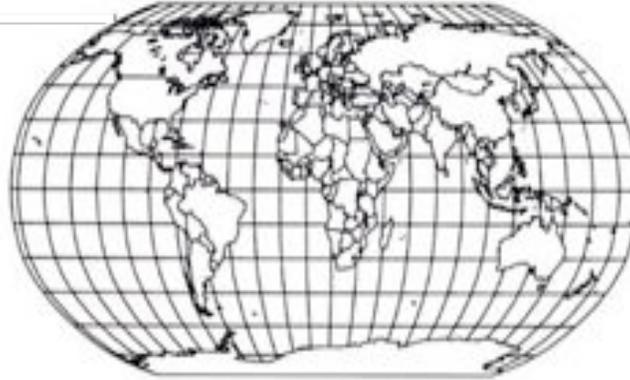


# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

111<sup>th</sup>  
Issue

celebrating 111  
issues and 29  
years in print  
since 1990



111



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## NEWSLETTER #111

Our summer newsletter for 2019 includes: (1) a classroom-ready lesson on climate change and youth activism designed by *Breaking News English* founder Sean Banville and (2) a report by Erin Frazier and Jennifer Roloff-Rothman on how they engaged college EFL students with global issues using virtual reality headsets and 360 degree video. Our two “special features” this issue are: (1) an introduction to teen activist Greta Thunberg, her *Fridays for Future* organization and the global “school strike for climate” movement and (2) a three-page section of ideas and resources to help teachers and students think critically about the historical accuracy of Hollywood movies. We wrap up this edition with highlights from this spring’s IATEFL conference in Liverpool, a set of classroom ideas and teaching resources for this fall’s Rugby World Cup in Japan and a round-up of recent news in the field of global education and language teaching. Have a great summer holiday!

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

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



**Global NGO Festival**  
**September 28 - 29, 2019**  
[<http://gfjapan2019.jp/en/>](http://gfjapan2019.jp/en/)

This fall's *Global Festa 2019* will be held on the weekend of September 28 – 29 in Odaiba, Tokyo. This is Japan's largest gathering of global issue NGOs. The 2-day event hosts displays and events by 100 groups (*Save the Children, Amnesty International, UNICEF, JICA, Red Cross...*) plus workshops, music, embassy displays and ethnic cuisine. Further information at the website above. Don't miss this unique event. Make sure to bring your students!



**One World Week (OWW)**  
 Oct. 20 - 27, 2019  
[< www.oneworldweek.org >](http://www.oneworldweek.org)

*One World Week* is an annual UK-based global education event that promotes social justice, global awareness and action for a better world. This year's theme is *Climate Changes Everything: Now Is The Time To Act!* OWW invites teachers and schools worldwide to hold local school and community events with students during this time. They offer:

- teaching materials, ideas, resources and Powerpoints
- information on OWW events around the world
- tips for how to organize your own OWW event

Start planning now for an event at your school!

### Appeal for Info: International Exchanges

Reply to: [<eric.desmarais1234@gmail.com>](mailto:eric.desmarais1234@gmail.com)

Eric Des Marais is looking for information about "alternative" international exchange programs for primary and secondary students that go beyond homestays and English lessons in the host country. Examples in Japan that he has come across include scientific research projects with European youth and a comparative literature project that involves Japanese and French students. Contact him with other examples or with any info you can share!

### Global Education Events

- **Summer School in Cinema and Human Rights**  
 August 26 – Sept. 4, 2019 Venice (Italy)  
 Web: [<www.picturepeople.org/summer-school>](http://www.picturepeople.org/summer-school)
- **International Sport and Peace Conference**  
*Theme: A Time to Act – Youth, Sport and Peace*  
 Sept. 18 - 19, 2019 Capetown (South Africa)  
[foundationforsportanddevelopmentandpeace.com/](http://foundationforsportanddevelopmentandpeace.com/)
- **Peace and Justice Studies Conference (PJSA)**  
 Oct. 4 - 6, 2019 Winnipeg, Manitoba (Canada)  
 Website: [<www.peacejusticestudies.org>](http://www.peacejusticestudies.org)
- **North America Environmental Ed. Congress**  
*Educating for a Just and Sustainable Future*  
 Oct. 15 - 19, 2019 Lexington, Kentucky (USA)  
 Website: [<https://naaee.org/conference>](https://naaee.org/conference)
- **World Environmental Education Conference**  
 November 3 - 7, 2019 Bangkok (Thailand)  
 Website: [<weec2019.org>](http://weec2019.org)
- **National Council of Social Studies (NCSS)**  
 November 22 - 24, 2019 Austin, Texas (USA)  
 Website: [<www.socialstudies.org>](http://www.socialstudies.org)

More global education events are listed at:  
[www.peace-ed-campaign.org/newsletter/](http://www.peace-ed-campaign.org/newsletter/)



**NDSU 2019 National Conference**  
 November 16 – 17, 2019 in Okayama  
[<https://tinyurl.com/NDSU-2019 >](https://tinyurl.com/NDSU-2019)

A special conference will be held by Notre Dame Seishin University on November 16 - 17 on the theme *International Communication and Community Development*. The event is co-sponsored by SIETAR, JALT Okayama and JALT's *Global Issues* and *Intercultural Communication* SIGs. It will feature presentations by teachers and researchers plus a separate strand for students. The deadline for student submissions is Sept 1st. More information on their website. Do plan to attend!

### GILE SIG Website

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



The website for our *Global Issues in Language Education* Special Interest Group (GILE SIG) offers a wealth of ideas, information, teaching activities and resources plus back issues of our newsletter!

### GILE on Facebook

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



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

### GILE on Twitter

<https://twitter.com/gilesigjp>



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

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2019

Here are the 2019 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'd like to join the team!

### ADMINISTRATIVE OFFICERS

#### SIG Chair:

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<brajcich@fukujo.ac.jp>

#### SIG Japanese Liaison:

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Kansai Gaidai University  
<masatakakasai@hotmail.com>

### GILE OFFICER TEAM

- Our GILE SIG is run by a dedicated all-volunteer team of professional language teachers.
- Get in touch if you have any questions or wish to help.



## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

### English Books Wanted for Library in Gaza

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

### "Book Aid" South Africa Library Project

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

### Websites to Check for Book Donations

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

## GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

### ENVIRONMENTAL INITIATIVES

- **How to Save Paper in School**  
[www.wikihow.com/Save-Paper-in-School](http://www.wikihow.com/Save-Paper-in-School)
- **How to Become a Green School**  
[www.greenschools.net/](http://www.greenschools.net/)

### CLASS PROJECTS / SCHOOL EVENTS

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



## Values Added Course Books? How the Topics We Teach Have Changed

by Gill Ragsdale

This article discusses historical trends in ELT textbooks based on Keith Copley's content analysis of 12 major texts over the past 40 years. Copley has traced how English textbooks (topics, characters and settings) have increasingly come to embody neoliberal assumptions. Textbooks from the 1970s and 1980s readily discussed the realities of the working class, including low pay, unemployment, stress and dissatisfaction. Working-class characters were frequently depicted and sometimes discussed collective action to protect their rights. From the 1990s onward, Copley found that the tone of textbooks changed and that characters became more privileged and aspirational. There was greater focus on individuals competing cheerfully in the global marketplace but without reference to poor job prospects, bad working conditions or social factors (such in inequality or discrimination) that hinder success. The article concludes by reminding language educators to be aware of the assumptions embedded in their textbooks and not to let these go unnoticed – or unchallenged. For those wishing to learn more, Copley's 2017 study, "Neoliberalism and ELT Course-book Content," is available for viewing on-line.

*"Values added course books?"*

*EL Gazette* Jan/Feb 2019 <[www.elgazette.com](http://www.elgazette.com)>

## Government Support for Japanese Learners

The Japanese Diet enacted a law this April that details for the first time the government's responsibility for promoting Japanese language education in Japan. The law stipulates that "foreign residents who wish to study Japanese must be guaranteed as much as possible the opportunity to do so in a way that matches their needs, abilities and circumstances." Experts praised the law as a key step forward, since local municipalities had refrained from taking active measures to teach Japanese in the absence of government support. The law covers children, students, salaried workers, technical interns and refugees. Figures compiled by the Justice Ministry show that the number of non-Japanese residents in Japan had hit a record 2.73 million at the end of 2018, up 6.6% from a year earlier.

*"Diet OKs law to support Japanese Study"*

*Japan Times* June 22, 2019 <[japantimes.co.jp](http://japantimes.co.jp)>

## Plays and Puppets for Jewish and Arab Kids

by Charles Goodger <[www.funsongs.co.uk](http://www.funsongs.co.uk)>

This article describes a variety of EFL workshops featuring puppets and songs given to Jewish and Arab schoolchildren in Israel. The author began his work teaching Arabic-English children's songs at primary schools with the help of *Hebrew-Arabic Al Saraya Theater*. He next held workshops at junior high schools for the Ministry of Education's "Let's Talk" program that promotes English conversation in schools nationwide. His recent work has been with a Christian Arab language school in Nazareth. He concludes by noting the contradictions he finds in Israel. He enjoys the climate, food and people, and admires how Israelis have built a prosperous society. He also admires the attitudes of his Arab Israeli partners who never discuss politics and get on with their lives, despite their deep-rooted sense of grief. Finally, he's disappointed by Israel's education policy which invests heavily in teaching Jewish children English and Hebrew but not Arabic.

*"Interact in Israel"*

*EL Gazette* Jan/Feb 2019 <[www.elgazette.com](http://www.elgazette.com)>

## Study Abroad? 53% of Japanese Youth Say No

An international study has found that over half of Japanese youth don't want to study overseas. The fall 2018 survey questioned 7,500 young people aged 13 – 29 in 7 countries: Japan, South Korea, the US, Britain, Germany, France and Sweden. When asked if they wanted to study abroad in future, 53.2% of Japanese said "No", the highest of all seven nations. Germany (35.5%) and Britain (34.8%) ranked 2nd and 3rd. The survey found that Japanese youth who do volunteer work were more eager to study abroad (64%) than those who didn't.

*"More than half of Japanese youth not interested in studying overseas"* *Japan Times* June 18, 2019

## Malaysian Conflict Over English for Maths

A survey by Singaporean researchers has found that 82% of Malaysian residents in the state of Johor support the return of English-medium schools. However, activists of the *Movement to Abolish the Teaching of Science and Maths in English* argue the survey is flawed and that science and math should continue to be taught in Malaysian.

