

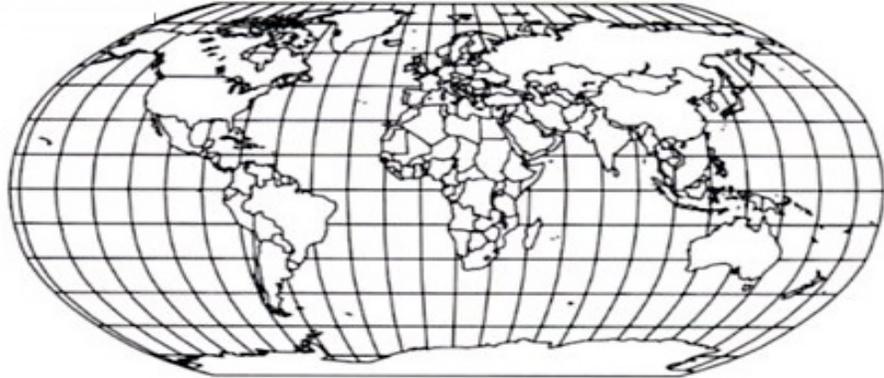
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

97th

Issue

celebrating 97
issues and 25
years in print
since 1990



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

NEWSLETTER #97

Our autumn 2015 newsletter features: (1) an article by Zelinda Sherlock that takes a critical look at the content, values and assumptions embedded in English textbooks used in schools in Japan, and (2) a set of lively comments from an on-line debate moderated by British ELT expert Ken Wilson on the question of "Should we talk about global issues in the ELT classroom?" This fall marks the 70th anniversary of the founding of the United Nations in 1945. To commemorate this, we include a special section on *Teaching about the United Nations* which includes a UN quiz for your students as well as a variety of teaching ideas, activities and resources. This issue also includes reports on this spring's PanSIG conference (in Kobe) and this summer's national JACET conference (in Kagoshima). We finish off this edition with a list of global issue calendars for the year 2016 plus a round-up of all the latest global education news and information.

◆ **E-SUBSCRIPTIONS:** After 20 years as a paper newsletter, we now offer electronic subscriptions by e-mail. Please let us know if you'd like to try this eco-friendly option!

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JALT 2015 National Conference

Nov. 20 – 23, 2015 in Shizuoka
 <<http://jalt.org/conference/jalt2015>>

The 41st conference of the *Japan Association for Language Teachers* will be held from November 20–23 in Shizuoka on the theme of *Focus on the Learner*. Come and attend the special sessions that our *Global Issues* SIG will hold!

GILE SIG Forum

Sharing Ideas, Lessons and Resources
 Sunday Nov. 22 9:50 - 11:20 Room 902

Our 9th GILE SIG forum is an “idea sharing” session featuring reports from classroom teachers on innovative activities linked to global themes. Handouts, lesson plans and resources will be available to take home. Come and learn the latest global education approaches to EFL classrooms!

Special GILE Student Forum

Teaching for Global Citizenship: Student Voices
 Sunday Nov. 22 2:55 - 4:25 Room 908

This special GILE session will feature a panel of students from “Super Global” high schools and universities who will share their ideas on English, language learning and global citizenship.

GILE SIG Business Meeting

Saturday Nov. 21 3:45 - 4:30 Room 902

Come to our annual SIG business meeting to:

- hear reports on projects, programs, finances
- discuss our SIG newsletter, website, activities
- make plans for JALT 2016 and the coming year

GILE SIG Display Table

Drop by our *Global Issues* SIG Display table to pick up materials, meet our staff and join the SIG

Global Education Events

- **International Conference on Global Studies**
 Nov. 16 - 17, 2015 Colombo (Sri Lanka)
 <www.globalstudies.co>
 - **Internat'l Symposium on Women's Studies**
 December 5, 2015 Warsaw (Poland)
 <<https://2015womensstudies.wordpress.com>>
 - **Women's Leadership Int'l Conference**
 December 11, 2015 Washington DC www.advenaworld.com/6thwlc-washington-dc.html
 - **Int'l Human Rights Education Conference**
 Dec. 17-19, 2015 Middelburg (Netherlands)
 Website: <www.ihrec2015.org>
 - **Asia Symposium Education + Social Justice**
 Dec. 20-22, 2015 Hiroshima <www.esdfocus.org/equity-social-justice-symposium/>
 - **Education, Social Justice, Global Diversity**
 April 3 - 6, 2016 Kobe Submissions: Dec. 1
 <<http://iafor.org/conferences/aceid2016/>>
 - **Educating for Sustainable Development**
 January 22, 2016 UN Headquarters (NY)
<http://www.ctaun.org/conferences/2016-un/>
- More global education events are listed at:
www.peace-ed-campaign.org/newsletter/

JALT Environmental Committee

<brentoldchap@hotmail.com>

JALT has a new *Environmental Committee* that is working to reduce its environmental impact. At the national JALT 2015 conference in Shizuoka, a special forum will be held on Saturday Nov. 21 at 6:25 pm in Room 1101 to share ideas! To learn more about this, contact Brent Simmonds.

GILE SIG Website

www.gilesig.org



Our *Global Issues in Language Education* Special Interest Group website offers a wealth of teaching ideas from back issues of our newsletter, thanks to webmaster Paul Arenson. 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 2015

Here are the 2015 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

ADMINISTRATIVE OFFICERS

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Paul Arenson (Webmaster)
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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 <dhngoinguhue@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.jebl-ngo.org
- **Start a School Human Rights Club**
www.amnesty.ca/youth/get_involved/



Identity in EFL

This short article summarizes research on the role that identity plays as one aspect of motivation in foreign language education. Some researchers claim that learners aspire to belong to “the imagined community of target language speakers”. Other researchers argue that EFL classrooms don’t allow construction of new identities or point out that imagined communities are often global or transnational rather than linked to one specific culture. The article goes on to cite an unnamed research study in the *Journal of Language, Identity and Education* that surveyed a group of college undergraduates in Sweden. The study found that the students aspired to “escape confinement” and that their motivation to pursue English-medium education was linked to their desire to live cosmopolitan lives contributing to global causes.

“To be or not to be – Identity in EFL” *EL Gazette* #428 September 2015. <www.elgazette.com>

Video Links Classrooms Across the Globe

by Graham Stanley

Thanks to a unique video-conferencing project co-sponsored by the British Council, almost 100,000 Latin American school children across Uruguay are being taught English live by teachers overseas located in Argentina, the Philippines and the UK. The *Plan Ceibal* English project was set up in 2012 to address a lack of English teachers in elementary schools in Uruguay. The project uses video to link overseas EFL teachers with classrooms around the world. The project began with just 20 schools but is now close to its aim of reaching all Uruguayan primary schools in the country. “This is the first time we’ve been able to deliver regular lessons in full HD-quality video and audio,” explained Mina Patel of the company Global Learning Ltd. which delivers the EFL lessons from London to Uruguay. “This makes our remote teachers the next generation of language teachers – our global workforce for the future. Not only can they teach face-to-face in schools across London but now they have the skills and technological capabilities to teach English using video conferencing into any country in the world. This is the future for the delivery of content into classrooms.”

“Uruguay Shows the Way” *EL Gazette* #426 July 2015. <www.elgazette.com>

How Texas Teaches History

by Ellen Bresler Rockmore (USA)

In 2010, the Texas Board of Education approved a new social studies curriculum that promotes Republican values. This fall, 5 million students in Texas began using its controversial new school textbooks which are charged by critics with distorting history. In one text, the Atlantic slave trade is described as bringing “millions of workers” to America, not “millions of slaves”. The textbook writers also play down the brutality of slavery and the role of slave owners through grammatical manipulation. The author of this article, a teacher of college writing, stresses the importance of teaching students about clear writing, including the dangers of the passive voice. “We don’t want students to write *Torture was used* because that obscures who was torturing whom.” The Texas texts are littered with passives like *Whippings and brandings were part of slavery*. “This sentence contains no people, only nouns. Where are the slave owners who were whipping and branding? Where are the slaves who were whipped and branded? They are nowhere to be found.” Another runs *Slave families were broken apart when family members were sold*. This should read *Slave owners broke families apart by selling family members*. She concludes, “Publishers had to teach history without challenging conservative views. To do so, they made grammatical choices. Grammatical choices can be moral choices.”

New York Times October 22, 2015. On-line at: <http://www.nytimes.com/2015/10/22/opinion/how-texas-teaches-history.html?_r=0>

Fifty Shades of Grey in the Classroom

According to the *Prague Post*, a primary school teacher in the Czech Republic has lost her job after showing students a clip from the erotic movie *Fifty Shades of Grey* in the original English. The film is restricted to audiences aged 15 and above.

“Teacher Faces Disciplinary” *EL Gazette* #427 August 2015. <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?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!



