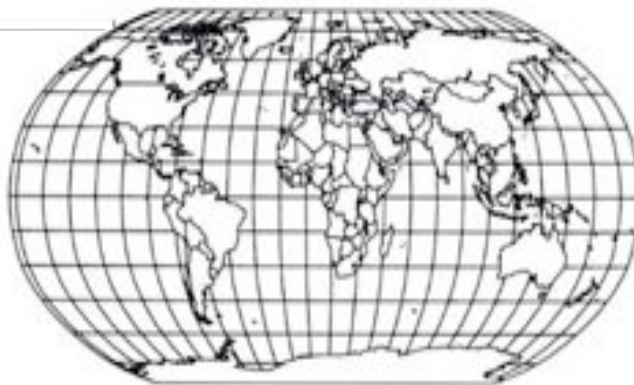


# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

109<sup>th</sup>  
Issue

celebrating 109  
issues and 29  
years in print  
since 1990



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E-mail: [kcates@rs.tottori-u.ac.jp](mailto:kcates@rs.tottori-u.ac.jp) Check out back issues on our homepage!  
Website: [www.gilesig.org](http://www.gilesig.org) Facebook: [www.facebook.com/gilesig.org](https://www.facebook.com/gilesig.org)

## NEWSLETTER #109

Our first newsletter of 2019 features: (1) an article by Hisayo Kikuchi and Dennis Harmon describing an innovative teaching approach they developed that fosters language skills and global awareness through a modified Model United Nations and (2) a true story by a US Peace Corps volunteer in Papua New Guinea that can demonstrate to your students the power that a photo has to open minds, illustrate cultural differences and promote critical thinking about issues such as poverty and homelessness. Our special feature this edition, *Teaching Global Issues with Photos*, emphasizes the value of visuals plus provides resources and ideas on how to use photos in class. Also included are highlights from JALT 2018, a report on this fall's 21<sup>st</sup> Asian Youth Forum plus a list of upcoming events in 2019. This issue also includes a special tribute to Craig Smith, a dynamic English teacher and global educator who passed away earlier this month in Kyoto.

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

* Summaries of articles on global themes from ELT journals and the media	4
* News and announcements from language teaching organizations	5
* Conference Report: <i>JALT 2018</i> (November 23 - 26 in Shizuoka, Japan)	6 - 10
* <i>The Model UN: EFL Applications in Japan</i> by Hisayo Kikuchi & Dennis Harmon	11 - 13
* <i>In Memoriam: A Tribute to Global Educator Craig Smith</i> (1946 - 2019)	13
* <i>A Single Lucid Moment</i> by Robert W. Soderstrom (United States Peace Corps)	14 - 15
* Special Feature: <i>Teaching Global Issues with Photos</i>	16
* Report: <i>The 21<sup>st</sup> Asian Youth Forum (AYF 21) in Kyoto, Japan</i>	17
* Upcoming Events: <i>Teachable Moments for the Year 2019</i>	18
* Book Profiles: <i>Resources for Teaching Global Issue Photos and the Model UN</i>	22

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



## **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 the city of Nagoya on the theme of *Teacher Efficacy, Learner Agency*. The Call for Papers is on-line at the website above. Start planning now to submit a presentation proposal (or two) on a global theme!

- Submission Deadline: February 1<sup>st</sup>, 2019



## **Pan-SIG 2019 Conference**

May 18 – 19, 2019 Kobe

< <http://pansig.org> >

Our *Global Issues* SIG will join with other JALT Special Interest Groups to host the Pan-SIG 2019 conference this spring. This special 2-day event will be held on the weekend of May 18–19 at Konan University (located halfway between Kobe and Osaka). Mark your calendar now and plan to attend!

## **Summer Institute on Peace Education**

June 10 – 14, 2019 U. of Notre Dame (USA)

[kroc.nd.edu/news-events/events/summer-institute/](http://kroc.nd.edu/news-events/events/summer-institute/)

The Kroc Institute will hold its 11<sup>th</sup> *Peace Education Summer Institute* from June 10 - 14 at the University of Notre Dame in Indiana, USA. This 5-day institute is for college faculty who wish to create or improve their courses on peace studies and social justice. Participation costs are about \$225 per person. Participants must pay their own accommodation. For full details, go to the website above.

- Early application deadline: February 28, 2019
- Final application deadline: March 31, 2019

## Global Education Events

- **War Abolition 101: Creating a Peaceful World**  
Feb. 18 – March 31, 2019 [online course]  
Website: <<https://worldbeyondwar.org>>
- **Conflict Resolution Education Conference**  
April 5 - 6, 2019 Ohio State Univ. (USA)  
<<https://u.osu.edu/cre2019/>>
- **Global Citizenship Education Conference**  
June 25 - 29, 2019 Braunschweig (Germany)  
<[www.gei.de/en/](http://www.gei.de/en/)> Search “summer school”
- **International Institute on Peace Education**  
July 21 - 28, 2019 IPE Nicosia (Cyprus)  
Application deadline: March 15, 2019  
Website: <[www.i-i-p-e.org/iipe2019/](http://www.i-i-p-e.org/iipe2019/)>  
More global education events are listed at:  
[www.peace-ed-campaign.org/calendar/](http://www.peace-ed-campaign.org/calendar/)

## **2019 Summer Institute for Intercultural Communication**

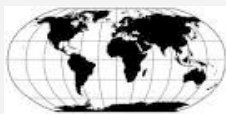
The 2019 *Summer Institute for Intercultural Communication* will be held this summer from July 10 – 24 in Portland, Oregon. This annual event includes workshops taught by experts on themes such as:

- Teaching Intercultural Communication
- Assessing Intercultural Competence
- Countering Hate Crimes and Hate Behavior
- Global Competence for Students, Faculty, Staff
- Navigating Intercultural & Inter-group Conflict
- Social Justice and Intercultural Communication
- Intercultural Competence on Campus

**Intercultural Communication Institute**, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225, USA  
<[ici@intercultural.org](mailto:ici@intercultural.org)> <[www.intercultural.org](http://www.intercultural.org)>

## **GILE SIG Website**

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



Our *Global Issues in Language Education* Special Interest Group (GILE) website offers a wealth of teaching ideas from back issues of our quarterly newsletter. Check all this out on our GILE SIG website!

## **GILE on Facebook**

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



Check out our *Global Issues Facebook* page for an exciting selection of up-to-date news, events, teaching ideas, campaigns, resources, initiatives and info 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 teaching ideas, resources, materials and events.

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2019

Here are the 2018 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

### ADMINISTRATIVE OFFICERS

#### SIG Chair:

Michael Hollenback  
Konan University, Kobe  
<m.d.hollenback@gmail.com>

#### SIG Treasurer:

Anthony Torbert  
Kobe Gakuin University  
<3tony@ba.kobegakuin.ac.jp>

#### SIG Membership Chair:

Jennie Roloff-Rothman  
Kanda Univ. of Int'l Studies  
<roloffrothman@gmail.com>

#### SIG Program Chair:

Eric Des Marais  
Kashima Asahi HS Okayama  
eric.desmarais1234@gmail.com

#### SIG Newsletter Editor:

Kip Cates Tottori University  
<kcates@rs.tottori-u.ac.jp>

### REGIONAL OFFICERS

#### Hokkaido: Tim Grose

<tppgrose@hotmail.com>

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#### SIG Publicity:

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Fukuoka Jogakuin Jr College  
<brajcich@fukujo.ac.jp>

#### SIG Japanese Liaison:

Masataka Kasai  
Kansai Gaidai University  
<masatakakasai@hotmail.com>

### GILE OFFICER TEAM

- We're entering 2019 with a strong new team of GILE SIG officers all eager to serve!
- Get in touch if you have any questions or wish to help.

#### New GILE SIG Chair

Michael Hollenback

As the new GILE coordinator, I hope to continue all the great work that Kip Cates has done for the last 27 years and keep our Special Interest Group as one of the best in JALT. I'd like to get our members more involved with the SIG and related events, and to grow GILE to be more active with different events in Japan. I'm looking forward to working hard for everyone and welcome any help or suggestions you might have! Please contact me anytime with questions about the SIG or related matters. Thank you!

#### Outgoing SIG Chair:

Kip Cates

As outgoing chair, I'm pleased to be handing over the reins of our SIG to Michael and his team. GILE was the world's first interest group in the language teaching profession to address the area of global issues and global education – something we should all be proud of. The world has changed a lot since I helped to found our SIG back in 1991 but the need to promote global awareness, social responsibility and world citizenship is greater than ever. It has been a privilege for me to chair this dynamic group over the past 27 years. I look forward to continuing in the coming year as Newsletter Editor.

#### GILE Membership Chair

- We're pleased to welcome veteran GILE officer **Jennie Roloff-Rothman** as our new 2019 SIG Membership Chair and look forward to working with her over the year.
- Our SIG gives a public vote of Thanks! to outgoing Membership Chair **Tim Grose** for his long years of service to GILE and for his dedication to global education!

## Global Projects for Your School

- **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/)

- **Sponsor a Foster Child Overseas**  
<http://plan-international.org> [www.plan-japan.org](http://www.plan-japan.org)

- **Help to End Poverty and Hunger**  
[www.oxfamamerica.org/take-action/](http://www.oxfamamerica.org/take-action/)

- **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")

- **Donate Used Books**  
[www.google.com](http://www.google.com) (→ "donate used books Japan")



## GLOBAL ISSUES IN LT JOURNALS AND THE MEDIA

Summaries of articles from language teaching journals and news media.



### Teaching Sexual Harassment: A Critical Issue for EFL in Japan

by Robert O'Mochain (Ritsumeikan University)

This article gives an overview of sexual harassment, describes classroom activities and introduces recent initiatives introduced to deal with this issue. It outlines what sexual harassment includes (sex-for-favors, hostile work environment, dating violence and street harassment), discusses the culture of silence in schools, and cites a 2014 survey in which 57% of female teachers in Japan reported being sexually harassed. It recommends Exeter University's *Intervention Initiative*, online videos such as *Tea and Consent* and *The Coworker* and an interview with journalist Shiori Ito. It notes the work of *Chabudai Gaeshi Joshi Action*, encourages teachers to use <elttoo.wordpress.com> and asks schools to raise awareness and set guidelines.

*The Language Teacher* Vol. 43/1  
January/February 2019 <www.jalt.org>

### Saudi Teen to Study English in Canada

Rahaf Mohammed, the Saudi teen who fled Saudi Arabia and was granted asylum in Canada, announced that she wants to work in support of freedom for women around the world. At a January 2019 press conference organized by the UNHCR refugee agency, she said through an interpreter that her first priority is to learn English. She initially fled to Thailand to escape an abusive family and strict social controls in Saudi Arabia that limit women's freedom and make them wards of their fathers, husbands, brothers or sons. Her escape highlights the rise in Saudi women who try to flee the country to seek freedom overseas. This phenomenon came to the world's attention in the 1970s when a Saudi princess tried to flee the country but was caught and executed. Numbers have grown as a result of globalization and the use of social media. Fleeing Saudi women who are recaptured face criminal charges, beatings and honor killings. Those who escape face a barrage of insults, kidnap attempts and death threats. "I'm one of the lucky ones," said Rahaf. "I can proudly say that I'm capable of making my own decisions about my education, career and marriage."