*"Global Perspective: December/January"*

*EL Gazette* Jan/Feb 2019 <[www.elgazette.com](http://www.elgazette.com)>

## Language Education Events

- **Shin-Eiken 2019** *Humanistic EFL in an AI Age*  
August 3 – 4, 2019 Nagoya Gakuin Daigaku  
Website (Japanese): <[www.shin-eiken.com](http://www.shin-eiken.com)>
- **JACET 2019** *EFL: Beyond Borderless*  
August 28 – 30, 2019 Nagoya Institute of Tech.  
Website: <[www.jacet.org](http://www.jacet.org)>
- **Language, Education and Culture Conference**  
Sept. 14 – 15, 2019 Malang (Indonesia)  
Website: <<http://isolec.um.ac.id/>>
- **7<sup>th</sup> Annual Polyglot Conference**  
October 18 – 20, 2019 Fukuoka (Japan)  
Website: <<http://polyglotconference.com/>>
- **Language and Tourism Conference**  
October 18 – 20, 2019 IIUM, Johor (Malaysia)  
<<https://conference.iium.edu.my/iltc2019/>>
- **Pan-Asian / Thai TESOL Conference**  
Jan. 30 – Feb. 1, 2020 Bangkok (Thailand)  
Submit by August 31: <[tesol.conferences.in.th/](http://tesol.conferences.in.th/)>



### JALT 2019 National Conference

Nov. 1 – 4, 2019 in Nagoya

<<https://jalt.org/conference/jalt2019/>>

The 45<sup>th</sup> annual international conference of JALT (the *Japan Association for Language Teaching*) will be held from November 1– 4 in Nagoya on the theme of *Teacher Efficacy, Learner Agency*. Plenary speakers will include the following:

- Mari Nakamura (*Teaching Young Learners*)
- David Barker (*Director, English Center, Gifu U.*)
- Donna Brinton (*UCLA – Content Based ESL*)
- Oussouby Sacko (*President, Kyoto Seika Univ.*)



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

*The Foundry, Faversham, Kent, UK*

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

#### IATEFL 2020

IATEFL 2020 will be held from April 17 - 21 in Manchester, England. Full details on their website.

- Proposal deadline: September 12, 2019

#### IATEFL's Global Issues SIG

IATEFL's GI-SIG runs a dynamic website featuring global education ideas, resources and activities for teachers in the UK and around the world.

Linda Ruas & J. Schoenmann <[gisig@iatefl.org](mailto:gisig@iatefl.org)>

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

## Key Websites on Global Issues and Language Teaching



**JALT Global Issues SIG (Japan)**

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

**IATEFL Global Issues SIG (UK)**

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

**TESOL Social Responsibility IS (USA)**

[www.tesol.org](http://www.tesol.org) (search for "SR-IS")

**ESL Etc.** (David Royal: Univ. of South Florida)

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



## Teachers of English to Speakers of Other Languages

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

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

### TESOL 2020 CONFERENCE

Next year's TESOL 2020 conference will be held from March 31 – April 3 in the mile-high city of Denver, Colorado on the theme *Where The World Comes Together*. The convention will feature 900+ sessions and 6,000 participants. More details are listed at: <[www.tesol.org/attend-and-learn/](http://www.tesol.org/attend-and-learn/)>

### Social Responsibility Interest Section (SR-IS)

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

- Chair: Carter Winkle <[CWinkle@barry.edu](mailto:CWinkle@barry.edu)>  
[www.tesol.org/connect/communities-of-practice](http://www.tesol.org/connect/communities-of-practice)

### JALT Environmental Committee

<[markshinshu@gmail.com](mailto:markshinshu@gmail.com)>

JALT's *Environmental Committee* works to lessen the carbon footprint of the organization, its annual conference, its chapters and SIGs. To help out or learn more about ways to involve your colleagues and students in environmental awareness and sustainability, contact Mark Brierley above.



**Report on the 53<sup>rd</sup> IATEFL International Conference**  
**April 2 - 5, 2019 in Liverpool, England**  
[www.iatefl.org](http://www.iatefl.org)



The 53<sup>rd</sup> annual conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from April 2 – 5, 2019 in the city of Liverpool, England. This is one of the largest EFL conferences in the world featuring 500 sessions over 5 days that are attended by 2,000 teachers from more than 100 countries. Below is a small selection of the many conference presentations that were given on global themes.



**GI-SIG Pre-Conference Event (PCE)**

***Promoting Equity, Equality and Social Justice***

IATEFL's *Global Issues SIG* held a joint 1-day PCE with the *Teacher Development SIG* on the theme "Are you a social justice warrior? Exploring the ifs, whys and hows of social justice".

**Global Issues Showcase Track**

***Promoting Equity, Equality and Social Justice***

This *Global Issues SIG* Open Forum introduced IATEFL's GI-SIG and outlined ways that English teachers worldwide can promote social justice.

***Visual Literacy in ELT: Conveying Criticality***

This session showed how images can privilege groups or lead to biased perspectives, then demonstrated ways to choose and view images critically. Isabelita Peixoto (Instituto Federal de Brasilia)

***Diversophy Refugee: A Game of Integration***

This session demonstrated the free intercultural game "diversophy" which uses conversation cards and simple language in order to bring refugees and locals together. Anne Fox (NTNU, Norway)

***Burning Issues in ELT: We Asked the Experts***

This presentation brought together a panel of experts who cited research papers to comment on the most important issues influencing ELT today. Yordanka Kavalova (Oxford University Press)

***Social Justice Beyond the Classroom***

This focused on the unjust situation in which many teachers work (low wages, precarious contracts) and described attempts in Spain to improve conditions. N. McMillan (Serveis Linguistics Barcelona)

***Intercultural Readiness Check (IRC)***

This workshop introduced participants to an *Intercultural Readiness Check*, then introduced an *Intercultural Readiness Game* for teachers to try out with students in class. Ellen Keates (freelance)

**Future IATEFL Conferences** <[iatefl.org](http://iatefl.org)>

- 2020: April 18 – 21 (Manchester, England)
- 2021: March 15 - 19 (Harrogate, England)

**Plenary Talks**

***Teacher Empowerment: Leave the Twilight Zone***

This talk discussed the concept of "empowerment" and used stories of empowerment and disempowerment to show the way forward. Paula Rebolledo

***Gender and Sexuality in ELT***

This discussed the challenges of teaching English in a world of sexual complexity, then compared "inclusive education" and "queer pedagogy" as possible approaches. John Gray (UCL, London)

***Under One Roof: Integrate Content and Language***

This talk described content-based approaches to EFL and 10 features of CLIL (*Content and Language Integrated Learning*). Aleksandra Zapparucha

**Individual Presentations**

***Connecting with the Video Generation***

This session underlined the popularity of videos for teens, then showed how to use *Wider World* video in class in ways that connect young people globally. Michael Brand (Pearson Publishing)

***No iPads? No Problem! Digital Literacy***

This workshop presented practical classroom activities for promoting digital literacy designed for contexts where computers are unavailable. Laura McWilliams (British Council France)

***Exploring Equality, Diversity and LGBT Lives***

This discussed the value of bringing real stories of LGBT lives from the community into classrooms when representations of LGBT people are absent from textbooks. Jennifer MacDougall (U Glasgow)

***Is English Teaching Inclusive?***

This British Council-sponsored session referred to UN sustainable development goals to outline what inclusive teaching is and the implications for English teachers. Jean September (British Council)

***Language Teaching to Make a Difference***

This talk argued that teachers should go beyond "hard" skills to teach the 21<sup>st</sup> Century life-long skills of critical thinking, creative thinking and problem solving. Armanda Stroia (Avram Iancu)

### ***Team Teaching to Support Refugees***

This talk discussed the findings of a small research project that surveyed the experiences of teachers on an MA TESOL program who volunteered to teach refugees. Cora Lindsay (University of Nottingham)

### ***The Beatles in ESP: Help or Hindrance?***

This talk discussed the role of songs in *English for Specific Purposes*, then showed how Beatles songs were used with college students in an *English for Social Work* course. Ian Robinson (U of Calabria)

### ***Teacher Burnout: Causes, Effects, How to Cope***

This presentation outlined the negative mental and physical effects of work-related stress on language teachers, then suggested some strategies in order to cope with this. Simon Brewster (Anglo-Mexican)

### ***COBUILD English Usage: Evolving Language***

This talk described research for Collins COBUILD that outlined how cultural change, social media and new attitudes to various social groups have affected modern language usage. Penny Hands (freelance)

### ***Foster Intercultural Development: Study Abroad***

This talk reported on research designed to shed light on the link between intercultural competence and study abroad, then stressed the need for pre-departure preparations. Pawel Sobkowiak (Poland)

### ***Labels are for Clothes: Gender Stereotypes***

This session noted the negative effects of harmful gender stereotypes on students in EFL classrooms and showed ways to raise awareness and challenge sexist behavior. Georgie Clark (NCG Liverpool)

### ***Critical Pedagogy and Teacher Resistance***

This talk discussed the reluctance of some teachers to engage with social justice issues at a time when immigrants are demonized and minority rights are under threat. Steve Brown (U of West Scotland)

### ***Four Conditions to Build Classroom Community***

This talk described how building a classroom community means more than jokes and icebreakers, then discussed four conditions that can help build good rapport. Walton Burns (Alphabet Publishing)

### ***How to Tackle Gender-based Issues in ELT***

This explored methods developed with Palestinian students that encourage critical engagement with gender issues and social change in male-dominated societies. We'am Hamdan (BC Palestine)

### ***The World Is Our Classroom: School Partners***

This described how South Korean schools enhance global citizenship and English via an *International Exchange Partnership School* program (IEPS). Young Ae Yoon (Gyeonggi-do, South Korea)

### ***Developing Life Skills: Learning through Play***

This talk suggested ways for teachers to integrate play into primary ELT classrooms so as to promote life skills such as collaboration, communication and critical thinking. Delia Kidd (Cambridge CUP)

### ***Challenges in Resource-Poor Contexts***

This session featured a panel of EFL experts who described their efforts in addressing the lack of resources found in developing nations of the Global South. Martin Lamb (University of Leeds)

