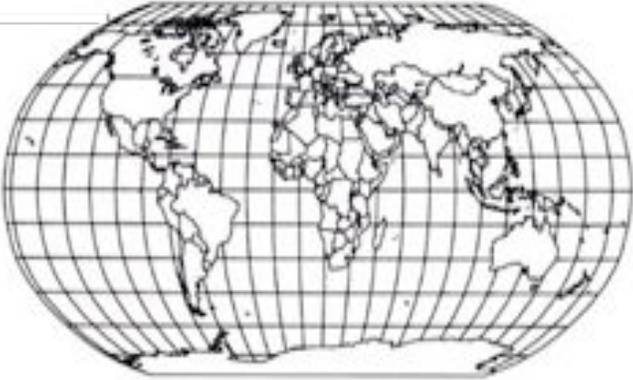


GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

*112th
Issue*
*celebrating 112
issues and 29
years in print
since 1990*



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

NEWSLETTER #112

Our back-to-school newsletter for fall 2019 includes: (1) a description by Douglas Forster of a dynamic set of *Media Studies* courses he designed at his university that encourage students to think critically about media, ethics and society, and (2) a report by Victoria Muehleisen on how she engages her college EFL students with the United Nations *Sustainable Development Goals* (SDGs). Our special feature this issue is *Critical Thinking about Advertising Tactics*. This notes the estimated 5,000 ads that our students are exposed to each day, includes a variety of classroom ideas, lists teaching resources for promoting media literacy, and provides a 2-page teaching unit to help students think critically about 10 psychological tactics used by commercial advertisers. We wrap up this issue with highlights from the spring Pan-SIG 2019 conference (Nishinomiya) and summer JACET 2019 conference (Nagoya) and a round-up of recent news in the field of global education and language teaching.

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

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JALT 2019 National Conference

November 1 – 4, 2019 in Nagoya
 < <https://jalt.org/conference> >

This fall's JALT 2019 conference will take place on November 1 – 4 at WINC Aichi Conference Center in Nagoya. The theme is *Teacher Efficacy, Learner Agency*. Plenary speakers will include:

- David Barker (*Teacher Efficacy in Japan*)
- Mari Nakamura (*Collaboration Across Borders*)
- Donna Brinton (*Learner Agency: Then & Now*)
- Oussouby Sacko (*Diversity at University*)

This year's featured speakers are:

- Phil Chappell (*Inquiry Dialog in Classrooms*)
- Ken Beatty (*Technology, Efficacy, Agency*)
- Evelina Galaczi (*Develop Interactional Skills*)
- Timothy Mossman (*EAL Peer Education*)
- Ron Morrain (*21st C. Skills Using Mind Maps*)
- Janince Bland (*Stories for Grammar & Lexis*)
- Marc Helgesen (*ELT & Science of Happiness*)
- Fiona Creaser (*Harassment Awareness in EFL*)

The full conference schedule is now on-line at:

- <https://jalt.org/conference/jalt2019/full-schedule>

Global Education Events

- **World Environmental Education Conference**
 November 3 - 7, 2019 Bangkok (Thailand)
 Website: <weec2019.org>
- **National Council for Social Studies (NCSS)**
Informed Action: Agency, Advocacy, Activism
 November 22 – 24, 2019 Austin, Texas (USA)
 Website: <www.socialstudies.org/conference>
- **Rotary Peace Conference**
 Theme: *Peace Starts With You*
 January 17-18, 2020 Ontario (California, USA)
 Website: <<https://peaceconference2020.org/>>
- **War No More: UN Peace Conference 2020**
 February 28, 2020 United Nations (New York)
 <<https://teachun.org/conference/2020-un/>>
- **Yale YIA Conference on Global Citizenship**
 March 13-14, 2020 Rome (Italy)
 Website: <<https://alumni.yale.edu/>>

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



NDSU 2019 National Conference

November 16 – 17, 2019 in Okayama
 < <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 two *Global Issues* and *Intercultural Communication* SIGs. The event will feature presentations by teachers and researchers plus a separate strand for students. The conference schedule is now available at the site above. Make sure to attend this special event!



One World Week

October 20 – 27, 2019

<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 worldwide to hold local events with their students. They offer:

- teaching materials, ideas, resources, 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!

GILE SIG Website

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



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

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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>

Websites to Check for Book Donations

- moneycrashers.com/where-donate-used-books/
- www.ala.org/offices/iro/iroactivities/intlbookdonations
- www.bookaid.org
- asiafoundation.org/what-we-do/books-for-asia
- 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
- **How to Become a Green School**
www.greenschools.net/

CLASS PROJECTS / SCHOOL EVENTS

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



Global Issues: The Importance of Integrating into EFL Classrooms

by L. Al-Shuga'a et al <lshhogaa77@gmail.com>

This article emphasizes the importance of integrating global issues into content-based English classrooms and urges EFL instructors to take a global education approach to their teaching that aims at developing responsible world citizens. The authors first provide a literature review and analyze various types and categories of global issues. They then go on to discuss what vocabulary students should study, explain how to integrate world problems into classroom language teaching and conclude by situating global issues within the wider field of education.

Trends in Social Sciences 2019 Vol. 1 (2)

<http://www.asianscholarsnetwork.org/journals/index.php/tss/article/view/27/23>

Using Needs Analysis to Develop Global Education ELT Materials in Speaking Skills

by M. Monica <vengsa.provide01@gmail.com>

This article outlines the process of how global education teaching materials were designed for an English transactional speaking course in Indonesia based on an analysis of student needs, teacher expectations and inputs from graduates. The authors describe their approach to global education, analyze questionnaire data from 130 subjects, discuss the ELT speaking skill materials that they designed as a result and finish with sample teaching units.

ELS Journal on Interdisciplinary Studies on Humanities Vol. 2 (Issue 1) 2019
<https://www.semanticscholar.org/>

British EFL Teachers Forced Into Poverty

This angry article by a UK teacher documents the low pay and exploitation that's driving British EFL instructors into poverty. She draws on data compiled by UK workers' groups, trade unions and advocacy organizations to outline the poor working conditions, lack of decent contracts and unpaid hours suffered by many English teachers. She goes on to describe her own situation of overwork, stress and insecurity, and compares her annual salary of £16,756 with the average salary in her city of £28,000 per year.

"In the last year I earned £16,756. It's an insult!"
EL Gazette Jan/Feb 2019 <www.elgazette.com>

Pakistani English Teacher Murdered

by Ben Farmer (New York Times)

Khalid Hameed was a popular English lecturer at Sadiq Egerton College in Pakistan. He was known for his dedication to teaching, for his help to poor students and for being a devout Muslim. On March 20, he was brutally stabbed to death by Khateeb Hussain, a 20-year old English literature student, who claimed Hameed had "insulted Islam." Police say the student was incited to murder by a local hard-line Islamic preacher and by false rumors that Hameed was organizing a campus event where men and women would dance together. The killing sent a chill among English teachers around the nation who fear that anything they say in class or the English novels, plays and poetry that they teach could lead to charges of blasphemy, slander against Islam, mob violence and a death sentence. Fears of impunity are being fed by the fact that no formal charges have as yet been laid by Pakistani authorities against the killer or the cleric who incited him.

"A Professor's Killing Sends a Chill"

New York Times Sept. 17, 2019 <www.nyt.com>

China Cracks Down on Foreign Teachers

by Matt Salusbury

International legal expert Dan Harris has issued a stern warning to foreign language teachers on his blog <chinalawblog.com>: "Do not teach in China. If you're working there, leave now!" Soon after this posting, 7 English teachers were arrested in Xuzhou and the China Daily ran a headline "Keep toxic foreign teachers away from kids." Harris reported a 10-fold increase in prison, visa and payment problems reported by expat teachers in China in 2019, and says, "It's open season against foreign teachers." Some teachers are deported after forced drug tests, complicated by the fact that cannabis consumed abroad before coming to China can remain in hair samples for up to 4 months. Other teachers are deported for illegally working on tourist visas obtained by unscrupulous agents who assure them that this is OK. One China watcher says that the new business model emerging in the country is for dodgy employers to hire illegal teachers, fail to pay them, turn them in to immigration authorities, then replace them with a new set of illegal staff.