*"Saudi Teen Wants to Work for Women's Rights"*  
*Japan Times* Jan. 17, 2019 <japantimes.co.jp>

*"Saudi Women, Tired of Restraints, Find Ways to Flee"* *NY Times* Jan. 11, 2019 <nytimes.co.jp>

### Language Support for Foreign Workers

Prime Minister Abe announced in 2018 that, starting April 1<sup>st</sup>, Japan will accept 345,000 foreign workers over the next 5 years in order to meet its labor needs. To support them, the government set out 124 proposals that include setting up consultation centers, Japanese language classes and multilingual support services.

*"Japan to Bolster Lg. Classes to Meet Influx of Foreign Workers"* Dec 18, 2018 <www.asahi.com>

### 5,000 Students Protest Taiwan Name Change

Thousands of students protested to the *Educational Testing Service* (ETS) last August after it changed its online entry for "Taiwan" to "Taiwan, China" in an apparent attempt to comply with Chinese government policy. Over 5,000 students backed an open letter asking ETS to change the name back to "Taiwan".

*"Students Revolt Over 'Taiwan, China' Switch"*  
*EL Gazette* October 2018 <www.elgazette.com>

### Political Refugees Open Language School

A new language school in Athens, Greece has been opened by political refugees from Iran and Turkey. The *Farzad Kamangaris* school offers language courses at a cost of 1 Euro per hour as well as translations for Greek, English, German and Farsi. The students are young refugees and migrants keen on starting a new life in Greece. The school's founder, Ribouar Kobadi, has appealed for help, such as donated books. Children under 14 can access the school's language classes for free.

*"Global Perspective: Greece"*  
*EL Gazette* October 2018 <www.elgazette.com>

### 2,000 Filipino Teachers to Teach EFL in China

This spring, China and the Philippines announced a hiring scheme that will send 2,000 Filipinos to China to teach English. Analysts say China's aims are both educational (to address its need for English teachers) and political (to show the Philippines that it pays to be an ally of China). Chinese schools offer salaries of \$1,200 a month plus free accommodation. Critics point to the reluctance of Chinese cities to hire non-native English teachers and restrictions on religious worship – a major factor given that 86% of Filipinos are Roman Catholic.

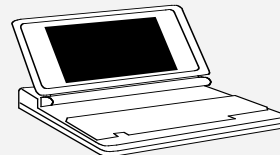
*"Why is China Suddenly Seeking Filipino English Teachers?"* – C. Liu May 2018 <www.scmp.com>



## Language Education Events

- **Cambodia TESOL** *Teachers as Learners*  
February 15 – 17, 2019 Phnom Penh  
Website: <<https://camtesol.org/>>
- **Empowering Black ESL Teachers & Learners**  
March 11, 2019 Atlanta, Georgia (USA)  
<<https://sites.google.com/view/belpaf-2019>>
- **Asia TEFL** *ELT for Glocal Synergies*  
June 27 – 28, 2019 Bangkok (Thailand)  
Proposals by: Feb. 28 <<http://asiatefl2019.org>>
- **JACET 2019** *EFL: Beyond Borderless*  
August 28 – 30, 2019 Nagoya Inst. of Tech.  
Proposals by: February 7<sup>th</sup> <[www.jacet.org](http://www.jacet.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)



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

Darwin College, Univ. of Kent, UK

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

### IATEFL 2018 CONFERENCE

IATEFL's 53<sup>rd</sup> international conference will be held this spring from April 2–5 in the city of Liverpool, England. This will feature 3,000 teachers from 100 countries attending 500 sessions. Sample sessions:

#### Plenary Talks

- *Teacher Empowerment* – Paula Rebolledo
- *Gender and Sexuality in ELT*– John Gray
- *Content and Language*– Aleksandra Zapparucha

#### IATEFL Global Issues SIG Day

- *Teacher Development and Social Justice*

#### Sample Conference Sessions

- *Fostering Global Citizens via Cultural Dialog*
- *Conflict Management Skills via Lg. Training*
- *ELT Through Yoga: A TPR Approach*
- *Critical Pedagogy and Teacher Resistance*
- *Challenging Gender Stereotypes in ELT*
- *Team Teaching to Support Refugees*
- *Exploring Equality, Diversity and LGBT Lives*
- *The World is Our Classroom: School Exchanges*
- *Using Songs to Nurture Global Citizens in EFL*
- *Drama for Sustainable Development*

### IATEFL's Global Issues SIG

IATEFL's GI-SIG runs a dynamic website featuring global education ideas, resources, activities and e-lessons for language teachers in the UK and around the world. For full details, see their website:

Linda Ruas & J. Schoenmann <[gisig@iatefl.org](mailto:gisig@iatefl.org)>  
GI-SIG Website: <http://gisig.iatefl.org/>



## 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 2019 CONFERENCE

TESOL 2019 will be held on March 12–15 in Atlanta featuring 900 sessions and 6,000 participants. Details at: <[www.tesol.org/convention-2019](http://www.tesol.org/convention-2019)>

#### Plenary Talks

- *Endangered Languages* - K. David Harrison
- *The Language of Power* – Pedro Noguera
- *Everyday Liberation* – Anneliese Singh

#### Sample Conference Sessions

- *World Englishes and SLA*
- *Humanizing the Refugee Experience*
- *Enhancing Advocacy in the Age of Social Media*
- *When Scammers Target Your Students*

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

TESOL's *Social Responsibility* Interest Section (SR-IS) invites teachers to join. 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.



## 44<sup>th</sup> JALT CONFERENCE ON LANGUAGE TEACHING

November 23 - 26, 2018 in Shizuoka, Japan

Conference Theme: *Diversity and Inclusion* <<http://jalt.org/>>



### Conference Theme: *Diversity and Inclusion*

The JALT 2018 conference theme addressed the incredible diversity in our profession and in the wider world, then posed the question “How can we be more inclusive?” so as to create a more level playing field for all of our students. It issued a call to open up our classrooms, to challenge existing ideas and to take steps as learners, teachers and institutions to usher in an era of change and to play our parts in working for a brighter future.

2018 Global Issues SIG Forum

### ***Sharing Ideas, Lessons, Resources***

Organizers / MCs:

- E. Des Marais <[eric.desmarais1234@gmail.com](mailto:eric.desmarais1234@gmail.com)>
- Tim Grose <[tppgrose@me.com](mailto:tppgrose@me.com)>
- M. Hollenback <[m.d.hollenback@gmail.com](mailto:m.d.hollenback@gmail.com)>

Our 2018 GILE SIG Forum in Shizuoka featured a dynamic set of mini-presentations. Thanks to all those who presented and attended this event!

#### ***Teaching about Disability***

This talk described the importance of teaching about disability then discussed materials, pitfalls and successful pedagogical techniques. Jane Joritz-Nakagawa <[janejoritznakagawa@gmail.com](mailto:janejoritznakagawa@gmail.com)>

#### ***Exploring Diversity and Identities in Japan***

This talk shared class activities designed to raise students’ awareness of Japan’s ethnic diversity and minority communities. Jenny Morgan (Wayo Women’s University) <[jennryomain@yahoo.com](mailto:jennryomain@yahoo.com)>

#### ***Teaching UN Sustainable Development Goals***

This presented materials, videos and lesson plans on the UN’s 17 development goals that students can research and present on. Victoria Muehleisen (Waseda Univ.) <[vicky.muehleisen@gmail.com](mailto:vicky.muehleisen@gmail.com)>

#### ***Big Picture: Awareness of Language Diversity***

This session introduced a Powerpoint and worksheet designed to build students’ interest in world languages and in varieties of English. Kathleen Yamane <[kathleen@daibutsu.nara-u.ac.jp](mailto:kathleen@daibutsu.nara-u.ac.jp)>

#### ***Teaching Water Issues***

This talk described a 4-class unit that uses UN videos and jigsaw information sharing to engage students in thinking about global water issues. Mark Shrosbee (Tokai Univ.) <[markshros@gmail.com](mailto:markshros@gmail.com)>

### ***Quick and Easy Conflict Resolution***

This session demonstrated conflict resolution and positive psychology exercises that can be used to raise awareness in EFL classes. Michael Boyce (Aichi University) <[mboyce@quest-consulting.net](mailto:mboyce@quest-consulting.net)>

### ***Let’s Listen to the Voices of Syrian Children***

This presentation introduced teaching ideas and materials that engage Japanese students in listening to the voices of Syrian refugee children. Hitomi Sakamoto <[hitomi.sakamoto@tyg.jp](mailto:hitomi.sakamoto@tyg.jp)>

### ***Cultural / Global Issues through Journaling***

This talk described techniques for integrating global issues and cultural topics into journaling tasks that are designed to promote students’ writing fluency. Erin Morris (KIFL) <[erin.morris5@gmail.com](mailto:erin.morris5@gmail.com)>

### ***A Global Issues Analysis Model for Writing***

This talk introduced global issue task materials from the University of Denver that can be used in EFL curriculum design and in research writing. Jennie Roloff-Rothman <[rothman-j@kanda.kuis.ac.jp](mailto:rothman-j@kanda.kuis.ac.jp)>

### ***Global Issues: Timed Picture Topic Talk***

This session introduced a timed classroom activity that has students repeatedly describe and discuss pictures that show global issues. Matthew Cotter (Hokusei Gakuin Univ.) <[m-cotter@hokusei.ac.jp](mailto:m-cotter@hokusei.ac.jp)>

### ***Tasks for Critical Thinking***

This talk described 2 survey tasks on social issues in Japan (crime and traffic accidents) that encourage students to think critically about data, reality and the mass media. Tim Grose <[tppgrose@me.com](mailto:tppgrose@me.com)>

### ***More Than a Stereotype: An Iranian in Japan***

This talk described the presenter’s experience as an Iranian in Japan along with her thoughts on how to deal with stereotypes and prejudice. Parisa Mehran <[mehran.parisa@lab.ime.cmc.osaka-u.ac.jp](mailto:mehran.parisa@lab.ime.cmc.osaka-u.ac.jp)>

### ***Sustainable Development Curriculum Design***

This session discussed the design of an advanced college English course on the theme of *Education for Sustainable Development (ESD)*. Liz Leigh (Osaka City University) <[lizleigh69@hotmail.com](mailto:lizleigh69@hotmail.com)>

### ***Motivating L2 Through Global Tours***

This talk showed how virtual tours of our multi-cultural world can broaden horizons, boost motivation and lead to global volunteering or donating. Elizabeth Lange <[elizabeth.lange@kaichi.ac.jp](mailto:elizabeth.lange@kaichi.ac.jp)>

## Other Conference Presentations

### ***Picture Books Promote Diversity and Inclusion***

This session introduced English picture books that promote intercultural awareness, inclusion and an acceptance of diversity, and outlined how to teach these. Karen Masatsugu (Kwassui Womens U.)

### ***Student Choice: Songs of Social Significance***

This talk discussed ways to teach protest music and social issue songs that deal with themes such as environmental destruction, women's rights and nuclear issues. Louise Haynes (Nagoya City U.)

