

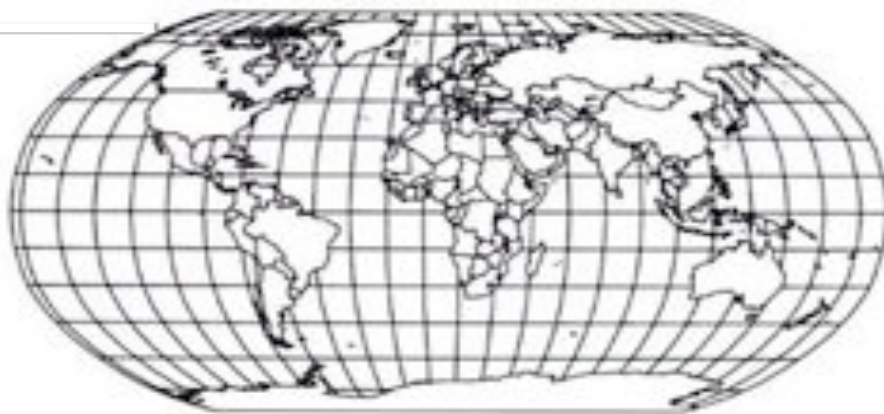
Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

85<sup>th</sup>

Issue

celebrating 85  
issues and 22  
years in print  
since 1990



Kip A. Cates, Tottori University, Koyama, Tottori City, JAPAN 680-8551

E-mail: [kcates@rstu.jp](mailto:kcates@rstu.jp)

Check out back issues on our homepage!

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

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

## NEWSLETTER #85

Here, finally, is our fall GILE Newsletter, delayed by two recent business trips to Mexico and to Russia. Our featured articles here include: (1) a description by Paul Marlowe of a survey on attitudes to English among Japanese university students who traveled overseas to work on a volunteer project with *Habitat for Humanity* in Nepal and (2) an approach to video-based EFL activities by Mark Rebuck that allows teachers to introduce global issues in short classroom slots. Our special theme for this newsletter edition is *Teaching about Territorial Issues*. This includes a variety of teaching ideas, activities and resources on the topic of border disputes, including Japan's conflicts with China and Korea over Dokdo / Takeshima and the Diaoyu / Senkaku Islands. This issue also features a report on the recent JALT 2012 conference, a list of global issue calendars for the year 2013 plus a summary of global education news, events and information.

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

Special features in this issue:

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| * Abstracts of articles on global themes from ELT journals and the media         | 4       |
| * News and announcements from language teaching organizations                    | 5       |
| * Conference Report: JALT 2012 (October 12 – 15 in Hamamatsu, Japan)             | 6 – 9   |
| * <i>Habitat for Language Learning</i> by J. Paul Marlowe                        | 10 - 13 |
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# A N N O U N C E M E N T S

## Global Education Events

- **ISANA International Education Association**  
*Developing Global Citizens: Support Services*  
Dec. 4 – 7, 2012 Auckland (New Zealand)  
Website: <[www.cdesign.com.au/isana2012/](http://www.cdesign.com.au/isana2012/)>
- **Education for the Future We Want**  
*Ed for Sustainable Development: Green Asia*  
Dec. 11 – 13, 2012 Manila (Philippines)  
Website: < [www.greeningsea.com](http://www.greeningsea.com)>
- **Humanity, Culture and Society (ICHCS)**  
Dec. 28 – 30, 2012 (Hong Kong)  
Website: <[www.ichcs.org/](http://www.ichcs.org/)>
- **Educating for Peace and Harmony (WCCI)**  
Dec. 28, 2012 – January 3, 2013 Taiwan  
Web: <[www.wcci-international.org/28318](http://www.wcci-international.org/28318)>
- **6th World Universities Forum**  
January 10 - 11, 2013 Vancouver (Canada)  
Web: <<http://UniversitiesForum.com>>
- **Teaching Peace in the 21<sup>st</sup> Century**  
June 9 – 14, 2013 Indiana (USA)  
Call for Papers Deadline: February 1, 2013  
<<http://kroc.nd.edu/news-events/>>  
  
More global education events are listed at:  
[www.peace-ed-campaign.org/newsletter/](http://www.peace-ed-campaign.org/newsletter/)

### U.S. Student Peace Conference

<<http://kroc.nd.edu/news-events/>>

College students are invited to submit projects in peace-building, global issues and social justice for a spring 2013 Notre Dame Student Peace Conference to be held April 5-6 in Indiana, USA.