### ***Films in English Language Teaching***

This talk argued for the importance of film in EFL, then outlined the speaker's efforts to develop film literacy in England language classes in German schools. Jan-Erik Leonhardt (JWG Univ, Frankfurt)

### ***Teaching for Life***

This talk discussed the importance of talking about social issues such as inequality in EFL classrooms and shared ideas for promoting student empathy and motivation to find solutions. Maria Rondon

### ***ELT Coursebooks and Age-ist Stereotypes***

This talk analysed how the elderly are portrayed in EFL textbooks, discussed the impact of these images on students and suggested ways to promote more positive views. Heloisa Duarte (freelance)

### ***Communication with AI in EFL in Japan***

This reported on how *Siri*, a virtual assistant pre-loaded on iPad, helped Japanese university students to learn English and to reduce their anxiety in speaking English. Makiko Abe (Tokyo Fuji Univ)

### ***Bias, Discrimination, Prejudice: Topic for ELT?***

This talk introduced classroom strategies, methods and materials for raising student awareness of the rise in bias, discrimination and prejudice around the world. Geoff Tranter (Dortmund, Germany)

### ***This Talk Will Make You (or Your Materials) Gay***

This talk noted the invisibility of LGBTQ+ issues in English teaching materials, then described two open-access lessons that incorporate LGBTQ+ in an inclusive way. Tyson Seburn (Univ. of Toronto)

### ***Promoting and Valuing Cultural Identity in ELL***

This session provided practical ways to integrate tasks, projects and routines into academic English classes so as to show students that their cultures and languages are valued. Chris Meoli (freelance)

### ***Boosting Fairness: Reacting to Gender Bias***

This session introduced participants to a 3-step process that helps students and teachers to (1) notice bias, (2) educate themselves about it and (3) fight it. Leonina Loback (Richmond Publishing, Brazil)

**Hello, Have You Eaten? World Englishes in ELT**  
This session described the rich diversity of English varieties around the world and showed ways to approach the concept of “World Englishes” in the classroom. Denise Gassner (Zuercher Oberland)

**Getting Teens Talking in the Age of Social Media**  
This talk shared ideas, techniques and activities that engage students in extended verbal communication beyond their usual abbreviated texts on *WhatsApp*, *Instagram* & *Snapchat*. Janet Harfield (BC Rome)

**Motivating with Cross-Cultural Video Exchanges**  
This poster detailed the results of a cross-cultural video exchange that was carried out between media students at two science universities in Japan and Germany. Kate Sato (Hokkaido Univ. of Science)

**Drama in Education for Sustainable Development**  
This talk described the benefits of using drama to promote education for sustainable development, then shared strategies, stories and content for use in ELT classrooms. Alicja Galazka (Univ. of Silesia)

**What ELT Can Learn from Wellness Apps**  
This session argued that, just as people use apps to lose weight or stop smoking, teachers should use the same *Behavior Change Techniques* (BCTs) to promote language learning. Tim Gifford (ELTjam)

**Work for a Better World While Teaching English**  
This talk described a multi-stage ESL project that had students research various charity organizations, choose one, then use language skills to achieve its goals. Gerry Luton (University of Victoria, Canada)

**The 4 Cs in Project Work**  
This session introduced the 4 Cs (*Critical thinking*, *Collaboration*, *Communication*, *Creativity*), then showed how these can be integrated into student project work. Jeanette Theuma (University of Malta)

**Conflict Management and Negotiation Skills**  
This talk examined how language trainers can help trainees to become effective conflict managers and third party mediators able to prevent or resolve destructive conflicts. Ben Dobbs (BD Ireland)

**Is TESOL Recruitment Racist?**  
This talk described the extent to which EFL schools in different parts of the world make recruitment choices based on race, then discussed what can be done about this. Ross Thorburn (Shanghai, China)

**Using Songs to Nurture Global Citizens in EFL**  
This outlined ways that popular hit songs can not only teach vocab and grammar but nurture global citizens who can contribute to creating a better world. Rita Diveki (Eotvs Lorand Univ, Budapest)

**GUINEVERE: EFL via Games in Virtual Worlds**  
This explained how digital game playing promotes language practice and how the EU’s GUINEVERE 3D game project helped to improve language learning outcomes. Heike Philp (Let’s talk online sprl)

**Real People, Real Jobs**  
This talk focused on ways to prepare materials and exercises that encourage migrants to develop work skills for real occupations in health care and hospitality. Helen Jackson (City of Glasgow College)

**Mental Health Awareness for ELT Employers**  
This workshop described ways to increase awareness among EFL employers, schools and institutions of mental health issues faced by teachers and staff under their authority. Philip Longwell (INTO UEA)

**Critical Reading to Ignite Young Learner Minds**  
This session described how to help young learners develop the critical reading skills needed in the information age with examples from texts such as *Look!* Luciana Fernandez (National Geographic)

**Kindful Teaching: Foster a Positive Classroom**  
This explained what *kindful teaching* is and outlined ways to integrate “kindness” into ELT classes so as to promote good relations and a positive learning environment. Melissa Perkins (EC London)

**Performance Art to Empower Social Justice**  
This workshop described ways to promote multiculturalism and diversity using techniques taken from *Theatre of the Oppressed* to teach language for social justice. Efi Tzouri (Refugee Reception)

**“I’m Not in My Coursebook” – Silenced Voices**  
This discussed how primary ELT textbooks hide children’s identities and called on authors, editors publishers and teachers to include all children’s voices. D. Valente (Anglo Mexican Foundation)

**Teaching Against Human Trafficking and Slavery**  
This talk introduced new materials that focus on the global exploitation of adults and children, then discussed the need for teacher courage and integrity in teaching this. Judy Boyle (The NO Project)

**Cultural Views of Smiling: Implications for ELT**  
This session outlined cross-cultural research on differing perceptions of smiling, then demonstrated class activities to raise awareness of how smiles are viewed. Joan Bartel (Humber College, Toronto)

**Using Debates to Promote Critical Thinking**  
This presentation stressed the value of debate and explained how to teach the micro-skills of reasoning, developing arguments and responding to different viewpoints. Simon Pounder (British Council Poland)

### ***How To Teach English as a Lingua Franca***

This talk first defined what is meant by “English as a Lingua Franca” (ELF) and then provided principles and practical ideas for how to teach about this in English classes. Marek Kiczowski (KU Leuven)

### ***The Robots are Coming! Chatbots in ELT***

This talk explored the potential and challenges of using “chatbots” (computer programs that simulate human conversation) to promote English language skills in ELT. Nicky Hockly (The Consultants-E)

### ***ELT is to be Understood, Not Loved, Right?***

This session criticized the narrow ELT focus on “functional language” and argued for teaching more poetry so as to promote students’ creativity and linguistic expression. Tim Denton (NCG Manchester)

### ***Helping Students Have Difficult Conversations***

This talk described how *Soliya Connect*, a global online cross-cultural dialog on controversial topics, helped Islamic Studies students in Cairo to become more tolerant. Maged Nofal (Al-Azhar Centre)

### ***ELT Through Yoga: A TPR Approach***

This poster explained how a *Total Physical Response* approach using English-through-yoga can enhance the speaking and listening skills of young language learners. Shaila Mahan (Jaipur, India)

### ***English for Resilience: Refugees in Ethiopia***

This presentation described the challenges faced by the staff of an *English for Resilience* project that was held in refugee camps in Ethiopia where over 30 languages are spoken. Peter Hare (British Council)

### ***Political Issues in the EFL Classroom***

This presentation reported on a German research study which looked at how political topics are dealt with in EFL textbooks and taught in EFL classrooms in Germany. Roger Jones (Braunschweig U. of Tech.)

### ***EAP, Fake News and Pseudo-Science***

This talk introduced a new EFL teaching module on fake news and critical thinking designed to raise awareness and inoculate students against media misinformation. Philip Leeke (Univ. of Liverpool)

### ***The Hidden Power of TED Talks***

This presentation described how TED Talks both engage students in authentic listening practice and stimulate them to become more powerful communicators. Lewis Lansford (National Geographic)

### ***Teaching English in the Amazon***

This session described the challenges and rewards of teaching English in the Amazon region of Brazil based on the presenter’s experience teaching rural indigenous students. Andreza Lago Dantas

### ***Adapting Museum Education Resources for ELT***

This talk discussed how teachers can exploit educational resources from museums and galleries to create visual literacy and language learning tasks. Sylvia Karastathi (New York College, Greece)

### ***Storytelling to Support BAME Learners***

This session outlined how teachers can celebrate cultural diversity by introducing students to folk stories from BAME (*Black, Asian and Minority Ethnic*) cultures. David Heathfield (University of Exeter)

### ***Gallery Walk: From the World to the Classroom***

This sponsored evening *Gallery Walk* allowed participants to eat, drink and discuss while viewing poster presentations on the theme of “From the World to the Classroom.” (hosted by Pearson Publishing)

### ***Taboos or Merely Controversial?***

This presentation discussed the relevance and (dis)advantages of including controversial and taboo topics into both teaching and assessment in multicultural ELT classrooms. Cosima Wittmann (telc)

### ***Going Beyond the Rainbow: LGBTIQ in Class***

This session shared ideas on how language teachers can create a welcoming atmosphere for LGBTIQ learners and promote a class environment free of prejudice. Fernanda Michelin (Sao Paulo Brazil)



### **Songs of Sorrow, Joy and the World**

At this event, participants joined to sing songs of love, grief and joy from around the world.



### **IATEFL International Quiz**

This annual event had teams of teachers compete to see what they know about world affairs.



### **The Fair List UK Awards**

This annual event presented awards for excellence in gender balance among EFL plenary and keynote speakers <[www.thefairlist.org](http://www.thefairlist.org)>.



