by individual teachers in Japan.



Global Issues SIG Sessions

Global Issues in the Language Classroom

This featured a panel of teachers who reported on initiatives they've taken to integrate global issues into their English classes. <lmrink@hotmail.com>

Lori Rink (Kobe Kaisei Univ.) discussed the use in EFL of fictional readers on global issue themes

Mark Helgesen (Miyagi Gakuin) gave examples of charity projects that his students have done

Tracy Cramer (Kansai Gaidai U.) described the video series "Families of the World" (see pg. 12)

David Peaty (Ritsumeikan U.) discussed socially responsible shopping and ethical consumers.

Sharing Ideas and Resources Session

This swap shop was a sharing session designed along the lines of speed dating where teams of presenters took turns giving mini-presentations on global issue projects. <djmstar@aol.com>

Teaching Against Bullying, Racism and Discrimination

This session demonstrated human rights activities for high school EFL in Japan designed to promote awareness of racism, discrimination and bullying. Jennie Roloff & Kimie Kawamura (Columbia University, Tokyo) <SHIZsumofan@hotmail.com>

Racism in ESL and EFL: Constructing Action Plans

Our Global Issues SIG Featured Speaker for JALT 2007 was Ryuko Kubota (Univ. of North Carolina, USA) who gave workshops and talks on the themes of race and racism in ESL and EFL.

* http://soe.unc.edu/fac_research/profile/kubota.php

Other Conference Presentations

Practical Activities for Discussion and Debate

This workshop gave basic principles on the theory and practice of debate & discussion plus practical classroom activities. Charles Lebeau (Language Solutions) <charles@languagesolutionsinc.com>

Authentic Spoken Texts for Global Education

This described how university commencement speeches by figures such as Bono and Al Gore can promote EFL and inspire students. Darren Lingley (Kochi University) <lingley@cc.kochi-u.ac.jp>

Teaching UN Millennium Development Goals

This talk described how studying United Nations development goals in EFL can promote language skills and global citizenship. Judith Johnson (Yamaguchi U.) <johnson@yamaguchi-u.ac.jp>

Food Education in EFL Classrooms

This workshop showed how teachers can approach food as an EFL content theme. Naoko McLellan (JJ Fellowship) <popriprop@nifty.com>

The Case for Multilingual Japan (1968-2008)

This talk described changes in linguistic diversity in Japan over the past 40 years and discussed a national survey on language awareness. John Maher (Int'l Christian Univ.) <maher@icu.ac.jp>

Culture in the Classroom: Window and Mirror

This discussed how studying culture can open a window to new worlds and reflect our own values. Steven Gershon (Obirin U.) <sgershon@gol.com>

Cross-cultural Understanding in EFL Classes

This talk introduced ways to promote cultural awareness through news stories, movies and interviewing people in other cultures. John Rucynski (Kwansei Gakuin Univ.) <jrucynski@yahoo.com>

Educational Unions and You

In this panel, 3 union organizers discussed their hands-on experiences in Japan and abroad. Rube Redfield (Osaka U Economics) <rube@mac.com>

Teaching Issues: What, Why and How

This talk discussed how global issues can be integrated into a 4-skills college EFL communicative curriculum for general education. Tim Grose (Sapporo Gakuin Univ.) <grose@earth.sgu.ac.jp>

Teachers Helping Teachers: Volunteers in Asia

This talk described EFL teacher training seminars carried out in Bangladesh, Vietnam and Laos, plus how teachers in Japan can volunteer to help. Steve Cornwell (Osaka Jogakuin) <stevec@gol.com>

The Globalisation of Higher Education

This talk gave a critical analysis of how globalization affects education and how universities are treated as businesses. Brian Gaynor (Muroran Inst of Tech) <bgaynor@mmm.muroran-it.ac.jp>

Teaching about Islam and the Arab World

This talk introduced EFL teaching ideas aimed at promoting an understanding of Islam and the Arab world. Kip Cates (Tottori Univ.) <kcates@rstu.jp>

Japan's Language Policy: A Critical Analysis

This analyzed comments by the Japanese Minister of Education that teaching EFL harms children's acquisition of Japanese. Laurel Kamada (Aomori Akenohoshi) <laurel@aomori-akenohoshi.ac.jp>

The Teaching Tourist

This talk described volunteer opportunities for teaching EFL in developing nations such as Cambodia, Vietnam and Thailand. Patrick Foss (Kwansei Gakuin U.) <pfoss@ksc.kwansei.ac.jp>

Globalizing Students with the *Asahi Weekly*

This talk discussed how the English newspaper *Asahi Weekly* can be used in college EFL to engage students in real-world issues. Barry Keith (Gunma University) <keith@eng.gunma-u.ac.jp>

Using Picture Books to Teach about Culture

This introduced 15 English picture books that can be used to promote international understanding. James Hall (Iwate Univ.) <jhall@iwate-u.ac.jp>

Discover Our World with Footprint Library

This talk introduced multimedia Footprint Library readers based on National Geographic content. Rob Waring (Notre Dame Seishin) <elt@tlj.co.jp>

Does the Subject Matter Matter?

This session described the results of a 12-week college seminar in which two groups of Japanese EFL students studied about HIV/AIDS. Louise Haynes (Nagoya City Univ.) <aidsed@gol.com>

Folktales in JSL: Story Schema Over Borders

This talk described how the presenter encouraged Japanese language learners to analyze common themes in Japanese and Korean folk tales. Junji Izumi (Mitsumine Academy) <jizumi@gol.com>

Stories to Heal the World

This session showed how EFL stories on peace education themes (parables, satire, biographies...) can help to give the enemy a human face. Charles Kowalski (Tokai U) <kowalski@tbd.t-com.ne.jp>

Looking In, Looking Out: Best/Worst Practice

This discussed why Scandinavia produces some of the best non-native English speakers while Japan produces some of the poorest. Stephen Howe (Fukuoka University) <showe@fukuoka-u.ac.jp>

Coffee Mornings: Experience Multiculturalism

This talk described how activities held at a college child-raising center supported the local foreign community. Karen Masatsugu (Kwassui Women's College) <karen@kwassui.ac.jp>



Sustaining Communication through Projects

This talk discussed how Asian ESL students at a US campus carried out environmental projects for a global issues conference. Marianne Stipe (Tokyo Int'l Univ. of America) <mstipe@willamette.edu>

e-bukatsu: VoIP Language Exchange Club

This showed how Japanese students used blogs to develop intercultural communication with partners in Australia, Canada and the US. David Ockert (Kyoei Gakuen) <davidsjaltstuff@hotmail.com>

Facilitating Cultural Discovery

This session reported on a 1-year university course on intercultural communication designed to promote curiosity about other cultures. Renee Renjel (Sophia Univ) <reeneerenjel@hotmail.com>

Learning EFL in Israeli Schools

This described how English in Israel is a compulsory subject from elementary school. Francine Robinson (Holon Inst) <franzine@bezeqint.net>

Influence of JATs in Australian Schools

This discussed the impact of Japanese Assistant Teachers (JATs) in Australian schools. Hiroshi Hasegawa (USA) <h.hasegawa@curtin.edu.au>

Help Students Have a Successful Homestay

This talk used student reports and video to show how the text *Homestay Adventure* can prepare and motivate students for overseas homestays. Kevin Cleary (Tokyo U. of Science) <kcleary@gol.com>