Hiroshima JALT Mini-Conference

December 6, 2015 in Hiroshima City
<<http://hiroshima-jalt.org>>

The Hiroshima JALT chapter will hold its annual mini-conference and book fair on December 6 at the Hiroshima YMCA, co-sponsored by JALT's *Global Issues* SIG. Come along to catch the latest trends in global education and language teaching!



Thailand TESOL Conference

Empowerment through Glocalization
Jan. 29 – 30, 2016 in Khon Kaen
<www.thaitesol.org>

Thai TESOL's 36th annual conference will be held January 29–30 in the city of Khon Kaen, Thailand on the topic *Empowerment through Glocalization*.



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

No. 2-3 The Foundry, Seager Road,
Faversham Kent UK ME1 37FD

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

IATEFL 2016 CONFERENCE

IATEFL's 50th annual international conference will be held next spring from April 13 – 16 in the city of Birmingham, England. Go to their website for further details.

IATEFL's Global Issues SIG (GI-SIG)

IATEFL's GI-SIG runs a dynamic site featuring global ed teaching ideas, resources and activities.

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

Language Education Events

- **Creating the Future for ELT in Asia**
November 6 – 8, 2015 (Nanjing, China)
Website: <www.cflo.com.cn/asiatefl2015/>
- **Excellence in Language Instruction**
December 3, 2015 (NIE, Singapore)
Website: <<http://10times.com/tesol-singapore>>
- **Language, Culture and Communication**
March 10–12, 2016 (United Arab Emirates)
Website: <www.tesolarabia.co/conference/>
- **Task Based Language Teaching in Asia**
June 25–26, 2016 (Ryukoku University, Kyoto)
Website: <<http://www.tbisig.org/conference>>
More events at: <www.conferencealerts.com>

Key Internet 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 2016 CONFERENCE

2016 is the 50th anniversary of TESOL's founding back in 1966. Its spring conference will be held from April 5–8 in Baltimore, Maryland on the theme of *Reflecting Forwards*.

Social Responsibility Interest Section (SR-IS)

TESOL's *Social Responsibility* Interest Section (SR-IS) invites global teachers worldwide to join it. If you're a TESOL member, please make sure to make this your primary interest section.

SR-IS: Elisabeth L. Chan (USA)
<ElisabethLChan@gmail.com>

JALT Pan-SIG Spring 2016 Conference

May 20 - 23, 2016 Nago (Okinawa)
<<http://jalt.org/events/pan-sig/16-05-20>>

Our *Global Issues* SIG will join with other JALT Special Interest Groups next spring to host the annual Pan-SIG 2016 conference in Nago, Okinawa. Details to come in our next newsletter.

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

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



54th JACET CONFERENCE ON LANGUAGE TEACHING
August 29 - 31, 2015 at Kagoshima University, Kyushu, Japan
Intercultural Communicative Competence in a Globalized World



The 54th international conference of JACET (the *Japan Association for College English Teaching*) took place in Kagoshima, Kyushu on August 29 – 31, 2015. The conference theme was “Intercultural Communicative Competence and English Language Education in a Globalized World” Below is a small sample of conference sessions given on global themes.



Global Issues Pre-Conference Event

We should never underestimate the importance of cross-cultural communication. This must be exemplified by establishing long-lasting human bonds and deeper levels of cross-cultural understanding. By recognizing cross-cultural communication, I believe that we language teachers can play an important role not only in the improvement of language instruction but also in the development of human rights, democracy and, ultimately, world peace. – Akihiko Higuchi (Chair), JACET 2015 Organizing Committee

Plenary Sessions

English Language Education in the Global World: Challenges for JACET

This talk outlined JACET’s history, reviewed the state of college EFL in Japan and described key challenges facing JACET in a globalized world.

Hajime Terauchi (President of JACET)

Intercultural Competence in the Digital Age

This plenary described the challenge of teaching culture in a digital world of Facebook, Twitter and blogs where young people strive to be seen, speak out and link up with global communities.

Claire Kramsch (Univ. of California at Berkeley)

Intercultural Communicative Competence & English Education in a Globalized World

This JACET panel discussed why “culture” is still controversial in language classrooms, how intercultural understanding is taught in Korea, and the need for intercultural literacy as part of teaching English as an international language.

Claire Kramsch (Univ. of California at Berkeley)
Mae-Ran Park (Pukyong University, S. Korea)
Nobuyuki Honna (Aoyama Gakuin University)

Conference Presentations

Intercultural Competence of Japanese Students

This described a study of the cultural knowledge, curiosity, attitudes and communication skills of 91 students. Arisa Odazaki (Kagoshima University)

How to Teach Japanese History

This discussed the design of a bilingual English-Japanese course on modern Japanese history given to a mixed college class of Japanese and foreign students. Yujin Fukatsu (Japan U. of Economics)

Uncut Diamonds: Changes While Abroad

This session described the social, emotional and intellectual growth of Japanese EFL students after a short-term KAKEHASHI program to the USA. Brenda Hayashi (Miyagi Gakuin Women’s Univ.)

Intercultural Awareness & Teacher Cognition

This talk discussed the importance of helping EFL teachers to develop the intercultural knowledge, skills and attitudes needed to promote intercultural student learning. Shigeru Sasajima (Toyo Eiwa U.)

English Communication for a Global Audience

This session discussed the challenges facing teachers in preparing students to deal with the different people, cultures and communication styles in the world. Jihyeon Jeon (Ehwa University Korea)

Motivation and Attitudes towards Foreigners

This talk reported on a study of 340 Japanese high school students that measured whether positive or negative attitudes to foreign people affected EFL learner motivation. Takehiko Ito (Univ. of Tokyo)

American Literature, Gender and Sexuality

This talk (in Japanese) described the design of a junior high school EFL unit on *gender & sexuality* which was built around the theme of American literature. Natsuo Chiyoda (Kagoshima Univ.)

Cooperative Learning for Globalizing Japan!

The panelists on this symposium argued that cooperative learning is an important approach to ELT in a global age where people need to cooperate in English. Tamami Wada et al (Chubu University)

Workplace Participation of Women: Japan-US

This presentation reported on a survey of Japanese women who had studied in the US concerning changes in their views of workplace participation. Kristie Sage (Showa Women's University)

Using CLIL for Fukushima-Turkey Exchanges

This session described an EFL exchange program where children in Turkey and Fukushima shared posters and presentations on environmental issues. Hitomi Sakamoto (Toyo Gakuen University)

Intercultural Competence and Study Abroad

This symposium featured a panel of speakers who discussed how overseas study serves to promote students' cultural curiosity and intercultural competence. Toshihiro Shimizu (Kyushu Univ.)

Intercultural Competence via ICT

This presentation discussed how World Englishes, cross-cultural communication and global issues are being taught via ICT at Waseda University. Michiko Nakano (Waseda University, Tokyo)

Creating Activities via CNN Student News

This talk (in Japanese) described a media English course which featured EFL teaching materials and methods developed for Asahi Shuppan's book *CNN Student News*. Fuyuhiko Sekido (Dokkyo U)

A Camp to Improve Understanding of Identity

This presentation described a 3-day English-only camp at which EFL students studied about globalization, cultural differences and cultural identity. Byron Benner (Utsunomiya University)

Hospitality Education for Jr. College Students

This session described a Hospitality Education program which was designed to train culturally aware English speakers for the tourism industry. Kyoko Morikoshi (Hokusei Gakuen University)

Curriculum Reform in a Globalized World

This poster session outlined curriculum reforms carried out at a public university which featured a *Global Leader Education Unit* designed for 1st year students. Mark Taylor (University of Hyogo)

Glocal Participation: Student Explorations

This presentation documented changes in student concepts of globalization, English and Japanese-ness after one year of study abroad. Nathanael Rudolph (Mukogawa Women's University)

Benefits of Studying with International Students

This session outlined the types of benefits derived from teaching a class on intercultural communication to mixed classes of Japanese and international students. Shizuno Seki (Shizuoka University)

Intercultural Development and JHS Textbooks

This presentation outlined ways in which junior high school EFL textbooks in Japan can be used to better promote Japanese students' intercultural competence. Fumiko Kurihara (Chuo University)

Teaching Culture in EFL Classes in East Asia

This panel discussion outlined the different types of challenges of teaching culture faced by college English teachers in Korea, China and Japan. Hisako Yamauchi (University of Nagasaki)

Cultural Awareness Training in EFL Classes

This talk (in Japanese) introduced an interactive approach to teaching English conversation using video that helped to raise students' cultural awareness. Yuko Iwata (Int'l Christian University)

Cross-Cultural Competence through Movies

This workshop by ATEM (the Association for Teaching English through Movies) showed how movies and movie scripts can help to promote cultural competence. Sae Matsuda (Setsunan U.)