- Deadline for submissions: January 25<sup>th</sup>

## Language Education Events

- **Web Technologies in EFL Classrooms**  
December 1 - 2, 2012 Istanbul (Turkey)  
<[www.ybd.yildiz.edu.tr/elt.html](http://www.ybd.yildiz.edu.tr/elt.html)>
- **Global Conference: Lg, Literature & Culture**  
December 10 - 12, 2012 Pune (India)  
<<http://iasepune.org/view/newly-conf.php>>
- **Languages, Literature, Linguistics (ICLLL)**  
Dec 22 – 23, 2012 Kuala Lumpur (Malaysia)  
Website: <[www.iclll.org/](http://www.iclll.org/)>
- **Empowering the English Language Classroom**  
January 18 – 19, 2013 Jaipur (India)  
[www.mnit.ac.in/new/news/news.php?news\\_id=52](http://www.mnit.ac.in/new/news/news.php?news_id=52)
- **Foreign Lg. Teaching & Applied Linguistics**  
May 3 – 5, 2013 Sarajevo (Bosnia)  
Call for Papers: Deadline: Feb 15, 2013  
Website: <<http://fltal.ibu.edu.ba/>>
- **European Conference on Language Learning**  
July 18 - 21, 2013 Brighton (England, UK)  
Call for Papers: Deadline: March 1, 2013  
Website: <<http://ecll.iafor.org/index.html>>

More events listed at: [www.conferencealerts.com](http://www.conferencealerts.com)

### Asia Association for Global Studies

March 23-24, 2013 Bangkok

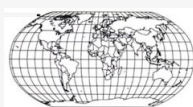
<<http://asia-globalstudies.org>>

The 2013 AAGS conference on global studies in Asia will be held from March 23-24 in Bangkok, Thailand on the theme *On the Move: People, Protests, Progress*. For more information, see their website.

- Deadline for proposals: December 21, 2012

### New GILE Website

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



Our *Global Issues in Language Education* Special Interest Group has been updated with a great new look thanks to our new GILE web-master, Paul Arenson. Check it out and send us your input!

### GILE on Facebook

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



Check out the wealth of news, resources and info about global ed and global issues on our dynamic *Global Issues Facebook* page designed and maintained by Jack Brajcich <[brajcich@fukujo.ac.jp](mailto:brajcich@fukujo.ac.jp)>

### GILE on Twitter

<https://twitter.com/gilesigjp>



- For more updates on global themes, go to our *Global Issues Twitter* site, run by Jack Brajcich.
- Make sure to check out **The GILE Daily**, an indispensable resource for following the issues!

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2012

Here are the 2012 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 & Newsletter Editor:

Kip Cates  
Tottori Univ., 4-101 Minami,  
Koyama, Tottori City 680-8551  
<kcates@rstu.jp>

#### SIG Treasurer:

Chris Bradley  
Okinawa Univ., 555 Kokuba,  
Naha, Okinawa 902-8521  
<chrisryoju@hotmail.com>

#### JOIN OUR GILE SIG TEAM

Wanted:     ▪ Tohoku Rep  
▪ reps for other areas of Japan  
▪ project & website assistants

#### SIG Membership:

Tim Grose  
Sapporo Gakuin University  
11 Bunkyo-dai, Ebetsu-shi  
Hokkaido 069-8555  
<grose@earth.sgu.ac.jp>

### REGIONAL OFFICERS

#### Hokkaido: Tim Grose

Sapporo Gakuin University  
<grose@earth.sgu.ac.jp>

#### Tohoku: Open

**Kanto:** Mark Shrosbree  
Tokai University, Kanagawa  
<markshros@gmail.com>

**Chubu:** Jane Nakagawa  
Freelance Writer / Educator  
Nagano, Japan  
<janenakagawa@yahoo.com>

**Kansai:** Michael Skelton  
Seiwa College, Nishinomiya  
<mgs@seiwa-u.ac.jp>

**Chugoku:** Tom Fast  
Okayama Gakugeikan  
High School, Okayama  
<tom@gakugeikan.ed.jp>

**Kyushu:** Jack Brajcich  
Fukuoka Jogakuin Jr College  
<brajcich@fukujo.ac.jp>

### PROJECT OFFICERS

#### SIG Programs:

Naoko Harada             Japan  
Women's Univ. High School  
<yasunaok@r5.dion.ne.jp>

#### SIG Publications:

Jane Nakagawa (at left)