### **IATEFL 2019 ON-LINE**

- [www.teachingenglish.org.uk/events/IATEFL-Online/2019](http://www.teachingenglish.org.uk/events/IATEFL-Online/2019)
- [https://conference.iatefl.org/downloads/IATEFL2019\\_programme.pdf](https://conference.iatefl.org/downloads/IATEFL2019_programme.pdf)

### **IATEFL 2020 CONFERENCE**

April 18 - 21, 2020 Manchester, England

For details on IATEFL’s 2020 conference, go to:  
<<https://conference.iatefl.org/index.html>>

- Deadline for proposals: September 12, 2019



- 7. TRUE / FALSE:** Mark the sentences below true (T) or false (F) based on the article.
- \_\_\_\_\_ The article says that children in Brazil went on strike against climate change.
  - \_\_\_\_\_ Children say governments aren't doing enough to fight climate change.
  - \_\_\_\_\_ Many protests have been inside government buildings.
  - \_\_\_\_\_ The strikes movement was started by a student in Norway.
  - \_\_\_\_\_ In 2019, strikes have taken place all over South America.
  - \_\_\_\_\_ On one day, over 45,000 students went on strike in Germany and Switzerland.
  - \_\_\_\_\_ A worldwide strike took place in March.
  - \_\_\_\_\_ A journalist wished the students would strike at the weekend.

**8. COMPREHENSION QUESTIONS**

- Who did the article say students are unhappy with?
- What is the name of the international movement?
- What are students skipping?
- When did the movement begin?
- What is the nationality of the student who started the protests?
- Where did 45,000 students protest?
- What did a student banner say that students did, like the sea level?
- When was the first worldwide strike?
- Which country's leader asked students for less activism?
- When did a journalist want students to strike?

**9. PAIR DISCUSSION QUESTIONS**

STUDENT A            a) What do you think of the striking school children?  
                               b) What is your government doing about climate change?  
                               c) What would you go on strike for?

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STUDENT B            a) Would you go on strike to protest climate change?  
                               b) What would you tell Australia's leader?  
                               c) What advice do you have for the school children?

**10. HOMEWORK**

- Vocabulary:** Use a dictionary or Google to build more word associations and collocations.
- Internet Research:** Search online to learn more about this story. Report on what you find.
- Make A Poster:** Make a poster about strikes. Show this to your class in the next lesson.
- Magazine Article:** Write a magazine article about children taking action for the future.
- What Happened Next:** Write a newspaper article about the next stage of this news story.

<ul style="list-style-type: none"> <li>▪ The lesson above has been reprinted with permission from the website "Breaking News English".</li> <li>▪ The full unit is at: &lt;<a href="https://breakingnewsenglish.com/1902/190226-school-strike-for-climate.html">https://breakingnewsenglish.com/1902/190226-school-strike-for-climate.html</a>&gt;</li> <li>▪ This is one of 2,471 free lessons provided by Sean Banville on his dynamic EFL news website.</li> <li>▪ Each reading passage is provided at 4 different levels of difficulty that teachers can choose from.</li> <li>▪ The exercises above are a sample of the wide variety of class activities Sean provides for each topic.</li> <li>▪ Each current events lesson plan comes with tasks and exercises organized into the 6 categories below</li> </ul>					
<b>PRINT</b> ▪ 27-page unit ▪ graded reading	<b>LISTEN</b> ▪ US + British ▪ dictation	<b>READ</b> ▪ jumbled texts ▪ quizzes	<b>GRAMMAR</b> ▪ articles (a, the) ▪ word order	<b>SPELL</b> ▪ consonants ▪ vowels	<b>WORDS</b> ▪ flash cards ▪ gap fills

<b>BREAKING NEWS ENGLISH</b>		To learn more about "Breaking News English" and the free EFL lessons that it provides on current events topics, go to: ▪ <a href="https://breakingnewsenglish.com/">https://breakingnewsenglish.com/</a>
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## Special Feature #1

# Teaching About Climate Change and School Strikes



A global movement of students is taking the lead in the fight for the planet. The world needs leadership on climate change and young people are stepping up to the challenge. Unwilling to wait any longer, they are demanding action – from adults, politicians and governments - on the crisis of climate change.



### Greta Thunberg

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

The founder of this environmental youth

movement is 16-year old Greta Thunberg, a Swedish schoolgirl who, in shock at the inaction of adults on climate change, began a weekly school strike each Friday at the Swedish parliament with a sign saying “School Strike for Climate”.

### Teaching Ideas

- Have sts research the issue of climate change
- Teach a class on Greta Thunberg & school strikes
- Have sts report on school strikes around the globe
- Join students to organize an event at your school

### On-Line Videos

- *Students Around the World Go On Climate Strike*  
<[www.youtube.com/watch?v=oJ\\_QkjieLmw](http://www.youtube.com/watch?v=oJ_QkjieLmw)>  
- scenes of protest in India, Japan, UK, Finland...
- *How a 16-Year-Old is Leading a Global Climate Movement* -[youtube.com/watch?v=uRgJ-22S\\_Rs](http://youtube.com/watch?v=uRgJ-22S_Rs)  
- profile of the Swedish girl fighting for the planet
- *Speech by Greta Thunberg, Climate Activist*  
<[www.youtube.com/watch?v=sVeYOPJZ8oc](http://www.youtube.com/watch?v=sVeYOPJZ8oc)>  
- powerful talk explaining the school strike’s aims
- *TED Talk: School Strike for Climate*  
[www.youtube.com/watch?v=EAmuUIEsN9A](http://www.youtube.com/watch?v=EAmuUIEsN9A)  
- Greta’s talk about school strikes given at age 15



### Fridays for Future (FFF)

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

*Fridays For Future* is an international youth-led movement that takes action to stop global warming and avoid the destruction of our beautiful planet. It was set up in August 2018 by Swedish activist Greta Thunberg. It currently has national branches in 26 countries.

#### Why are Kids Striking?

School children are required to attend school. But with the worsening climate destruction, this goal of going to school becomes pointless:

- Why study for a future which may not be there?

#### The Basics: How / When / Where to Strike

- 1 Hold a strike at your school on a Friday. Ask your teachers/principal to hold a climate event
2. Sit outside a government building, city hall or hospital on a Friday and do a climate strike
- 3 Join the nearest *Fridays for Future* rally / event

- Publicity: Make a sign for your strike, take a photo of your action and post this with the hashtags: ▪ #Fridaysforfuture ▪ #climatestrike

- Register your event on the FFF website

- Mass media: Inform the media about your event

Some students are afraid to strike since they’re worried about school grades. Be creative!

- Students in Belgium set their school clocks to “strike”, then took a photo which they shared.

#### General Guidelines

- 1 Make sure to strike in a way you feel safe with.
- 2 Some groups get police approval for their strike.
- 3 Approval is generally for quiet sitting protests.
- 4 We recommend students link with local NGOs.
- 5 FFF runs quiet peaceful strikes. Don’t let your strike be hijacked by violent troublemakers.

### School Strike for Climate

[www.schoolstrike4climate.com](http://www.schoolstrike4climate.com)



*School Strike 4 Climate* is a site run by and for Australian school students who are united by concern for the planet and by the need to pressure politicians to address the climate change crisis.

### Extinction Rebellion

< <https://rebellion.earth/> >



*Extinction Rebellion* is a radical media-savvy international ecology movement that uses non-violent civil disobedience as a way to focus attention on environmental destruction and species extinction.

### Youth Climate Leaders

[www.youthclimateleaders.org](http://www.youthclimateleaders.org)



*Youth Climate Leaders (YCL)* is a global movement to catalyze climate action by providing young people with special training, networks and career opportunities in the field of climate change.

## Timeline of Events

<b>2018</b>	
▪ March 14	One million American students hold a class walk-out to protest the Parkland school shootings in Florida.
▪ August 20	Greta Thunberg, inspired by them, skips school to protest outside the Swedish parliament on the need for action to combat climate change. This leads to a weekly Friday vigil there where she holds up a sign saying "School strike for climate!"
▪ November	Inspired by Greta, a global "school strike for climate" movement is formed by students worldwide.
▪ December 4	Greta addresses the COP24 United Nations climate change summit.
▪ December	The movement spreads with over 20,000 students holding strikes in 270 cities around the globe.

<b>2019</b>	
▪ February	224 academics sign an open letter of support for the striking students. The United Nations Secretary General endorses the school strikes.
▪ March 15	1.4 million school students in 112 countries join Greta's call to strike.
▪ May	Greta Thunberg, age 16, featured on the cover of TIME magazine
▪ May 24	Students from 112 countries join a global climate strike worldwide
▪ June 7	Greta is awarded an <i>Ambassador of Conscience</i> award by the human rights NGO <i>Amnesty International</i>
▪ Sept 20	Students in schools round the world are urged to join a "global strike"

Sources: Wikipedia "Greta Thunberg" and "School strike"



**TIME Magazine** (May 27, 2019)  
*Next Generation Leaders*  
 Greta Thunberg: Teenager on Strike for the Planet  
 < <https://time.com/magazine/> >

## Comments and Quotes

### Quotes by Greta Thunberg

*I don't want you to be hopeful. I want you to panic. I want you to feel the fear that I feel every day. And then I want you to act. I want you to act as you would in a crisis. I want you to act as if the house is on fire – because it is.* - Talk to global leaders at the World Economic Forum in Davos (Jan. 2019)

*If everyone listened to the scientists and acknowledged the facts, we could all go back to school.*

*Before, I never really spoke when I was in my lessons. Now I'm speaking to the whole world.*

*We live in a strange world where children must sacrifice their education in order to protest the destruction of their future.*

### Other Quotes on Climate Change

*My generation has failed to respond properly to the dramatic challenge of climate change. This is deeply felt by young people. No wonder they are angry.*

- Antonio Guterres (UN Secretary General)

*We're the first generation to feel the sting of climate change and the last generation that can do something about it.* - Jay Inslee (politician)

*I'm often asked if I believe in global warming. I just reply with the question: "Do you believe in gravity?"* - Neil deGrasse Tyson (astronomer).

*If you think the environment is less important than the economy, try holding your breath while you count your money.* - Guy McPherson (scientist)

*This isn't a partisan debate: it's a human one. Clean air and water, and a livable climate are human rights.* - Leonardo DiCaprio (actor)

*The world will not be destroyed by those who do evil, but by those who watch them without doing anything.* - Albert Einstein

*25 years ago, people didn't know – or do - much about climate change. Today we have no excuse.*

- Desmond Tutu (Nobel peace prize winner)

*We don't inherit the earth from our ancestors. We borrow it from our children* - Native American

"Climate Change 17 Quotes" at <[www.inc.com](http://www.inc.com)>

*Call for Participants!*  
**Global Strike**  
**September**  
**20<sup>th</sup> (Friday)**

**Global #ClimateStrike** <[350.org/support-climate-strikes/](https://350.org/support-climate-strikes/)>  
 <[www.schoolstrike4climate.com/sept20](http://www.schoolstrike4climate.com/sept20)> <[globalclimatestrike.net](http://globalclimatestrike.net)>

- The UN will hold a global *Climate Action Summit* on September 23rd.
- Join students, parents and concerned citizens around the world to show that we're serious about climate change by taking a day off from work, school or university on Friday Sept. 20<sup>th</sup> OR by taking part in climate actions during the following week. Join youth worldwide to demand climate justice for all!