English Education Policy of Korean Presidents

This presentation gave a historical overview of the aims and features of South Korea's English education policies under recent Korean presidents. Katsumi Kiyonaga (Iizumi Nisshinkan JH School)

A Korean EFL Movie Please Teach Me English

This session (in Japanese) described how using the Korean comedy *Please Teach Me English* served to raise students' awareness of World Englishes. Megumi Kobayashi (Seikei Univ.)

Cross-Cultural Understanding in EFL Texts

This talk described a content analysis of the topics in three junior high school EFL textbooks to see how far they actually promoted cultural understanding. Kayo Nakao (Kagoshima High School)

Volunteer Student Interpreters at Trade Shows

This presentation discussed the benefits accrued by sending Japanese EFL college students as volunteer interpreters to international trade fairs. Hiroko Miura (Hokkaido University of Science)

Students Assent to English as a Lingua Franca

This talk described a survey of the views of 2,000 Japanese students concerning the role of native speakers, language ownership and English as a lingua franca. Paul McBride (Tamagawa Univ.)

Japanese Language Learners Abroad

This presentation outlined recent research on Japanese learners who are studying abroad with a focus on assessing how far they engaged with local communities. Celeste Kinginger (Penn State Univ.)

Enhancing Students' Intercultural Competence

This talk described how a study abroad program in Vancouver, Canada promoted English skills and global perspectives among Thai EFL students. Nopporn Sarobol (Thammasat Univ, Bangkok)

Special Symposium

Report from the JACET Global Human Resource Development Special Committee

In the year 2013, JACET established a special committee to research ways in which college English education could contribute to developing global human resources in Japan. The committee studied the best practices of Japan's top universities and came up with a list of proposals. This symposium reported on the findings of the committee and its recommendations for college English teachers working in Japan. Symposium Chair: Hajime Terauchi (Takachiho University)

Global Poster Sessions

Grass-Roots Global Personnel Development
Yumi Kojima (Aichi Gakusen University)

Cultural Understanding for Global Personnel
Hiroko Miura (Hokkaido Univ. of Science)

Aiming for a Global Audience at Kobe Gakuin
Judy Noguchi (Kobe Gakuin University)

Intercultural Exchange with a US Sister School
Midori Inaba (Aichi University of Education)

Language Support by International Students
Satoko Ebara (International Pacific University)

A 5-Nation Global Competence Exchange Project
Chizuko Suzuki (Nagasaki Junshin Catholic U)

The English Lounge at Hirosaki U: A Global Hub
Megumi Tada (Hirosaki University)

Contributions to the Community by EFL Students
Hitomi Higashi (Seigakuin University)

Japan-Philippines Cultural Exchange Project
Atsuko Asami (Jissen Women's University)

A "Volunteers for Peace Vietnam" Workcamp
Eiko Ujitani (Nagoya Univ. of Foreign Studies)

Learning World Languages via Overseas Study
Yumi Kawahata (Showa Women's University)

Nursing Student Exchanges with Asian Colleges
Yoko Ichiyama (Toho University)

Take a Break (TaB) Volunteering in the USA
Akemi Kawamura (Tokyo International Univ.)

A Summer Seminar with Asian & English Students
Chitsuko Fukushima (Univ. of Niigata Prefecture)

Global Teacher Training with International Orgs.
Yuko Ikuta (Bunkyo University)

From Study Abroad to International Internships
Fumiko Masuzawa (Showa Women's University)

JACET SIG on World Englishes and Cross-cultural Understanding (*Hiroshi Yoshikawa*)

JACET SIG on Multicultural Coexistence and English Education (*Tomiko Komiya*)

2016 JACET National Conference

< www.jacet.org >

Plans are now being made for next summer's JACET national conference. Proposals will be accepted starting in early 2016. Keep your eye on the JACET website for further information.

Shin-Eiken Association

< www.shin-eiken.com >

新英語教育研究

Shin-Eiken is a dynamic national high school EFL teachers' group based in Japan which works to promote global awareness, peace, international understanding and humanistic education through English. Check out its Japanese website, subscribe to its monthly magazine or attend one of its many local, regional or national English education events in Japan.

"Shin Eigo Kyoiku" (New English Classroom) Magazine

Sanyusha Press <www.sanyusha-shuppan.com>

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

Issue # 552 (August 2015) Theme: *Sowing Seeds of Peace in EFL*

- *70 Years After WWII: Peace Education Today* (Katsuyuki Nara)
- *Taking Student Peace Messages to the City* (Mineko Kashimura)
- *Promoting Peace: Classroom to the World* (Atsuko Akamatsu)
- *70 Years After WWII: What We Can Do* (Naoko Jin)
- *Super Global and Super National* (Yosuki Yanase)

Issue # 553 (Sept. 2015) Theme: *Bringing Laughter into Class*

- *Teaching Students to Laugh at Their Mistakes* (Mikiko Oyama)
- *Designing Lessons with Humor and Laughter* (Masakazu Nozaki)
- *Teaching the Song "We Are the World"* (Yukie Ueno)
- *Teaching "Bury My Heart at Wounded Knee"* (Junji Yoshiura)



Conference Report: Pan-SIG 2015 “Narratives & Happiness”

May 16 – 17, 2015 at Kobe City University of Foreign Studies

<https://sites.google.com/site/jaltfansig/>



This year’s spring JALT Pan-SIG conference brought together a total of 23 *Special Interest Groups* (SIGs) of the *Japan Association for Language Teaching* for an exciting 2-day event held on the theme of *Narratives: Raising the Happiness Quotient*. Here, we list a selection of some of the many presentations on global topics.

PLENARY TALKS

Why Our Brains Like Stories

This plenary discussed the power of stories in education and gave ideas on how teachers can use stories to promote language learning. Curtis Kelly (Kansai Univ.) <www.osaka-gu.ac.jp/php/kelly/>

The Virtues of Character Education

This plenary described how virtues such as respect, compassion and responsibility can be introduced into EFL classes via books, poems, writing and drama. Kim Horne <kim_horne@hotmail.com>

GLOBAL ISSUES SIG FORUM

Using Narratives for Global Citizenship

This year’s GILE Pan-SIG Forum featured a set of 4 different presentations on the conference-linked theme of “Narratives for Global Citizenship”.

Ideas and Resources for Using Narratives

This opening talk by GILE’s Program director stressed the power of global education stories with examples of on-line teaching resources. Jennifer Roloff (ICU) <shizsumofan@hotmail.com>

Educating Children in a Nairobi Slum

This talk reported on an African visit made by the presenters to see an education program at a Nairobi slum and a Kenyan orphanage. Richard Miller and Zane Ritchie <zane.ritchie@gmail.com>

Okinawa Kamishibai / Japan-Turkey Exchange

This talk described a Japan-Turkey EFL student exchange program as well as a *kamishibai* picture story on Okinawa and WW II. Hitomi Sakamoto (Toyo Gakuen Univ.) <hitomi27sf@yahoo.co.jp>

Promoting Peace with Content-Based Stories

This talk introduced fiction and non-fiction EFL stories about global NGOs and peace education themes that the presenter has used in his classes. Kip Cates (Tottori University) <kcates@rstu.jp>

Presentations

Preparing Students for Global Business

This talk described the benefits of the textbook *Working in Japan* which features video interviews of people from 10 countries working here in Japan. John Rucynski (Okayama University)

Empowering International Students

This talk outlined a project designed to empower foreign students at a 4-year English medium college by diminishing their feelings of isolation and marginalization. Juanita Higham (Keio U.)

Interactive Feedback and Graphic Novels

This session discussed an innovative EFL reading program which involved students in the study of graphic novels with interactive feedback using iPads. Norman Fewell (Meio University)

Gender in Teaching Stories: Old and New

This presentation described ways to promote awareness of gender and global issues via movie scripts for the two films *Paradise Road* and *To End All Wars*. Gerry Yokota (Osaka University)

Teaching Bhutan’s Gross National Happiness

This poster described a lesson plan on the nation of Bhutan and its policies aimed at promoting GNH (Gross National Happiness). Hitomi Sakamoto (Toyo Gakuen) <hitomi27sf@yahoo.co.jp>

Japanese for Emergencies

This panel discussed the challenges faced by foreign residents in Japan when natural disasters strike and argued for the need to teach “Japanese for Emergencies”. Tamayo Hattori (JICA)

Compliance and College Educators

This discussed the importance of complying with national laws, government regulations, university rules and policies. Jack Barrow (Osaka Int’l. U.)