Et Tu, Robots: An Interdisciplinary Approach

This session described a college EFL course designed on the topic of robots, science and the future. Yoko Munezane (University of Electro-Communications) <munezane@zephyr.dti.ne.jp>

Integrating Critical Thinking in the Classroom

This talk discussed how to engage students in critical thinking tasks utilizing concepts of gender, ethnicity, social class and the media. Steve Silver (Kansai Gaidai Univ.) <sgsilver@spamcop.net>

Global Issues in World EFL Textbooks

This talk compared how global issues are handled in school EFL texts from nations such as Germany, Brazil, China, Russia and the Philippines. Kip Cates (Tottori University) <kcates@rstu.jp>

Formal Debate in EFL Classes: Why and How

This session discussed the pedagogical benefits of debate in EFL classes. Anthony Robbins (Aichi University of Ed.) <anthonycrobbins@yahoo.com>

Content: Target Audience & Diversity in Japan

This talk described a college EFL lesson designed to inform students about diversity, stereotypes and the foreign community in Japan. Cyndee Seton (Kobe College) <cynseton@kcc.zaq.ne.jp>

Intercultural Awareness for Foreign Staff

This session aimed to maximize the cross-cultural competence of non-Japanese EFL staff. Sean Mehmet (Shinshu Univ.) <sean@shinshu-u.ac.jp>

Training Teachers in Rural Bangladesh

This talk reported on an EFL teacher training program for rural English teachers in Bangladesh. Arifa Rahman (Dhaka University, Bangladesh)

Perceptions of English in 3 Asian Countries

This talk discussed the results of a questionnaire about differing perceptions of English in Japan, in Korea and in China. Chiaki Iwai (Hiroshima City University) <iwai@intl.hiroshima-cu.ac.jp>

International Tutors for Conversation Classes

This session reported on an English program for Japanese students which featured ESL tutors from Eastern Europe, Asia and Africa. John Maune (Hokusei Gakuen Univ.) <maune@hokusei.ac.jp>

Crafting Texts for the Future

This talk described how a team of textbook writers worked to design a junior high EFL text with global content and a global perspective. Thomas Hardy (Keio University) <thomas@sfc.keio.ac.jp>

Education Choices for Bicultural Kids in Japan

This talk discussed options facing bi-cultural kids in Japan: Japanese schools, international schools or schooling abroad. Amanda Gillis-Furutaka (Kyoto Sangyo Univ) <agillis@cc.kyoto-su.ac.jp>

The World in My Neighborhood Project

This talk described an EFL unit for junior high designed to promote awareness of multicultural diversity in the local community. Jon Dujmovich (Imagination Ink) <info@imaginationink.biz>

Approaching Gender Issues: Why and How

This GALE SIG forum discussed how gender issues could be taught effectively in EFL classes through stories, songs and video. Paul Arenson (Tokyo Keizai University) <paul@arenson.org>

The World at Work

This talk described an EFL careers awareness text which introduces students to a variety of jobs and careers. John Spiri (Tokyo Univ. of Agriculture and Technology) <theworldatwork@mac.com>

Esperanto Forum

This talk discussed a summer Esperanto children's camp which was held last August in Japan. Alain Lauffenburger <alain@jundai.k-junshin.ac.jp>

Teaching EFL Culture in a Saudi EFL Classroom

This described a training pack for Arab teachers in Saudi Arabia which addressed negative attitudes to the target culture. Mohamed Badawi (Tabouk Teachers' College) <badawi1us@yahoo.com>

Critical Reading Strategies

This talk discussed the importance of teaching students critical reading skills. Nicholas Veinot (Tohoku Gakuen) <nickveinot@hotmail.com>

Introducing English Accents

This showed ways to familiarize Japanese students with non-standard EFL accents. Fergus O'Dwyer (Momoyama Gakuin) <fodwyerj@gmail.com>

Challenge Students with Controversial Topics

This talk argued that topics such as sex education, violence and global warming can stimulate student skills and motivation. Greg Goodmacher (Oita College of Arts) <ggoodmacher@hotmail.com>

Interview With a Native Speaker Project

This talk described how interviews with native English speakers promoted communication skills among Thai EFL college students. Phiphawin Srikrai (Khon Kaen Univ.) <sphiph@kku.ac.th>

European Joint Classes and Monolingualism

This reported how 4 teachers (of English, German, French, Spanish) brought their students together to discuss language and culture. Alison Stewart (Tokyo U Foreign St) <stewart_al@hotmail.com>

Joint Curriculum Between Japan and the UK

This talk reported on a British Council project where British students visited Japan and discussed the bombing of Hiroshima. Sakae Suzuki (Temple University) <sakae-s@kanagawasohgoh-h.ed.jp>

Teaching English as a Global Language

This panel discussed why EFL teachers in Japan should teach English as a global language in a world of cultural pluralism. Yoko Sekigawa (Rikkyo University) <sekigawa@tvr.rikkyo.ne.jp>

Challenging Assumptions: Critical Thinking

This panel discussed how teaching critical thinking skills can help students become more open-minded and independent thinkers. Trevor Sargent (Tottori U.) <sargenttrevor@yahoo.com>

Introducing Japanese Culture in English

This session described how EFL teachers can enable Japanese children to introduce their culture in English to foreign visitors. Brian Byrd (Seigakuin Univ.) <b_byrd@seigakuin-univ.ac.jp>

Critical Thinking for Active Communication

This talk discussed ways in which critical thinking can be introduced in lower-level EFL classes. Sandy Chuck (Chubu University) <elt@tlj.co.jp>

Making Sense of the Ryugakusei Experience

This talk described the interactions between Asian students and homestay families of 25 Japanese studying EFL in Australia. Michael Furmanovsky (Ryukoku U.) <michael@world.ryukoku.ac.jp>

Multicultural Perspectives in Lg. Teaching

This panel discussed topics such as how to promote cultural awareness through multicultural content and CALL. Andrew Reimann (Utsunomiya University) <andrew@cc.utsunomiya.ac.jp>

Task-based Critical Pedagogy in JHS EFL

This talk discussed how a task-based critical pedagogy program for Japanese junior high students promoted problem-posing skills. Larry Kimber (Fukuoka U.) <kimber@fukuoka-u.ac.jp>

Challenging Assumptions about Global English

This talk challenged the concept of global English and advanced the idea of an *International Auxiliary Language* (IAL). Jonathan Britten (Nakamura Univ.) <jbritten@nakamura-u.ac.jp>

Peace Education in Early Childhood Literacy

This talk introduced a childhood literacy program which was designed on peace education principles. Andrew Wetzel <wetz11@hotmail.com>

Authentic Material for Cultural Participation

This talk argued that authentic materials (books, TV, newspapers) can empower learners to engage with the target culture. Christopher Stillwell (Kanda University) <stillwel@kanda.kuis.ac.jp>

Language Learning Beyond the Classroom

This talk argued that language learning can be enhanced by out-of-school encounters. Terry Fellner (Saga Univ.) <mark@cc.saga-su.ac.jp>

Socially Responsible Investments

This talk introduced EFL teachers in Japan to socially and environmentally responsible investing. Nick Webb (IFG Asia) <info@ifg-asia.com>

EFL: Are We Uniting or Dividing People?