# Language Learning for Global Citizenship with VR360

by Erin Frazier and Jennie Roloff-Rothman (Kanda University of International Studies)



## Introduction

For language learners with little real-world experience, visual media can be a powerful way to introduce topics such as world religions, territorial disputes or environmental issues. However, with traditional media, there is an empathic distance between learners and topics due to the physical screen. This article explores the potential of virtual reality (VR) for deepening understanding and enhancing student engagement by eliminating the screen and placing learners in the middle of real situations through utilizing VR 360 video.

## Global Issues in Language Classrooms

In our interconnected world of the 21<sup>st</sup> century, it's crucial to teach for global citizenship. This involves promoting the "knowledge, attitudes, and skills relevant to living responsibly in a multicultural, interdependent world," (Fisher & Hicks, 1985, pg. 8). For many EFL students, we English educators *are* globalization, so why not address this explicitly in class? Students don't just learn language in a language classroom, but other information as well. This "collateral learning", as Dewey (1938) calls it, helps develop lifelong attitudes and "may be more important than the lesson in geography or history [or English] for these attitudes are fundamentally what count for the future" (pg. 48). Being aware and choosing content conscientiously is part of a teacher's duty. Education for global citizenship also involves developing critical thinking by allowing students to "[reflect] on issues in a structured way...[use] insight and logic' [and draw] 'conclusions about whether arguments are valid and justifiable,'" (Cottrell, 2011, cited in Aston, 2017).

## Media: Visual Impact

As teachers move away from pure text-based education to a more multimodal approach to the classroom, the use of visual media has become more common. This has occurred as a result of more accessible teaching materials, a wider range of subject matter, and shifts in learner needs.

Media as defined by Scheibe and Rogow (2012, p.13) has three essential points:

- 1) a message is communicated through visuals, language, and/or sound,
- 2) messages are intended for a large audience delivered via a form of technology, and
- 3) the receivers of the message are physically in a different location.

It is essential that both learners and teachers are literate in analyzing and understanding messages across a wide range of mediums. While different forms of media tend to have different impacts on different learners, visual impact seems to produce the strongest reactions in most learners.

Visual mediums are beneficial because they can lead to a more complete understanding of a topic. The development of powerful media forms like VR allows for a greater sense of presence and engagement with different concepts, enabling learners to move beyond what is traditionally inaccessible in the classroom. VR can thus provide learners with much richer educational experiences.

## VR in the Classroom

Virtual Reality (VR) has been defined as "a replacement of one's physical environment with a unique immersive digital world via a head mounted display" (Lege & Bonner (2017, p. 149). VR is typically used in education to visit art museums, tour inaccessible places, study engineering principles, and visualize scientific concepts beyond what can normally be experienced.

Since this technology has the capacity to move beyond simple experience-based interactions, some have dubbed VR "the ultimate empathy machine." Milk (2016) states that "[virtual reality] connects humans to other humans in a profound way I've never before seen in any other form of media, and it can change people's perception of each other". This translates into a powerful educational tool, surpassing that of pure text or images, that can pull the learner into immersive experiences that were previous inaccessible for traditional classrooms.

Some argue that VR's immersive quality is misinterpreted as empathy. Since VR only raises awareness of issues with no way for users to take action, this can lead the platform to function as a horrific tourism method (Alsever, 2015). This problem can be addressed pedagogically within a larger lesson plan focused on encouraging students to take action with regard to the issue. As VR becomes more accessible to the general population and as an educational tool, the decrease in cost of headsets and the normalization of this immersive technology will have a major impact on society.

## Course Design

The course in which VR 360 videos were introduced was an elective course on global issues

and world politics offered to 3rd and 4th year students majoring in international communication. Participants expected to learn interesting content while improving their fluency and strategic use of English. The students were predominantly Japanese, though a number of international students were from East Asian countries.

In searching for innovative ways to present topics and issues, we decided to experiment with alternative visual media such as VR 360 video and augmented reality. Within the course, VR 360 video presented an opportunity to create an experience as close as possible to using realia.

Course activities range from small group discussion and jigsaw reading to role plays and case study analyses. The aim of these activities is to help students understand global issues more deeply. One fundamental element of the course is an understanding of political ideology so that students are able to discern its influence on the actions of states and other world actors when learning about various issues. From there, students explore a variety of topics such as world religions, international organizations, religious conflicts, territorial conflicts, environmental issues, the global increase of nationalism and populism, free trade, and human rights controversies.

Unsurprisingly, these concepts are difficult for learners to grasp because they are challenging to understand even in their first language, let alone their second or third. Sometimes, a slide show or a standard video doesn't fully convey key elements of the topics that are dealt with. It's often challenging to get students to relate to the situations covered or to empathize with the people most affected by these situations.

VR 360 video seemed to present an innovative means for students to step into the shoes of others around the world in a way that more conventional activities and materials could not. The topics of the Syrian refugees crisis, world religious sites, human rights and political ideology covered in class were well-suited to using this technology as materials are publicly available.

For example, an augmented tour of a refugee camp in which you "follow" a refugee family explains more immersively than a slideshow could. "Attending" a political rally for Donald Trump, Bernie Sanders, or Hillary Clinton helps illustrate differences on the ideological spectrum more effectively than a classroom lecture. Similarly, joining believers on the Hajj pilgrimage to Mecca or wandering the halls of a Buddhist temple in a far-away country can make religion come alive in a way that two-dimensional videos cannot.

## Reflection

Through using VR to address global issues such as the refugee crisis or concepts like ideology, we found several benefits worth highlighting.

One of the most positive advantages of utilizing this technology in the classroom was the "Wow!" factor that the experience of immersion provides. Through using VR 360 video with *Google Cardboard*, users tend to feel as though they're actually part of the video. They take their time exploring the details of their environments and the stories told by the people they encounter become more tangible. As expected, a greater emotional connection was formed with the video's subject, leading to a deeper sense of understanding and appreciation. Users were also physically more engaged as they stood from their seats to observe the scale of the 360° environment into which they were dropped. Often, after the experience, users seemed more eager to discuss what they'd seen, in a more compassionate way with ample adjectives and more emotionally descriptive language.

## Knowledge Limitations

In the Japanese context, knowledge of their own culture, of political subjects, and of broader world events is frequently lacking among university students. It is thus important to provide adequate scaffolding and background information. If not done appropriately, the depth of students' understanding will be shallower. While VR 360 video can personalize an emotional response to what a student is viewing, students may not appreciate the experience fully if they lack adequate knowledge of what they're experiencing.

## VR Limitations

There are several issues to be aware of when bringing *Google Cardboard* viewing glasses into the classroom. The first issue is its size. While *Google Cardboard* was designed to accommodate a variety of mobile phone models, older models, like the iPhone 5, turned out to be too small, meaning phones could slide around inside the case when students move to observe the VR world.

Another issue concerns software. Currently, the functionality of VR 360 videos are only supported by the YouTube app, so each device must have the app downloaded prior to the video tasks. If videos are opened on a web browser, the motion feature of the VR 360 videos is nullified.

Another consideration is space. For VR 360 video, it's best to have students stand to enhance the experience and engage more deeply with the task. If there's insufficient space in the classroom, students can remain in their seats, but they lose the primary

merit that the technology provides. It's also important to ensure in advance that your facilities can support VR 360 usage. Often WiFi servers have a limited number of devices they can support. If this is surpassed, video quality drops and speeds slow, making the activity nearly impossible.

Finally, some VR users may get motion sickness (*cybersickness*) with nausea and discomfort that can last for hours. To avoid this, learners should take frequent breaks to adjust their sense of balance, move slowly while using headsets, and limit use to no more than 30 minutes at a time.

It's important to note that as the technology grows, these limitations will be overcome. Despite these problems, we believe that VR's potential as a valuable tool for tackling hard-to-understand concepts still outweighs the negative factors.

### Further Research

More research is needed to further understand the impact of VR on learning. Due to its focus on global issues and world politics, the university course described here lends itself particularly well to unique content with the addition of VR 360 video. Of course, this could be applied to other subject courses to explore learners' understanding of abstract concepts, enhance emotional impacts, or examine learners' own identities. Another area that needs addressing is the search for or development of videos on topics which, as yet, don't have VR 360 material available on YouTube. The addition of topics such as climate change or economic inequality may lead to a fuller understanding of learners' experiences with VR 360 video, leading to a better implementation of this technology for other courses.

### Conclusion

It is imperative in today's multifaceted world that learners be prepared to deal with complex issues. In content classes similar to the "global issues and world politics" course described here, students are often introduced to unfamiliar topics and abstract concepts. While important, these may be difficult for students to fully understand and appreciate,

particularly in a second language classroom. Understanding can be made more concrete through incorporating advancing technologies, such as VR.

Though some limitations currently exist, VR has the potential to encourage deeper emotional impacts through immersive experiences. We hope these experiences may elicit greater learning, a more profound understanding and a more critical analysis of global issues.

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### Google Cardboard

< <https://vr.google.com/cardboard/> >



Google Cardboard is an inexpensive educational tool that allows students to experience virtual reality while using their cell phones in an affordable, classroom-accessible way. It can be purchased online on Amazon.com for around 500 yen.