Self-Disclosure: Sharing Stories in Class

This argued that encouraging students to talk about themselves in class promotes social skills and human relations. James Ronald (Hiroshima Shudo)

Mobbing in the Workplace

This presentation discussed the social problem of “mobbing” where an individual is constantly subjected to bullying or harassment by a group of people. Fiona Creaser (Kitakyushu University)

Problem Solving and Community Involvement

This session described a 2-day conference at which teams of Japanese students came together to report on research that they had done on solving global issues. Mark Sheehan (Hannan University)

Extensive Reading in Public Libraries

This presentation outlined the advantages of extensive reading and reported on case studies of 10 libraries in Aichi that stock graded readers. Hitoshi Nishizawa (Nat'l Institute of Technology)

Intercultural Simulations

This talk discussed how intercultural games, role plays and simulations can be used to promote both language learning and intercultural understanding. Joseph Dias (Aoyama Gakuin University)

Storytelling Resources: Cultural Games & Crafts

This session explained how stories, games and crafts from various countries offer rich resources for promoting cultural awareness in EFL classrooms. Shayela Mian (Int'l University of Japan)

JALT Critical Thinking SIG Forum

This CT SIG panel introduced ways in which teachers can integrate critical thinking into college comprehension tasks and English discussion classes. Roehl Sybing (Nanzan Junior College)

Developing a Learner Global Issues Website

This talk described how language learners set up a website for self-directed research on 20 global issues ranging from health to tourism to human rights. Andy Barfield (Chuo University)

Edo Narratives: Happiness in Modern Japan

This presentation described how Japanese EFL students compared current levels of happiness today to those of Japanese people back in the 17th century. Ben Grafstrom (Akita University)

Teaching World Englishes for Global Studies

This talk described a course titled "English in the World" which introduced Japanese EFL students to World Englishes as part of a Global Studies program. John Herbert (Hiroshima Jogakuin)

The Japanese University Model United Nations

This talk introduced the *Japan University Model United Nations* (JUEMUN), an annual 3-day UN simulation that fosters English skills and global awareness. Craig Smith (KUFS, Kyoto)

Managing Confirmation Bias

This presentation introduced ways for teachers to overcome their own confirmation bias and learn to see the classroom in a more objective way. Charles Wiz (Yokohama National University)

Mindfulness in the EFL Classroom

This talk outlined ways to cultivate mindfulness in EFL classes and stressed its benefits of promoting resilience, stress management, relaxation and reflection. John Spiri (Gifu Shotoku Gakuen Univ)

Alienation and A Quest for Empathy

This talk described how two Japanese women in the UK used English as a lingua franca to develop empathy and comradeship with other foreign learners. Mikio Iguchi (Maebashi Inst. of Tech.)

Service Learning and Cultural Communication

This session outlined efforts to integrate aspects of service learning and volunteer interpreting into a disaster relief project that was carried out in Iwate Prefecture. Patrick Maher (Chubu University)

Expanding Horizons: Teaching Global Issues

This session described the presenter's approach to designing and teaching a content-based English course on the topic of global issues. Jack Ryan (Shizuoka University of Arts and Culture)

Environmental Initiatives

This year's Pan-SIG took a number of steps to lighten the conference's environmental impact by implementing eco-initiatives such as:

- encouraging presenters to eat vegetarian meals
- requesting posters made from recycled paper
- collecting conference badges for re-use
- holding a conference reception with beer from a local micro-brewery
- including a voluntary environmental levy as part of the conference registration fee
- inviting conference-goers to calculate their carbon footprint by going to the website: jpn.myclimate.org/en/event_calculators/new

Drinks for Two: Send a Child to School

A *Drinks for Two* event was held at PanSIG on the theme of "buy a drink – help a child go to school". The profit from each drink bought at this conference networking event went to the *Kobe Foreigner Friendship Center* for scholarships enabling non-Japanese children living in poverty in Kobe to go to high school for 3 years.

Message of Thanks !!

JALT's *Global Issues* SIG would like to thank Donna Tatsuki, Donna Fujimoto, the 2015 Pan-SIG Committee and Kobe City University of Foreign Studies for hosting a great conference!



Should We Talk About Global Issues in the ELT Classroom? A Facebook Debate



by **Ken Wilson** (UK) <<https://kenwilsonelt.wordpress.com>>

At the IATEFL 2014 conference in Harrogate, England, ELT expert Ken Wilson gave a talk on the theme: “Can Global Issues provide context and authenticity in English teaching?” To elicit teacher comments, he held a Facebook debate. Below are sample comments edited for space.

Introduction

I was very excited to kick off the Global Issues SIG day at IATEFL and wanted to include thoughts from teachers by asking about the relevance and importance of Global Issues (famine, climate change, war, etc.) in the ELT classroom. My first question was taken from an article by Mandala Arfa Kaboodvaan in *English Teaching Professional* magazine – ‘Is it part of the duties of a language teacher to include socially responsible topics in their classes?’ I suppose it’s no surprise that most people who responded were in favour of the idea. Some interesting comments were made.

- Ken Wilson

Nina EnglishBrno I absolutely agree!! Why not talk about the world around us instead of sports and celebrity stuff! My global issues I tend to focus on these days are the advantages and disadvantages of emancipation of women and the pill as it affects our relationships these days. We also talk about health choices, vaccinations, etc. These are, of course, based on my personal preferences. That’s authentic, right? The students are thrilled and feel they gain much more than just knowledge of grammar and vocab.

Anita Adnan I think it IS important that teachers include global issues in ESL classes because learners can relate to everyday news. In my own lessons, we normally have one hour weekly to talk about current global issues. It gives the power to the learners by having something to say – and most of them have a lot to say! We then relate it language work – such as vocabulary and casual phrases, agreeing and disagreeing.

Nina EnglishBrno However, when going global I feel it needs to be connected to the lives we are living in our communities... so I’d always start with personal experience of the students.

Anita Adnan Totally agree – students relate better if issues are connected to them. Women’s issues are among the favourite topics in my class, too.

Jasmina Arsenijevic As it comes to authenticity, are we talking about the teacher being authentic, or something else?

Ken Wilson What I have in mind is whether dealing with global issues in whatever form – downloading information, watching news broadcasts, discussion – represents an aspect of ‘authentic material’ that everyone agrees is so important in ELT activities. The best that a coursebook can do in terms of global issues authentic texts (GIAM) are news items which may be 5 years old when the class reads them, so clearly coursebooks are not a reliable source of GIAM.

Barbara Bujtás There is something beyond using news broadcasts as authentic materials. A great deal of global issues is a result of global ignorance, global false stereotypes and so on. This is something traditional coursebooks can’t cater for.

Andrew Wickham I don’t think you can impose any rules here. I guess our main obligation is to make sure students are learning and after that, each to his own. Who is to decide which issues are acceptable or not, socially responsible or not? That said, using global issues and current events to stimulate discussion and interaction in class is obviously a good idea. The more the content is relevant to people’s lives, the more it will engage them and the better they will learn.

Branka Dečković Sure it represents an aspect of “authentic material”, and it is important to incorporate global issues in ELT classroom. Students like to talk about these issues and express their opinions. My students said “I like when we discuss something where we’re supposed to tell our opinion... so we can make a real conversation.” “Maybe the best motivation for me is when we use our knowledge for higher goals.”

Michael Harrison Language doesn’t exist in a bubble, so avoiding topics like this seems to make little sense. I think that we actually have a duty sometimes to bring them up as students can have very sheltered experiences. I’m interested in the fact that you have only given examples depending on resources (famine, war, climate change, etc.). What about addressing equality issues, such as those which affect people who identify as LGBT?

Ken Wilson My actual global issues list is a lot longer than that. Here's the starter list:

- climate change / global warming
- air and water pollution
- military spending
- ethnic conflict
- financial crises
- loss of biodiversity
- poverty
- racism / ultra-nationalism
- attitudes to minorities / sexual orientation
- famine and water shortage

Andrew Wickham I think we have to be careful. Everyone has a responsibility to contribute to society, and there should be no taboo subjects but trying to preach a certain view of the world to students – the one we happen to think is right – listing which subjects are acceptable for discussion – is opening a can of worms. Very soon the pro-lifers, pro-families, pro-natives, etc. are likely to step into the breach and do the same – and what can we say to counter them? So I guess all subjects are fair game, there are no taboos, but let's steer clear of the temptation to proselytise.

Natalia Belousova The list of global issue topics is endless, and I do believe there should be at least some space for them in the ELT classroom. First of all, students like discussing 'real life' as it allows them to express their own opinions and feel the freedom of talking about what matters to them in L2. Using authentic materials also helps students understand that the classroom is not an isolated world having nothing to do with what's going on. My biggest fear of using only textbooks is that students may lose touch with the real world and be unable to use English outside the classroom.

Barbara Bujtás Exploiting authentic news with older teens or adults is okay, the engagement level soars, they love taking up arguments for and against a certain issue or standpoint, but they stay quite far from that particular war or famine, sort of preaching from a distance. It can obviously trigger engagement, but this is only for the sake of the joy of the clash in the classroom, presenting their own opinion and enjoying the feeling of glory of having one. This is very far from the given issue. News broadcasts are still pretty 'cold' in a way.