#### SIG Publicity:

John Spiri  
Gifu Shotoku Gakuen Univ.  
<johnspiri@gmail.com>

#### SIG Japanese Liaison:

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

#### SIG Website and Links:

Paul Arenson (Webmaster)  
<paul@tokyoprogressive.org>  
Brian Teaman (Support)  
<teaman@wilmina.ac.jp>  
Jack Brajcich (Facebook)  
<brajcich@fukujo.ac.jp>



## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

#### EFL Books Requested for Teachers in Haiti

EFL teachers in Haiti are still recovering from the January 2010 earthquake. Send books to:  
Herve F. Alcindor, Mate-Tesol President  
84 Avenue Jean-Paul II, Turgeau  
Port-au-Prince, Haiti

#### "Book Aid" South Africa Library Project

Help poor South African kids! Check first to see what's needed. They'll mail to South Africa.  
Chikako Noda (Japan) <cnoda@email.plala.or.jp>  
Website: <www.taaa.jp/english.html>

#### Vietnam Book Donation Project

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

## GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

### ENVIRONMENTAL PROJECTS

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

### CLASS OR SCHOOL EVENTS

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



## Linguistic Awareness in the ESL Classroom

An American high school teacher and an MIT linguist have teamed up to develop an innovative curriculum which enables ESL students to compare English with their native languages. The course, designed by ESL instructor David Ginsberg and MIT professor Wayne O'Neil, aimed to raise students' language awareness and demonstrate how valuable their language skills are. ESL learners in Ginsberg's class spoke languages ranging from Mandarin to Hindi to Tibetan. Class activities have ranged from presentations about students' mother tongues to translations into their languages of parts of the *Universal Declaration of Human Rights*. For Ginsberg, a key benefit of teaching linguistics is that it empowers ESL students by putting them in the role of expert, trains them in critical thinking and shows them that their bilingualism is an asset, not a hindrance. For his part, O'Neil believes that introducing linguistics to adolescent ESL learners could produce a whole new generation of linguists.

"Linguistics returns to L2 classroom" in *EL Gazette* #391 August 2012 <[www.elgazette.com](http://www.elgazette.com)>

## Intercultural English in Argentina

Buenos Aires is pioneering a new approach to EFL designed around the concepts of inter-culturalism, pluri-lingualism and critical pedagogy. It aims to develop multicultural awareness among its multi-lingual students, who include Spanish speakers, French and German minorities, and speakers of indigenous languages like Guarani. According to Griselda Beacon, ELT coordinator in the Ministry of Education, the approach goes beyond seeing foreign languages as useful tools for global business and aims to have students become responsible citizens that can contribute to society.

"Argentina sets new course" in *EL Gazette* #394 November 2012, UK. <[www.elgazette.com](http://www.elgazette.com)>



## Shin-Eiken Association

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

*Shin-Eiken* is a national high school English teachers' association in Japan which actively works to promote humanistic education, peace education, global education and international understanding. See their website or subscribe to their Japanese magazine *Shin Eigo Kyoiku*.

## English Teacher Battles Forced Patriotism

James Hon Lin Shan, a retired English teacher, has become a hero in Hong Kong after leading protests against China's plan to impose compulsory "patriotism" classes in HK schools from 2015. Lin joined university students and prominent figures in Hong Kong's film industry in a public 100-hour hunger strike. An estimated 120,000 protesters took to the streets, denouncing the plan as "brainwashing." The government announced that the plan has been shelved.

"HK Rejects New Class Patriotism" in *EL Gazette* #394 November 2012, UK. [www.elgazette.com](http://www.elgazette.com)

## English as Key to Winning Olympic Medals

A number of Chinese Olympic medalists have attributed their success in part to an English language course that they took for a sports studies program at the University of Wisconsin. Xu Lijia, a 2012 gold medalist in sailing, told the *China Daily* that English was essential for her since all the boat manuals in her sport are in English and athletes need to be able to appeal the judges' rulings on the spot in an official Olympic language. 'I wouldn't have won without learning the language,' she said.

"English essential for gold" in *EL Gazette* #393 October 2012, UK. [www.elgazette.com](http://www.elgazette.com)

## English Teacher Training for Burma

The British Council has signed an agreement with the Ministry of Education in Burma to train 10,000 English teachers each year. The agreement comes after the release of Aung San Suu Kyi from 15 years of house arrest and moves towards democratic reforms by the Burmese military. The end of the country's diplomatic isolation has sparked a new demand for English.