This talk discussed how EFL sometimes over-emphasizes cultural differences and how teachers also need to teach similarities. Maggie Lieb (Himeji Dokyo Univ) <maggie@himeji-du.ac.jp>

World Englishes and Global English

This talk discussed how the concepts of World Englishes and Global English can help to promote international understanding. Takayuki Okazaki (Peace Boat) <teacher@getuniversal.co.jp>

The Multilingualism Forum

This featured a panel of modern language teachers who discussed their challenges in Japan. Rudolf Reinelt (Ehime Univ) <reinelt@iec.ehime-u.ac.jp>

Foreign Students in Japanese Schools

This talk (in Japanese) discussed issues linked to Japanese language education to immigrant children in Japanese schools. Hajime Umeda (Suzuka Intl. Univ.) <hajime@suzuka-iu.ac.jp>

ALT Co-worker Relations and Acculturation

This talk described ways of handling integration, separation and conflict resolution between Japanese staff and JET teachers. Adam Komisarof (Reitaku Univ.) <komisarof.adam@mailcity.com>

Pop Culture and Global Issues

This talk showed how pop music and movies can teach English, motivate students and address global issues. Damian Lucantonio (Electro-Communications U.) <damian@bunka.uec.ac.jp>

Building a Culture of Peace through Language

This session argued that integrating peace education and global issues in EFL can promote building a culture of peace. Takayuki Okazaki (Peace Boat) <teacher@getuniversal.co.jp>

Cultural Experiences in On-line Writing

This described a 1-year EFL writing exchange for students in Japan and abroad. Joyce Cunningham (Ibaraki University) <joyce@mx.ibaraki.ac.jp>

Global Education through Popular Culture

This session showed how pop culture such as TV, film, music and Internet resources can be used to teach global issues in EFL. Yuko Itoi & Masae Inose (Teachers College) <itoiy@post.plala.or.jp>

Cultural Awareness: The Asian Youth Forum

This described a youth forum designed to promote international understanding among EFL students in Asia. Kip Cates (Tottori U.) <kcates@rstu.jp>

This year's JALT 2008 international conference will be held October 31 - November 3 in Tokyo. Further details at: <http://jalt.org/conference>
Deadline for submissions: April 25, 2008



Teaching English Internationally: 10 Questions about Ethical Issues in EFL

by Mary Ashworth (Vancouver, Canada)



This article deals with power, politics and ethics in EFL. Although written in 1985, its message is all too relevant in our modern post-9/11 era.

WANTED: EFL TEACHER

EFL teacher required to design language program for apprentice interrogators. These students require fluent command of colloquial English in order to effectively question, intimidate and threaten political prisoners, as well as academic language with which to study and receive training in up-to-date torture techniques. Candidates should be experienced in the communicative approach.

As David Lee Jackson points out, "A job such as this fills our hearts with horror and repugnance – nearly all of us have a powerful intuitive feeling that it is wrong." But this extreme case (invented by Jackson for the purpose of illustrating his point) is not likely to confront teachers of English. They may, however, find themselves in situations where the consequences of their work may be, at best, uncertain, and, at worst, negative. "They may be teaching the elite members of a repressive right-wing regime, or they may be teaching nuclear physicists in an aggressive, unstable socialist dictatorship. In many cases, they do not know exactly who they are teaching or what their students will do with their English skills."

Educating people has political consequences. Information is power. Literacy, which is the key to information, is therefore power. Knowledge of a language of wider communication gives access to additional information, and therefore to power. Those who teach provide those who learn with options and opportunities that they can exercise, if they wish, within the political arena of their country. This political aspect of education raises a number of moral and ethical questions for teachers going abroad, questions which they can only answer in the context of the country to which they are going, the relationship of their own country to the country in which they will be teaching, and their own personal value system.

Ten Questions

The 10 questions which follow have all been raised before in various contexts and have resulted in various answers. Often the search for that elusive, definitive answer simply raises more issues. In the questions below, the term "foreign expert", which is now fairly widely used, has been substituted for "language teacher". While this term has the advantage of emphasizing that the language teacher is not familiar with the local scene – he/she is "foreign" – it has the disadvantage of suggesting that the language teacher is omniscient – knows everything – and that is a very dangerous assumption. These questions are intended to be springboards for thought for teachers preparing to teach internationally for the first time.

1. Will the act of teaching uphold or run counter to the United Nations Declaration of Human Rights, the Convention against Discrimination in Education or the Declaration of the Rights of the Child?
2. Will the teaching act, by increasing the opportunities for some, result in oppression for others? Does one group advance at the expense of another?
3. When a foreign expert believes that the knowledge gained by the students may result in increased oppression for others, should he/she refuse to teach, or should he/she adopt the attitude that, as someone will do it, better me than him/her?
4. Should foreign experts consciously and deliberately teach their students their rights as workers or citizens if they believe these are withheld from them?
5. Should foreign experts impose their values on their students when they sincerely believe their values are better than those currently being practiced?
6. Should foreign experts play a subversive role, that of teaching students how to make changes in the systems which control them?




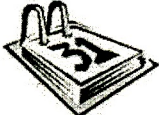

7. Does the presence of foreign experts in countries which have oppressive regimes automatically suggest that the regime is condoned by the supplying country? If so, should foreign experts be there?
8. If the difference between the working conditions and salaries of local teachers and foreign experts is very great, how should the foreign experts react?
9. Should foreign experts judge another society, its values, customs and traditions, or should they simply accept what is?
10. Do foreign experts have the right to interfere in the internal politics of another country?

References

- Ashworth, M. (1985). *Beyond Methodology. Second Language Teaching and the Community*. Cambridge University Press.
- Jackson, David Lee. (1983). "Ethics, politics and foreign language teaching." Unpublished paper, University of British Columbia, Canada.

This article is based on an essay in the book "Beyond Methodology" (CUP, 1985). It is reprinted here in revised form with permission of the author.

Mary Ashworth is a noted Canadian ESL educator, an international expert on language pedagogy and policy and an outspoken advocate of the language rights of immigrant. She taught for over 20 years at the University of British Columbia. She is now retired and lives in Vancouver, Canada.

<p>Yokoso! Japan T-Shirt http://samuraicanuck.tripod.com</p>  <p>In November 2007, the Japanese government enforced fingerprinting and facial photos of all foreign nationals arriving in Japan. To protest this policy, a "Welcome to Japan" fingerprint-logo T-shirt has been produced and is on sale. To learn more, check out the website or contact: ♦ yokoso_tee@joka.powweb.com ♦ Tel/Fax: 053-476-4677</p>	<p>Lindsay Hawker T-Shirt www.cafepress.com/beingabroad</p>  <p>Lindsey Hawker, a British EFL teacher, was murdered in Tokyo in March 2007 by 28-year old stalker Tatsuya Ichihashi, who is still at large. In hopes of catching him, Caroline Pover and the Hawker family are selling a T-shirt with Ichihashi's face and the message "Until this man is caught, I won't sleep at night." Details on the website above.</p>	<p>Shin-Eiken Association www.shin-eiken.com</p>  <p><i>Shin-Eiken is Japan's most active high school EFL teachers' group involved with global, peace and human rights education. It promotes English for international understanding and for global awareness, and aims to help students act as global citizens to make a better world. Check out their website or monthly Japanese magazine <i>Shin Eigo Kyoiku</i>.</i></p>
<p>Social Issues for ESL wendyroyal@hotmail.com</p>  <p>Wendy Royal's classic Canadian textbook "The World Around Us: Social Issues for ESL Students" is now on sale here in Japan. Cost per book (including shipping) is 2,500 yen. Buy your own copy or order a class set (at discount price + free teachers' guide) for your spring teaching. Available from: ♦ Kip Cates <kcates@rstu.jp></p>	<p>2008 Peace Calendar www.warresisters.org</p>  <p>The title of War Resisters' 2008 Calendar is "Salaam, Shalom: Nonviolence & Resistance in the Middle East and Beyond." This profiles NGOs, issues and initiatives in peace and conflict resolution in Israel, Palestine and the wider world. Available in Japan for 800 yen (with shipping) from: ♦ Kip Cates <kcates@rstu.jp></p>	<p>What Color is Peace? http://popoki.cruisejapan.com</p>  <p><i>Popoki, What Color is Peace?</i> is a bilingual (Japanese-English) picture book designed by peace educator Ronni Alexander which addresses issues of violence, human rights, development and the environment. The book (and a DVD) are available in Japan from the website above or from: ♦ <popokipeace@yahoo.co.jp></p>



Using *Families of the World* Videos to Develop Language Skills and Awareness of Global Issues

by Tracy Cramer (Kansai Gaidai University, Osaka, Japan)



"Video provides an exciting way to have students travel the world, learn about its cultures, engage in global issues and practice language skills – all while seated in the classroom" (Cates, 2007).