"Leave now! says lawyer as China cracks down on foreign teachers" *EL Gazette* Sept. 2019
<www.elgazette.com>

Language Education Events

- **7th Annual Polyglot Conference**
October 18 – 20, 2019 Fukuoka (Japan)
Website: <<http://polyglotconference.com/>>
- **Language and Tourism Conference**
October 18 – 19, 2019 IIUM, Johor (Malaysia)
<<https://conference.iium.edu.my/iltc2019/>>
- **ETA-ROC 2019 Conference**
November 9 – 10, 2019 Taipei (Taiwan)
Website: <www.eta.org.tw/en/>
- **Pan-Asian / Thai TESOL Conference**
Jan. 30 – Feb. 1, 2020 Bangkok (Thailand)
Website: <tesol.conferences.in.th/>
- **CamTESOL 2020**
February 7 – 9, 2020 Phnom Penh (Cambodia)
Website: <<https://cantesol.org>>
- **6th GlobELT 2020 Conference**
April 23 – 26, 2020 Budva (Montenegro)
Website: <www.globeltconference.com>



TESOL-NELTA 2019 Conference

Theme: *Ecological Approach to ELT*
November 20 – 23, 2019 Lalitpur (Nepal)

- a 4-day joint event co-sponsored by TESOL
- special focus: EFL, ecology, environmental ed.
- Website: <www.nelta.org.np/conferences/>



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

The Foundry, Faversham, Kent, UK
<www.iatefl.org> <info@iatefl.org>

IATEFL 2020 CONFERENCE

IATEFL's 54th international conference will be held from April 17 - 21 in Manchester, England. This will bring together 3,000 participants from 100 countries for 500 sessions over 4 days. Full details at:

- <https://conference.iatefl.org>

IATEFL's Global Issues SIG

IATEFL's GI-SIG runs a dynamic website featuring global education ideas, resources, activities and e-lessons. At IATEFL 2020 in Manchester, they plan to hold a pre-conference workshop on April 17th on the topic of *Migrant Narratives in the EFL Classroom*. Further details listed on their website.

Linda Ruas & J. Schoenmann <gisig@iatefl.org>
GI-SIG Website: <http://gisig.iatefl.org/>

Key Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)
www.gilesig.org

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

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

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



Teachers of English to Speakers of Other Languages

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

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

TESOL 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*. This large-scale international convention will feature 900+ sessions and will be attended by 6,000 participants. More details are listed at: <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>
www.tesol.org/connect/communities-of-practice

JALT Environmental Committee

<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.



58th JACET Conference on Language Teaching
August 28 - 30, 2019 at Nagoya Institute of Technology
Beyond Borderless – English Education in a Changing Society



The 58th international convention of JACET (the *Japan Association of College English Teachers*) was held at the Nagoya Institute of Technology from August 28–30, 2019. The conference theme was “Beyond Borderless: English Education in a Changing Society.” It featured 12 lectures and 184 presentations. Below is a selection of sessions given on global themes.



Welcome Messages

This convention highlights the potent roles and social mission of cross-cultural communicative competence and supportive English language education in the contemporary globalized world.

– Hajime Terauchi (President of JACET)

Today’s society is characterized by globalization and technology. AI robots are capable of human-like communication. What should we “human teachers” do? – Yuka Ishikawa (Conference Chair)

Plenaries & Featured Sessions

Applied Linguistics for a Changing Society

This plenary outlined the key principles of trans-disciplinary research in applied linguistics, then discussed the mission of applied linguistics to develop sustainable solutions to social problems.

Daniel Perrin & Marlies Whitehouse
 (Zurich Univ. of Applied Sciences, Switzerland)

Multimodal Approaches to CLIL with MEC

This plenary described how applying a *Multimodalities-Entextualization Cycle* (MEC) to *Content and Language Integrated Learning* (CLIL) can expand students’ communicative repertoires and help them cope with foreign ways of expression.

Angel Lin (Simon Fraser University, Canada)

Conference Presentations

Global Issues in a Task-Based Approach

This workshop described three tasks (*Help Me, Identify Barumbas, Humor is a Common Language*) for teaching about global issues such as poverty and inequality. Kozo Yanagawa (Hosei University)

Infusing Global Competence in the Curriculum

This session described ways to integrate global competence into university EFL curricula, then shared the results of a 5-year research project. Wayne Malcolm (Fukui University of Technology)

EFL and Drastic Change in Thailand

This talk discussed educational reform in Thailand and the ways that Thai schools and teachers are working to prepare their students for a borderless global future. Paneeta Nitayaphorn (Thai TESOL)

Study Abroad: Japanese Student Interest

This talk reported on a survey that asked students how useful their high school EFL classes were and which found that 50% of students showed interest in study abroad. Aaron Gibson (Fukuoka Univ.)

Native Speakerism: Privilege & Marginalization

This talk took a critical look at assumptions related to English native speaker-ism, Japanese identity, social diversity and English in a global world. Nathaniel Rudolph (Mukogawa Womens Univ.)

English as a Multi-Lingua Franca in ELT

This talk discussed 3 teaching units designed to provide EFL students with an understanding of and actual experience with *English as a Multi-lingua Franca*. Tomokazu Ishikawa (Tamagawa Univ.)

EFL Texts for *Global Jinzai*: A Student Survey

This talk critiqued current EFL textbooks, then described a survey that asked students what world knowledge and skills they need to become “global personnel.” Yuko Igarashi (Ritsumeikan Univ.)

The Social Positioning of Self and Others

This talk reported a study of Japanese and foreign student interactions that focused on language use (Japanese vs English) and on class participation (active vs passive). Miki Shibata (Hiroshima Univ.)

Entrance Exams in Japan, S. Korea and Taiwan

This session reported on a comparative research study of the similarities and differences found in university entrance exams in Japan, South Korea and Taiwan. Tetsuya Kashiwagi (Kitakyushu U.)

Reading Text on Films of Multicultural Society

This Kinseido publishers’ session described how teaching social issue movies with the textbook *Our Times, Our Lives, Our Movies* promotes social awareness. Koji Morinaga (Doshisha University)

Cooperative Learning and EFL Classrooms

This talk outlined how cooperative learning (CL) benefits students academically, socially and psychologically. Tomoko Hashimoto (Meiji Univ)

Connecting Liberal Arts with Lg. Learning

This talk described the presenter's experiments in working to integrate her university Liberal Arts course work with activities at an on-campus English Lounge. Megumi Tada (Hirosaki University)

Online International Learning via Smartphones

This talk described a study that had Japanese EFL students carry out discussions and presentations using their Smartphones with students in Australia and the USA. Yayoi Anzai (Aoyama Gakuin U.)

Aeronautical English: Go Fly Drone Challenge

This reported on an 8-week engineering English course that enabled aeronautics students to enter two international contests for aircraft and drone design. Etsuko Inoguchi (Kanagawa Inst. of Tech)

Teachers, Tasks and Telecollaboration

This session described an online intercultural project that engaged Japanese EFL students in virtual exchanges with national university students in Belgium. Olivia Kennedy (Ritsumeikan Univ.)

Culture Studies: It's a Small World After All

This talk outlined an English reading/writing course that had students engage with weekly culture-based articles and do poster presentations on foreign countries. Mika Ron (Dokkyo University)

Advanced English using a CLIL Approach

This talk described an advanced CLIL course that used authentic materials on *Sustainable Development Goals* (SDGs) to promote academic English skills. Yukako Hatakeyama (Ochanomizu Univ.)

"Tourism English" at a Local University

This session discussed the design of a university *Tourism English* course that gave students the World English skills they need to assist tourists in Japan. Toshiaki Kawahara (Gifu Women's Univ.)

Children's Literature and Intercultural Ed.

This talk described the results of a college EFL course that had Japanese students read, discuss and do projects on children's picture books dealing with intercultural themes. Sachiko Inda (Rikkyo Univ.)

Intercultural Communicative Competence

This stressed the importance of promoting *Intercultural Communicative Competence* in EFL and discussed ways to teach and assess this for college students. Yoko Kurahashi (Tokai Gakuen Univ.)