An example: I was working in a school and we were to have an exchange teacher from Indonesia. For a conversation starter, I put on my scarf like a hijab and entered the classroom, watching the reactions. Then I told them about the Indonesian teacher and that she'd probably be

wearing one of these. Then the 'bad guy on duty' started the "I-hate-them-all-suicide-bombers-riding-camels" stuff. Even one of the teachers expressed her "aversion to people from certain distant cultures." It took them a couple of weeks and a real flesh and blood Indonesian to see the fellow-human. Now they know where Indonesia is, know what the word 'muslim' means, grin in FB photos with someone wearing a hijab. Without this, they'd always stay a cold distance of the news from or about Indonesia.

Or I could mention the 6-year-old girl who started out as 'I hate Brazilians, they are all stupid' (having watched a handball match) and other stories... Nowadays one doesn't need to fly across the world to get closer. There should be course books with customizable tasks designed to exploit Skype calls or Google hangouts with people in far away countries. English is a lingua franca.

Grzegorz Śpiewak I am a touch hesitant about the word "duties" – there is so much on the teachers' plate already that trying to impose yet another "duty" on them, however commendable the intention, is perhaps a controversial strategy. I'd consider "raising awareness".

Michael Harrison I think a big thing to consider when tackling these topics is how to make students aware of the difference between opinions and facts.

Natalia Belousova I think the problem is that we sometimes can't differentiate between opinions and facts ourselves! It's getting more and more complicated nowadays. In my opinion, though, it's really useful to encourage students to read/listen and analyse both opinions and facts.

Michael Harrison What I meant by opinions and facts was more regarding students' reactions to such topics, e.g. the religious student who says 'being gay is a sin'. That's not a fact.

Jean Sciberras It depends very much on the students. Younger students (late teens) strangely enough like to discuss serious topics, but then you come across older students who come to Malta for a 2/3 week course/holiday who want their lessons to be a distraction from their every day problems.

Lynda Steyne I see it as part of a teacher's calling to provide a safe place in which to discuss the hard questions and facilitate understanding and respect for others. Dealing with the ugly bits of life like war, poverty, famine, sex trafficking, slavery...that's not my duty, but my calling as an educator. Of what use are my students' English skills if they are ignorant of the world?

Sharon Nosely-Kallandzhs I've noticed that textbooks always cover environment/globalization /art /culture, etc. as these topics come up in exams. To be honest, students are not that interested as they believe such issues are important but have been 'flogged to death' in course books and exams...Now, if we turn to religion, culture, war or conflicts and allow them to personalise the issue, I can't stop them discussing, debating and eventually 'seeing the world from another person's eyes'. That for me is what teaching multi-lingual classes is all about and hopefully this leads to some understanding of each other, reduces tension and creates mutual understanding. If such issues had been discussed in classes a long time ago, maybe there would be more racial harmony now.

Christina Rebuffet-Broadus Working with adults who need English for professional reasons is not the same as working with adults learning English because they want to widen their linguistic horizons. I've had adults in training specifically say that they didn't want to talk about the news or debate controversial topics but just wanted to learn how to do specific tasks in English. I agree that part of our teaching should include lessons that take language out of the classroom (or bring the real world in), as these can be some of the most engaging lessons IF students get into the subject and feel concerned. If not, they can just get bored and frustrated because we're asking them to think about and give opinions on issues they don't care about (whether they should is another question). Playing devil's advocate: is it maybe because sometimes we feel it's our 'duty' to address global issues in our classes that some students feel disappointed/bored/disengaged? Would they rather learn how to function in English (for travel, etc.) than learn how to argue about gay marriage rights?

Michael Harrison Adults being trained in English for business or specific tasks need exposing to as much different stuff as possible. They're NEVER going to come across a person who has a different opinion to them?? Unlikely. And if they never do, what a boring life. I don't think teachers should go in blindly and introduce texts that talk about gay rights (for example), but how can you ignore these issues?? It's part of life.

Andrew Wickham Shouldn't we remember we don't necessarily hold the truth, nor have a moral duty to foist our beliefs on our students, especially adult learners? There's always the danger for teachers (because we are engaged in "imparting knowledge" and because students tend to behave like a captive audience) to go beyond our area of

expertise and unconsciously think we know more than our students about life, the universe and everything. I always remember what one skilled group of professionals said to me after I took over the class from a teacher they no longer wanted. They asked her to stop treating them as if they were children who didn't know anything – the teacher replied "Oh but in English, I consider you ARE children". It's the same hubris that leads teachers with no experience of business or public speaking to tell professionals who are specialist negotiators and presenters how to negotiate or make a presentation (having read about it in some textbook). It's where that saying "Those who can, do, those who can't, teach" comes from probably. That doesn't preclude our role as citizens of this topsy-turvy planet to share our views with other consenting adults and stand up for what we believe, but we should avoid confusing it with our teaching role and be aware of the age-old temptation of the teaching profession to evolve into a priesthood.

Michael Harrison I didn't mean we should impose our beliefs on the people we teach. I detest people who try to force their beliefs on me. I'll respect and defend your right to your opinion or belief, but not if you try and force that opinion or belief on me. Simply, I think we should give the people we teach the tools to understand, appreciate and articulate different opinions.

Arthur Schopenhauer In terms of choosing the topics, I tend to let the students choose. Or if you use the news, you can get a range of opinions as the actual factual content is unpredictable.

Ken Wilson I think you're making rather too much of the teacher being the one who expresses her beliefs. It's perfectly possible for a teacher to get a conversation going and keep absolutely silent.

Teresa Doğueli A lot of importance is being given nowadays to critical thinking. Getting students to research issues from multiple view-points will not only get them engaged, but also sharpen their (and our) understanding and tolerance of the existence of different realities. So, my answer is yes, as long as we focus on the skills to approach these issues from a critical, research or project-based 'let's look at all sides' standpoint.

Special thanks to Ken Wilson for allowing this Facebook debate on global issues to be reprinted here. See Ken's website for the complete discussion.

Ken Wilson
Website: <r <https://kenwilsonelt.wordpress.com> >



Japan's Textbook Inequality: How Cultural Bias Impedes Upon Second Language Acquisition

by Zelinda Sherlock (Kyushu Sangyo University, Japan)



Introduction

The portrayal of English users and the use of English in textbooks “may be an important source of influence in the construction of students’ attitudes and perceptions to the target language” (Matsuda, 2002, p. 196). Furthermore, if social stereotypes serve as a foundation for language attitudes (Cargile & Bradac, 2001), it is likely that the racial hierarchy in Japan may also explain Japanese attitudes toward varieties of English and subsequently what cultures and viewpoints should be prevalent in English education textbooks. As Kubota eloquently surmised:

...we must address larger social issues, including different forms of racism, which perpetuate the racial, cultural, and linguistic hierarchy of power and prevents students from having valuable opportunities to learn about diverse views and human experiences. In this sense, nonnative teachers need to play an activist role” (2009).

Background

As far back as 1981, Hayashino commented on English textbooks in Japan, describing them as boring, monotonous, and meaningless. In 1987, Kawano researched and wrote an in depth analysis on the cultural contents of English textbooks at high schools in Japan. She noted that natives of Australia and Canada were depicted in a patronizing and pessimistic manner and were represented as isolated from mainstream society.

Kawano (1987) submitted that textbooks in Japan should contain more dialogue between Japanese, and models of minorities speaking English, as English is considered a global language. Her study found ethnic and cultural bias in the textbooks and pointed out that the dominant groups, white Americans, were portrayed as smart, wealthy and bright. This bias perspective thwarts students from becoming proficient in English and deprives students from developing true inter-national awareness. “It is shameful if English classes are producing in students near-sightedness instead of a global view, racism instead of intercultural thinking” (Kawano, 1987, p. 107).

Kubota noted (1998), that the non-native speaker of English, or the ‘other’, is perceived as ...uncivilized and inferior to the Anglo speaker of

English. Learning English, a language of the ‘civilized,’ has been one of the means for the Japanese to identify themselves with Westerners. Here the Japanese identity is split - although the Japanese are Asians, they have wished to identify themselves with Westerners, and their Asian self as well as other Asian peoples have been perceived as the inferior Other (p. 298).

In his 1973 book, Lakoff discussed how society is reflected in language, with values and assumptions held by society being mirrored through language. Halliday (1978) suggested that society delineates the language that is apposite for certain situations and that the context and culture regulate correct language. Consequently, if English language textbooks portray language that is not suited for certain situations or do not accurately represent society, the language learned may therefore be unsuitable and a cause of cross-cultural pragmatic failure (Thomas 1983).