### ***Transcultural Care: Nursing English Students***

This talk described a college course for nursing students designed to promote cultural awareness for dealing with foreign patients. Simon Capper (Red Cross Hiroshima) <capper@jrchen.ac.jp>

### ***Independent Discussions in High Schools***

This described a high school English class where students chose news articles, then created their own discussion questions. Sam Berry (Aoyama Gakuin SHS) <sam.berry@aoyamagakuin.jp>

### ***Using Visualization to Develop Critical Reading***

This discussed an online tool that trained students to be critical readers through logical thinking, reasoning, assumptions and fallacy detection. John Blake (University of Aizu) <jblake@u-aizu.ac.jp>

### ***Exchanging Ideas & Opinions: A TBL Approach***

This talk outlined ways to provide students with opportunities to exchange their ideas and opinions in a *Task-Based Learning* (TBL) format. Matthew Hauca (Jin-Ai University) <mhauca@jindai.ac.jp>

### ***Cultural Exchange via Augmented Reality***

This described a mobile augmented reality app that had students do a scavenger hunt of a US campus using GPS, Bluetooth beacons and photo uploads. Sean Holland <smholland@alaska.edu>

### ***Literature in Language Teaching SIG Forum***

This panel session described how literature in language classes can encourage an exchange of ideas, open up new worlds and expose learners to diverse voices. Richard Hodson (Seinan Gakuin U.)

### ***Global Learning at the Asian Youth Forum***

This described the design, history and impact of an annual *Asian Youth Forum* (AYF) organized by college EFL instructors that has been held in Japan, Korea, Taiwan, Thailand, Russia, Vietnam and the Philippines. Kip Cates (Tottori University)

### ***Social Factors in English Language Education***

This talk stressed the need for *Second Language Acquisition* (SLA) research to focus on factors of social class and family culture. Mariko Ishiguro (Tsuda College) <marikoi8686@gmail.com>

### ***Evaluating the Cultural Content of ELT Texts***

This hands-on workshop provided teachers with a set of questions that were designed to assess the cultural content of English language textbooks. Sandra McKay (San Francisco State University)

### ***90-Minute Communication via Youtube Videos***

This talk explained how to take online videos on any subject and turn them into classroom resources that get students speaking for 90 minutes. Iain Stanley <istanley@sky.miyazaki-mic.ac.jp>

### ***Emotional Honesty and Language Teaching***

This talk argued that, instead of hiding their true feelings, language teachers should value emotional honesty and respect its importance in the classroom. Sam Morris <morris-sa@kanda.kuis.ac.jp>

### ***Beyond Language Barriers***

This talk reported on a survey about how international students interact with Japanese students and how much they feel included in class. Antonija Cavcic (Asia U.) <antonia.hd.uni@gmail.com>

### ***Keeping Your Integrity and Being Respectful***

This talk discussed the problem of plagiarism and suggested ways to deal with this based on a comparison of Japanese and American styles. Naoko Kato (Nanzan U.) <kanaoko@gmail.com>

### ***Impact of a Joint Seminar: AGU and NUS***

This described the results of an English exchange program between Aoyama Gakuin in Japan and the National University of Singapore. Hiroyuki Obari (Aoyama Gakuin) <obari119@gmail.com>

### ***Learning Support for Sakhalin Returnees***

This discussed a study of 6 returnee students from Sakhalin and the NGO support they got in Hokkaido. Sayo Uyama <sayouyama@gmail.com>

### ***Creating Connections: Laos and Japan***

This talk outlined the impact of 170 visits made to Laos by Japan-based teachers over 8 years. Chris Ruddenklau <chrisruddenklau@yahoo.com>

### ***Voices of Foreign Women in Japanese Academia***

This session described major themes found in narrative data taken from the writings of 20 foreign female university instructors and discussed the implications. Diane Nagatomo (Ochanomizu U.)

### ***Diversity and JALT Conference Attendance***

This talk discussed the results of a survey of JALT events which found that 70% of chapter presentations were given by non-Japanese males. Tanja McCandie <mccandie@meijo-u.ac.jp>

### ***Impacts of English as a Corporate Language***

This talk discussed the problems and difficulties experienced by employees of a Japanese company which mandated English as its official language. Saeko Ujiie <saeko@moegi.waseda.jp>

### ***Mi Voz: A Magazine by Students for Students***

This session described a student-created Spanish magazine published by Japanese learners of Spanish for other Spanish learners on campus. Carlos Budding <carlosbudding@aiu.ac.jp>

### ***Diversity, Inclusion & Authenticity in ELT Texts***

This plenary described the difficulties and challenged of integrating real-world English, real-world tasks and real-world contexts into English textbooks. Lindsay Clandfield (Atama Ii Books)

### ***Inclusive Teaching of Students with Disabilities***

This session discussed good practices for including students with disabilities into English classes, even with minimal institutional support. Caroline Handley (Asia U.) <kyaro@asia-u.ac.jp>

### ***Get 'em Talking with the Socratic Circle!***

This talk demonstrated how to engage students in class discussions by using Socratic circles where participants generate their own sets of questions. Frederick Gear <frederick.gear@amicus.ed.jp>

### ***ESD in the High School Classroom***

This workshop introduced ways to teach *Education for Sustainable Development* and *Sustainable Development Goals*. Masayuki Takano (Horyuji Kokusai HS) <takanomasayuki18@gmail.com>

### ***Acknowledge Diversity: Create Inclusion***

This discussed the challenge for JALT to promote membership diversity of nationality, ethnicity and language. McCandie <mccandie@meijo-u.ac.jp>

### ***A Study of AI Robot Teaching***

This poster session addressed the potential roles that robots and Artificial Intelligence (AI) could play in foreign language education. Jerald Halvorsen (Sapporo) <j-halvorsen@ts.siu.ac.jp>

### ***Diversity and ELF Awareness: A Thai Teacher***

This talk discussed how studying English in Japan with a teacher from Thailand raised Japanese students' awareness of English as a lingua franca. R. Chaikul <rasami.chaikul@lab.tamagawa.ac.jp>

### ***Identities of Filipino ALTs in Japan***

This poster reported on a study of 6 Filipino EFL teachers in Aichi with a focus on their identities as non-local non-native English speakers. Ana Mindog (Interac Kanto) <anamindo@gmail.com>

### ***The JALT Code of Conduct: Goals & Rights***

This poster described JALT's *Code of Conduct* and its aim to ensure that JALT events are safe, regardless of gender, ethnicity, age, sexual orientation or religion. Gerry Yokota (Osaka Univ.)

### ***JALT Critical Thinking SIG Forum***

This SIG forum described innovative ways to bring critical thinking and problem-posing pedagogy into English classrooms. James Dunn (Tokai U) <coordinator@jaltcriticalthinking.org>

### ***Building a Truly Inclusive Classroom***

This introduced a constructive controversy format that promotes critical thinking about bias, conflict, extremist ideologies and social media bubbles. Michael Boyce <mboyce@quest-consulting.net>

### ***Canadian Studies through EMI: A Case Study***

This discussed how a *Canadian Studies* course using *English as a Medium of Instruction* (EMI) addressed the challenges of mixed abilities and diverse expectations. Javier Salazar (U. Tsukuba)

### ***Acknowledging Multicultures in Primary School***

This described a study of how elementary schools can enhance positive attitudes to diversity in the face of multilingual, multicultural and multiethnic children. Akiko Kano <akikano@sophia.ac.jp>

### ***Personalization in an Impersonal World***

This discussed ways to draw on the rich diversity of students' experiences to make language more memorable and bridge the gap between people, language and the world. John Hughes (Nat'l Geo)

### ***Diversity and Inclusion in Teaching Materials***

This panel discussed how teachers can include a wider range of diverse voices in their teaching materials. Lindsay Wells (Mejiro University)

### ***Unity in Diversity: Inclusiveness in Society***

This talk discussed ways we can support diversity using strategies from the Irish gay marriage campaign and actions by female educators in Japan. Eucharia Donnery <donnery@sc.shonan-it.ac.jp>

### ***Nonnative Teachers' Voice for Equity***

This study explored how nonnative English teachers navigate the negative discrimination and native speakerism that they face in Japan. Prumel Barbudo <official.prumelbarbudo@yahoo.com>



### ***Diversity and Inclusion in Healthcare***

This workshop introduced teaching materials from a medical English course that aimed to familiarize students with our ethnically diverse world. Najma Janjua (Kagawa) <janjua@chs.pref.kagawa.jp>

### ***Diversity Misconceptions in English Classrooms***

This analyzed data on Japanese students' sense of identity and discussed the role teachers play in promoting a sense of "global citizenship". Lance Stilp (Ritsumeikan APU) <lancestilp@gmail.com>

### ***Gender Concerns in Japan's Skype Eikaiwa***

This discussed the tendency for Japanese male learners to view Filipina EFL teachers as romantic entities during Skype English lessons. Misako Tajima (Ibaraki Univ.) <tjmmisako@gmail.com>

### ***Appreciating Diversity through Humor***

This talk discussed how foreign language jokes, sarcasm and irony may be misunderstood or seen as offensive by EFL learners. Andrew Reimann (Utsunomiya Univ.) <anreimann@yahoo.com>

### ***Xreading: Supporting Developing Nations***

This talk discussed how *Xreading* and *Readers4Readers* promote English via a sponsored reading program that raises funds to build libraries in Cambodia. Paul Goldberg <paul@xreading.com>

### ***Multilingual Japan***

This presentation introduced a project involving Japanese university students that raised awareness of indigenous and migrant linguistic communities here in Japan. Jelisava Sethna (Linguapax Asia)

### ***Teaching Religion in Content-based EFL***

This session stressed the importance of learning about world religions, then introduced 4-skills materials for teaching about Judaism, Christianity and Islam. Eric Gondree <ericg@nufs.ac.jp>

### ***Teaching Media Literacy in the EFL Classroom***

This workshop outlined effective ways to teach media literacy on topics from TV, ads and movies to social media, freedom of expression and cyber-crime. Douglas Forster <forster@fc.jwu.ac.jp>

### ***A Campus Survey on Gender and Sexuality***

This talk reported on the results of a bilingual campus-wide survey on sexuality, gender identity and people's willingness to support the LGBTQ+ community. Lorraine Kipling (Kanda KUIS)

### ***Comic Life and iMovie for Cultural Exchange***

This poster introduced a multi-modal e-book exchange between students in Australia and Japan focused on comics and movies. Greg Lambert (Kumamoto Gakuen) <gregrammit@gmail.com>

### ***Why Teachers Need to Have a Life***

This showcased extra-curricular activities (music, drama, sport) of EFL teachers and discussed how these inform their classroom teaching or refresh them for work. Joseph Dias (Aoyama Gakuin U.)

### ***Global Citizenship Education: CLIL Curriculum***

This talk introduced ideas about how to integrate *Global Citizenship Education* into *Content and Language Integrated Learning* (CLIL). Michael Hollenback <michaelh@center.konan-u.ac.jp>

### ***Gender, Diversity and Inclusion***

This panel session touched on stereotypes related to gender and disability, studying "otherness" via a Syrian writer and the group *Feminist Educators Against Sexism*. Herrad Heselhaus (Tsukuba U.)

### ***The Need for Diversity & Inclusion in ELT Texts***

This argued that it's essential in our global age to create inclusive textbooks that prepare students to use English with people from a wide array of cultures. Sandra McKay (San Francisco State U.)