Poster Sessions

Planet English: Doorway to Global Citizenship

This poster discussed the concept of a "Planet English" classroom designed to promote global citizenship through innovative use of space. Yuya Nakagawa & Ben Gibbon (Suzuka High School)

Global Citizenship through SDGs in Soft CLIL

This poster described a high school English unit designed to foster global citizenship through study of UN *Sustainable Development Goals* (SDGs). Koji Yamamoto (Aichi Pref. Kariyakita Sr. HS)

SDGs Project: Effects on High School Learners

This poster reported on a high school United Nations *SDGs Project* where Japanese and foreign students studied issues of sustainable development. Hirotsugu Kamahara (Toyohashi Univ. of Tech.)

EFL Service Learning at Chubu University

This poster outlined an EFL service learning project, begun in 2005, that involved interaction with American students from Ohio plus support work in Iwate. Tadashi Shiozawa (Chubu University)

English Education and Cruise Tourism

This poster explained how EFL students provided English training and translation for local people providing hospitality for the 30+ cruise ships that visit Shizuoka each year. Kazumi Kato (Tokai U.)

International Fieldwork I (English Countries)

This poster outlined the design and results of a university EFL course focused on overseas student research projects carried out in Singapore and in Hong Kong. Mami Futagami (Meijo University)

English Business Training at Toyota Canada

This poster described the activities of Japanese business school students who took part in an overseas internship program with Toyota Canada. Takehiro Sato (Nagoya Univ. of Foreign Studies)

2020 JACET National Conference

< www.jacet.org >

JACET's national conference is usually held in late August. Next year's conference in Kyoto will be postponed to September due to the summer 2020 Tokyo Olympics. See their site for more information and application details.

Theme: *"Well-being" in English Education: Possibilities for Learners, Teachers and Society*

Dates: September 8 – 10, 2020

Venue: Doshisha University (Kyoto)

Proposal Deadline: February 2020



Special Report: Pan-SIG 2019 National Conference May 18 - 19 at Konan University, Nishinomiya

<http://pansig.org/>



This spring's 2019 Pan-SIG conference, sponsored by the 20+ *Special Interest Groups* (SIGs) of the *Japan Association for Language Teaching* (JALT), was held at Konan University's CUBE campus and featured over 250 academic sessions. Below is a summary of selected presentations on global themes.

Plenary Conversations

In place of plenary talks, the conference featured interviews with 3 key people in the field of ELT:

- *EFL in S.E. Asia* (Siew Ming Thang, Malaysia)
- *Culture, Community, EFL* (Stephanie Houghton)
- *Japan's Lg Education Policy* (Kensaku Yoshida)

Global Issues SIG Forum

Global Citizenship and the Model UN

- MC: Michael Hollenback (Konan University)
- Donna Tatsuki (Kobe City U of Foreign Studies)
- Lori Zenuk-Nishide (Kobe City U of Foreign St)
- Tom Fast (Notre Dame Seishin University)

This year's GILE Forum provided an opportunity for attendees to learn about the role that the *Model United Nations* (MUN) can play in promoting global citizenship competencies among foreign language learners. It kicked off with an overview of *Global Citizenship* (GC) and how this can be promoted by student participation in a Model UN. The presenters described the design of a variety of MUN events in Japan, with a focus on the annual *Japan University English Model United Nations* (JUEMUN). A number of research findings were announced. One set of results compared gains in KASA (Knowledge/Attitudes/Skills/Awareness) attained by students after an MUN event. Another survey asked students whether their MUN participation had helped them become more knowledgeable, open-minded, caring and communicative. Their answers were compared with non-MUN students on a university global education program.

Environmental Initiatives

Pan-SIG strives to reduce its environmental impact and ensure a sustainable conference by:

- local sourcing of sustainable products
- reducing waste and increasing recycling
- encouraging attendees to bring their own mugs
- providing vegetarian meals and organic food
- collecting conference badges for re-use
- asking participants to pay a carbon offset fee
- promoting 4 Rs (*reduce, reuse, recycle, refuse*)

Presentations

Beyond the Classroom: Human Rights in EMI

This talk described how human rights education activities were integrated into college classes including freshman seminars, peace studies, culture, literature and translation. Daniel Tang (Otemae U.)

Using English as a Corporate Language

This talk reported on a research study about the problems and issues that arise when English is used as a corporate language in Japanese companies. Saeko Ujie (Kokushikan University)

Developing Critical Thinking Skills via Media

This talk demonstrated media literacy activities designed for EFL students that encourage them to critically analyze and explain a variety of media messages. Todd Hooper (Setsunan University)

How Many English Loanwords in Japanese?

This talk attempted to measure the tens of thousands of English loanwords found in Japanese using the BCCWJ corpus, jpWaC corpus and jpTenTen11 corpus. Keith Barrs (Shudo Univ.)

Short-term Study Abroad in East Africa

This talk described the results of study abroad programs that took Japanese students to Africa for internships, research and work with JICA and NGOs. Richard Miller (Kobe Gakuin University)

Japanese Men and English Communication

This talk discussed the challenges faced by Japanese men overseas in using English to find native speaker friends and romance based on interviews with 25 sts. Elisabeth Williams (Osaka U.)

Cinderella through Feminist Criticism

This session described a CLIL literature course for college English majors in which students learned about feminist criticism through the fairy tale *Cinderella*. John Maune (Hokusei Gakuen Univ.)

Welcome to Japan? A CLIL Tourism Course

This talk described an EFL course on *Tourism in Japan*, taught as part of a Global Studies program, that dealt with the tourism business, marketing and sustainability. Caroline Hutchinson (Juntendo U.)

Women Support Women: Career Development

This talk noted how 70% of temp workers in Japan are female, then discussed what women can do to network, advocate and overcome gender bias in EFL careers. Julia Kimura (Mukogawa Women's Univ.)

The Asian Disconnect and ELF

This noted how many of Japan's foreign students (267,042) and foreign workers (340,000) are Asian, then reported on a survey on student knowledge and interest in Asia. Thomas Fallon (Nagoya Gakuin U.)

Human Rights in Literature

This talk discussed the ways that the presenter has incorporated human rights issues into her literature classes using examples including novels and manga. Kathryn Tanaka (Otemae University)

Student Views on Global Issues and News Media

This talk reported the initial findings of an 8-year survey of college students' views of global and social issues, then described a college news media and critical literacy course. Steve Christie (Waseda Univ.)

Female Leadership and Equalityeltjapan.net

This talk showed how social media was used to draw attention to gender imbalances in ELT, then described the positive impact of the new website <equalityeltjapan.net>. Tanja McCandle (Meijo U.)

Rethinking Intercultural Competence in Japan

This talk compared "global jinzai" documents from the Japanese government and 37 *Top Global Universities* to Deardorff's 2006 *Pyramid of Intercultural Competence*. Ana Hofmeyr (Osaka University)

Critical Local-Global Culture Awareness

This talk discussed how the cultural identities of Japanese, non-Japanese and foreign-born Japanese (*nikkeijin*) were measured in an English-medium *Japanese Studies* course. Colin Rundle (Soka Univ.)

Executive Functions Can Save the World

This Brain SIG session described how promoting cognitive functions related to good character can help students to succeed in the classroom and in the wider world. Curtis Kelly (Kansai University)

Thinking Deeply about Critical Issues

This talk described how critical thinking about global issues can best be promoted by having students rank and discuss a variety of views and opinions. John Spiri (Gifu Shotoku Gakuen Univ.)

Teachers Helping Teachers: What We Do

This SIG Forum explained the aims of *Teachers Helping Teachers* (THT) and described its teacher training work in Laos, Vietnam, Bangladesh, the Philippines. Pat Dougherty (Akita International U.)

Social and Global Awareness in the EFL Class

This poster described two global education EFL projects: a "How Can I Change the World?" Puerto Rico bookmark project and a "Virtual Trip to Unseen Iran". Elisabeth Fernandes (Osaka Pref. University)

Teaching Strategies for Incorporating Diversity

This talk discussed classroom strategies for critical media literacy that promote empathy, cross-cultural communication and awareness of diverse views. Andrew Reimann (Aoyama Gakuin University)

Learner Attitudes to a Global Approach

This session noted *eikaiwa*'s focus on native-speaker English, then described a study of learner attitudes to using World Englishes for global communication. Tim Andrewartha (Shane English School)

Intercultural Awareness Through Projects

This presentation described how EFL overseas exchange projects for intercultural understanding can connect Japanese children to foreign peoples and countries. Mari Nakamura (English Square)

Business Communication SIG's World Cafe

This *BizCom* Forum featured talks on (a) how to teach about money in business EFL and (b) ways to promote intercultural competence in business English. Michael Phillips (Ritsumeikan APU)

Tales of Accessibility in Language Learning

This poster noted that learners with disabilities make up almost 1% of college students and gave ideas for how to support these students in foreign language classes. Ryota Moriya (Utsunomiya University)

Self-Selected On-line Video Viewing (Free Sites)

This poster session stressed the value of extensive listening/viewing, then outlined how free online English videos can connect students to real world topics. Christopher Cooper (Himeji Dokkyo Univ.)