Regarding the Japanese context Russell (1991) explains:

...the Japanese have been heavily influenced by Western values and racial paradigms, imported along with Dutch learning and Western science in their rush to catch up with the West...[Moreover], in the postwar period in particular . . . these enduring stereotypes of the black Other have been in large part reinforced by the centrality of American discourse on the nonwhite Other in Japan which...has resulted in Japan’s uncritical acceptance and indigenization of the racial hierarchies they project (p. 5).

Various commentators (Befu, 2001; Fujimoto, 2002; Haarmann, 1984) have asserted that as Japan has largely adopted the US racial hierarchy, it is foreseeable that white Others are generally afforded high prestige, whereas non-white Others (e.g. blacks and Koreans) are often maligned. Pierce (1995) argued that the role, which learners make for themselves in society, is presided over by their use of English. Subsequently, the language and the social roles learners are exposed to are critical elements of the language curriculum and, as such, should be carefully scrutinized.

If English language textbooks are indeed interpreted and viewed as representing other cultures, stereotypes and perspectives, these impressions will no doubt impact upon a learner’s view of that society/culture in comparison to their

own. Seemingly simple biases of characters within a textbook, such as their activities, choice of response, age, forms of address, occupation, income, dress, perspectives and ways of living, are but a few examples of elements that may impact upon a learner's conscious and subconscious view of that culture. Thus, the portrayal of users and use of English in textbooks "may be an important source of influence in the construction of students' attitudes and perceptions" of the target language (Matsuda, 2002, p. 196). Furthermore, if social stereotypes serve as a foundation for language attitudes (Cargile & Bradac, 2001), it is likely that the racial hierarchy in Japan may also explain Japanese attitudes toward varieties of English and subsequently what cultures and viewpoints should be prevalent in English education textbooks.

Erikawa's (1995) work demonstrated some of the prejudice contained within early textbooks used in the Meiji Period, revealing an established racial bias towards English native speakers. The *Mitchell's New School Geography* textbook published in 1872 classified individuals into five groups: 'savage,' 'barbarous,' 'half-civilized,' 'civilized,' and 'civilized and enlightened.'

Erikawa pointed out that as late as the early 1970s, Native Americans and Africans depicted in English textbooks used in Japan were not afforded independent ethnic and cultural status. The characters were typecast as subject to the white, saved by the white, or attacking the white. It is no wonder then that even today, textbooks present negative views about minority out-groups, whilst avoiding the damaging charge of being prejudiced.

Erikawa also quotes from the *Standard Jack and Betty* textbook published in 1956 which noted, 'Some of them (languages) are less important, for there are not many people who speak them. English is one of the most important languages because many people use it.' Taking this comment at face value and voiding any context, this comment is essentially true for the Japanese. Other languages are less important and therefore there is no need to learn them, within the Japanese context. However, this is an example of subtle and covert inequality, presenting a negative view about minority groups, whilst masquerading as a valid comment. The insinuation of this passage is the superiority of English, of native speakers of English, as well as of their culture and society.

Almost forty years on from this textbook, March (1992) discussed how it has become fashionable to hold in high regard white Others, and comments that the Japanese have a 'gaijin [white foreigner] complex'; but that it is also

equally essential to look down at non-white Others in order to maintain one's place in the racialized hierarchy. Textbooks used during that time provide insight and are samples of how the language, culture, values and ideologies were viewed; almost like time capsules of the hidden curriculum (McGrath, 2002).

What about textbooks used today, in the 21st century? Is inequality or bias contained in a subtle and covert manner? Do current English language textbooks steer away from the internalized Anglo-Saxon views of the world (Nakamura, 1989) and the lens through which the Japanese have viewed other minority groups (Nakamura, 1991)?

Current Textbooks

Klein (1985) poses that omission is alleged to be one of the most prevalent forms of bias and that reading materials need scrutiny, because "the most dangerous aspect of omission is that books may very effectively conceal what is left out of them, or even that anything has been left out" (p. 30). Apple's (1982) theory on the construction of curriculum is appropriate to keep in mind when analyzing and discussing the diffusion of any curriculum. If society is a product of the past, then the curriculum just like society will mirror it, containing both strengths and weaknesses.

If as Apple (1982) suggests, the curriculum is never neutral, but is a social construction created to serve political interests, reproduce inequality and promote certain types of knowledge, then the motives and political agenda behind textbooks used to implement the curriculum is relevant to understanding the cultural beliefs and prioritized knowledge that reinforce the dominance of Japanese culture.

In 2014, a New York Times article criticized Japan's education strategy for being "divided." It claimed that, "Japan's simultaneous embrace of nationalism and cosmopolitanism is generating ambiguous signals from its education policy makers. They are rewriting textbooks along what they call 'patriotic' lines, alienating their Asian neighbors in the process" (Fitzpatrick, 2014).

In response to this, the Minister of Education stated, "A dramatic change in the direction of education is underway in Japan in order to respond to globalization – not to promote nationalism. The reforms we are undertaking center on three main areas: foreign language education, the internationalization of Japanese universities, and the teaching of Japan's traditions, culture, and history to strengthen students' sense of identity" (MEXT, 2014).

It is logical to infer from this that English education texts have been updated and rewritten to account for this dramatic change in direction. Unfortunately, the same textbooks that were used since the implementation of the 2002 and 2003 Action Plan are still being used today.

Textbook Depictions

Yamanaka (2006) and Matsuda (2002) both conducted extensive studies on how foreign countries are represented within textbooks in Japan. Both used qualitative methods to code data using 'all direct and indirect references to nations' and 'nationality', respectively. After coding the data and identifying the relevant units, these were later collated for the purpose of counting. These studies discovered that English-speaking countries dominated the textbooks, while Asian and African cultures were seldom depicted. Realistically various different people from heterogeneous cultural backgrounds speak English, subsequently the logical inference should be that English language textbooks should reflect this reality. But the contrary is true, allowing inevitable criticism of English language textbooks used in Japan.

Matsuda (2002) further asserts that texts and exercises follow morphological and syntactic rules of American English as do vocabulary items and spelling. She contends that such an approach limits learners' exposure to an American perspective and deprives students of valuable opportunities to learn about different variations of English, which may lead them to view other varieties of English as nonstandard and deficient. Such racist sentiments have led to the development of discursive strategies or 'ways of talking' that enable majorities to present negative views about minority out-groups or omit their views entirely from the narrative. It was against this inequality or what has been termed 'linguistic discrimination', that Kachru (1985) and other academics have advocated the new paradigm of World Englishes.

The Ministry of Education in Japan approves certain textbooks used as part of the national English language curriculum, and it is these specific textbooks that have been argued to contain prejudicial content. In the *Milestone English Reading Textbook* at p. 103, it states "That is why when we Japanese abandon dogs, the English criticize us, saying that we are not fulfilling our responsibility as human beings. It follows from their way of thinking that mercy killing is the proper way of handling unwanted dogs" (Schneer, 2007).

Additionally, in the *Unicorn English Reading Textbook* at p.124, it states –"Japanese have come to have two characteristic attitudes: they have a great curiosity for high quality foreign cultures, which they seek to adapt and improve; but at the same time, they feel a certain inferiority complex" (Schneer, 2007).

The use of the phrase "high quality foreign cultures," is worth noting as this discourse has two primary implications, along with numerous others. The two primary implications are as follows:

- 1) There are cultures, which are not high quality and therefore not worthy of improving or adapting. The Japanese have some criteria-based ranking system, which they employ to assess the quality of a foreign culture and
- 2) The Japanese culture is above those cultures defined/considered low quality and Japanese people are, therefore, not curious about them.

Reading texts within nationally approved junior high school textbooks present Japanese and Western cultures as facts. Essentializing cultures or peoples through narratives based on "critical incidents" will necessarily misrepresent them, often reinforcing stereotypes and an us-and-them mentality (Schneer, 2007). Ideally, students should be learning from a neutral textbook, one filled with depictions and representations of individuals from a variety of different nations, instead of from the dominant view considered to be at the pinnacle point of the racial hierarchy.

Conclusion

From the evidence provided to the literature presently available, it appears that very little has evolved in the area of English textbooks in Japan, from the labeling first articulated in *The Mitchell's New School Geography* in 1872 up to the present unflattering depictions and omitted views of minority groups. It appears that current textbooks need an overhaul but, at the very least, teachers should receive training on how to discuss issues of bias, racism, inequality and prejudice contained within the textbooks they are using.

The language and social roles that learners are exposed to are critical elements of the language curriculum and, as such, should be carefully scrutinized. If English language textbooks are indeed interpreted and viewed as representing other cultures, stereotypes and perspectives, these impressions will no doubt impact upon a learner's view of that society/culture in comparison to their own.

One way of doing so is to have groups of students

Seemingly simple biases expressed in the discriminatory depiction of foreign characters within textbooks, such as their activities, choice of dialogue, forms of address, occupation, income, dress, perspectives and ways of living, are but a few examples of elements that may impact upon a learner's conscious and subconscious view of that culture. Students should be made aware of the various ethnic and racial groups within English speaking countries, instead of representing the white American view as the dominant standpoint.