"Speaking Up" in *EL Gazette* #391 August 2012, UK. [www.elgazette.com](http://www.elgazette.com)

## EFL Television Sit-Com in Malaysia

A new situation comedy entitled "Oh My English!" has debuted on TV in Malaysia on the theme of English language learning. The popular drama has the blessing of the Ministry of Education and features a dashing Malaysian English teacher played by actor Zian Saidan

"Ultimate Edutainment" in *EL Gazette* #392 September 2012 <[www.elgazette.com](http://www.elgazette.com)>





## JALT 2013 National Conference

Oct. 25 – 28, 2013 Kobe, Japan  
<<http://jalt.org/conference>>

The 2013 conference of the *Japan Association for Language Teaching* (JALT) will be held Oct. 25 – 28 in Kobe, Japan on the theme of *Learning is a Lifelong Voyage*. Make sure to submit a proposal!

- Deadline for submissions: April 2013

## ACLL 2013: Call for Submissions

April 25 – 28 in Osaka <[www.acll.iafor.org/](http://www.acll.iafor.org/)>

The 3<sup>rd</sup> annual *Asian Conference on Language Learning* (ACLL) will take place April 25 - 28 in Osaka, Japan on the theme of *Shifting Paradigms*.

- Deadline for submissions: January 1, 2013

## JALT Pan-SIG 2013 Conference

May 18–19, 2013 Nanzan University, Nagoya  
<[www.pansig.org](http://www.pansig.org)>

Next year's Pan-SIG conference will be held the weekend of May 18 – 19 at Nanzan University in Nagoya with the theme: *From Many, One: Collaboration, Cooperation and Community*.

- Deadline for submissions: February 15, 2013



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

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

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

### IATEFL 2013 CONFERENCE

IATEFL's 2013 conference will be held April 8 – 12, 2013 in the city of Liverpool, England.

### Global Issues Pre-Conference Event (April 8)

Topic: *Unlearning Learnt Helplessness*

There is a need for greater emphasis on non-conformity, divergent thinking and creative problem-solving in education. Students all over the world should be encouraged to question what's around them and to take an active role in influencing what happens in their classrooms, their communities and the world beyond. How can EFL contribute to bring about these changes?

### IATEFL's Global Issues SIG (GI-SIG)

- Website: <http://gisig.iatefl.org> SIG Chair: Margit Szesztay <[margit.szesztay@gmail.com](mailto:margit.szesztay@gmail.com)>

## Key Internet 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's Social Responsibility IS (USA)**  
[www.tesol.org](http://www.tesol.org) (search for "SR-IS")

**Korea TESOL Global Issues SIG (Korea)**  
<http://koreatesol.org/content/global-issues-0>



## 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 2013 CONFERENCE

*TESOL's 47<sup>th</sup> international conference will be held from March 20 – 23, 2013 in Dallas, Texas on the theme: Harmonizing Language, Heritage and Culture. Conference sessions will include:*

- Critical Intercultural Communication
- Social Responsibility: Creating Global Citizens
- Teaching Tolerance through World Religions
- Our Role in the Cyber-Bullying Frenzy
- English Learners, Immigration, Student Rights
- Conflict Resolution and Intercultural Issues
- Using Short Stories for Critical Thinking

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

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

**SR-IS Chair** Comfort Davis Mingot (Haiti)  
<[davisinabj@yahoo.fr](mailto:davisinabj@yahoo.fr)>

Don't forget to renew your Global Issues

## MEMBERSHIP / SUBSCRIPTION

**JALT Members:** ¥1,500 per year

**Non-JALT:** ¥2,000 / US \$15 per year



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

October 12 - 15, 2012 at ACT City, Hamamatsu, Japan

Theme: *Making a Difference* <<http://jalt.org/conference>>



### GILE SIG Colloquium

#### *Making a Difference: Global Teachers*

MC: Kip Cates (Tottori U) <[kcates@rstu.jp](mailto:kcates@rstu.jp)>

This colloquium featured reports on language teachers and learners who are working to make a difference through overseas projects linked to global issues.