### Sample VR 360 YouTube Videos

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

- *Pilgrimage: A 21st C. Journey to Mecca & Medina*  
Join a journalist on a pilgrimage to Saudi Arabia
- *Greenland: Where Climate Change Meets the Eye*  
See firsthand the melting of Greenland's glaciers
- *Google Immerse VR: Racial Identity: Dezzie*  
Part of a series that explores race and identity



# Teaching about the 2019 Rugby World Cup

September 20 – November 2, 2019



## World Cup Teaching Ideas

- Research the history of rugby around the world.
- Study the national flags and anthems of the 20 countries taking part in the Rugby World Cup.
- Make a data chart of the 20 World Cup nations: population, capital city, language, religion...
- Research Rugby World Cup statistics: number of games, players, TV viewers, goals scored...
- Discuss social issues linked to rugby such as racism, sexism, doping, violence, nationalism.
- Have students “adopt” a team from a foreign country, study it and cheer it on at each match.
- Profile one rugby player from each continent.
- Learn about Japan’s *Team No Side* volunteers

## Quotes about Rugby

- *As an international federation and Olympic sport, World Rugby recognizes the power of sport as a catalyst for world peace and social development*  
- Rugby World Cup Website
- *Rugby is not just a sport. It’s a way of life.*
- *Rugby isn’t a contact sport; it’s a collision sport.*
- *Rugby is like war: easy to start, difficult to stop... and impossible to forget.*
- *If you can’t take a punch, play table tennis.*
- *Pain heals, girls dig scars, glory lasts forever!*
- *TEAM: Together Everyone Achieves More.*

Source: <<https://rosshighrfc.hitsrugby.com>>

## Spirit of Rugby - Partner NGOs

[www.world.rugby/spirit-of-rugby/](http://www.world.rugby/spirit-of-rugby/)

The World Rugby organization works to promote the 17 United Nations *Sustainable Development Goals* (SDGs) through its “Spirit of Rugby” partners around the world. Have students research and report on this year’s 2019 partner NGOs:

- Bhubesi Pride (rugby for poor African youth)
- Khelo Rubgy (empowers rural youth in India)
- Rugby Opens Borders (refugees and migrants)
- Rugby United (rugby for refugees in Germany)
- SKRUM (HIV/AIDS education in S. Africa)
- SOS Kit Aid (recycles equipment and uniforms)
- ChildFund (supports Asian children in need)

## 20 Participating Nations

This fall’s Rugby World Cup provides a unique chance to have your students explore the history, cultures, languages and peoples of the 20 countries taking part from around the globe. Check to see if your school is located near one of the 12 host cities!

<u>Europe</u>	<u>Americas</u>	<u>Oceania</u>
1 England	9 Canada	15 Australia
2 France	10 USA	16 Fiji
3 Georgia	11 Argentina	17 N. Zealand
4 Ireland	12 Uruguay	18 Samoa
5 Italy	<u>Africa</u>	19 Tonga
6 Russia	13 S. Africa	<u>Asia</u>
7 Scotland	14 Namibia	20 Japan
8 Wales		

## 12 Host Cities

1 Sapporo	5 Yokohama	9 Kobe
2 Kamaishi	6 Shizuoka	10 Fukuoka
3 Kumagaya	7 Toyota	11 Kumamoto
4 Tokyo	8 Osaka	12 Oita

## Relevant Websites

### 2019 Rugby World Cup <[www.wikipedia.org](http://www.wikipedia.org)>

- This Wikipedia page is a great place to start for a good overview of this global event.

### Official Website <[www.rugbyworldcup.com](http://www.rugbyworldcup.com)>

- Check this official site for info, news, videos and updates on teams, matches and players.

### Youtube Videos

- *Rugby for Beginners* (10 minutes)
- *An Animated History of Rugby Union* (3 minutes)
- *Rugby World Cup Official Hospitality Video* (4 minutes)
- *Rugby World Cup 2019 Promo HD* (3 minutes)
- *Ten Youngsters Who Could Light Up 2019* (4 minutes)

## Movies about Rugby

- *Invictus* (2009)  
Nelson Mandela, rugby, racism and South Africa.
- *Murderball* (2004)  
Story of two Paralympic wheelchair rugby teams.
- *Forever Strong* (2008)  
Drama of a troubled young rugby player.
- *Pacific Warriors* (2015)  
Shows rugby’s impact on Samoa, Fiji and Tonga.
- *Alive* (1993)  
Plane crash survival of the Uruguay rugby team.



## Special Feature #2

# Hollywood Movies and Historical Accuracy



Hollywood movies can be a great way to engage students with people, places and issues in the past. They can also be full of historical errors and major omissions. This section outlines the challenges of teaching historical facts using Hollywood films.

### **I Learned It at the Movies: Hollywood as a Teacher**

by Wray Herbert (January 1, 2010)

[www.scientificamerican.com/article/i-learned-it-at-the-movies/](http://www.scientificamerican.com/article/i-learned-it-at-the-movies/)

This article notes how people use *The Last Samurai* and other Hollywood films to form their views of history, then outlines the film's historical errors:

- Tom Cruise plays an American military advisor, but in reality such military advisors were French
- it gives an overly romanticized view of samurai
- it conflates 2 decades of history into 2 hours

The author notes the increasing use of such movies in schools and admits that they engage student interest. However, he warns teachers about the negative impact such movies have on historical understanding. In one research study, students were shown Hollywood films before and after reading an accurate version of historical events. When tested a week later, they remembered the incorrect film version rather than the actual facts. However, when teachers gave explicit warnings of historical inaccuracies before viewing the movie, students recalled this the following week.

### **Using Inaccurate Films to Understand History**

by Benjamin Barbour (May 10, 2019)

[www.edutopia.org/article/using-inaccurate-films-understand-history](http://www.edutopia.org/article/using-inaccurate-films-understand-history)

Movies enable students to make strong emotional connections with stories, issues and people of the past. The historical mistakes, omissions and inaccuracies which are found in Hollywood films are actually great opportunities for teaching critical thinking, research and discussion skills. Teachers can have students:

- study the historical background before viewing
- compare the movie with what really happened
- read movie reviews that critique a film's authenticity
- discuss why the director changed the facts
- rewrite scenes to accurately reflect history

Students should try to look at the big picture (how and why filmmakers manipulate history to advance a specific theme, idea or agenda) and not get lost in minor details (eg how authentic the historical costumes are).

### **Are Movies a Good Way to Learn History?**

by Scott Alan Metzger (May 17, 2017)

< <http://theconversation.com/> >

Millions of people around the world – including our students – learn their history from movies, not from history books. “Hollywood loves history!” as shown by recent hits like *Hidden Figures* and *Hacksaw Ridge*. The power of film can be seen in a study that showed how Americans draw on films like *Forrest Gump* for their understanding of the Vietnam War. Many teachers use movies in class and most feel they promote student learning and motivation. Most students know history movies are fictionalized but tend to trust them - more than their textbooks - as sources of accurate information. The challenges the author sees for teachers who use films include:

- the R-rated nature of many history movies
- administrators who object to using films in class
- time pressures that limit effective study

One recent Australian research survey found that teachers believe films to be useful but also feel that they can confuse students with inaccurate portrayals. “Hollywood distorts history, but kids remember what they’ve seen more than the facts.” History movies by themselves don’t teach. Teachers should give specific warnings about fact and fiction. If they line up proper film choice, lesson goals and class activities, it’s possible to learn history with Hollywood movies.

### **Dealing with Historical Movies in the History and English Classroom**

by Daniel Reynaud

(TEACH Journal Vol. 2/2 Article #13 2008)

<https://research.avondale.edu.au/cgi/viewcontent.cgi?article=1145&context=teach>

This paper by an Australian academic argues that historical movies are an under-used resource in both history and English classes. Historical films offer compelling narratives that engage students’ interest in ways that written texts and classroom activities do not. History is not an accurate record of the past, but rather an attempt to interpret it based on the evidence that we have. Historical movies, in contrast, are set in the past but address the concerns of audiences today. Although they tend to simplify, generalize and fictionalize, they portray events with emotional power, build empathy with “others” and can give voice to minorities. Historical movies can also enable students to explore issues of bias, representation and interpretation.

# HISTORICAL ACCURACY OF HOLLYWOOD MOVIES

<p><b>Mississippi Burning</b> (1988)</p>  <ul style="list-style-type: none"> <li>▪ Director: Alan Parker</li> <li>▪ Gene Hackman, Willem Dafoe</li> </ul>	<p><b>The Movie</b></p> <p>A gripping historical film about racism, justice and the American civil rights movement. Based on the true story of 3 civil rights activists murdered by the KKK in 1964.</p>	<p><b>Historical Accuracy ***</b></p> <ul style="list-style-type: none"> <li>+ Does a great job of capturing the era's fear, tension and conflict</li> <li>- Black people are portrayed as meek and helpless while the role of the FBI is exaggerated.</li> </ul>
<p><b>Braveheart</b> (1995)</p>  <ul style="list-style-type: none"> <li>▪ Director: Mel Gibson</li> <li>▪ Mel Gibson, Patrick McGoohan</li> </ul>	<p><b>The Movie</b></p> <p>A powerful and dramatic epic biography of William Wallace, the legendary patriot who fought for Scotland's independence from English rule in the 13<sup>th</sup> Century.</p>	<p><b>Historical Accuracy ***</b></p> <ul style="list-style-type: none"> <li>+ Great period detail, great battle scenes and great characters</li> <li>- Scots actually didn't wear kilts until 300 years later. The Battle of Stirling Bridge has no bridge.</li> </ul>
<p><b>Pocahontas</b> (1995)</p>  <ul style="list-style-type: none"> <li>▪ Director: Mike Gabriel</li> <li>▪ Irene Bedard, Mel Gibson</li> </ul>	<p><b>The Movie</b></p> <p>This animated Disney film portrays a cross-cultural love story between the English captain John Smith and Indian maid Pocahontas in the New World of the late 17<sup>th</sup> Century.</p>	<p><b>Historical Accuracy **</b></p> <ul style="list-style-type: none"> <li>+ Great animation, strong message of ecology, peace and tolerance.</li> <li>- Pocahontas was only 10 years old then so there <i>was</i> no love story. She died in England at age 21.</li> </ul>
<p><b>Pearl Harbor</b> (2001)</p>  <ul style="list-style-type: none"> <li>▪ Director: Michael Bay</li> <li>▪ Ben Affleck, Josh Harnett</li> </ul>	<p><b>The Movie</b></p> <p>This very successful Hollywood box office hit dramatically portrays the Japanese bombing attack on Pearl Harbor in 1941 as well as the later 1942 Doolittle Raid on Tokyo.</p>	<p><b>Historical Accuracy **</b></p> <ul style="list-style-type: none"> <li>+ Epic scale, engaging plot, great cinematography, good love story.</li> <li>- The Japanese didn't target US hospitals (1 was hit by mistake) and Roosevelt didn't stand up.</li> </ul>
<p><b>The Last Samurai</b> (2003)</p>  <ul style="list-style-type: none"> <li>▪ Director: Edward Zwick</li> <li>▪ Tom Cruise, Ken Watanabe</li> </ul>	<p><b>The Movie</b></p> <p>An American soldier goes to Japan as a military advisor for the Imperial Army, then switches sides and joins the samurai rebels. Loosely based on the Satsuma Rebellion.</p>	<p><b>Historical Accuracy ***</b></p> <ul style="list-style-type: none"> <li>+ Good recreation of Meiji Japan, accurate timeline and costumes</li> <li>- Military advisors were French (not American). The samurai mostly used rifles (not swords).</li> </ul>

- The above are examples of historical errors in Hollywood films. The websites below provide more information.
- After some preparation, have your students go off to research the historical accuracy of films of their choosing.
- You can also find comments on the historical accuracy of major movies on their Wikipedia page profiles.