Bringing the Humanities into the EFL Class

This session described an English literature course taught in the humanities tradition that was built around the novel "Woman on the Other Shore" by Kakuta Mitsuyo. Olivia Kennedy (Ritsumeikan U.)

CLIL: What to Teach Internat'l Culture Students

This talk discussed a 3-year *Content and Language Integrated Learning* course that had students engage with academic content such as history, geography and politics. Cameron Smith (Aichi Gakuin University)

Teaching Empathy and Sympathy via Disasters

This talk discussed a teaching unit on the topic of recent natural disasters that provided students with effective ways to express empathy and sympathy to disaster victims. Robert Olson (Sapporo Gakuin U.)

VR 360 Video to Enhance Global Citizenship

This poster described how Virtual Reality video allows students to vividly experience and discuss global issues such as refugee camps and global warming. Erin Frazier & Jennie Rothman (KUIS)

GERM and Language Teaching Professionalism

This talk discussed the impacts of Sahlberg's 2013 *Global Education Reform Movement* (GERM) and its market-based approach to higher education. Stuart Warrington (Nagoya Univ. of Commerce)

Student Reactions to a Global English Approach

This talk discussed the need to teach English as a lingua franca in Japan and reported on a survey of student attitudes towards non-native varieties of English. John Rucynski (Okayama University)

Adapting Board Games for Discussion

This session explained how commercial board games such as *Pandemic*, *Monopoly* and *Secret Hitler* were adapted for use as EFL communication games for students. Paul Horness (Soka University)

Legal Issues in Immersive Learning

This talk identified legal issues related to the use of virtual reality such as health, privacy, freedom of expression, intellectual property, security and cyberbullying. Eric Hawkinson (KUFS, Kyoto)

Everyday Mindfulness: 10-Minute Warm-Ups

This talk described how mindfulness activities lower student stress, improve concentration and foster classroom community. Heather Yoder (KUIS)

Introducing a Film-Making Project

This talk discussed a student filmmaking project involving script writing, storyboarding, filming and editing that culminated in an English Film Festival. Rebecca Brinkley (Sugiyama Jogakuen)

Addressing Gender Equity

This Gender Awareness SIG Forum dealt with gender roles in literature and society, the new equalityeltjapan.net website, gender equity and sexual harassment. Gerry Yokota (Osaka University)

Promoting Environmental Literacy in Class

This session discussed the aims of *Education for Sustainable Development* and explained how ESD was integrated in a college "Environmental Ethics" content EFL course. Joshua Jodoin (Kyoto Univ.)

Cultivating 21st Century Skills with Youtube

This poster described how EFL tasks built around Youtube videos promoted 21st Century skills such as critical thinking, communication, creativity and collaboration. Sean Toland (Nanzan University)

Comparing Two Indigenous Studies Courses

This poster compared the learning outcomes of students in a Maori history seminar taught in Japanese vs an "Ainu and Maori Studies" class taught in English. Matthew Cotter (Hokusei Gakuen U.)

Usefulness of an English Volunteer Handbook

This talk reported on the usefulness of an "English for Tourism" handbook used by Japanese volunteer interpreters with international cruise ship passengers. Wendy Gough (Bunkyo Gakuin Univ.)

Pan-SIG 2019 Conference Handbook

For more info, go to the on-line *Pan-SIG 2019 Conference Handbook* at: <http://pansig.org/publications/2019/PanSIG2019Handbook.pdf>

Pan-SIG 2019 Proceedings

The *Pan-SIG 2019 Proceedings* will be published next spring. For info: <http://pansigjournal.org/>

Message of Thanks !!

Our *Global Issues* SIG wishes to thank the Pan-SIG 2019 organizers, volunteers and interns for their hard work in hosting a great conference!

PAN-SIG 2020 CONFERENCE

Next spring's Pan-SIG conference will be on May 30-31 at the University of Niigata Prefecture.

For details: Pan-SIG 2020 <<http://pansig.org>>

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Issue # 600 (August 2019) Theme: *Children and Play*

- *Child Ambassadors and Sadako Peace Cranes* (Eri Senoo)
- *Chris Moon: Runner Against Landmines* (R. Morishima)
- *Nothing's Impossible: Disabled Sportsman, Ibrahim Hamato*

Issue # 601 (September 2019) Theme: *Deepen Student Thinking*

- *Teaching about My Trip to Northern Ireland* (N. Takakusaki)
- *Teaching English with Movies: "Bohemian Rhapsody"* (Nozaki)
- *Book Review: "Gold Under the Bridge - Living in a Slum"*



Teaching Media Literacy in the EFL Classroom

by Douglas Forster (Japan Women's University)



Introduction

For most university students in Japan, media is an integral part of their everyday lives. They refer to media in their conversations, use media in all kinds of ways, and increasingly respond to, adapt or even create media for public reception through YouTube and other social media websites.

But how much do they really understand it? To help students better understand media and its impact on their lives, instructors must find effective ways of teaching different aspects of media, such as advertisements, social media, the Internet, news sources, television and movies, books and magazines, freedom of expression, and cybercrime, while examining who controls media and asking if controlling the media equates to controlling us. In addition, instructors should help students understand who and what media should be for, explore the role media plays in blending local, national and international identities, and share and explain media-based student projects.

By looking at media through a critical lens, students can gain a better understanding of the complex relationship between the mass media and our shared, global culture, and be better equipped to communicate in the modern world using research and analytical skills to critically interpret media texts. By becoming "media literate," students become better at communicating effectively in new media environments, which is increasingly important for employers.

So how do we define "media literacy"? According to the Center for Media Literacy (CML):

"Media literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms—from print to video to the Internet. Media Literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy."

That is a tall order to fill for our students, but one that is manageable by breaking down different aspects of media into understandable topics. First, students must understand that media literacy is not "media bashing." Instead, they must learn to objectively analyze and criticize media when necessary. Second, their ability to produce media, such as YouTube videos and posting on various social media platforms does not make them media literate because anyone with a smartphone and

basic technological knowledge can be a media producer. Third, students must look beyond political agendas, stereotypes, and misrepresentations to explore the systems that make those representations appear "normal." Fourth, the media must be examined from multiple perspectives in order to obtain the "big picture." Finally, media literacy means "watch carefully, think critically" (ibid.).

Media Studies 1

For my two elective Media Studies courses, I introduce new topics each week using YouTube videos, PowerPoint reviews, in-class discussion questions, and reaction paper writing assignments. In the first semester, we explore the following:

Lesson 1: *An Introduction to Media and Media Studies, including "The Medium is the Message," by Marshall McLuhan.* See Shepard (2013), Mintz (2016) and Anderson & Warburton (2015).

- Reaction Paper #1: How and in what ways has the media affected your life?

Lesson 2: *New Media, Henry Jenkins' "Participatory Culture" and Media Literacy.* See CyberWise (2011), Jenkins (2013), Media Literacy Now (2017).

- Reaction Paper #2: In what ways are you a member of today's "Participatory Culture"? Do you consider yourself to be "Media Literate"?

Lesson 3: *Mass Media and Media Ownership, Asian and Gender Stereotypes in the Media.* See khanacademymedicine (2105), NowThis World (2016), and Jess (2014).

- Reaction Paper #3: Are minority groups (including women) underrepresented in the Japanese media? Are minority groups often stereotyped or generalized by the Japanese media?

Lesson 4: *Digital Citizenship, E-commerce, Cyberbullying, Digital Literacy, Law, Citizenship, Security, Rights and Responsibilities, Health and Awareness.* See CyberWise (2015), Kim (2017), GlobalLocal Digital (2016), Brennan (2015), Amez (2013), Knowledge Channel (2014), Rbc YoungLeaders (2015), Wright (2015), FCHS ICrew (2017).