### ***Cultural Exchanges in Elementary Schools***

This discussed the benefits of a 2-year cultural exchange project at a Japanese elementary school and explained how to find partner schools. Johan S. Muljadi <johan.saputra@britishcouncil.or.jp>

### ***Fostering Media Literacy in University EAP***

This talk described a set of *English for Academic Purposes* activities designed to help students think critically about media content and sources. Asako Takaesu (Soka Univ.) <asatakaesu@gmail.com>

### ***Promoting Gender Diversity through Drag Race***

This shared the presenter's experience of showing high school students *RuPaul's Drag Race* as a way to develop English skills and to understand gender as a social construct. Michael Ellis (ICU)

### ***Inclusion of the TV Landscape in the Classroom***

This talk stressed the educational value of our multilingual TV era and introduced TV shows that address issues of exclusion, bias and stereotyping. Paige Baralija <paige.baralija@uni-graz.at>

### ***CALL on Main Street: Rescuing a Local Economy***

This described an on-line language training course for shopkeepers in Shimizu to cope with the arrival of Shanghai cruise ships carrying 2000 passengers a week. Don Maybin (Shonan Inst Tech.)

### ***Have Sts be Compassionate about Social Issues***

This described how the presenter integrates peace, development and social justice into her English teaching to promote compassion. Yoshimi Ochiai (Ritsumeikan U.) <yoshimi.ochiai@mail.sit.edu>

### ***Why Do You Act That Way? Cultural Awareness***

This workshop demonstrated how a dynamic “contrast cultures” roleplay served to raise student awareness of cultural differences. Margaret Kim (Kobe College) <margaret\_kim@yahoo.com>

### ***Communication Strategies: Diverse Classrooms***

This discussed classroom strategies such as news discussions, critical incidents, role plays, cultural fieldwork and overseas exchanges. Andrew Reimann (Utsunomiya U) <anreimann@yahoo.com>

### ***Bluff, Trick, Lie: EFL with Social Games***

This discussed the value for EFL of *One Night Ultimate Werewolf*, a board game that requires students to bluff, accuse, lie and interrogate. Josh Wilson (Kansai Gaidai) <ichifish@gmail.com>

### ***Queering Your Classroom: Theory to Practice***

This talk shared examples of how to integrate lesbian, gay, bisexual, trans and queer (LGBTQ) themes into EFL curricula and materials. Timothy Krause (Portland CC) <timothy.krause@pcc.edu>

### ***Taboo Language in the Classroom: Is It Bad?***

This talk argued for the need to address taboo language and reported on a survey of student and teacher attitudes to studying taboo English in class. James Farmer <jamesfarmer@rikkyo.ac.jp>

### ***Thinking Critically but Speaking to Include***

This talk argued that teachers of critical thinking should take an inclusive stance so their students avoid the risk of alienating others. Gretchen Clark (Ritsumeikan U.) <gretchen3clark@gmail.com>

### ***Will “Zest for Life” Help Creativity?***

This discussed the implications of the education ministry’s “Zest for Life” (*ikiru chikara*) policy for promoting creativity in Japan. Cameron Smith (Aichi Gakuin Univ.) <casmith@dpc.agu.ac.jp>

### ***Intercultural Communicative Competence Model***

This session discussed the link between students’ willingness to communicate and factors such as ethnocentrism, openness to experience and conflict resolution. Yoko Munezane (Rikkyo Univ.)

### ***The Sustainable Development Goals***

This talk introduced educational materials and resources for teaching the UN’s *Sustainable Development Goals* in EFL classes. Brent Simmonds (Aichi Gakuin) <brentoldchap@hotmail.com>

### ***TED Talks and Critical Thinking in Class***

This talk showed ways to use the wealth of TED Talks available on-line to promote language learning, student engagement and critical thinking. John Duplice (Sophia U) <duplice@outlook.com>

### ***Fostering Multicultural Identities***

This described how to show learners the reality that everyone is multicultural and to explore a variety of micro-cultures at school, home & work. Jon Dujmovich (Keio) <jon@intercultural.me>

### ***Nine Volt Nirvana? TDCS and Lg. Learning***

This talk discussed the controversial practice of using electrical brain charges (*Transcranial Direct Current Stimulation*) to speed up foreign lg. learning. James Crocker (Kobe Women’s Univ.)

### ***Devil’s Advocacy: Developing Critical Thinking***

This noted that students often assume agreement when stating opinions and that forcing them to argue against their own opinions develops critical thinking. Sean Gay <SeanEKPG@kwansei.ac.jp>

### ***Int’l Exchange: Diverse Real-World Issues***

This talk discussed a university event in which Japanese and foreign students from various nations explored how to tackle problems they face. Carmella Liesk <clieske@soc.shimane-u.ac.jp>

### ***Students with Disabilities and EFL Classrooms***

This talk discussed how to design inclusive EFL classrooms for disabled students using principles from the field of *Disability Studies in Education* (DSE). Liz Shek-Noble <liz.sheknoble@nyu.edu>

### ***Post-Truth Pedagogy in TESOL***

This talk addressed how ESL educators can prepare students to evaluate competing truth claims, orally and visually, in these post-truth times. Sandra Kouritzin <sandra.kouritzin@umanitoba.ca>

### ***Foreign Academics at Japanese Universities***

This reported the experiences of the small number of foreign academics at Japanese universities. J. Lassegard (Hosei U) <j.lassegard@hotmail.com>

### ***Sociocultural Perspective: A Short Story***

This described a diversity awareness training program that used the story *Eric* by S. Tan. J. Koch (Sapporo Gakuin U.) <juniorkoch@gmail.com>



### **Environmental Impact**

To ensure an environmentally friendly conference, JALT’s *Environmental Committee* worked to reduce waste, promote recycling and obtain sustainable products from local sources. Conference-goers were requested to bring their own mugs, return conference badges, eat vegetarian and pay an environmental levy of 500 – 1,000 yen to be donated to carbon off-set projects.

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# The Model United Nations: EFL Applications in Japan

by Hisayo Kikuchi (Aoyama Gakuin) & Dennis Harmon (Hokuriku University)



## Introduction

With the growing popularity of globally themed curricula, language educators in Japan must work to help their learners develop skills to engage with and overcome challenges in their second language (L2) to compete and thrive in the ever-changing international landscape.

In this short article, we discuss the benefits of the *Model United Nations* (MUN) as a pedagogical tool and teaching strategy. The Model UN has several benefits for foreign language education. It provides:

1. a rich variety of opportunities to have students use the target L2 in a natural way,
2. a simulated environment that provides a separation from self so that students don't have to worry about their own identities (language, social/cultural or national),
3. opportunities to develop an awareness of world issues and cultivate a global perspective,
4. the development of academic and professional skills, including communication skills, negotiation skills, and research skills,
5. the chance to make new friends from other countries which can help students to develop a more global perspective.

The Model UN is a popular extra-curricular activity in high schools and universities in America and Europe, and has been implemented in classes and activities for nearly 80 years. However, in Japan, teachers in higher education are often reluctant to introduce the MUN. The main reasons, from the teachers' point of view, may be that:

1. they don't know how to run a Model UN in practice
2. it sounds very difficult and time-consuming
3. they feel that they don't have enough foreign students in their classes for this
4. it seems to require a lot of money and preparation
5. they have little or no knowledge about the world or about global issues.

From the students' point of view, the MUN sounds challenging and demanding. In addition, participating in an MUN can be a significant investment financially, primarily for transportation and accommodation. The innovative approach that we introduce here will overcome these challenging aspects by offering methods to scale the material to match individual teacher and student needs.

## Simulation-Based Learning (SBL)

Simulations provide unique opportunities for students to find a practical way to apply their knowledge in a variety of role-play scenarios. Hertel and Millis (2002) describe the field of *Simulation-Based Learning* (SBL) as featuring common educational threads including:

- sequential-decision making events
- specific tasks within a designed environment
- clearly defined roles for participants
- opportunities to utilize prior learned skills and knowledge in an event that closely resembles the real world,
- a situation where the outcomes of the simulation are not decided by simple chance (pp. 18-19).

The benefit of simulations is that they stimulate multiple beneficial pedagogical constructs and promote participant learning. Hertel and Millis (2002) outline further benefits of SBL as a device that promotes motivation in learners due to the need for engagement, furthers learner autonomy as students themselves are responsible for managing and executing the simulation, and employs themes that are directly connected to real world events (pp. 3-4). In addition to promoting motivation, SBL offers unique opportunities for bridging disciplines.

## The Model UN Simulation

The Model UN as an educational simulation is an active pedagogical tool that facilitates student learning about international politics. It dates back to *League of Nations* templates in 1945 with the first Model UN conferences emerging soon after around 1947 (Muldoon Jr., 1995). A Model UN acts to simulate intergovernmental deliberations where participants take the role of individual delegates representing member-states and discuss a theme assigned to the conference that they attend (Dinnen, et al., 2016; Haack, 2008).

MUN simulations are a popular topic of research in the fields of international relations and education, though little has been done related to their use in language development, their relation to technology, or to attitudes toward international postures. Engel et al. (2017) defined the Model UN as "an experiential learning technique where participants discuss ideas and brainstorm solutions to global challenges as model diplomats" (p. 171).

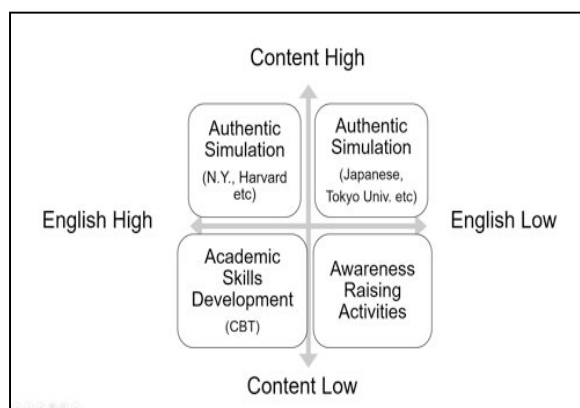
A great deal of research has advocated the importance of simulations and the value of the MUN as an experiential and deep learning tool. Crossley-Frolick (2010) emphasized the value of

the MUN in making the learning of abstract concepts more concrete and providing a fun and interesting way for students to engage in topic materials. Asal (2005) stated that one benefit of simulations is the ability to experiment with material in a more engaging way than a lecture while providing side benefits such as allowing students to take the initiative and creating a space for peer-based learning (pp. 361-262). However, he warned that balance is important, and that preparation by facilitators is vital to making the opportunity work to its fullest potential (p. 361).

To develop a good simulation, it is important to have: clear learning and deliberation objectives (Haack, 2008), sufficient time given to students for preparation (Asal, 2005), clear procedure and protocol (Chasek, 2005), good debriefing (Dinnen et al., 2016), and a well-designed theme (Hertel and Millis, 2002). Furthermore, facilitators must have some agreement on the secondary and tertiary learning goals. A final benefit of the MUN from a language learning perspective is the way it provides a platform for consensus building.

### The Model UN in Japanese EFL Classroom

Considering student levels of English and of world knowledge, we developed the following categorization for the Model UN in Japan:



We believe the pedagogical needs of students and teachers can be simplified into a 4-quadrant continuum between content intensity and language use. Students and classrooms can slide naturally along these boundaries and teachers can adapt materials to suit their needs based on the class level and sophistication of the desired simulation or Model UN project.

In the figure above, we view high content and high English proficiency (upper left quadrant) as an authentic MUN simulation. Authentic simulations are those run by international organizations like the United Nations (WIMUN) and prestigious universities (Harvard, McGill, etc.). Keeping the content

high and sliding into a low L2 proficiency level (upper right quadrant), the authenticity of the event continues but becomes a content-focused event using students' L1 (Japanese). Tokyo University, for example, organizes Japanese-language Model UN conferences (though they set aside a conference day for English debate as well).