In an increasingly globalized world and with the lead up to the Tokyo Olympics, students in Japan need to be exposed to the plethora of cultures, individuals and ethnicities that are part of the global English speaking community. This introduction will chip away at the long-standing idea that English is a white language, even today, and gradually reduce the perception in Japan that other languages and cultures rate lower on the racial hierarchy that is still currently maintained. The generation today needs to be educated about the variety and diversity that exists in the world, in an effort to augment equality and respect for individuals from all nations.

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Teaching about the United Nations

The United Nations

The year 2015 marks the 70th anniversary of the founding of the United Nations, the world's most important international organization that deals with global issues. Studying about the United Nations and its related UN agencies in the foreign language classroom can not only help improve students' language skills but can also involve them in learning about the history, work, achievements and aspirations of this major world body.

Sample Topics and Teaching Ideas

A teaching unit on the United Nations can involve a wide variety of topics and activities:

- **United Nations Quiz:** have your students try out the United Nations quiz shown here on page 19
- **United Nations Agencies:** have students choose a UN agency (UNICEF, UNESCO, WHO...), research it, then make a poster, class presentation or written report about it
- **The UN and Global Issues:** have students choose a global issue (war, world hunger, refugees, pollution...), research what the UN is doing to solve this, then make a class presentation or written report about this
- **Classroom Decorations:** raise awareness about the United Nations and its work by decorating your classroom walls or school halls with UN posters
- **United Nations Day:** plan a class or school celebration or teach-in for the annual *United Nations Day* (October 24)
- **UN Fundraising:** choose a UN-related program or agency involved with a global issue (poverty, landmines, literacy...) and do a class or school fund-raising campaign
- **Model United Nations:** if you're ambitious, organize a Model UN for your class or your school. In the MUN, students take on the role of UN ambassadors, study the country they represent, then role play a mock General Assembly where they discuss global issues. Check out: <www.amun.org>
- **JUEMUN:** If you teach college students, send a team to the *Japan University Model UN*. The next event will be held June 24-26, 2016 in Kyoto <<http://juemun.weebly.com>>

CHARTER OF THE U.N.

We the peoples of the United Nations, determined:

- *to save succeeding generations from the scourge of war*
 - *to reaffirm faith in human rights*
 - *to establish justice and respect*
 - *to promote social progress*
 - *to practice tolerance and live together in peace*
 - *to promote economic and social advancement of all peoples*
- have resolved to combine our efforts to accomplish these aims.*

Teaching Resources

Websites

- United Nations website: www.un.org
- UN Bookshop: <https://unp.un.org/bookshop/>
- Committee for Teaching the UN: www.teachun.org
- UN Teaching Pack: www.una.org.uk/teach-un
- United Nations Cyber School Bus (under renewal) www.un.org/Pubs/CyberSchoolBus/

Books

- *Everything You Always Wanted to Know about the United Nations* (UN: New York) available on-line
- Hanhimaki, E. (2015) *The United Nations: A Very Short Introduction* (Oxford University Press)
- Melvern, L. (2001) *The United Nations* (Watts)
- Tarsitano, F. (2004) *The United Nations* (World AI)
- Mickolus, E. (2013) *Coaching Winning United Nations Teams* (Potomac Books)
- Aldridge, R. (2009) *Ban Ki-Moon* (Chelsea House)
- Janello, A (1995) *A Global Affair* (Jones & Janello)
- Patterson, C. (1995) *The Oxford 50th Anniversary Book of the United Nations* (Oxford Univ. Press)
- リンダ・メルバーヌ (2001) *世界平和をめざして「国際連合」* (ほるぷ出版)。

The United Nations is universal. Practically all nations on Earth are members. This is unprecedented in human history. As Pope Paul VI said, "The UN is the end of a journey which started 2000 years ago." – Robert Muller

QUIZ ABOUT THE UNITED NATIONS

FACTS ABOUT THE UN



- (1) When was the United Nations established?
1926 1945 1958 1963
- (2) How many nations now belong to the UN?
104 137 193 216
- (3) When did Japan join the United Nations?
1945 1956 1971 1983
- (4) How many nations belong to the United Nations Security Council?
5 10 15 20
- (5) Where is UN headquarters located?
Paris London New York
- (6) Where is the UN University located?
Nairobi Geneva Tokyo
- (7) How many languages does the UN use?
2 4 6 8
- (8) When is United Nations Day each year?
Jan. 15 Mar. 8 Oct. 24 Dec. 1
- (9) Which country pays the most to support the United Nations?
China France Japan the USA
- (10) Which has the largest annual budget?
the United Nations New York City
Japan's Ministry of Defense
- (11) How many people work at the UN?
12,000 44,000 123,000 249,000
- (12) Which one has the most employees?
the UN Disney McDonalds

UN ABBREVIATIONS

What does _____ stand for?

- | | |
|--------|------|
| UN | WHO |
| UNESCO | WFP |
| UNICEF | UNEP |
| UNHCR | IAEA |

UN INFORMATION

1. Who is the secretary-general of the UN?
2. Name 2 Japanese who have worked for the UN
3. What are the official languages of the UN?
4. Which countries are permanent members of the UN Security Council?
5. What percent of the UN does Japan pay for?

UN ANNUAL DAYS

Match the days with the dates.

- | | |
|----------|----------------------------|
| March 8 | World Population Day |
| April 7 | World AIDS Day |
| June 5 | United Nations Day |
| July 11 | World Health Day |
| Sept. 21 | International Women's Day |
| Oct. 24 | Human Rights Day |
| Dec. 1 | World Environment Day |
| Dec. 10 | International Day of Peace |

UN LOGOS

Match the organization with the logo



- | | | |
|--------------|--------------|------------|
| _____ UNICEF | _____ UNESCO | _____ WFP |
| _____ UNHCR | _____ WHO | _____ IAEA |

UN FACTS

- (1) When was the United Nations established?
1945 (at the end of World War II)
- (2) How many nations now belong to the UN?
193 (the most recent members are South Sudan in 2011 and Montenegro in 2006)
- (3) When did Japan join the United Nations?
1956
- (4) How many nations belong to the United Nations Security Council?
15 (5 permanent members, 10 rotating)
- (5) Where is UN headquarters located?
in New York
- (6) Where is the UN University located?
in Tokyo (Aoyama)
- (7) How many languages does the UN use?
6 official languages
- (8) When is United Nations Day each year?
Oct. 24 (the day the UN was founded)
- (9) Which nation pays most to support the UN the USA (it pays 22% of the UN budget)
- (10) Which has the largest annual budget??
New York City (the UN spends \$2.7 billion on basic functions. This is 4% of New York City's \$75 billion budget and 7% of Japan's \$40 billion defense budget)
- (11) How many people work at the UN?
44,000 people (core UN staff)
- (12) Which one has the most employees?
McDonalds 44,000 people work at the UN. Disney has more than 3 times as many (149,000). McDonalds restaurants employ 30 times more staff (1.7 million)

UN ABBREVIATIONS

UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNHCR	UN High Commission for Refugees
WHO	World Health Organization
WFP	World Food Program
UNEP	UN Environmental Program
IAEA	International Atomic Energy Agency

UN INFORMATION

1. Who is the secretary-general of the UN?
Ban Ki-Moon (South Korea) (2007 - 2016)
 2. Name 2 Japanese who have worked for the UN
Yasushi Akashi (former UN Under-Secretary)
Sadako Ogata (former head of UNHCR)
 3. What are the 6 official languages of the UN?
English French Spanish
Russian Arabic Chinese
 4. Which countries are permanent members of the UN Security Council?
the US, the UK, France, Russia and China
 5. What percent of the UN does Japan pay for?
11% Below are the top 5 UN contributors:
- | Ranked by amount | | Ranked per capita (US \$) | |
|------------------|------|---------------------------|--------|
| 1 the USA | 22% | 1 Luxembourg | \$2.15 |
| 2 Japan | 11% | 2 Liechtenstein | \$2.13 |
| 3 Germany | 7.1% | 3 Japan | \$1.74 |
| 4 France | 5.6% | 4 Norway | \$1.65 |
| 5 the UK | 5.2% | 5 Denmark | \$1.60 |

UN ANNUAL DAYS

March 8	International Women's Day
April 7	World Health Day
June 5	World Environment Day
July 11	World Population Day
Sept. 21	International Day of Peace
Oct. 24	United Nations Day
Dec. 1	World AIDS Day
Dec. 10	Human Rights Day

UN LOGOS



a WHO



c UNICEF



e IAEA



b WFP



d UNHCR



f UNESCO

United Nations

< www.un.org/en/index.html >



The United Nations celebrates its 70th anniversary this year with an updated website featuring information, news and resources on the UN's work worldwide to promote peace, human rights and a clean environment.