<p><b>History vs Hollywood</b> www.historyvshollywood.com</p> <p>One of the best sites to use for checking the historical accuracy of old or recent Hollywood films.</p>	<p><b>War Movie Mistakes</b> www.warhistoryonline.com</p> <p>This site run by historians looks at errors in films such as <i>Brave-heart</i>, <i>Alexander</i> and <i>Gladiator</i>.</p>	<p><b>Youtube Video Clips</b></p> <ul style="list-style-type: none"> <li>▪ <i>Top 10 Historically Accurate Movies</i> &lt;WatchMojo.com&gt;</li> <li>▪ <i>Top 10 Historically Inaccurate Movies</i> &lt;WatchMojo.com&gt;</li> <li>▪ <i>10 Historical Movie Mistakes</i></li> <li>▪ <i>25 Historical Movie Mistakes</i></li> <li>▪ <i>Top 10 Most Realistic War Movies According to Veterans</i></li> <li>▪ <i>The History Behind 5 Movies</i></li> <li>▪ <i>History Buffs</i> (good series!)</li> </ul>
<p><b>BBC: Fact vs Fiction</b> www.bbc.com/reel/playlist/fact-v-fiction</p> <p>A good BBC site that looks at the accuracy of British-themed films.</p>	<p><b>20 Historical Facts That Movies Got Totally Wrong</b> www.ranker.com</p> <p>Lists key historical mistakes in 20 major Hollywood movies.</p>	

## The 15 Most Inaccurate Hollywood History Movies

<<https://screenrant.com/most-inaccurate-movies-history/>>

1. *Pocahontas* (1995) Pocahontas never had a romance with John Smith - she was only 10 years old!
2. *Pearl Harbor* (2001) Only a few Japanese planes were shot down (not 20), Roosevelt never stood up
3. *Argo* (2012) Iranians are not bearded fanatics, the real heroes were the Canadians – not the Americans
4. *Braveheart* (1995) Kilts were first worn 300 years later, Isabella was 3 years old, no bridge at Sterling
5. *Alexander* (2004) Major compression: 3 battles (Granicus, Issus, Gaugamela) were all merged into one
6. *The Patriot* (2000) Unfair vilification of the British, no churches were burned, the real Marion raped slaves
7. *The Last Samurai* (2003) Japan hired French military advisors (not American), no rifle skills were taught
8. *Marie Antoinette* (2006) Beautiful film but Marie never shared Louis' bed & the political context is absent
9. *10,000 BC* (2008) There was no metal in the Stone Age and no woolly mammoths living in the desert
10. *300* (2006) Comic book tale: Xerxes wasn't a bald giant, the Persians didn't have slaves (but Sparta did)
11. *Apocalypto* (2011) Good use of ancient Mayan language but peaceful Mayans portrayed as violent Aztecs
12. *U 571* (2000) Mistakes: the German submarine was actually captured by the British, not by the Americans
13. *Gladiator* (2000) Great epic but Marcus Aurelius wasn't murdered and Commodus was a popular ruler
14. *JFK* (1991) A mix of truth and conspiracy fiction: Russo testimony, the Ferrie confession, LBJ's role...
15. *Shakespeare in Love* (1998) Mistakes: modern beer glasses, the Queen out in public, outbreak of plague

## 15 Hollywood Movies That Actually Got History Right

<<https://screenrant.com/historically-accurate-movies/>>

1. *Apollo 13* (1995) An amazingly accurate portrayal of Apollo 13, right down to the technical details.
2. *Schindler's List* (1993) A powerfully realistic portrayal of the Holocaust, praised by camp survivors.
3. *Gettysburg* (1993) A painstakingly detailed recreation of what happened at this US Civil War battle.
4. *Downfall* (2004) A hauntingly accurate rendition of Adolf Hitler's final 10 days in his Berlin bunker.
5. *A Night to Remember* (1958) A very realistic look at the sinking of the Titanic back in the year 1912.
6. *Come and See* (1985) This Russian film on the horrors of WW II has been highly praised by historians.
7. *The Last Emperor* (1987) This ambitious epic accurately captures the life of China's last emperor.
8. *Lincoln* (2012) Spielberg's portrayal of Abraham Lincoln breaks stereotypes to show the real man.
9. *Stalingrad* (1993) This great German-made film accurately captures the WWII battle of Stalingrad.
10. *Das Boot* (1981) Highly-praised film about the reality of German submarine warfare during WWII.
11. *The Lion in Winter* (1968) This epic accurately shows the political context of Richard 1<sup>st</sup> of England.
12. *Tora! Tora! Tora!* (1970) This realistic film shows both Japanese and American sides of Pearl Harbor.
13. *Master and Commander* (2003) Fictional tale that shows the harsh reality of 19<sup>th</sup> Century naval warfare.
14. *12 Years a Slave* (2013) Accurately portrays the real lives and experiences of black slaves in America.
15. *The Assassination of Jesse James* (2007) Regarded by historians as the best portrayal so far of James.

### Shin-Eiken Association

< [www.shin-eiken.com](http://www.shin-eiken.com) >



*Shin-Eiken* (*The New English Teachers' Association*) is a national high school English teachers organization that works to promote global awareness, international understanding, human rights, peace and humanistic education in Japanese EFL classrooms. Check out its website above, read its monthly Japanese magazine (now on-line with videos) or attend its regional events in Japan.

### *“Shin Eigo Kyoiku” (New English Classroom) Magazine*

Back numbers of this Japanese magazine plus relevant videos are available at: <[www.shin-eiken.com/act/magazine/](http://www.shin-eiken.com/act/magazine/)>

#### **Issue # 593** (Jan. 2019) Theme: *Connecting the World's Children*

- *Cultural Understanding: The Art Mile Project* (Joji Sugiyama)
- *A Holiday Card Exchange Project* (Atsuko Hatanaka)
- *Teaching about Landmines and Children* (Kyoko Itoyama)
- *Collaborative Learning with African Schools* (Rina Onishi)

#### **Issue # 594** (Feb. 2019) Theme: *Stimulating Teaching Ideas*

- *Teaching the Verb “Can” via Minamata Disease* (Yuji Hano)
- *Language Teaching is Peace Education* (Hiromi Peterson)
- *Teach about Helen Keller via “The Miracle Worker”* (T. Shimazaki)

#### **Issue # 595** (Mar. 2019) Theme: *Teaching Kids the Alphabet*

- *“My Name Project” - Names Around the World* (Shino Abe)
- *The Power of Language to Overcome Bullying* (Kenji Oguri)
- *Studying English Texts: Japan's Article 9* (Katsuyuki Nara)
- *World Peace through Cooperative Learning* (Wataru Tanaka)



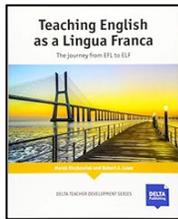
## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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) **"Teaching English as a Lingua Franca"** by Marek Kiczowski & Robert Lowe (2018, ¥3600)

Delta Teacher Development Series (UK) <www.deltapublishing.co.uk> <www.amazon.co.jp>

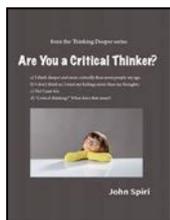


This 120-page teachers' handbook introduces readers to the theory and practice of teaching *English as a Lingua Franca* (ELF). Its three sections cover: (A) a definition and history of ELF plus a look at critical issues related to *English as a Foreign Language*, (B) an introduction to English as a global language, native speakers, "ownership" of English and how to teach ELF via pronunciation, listening, grammar, lexis, culture and communication, and (C) a discussion of the implications of *English as a Lingua Franca* for teaching academic English (ELFA) and Business English (BELF) as well as for materials writing and teacher training.

- (2) **"Are You a Critical Thinker? Book 1"** by John Spiri (2019, ¥2052)

<www.englishbooks.jp>

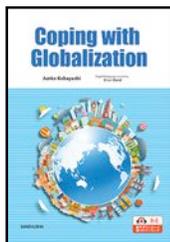
Global Stories Press E-mail: <globalstoriespress@gmail.com> <www.globalstoriespress.com>



This 64-page EFL text begins with a critical thinking survey, then engages students in thinking deeply about a wide variety of key social issues. Its 15 units focus on topics such as: *health, food and diet, money, emotions, happiness, adulthood, families, occupations, gender roles, discrimination, equality, harassment, Japanese customs, travel abroad/living abroad* and *foreign cultures*. Each 4-page unit contains an introductory photo, some warm-up questions, vocabulary exercises, a 1-page topic task, a set of 10–20 statements for students to rate, rank and then discuss, a group survey task and a final critical thinking principle, exercise or task.

- (3) **"Coping with Globalization"** by Junko Kobayashi and Brian Bond (2019, ¥1700)

Sanshusha Press Tel: 03-3405-4511 Fax: 03-3405-4522 <www.sanshusha.co.jp>



This 67-page EFL reading, listening and conversation textbook is designed around major topics linked to globalization. Its 15 units include: *what non-Japanese people expect from Japan, inbound foreign tourists, intercultural interactions, Japanese silence, clear messages in a lawsuit society, information wars, the London Olympics, falling occupations, fair surveys and education in different cultures*. Each 4-page unit contains a Japanese topic introduction, a one-and-a-half page reading passage, a list of reading comprehension questions, a vocabulary point, a listening exercise, a conversation task and a final follow-up activity.