As content levels decrease, the nature of the course can shift. This can be most beneficial to language teachers and students who may lack a comfortable level of background knowledge. Based on their relative English proficiency, these courses could be focused on the academic or preparation side of the MUN such as research and speeches and, for lower level learners, developing awareness raising activities about global issues.

### Online MUN Options

Online MUN options represent an opportunity to merge technology, content-based EFL or English medium instruction and simulation-based learning in dynamic ways. Using technological solutions in the classroom provides avenues for deeper dynamic teaching approaches. In the case of MUN, it provides an opportunity for collaboration with other institutions domestically or abroad.

Developing an online Model UN can take several different shapes:

1. live video conferencing with overseas sites,
2. web-based/video-based chatting among Model UN participants, and
3. web-based messaging among participants.

Pedagogical approaches can implement any or all of these approaches to generate a more well-rounded experience. To test these concepts, we ran a small pilot MUN conference in 2017. The pilot consisted of three universities, two in Japan, and one in Australia. Student-participants were assigned countries to represent, oriented to the debate rules and technology, and then tasked to simulate a discussion on the topic of refugees. To achieve immersion in the simulated task, we utilized several technologies and approaches.

Over the course of a month each Friday, the three campuses were connected via Skype chat and debate sessions were simulated with students. Additionally, students used a Facebook group to post, chat, and communicate during the sessions and throughout the week on the topic agenda. Additionally, students used a web-based software developed by our partners in Australia to collect and visually see data related to the topic. Finally, students used an iPhone/android app, *Houseparty*, to conduct live, multiparty video conferencing to deliberate on the tasks at hand.



Throughout the MUN conference, students worked and collaborated on a resolution to address the Syrian refugee crisis in Europe. Our results found that our students developed a stronger confidence in making English speeches and in interacting with native speakers of English.

### Conclusion

A fully simulated multi-week curriculum can be a challenge to logistically organize and manage. However, any portion of the approaches described here can enhance a classroom hoping to increase student awareness of global issues, international politics, or to create a functional and authentic atmosphere for English language use.

Our recommendation for new teachers is to first orient yourselves on the global issues that you wish to cover, do basic research on how international organizations and communities have worked to tackle these challenges so far, and then determine how you would wish to implement these in the classroom in the form of a debate or simulation. This will come down to where your class is on the MUN pedagogical continuum.

The added benefit of an online approach is a system that allows students to enjoy interacting with international students and students from institutions overseas without the burden of shouldering the cost of travel or overnight stays. An online MUN curriculum offers students a unique opportunity to develop experiences and memories akin to traveling to domestic or international conferences while raising awareness of global issues and challenges they will have to tackle in future.

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<b>National Model United Nations</b> < www.nmun.org >	<b>Japan University English Model United Nations</b> < www.juemun.org >	<b>Japan English Model United Nations</b> < www.jemun.net >
NMUN fosters global citizenship through a range of Model UN events that are attended by students from 150 UN member states.	JUEMUN's 10 <sup>th</sup> Model UN will be held June 21-23 in Kobe on <i>Social Justice and Work</i> . Check its website to register or observe.	This year's JEMUN will be held July 13-15 in Osaka on the topic of <i>climate change</i> . The deadline for sts. to register is March 31 <sup>st</sup> .

### In Memoriam: Craig Smith (1946 – 2019)

<<http://yourlifemoments.ca/sitepages/obituary.asp?old=1102212>>

Craig Smith, an internationally respected language teacher, global educator and peace expert, passed away from cancer on January 3, 2019 in Kyoto. Craig was born in Ontario and began his career as a teacher in Toronto. In 1970, he left Canada to travel the world, spending time in Australia and Indonesia before settling in Japan. He founded the Shepherd Language Institute in Kobe, then began a distinguished career as a professor at Kyoto University of Foreign Studies where he served as Chair of its Department of Global Affairs. Craig was a founder of the *Japan University English Model United Nations* (JUEMUN), received a JACET award for excellence in teaching in 2011, and was appointed as a United Nations Peace Advisor in 2018. He was a passionate supporter of *Habitat for Humanity* and the *Asian Youth Forum*, and dedicated his life to promoting peace, social justice, student empowerment and international understanding. He will be sadly missed by his family, friends, students and colleagues.







## A Single Lucid Moment

by Robert W. Soderstrom (United States Peace Corps)



As the plane buzzed back over the mountains, it was now just us and the villagers of Maimafu. My wife, Kerry, and I were assigned to this village of 800 people in the Eastern Highlands Province of Papua New Guinea. It looked as if we were in for a true Indiana Jones adventure!

The mountains were dramatic and thick with rain forest. No roads had ever scarred them. We had loaded a four-seater plane with cargo (we would fly out every three months to resupply) and flew for 30 bumpy minutes southwest to the mountain ridges. From the plane, the village looked very much like a shoebox panorama from a grade-school science project.

My wife and I were the first Peace Corps Volunteers ever in Maimafu. We had been greeted by a large group of beautiful people, all wearing gorgeous, curious smiles. Giggling, naked children hid behind trees during the trek down the mountain to our new home, and a lively entourage followed using their heads to carry our boxed supplies through the muddy trails. It was quickly becoming clear that we had just been adopted by a very large and unique family.

The basic culture of subsistence living had not been replaced; there were no cars, electricity, or telephones—just grass huts, large gardens, and a whole lot of rain forest. The women spent the day in the gardens planting, weeding, and harvesting. The men grew coffee, from which they generated their sole income of about \$200 a year. The village had lived in harmony with its natural surroundings for millennia.

The villagers had built us a beautiful bamboo-thatched hut on short stilts. Planted behind the house was a three-acre garden, carefully tended and ready to harvest. Its bounty included corn, greens, tomatoes, beans, peanuts, onions, potatoes, and pineapples. To top it all off, the path to our new home was sprinkled with flower petals the day we arrived.

It quickly became clear that Maimafu was a preserved example of communal living. Men rallied to the building of a new home, the elderly worked and lived with their families, and mothers breast-fed their neighbors' children. In fact, the one parentless Down's syndrome man in our village was fed, housed, and clothed by everyone; he would spend a few days with one family before happily wandering in to work or to play with the next.

It was when we'd settled in that it happened. We were sitting in a circle on the ground with a large group of villagers to "*tok stori*," Papua New Guinea's favorite pastime of "telling stories." I had passed around photos I had snapped back home in Chicago. A villager was staring intently at one of the photos. He had spotted two homeless men on a Michigan Avenue sidewalk with crude signs propped between their legs.

"*Tupela man wokem wanem?*" he asked. ("What are these two men doing?")



I attempted to explain the concept of *homelessness* to the group, and the desire of these two men to get some food. Crowding around the photograph for a good stare, the villagers could not comprehend how the men became homeless, or why the passersby in the photo were so indifferent. They bombarded me with questions and I did my best to make sense of the two ragged beggars in the midst of such glittering skyscrapers. I read from their questions and solemn mood that they had made an important observation—these two men must lack not only food and shelter but also a general sense of affection and purpose in their community.

Early the next morning, we were startled to hear a sharp rap at the door. Opening it, I was greeted by Moia, Kabarae, Kavalo, and Lemek. Kerry and I went out into the bright, beautiful day and sat with them in a circle. Each man gave us a pineapple. Moia spoke: "After you left last night, all of us men on the village council had a very big meeting. For a long, long time we discussed the two men in your picture. We have reached a conclusion and have a proposal for you."

"What could this possibly be?" we wondered. "Please contact those two men as well as your government. Ask the government if they will fly those two men to Maimafu, just like they did for you."

We have marked two spots of land where we will build houses for those two men, just like we built for you. Our men will build the houses and the women will plant the gardens to feed them."

They were offering to do what? I was stunned and overwhelmed. Their offer was bold and genuine. It was innocent and naive. It was beautiful. And, like the twist of a kaleidoscope, my worldview had completely changed.

What does one say to such an offer? We stammered for a response and stumbled over explanations of difficult logistics, scarce money, and government bureaucracies. But the councilmen would not accept no for an answer. In their simple lives, it was impossible to comprehend that humanity was host to such an injustice. They wanted action.

The villagers were serious. They were offering everything they had. We reluctantly matched their enthusiasm with a few letters to America and long conversations with the village council. We toured the sites where the homes were to be built. We listened to the women discuss the type of gardens they would plant, which would include coffee trees to generate a small income. And we answered numerous questions over time from villagers amazed with this foreign thing called *homelessness*. The plan could not work, we told them. Their hearts sank, and I could see in their eyes that this dream would not die easily.

"*Sori tru, sori tru we no inap wokem dospela samting,*" they told us. ("We are sorry this can't happen.") They clicked their tongues and shook their heads in disappointment.

Initially inspired by the episode, I begin mulling questions over and over in my mind. Fetching water in the ink-black night and looking up the hill at our small hut, light from the lantern inside splitting the bamboo-thatched walls, I would think of the spiritual wealth of Maimafu and the material wealth of America: Can a community reach a balance of material wealth and spiritual wealth? Why do these

two societies exhibit so much of one and not much of the other? Do those two ends interfere with each other? How much spiritual wealth can we have? How much material wealth do we need? How has the world evolved so that some people own mansions and others lack shoes? How many people have love in their souls but diseased water in their drinking cups? The villagers worked with us on newer projects. And, I discovered, like many Peace Corps Volunteers before me, that the world's purest form of brotherhood can often be found in the smallest of villages.

*Robert W. Soderstrom is a former US Peace Corps volunteer who served in Papua New Guinea from 1996-1997. This essay is reprinted with permission. It can be found on-line, with teaching activities, at:*

[www.peacecorps.gov/educators/resources/single-lucid-moment/](http://www.peacecorps.gov/educators/resources/single-lucid-moment/)

### World Wise Schools

[www.peacecorps.gov/educators/](http://www.peacecorps.gov/educators/)



World Wise Schools is a U.S. Peace Corps program which provides teachers with ideas, resources and materials to help promote intercultural understanding. Their website includes:

#### ■ Teaching Resources

[www.peacecorps.gov/educators/resources/](http://www.peacecorps.gov/educators/resources/)

A great set of global education lesson plans, class activities, student handouts and teacher guidelines.

#### ■ Stories from the Field

[www.peacecorps.gov/stories/](http://www.peacecorps.gov/stories/)

Cross-cultural stories by Peace Corps volunteers from Asia, Africa, Central Europe and Latin America.

#### ■ Country Profiles

[www.peacecorps.gov/countries/](http://www.peacecorps.gov/countries/)

Learn about the more than 60 countries around the world where US Peace Corps volunteers are active.