**Craig Manning** (Shimane University) described how his EFL students raised funds to build schools and wells in Vietnam. <[craigmanning01@hotmail.com](mailto:craigmanning01@hotmail.com)>

**Paul Marlowe** (Kwansei Gakuin) discussed how his EFL students went to Nepal to build homes for poor families. <[pmarlowe79@kwansei.ac.jp](mailto:pmarlowe79@kwansei.ac.jp)>

**Jonathan Yamauchi** (Peace Boat) introduced the GET English program on Peace Boat's round-the-world cruise. <[jonathan@peaceboat.gr.jp](mailto:jonathan@peaceboat.gr.jp)>

**Craig Smith** (KUFS) outlined the volunteer work that his EFL students have done overseas with *Habitat for Humanity*. <[craigkufs@hotmail.com](mailto:craigkufs@hotmail.com)>

### Global Issues SIG Forum

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

MCs: Naoko Harada <[program@gilesig.org](mailto:program@gilesig.org)>  
Mark Shrosbree <[markshros@gmail.com](mailto:markshros@gmail.com)>

#### **Facilitating Verbal Expression of St Opinions**

This session described how value lines, ranking tasks and moral dilemmas can help EFL students to express their opinions on global issues. Greg Goodmacher (Keiwa College) <[ggoodmacher@hotmail.com](mailto:ggoodmacher@hotmail.com)>

#### **Combining Role Plays and Interviews**

This session explained how using role play cards with diverse personas for the classroom game *Find someone who...* can encourage students to empathize with people of different backgrounds. Tim Grose (Sapporo Gakuin University) <[tppgrose@me.com](mailto:tppgrose@me.com)>

#### **International Exchanges with Turkey**

This introduced an international exchange project in which Turkish children sent English messages to Japanese children in the Tohoku disaster area. Hitomi Sakamoto (Toyo Gakuen University) & Eleanor Kelly (Rikkyo University) <[hitomi27sf@yahoo.co.jp](mailto:hitomi27sf@yahoo.co.jp)>

#### **Student Research Project**

This talk explained a semester-long project in which college EFL students surveyed people on their opinions about Japanese as global citizens. George Higginbotham (Hiroshima Kokusai Gakuin University) <[gmgigginbotham@gmail.com](mailto:gmgigginbotham@gmail.com)>

#### **Global Issues Presentations for Low Level Sts.**

This talk shared ideas on how to devise language tasks about global issues for demotivated learners leading up to oral poster presentations. Jennie Morgan (Meisei University) <[jennyromain@yahoo.com](mailto:jennyromain@yahoo.com)>

#### **Lessons on the Israeli-Palestinian Conflict**

This talk discussed ways to approach the Israeli-Palestinian conflict in global issue classes using simplified but meaningful materials. Jennifer Yphantidews (KUIS) <[yphantides1@yahoo.ca](mailto:yphantides1@yahoo.ca)>

#### **Teaching History in the Language Classroom**

This talk described how EFL content courses designed on historical themes can help to promote language learning, motivation and thinking skills. Thomas Lockley (KUIS) <[tottoritom@yahoo.co.uk](mailto:tottoritom@yahoo.co.uk)>

#### **Trade Between Tribes: A Language Game**

This described how *Trade Between Tribes* (a game where students form 4 tribes, then trade resources) promotes communication and language use. Mark Shrosbree (Tokai Univ.) <[markshros@gmail.com](mailto:markshros@gmail.com)>

### Plenary Talks and Featured Speakers

#### ▪ **From the Periphery to the Center 5-9**

This plenary talk explored how teachers balance local identities with global English in the classroom and their lives. Suresh Canagarajah (Penn State Univ.)

#### ▪ **Gender Counts: Women in Japanese Higher Ed.**

This talk discussed how gender issues impact the work and lives of male and female EFL teachers in Japan. Diana Nagatomo (Ochanomizu University)

#### ▪ **Critical Thinking for EFL in Japan**

This talk argued that critical thinking is essential for contemporary Japanese university classrooms. Sean Wray (Waseda University International)

### *Books Doing Good*



This annual charity event sold books throughout the JALT conference in order to raise money for NPO-Lesa to support HIV-positive children in Vietnam.



### *National Geographic Photo Exhibit*

This international photo exhibition, sponsored by Cengage National Geographic, presented striking photos of our planet, its peoples and cultures.