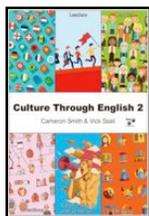
- (4) **"Culture Through English"** (2-book set) by Cameron Smith & Vick Ssali (2019, ¥2,700 each)

English Books <www.englishbooks.jp> PAWS International <www.paws.international>



This glossy 2-book content-based set aims to build students' English fluency, critical thinking, research skills and presentation skills through cultural topics linked to English-speaking countries. Each 15-page unit has a vocabulary list, a set of warm-up tasks, reading passages, comprehension questions, discussion themes and a final student research-and-presentation task.

**Culture Through English 1** The eight units of this textbook comprise (1) Food (*ethnic cuisine in the United States, British roasts and vegetarianism*), (2) Sport (*the history of baseball, the history of cricket*), (3) Music (*the Afro-American roots of American music, the Beatles*), (4) Movies (*Charlie Chaplin, Bollywood films*), (5) Tourist Sites (*the Statue of Liberty, the Tower of London*), (6) Famous People (*Martin Luther King, the Dalai Lama*), (7) Festivals (*Christmas, Easter*) and (8) Drinks (*British tea, Starbucks coffee*).



**Culture Through English 2** The six units of this text deal with (1) Flags & Symbols (*the Union Jack, symbols of the United States*), (2) Leaders (*Winston Churchill, John F. Kennedy*), (3) Peoples (*people in the US, people in the UK*), (4) Inventions (*the steam engine, the airplane*), (5) Colonisation (*India, Kenya*) and (6) Religion (*the origins of Christianity, the Church of England*).



## Resources for Historical Movies and Climate Change

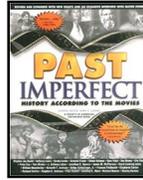


Check out the following books for ideas on how to teach about the historical accuracy of Hollywood movies and the global climate change crisis.

### MOVIES AND HISTORY

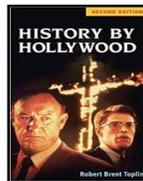
**Past Imperfect: History According to the Movies**  
Ed. Mark C. Carnes (1996) \$26

This book takes a critical look at the historical accuracy of over 60 films.



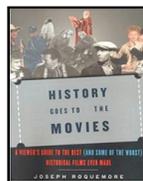
**History by Hollywood**  
by Robert Toplin (2010) \$27

This book gauges the historical accuracy of films such as *JFK*, *Titanic*, *Pearl Harbor* and *Mississippi Burning*.



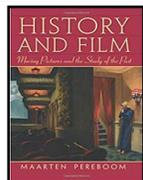
**History Goes to the Movies**  
by J. Roquemore (1999) \$12

This assesses the historical accuracy of over 300 Hollywood movies from *Alamo* and *Braveheart* to *Platoon* and *Zulu*.



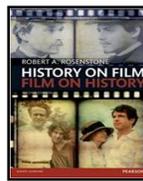
**History and Film**  
by M. Pereboom (2010) \$50

This American film studies textbook used at U.S. universities teaches students to critically view historical movies.



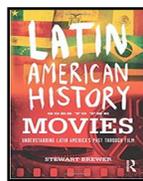
**History on Film**  
by R. Rosenstone (2017) \$40

Another good film studies textbook for undergraduates used at American universities that analyzes historical movies.



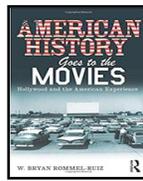
**Latin American History Goes to the Movies**  
by Stewart Brewer (2015) \$32

This gives a good overview of historical movies dealing with Latin America.



**American History Goes to the Movies**  
by W. B. Ruiz (2010) \$37

This book critiques how Hollywood movies portray American history.



#### Other Books

- *Hollywood's America* - Mintz (2016)
- *History Goes to the Movies* - Hughes (2006)

### CLIMATE CHANGE

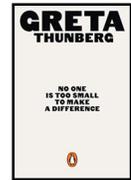
**Greta's Story**  
by V. Camerini (2019) \$6 Kindle

This book profiles Greta Thunberg, the 15-year old Swedish schoolgirl who went on strike to save the planet.



**No One is Too Small to Make a Difference**  
by Greta Thunberg (2019) \$8

This is a collection of powerful speeches by teen climate activist, Greta Thunberg.



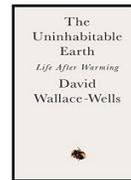
**This Is Not a Drill**  
by Extinction Rebellion (2019) \$7

This action handbook from the group *Extinction Rebellion* sets out what we can do to help stop climate change.



**The Uninhabitable Earth**  
by David Wallis-Wells (2019) \$19

This powerful book shows the impact of climate change from floods, fires and famines to drought and rising sea levels.



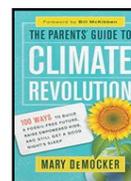
**There Is No Planet B**  
by Mike Berners-Lee (2019) \$9

This how-to book lists ideas for what we can do to cope with climate change, plastics, biodiversity and pollution.



**The Parent's Guide to Climate Revolution: 100 Ways**  
by Mary DeMocker (2018) \$12

This empowering book explains what actions families can take for the planet.



#### Other Books

- *Thinking Person's Guide to Climate Change*
- *Drawdown: The Most Comprehensive Plan Ever*
- *Climate Change: What Everyone Needs to Know*

#### For Kids

- *What is Climate Change?* (2018)
- *If Polar Bears Disappeared* (2018)
- *Global Warming and Climate Change* (2018)
- *What Every Child Should Know about CC* (2017)

# RESOURCES AND INFORMATION

## Virtual Reality for Education

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



*Virtual Reality for Education* aims to provide teachers worldwide with ideas, resources and materials that enable them to effectively integrate virtual reality into their classes, curricula and school programs.

## Rugby World Cup Activities

<[www.twinkl.co.uk](http://www.twinkl.co.uk)>



*Twinkl* is an educational resource center that provides schools worldwide with teaching activities and materials. Do a search on their site for *Rugby World Cup* to see maps, tasks, handouts and Powerpoints.

## Peaceworks

[Peace Education Foundation]  
<<https://peaceeducation.org/>>



*Peaceworks* (the *Peace Education Foundation*) assists teachers in educating children and youth in the vital skills of peace-making and conflict resolution. Click “Store” to see the great books that they offer!

## Peace Boat

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



*Peace Boat* is a Japanese NGO that organizes 3-month round-the-world cruises each year to study world regions and global issues. Send your students or volunteer yourself.  
▪ EFL teachers needed for next cruise!

## Oxfam Education

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



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

## Better World Website

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



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

## Facing the Future

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



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

## Global Dimension

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



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

## Better World Links

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



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

## Green Teacher

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



*Green Teacher* is a great website and educational magazine based in Canada that offers classroom ideas, teaching activities and resources to promote environmental awareness in the world’s classrooms and schools.

## Global Issues at ESL Etc.

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



*ESL Etc.* is an English teaching website that features free handouts, teaching resources and podcasts on topics linked to global issues, global education and global activism in English language teaching.

## Global Issues

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



*Global Issues* is a great informational website that features over 500 articles on a variety of global issue topics ranging from military spending, racism and poverty to air pollution, sexism and the arms trade.

## COMING EVENTS CALENDAR

Aug. 6 / 9	Hiroshima Day / Nagasaki Day <sup>1</sup>	Sept. 11	Anniversary of 9-11 Attacks <sup>5</sup>
Aug. 9	Internat'l Day of Indigenous Peoples <sup>2</sup>	Sept. 15	World Cleanup Day <sup>6</sup>
Aug. 15	Anniversary of the End of WWII <sup>3</sup>	Sept. 20-27	Global Strike for Climate <sup>7</sup>
Sept. 10	World Suicide Prevention Day <sup>4</sup>	Sept. 21	International Day of Peace <sup>8</sup>

- 1 Hiroshima / Nagasaki: <[www.hiroshima-remembered.com](http://www.hiroshima-remembered.com)> <[www.pcf.city.hiroshima.jp](http://www.pcf.city.hiroshima.jp)> <[wikipedia](http://wikipedia)>  
 2 Indigenous: <[Wikipedia: Int'l Day of World's Indigenous Peoples](http://Wikipedia: Int'l Day of World's Indigenous Peoples)> <[www.un.org/en/events/indigenousday/](http://www.un.org/en/events/indigenousday/)>  
 3 WW II: <[ww2history.com](http://ww2history.com)> <[www.nationalww2museum.org](http://www.nationalww2museum.org)> <[www.scholastic.com](http://www.scholastic.com)> <[Wikipedia](http://Wikipedia)>  
 4 Suicide: <[www.afsp.org](http://www.afsp.org)> <<https://iasp.info/wspd2019/>> <[stampoutsuicide.co.uk](http://stampoutsuicide.co.uk)> <[www.save.org](http://www.save.org)>  
 5 September 11<sup>th</sup>: <[www.911memorial.org](http://www.911memorial.org)> <"9/11 in the Classroom" [www.tolerance.org](http://www.tolerance.org)> <[tributewtc.org](http://tributewtc.org)>  
 6 World Cleanup Day: <[www.letsdoitworld.org](http://www.letsdoitworld.org)> Wikipedia: <[en.wikipedia.org/wiki/World\\_Cleanup\\_Day](http://en.wikipedia.org/wiki/World_Cleanup_Day)>  
 7 Strike: <[globalclimatestrike.net/](http://globalclimatestrike.net/)> <[www.schoolstrike4climate.com/sept20](http://www.schoolstrike4climate.com/sept20)> <[350.org/support-climate-strikes/](http://350.org/support-climate-strikes/)>  
 8 International Day of Peace: <[www.peaceday.org](http://www.peaceday.org)> <[www.internationaldayofpeace.org](http://www.internationaldayofpeace.org)> <[wikipedia](http://wikipedia)>  
 \* More dates: <[www.cute-calendar.com](http://www.cute-calendar.com)> <[www.earthcalendar.net/](http://www.earthcalendar.net/)> <[www.national-awareness-days.com](http://www.national-awareness-days.com)>

## 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 get 1 free *Special Interest Group* as part of their membership. Those who already have a free SIG but wish to add our "Global Issues" SIG can make their ¥1500 payment on-line via the JALT website <[www.jalt.org](http://www.jalt.org)> or via a postal "furikae" form.

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

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

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of April 2019)

- \* JAPAN SUBSCRIBERS: GILE SIG / JALT (~160) GLOBAL ISSUES NETWORK (20) = 180
- \* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 25

**NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES**

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

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