- Reaction Paper #4: How does each of the 9 elements of digital citizenship affect you?

Lessons 5 & 6: *Media Effects, including Priming, Gatekeepers, Framing, Agenda-Setting, and Cultivation theories, Media Violence, George Gerbner's "Mean World Syndrome," and Media's*

Effects on Body Image. See Public Sphere (2010), Tam (2014), Johal (2013), Dolmat (2015), Goggin (2013), Haight (2015), Park (2011), Hegarty (2014), Dubois (2013), NotPercy203 (2013), and Lewis (2013).

▪ Reaction Paper #5: Do you agree or disagree with George Gerbner's "Mean World Syndrome" theory? Does the media affect how you view your personal appearance?

Midterm Oral Presentation: Students prepare and deliver a 3-5 minute PowerPoint presentation that answers the following questions: *How did the media affect you in the past (as a child)? How does the media affect you now (as a college student)? How do you think the media will affect you in the future (after you graduate and beyond)?*

Lesson 7: Your Digital Footprint. See Jaro (2014) and Internet Society (2016).

▪ Reaction Paper #6: What are the good and bad points of "digital footprints"? If someone were to examine your digital footprint today, what would they find out about you?

Lesson 8: The Impact and Effects of Social Media. See Meno (2017), Moffit & Brown (2014), and Siegel (2015).

▪ Reaction Paper #7: "Use of social media is creating a new generation of people who experience the world on a very surface-level." Do you agree or disagree with this statement?

Lesson 9: The Types and Effects of Advertising. See Carraro (2013) and MidPlums Violin (2012).

▪ Reaction Paper #8: What kinds of advertising are most attractive/effective for you? What kind of ads do you not like?

Lesson 10: Fake News. See Santoro (2017) and FactCheck (2016).

▪ Reaction Paper #9: Do you think "fake news" is a problem in Japan?

Lesson 11: Online Identity Theft, Vishing and Phishing, and Social Engineering. See NordicEdgeAB (2011), iamzuzu (2013), The Creative Perch (2015), Global Learning Systems (2014) and AARP Academy (2016).

▪ Reaction Paper #10: Imagine that someone has stolen your online identity. What could happen to you? How can you protect yourself from identity theft?

Final Oral Presentation: Students prepare and deliver a 3-5 minute PowerPoint presentation in which they create a fake news story that includes specific details, photos, quotes, dates, sources, etc. in order to make it seem real and believable.

Media Studies 2

The second semester focuses on two films, *The Truman Show* (Weir 1998) and *Pleasantville* (Ross 1998) and the following media-related topics.

Lesson 1: Jean Baudrillard's "Simulacra and Simulation" "Can we trust the media?" Valkyryst (2018), Wisecrack (2015) Second Thought (2017).

▪ Reaction Paper #1: Do you agree or disagree with Baudrillard's theory that we are living in a simulated world or hyperreality?

Lesson 2: Celebrity Culture and "Celebrity Worship Syndrome." See Media Watch (2013), The Audiopedia (2017), and TheRichest (2015).

▪ Reaction Paper #2: Who is a celebrity that you really admire? Why do you admire him/her? Do you consider yourself "obsessed" with this person?

Lesson 3: Product Placement. See VivelaPub (n.d.), JoBlo Movie Trailers (2016), Bloomberg (2013), RuwayneNell (2011), WatchMojo.com (2015), The Coca-Cola Co. (2017).

▪ Reaction Paper #3: What product placements did you see in *The Truman Show*? Do you agree or disagree with product placement in movies and television shows? Does product placement occur in Japanese movies and TV shows?

Lesson 4: Media and Fear. See TheClem228 (2013), PragerU (2017), Jones (2018), The Economist (2015), mediamatters4america (2016).

▪ Reaction Paper #4: How is fear used to control Truman? Does the Japanese media use fear-mongering to attract viewers? What kinds of news create the most fear in you?

Lesson 5: Surveillance Society. See Metaflix (2017), and PressTV UK (2013).

▪ Reaction Paper #5: What examples of the "surveillance society" do you see in *The Truman Show*? Do you agree or disagree that Japan has become too much of a "surveillance society"?

Lesson 6: Reality TV. artzygal (2010), flinden15 (2011), White (2013), The List Show TV (2014), MsMojo (2016), WatchMojo.com (2016).

▪ Reaction Paper #6: Is reality TV popular in Japan? Do you like to watch reality TV shows? Do you agree or disagree that reality TV is bad for young people? Do you think a reality show like *The Truman Show* could become real someday?

Midterm Oral Presentation: *The Truman Show* is a film about the ultimate "reality TV show." Students give a 3-5 minute PowerPoint presentation in which they create and introduce an idea for a new reality TV show. They must explain what the show is about, who is in it, what the characters do, and where and

how it's filmed. The show can be in Japan or anywhere in the world, and can be about anyone or anything they think would be interesting. The show can be serious, informative, humorous, or a combination of these elements.

Lesson 7: *The Evolution of the American TV Family (1950s & 60s; 1970s & 80s; 1990s & 2000s).* See France (2010), Connelly (1957-1963), Tewksbury (1954-1960), Roberts (1958-1966), Schwartz (1969-1974), Blake (1975-1984), Lear (1971-1979), Nicholl, Ross (1975-1985), Wein-berger (1984-1992), Williams (1988-1997), Lloyd & Levitan (2009 – present)

▪ Reaction Paper #7: How does *Pleasantville* depict the traditional American family? Has the "traditional" Japanese family changed since you were born? How is it the same and/or different than the traditional American family?

Lesson 8: *Gender Roles & Stereotypes in the Media.* See Loeung (2014), Dlhosh (2012), Sawyer (2012), DeSh (2010).

▪ Reaction Paper #8: How are gender stereotypes portrayed in *Pleasantville*? What gender and racial stereotypes are portrayed by the Japanese media?

Lesson 9: *Media Racism.* See WongaWongaa (2011), Povinelli (2013), Slate (2018), WatchMojo.com (2018), alexanderxiv (2009), and LighterSideVideos (2011).

▪ Reaction Paper #9: How does *Pleasantville* reflect racism? Does racism exist in Japan (past or present)?

Lesson 10: *Media Censorship.* See TheRichest (2017), McCabe (1943), King (1944), Oppenheimer, et al. (1951-1957), Higgins (2016), Rosenberg (2019), Benioff & Weiss (2011-2019), TRT World (2016), and NowThis World (2015).

▪ Reaction Paper #10: Do you think Jennifer made the right decision to stay in *Pleasantville*? Do you believe David made the right decision to leave *Pleasantville*? Do you believe in 100% complete freedom of speech and expression in the media and through the Internet?

Final Oral Presentation: In *Pleasantville*, David is completely addicted to the TV show, "Pleasantville," so much so that he and his sister Jennifer actually enter and become part of the show as Bud and Mary Sue. Students prepare and deliver a 3-5 minute PowerPoint presentation in which they introduce their favorite TV show that they would like to "enter" and become a part of. They can assume the role of one of the characters, TV talents, announcers, etc. or become a new member of the TV show.

Conclusion

Our students are connected to media, particularly their smartphones, nearly 24/7. While technology continues to develop at a rapid pace, media literacy among our students lags far behind. As Tess Jolls (2011) states:

Media literacy...is a field of study, a pedagogy, and a movement... Deconstruction, construction, participation...are all intertwined and relevant. The concepts of media literacy apply, regardless of the medium," and "to make media literacy accessible...it must be presented in a way that works.

I have found great success in teaching media literacy using YouTube videos, PowerPoint reviews, discussion and writing questions in class, and have found that my students are genuinely interested in these topics and are eager to actively participate. In fact, despite the difficulty of the midterm and final PowerPoint presentations, I have received positive feedback from my students who enjoyed presenting their ideas to the class.

A lot of effort went in to designing and preparing the materials used in my *Media Studies 1 & 2* classes. Since how we use media and how it affects us continues to evolve and change, this course is an ongoing process. I welcome anyone who is interested in teaching all or some of these topics to use the PowerPoint lessons and videos outlined above. Simply send me an email and I can share my materials with you via DropBox.