Authentic Video in the Classroom

I couldn't agree more with the above quote. However, very often the challenge with using authentic videos is that the language level is too high for lower level English language learners. I have found this to be especially true of my students in Japan, even though I teach at a foreign language university where almost all the students major in English.

The *Families of the World* video series, however, is different because not only is the language appropriate for lower level students, but the vehicle of that language, the lives and stories of the series narrators, truly engage the interest of the students. In this article, I will introduce the series, then explain the learner-centered teaching materials I developed for use in the classroom in Japan (but which can easily be adapted to your teaching situation).

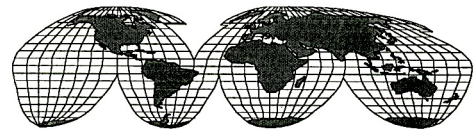
"Families of the World" Video Series

The *Families of the World* video series consists of 19 videos (listed at right) with about 2 more produced each year by educational filmmakers Mark and Eleanor Marquisee. Each 30-minute video focuses on one country, and is narrated by two children, one in the city, and one in the countryside. They take the viewer through a typical day in their lives, introducing the family's home life, places of work, schools, and beliefs, as well as other aspects of their country's history and culture. All the videos raise issues of cross-cultural interest, but some touch on topics as wide ranging as religious beliefs and customs, the roles of men and women, socialism, communism, agricultural practices, colonial history, school life, patriotism/nationalism, language policy, the environment and other themes. Teachers interested in having their students explore these and other topics will find much to draw from. The series is produced for young adults, so the

English is not difficult. They are available in both VHS and DVD format (region free, with English subtitles), and cost US \$30 each (or \$20 at their annual TESOL Convention booth).

All the videos touch on issues of cross-cultural interest. However, in my opinion, only about half (marked with an asterisk below), explicitly touch on social or global issues (but only very briefly) that are especially useful for stimulating discussions of global interest.

FAMILIES OF THE WORLD VIDEOS



1. Australia
2. Brazil: * colonialism
3. Canada
4. China: * socialism
5. Egypt: * role of religion (Islam)
6. France: * television and values; religion (Catholicism)
7. Ghana: * roles of men and women; religion (Anglicanism)
8. India: * role of religion (Hinduism): reincarnation, vegetarianism, gender roles
9. Israel: * communal life (kibbutzim); religion (Judaism)
10. Japan:
11. Mexico: * religion (Catholicism); native people
12. Puerto Rico: * sustainable agriculture; statehood and independence
13. Russia: * transition from communism to market economy; family/community self-sufficiency
14. South Korea: * loss/preservation of village traditions; respect for elders; English education
15. Sweden: * environment; gender roles
16. Thailand: * patriotism/nationalism; sex roles; religion (Buddhism): monks, reincarnation
17. UK
18. USA
19. Vietnam

Using the Series in the Classroom

"Learners are required to learn actively, through doing, rather than focusing on the teacher (Nunan, 1999.)"

How do I use these videos in class? Actually, it's better to ask, "What do the students do?" since I try to give my low-intermediate first-year university students as much responsibility for their learning as possible.

Briefly, I ask students to do research on a country, present this information in small groups while their partners take notes, answer short written questions as they watch the video, discuss these and additional questions on issues in the video, then take a quiz on what they have learned. Throughout this process (which lasts several classes), and to supplement the research, presentations, video and discussion, I give short lectures, plus show pictures, maps and music videos (available for free on the Internet). In addition, students engage in oral presentations, vocabulary work and pronunciation practice.

The procedure (and accompanying handouts) set out below are written up in a Study Guide I prepared for my students. You can get this by emailing me directly, or by downloading this from the *Families of the World* website (available in spring 2008).

Unit Procedure

Step 1: Put students into groups of four.

Step 2: Assign each student to one of the four *Areas of Research* that they will rotate through over the course of researching, watching, and discussing four different countries.

1. Geography/Population
2. Education/Politics
3. Economy
4. Culture

Step 3: Assign each student 7 research questions, (including 1 open-ended question that allows them to report on anything in their Research Area *they* find interesting). Examples:

1. Geography/Population: How many people live there?
2. Education/Politics: What percentage of the population is literate?
3. Economy: What do people do for a living?
4. Culture: Who are two or three important people from the past and the present?

[Note: For the first and second countries that the students will present on, show them where and how to find the answers to these questions in the library and on the Internet.]

Step 4: Model the short oral reports the students will give their groupmates with a country that you, the teacher, research in order to show them the information that they are supposed to report, and how to present it.

Step 5: Give students the 4-page Country Handout. For homework, they study 25 vocabulary words and read 25-30 *While Watching Questions* (1 question about what they are seeing and hearing for every minute of video play time) and 5 or 6 interpretive and/or opinion generating *After Watching Discussions*.

Step 6: If time and resources permit, take students on a Google Earth tour of the country under study <<http://earth.google.com>> and show a video of the country's folk music available from YouTube <www.youtube.com>. I also give one or two short lectures on the topic of global interest that is given attention in the country's video. For example, for Ghana, I give a lecture on the roles of men and women in the family around the world. This highlights this aspect of the video so that students will notice it when they see it. The lecture and noticing in turn prepare them to better answer the *After Watching Questions*, and offer their opinions on a topic that they might not otherwise have much familiarity with.

(Steps 7 - 10 take place in one 90 minute class)

Step 7: Before watching the video, students give their oral research reports to their groupmates (each report lasting 4-5 minutes) while their groupmates take notes and ask questions.

Step 8: Next, before students watch the video, ask them to guess or predict the answers to the *While Watching Questions* based on their knowledge of the country. For example, for Ghana (and after reading a short synopsis of the video), students will try to guess the answers to about 30 questions, the first four of which are:

1. What are some of the chores Deborah does in the morning?
2. Are the vendors at the market mainly men or women?

3. Why don't the vendors put prices on their products?
4. True or False? Parents pick the husband for their daughters.

Step 9: Next, students watch the video, and listen for and check their answers.

Step 10: With their groupmates, they compare their answers to the *While Watching Questions*.

Step 11: For homework, students answer the *After Watching Discussion Questions* from the Country Handout. For example, for Ghana:

(1) What was different, interesting, or surprising? (For example, what do you think of all the chores the children do? How does this compare to Japan?)