Homeless Cities: Top 10 < <a href="http://www.trendrr.net">www.trendrr.net</a> >	Homelessness in Japan	On-Line Resources
<ol style="list-style-type: none"> <li>1. Manila 3.1 million homeless</li> <li>2. New York 74,000 homeless</li> <li>3. Mumbai: 60,000 homeless</li> <li>4. Los Angeles: 58,000 homeless</li> <li>5. Jakarta: 50,000 homeless</li> <li>6. Moscow: 50,000 homeless</li> <li>7. Mexico City: 46,000 homeless</li> <li>8. Buenos Aires: 30,000 homeless</li> <li>9. Sao Paulo: 21,000 homeless</li> <li>10. Boston: 16,000 homeless</li> </ol>	<p>A <i>National Survey on Homelessness in Japan</i> reported there are: &lt;&gt; 5,534 homeless in Japan (5,136 men and 196 women)</p> <ul style="list-style-type: none"> <li>■ Tokyo: 1,397</li> <li>■ Aichi: 271</li> <li>■ Osaka: 1,303</li> <li>■ Fukuoka: 270</li> <li>■ Kanagawa: 1,061</li> </ul> <p><i>Government Survey Identifies 5,534 Homeless People in Japan</i> June 20, 2018 &lt;<a href="http://www.nippon.com">www.nippon.com</a>&gt;</p>	<p><u>Wikipedia</u></p> <ul style="list-style-type: none"> <li>■ "homelessness"</li> <li>■ "homelessness in Japan"</li> </ul> <p><u>Google</u></p> <ul style="list-style-type: none"> <li>■ "homelessness"</li> <li>■ "teaching about homelessness"</li> </ul> <p><u>Amazon &amp; Youtube</u></p> <ul style="list-style-type: none"> <li>■ "homelessness"</li> <li>■ "homeless in Japan"</li> <li>■ "Day in the Life of Homeless"</li> </ul>



## Special Feature

# Teaching Global Issues with Photos



### Using Photos When Teaching

by D. Deubel

<https://ddeubel.edublogs.org/2016/05/02/using-photos-when-teaching/>

This site provides a great classroom-ready slideshow of the “Most Important Photos of All Time”. The 48 photos include iconic shots ranging from the Wright brothers flight, Che Guevara and the moon landing to photos of the Holocaust, the Hiroshima atomic bomb and the Vietnam War. Suggested activities include:

- 1) Play, Pause & Discuss: Have students describe the photo and explain its importance
- 2) Photo Research: Give students a photo, have them research it (using the 5Ws), then present it.
- 3) Describe and Draw: Put students in pairs, then 1 student describes a photo and the other draws it
- 4) Timeline: Have students research a photo, then create a timeline to show the historical context
- 5) Top 5 Photos: Have students view all 48 photos, then announce and justify their top five choices
- 6) Brainstorming: Have students share their ideas on what makes an iconic photo a “great” photo
- 7) Vocabulary: Show a photo, then have students pull out and study all the relevant vocabulary

### The Best Way to Use Photos in Lessons

by Larry Ferlazzo

<http://larryferlazzo.edublogs.org/2010/06/27/the-best-ways-to-use-photos-in-lessons/>

This section of Larry Ferlazzo’s dynamic English teaching blog provides a rich variety of teaching resources, ideas, activities and websites that deal with the topic of using photos in English language classes.

### Teaching With Photographs

[www.teachers-corner.co.uk/teaching-with-photographs/](http://www.teachers-corner.co.uk/teaching-with-photographs/)

In this 2011 UK article, a teacher shares her ideas on using photos in class to spark discussion and prod students into producing language. She notes how photos can be used to teach verb tenses:

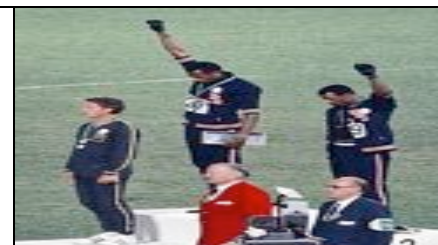
- *Present Tense*: What do you see in the photo? Who are the people? Why is it important?
- *Present Continuous*: What’s happening in the photo? What are the people doing?
- *Simple Past*: Who took the photo? What happened? Why did you choose this photo?
- *Past Continuous*: What were the people doing?
- *Passive Voice*: Where was the photo taken? When was it taken? Who was it taken by?

She outlines the benefits of using photos in the classroom, from having students bring personal or family photos to class to studying current or historical photos.

*Photographs help us remember the past and man’s inhumanity to man (the Holocaust). They also help us remember man’s humanity to man (Mother Teresa). Photographs allow us to travel to another time. They can provoke discussion on contemporary issues or historical reality. They can be used as a tool to teach students how to write personal narratives and reflect on past experiences using a second language. Perhaps, you might consider their use in your classroom.*

To see famous photos like the ones below, go to:

- <http://100photos.time.com/> OR do a Youtube or Google search for “famous photos”







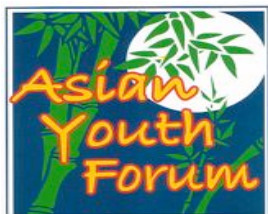
## Special Report: *The 21<sup>st</sup> Asian Youth Forum (AYF 21)*

(October 31 – November 6, 2018 at Kyoto University of Foreign Studies)



The 21st *Asian Youth Forum* (AYF 21) was held this fall from October 31 – November 6 at Kyoto University of Foreign Studies on the theme of *Youth Power: Language, Culture, Tourism and Peace*. This annual event, supported by JALT and the *Pan-Asian Consortium on Language Teaching* (PAC), brought together 61 college students from 10 Asian countries for an exciting week of academic and social events. AYF aims at promoting Asian awareness, leadership skills and international understanding through the use of English-as-a-global-language. Events held so far:

- |                        |                          |
|------------------------|--------------------------|
| ▪ AYF 1 (Seoul 1999)   | ▪ AYF 11 (Manila 2013)   |
| ▪ AYF 2 (Kokura 2001)  | ▪ AYF 12 (Cebu 2013)     |
| ▪ AYF 3 (Taipei 2002)  | ▪ AYF 13 (Bangkok 2015)  |
| ▪ AYF 4 (Russia 2004)  | ▪ AYF 14 (Vietnam 2016)  |
| ▪ AYF 5 (Bangkok 2007) | ▪ AYF 15 (Taipei 2016)   |
| ▪ AYF 6 (Tokyo 2008)   | ▪ AYF 16 (Seoul 2017)    |
| ▪ AYF 7 (Manila 2009)  | ▪ AYF 17 (Hue 2015)      |
| ▪ AYF 8 (Seoul 2010)   | ▪ AYF 18 (Vietnam 2016)  |
| ▪ AYF 9 (Taipei 2011)  | ▪ AYF 19 (Hue 2016)      |
| ▪ AYF 10 (Russia 2012) | ▪ AYF 20 (Makassar 2019) |



### PARTICIPANTS

#### Japan

The Japan AYF delegation was made up of 36 Japanese students from 6 different universities:

- |   |                      |
|---|----------------------|
| ▪ Keiwa University                            | ▪ Tottori University |
| ▪ KinDai University                           | ▪ Okayama University |
| ▪ Kyoto University of Foreign Studies         |                      |
| ▪ Nat'l Institute of Technology, Nara College |                      |

#### Asia

The Asian AYF delegations comprised 25 university students from 9 different countries:

Bangladesh: 4	Indonesia: 2	Thailand: 4
Cambodia: 3	Korea: 2	Uzbekistan: 2
China: 2	Malaysia: 2	Vietnam: 4

### Cultural Awareness

Participants had the chance to learn about culture and cross-cultural understanding through AYF seminars and interactions with other Asian students.

### ACADEMIC SESSIONS

#### Country Presentations

Country presentations on the topic of “tourism, youth and peace in my nation” were given by national delegations using PPT, photos and video.

#### Asian Language Lessons

National delegations took turns to teach other AYF participants about languages such as Korean, Cambodian, Japanese, Malaysian and Thai.

#### Rainbow War Video

To further their awareness of culture and conflict, AYF students viewed and discussed the peace education video *Rainbow War* with its message of tolerance, peace and international understanding.

#### Guest Lectures

The AYF program included lectures on tourism and culture by local Kyoto experts. These included:

- *Kyoto and Tourism* – Jeff Berglund (KUFS)
- *Community Engagement* – Kevin Ramsden

#### Cultural Performances

Delegates prepared a colorful evening of performances including songs, dance and drama by Asian participants from Bangladesh, Cambodia, China, Hong Kong, Indonesia, Japan, Malaysia, South Korea, Thailand, Vietnam and Uzbekistan.

#### Kyoto City Tour led by Japanese Students

AYF delegates did a 1-day tour of the city's temples, shrines and gardens guided (in English) by students of Kyoto University of Foreign Studies.

#### Post-AYF Commitments

A final session gave AYF students time to brainstorm actions that they committed to take in their home countries to promote AYF ideals.

#### AYF Slideshows on Youtube

- To view previous AYF events, do a Youtube search for “AYF Asian Youth Forum”

- |   |
|---|
| ▪ Future AYF events in Southeast Asia in 2019 can be seen at < <a href="http://www.boltoutreach.org/ayf">www.boltoutreach.org/ayf</a> > |
| ▪ The next PAC AYF will be held in January 2020 in Bangkok. Details to come this spring!  |

### AYF 21 - THANK YOU !!

*Special thanks to the following for all their help!*

- Kyoto University of Foreign Studies
- Craig Smith, Kevin Ramsden and their KUFS team
- JALT and the Pan - Asian Consortium (PAC)

## Teachable Moments: Upcoming Events for the Year 2019

# 1969

**The Year 1969  
50<sup>th</sup> anniversary  
(1969 - 2019)**

2019 marks the 50<sup>th</sup> anniversary of the year 1969, a dramatic year in world history marked by the Apollo 11 moon landing, the Woodstock rock concert and the Stonewall riots for gay rights.

- Browse the events at right listed on Wikipedia
- Read some of the books on 1969 listed below
- Check out some Youtube videos about 1969



**2019 Rugby World Cup  
Host Nation: Japan  
(Sept. 20 – Nov. 2, 2019)**

Japan's major sports event for 2019 is the *Rugby World Cup* featuring national rugby teams from 20 nations playing in 12 venues including cities like Kobe, Sapporo, Yokohama and Kumamoto. Start planning now to teach about this event, the nations taking part and related issues (charity events, sports nationalism, tattoo bans at Japanese hot springs...).

- [www.rugbyworldcup.com](http://www.rugbyworldcup.com)
- Wikipedia: "2019 Rugby World Cup"



**Korea Independence Protests  
100<sup>th</sup> Anniversary  
March 1, 1919**

Korea was a colony of Japan from 1910-1945. March 1<sup>st</sup> (*Sam-il*) marks the 100<sup>th</sup> anniversary of the day in 1919 when Koreans rose up against Japanese rule, appealed to the world and issued a proclamation of independence. The uprising was brutally put down by Japanese forces. Have students learn about this key event in Korean history, see how it's celebrated, study *Yu Gwan-sun* (the Korean student tortured and killed for her patriotism) and discuss with students ways to build links of peace with young people in Korea.