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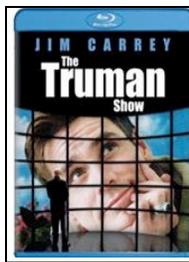
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Pleasantville (1998)

Pleasantville is a classic film that deals with conflict, diversity, prejudice and change through the story of a brother and sister who enter a black-and-white 1950s TV show about a "perfect" society.



The Truman Show (1998)

The Truman Show is a thought-provoking movie about the media, ethics, society and power. It tells the story of a salesman who one day discovers that his entire life has been a TV reality show.



Teaching the UN Sustainable Development Goals

by Victoria Muehleisen (Waseda University)



For the past several years, I've been using materials related to the United Nations *Sustainable Development Goals* (SDGs) at both Waseda University in my first year seminar classes and at Ochanomizu University in the elective English classes that I teach for 3rd and 4th year students.

What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

[From the **UN Sustainable Development Agenda:** www.un.org/sustainabledevelopment/development-agenda/]

Why teach the Sustainable Development Goals?

There are a number of good reasons for teaching the UN SDGs in the language classroom:

- The goals are inherently interesting, and important for anyone interested in the future of the planet. There are also many links to international events and topics in the news. For example, November 19 is *International Toilet Day*, an event closely related to **Goal 6: Clean Water and Sanitation**.
- The SDGs are useful for teaching critical thinking, by encouraging students to draw connections between the various goals, to see connections between developing countries and developed countries, and to consider which methods are most likely to be successful in reaching them. Students can also easily draw connections to their own lives. As one example, in exploring **Goal 2: No Hunger**, we see that food waste is a problem around the world, but that the causes (and therefore the solutions) are different. In developing countries, food waste is mainly due to a lack of infrastructure, as most food losses occur during the transportation of food to markets. This is a natural connection to **Goal 9: Industrial Innovation and Infrastructure**. In contrast, in developed countries such as Japan, most food is

wasted in stores and by consumers; this topic can be explored together with **Goal 13: Responsible Consumption and Production**.

- There are many ways to have student-centered classes with SDGs: students can choose which goals to be covered in class, and they can come up with discussion topics and questions related to the goals. SDGs are also a good starting point for student research projects, written reports and presentations.
- The materials on the SDGs contain important academic vocabulary used in a wide range of fields (economics, education, health, etc.) which appear on English proficiency tests such as TOEFL. Thus, students can expect to encounter the vocabulary and the concepts in their future studies.

Teaching the SDGs

- There are 17 interrelated goals; any subset of these can be used as the basis of a semester-long or year-long course. It's not necessary to cover all of the goals in order.
- The essential resource for teaching the SDGs is the United Nations homepage: www.un.org/sustainabledevelopment/
- For each of the 17 SDGs on this UN website, there's a short explanation of the goal, a set of facts and figures related to the goal as well as targets to be met for the year 2030. Also provided is a printable two page PDF for each goal called "Why It Matters". These are excellent for introducing the goals to students and for starting discussion. The UN page also has links to a variety of videos and news stories which are organized both by goal and by issue.
- You can find more good videos for teaching about the development goals on YouTube by using "SDG Goal #" as a search term.
- Almost inevitably, in the course of the semester, you will come across relevant stories in the news which are related to the goals that students have been discussing in class. In the past semester, for example, just as we were discussing fishing subsidies (**Goal 14: Life Below Water**), I found a news story about an international meeting being held that same week to discuss fishing subsidies.

**SAMPLE LESSON CYCLE FOR
TEACHING ONE GOAL**

Week 1: Introduction

- This can take place in the last 30 minutes of a class. The new goal is introduced through student brainstorming on the topic, a short video, and/or reading the “Why It Matters” PDF from the official UN web site. New vocabulary can be explained. As homework, students review the reading and/or videos plus read the “Facts and Figures” and “Targets” or “Goals” information on the official UN web page.

Week 2: Development

- Part 1: Discussion of the reading, focused on questions written by the teacher. These can include comprehension check questions, questions designed to bring attention to the links between goals, and questions designed to elicit students’ opinions and to find links to their own lives.
- Part 2: Watching and discussing one or two short videos or articles related to the goal. These can be chosen by the teacher, and after watching, the students can go on to generate discussion topics.
- Part 3: A brainstorming session to generate research questions. Students talk about what they want to find out next, and their research questions can be written on the board.
- As homework, students choose a question to research, to be reported on in the next class. They are allowed to search for information written in any language, but they must be prepared to explain it in English.

Week 3: Presentation

- In this class session, the students present what they have found with regard to the research questions they chose.

- In a large class, this can be done in pairs or small groups, with each student presenting to two or three classmates. While this is happening, the teacher can listen for topics which seem to be generating a lot of interest. These are then presented to the whole class and discussed together later.
- If time is available, a second round of presentations can be added, in which students change partners and present again, before the whole-class discussion.
- In a small class, each student can have a chance to present in front of the class.
- It’s helpful for the teacher to prepare some material related to one or more of the questions, in case the students cannot find it on their own, or in case it’s needed to fill class time.
- In the last 30 minutes of Week 3, the class either moves on to the introduction of the next goal, OR if student interest is high, the class can decide to focus on the same goal for one more week. In the latter case, the class may read a newspaper article together or watch and discuss another short video.
- As homework, the students are asked to re-read and/or to watch a video on the next SDG or (if the next class continues with the same SDG) to read an article or to watch a video in order to report on it to their classmates the following week.

Victoria Muehleisen (Waseda University)
E-mail: <vicky@waseda.jp>

United Nations SDG Homepage
www.un.org/sustainabledevelopment/

The official UN site for the *Sustainable Development Goals* outlines the aims of this initiative, explains all 17 goals, features a “goal of the month”, provides news and updates plus has a list of actions to take and ways to get engaged.





Special Feature



Critical Thinking about Advertising Tactics

The average person is exposed to 5,000 ads a day! In our media-saturated world, it's vital to help our students learn to think critically about advertising.

Teaching Ideas

- Teach students about common advertising tactics (page 19), then have them practice identifying these with short exercises (page 20)
- Have students monitor media sources (TV, websites, magazines...) to identify and critique the advertising tactics being used on them.
- Have students choose one sales tactic, research it, find examples from newspapers, TV and the Internet, then write a report or do a presentation.

Resource Sites

- *Stop Ad Blog* <stopad.io/blog/ads-seen-daily>
- *Consumers Int'l* <consumersinternational.org>
- *Buy Nothing Day: November 29th* <Wikipedia>
- *World Consumer Rights Day: March 15th*

On-line Articles

- *11 Activities for Teaching about Advertising* <https://humaneeducation.org/blog/2017/6-activities-for-teaching-about-advertising/>
- *How Marketers Target Kids* <mediasmarts.ca>
- *Teaching Media Literacy in the ESL Classroom* by Arnie Cooper <www.medialit.org>
- *Media Literacy in the English Classroom* by Chun-chun Yeh <www.researchgate.net>
- *Media Literacy in the ESL / EFL Classroom* by Carla Quinlisk <www.researchgate.net>
- *Media Literacy to Promote Critical Thinking in EFL* by Yolanda Leon <repository.udistrital.edu.co/>
- *Using TV Commercials in ESL/EFL Classes* <iteslj.org/Techniques/Tuzi-TVCommercials.html>

On-Line Videos

Youtube has a variety of teachable videos on the topics of media literacy, advertising and critical thinking. Check the following or search for more.

Advertising Techniques

<www.youtube.com/watch?v=NdLsQcYyAcc>

- Great 15-minute video clip that shows real examples of common TV advertising tricks.

Persuasive Techniques Used in Advertising

<www.youtube.com/watch?v=B4sT6IIdelc>

- Great 5-minute video with TV commercials that demonstrate common advertising tricks.

11 Secrets Advertisers Don't Want You to Know

<www.youtube.com/watch?v=0_cteJeyVC8>

- Smooth 7-minute video that walks students through 11 common supermarket ad tricks.

10 Ways Advertisers Are Tricking You Everyday

<www.youtube.com/watch?v=MISyk27fHSw>

- Good graphics and clear explanations explain 10 ways advertisers try to mislead consumers.

Helping Kids Understand Food Ad Tricks

<www.youtube.com/watch?v=fUjz_eiX8k>

- This video features a "food make-up artist" who explains tricks used by TV food ads.

Advertising: What Tricks Do They Use?

<www.youtube.com/watch?v=XtvHNfomZL8>

- This 4-minute clip features an ad expert who outlines basic principles used by marketers.