(2) Men in rural Ghana seem to be in the dominant social position. (For example, if the husband likes fufu (plantain mush), his wife must make it, or he can divorce her.) What are some other things you saw or heard that shows that men are in the dominant social position? What do you think of this? How does this compare to Japan?

(3) Why do you think English is the official language of Ghana?

Step 12: In the next class, students discuss, and later report to the class, their answers to the *After Watching Discussion Questions*.

Step 13: Show students another folk music video, or look at on-line pictures of life in the featured country from the Internet.

Step 14: Students take a short quiz based on what they reported in their groups, and what they heard in the video.

Language Learning Activities

The language activities students do focus on oral presentation skills (delivery, transitions, and organization), vocabulary building and pronunciation. However, a project of this scope affords many opportunities to focus more explicitly on language. (I would be glad to share my handouts: contact me for a copy)

The unit here, or the videos without the unit, should ideally be integrated into a course theme of global and/or cultural awareness. That way, as you think of related topics that students can study, the videos can be used to complement and enrich these. For example, we also study what it is to be poor, and use the book *If the World Were a Village* by David Smith (2000).

Finally, it's worth mentioning that this series, and the unit itself, are not without problems and limitations. (1) Student presenters sometimes copy rather than paraphrase the information they are to report on. Their partners then don't understand because the words they use are too difficult. (2) The topics of global interest in the videos are only touched on very briefly, so there often is not enough information for students to develop enough understanding to have a good discussion without additional readings and lectures. (3) Much of the content of the videos deals with rather "mundane" aspects of children's lives that may not appeal to older adults. (4) Finally, the voices of some child narrators sound rather young, making it sometimes difficult for learners to understand.

Conclusion

In spite of these potential shortcomings, students write in their evaluations that they enjoy and get a lot out of the unit and the videos. In addition to the materials I've described and offered, you can find free on-line Teacher's Guides at the website for each video that contain transcripts, discussion questions, quizzes and country fact books. You can also expand the explicit language learning aspect of the unit by consulting books about how to use video in the EFL classroom (see Stempleski, 1990, Cooper, 1991, and Lonergan, 1992). Happy teaching!

References and resources:

- Cates, K. (2007). *Teaching Global Awareness through Video*. TESOL 2007 Pre-Conference Institute handout.
- Cooper, R. et al. (1991). *Video: Resource Books for Teachers*. Oxford University Press.
- Lonergan, J. (1992). *Video in Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- Stempleski, S. and Tomlinson, B. (1990) *Video in Action: Recipes for Using Video in Language Teaching*. New York: Prentice Hall.

Families of the World website
<www.familiesoftheworld.com>

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Staging a Musical to Explore Global Issues

by Todd Thorpe (Kyoto Sangyo University, Japan)



Introduction

One of the most prevalent current themes discussed by the media, in connection to children's lives at school, is bullying. In this article, I will discuss a class project which provided 24 university EFL students in an oral communication class with an opportunity to explore an issue that is in need of attention. For a period of 4 months, meeting twice a week, the students developed and staged an original musical about bullying. The purpose of this was to provide the students with an opportunity to explore a global issue and communicate with each other in an all-English environment. This article will explain the process of preparing for the musical and touch on some of the problems encountered throughout the project.

Brainstorming and Choosing an Issue

Before beginning the brainstorming process, I took 20 minutes at the start of the first class to show short video clips of amateur musicals, explain the process we would be following to stage our musical, and introduce musical related vocabulary such as script, storyboard, choreography, costumes, lighting and props. For the remainder of the first class, I put the students into groups of three and asked them to come up with a list of global issues they were aware of. The three members of each group had to choose roles as either the group scribe, discussion leader or spokesperson.

After generating a list of global issues, the spokesperson for each group stood up and presented their group's list to the class. All of these issues were put on the board for all of the students to see. After forming a class list of 12 different issues, the students formed three groups of 8 and each group chose two issues from the list they thought the class could use as a theme for the musical. Once again, a spokesperson from each group, presented their group's opinions and the class voted on the issues. The list of issues included:

- pollution
- child soldiers
- poverty
- bullying
- global warming

From these five, the students decided on the issue of bullying because they felt it was a topic they were aware of and in need of attention not only in Japan, but also all over the world.

Researching the Issue

After deciding on bullying as the global issue for their musical, the students did some research on the topic. As a class, they came up with seven areas related to bullying that they felt they needed to learn more about. The class then divided into seven groups and each group chose one of the following seven areas to research:

1. *What is bullying?*
2. *Why do people bully?*
3. *What are some signs of bullying?*
4. *How can we deal with bullies?*
5. *Examples of real life bullying stories.*
6. *Bullying statistics*
7. *How do people feel when they are bullied?*

The students in each group were asked to bring information about their area of research to the next lesson and to prepare a presentation to teach the rest of the class what they had learned.

Developing a Story

Following three classes of research and presentations, the students worked together to come up with a rough draft of a story about bullying. This step took two and a half weeks and required an enormous amount of negotiation as many students had different opinions and ideas about the characters, the timing of the songs, the number of songs, and the story itself. After long discussions and negotiations, the class developed a story with 9 parts and 7 songs.

The story was about a 14 year-old boy named Aladdin who had to change schools because his father had been transferred to another city. At first, the boy struggled to make friends, but he was often bullied by his classmates and had no one to talk to except for his imaginary friend. Aladdin always looked to this imaginary friend for advice and for courage, and eventually, as he got stronger, he realized that this advice and courage was actually coming from within himself.

Writing the Script, Choosing the Songs

Once the rough draft of the story was developed, the students got into groups of three and started writing the script. Each group was responsible for one part, with the exception of one group, which took on two. The script was done on a storyboard and submitted to me when it was completed. Figure 1 below shows an example of a storyboard.

After checking each group's storyboard for mistakes and making sure the 9 parts flowed smoothly together, I entered the full script except for the song lyrics into my computer. Finding music that harmonized with the theme and matched the story proved to be difficult and very time consuming. This took an additional week to finalize. Most of the songs, including karaoke versions, were downloaded from the *itunes store* or rented from *Tsutaya*. The students eventually decided to use these 7 songs:

1. "Mr. Lonely" by *Bobby Vinton*
2. "Best of Friends" from the Disney movie *Fox and the Hound*
3. "Welcome to My Life" by *Simple Plan*
4. "Friend Like Me" from the Disney movie *Aladdin*
5. "Someone is Waiting for You" from the Disney movie *The Rescuers Down Under*
6. "Go the Distance" by *Michael Bolton*
7. "A Whole New World" from the Disney movie *Aladdin*

Once the students found the lyrics for the parts of the songs they chose, I added them to the script. The first draft of the entire script including lyrics was given to each student. They took one class to look it over and suggest changes they felt were necessary. The final copy of the script was then distributed to the students.

Choosing Roles

There were fewer students than roles, so many students had to take on two roles. I typed up a list of all the characters and stage-help roles and asked the students to rank their role choices. Some of the stage-help roles included:

- ◇ running the lights
- ◇ controlling the audio
- ◇ opening and closing the curtains
- ◇ greeting and seating the audience
- ◇ adding and removing props from the stage

I tried to give each student at least one of their top five preferences. The students seemed satisfied with this approach to choosing the roles.

Rehearsing

With only 5 weeks left to remember their lines, practice their songs, and learn how to use the equipment in the drama room, I knew we were short on time, so I decided to give each student a CD which included a recording of the script, the original songs, and a karaoke version of each song. I told them to listen to the CD and practice their lines and songs at home. To my surprise, they memorized their lines and songs in less than 2 weeks. During the remaining 3 weeks before the event, they were able to practice the musical from start to finish 3 times in each class. This was just enough time to learn how to use the spotlights, audio equipment and to work on transitions between parts.