- Wikipedia: "March 1<sup>st</sup> Movement"
- Youtube/Google: "March 1<sup>st</sup> Korea" "Sam Il"

### Key Events and Anniversaries in 2019

[www.japantimes.co.jp/calendar-2019/](http://www.japantimes.co.jp/calendar-2019/)  
<https://en.wikipedia.org/wiki/1969>



- Feb 24 Academy Awards in Hollywood
- Mar 1 100<sup>th</sup> anniversary of Korean uprising against Japanese colonial rule (1919)
- Mar 29 Brexit Day: the UK is scheduled to officially leave the European Union
- Apr 1 New era name to be announced (Japan)  
Start of new foreign worker law
- April 30 Emperor Akihito abdicates throne
- May 1 Crown Prince ascends the throne
- June 6 WW II anniversary of D-Day (1944)
- June 28 Stonewall riots for gay rights (1969)  
G20 meeting to be held in Osaka
- July 20 Apollo 11: Neil Armstrong becomes 1st person to walk on the moon (1969)
- Aug 16 50<sup>th</sup> anniversary Woodstock Concert
- Sept 20 World Cup Rugby begins (Japan)
- Oct. 22 Enthronement ceremony of Emperor
- Nov 19 World War I Peace Treaty signed (1919)

### 2019 Anniversaries: Births and Deaths



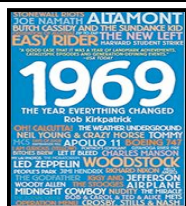
#### Births

- January 31 Jackie Robinson (baseball player)
- August 15 Napoleon (French conqueror)
- October 2 Gandhi (Indian peace activist)
- Nov. 10 Mikhael Kalashnikov (AK 47 rifle)

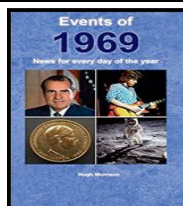
#### Deaths

- August 9 Sharon Tate (murdered US actress)
- Sept. 2 Ho Chi Minh (Vietnamese patriot)

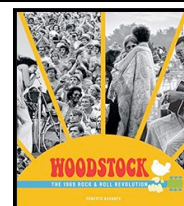
*1969: The Year Everything Changed*  
by Rob Kirkpatrick  
(2011) \$16



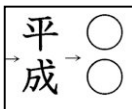
*Events of 1969: News for Every Day of the Year*  
by Hugh Morrison  
(2018) \$6



*Woodstock: The 1969 Rock and Roll Revolution*  
by Ernesto Assante  
(2018) \$23







## New Emperor for Japan End of the Heisei Era (1989 - 2019)

This year marks the end of the Heisei Era and the start of a new imperial era. Join your students to review the events of the Heisei Period, follow the ceremonies for the imperial succession, study royal families round the world and think critically about issues (power, tradition, gender, religion...) linked to the Emperor and the imperial system in Japan.

- Wikipedia: "Heisei Period" "2019 Japanese imperial transition" "Emperor of Japan"
- Google: "royal families around the world"
- Youtube: "Japan imperial transition"



## 2019 Diplomatic Anniversaries

In 2019, Japan celebrates the start of diplomatic relations with four nations. <[www.mofa.go.jp](http://www.mofa.go.jp)>

- Poland, Finland, Paraguay – 100 years (1919)
- Austria – 150 years (1869 - 2019)



## Brexit: the UK Leaves the EU March 29, 2019



The official deadline for the UK to leave the European Union is scheduled for March 29<sup>th</sup>. For ideas on how to teach this critical event, go to:

- Google: "teaching about Brexit"



## Woodstock Music Festival 50<sup>th</sup> anniversary (1969 - 2019)

Woodstock was a "love and peace" music festival held in upstate New York in the summer of 1969 that brought together 400,000 young people. Have students study this event, then check out the 50<sup>th</sup> anniversary concert this summer (August 16 - 18).

Wikipedia: "Woodstock"

Youtube/Google: "Woodstock 50<sup>th</sup> Anniversary"

Google: "teaching about Woodstock 1969"

# 10

## Ten Important Anniversaries to Note in the Year 2019

[www.cfr.org/blog/ten-anniversaries-note-2019](http://www.cfr.org/blog/ten-anniversaries-note-2019)

Check out this website to learn more about 10 key anniversaries that will take place in 2019:

1. 25<sup>th</sup> Anniversary: NAFTA (January 1, 1994)
2. 25<sup>th</sup> Anniversary: Nelson Mandela (May 10, 1994)
3. 25<sup>th</sup> Anniversary: Moon landing (July 20, 1969)
4. 25<sup>th</sup> Anniversary: Rwanda Genocide (1994)
5. 75<sup>th</sup> Anniversary: D-Day - WW II (June 6, 1944)
6. 75<sup>th</sup> Anniversary: Bretton Woods (July 1, 1944)
7. 100<sup>th</sup> Anniversary: WWI Treaty (Nov. 19, 1919)
8. 100<sup>th</sup> Anniversary: 19<sup>th</sup> Amendment (June 1919)
9. 400<sup>th</sup> Anniversary: First US slaves (August 1619)
10. 500<sup>th</sup> Anniversary: Magellan Voyage (Sept. 1519)

## A - Z of Global Issues

by Pratten, Ruas, Waldron (2017)

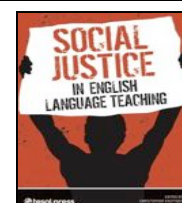
Get a copy of this new photocopiable UK resource book with 26 engaging activities, discussions and role plays on a variety of global issue themes.



## Social Justice in English Language Teaching

by Hastings & Jacob (2016)

Browse the 26 chapters of this key book to learn what ESL teachers can do to help promote social justice.



## Shin-Eiken Association

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

## 新英語教育研究会



Shin-Eiken is a national high school English teachers association that works to promote global awareness, international understanding, peace and humanistic education. Check out its

Japanese website, its monthly magazine (in Japanese) or one of its many regional events around Japan.

## "Shin Eigo Kyoiku" (New English Classroom) Magazine

Sanyusha Press <[www.sanyusha-shuppan.com](http://www.sanyusha-shuppan.com)>













### Issue # 591 (November 2018) Theme *Unforgettable Songs*

- Fred Small and "Cranes Over Hiroshima" (Reiji Hanada)
- "My Dream": Students Write about Their Future Plans (Yuki Yatabe)
- Teaching English with the Hollywood Movie "Steve Jobs" (Akira Ito)
- Let's Interview Foreign Tourists in English! (Naomi Mimaki)

### Issue # 592 (December 2018) Theme: *Learning about Diversity*

- Shin Eiken 55<sup>th</sup> National 2018 Summer Conference Report
- Teaching for Diversity and Peace in Nagasaki (Naomi Yamaguchi)
- Peace, Environment and Human Rights Workshop (H. Omino)
- Creative Activities: Peace, Diversity and International Exchange
- Poster Session Reports: South Korea, Taiwan, Africa and Nagasaki
- English Reading "Hana's Suitcase" and the Holocaust (Aya Arai)

## RESOURCES AND INFORMATION

<p><b>Valentine's Day Charities</b> Google: <i>Valentines Day Charity</i></p>  <p>Go online to do a Google search of <i>Valentines Day charity</i> to see the ways that you and your students can “share the love” on Feb. 14<sup>th</sup> through fundraising and support of global issue campaigns worldwide.</p>	<p><b>Heartwarming Thai Commercial: Thai Good Stories</b> &lt; <a href="http://www.youtube.com">www.youtube.com</a> &gt;</p>  <p>This moving 3-minute video (in Thai with English subtitles) shows how the <b>daily good deeds</b> of a humble Thai youth transform the lives of people around him. Great for study, discussion and writing!</p>	<p><b>Tea and Consent</b> &lt; <a href="http://www.youtube.com">www.youtube.com</a> &gt;</p>  <p><i>Tea and Consent</i> is a great British video, created by Thames Valley Police, that teaches students what it means to get consent from a potential partner by comparing sex to a cup of tea. Check it out!</p>
<p><b>Peace Boat</b> &lt; <a href="http://www.peaceboat.org">www.peaceboat.org</a> &gt;</p>  <p><i>Peace Boat</i> is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</p>	<p><b>Oxfam Education</b> &lt;<a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a>&gt;</p>  <p><i>Oxfam Education</i> 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.</p>	<p><b>Better World Website</b> &lt; <a href="http://www.betterworld.net">www.betterworld.net</a> &gt;</p>  <p><i>Better World</i> is a peace education website which features 5,000 free resources on heroes, quotes, dates &amp; issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</p>
<p><b>Facing the Future</b> &lt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a> &gt;</p>  <p><i>Facing the Future</i> is a great global education website that features a variety of classroom curricula and textbooks with titles such as <i>Big World</i>, <i>Small Planet</i> and <i>Engaging Students Through Global Issues</i>.</p>	<p><b>Global Dimension</b> &lt;<a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a>&gt;</p>  <p><i>Global Dimension</i> 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.</p>	<p><b>Better World Links</b> &lt; <a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a> &gt;</p>  <p><i>Better World Links</i> 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.</p>
<p><b>Green Teacher</b> &lt; <a href="http://www.greenteacher.com">www.greenteacher.com</a> &gt;</p>  <p><i>Green Teacher</i> is a great educational website and magazine which provides teachers with nifty classroom ideas, activities and resources to promote environmental awareness in schools.</p>	<p><b>Global Issues</b> &lt;<a href="http://www.globalissues.org">www.globalissues.org</a>&gt;</p>  <p><i>Global Issues</i> is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.</p>	<p><b>Global Issues at ESL Etc.</b> &lt; <a href="http://www.esletc.com">www.esletc.com</a> &gt;</p>  <p><i>ESL Etc.</i> is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</p>



## 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) **"Healthtalk: New Edition"** by Bert McBean (2019, ¥2200)

Tryalogue Education, Tokyo <[www.tryalogue.co.jp](http://www.tryalogue.co.jp)> <[shoten@nellies.jp](mailto:shoten@nellies.jp)> Tel: 03-5275-6762



This 150-page intermediate-level EFL text, updated in a brand-new edition, aims to promote students' health awareness while building English communication skills. Its 12 lessons deal with topics such as: *how to live to 100, preventing cancer, the dangers of smoking, the environment and health, the importance of exercise, healthy food, alcohol, stress, obesity, dental care, the AIDS crisis and depression*. Each 12-page lesson features a 2-page reading, comprehension questions, vocabulary exercises, information sharing activities, a dialog dictation, pairwork, listening tasks, conversation activities and topics for writing or discussion.

(2) **"British News Update"** by Knowles, Lowe, Tamura, Tanaka and Nakamura (2019, ¥2600)

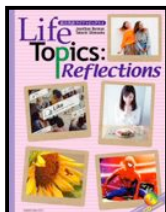
Kinseido Press, Tokyo Tel: 03-3263-3828 <[www.kinsei-do.co.jp](http://www.kinsei-do.co.jp)> <[text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp)>



This 110-page EFL textbook uses current topics from BBC news to promote students' listening, discussion and research skills. Its 15 units focus on both British and general topics including: *Big Ben, robot-assisted walking, Indian independence, unpaid internships, steam trains, T-shirt messages, Generation Z, vegetarian January, wind power, preventing transgender bullying, plastic money, how to delay ageing, fake news and sexual harassment*. Each 6-page unit contains a topic warm-up, vocabulary-building, video viewing tasks, background information on the topic (in Japanese), video gap-fill exercises, a summary task and a list of discussion topics.

(3) **"Life Topics: Reflections"** by Jonathan Berman and Takashi Shimaoka (2018, ¥2484)

Nan'undo Press <[www.nanun-do.co.jp](http://www.nanun-do.co.jp)> <[nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp)> <[www.LifeTopics.com](http://www.LifeTopics.com)>



This stimulating reading and discussion text promotes language skills and thoughtful reflection on a variety of high-interest themes. Its 21 units deal with topics such as: *cat cafes, consumerism, finding your purpose in life, same-sex weddings, world festivals, teenagers and stress, super-heroes, gratitude, processed food, social media, gender-neutral parenting, altruism, and mindful eating*. Each 4-page unit features a warm-up, vocabulary exercises, a 1-page reading, question writing, creative writing tasks, discussion topics and debate prompts.