## Other Conference Presentations

### Using TED Talks in the Language Classroom

This talk discussed how video clips from the website <www.TED.com> can promote students' listening, discussion, presentation and writing skills. Michael Rayner (Waseda University)

### Authentic Sound Bites: Talk Radio Clips in EFL

This workshop showed how to create stimulating activities around talk radio clips and gave a list of pedagogically useful programs.. Mark Rebuck (Nagoya University) <reebuk67@yahoo.co.jp>

### JALT Forum: Making a Difference in Asia

This panel featured ideas from educators in Korea, Cambodia, Malaysia, Philippines, Russia, Taiwan, Thailand and Indonesia on how Asian teachers can make a difference in EFL. Steven Nishida (JALT)



### JALT Critical Thinking SIG Forum

This first-ever Critical Thinking SIG Forum featured language educators in Japan who discussed ways to build critical thinking into language classes. Roehl Sybing (CT SIG) <roehl.sybing@gmail.com>

### Key Issues in Study Abroad (SA SIG Forum)

This session featured talks about innovative study abroad programs including Peace Boat, the Asian Youth Forum and a Tottori University Mexico Program. Todd Thorpe <toddthorpe@hotmail.com>

### Foreign Reactions: Japan as Teaching Resource

This talk discussed ways that foreigners' reactions to Japan can give students the skills needed to think about and to describe Japan. John Rucynski (Okayama Univ.) <rucyns-j@cc.okayama-u.ne.jp>

### Internationalizing Our University

This poster described how a new campus "English Lounge" gave students communication chances, cultural info and self-access resources. Shari Joy Berman <SJBerman@cc.hirosaki-u.ne.jp>

### Baseball & Teacher Development in Laos

This session described the work of Teachers Helping Teachers (THT) in helping to mentor English teachers in Laos. Chris Ruddenklau (Himeji University) <chrisruddenklau@asahi.email.ne.jp>

### Make a Difference: Fostering Cultural Fluency

This talk introduced a course designed to teach cultural awareness, cross-cultural communication, language and culture plus cultural identity. Maggie Lieb (Meiji University) <liebmaggie@gmail.com>

### Learning to Make a Difference: The Model UN

This presentation described how preparing for and participating in a Model United Nations (MUN) can promote student language use, thinking skills and motivation. Calum Adamson (Kyoto Gaidai High School) <adamson\_calum@yahoo.co.uk>

### Teaching Students about Plagiarism & Citation

This session discussed academic plagiarism by EFL students and introduced worksheets designed to help them avoid this problem. Susan Gilfert (Kwansei Gakuin Univ) <sgilfert@kwansei.ac.jp>

### Developing Intercultural Competence in Class

This presentation reported on a 1-year study of how intercultural competence can be developed through EFL at high school level. Kevin Ottoson (Chigusa Senior HS) <kevinottoson@gmail.com>

### Making a Difference: Stories from the Field

This presentation gave teachers a chance to share inspirational stories from the field of how they've worked to make a difference in the lives of their language students. Garold Murray (Okayama University) <glmurray@cc.okayama-u.ac.jp>

### Raising Gender Consciousness: EFL in Japan

This panel looked at how "gender and language" content can be introduced into EFL, including analysis of gender images in real materials. Laurel Kamada (Tohoku Univ) <laurel@he.tohoku.ac.jp>

### Autonomy Opportunities: Student Volunteers

This talk discussed how giving students volunteer and internship chances can promote confidence, fluency, language awareness and autonomy. Carol Begg (KUIS) <carol-b@kanda.kuis.ac.jp>

### Cultural Misunderstanding in Team Teaching

This described research based on interviews and observation which found cultural misunderstandings between Japanese and foreign team teachers. Kyoko Miyazato <miyazato@fc.hakuoh.ac.jp>

### History of Native-Speakerism in Japan

This talk discussed Japan's history of hiring native speakers to teach foreign languages from the 5<sup>th</sup> C to the present. Takahiro Yokoyama (Queensland University of Tech.) <t.yokoyama@cqu.edu.au>

### International E-mail Exchange & EFL Writing

This talk explained the benefits of linking students with EFL learners in other countries and explained how to set up an EFL e-mail exchange. Andrew Imrie (Rikkyo Univ.) <andrewci@hotmail.com>

### Thinking Critically is Child's Play!

This session demonstrated a variety of enjoyable language learning activities designed to promote critical and creative thinking for kids of all ages. Barbara Sakamoto (ITDI) <barbsaka@gmail.com>

### **Identifying Emergent Student Leaders in Class**

This talk discussed types of student leaders and reported on research into how leaders emerge in classroom group work. Paul Leeming (Kwansei Gakuin University) <paulleeming@yahoo.com>

### **An International English Immersion Camp**

This presentation introduced an innovative English Immersion Camp (EIC) for Japanese children which is designed to promote English, global awareness and an international posture. Tatsuji Shinohara (Kumon Education) <shinohara.ta@kumon.co.jp>

### **Masculinity and the Study Abroad Experience**

This talk discussed how students abroad often socialize most with other foreign students and how study abroad affects male students. Todd Squires (Kinki University) <squires.todd@gmail.com>