Final Performance

Our final performance was attended by 70 students and 3 teachers. This was the result of word-of-mouth advertising to other classes in our university. Ideally, it would have been good to advertise more widely to local schools as well.

Bullying Storyboard Part I

Scene #	Scene Explanation	Characters Involved in the Scene	Props	Music / Sound Effects	Costumes	Transition in and out of this scene	Narration
# 1							
# 2							
# 3							

Problems We Encountered

With only 4 months to choose an issue, develop a story, write a script, choose songs and practice, the students and I felt like we were always rushing to advance to the next step of preparation. I had originally wanted the students to only use English, but because of the time constraints, some students turned to Japanese while brainstorming and negotiating in their groups. To combat this, I encouraged students to step outside the classroom if they wanted to speak Japanese. Although a few groups left the room for a few minutes to talk in Japanese, this technique seemed to decrease the amount of Japanese used throughout the project. The lack of time to prepare also forced us to perform the musical with basic props and no costumes.

Another problem was not being able to reserve the drama room for each class. The drama club had reserved this room for months in advance, so there were many times when we had to use the front of a regular classroom as the stage. This took away from our time to practice using the spotlights and audio equipment.

An additional problem that was extremely frustrating for the students and I was when students would show up late or not at all. This forced us to cover or skip their roles during practice, consequently losing some of our momentum. This problem made preparing for the musical extremely difficult, especially during the last three weeks.

Conclusion:

Although the students and I encountered some difficulties, I believe that, with a bit more time, staging a musical can be a memorable and motivating project. It gives students the opportunity to be creative, express themselves and take their English study one step further. I think a project such as this teaches students to be more knowledgeable about a globally and personally relevant issue such as bullying and may in a small way help to ease the problem.

Todd Thorpe

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Teachable Moments: Upcoming Events for the Year 2008

2008 Olympic Games
August 8 - 24, 2008
Beijing, China



The biggest event of 2008 will be the 29th Summer Olympics held in Beijing, China. This is expected to feature 10,000 athletes from 200 nations for over 300 events in 28 sports. Start planning now to teach this event in your school!

- www.wikipedia.org *2008 Summer Olympics*
- Beijing 2008 Site <<http://en.beijing2008.cn/>>

United Nations Declares 2008 the International Year of Languages



The UN and UNESCO have declared 2008 as the "International Year of Languages". This unique event aims to promote linguistic diversity, multilingualism and respect for all languages. Why not plan an event at your school to celebrate this?

- www.wikipedia.org "International Year of Languages"

G 8 Summit in Hokkaido
July 7 - 9, 2008



Japan will host this year's meeting of the G8 nations (Canada, France, Germany, Italy, Japan, Russia, UK, USA) at Lake Toya in Hokkaido. Issues on the agenda include Africa, climate change, nuclear non-proliferation and the world economy. Protests are planned by indigenous, peace and social justice groups who see the G8 as a rich nation cartel. This event presents a chance for students to learn about the G8, its history and the controversies it has generated.

- www.wikipedia.org "34th G8 summit"
- www.G8summit.go.jp
- <http://linux7.sanpal.co.jp/no-g8/>

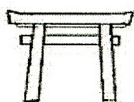
Model G 8 Youth Summit
March 11 - 15, 2008



In addition to the official G8 meeting above, a "Model G8" summit will be held in Tokyo and Yokohama featuring youth from the G8 nations.

- www.modelg8japan.org

Teachable Moments: Key Anniversaries in 2008



The Opening of Japan 150th anniversary (1858 - 2008)

In the year 1858, Japan ended its “sakoku” isolation policy, signed treaties and entered into official relations with Western countries. This year thus marks the 150th anniversary of Japan’s relations with nations ranging from England, France, the Netherlands, Russia and the USA.

- www.ukjapan2008.jp/en/whats/
- www.us-japan.org/programs/past.html#150th
- www.diplomatie.gouv.fr/en/ “Japan 150th”



Foundation of Israel 60th anniversary (1948 - 2008)

The year 1948 marked the establishment of the state of Israel, the first Israeli-Arab War and the beginning of the “Palestinian problem”.

- wikipedia.org “Israel” “Israeli Arab conflict”
- <http://wordpress.com/tag/israel60/>



Japanese Immigration to Brasil 100th anniversary (1908 - 2008)

2008 marks 100 years since the start of Japanese immigration to Brasil. Have your students study why Japanese emigrated, what happened to them and why people still leave their countries today.

- www.wikipedia.org “Japanese Brazilians”
- www.discovernikkei.org/en/



Death of Martin Luther King 40th anniversary (1968 - 2008)

The year 2008 marks the 40th anniversary of the death of Martin Luther King. Take this chance to teach a lesson or unit about this famous human rights activist, his life and goals, and the work we still have to do to realize his dream.

- www.mlkonline.net
- www.stanford.edu/group/King/



Universal Declaration of Human Rights - 60th Anniversary (1948 - 2008)

Join your students to study the Declaration of Human Rights created in 1948 by a United Nations committee under Eleanor Roosevelt.

- www.youthforhumanrights.org
- www.universalrights.net/heroes www.udhr.org



40th anniversary of 1968 (1968 - 2008)

1968 was an amazing year of sex, drugs, rock and roll, social upheaval, Prague Spring, the Vietnam anti-war movement, the assassination of Robert Kennedy and a global student uprising. Join your students to study this amazing year and learn from its many events.

- Kurlansky, M. (2005) “1968: The Year That Rocked the World”
- Kaiser, C. (1997) “1968 in America”



Death of Gandhi 60th anniversary (1948 - 2008)

Mahatma Gandhi was assassinated in 1948 after a dramatic, inspiring life of working for peace, tolerance and social justice. Join your students to study his life, see the film and promote his ideals.

- <http://en.wikipedia.org/> “Mahatma Gandhi”
- [http://en.wikipedia.org/wiki/Gandhi_\(film\)](http://en.wikipedia.org/wiki/Gandhi_(film))
- www.mkgandhi.org



China-Japan Treaty of Peace 30th anniversary (1978 - 2008)

2008 marks the 30th anniversary of the Japan-China Peace and Friendship Treaty. This will feature a *China-Japan Youth Exchange Year*. With problems such as history texts, tainted food and territorial disputes, this is a chance to work for good relations between the 2 nations.

www.fmcoprc.gov.hk/eng/zgwjsw/t386678.htm

Who's Doing What?

Teachers Helping Teachers

Teachers Helping Teachers (THT) is now recruiting EFL instructors with teacher training interest or experience for its 2008 seminars in Vietnam, Laos, Bangladesh and the Philippines. See their website to submit a proposal.

William Balsamo <yamataro670@yahoo.com>
 Newsletter: <pdougherty@shse.u-hyogo.ac.jp>
 Web: www.geocities.com/yamataro670/tht
<http://p916dougherty.tripod.com/index.html>

Teachers Against Prejudice (TAP)

<www.teachersagainstprejudice.org>

Teachers Against Prejudice is a US-based non-profit group dedicated to fighting prejudice and intolerance through education.

Hague Appeal for Peace (HAP)

<www.haguepeace.org>

This *Hague Appeal for Peace* website provides free peace education lessons plus teaching resources on peace, war and disarmament.