(4) **Impact Issues (3rd Edition)** by Richard Day, Joseph Shaules, Junko Yamanaka (2019, ¥3300)

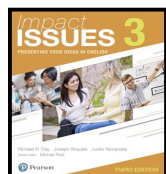
Pearson Education <[www.pearson.co.jp](http://www.pearson.co.jp)> <[elt.jp@pearson.com](mailto:elt.jp@pearson.com)> <[www.pearson.com](http://www.pearson.com)>



This glossy 3-book set builds fluency, presentation skills and social awareness by engaging students with personalized content on a wide variety of social issues. Each 4-page unit includes a warm-up, a dialog, comprehension questions, vocabulary notes, an "agree or disagree" listening exercise, a topic exploration section, a group exchange and student presentation tasks.



**Impact Issues 1** The 20 units of this elementary level textbook deal with: *workplace discrimination, shop-lifting, addiction to technology, social media, cross-cultural romance, family values, generational differences, fan worship, disabilities, environmental protection, superstitions, intelligence, cloning and Why learn English?*



**Impact Issues 2** The 20 units of this intermediate level textbook deal with: *first impressions, city living vs country living, language learning, staying single, vegetarianism, on-line privacy, elderly parents, student life, cross-border romances, saving the Earth, the dangers of rumours, crime and punishment, government control, happiness and immigration*.

**Impact Issues 3** The 20 units of this high intermediate level textbook deal with topics such as: *cosmetic surgery, friendship, pollution, family rules, plagiarism, gender and housework, getting a job, body art, boomerang children, marriage, career choices, immigration, on-line relationships, gender roles, war and peace, culture shock and divorce*.





## Teaching Resources: World Photos and the Model UN

Check out the following books for ideas on how to teach about famous photos from history and to prepare students for a Model United Nations.

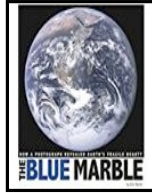


### FAMOUS WORLD PHOTOS

#### **The Blue Marble**

by Don Nardo (2014) \$10

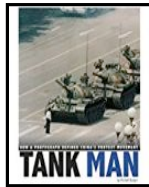
This illustrated book tells the unique story behind the famous 1972 photo of the Earth seen from space that was taken by NASA astronauts.



#### **Tank Man**

by Michael Burgan (2014) \$10

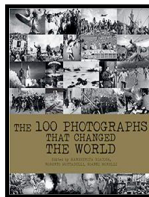
This book explains the background to the famous photograph of the lone Chinese man who stood up to confront tanks in Tiananmen Square in 1989.



#### **The 100 Photographs That Changed the World**

by R. Mottadelli (2017) \$25

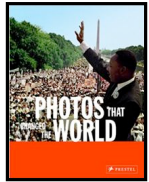
This introduces the 100 most iconic photos in history from the Wright brothers right up to the moon landing.



#### **Photos that Changed the World**

by Peter Stepan (2016) \$16

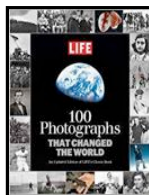
This book's 100 photos portray pivotal moments in history from Pearl Harbor and MLK to Syrian refugees.



#### **LIFE 100 Photographs That Changed the World**

by Life Magazine (2011) \$21

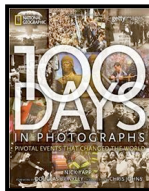
This features 100 photos by LIFE magazine from WWII and Marilyn Monroe to 9/11 and Abu Ghraib.



#### **100 Days in Photographs**

by Nick Yapp (2007) \$35

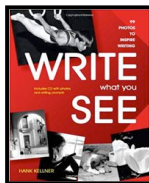
This striking National Geographic book contains 100 photos showing key events from the past 150 years.



#### **Write What You See: 99 Photos**

by Hank Kellner (2009) \$16

This book-plus-CD outlines ways to motivate students to practice writing using a variety of photo prompts.

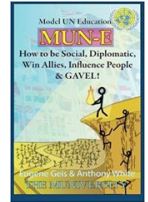


### MODEL UNITED NATIONS

#### **MUN-E: Model UN Education**

by Eugene Gais (2012) \$25

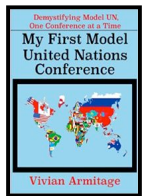
This book, written by two US Model UN high school coaches, gives a great overview of the Model UN process and of what to do to prepare students.



#### **My First Model UN Conference**

by Vivian Armitage (2016) \$15

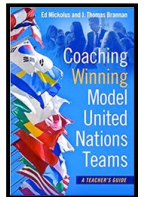
This book for beginners sets out the key knowledge and skills required by Model UN students that are related to world issues and public speaking.



#### **Coaching Winning Model United Nations Teams**

by Ed Mickolus (2013) \$20

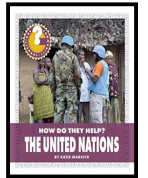
This book walks teachers through the entire MUN process from the 1<sup>st</sup> class meeting to official MUN conferences.



#### **The United Nations**

by Katie Marsico (2014) \$11

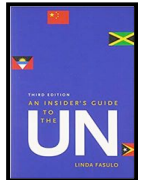
This illustrated photo book for kids, part of a "How Do They Help" series, explains what the United Nations does



#### **An Insiders Guide to the UN**

by Linda Fasulo (2015) \$16

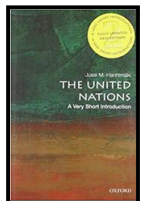
This lively guide describes the UN system as well as issues like terrorism, climate change and peacekeeping.



#### **The United Nations: A Very Short Introduction**

by J. Hanhimaki (2015) \$10

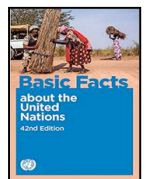
This slim text, part of the "Very Short Intro" series gives a concise overview of the UN, its history, features and work.



#### **Basic Facts about the UN**

by UN Publications (2017) \$20

This official UN handbook gives basic information about the United Nations, its aims, structure and activities.





## GLOBAL EDUCATION MATERIALS AND RESOURCES

Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.



### Breaking News English

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



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

### JALT Critical Thinking SIG

Check out JALT's CT SIG to learn how to promote critical thinking in your classes.

▪ [www.jaltcriticalthinking.org](http://www.jaltcriticalthinking.org)

### The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.

\* Cost: ¥1500 (Kip Cates)

### Fair Trade Goods

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

- [www.peopletree.co.jp](http://www.peopletree.co.jp)
- [www.peopletree.co.uk](http://www.peopletree.co.uk)

### Global Education Maps

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

**Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education

Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: [www.amnestyusa.org](http://www.amnestyusa.org)

**Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction

Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: [www.adl.org](http://www.adl.org)

**International Education Resource Center (ERIC):** Japanese resources on global education / global issues

ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: [www.eric-net.org](http://www.eric-net.org)

**National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures

National Geographic, Box 98199 Washington, D.C. 20090-8199 US [www.nationalgeographic.com](http://www.nationalgeographic.com)

**New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues

New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: [www.newint.org](http://www.newint.org)

**Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues

Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

**Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution

Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 [www.peace-ed.org](http://www.peace-ed.org)

**Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues

Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: [www.peaceproject.com](http://www.peaceproject.com)

**Social Studies School Service:** global education catalog of books, videos, software, posters & maps

Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA

Tel: 310-839-2436 or 800-421-4246 <[access@socialstudies.com](mailto:access@socialstudies.com)> Web: [www.socialstudies.com](http://www.socialstudies.com)

**Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues

SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA

Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>

**U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int'l understanding

UN Bookstore, New York 10017 USA [www.un.org/Pubs/CyberSchoolBus/bookstor/index.html](http://www.un.org/Pubs/CyberSchoolBus/bookstor/index.html)

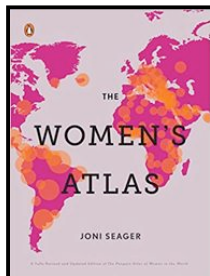
**WWF (World-Wide Fund for Nature):** books, teaching packs and videos on environmental issues

WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: [www.panda.org](http://www.panda.org)

### The Women's Atlas

by Joni Seager (2018, \$16)

Start preparing some dynamic teaching activities for *International Women's Day* using the infographics in this great new atlas on women and women's issues around the world.



### International Women's Day (March 8<sup>th</sup>)

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

Each year, *International Women's Day* presents language teachers around the globe with a special chance to raise student awareness of gender issues, sexism and the status of women in our schools, communities, nations and the wider world. Check the site above to learn more and to get this year's event pack.



## COMING EVENTS CALENDAR

Feb.	21	International Mother Language Day <sup>1</sup>	March	21	Day to Eliminate Racial Discrimination <sup>5</sup>
Feb.	27	Pink Shirt Day (anti-bullying) <sup>2</sup>	April	4	International Landmine Awareness Day <sup>6</sup>
March	8	International Women's Day <sup>3</sup>	April	22	Earth Day (April 20-21 in Tokyo) <sup>7</sup>
March	15	World Consumer Rights Day <sup>4</sup>	May	3	World Press Freedom Day <sup>8</sup>

1 Mother Language: <Wikipedia: *Int'l Mother Language Day*> <[www.un.org/en/events/motherlanguageday/](http://www.un.org/en/events/motherlanguageday/)>  
 2 Pink Shirt Day: <[www.pinkshirtday.ca](http://www.pinkshirtday.ca)> <[www.facebook.com/pinkshirtday/](https://www.facebook.com/pinkshirtday/)> <Wikipedia: *Anti-Bullying Day*>  
 3 Women: <[www.internationalwomensday.com](http://www.internationalwomensday.com)> <[www.womensdaycelebration.com](http://www.womensdaycelebration.com)> <[www.unwomen.org/en](http://www.unwomen.org/en)>  
 4 Consumer Rights: <[www.consumersinternational.org/our-work/wcrd](http://www.consumersinternational.org/our-work/wcrd)> <Wikipedia: *Consumers International*>  
 5 Racism: <[www.racismnoway.com.au](http://www.racismnoway.com.au)> <[understandingprejudice.org](http://understandingprejudice.org)> <un.org "Observances"> <Wikipedia>  
 6 Landmines: <[www.halotrust.org](http://www.halotrust.org)> <[www.maginternational.org](http://www.maginternational.org)> <[www.icbl.org](http://www.icbl.org)> <[www.jcbl-ngo.org](http://www.jcbl-ngo.org)>  
 7 Earth Day: <[www.earthday.org](http://www.earthday.org)> <[www.earthday-tokyo.org/](http://www.earthday-tokyo.org/)> <[www.worldwildlife.org](http://www.worldwildlife.org)> <Wikipedia>  
 8 Press: <<http://en.rsfs.org>> <[www.wan-ifra.org/microsites/press-freedom](http://www.wan-ifra.org/microsites/press-freedom)> <[www.ifex.org](http://www.ifex.org)> <Wikipedia>  
 \* More dates: <[www.national-awareness-days.com](http://www.national-awareness-days.com)> <[www.cute-calendar.com](http://www.cute-calendar.com)> <[www.earthcalendar.net/](http://www.earthcalendar.net/)>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

**JALT GLOBAL ISSUES SIG** The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:

- (a) the integration of global issues, global awareness and social responsibility into language teaching
- (b) networking and mutual support among language educators dealing with global issues
- (c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

**NEWSLETTER SUBSCRIPTIONS (JALT Members)** JALT members 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 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 January 2019)

- \* JAPAN SUBSCRIBERS: GILE SIG / JALT (170) GLOBAL ISSUES NETWORK (30) = 200
- \* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 50

**NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES**

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

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

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