### **Language Tasks in a Content-Based Film Class**

This session introduced language learning tasks and teaching materials which were developed for a content-based film course for college students. Ashley Ford (Chubu Univ.) <ford@chubu.ac.jp>

### **Post-Study Abroad Student Presentations**

This presentation described how structured student English presentations given after returning from study abroad can enhance the language learning experience. James Lassegard (Hosei University)

### **EIL Views: University Students Across E. Asia**

This presentation discussed the results of a major survey of 4,000 students in four Asian countries which looked at student opinions about English as an Asian lingua franca. Scott Menking (Shimane University) <smenking@soc.shimane-u.ac.jp>

### **Attitudes to Language Learning and Cultures**

This talk (in Japanese) reported on research into whether English in primary schools promotes EFL motivation and intercultural understanding. Yumi Tanaka (Kobe Shoin Women's University)

### **Global Issues in EFL Texts around the World**

This talk discussed how global issues (war, peace, human rights, the environment) were treated in EFL texts from countries such as Germany, Brazil, Russia and Korea. Kip Cates <kcates@rstu.jp>

### **Cultural Awareness in the Language Class**

This workshop described the challenges that teachers face in developing awareness of the world through bringing culture into the classroom. Valerie Hansford (JII) <vhansford@mac.com>

### **International Awareness Education for Kids**

This workshop discussed the design of a seminar on "international awareness" which was created to help Japanese children go beyond stereotypes. Laurel Kamada (Tohoku Univ.) <laurel@he.tohoku.ac.jp>

### **From Classroom to Action: Disaster Relief**

This talk described how content-based college classes on disaster relief led students to form their own Tohoku recovery support group. Jennifer Teeter (Kyoto Sangyo U.) <teeter42@gmail.com>

### **Let's Talk Taboos!**

This presentation introduced the new text "Taboo Talk" and argued that controversial issues can be a rich source of content for EFL classrooms which promote language and thinking skills. Jonathan Lynch (Azabu University) <lynch@azabu-u.ac.jp>

### **Counter-arguments in Persuasive Writing**

This talk argued that including counter-arguments in writing classes improves student writing and helps to overcome "myside bias." Paul Stapleton (Hong Kong Inst Education) <paulstapleton@gmail.com>

### **English Education Overhaul: Look Abroad**

This talk described innovative case studies in language education from California, Finland and the aviation industry. Marjo Mitsutomi (Akita International University) <mimitsutomi@aiu.ac.jp>

### **Smartphones/Tablets at Japanese Universities**

This talk reported research about how smart phones and tablets can be effectively integrated into foreign language classes. James Selwood (Hiroshima University) <jselwood@hiroshima-u.ac.jp>

### **Skills to Develop Skillful Students**

This presentation introduced Macmillan's new EFL textbook "Skillful" which aims at promoting language development and critical thinking skills through international topics. Steven Gershon (Oberlin University) <sgershon@obirin.ac.jp>

### **Reading for Global Citizenship**

This workshop explained how to weave together English skills and global citizenship using the updated text "Global Outlook". Brenda Bushell (U. of Sacred Heart) <brenda@u-sacredheart.ac.jp>

### **Reality-based Assessment using Wikipedia**

This talk described a final college EFL course project in which students worked in groups to update Wikipedia pages. Edo Forsythe (Hirosaki Gakuin University) <forsythe@hirogaku-u.ac.jp>

### **The North-East Asian English Learner**

This talk discussed research on how North-East Asian EFL learners perceive and value "native" and local varieties of English. Andrew Pollard (Kangwon Nat'l Univ.) <andeepollard@gmail.com>

### **Cultivating Critical Media Literacy**

This talk introduced ideas and materials designed to help students develop critical media literacy and help them see beyond the surface meaning of texts. Troy Rubesch (KUIS) <troy-r@kanda.kuis.ac.jp>



### Gender-focused Fieldwork Activities

This presentation reported on EFL fieldwork activities that the presenter designed for a content-based class on Gender and Sexuality. Erin Hughes (KUIS) <erinannehughes@yahoo.com>

### Integrating Culture into an Interview Task

This talk described a course project designed to promote cross-cultural dialog via student participation in interviews with people from different cultures. John Rucynski (Okayama University)

### What's the Story, Morning Glory?

This session introduced the text "Discover the News" which is designed to get students involved in researching and reporting the news. David Harrington <davidh@languagesolutionsinc.com>