Teaching About the Amish

Brian Teaman, former GILE SIG Program Chair, has been developing EFL teaching units on the Amish and has put up a list of resources on his wiki site. These include documentary videos and books. Check these out at the site below and let us know if you're teaching about this topic.

<<http://brianteaman.com/wiki/pmwiki.php?n=Classes.AmishResources>>

Brian Teaman <brian@popear.org>

AJET SIGs involved in Global Issues

The *Association for Japan Exchange & Teaching* (AJET) comprises English teachers and international coordinators on the government JET program in Japan. AJET has a number of Special Interest Groups involved with global issues:

- ◆ Eco-SIG (teaching about environmental issues)
- ◆ Go MAD SIG (3rd World volunteering)
- ◆ Habitat for Humanity SIG (home building)

AJET: <http://ajet.net/index.php>
 Eco-SIG: www.geocities.com/green_in_japan
 Go MAD: www.go-mad.org
 Habitat: <http://jetsetjapan.com/volunteerjet-habit.shtml>

Make Poverty History

<www.one.org>



Make Poverty History is a global campaign to fight against poverty, debt, AIDS and hunger in Africa. Use their website to learn more, join the campaign and help make poverty history.

Youth for Human Rights

www.youthforhumanrights.org



Youth for Human Rights (YHR) has produced a powerful set of 30 public service TV ads to promote human rights. See these on-line or order the DVD for your classroom teaching.

Being a Broad

<www.being-a-broad.com>



Being a Broad is a support and information network for international women who work in Japan. Check out their exciting website or subscribe to their monthly English magazine.

Social Studies

<www.socialstudies.com>



Social Studies School Service is a dynamic clearing house for K-12 global education materials from maps, globes and posters to books and DVDs on global issues, world regions & cultures

Everyday Activism

<www.365act.com>



365 Act is a lively website which promotes actions that you can do 365 days a year to promote peace, justice and a better future. Check out their website or buy their book.

Peace Not War

<www.pnwj.org>



Peace Not War is a campaign to promote peace and non-violence through music. See their websites (in Japan and the UK) to follow their activities and buy CDs. Check out their great links

Paper Clips – The Movie

<www.paperclipsmovie.com>



Paper Clips is an inspiring movie about how students at a rural US school studied the holocaust, then collected 11 million paper clips, one for every victim of the Nazis. See the trailer or buy the DVD!

Free Rice Website

< www.freerice.com >



Free Rice is a new website set up to test your English vocabulary and address world hunger. For every word you get right, the site's sponsors provide 10 grains of rice to the hungry via the UN.

Poverty . Com

< www.poverty.com >



Poverty.Com is the sister website of *Free Rice*. It graphically shows the victims of poverty and disease using actual names and faces on a world map. Visitors are urged to push their governments to act.

Global Issues at ESL Etc.

< www.esletc.com >



ESL Etc. is a great new website dedicated to bringing global issues and activism into language teaching. The site has free hand-outs, resources, podcasts and a forum for sharing teaching ideas.

Global Issues Literature

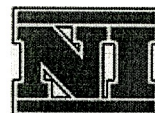
www.rinkl.net/wiki/tiki-index.php



Global Issues Literature in Education is a Wiki created by former GILE Membership Chair Lori Rink. The website provides an annotated list of EFL fiction readers on global issue topics.

New Internationalist

< www.newint.org >



New Internationalist provides teachers with the information and inspiration about global issues needed to make the world a better place. Check out their website and subscribe to their magazine!

Peace Boat

< www.peaceboat.org >



Peace Boat is a Japanese NGO dedicated to promoting peace which organizes round-the-world cruises each year to visit world cultures and study global issues.

Global Issues Net

< www.global-issues.net >



Global Issues is a dynamic global education website run by *Facing the Future*. It features "60-second tours" of global issues with a *Students Take Action* section.

Better World Website

< www.betterworld.net >



Better World features information and resources on global dates, heroes, festivals, books, videos, songs and quotes all aimed at working for a better world.

Japan AIDS Education

< www.japanetwork.org >



JAPANetwork provides EFL materials, lesson plans, videos and ideas for integrating AIDS awareness into your classes. More info at: <aidsed@gol.com>

U.N. Cyber School Bus

< www.un.org/Pubs/CyberSchoolBus >



The United Nations Cyber School Bus website has teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

Oxfam Cool Planet

www.oxfam.org.uk/education/



Oxfam's Cool Planet is a great global education website for teachers and students with cool info, news and resources on world issues and global citizenship.



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) **"Readings for the Real World"** (various authors) (2005) (4 books: US \$15 each)

Compass Publishing, 7212 Canary Lane Sachse, Texas 75048 USA or 1360-17, Seocho 2-dong, Seocho-gu, Seoul, Korea E-mail: info@compasspub.com Web: www.compasspub.com



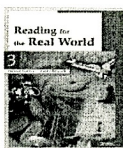
Readings for the Real World: Intro (by Eric Prochaska)

This book's 12 units deal with topics such as *computer hacking, health and self-image, toxic waste, illegal immigration, the future of water, anti-smoking laws, women in sports, the Nobel Peace Prize, gender issues and Internet shopping.*



Readings for the Real World 1 (by Casey Malarcher & Andrea Janzen)

This book's 12 units cover topics such as *Internet history, divorce trends, greenhouse gases, the death penalty, Martin Luther King, the space race, cheating in sports, Gandhi, bribery in business and charity adventure tours.*



Readings for the Real World 2 (by Lawrence Zwier & Lynn Stafford-Yilmaz)

This book's 12 units look at themes such as *fighting spam, organ transplants, cosmetic surgery, legal drugs, Greenpeace, melting glaciers, witness reliability, Nelson Mandela, sex stereotypes, capitalism and censorship in advertising.*



Readings for the Real World 3 (by Barbara Graber & Peggy Babcock)

This book's 12 units deal with *Internet addicts, gene therapy, teen runaways, deforestation, lie detectors, the International Space Station, Toni Morrison, Andrew Carnegie, imperialism, repatriation of remains and brand names.*

- each 13-page unit includes warm-up tasks, a vocab preview, a 3-page reading, comp questions, a listening, reading skill focus and writing/discussion topics
- each book in the set comes with an audio CD and a Teacher's Manual

(2) **"Our Unique Planet"** by Ian Bowring and Ruth Urbom (2008: ¥1800)

Seibido Ltd., 3-22 Ogawa, Kanda, Chiyoda, Tokyo 101-0052 <seibido@mua.biglobe.ne.jp>
Tel: 03-3291-2261 Fax: 3293-5490 Web: www.seibido.co.jp ISBN 978-4-7919-4623-5



This 117-page Japanese reading text for intermediate students focuses on science and technology. Its 22 units come in 4 parts: (1) Life on Earth (*evolution, fossils, bio-diversity, endangered species*), (2) Technology (*waste and recycling, stem cells, malaria, cell phones*), (3) Our Home (*solar system, volcanoes, tsunamis*) and (4) Exploration (*undersea mining, space research*). Each 5-page unit has a 2-page reading text, Japanese notes, vocab study, listening and language exercises.