Signposts

< signpostsglobalcitizenship.org >



Signposts for Global Citizenship is a Scottish global education website that offers a searchable set of resources for promoting global awareness and world citizenship. Browse their themes, topics, subjects and levels.

ESL Made Easy

< www.eslmadeeasy.ca >



ESL Made Easy is a dynamic English education website full of great teaching ideas on social and global themes. Topics include *coffee*, *World Food Day*, *the United Nations*, *world news* and *Halloween superstitions*.

N.I. in Easier English

< <http://eewiki.newint.org/> >



The New Internationalist in Easier English provides info, articles, lesson plans and quizzes adapted for EFL learners from the classic global issue/social justice magazine *New Internationalist*.

Global Dimension

< www.globaldimension.org.uk >



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

Better World Links

< www.betterworldlinks.org >



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

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!

Oxfam Education

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



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

Better World Website

< www.betterworld.net >



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

Global Issues

< www.globalissues.org >



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

Green Teacher

< www.greenteacher.com >



Green Teacher is a great educational website and magazine which provides teachers with classroom ideas, activities and resources to promote environmental awareness in schools.

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!



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.



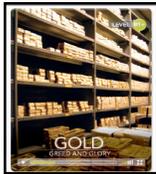
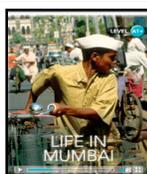
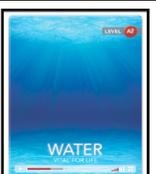
- (1) **“Innovation and Technology”** by D. Rear, Y. Innami, K. Kawaguchi, K. Murakami (2013, ¥1900)
Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>



This college reading text aims to develop English skills using global topics from the *BBC Future* website <www.bbc.com/future/>. Its 15 chapters cover themes such as: *artificial intelligence, sustainable cities, nuclear fusion, cures for baldness, supercomputers, smart houses, the benefits of video games, innovative classrooms, a connected world and the future of cars*. Each 6-page unit features vocabulary activities, pre- and post-reading activities, a 2-page reading plus a thinking task.

- (2) **"Cambridge Discovery Education Interactive Readers"** (set of 96 graded readers, ¥700 each)
Cambridge University Press <aarcher@cambridge.org> <www.cambridge.org/discoveryreaders/>

This set of 96 glossy graded EFL readers features captivating topics, high-impact video and interactive exercises designed to motivate and engage students. Each 25-page booklet consists of 5-6 chapter (with pre- and post-reading activities) which cover a variety of sub-topics linked to the book’s theme. Below are sample books. Other titles include: *Our Green Future, Fears and Phobias* and *Empire: Rise and Fall*.

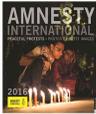
<p>Dangerous and Dirty Jobs by Simon Beaver (2014)</p> <p>This booklet profiles jobs such as coal miner, fire fighter, zoo keeper, crime scene cleaner and nature photographer.</p>		<p>Gold: Greed and Glory by Brian Sargent (2014)</p> <p>This book tells the story of our obsession with gold and greed, from the Gold Rush and conquistadors up to Olympic gold.</p>	
<p>Saved! Heroes in Everyday Life by Simon Beaver (2014)</p> <p>This booklet profiles national heroes, super-heroes and everyday heroes such as doctors, police and average citizens.</p>		<p>Losing It: The Meaning of Loss by Brian Sargent (2014)</p> <p>This book focuses on loss, from sports and military defeats to the Bermuda Triangle and lost property.</p>	
<p>Altruism: What’s In It for Me? by Brian Sargent (2014)</p> <p>This little booklet defines “altruism”, explains why we help others and describes how people become good.</p>		<p>Eat Up! by Theo Walker (2014)</p> <p>This book explores topics such as food and hunger, feasts and fasting plus meal traditions in world cultures.</p>	
<p>Wonders of the World by Nic Harris (2014)</p> <p>This booklet profiles ancient and modern wonders including the Taj Mahal, the Great Wall and Machu Picchu.</p>		<p>Madagascar by Genevieve Kocienda (2014)</p> <p>This short book profiles the island of Madagascar, its beautiful forests, varied wildlife and unique people.</p>	
<p>Life in Mumbai by Brian Sargent (2014)</p> <p>This booklet explores daily life in the city of Mumbai, India – a vibrant metropolis of 20 million people.</p>		<p>Water: Vital for Life by Genevieve Kocienda (2014)</p> <p>This book introduces readers to the world of water – oceans, clouds, floods, glaciers, lakes and rivers.</p>	



2016 GLOBAL CALENDARS



The year is slowly coming to an end. Now's the time to order your global education almanacs, calendars, date-books and diaries for the year 2016!



AMNESTY INTERNATIONAL

Price: \$14 <www.amazon.com>
or <<http://amnestyshop.org.uk>>

This 2016 calendar features powerful images by famous photojournalists to commemorate the work of AI in promoting human rights. Get their *Amnesty International Diary & Notebook*, too!



NEW INTERNATIONALIST

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

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



JEE ECO-CALENDAR

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

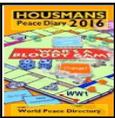
This environmental English-Japanese bilingual calendar has info and cartoons on eco-themes plus global issue dates. Their 25th anniversary JEE calendar theme for 2016 is: *Light and Life!*



WAR RESISTERS LEAGUE

Syracuse Peace Calendar \$15
<www.warresisters.org>

The 2016 *Syracuse Peace Calendar* provided by the War Resisters League features dramatic photos of the global movement for social justice & climate change plus peace dates from history.



HOUSMAN'S PEACE DIARY

< www.amazon.com > \$10
<www.housmans.com> £10

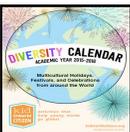
Housmans Peace Diary, issued in the UK, is a great peace education resource which lists 1500 peace and global issue NGOs in 150 nations.



PEACE CALENDAR 2016

Picasso War & Peace Calendar
<www.amazon.com> \$15

This 2016 calendar features unique historical drawings created by Pablo Picasso to support the peace movement of the 1950s and 1960s.



DIVERSITY CALENDAR

2016 Multicultural Calendar
<www.kidworldcitizen.org> \$4

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



BLACK HISTORY 2016

366 Days of Black History
<www.amazon.com> \$11

This calendar profiles 12 famous Black men and women in science, education, politics and sports who have worked for peace and social justice.

- ◆ <www.google.com> Try doing a google search for "2016 peace calendars" to learn about the wide variety available for purchase on-line.
- ◆ <www.calendars.com> This features 2,000 calendars in dozens of categories. Type in a keyword (*peace, Sierra Club, WWF...*) to see what's available.

ON - LINE GLOBAL CALENDARS

- Better World Calendar: www.doonothing.org/calendar/
- UN Calendar: www.un.org/en/events/observances/days.shtml
- World Days List: www.altiusdirectory.com/Society/world-days-list.php

COMING EVENTS CALENDAR

Nov. 13	World Kindness Day ¹	Dec. 2	Abolition of Slavery Day ⁵
Nov. 16	International Tolerance Day ²	Dec. 9	International Anti-Corruption Day ⁶
Nov. 27-29	Buy Nothing Day (BND) ³	Dec. 10	International Human Rights Day ⁷
Dec. 1	International AIDS Day ⁴	Dec. 10	Nobel Peace Prize Ceremony ⁸

1 Kindness: <www.randomactsofkindness.org> <<http://kindness.com.au/world-kindness-day.html>> <[wikipedia](#)>
 2 Tolerance: <www.educationscotland.gov.uk/resources/i/internationaldayfortolerance.asp> <[wikipedia](#)>
 3 Buy Nothing: <www.adbusters.org/campaigns/bnd> <www.buynothingday.co.uk> <[wikipedia](#)>
 4 AIDS: <www.worldaidsday.org> <<https://www.aids.gov>> <www.japanetwork.org> <www.avert.org>
 5 Abolish Slavery Day: <www.notforsalecampaign.org> <www.castla.org> <www.stoptraffickfashion.com>
 6 Corruption: <anticorruptionday.org> <www.un.org/en/events/anticorruptionday/> <www.transparency.org>
 7 Human Rights Day: <www.youthforhumanrights.org> <www.amnestyusa.org> <www.hrea.org>
 8 Nobel Prize: <http://nobelprize.org/nobel_prizes/peace/> <<http://nobelprizes.com/nobel/peace/>> <[wikipedia](#)>
 * More dates: <www.betterworldcalendar.com> <www.national-awareness-days.com> <www.earthcalendar.net/>

* More dates: <www.national-awareness-days.com> <www.betterworldcalendar.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 July 2015)

- * JAPAN SUBSCRIBERS: GILE SIG / JALT (150) GLOBAL ISSUES NETWORK (50) = 200
- * INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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

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

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