How Marketers Manipulate Us

<www.youtube.com/watch?v=8LqqVfPduTs>

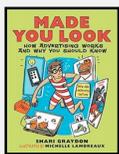
- This 7-minute video clip explains the basic psychological techniques used by advertisers.

Sell and Spin: A History of Advertising

<www.youtube.com/watch?v=YPBf7km7NAk>

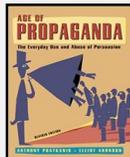
- This great 90-minute documentary explains the aims, tactics and history of advertising.

Made You Look - How Advertising Works - by Shari Graydon (2013) \$15



This media literacy book for kids is a survival guide that empowers young people to protect themselves from predatory advertisers in society and on-line.

Age of Propaganda: The Use & Abuse of Persuasion by A. Pratkanis (2001) \$28



This classic critical thinking text outlines the range of tactics that are used by advertisers, politicians and others to influence and manipulate us in our everyday lives.

Let's Find Ads on... Series (First Step Nonfiction) by Mari Schuh (2016) \$3 each

This 5-book set for kids builds media literacy skills. Titles are:

- *Let's Find Ads on TV*
- *Let's Find Ads on the Internet*
- *Let's Find Ads on Food Packs*
- *Let's Find Ads on Clothing*
- *Let's Find Ads on Signs*

TEN COMMON SALES TACTICS USED BY ADVERTISERS

1 Techno-babble

Explanation

- Advertisers use obscure, technical or made-up terms that sound impressive but overwhelm consumers with “scientific” sounding babble.

Examples

- “Our product contains xylogenifax!”
- “Buy X mineral water – it contains H2O!”

2 Testimonials

Explanation

- Advertisers pay celebrities and “experts” to endorse products: people who’ll say anything for money or unknown actors paid to wear lab coats

Examples

- “I recommend X!” says a famous singer / athlete
- “Y is best!” says a man dressed like a scientist

3 Misleading Statistics

Explanation

- Ads can use misleading statistics to sell products or support their claims. Often, the sample size is too small or too biased to be statistically valid.

Examples

- Claim: “90% of doctors surveyed endorse X!”
- Reality: Only 10 doctors were surveyed. 9 of them were on the company payroll.

4 Vague Buzzwords

Explanation

- Advertisers employ vague buzzwords like “new” “improved” “better” “more” “sale” “bargain” to convince consumers to buy their products.

Examples

- “Buy new X: it’s better!” (better than what?)
- “Everyone loves Y. It does more!” (more what?)

5 False Sense of Urgency

Explanation

- Advertisers use “now or never” psychology to impose imaginary deadlines, create a false sense of urgency and pressure customers to buy now.

Examples

- “For a limited time only!”
- “Don’t delay!”
- “Call this number NOW!”
- “Limited supply!”

6 Emotional Associations

Explanation

- Ads combine upbeat music, cool graphics and attractive people in attempts to lead consumers to associate their products with positive feelings.

Examples

- “Buy X!” – product held by a sexy model
- “Get Y!” – scenes of happy rich people in Tahiti

7 Shame & Embarrassment

Explanation

- Advertisers exploit emotions like shame, guilt and embarrassment to make customers feel uncomfortable and pressure them to buy products.

Examples

- “Don’t let people laugh at your hair. Buy X!”
- “Do you worry about dirty stains? Buy Y!”

8 Instant Solutions

Explanation

- Ads claim to offer painless “instant” solutions to complicated life problems. These are unrealistic, ineffective and distract us from engaging in the long-term efforts needed for real success.

Examples

- “Lose 20 pounds in just 3 days with Diet X!”
- “Improve your IQ score in just 1 week with Y!”

9 Memory Programming

Explanation

- Advertisers use catchy slogans, easy-to-remember jingles and eye-catching logos to program our memories so that we’ll buy their products.

Examples

- “1, 2, 3. Buy ABC!”
- “Ole ole ole ole! Buy Brand X today!”



10 False Analogies

Explanation

- Advertisers often use analogies that imply a relationship between their product and a positive object or image to encourage consumers to buy.

Examples

- “X attacks stains” – show Godzilla or Bruce Lee
- “Y – the power car!” – show a volcano erupting

Exercise: Read these ads, then write the number of the sales tactic in each box.

- | | |
|--------------------------|---------------------------|
| 1 Techno-babble | 6 Emotional Associations |
| 2 Testimonials | 7 Shame and Embarrassment |
| 3 Misleading Statistics | 8 Instant Solutions |
| 4 Vague Buzzwords | 9 Memory Programming |
| 5 False Sense of Urgency | 10 False Analogies |

A Dango Soap



NEW! *Dango* soap! It's new! It's improved! It works harder and lasts longer. It gives you more. That's why it's better. Try it today! Only ¥ 20,000.

F Bolo Energy Juice



Do you feel tired? Have you lost your energy? Then, try **Bolo** juice! It contains *oxypodium* to give you the strength you need!

B Brand X Cell Phones



Brand X cell phones are hot! But they're going fast. Don't wait! Buy now, before it's too late! Call 20647 in the next 10 minutes. Act now!

G Sunrise Shampoo



Does your hair smell bad? Is it oily and dirty? Do people look at you and laugh? Try **Sunrise** shampoo and be confident again!

C Glucose Diet Pills



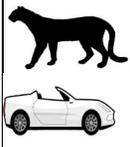
Lose weight fast with **Glucose** diet pills! Over 80% of customers in our survey chose **Glucose**. Recommended by 90% of doctors asked!

H Cool Joe Jeans



Smart, sexy people wear **Cool Joe** jeans! Come and join the fun! Be cool! Be fashionable! Buy **Cool Joe** jeans and join the party!

D Cheetah Sports Car



The cheetah is the fastest animal alive! Its speed is legendary. Nothing outruns it. Now you, too, can own a **Cheetah**—the best sports car!

I JPA Hair Tonic



JPA, JPA, makes your hair grow every day!
JPA, JPA, keeps you happy every way!
Get more hair, buy JPA!

E 1-2-3 English Course



Why spend years studying when you can master English the quick and easy way in just 1 week!! Sign up now for the **1-2-3 English** course!

J Pasco Skin Cream



Pasco skin cream is the result of 20 years of research! It's recommended by 4 scientists with PhDs and by 3 Olympic sports coaches.

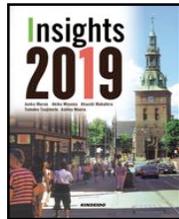


LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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.

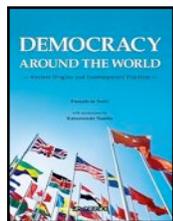


- (1) **"Insights 2019"** by J. Murao, A. Miyama, A. Mukuhira, T. Tsujimoto, A. Moore (2019, ¥1900)
Kinseido Press (Tokyo) Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



This 130-page EFL reading textbook introduces students to topical English news articles on current events. Its 15 units focus on topics such as: *study abroad statistics, therapeutic yoga, sleepless nights, climate change in Asia, catching criminals, Korean fashion, food waste, fighting tsunamis, high-rise forests, self-driving car accidents, saving World Heritage sites, China's garbage ban and the island nation of Palau*. Each 6-page unit contains an introductory photo, vocabulary exercises, background information, newspaper English practice, a 1-and-a-half-page reading passage, a summary task plus comprehension questions.

- (2) **"Democracy Around the World"** by Francois de Soete & Katsunosuke Namita (2012, ¥1900)
Seibido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



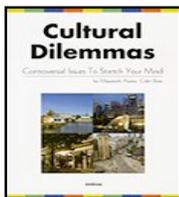
This 84-page EFL reading textbook introduces key topics linked to the theme of democracy. Its 15 units are arranged into three sections (1) *Democracy in History: Ancient Athens, the Magna Carta, the American Constitution, the French Revolution*, (2) *Democracy Today: the benefits of democracy, electoral systems, types of democracy* and (3) *Democracy in Practice: the United Kingdom, Canada, Japan, the United States, France*. Each 5-page unit contains an introduction, a 2-page reading passage, a vocabulary task, comprehension questions, a listening exercise, a grammar and expression section plus a point-of-interest sidebar.