(3) **"Headwork Reading Non-Fiction Series"** Series editor Chris Culshaw (Oxford University Press)

Oxford University Press, Edomizaka Mori Bldg. 6F, 4-1-40 Toranomon, Minato-ku, Tokyo 105-8529 E-mail: <elt@oupjapan.co.jp> Web: www.oupjapan.co.jp or www.oup.com



This low-intermediate non-fiction UK reading series covers real-life people and events. In addition to the two books listed here, other titles include: *E-mails from Antarctica, Postcards from India* and *What Does a Bodyguard Really Do?*

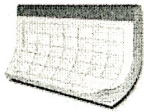
(a) **"A Greenpeace Logbook"** by Dan Barlow (1999) 0-19-833797-3

What does Greenpeace protest about? Are their issues right or wrong? In this 23-page reader, the author joins a Greenpeace protest and describes his experience.



(b) **"Diary of a Sponsored Bike Ride"** by Lisa Pote (1999) 0-19-833792-8

What are sponsored charity bicycle rides like? Are they just a holiday or are they tough going? Read the author's diary as she cycled across the deserts of Jordan.



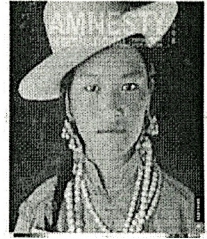
2008 GLOBAL CALENDARS

If you haven't already done so, now's the time to order your global education almanacs, calendars, date-books and diaries for the year 2008!



(1) 2008 AMNESTY INTERNATIONAL CALENDAR

Amnesty International, 322- 8th Avenue, New York, NY 10001 US
Web: www.amazon.com or www.amnesty-usa.org Price: \$14
This 2008 calendar celebrates the 60th anniversary of the *Universal Declaration of Human Rights* with stunning images from round the world. Buy their *Amnesty International Diary Agenda* planner, too.



(2) 2008 NEW INTERNATIONALIST (NI) CALENDAR



New Internationalist, Tower House, Lathkill St, Market Harborough LE16 9EF UK www.newint.org or www.ni-japan.com/jgoods.htm

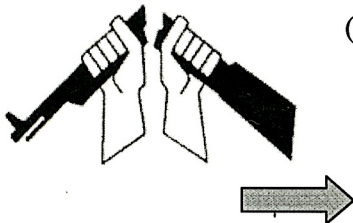
- The NI *One World Calendar* (\$22.95) features colorful photos of people, countries, cultures and issues from all around the world.
- The NI *One World Almanac* (half price! \$11.50/1000 yen) is a datebook and personal organizer with world photos, quotes and global data.

(3) 2008 J.E.E. ECO-CALENDAR

Japan Environmental Exchange (JEE), 34 Minami Kamifusa-cho, Koyama, Kita-ku, Kyoto 603-8149 JAPAN Tel/Fax: 075-417-3417
E-mail: jee@jca.apc.org Website: www.jca.apc.org/jee/

This 2008 bilingual English-Japanese calendar features information and cartoons on environmental themes plus key global issue dates for the coming year. This year's theme is "Slow Life" (Price: 900 yen)

Japan Environmental Exchange
日本環境保護国際交流会



(4) 2008 WAR RESISTERS *MID-EAST PEACE* CALENDAR

War Resisters League, 339 Lafayette St, New York 10012 (\$13)
E-mail: wrl@warresisters.org www.warresisters.org/cal2008.htm
WRL's 2008 calendar looks at non-violence and resistance in the Middle East with profiles of peace initiatives in Israel and Palestine
** Copies available in Japan from Kip Cates (800 yen, see pg. 23)

(5) OTHER 2008 GLOBAL CALENDARS

- ◆ www.calendars.com This website features over 2,000 calendars including from NGOs such as the Sierra Club, Greenpeace and WWF.
- ◆ www.google.com Do a google search on "2008 peace calendars" to see the wide variety of peace calendars now available for purchase.
- ◆ www.caat.org.uk/resources/peacediary.php Get a copy of *Housmans Peace Diary 2008* which lists over 2000 peace and global issue NGOs



ON - LINE GLOBAL CALENDARS

- Global Issues: www.countmeincalendar.info
- Global Dates: www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html
- UN Calendar: www.un.org/Pubs/CyberSchoolBus/calendar/
- Earth Calendar: www.earthcalendar.net



GLOBAL EDUCATION MATERIALS FOR PURCHASE



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

WRI 2008 Peace Calendar

This "Salaam, Shalom" peace calendar features essays, info and profiles of peace initiatives and NGOs in the Mid East. ¥800 / \$8

Book: "I Love Korea"

Teach your students about Korea with this colorful English book about Korean customs, people, life and culture. ¥1500 / \$15

Book "The World Around Us"

Get a copy of this classic ESL text from Canada full of innovative classroom activities for teaching about social issues. ¥2500 / \$25

Global Perspectives (JACET)

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

Fair Trade Goods

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

* www.wftday.org

* www.ifat.org

Peter's World Map

Decorate your classroom with this global education map.

www.petersmap.com/table.html



GLOBAL EDUCATION RESOURCES



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

- American Forum for Global Education:** books on global education, world cultures and global awareness
American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA www.globaled.org
- Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org
- Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org
- Center for Teaching International Relations:** primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.du.edu/ctir
- Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: www.esrnational.org
- International Education Resource Center (ERIC):** Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org
- Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA Web: www.interculturalpress.com
- National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com
- New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org
- Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: www.oxfam.org.uk/coolplanet/
- Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 www.peace-ed.org
- Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: www.peaceproject.com
- Social Studies School Service:** global education catalog of books, videos, software, posters & maps
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA
Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com
- Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA
Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>
- U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int'l understanding
UN Bookstore, New York 10017 USA www.un.org/Pubs/CyberSchoolBus/bookstor/index.html
- WWF (World-Wide Fund for Nature):** books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org

COMING EVENTS CALENDAR

Jan 21 Martin Luther King Day ¹	Mar 22 World Water Day ⁵
Jan 27 Holocaust Memorial Day ²	Apr 7 World Health Day ⁶
Mar 8 International Women's Day ³	Apr 22 Earth Day 2008 ⁷
Mar 21 Elimination of Racial Discrimination Day ⁴	Apr 24 Take Our Daughters to Work Day ⁸

- 1 ML King Day: <www.holidays.net/mlk/> <www.mlkday.gov> <martin-luther-king-day.123holiday.net/>
 2 Holocaust Memorial: <www.hmd.org.uk> <www.vhf.org> <www.ushmm.org> <www.holocaust-trc.org>
 3 Int'l Women's Day: <www.isis.aust.com/iwd/stevens/contents.htm> <www.un.org/events/women/iwd/2007>
 4 Racism: <www.un.org/cyberschoolbus/iderd/> <www.un.org/cyberschoolbus/racism2001/orglinks.asp>
 5 Water: <www.epa.gov/teachers/water.htm> <www.worldwaterday.org> <www.unwater.org>
 6 World Health Day: <www.csun.edu/~vceed002/health/> <www.who.int/world-health-day/en/>
 7 Earth Day: <www.earthday.net> <<http://earthday.wilderness.org>> <www.earthday.gov/kids.htm>
 8 Take Our Daughters to Work: <www.daughtersandsonstowork.org> <www.ucsf.edu/cge/kids/index.html>
 * More dates: <www.countmeincalendar.info> <www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

NEWSLETTER SUBSCRIPTIONS (Non-JALT) Interested teachers or institutions are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000, US \$15 or UK £10. In Japan, send a *teigaku kogawase* check (leave blank) from any post office to the address below. Overseas subscribers can pay in US dollars or UK pounds (make personal checks out to "Kip Cates" on a US or UK 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 December 2007)
 * JAPAN SUBSCRIBERS: JALT SIG (250) GLOBAL ISSUES NETWORK (100) = 350
 * INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 150

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

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

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