- (3) **"Jump Into the World Through News in English"** by A. Watanabe and T. Ishii (2019, ¥1900)
Sanshusha Press Tel: 03-3405-4511 Fax: 03-3405-4522 <www.sanshusha.co.jp>



This 120-page EFL text practices students' English reading skills through current news. Its 14 units include topics such as: *smart speakers, electric cars, women and sumo, kimono rental scandal, eugenics and forced sterilization, NHK broadcast fees, prison hotels, Instagram, food waste, tsunami debris, the ban on climbing Mt. Everest, the Nagasaki A-bomb, US high school shootings and Meghan Markle*. Each 7-page unit contains a set of pre-reading tasks (a picture description, blank fill, vocabulary), a 2-page reading passage, a comprehension check, language tasks, translation practice, a dialog listening plus a set of discussion topics.

- (4) **"Cultural Dilemmas: Controversial Issues"** by M. Asama & C. Sloss (2018, ¥1,900 each)
Eihosha Press Tel: 03-5833-5870 Fax: 03-5833-5872 <www.eihosha.co.jp/>



This 95-page EFL text engages students with cultural and controversial issues that are designed to stretch their minds. Its 15 units focus on topics such as: *international tourism, political correctness, robots, world problems, food safety, suicide, Islamic veils, gender issues, crime, Jamaican stereotypes, the Internet, Fiji time, affirmative action, types of lies and children and cancer*. Each 6-page unit contains an introductory photo, a 2-page reading passage, vocabulary notes, language exercises, a sentence ordering task and an end-of-unit translation.

- (5) **"Global Connections"** by Sarah Morikawa and Luke Harrington (2015, ¥2,400)
Sanshusha Press Tel: 03-3405-4511 Fax: 03-3405-4522 <www.sanshusha.co.jp>



This glossy 130-page English DVD-and-textbook set builds students' communicative English skills through the use of National Geographic videos on high-interest themes. Its 14 units touch on topics such as: *New Zealand adventures, world festivals, steel drum music, Hollywood movies, urban changes, nature, world travel, eco-tourism, Moroccan markets, recycling trash, endangered species, green business, immigration plus longevity and health*. Each 6-page unit contains a photo warm-up, a set of video watching activities (pre-, while and post-), pronunciation and speaking tasks, a listening exercise, a conversation task and discussion topics.



Resources for Teaching about Media Literacy



Check out the books below for ideas on how to promote critical thinking, media literacy and student awareness of commercial advertising tactics.

Fighting Fake News! Media Literacy in a Digital Age

By Brian Housand (2018) \$20

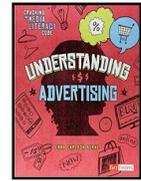
This media literacy text trains students to become critical consumers of news, information and social media.



Understanding Advertising (Cracking the Media Literacy Code)

by Emma Berne (2018) \$8

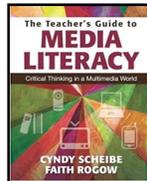
This book uses text and graphics to help prevent kids from being manipulated by ads to buy things that they don't need.



Teacher's Guide to Media Literacy

by C. Scheibe (2011) \$40

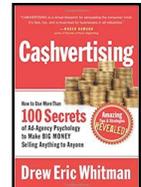
This US textbook provides teachers with a great introduction to media literacy and features a key set of student activities.



Cashvertising: 100 Secrets of Ad Agency Psychology

by Drew Whitman (2008) \$13

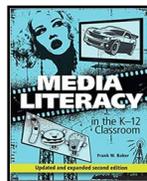
This book outlines 100 psychological techniques that advertising agencies employ to persuade consumers to buy.



Media Literacy in the K-12 Classroom

by Baker (2016) \$28

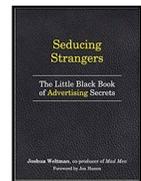
This book provides a framework for promoting media literacy that helps students to analyze ads and look for bias.



Seducing Strangers: Little Black Book of Advertising Secrets

by Josh Weltman (2015) \$10

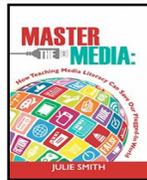
This guide from an ad industry insider lays out key ways that advertisers try to seduce, influence and manipulate us.



Master the Media

by Julie Smith (2015) \$23

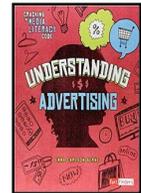
This educational text for parents and teachers shows how media literacy can help kids to cope in a plugged-in world.



Understanding Propaganda (Cracking the Media Literacy Code)

by John Micklos (2018) \$8

This book for kids uses text, graphics, quizzes and examples to show how propaganda works to manipulate us.



Trust Me, I'm Lying: Confessions of a Media Manipulator

by Ryan Holiday (2013) \$15

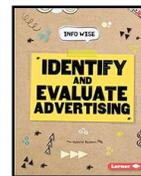
This insider expose lays out how media manipulators work to create fake news.



Identify/Evaluate Advertising

by Valerie Bodden (2015) \$6

This book shows kids how to think critically about advertising and to evaluate common tactics of ad persuasion.



Fact vs Fiction: Critical Thinking in a Fake News Age

by J. LaGarde (2018) \$22

This book shows students how to analyze ads, false news and misinformation.



Buy, Buy Baby: A Guide to Raising Media Savvy Children

by Vinita Nelson (2016) \$1 Kindle

This Kindle book explains what parents can do to combat non-stop commercial messages and raise media-savvy kids.



Media Literacy (9th Ed.)

by W. J. Potter (2019) \$80

This up-to-date US college media studies textbook shows how the media operate, attract attention and influence the public.



Understanding News (Cracking the Media Literacy Code)

by Pamela Dell (2018) \$8

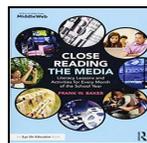
This book for kids uses text, graphics, quizzes and examples to show the difference between real and fake news.



Close Reading The Media

by Frank Baker (2017) \$35

This classroom textbook promotes critical thinking about info, ads and photos.



RESOURCES AND INFORMATION

World's Largest Lesson
< worldlargestlesson.globalgoals.org/ >



The World's Largest Lesson provides resources for teaching the 17 UN *Sustainable Development Goals* (SDGs). Click on each goal for class ideas or browse its lesson plans, materials, films, books and games.

Syrian Journey: Choose Your Own Escape Route
< www.bbc.co.uk >



Syrian Journey is an on-line story simulation in which students take on the role of Syrian refugees and make decisions on how to survive. Go to the BBC website above and do a search for: *Syrian Journey Choose*

Kid's World Travel Guide
www.kids-world-travel-guide.com



Kid's World Travel Guide is a great global education site that uses data, photos and maps to introduce 30+ world nations. Check out its colorful country profiles as well as its fun facts, games and quizzes.

Peace Boat
< 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/>



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 >



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 >



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>



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 >



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 >



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 >



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>



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

Oct. 16	World Food Day ¹	Dec. 1	International AIDS Day ⁵
Oct. 24	United Nations Day ²	Dec. 9	International Anti-Corruption Day ⁶
Nov. 13	World Kindness Day ³	Dec. 10	International Human Rights Day ⁷
Nov. 25	White Ribbbon Day (anti-DV) ⁴	Dec. 10	Nobel Peace Prize Ceremony ⁸

- 1 World Food: <www.worldfoodayusa.org> <www.worldfooday-japan.net/> <www.fao.org> <wikipedia>
 2 United Nations: <www.un.org/en/events/unday/> <www.kidzworld.com/article/1462-united-nations-day>
 3 Kindness: <www.randomactsofkindness.org> <www.theworldkindnessmovement.org> <www.kindness.jp>
 4 White Ribbon: <wikipedia> <www.whiteribbon.ca> <whiteribbon.org.nz/> <www.whiteribbon.org.uk>
 5 AIDS: <www.worldaidsday.org> <www.worldaidscampaign.org> <www.japanetwork.org> <www.avert.org>
 6 Anti-Corruption Day: <wikipedia.org> <www.un.org/en/events/anticorruptionday/> <www.transparency.org/>
 7 Human Rights Day: <www.youthforhumanrights.org> <www.amnestyusa.org> <www.hrea.org>
 8 Nobel Prize: <http://nobelprize.org/nobel_prizes/peace/> <<http://nobelprizes.com/nobel/peace/>> <wikipedia>

* More dates: <www.cute-calendar.com> <www.earthcalendar.net/> <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> 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")