### Teaching with ABC News: Make a Difference!

This session discussed the importance of teaching news English, then described the design and content of the popular ABC News texts. Shigeru Yamane (Kansai University) <yamane@kansai-u.ac.jp>

### Designing an English Debate Course

This stressed the value of debate for developing public speaking skills and introduced an EFL debate course used for corporate training. Tomoko Tamura (Nichibei Gakuin) <info@nichibei.ac.jp>

### Problem-based Learning

This talk introduced the field of problem-based learning (PBL) and discussed the value in integrating its 7 stages into EFL. James Crocker (Kobe Womens U.) <james@suma.kobe-wu.ac.jp>

### Short-term Study Abroad: Beyond Languages

This talk discussed a new study abroad program designed in response to student requests for more interaction with local people, not just EFL lessons abroad. Izumi Kanzaka <izumi@soka.ac.jp>

### Films for Language Learning and Global Ed

This explained how films on global issues (peace, culture, environment) promote language learning and global awareness. Thomas Fast (Okayama Gakugeikan HS) <rapido2000@yahoo.com>

### Christian versus Critical English Teaching

This talk examined the ongoing debate between Christian and critical educators in TESOL from various perspectives. Simon Gillett (Sookmyung Women's University Korea) <sgg206@ex.ac.uk>

### Coaching Global Communicative Competence

This explained the importance of coaching global communicative competence (GCC) in ESP to prepare students for a global world. Maura Pfeifer (Sumikin-Intercom) <pfeifer.maura@gmail.com>

### Cultural Competence for Language Teachers

This session discussed the role of teachers as guides to culture and provided hints about how to integrate cultural content into EFL classes. Joseph Shaules (JII) <jshaules@japanintercultural.org>

### Happiness 2.0: The New Science of Well-being

This session introduced innovative ways to design English learning tasks on the topic of happiness, wellbeing and positive psychology. Marc Helgesen (Miyagi Gakuin University) <march@mgu.ac.jp>

### Language Consciousness in the Generations

This talk compared 1987 and 1996 survey results on the questions "Do you like your dialect?" and "Are you ashamed of your local dialect?" Moe Takasuka (Meikai University Graduate Program)

Next fall's JALT 2013 conference will be held October 25 - 28 at Portopia in the city of Kobe.

- Details at: [www.jalt.org/main/conferences](http://www.jalt.org/main/conferences)
- Deadline for submissions: April 2013

### 2011 BEST OF JALT AWARD

#### Tim Grose (Sapporo Gakuin)

JALT's *Global Issue SIG* is pleased to announce that the winner of this year's *Best of JALT Award* is **Tim Grose** of Sapporo Gakuin University, Hokkaido in recognition of his 2011 presentations about global issue websites and volunteer work in Laos, for his "Global Issues in English" textbook and for his great contributions over many years to our GILE SIG. Congratulations, Tim!

### GLOBAL ISSUES SIG AWARD

#### Jennie Morgan (Meisei University)

GILE is pleased to announce a new annual *Global Issues SIG Award* given to be given to global language educators and SIG members who embody the ideals of GILE. Our first ever winner is **Jennie Morgan** in recognition of her 2011 Pan SIG presentation as well as her GILE Newsletter article (Issue #82 February 2012) on the topic of student-made global issue poster presentations. Congratulations, Jennie!



# Habitat for Language Learning

## International Volunteer Experience and Motivation

by J. Paul Marlowe (Kwansei Gakuin University, Japan)



### Introduction

When students step outside the language classroom in Japan, they may find little reason or opportunity to connect what they are learning with the world around them. As a result, English language education can appear as simply a course requirement with little real world value to students. After the university entrance examinations, the purpose of English language learning for many learners shifts toward increasing TOEIC scores as a qualification for job-hunting. For others, a lack of clear purpose can make English language learning simply an exotic encounter with Western culture.

In response to this gap and to an increasing need for young Japanese students to learn and work collaboratively across borders and cultures, options for studying abroad or international volunteering have been growing in popularity. These options include, but are not limited to, traditional study abroad programs, internship programs, service learning, study tours, and international volunteer projects. Given the opportunity to use English in an authentic and meaningful way can reveal the value of learning language and leave a lasting impact on student attitudes and motivation.

### International Posture, Ideal Selves, Motivation

Gardner's original construct of *integrativeness*, which is generally defined as a psychological and emotional identification with the L2 group (Gardner, 1985) has been expanded and redefined by the concept of *international posture*, which is a desire on the part of learners to communicate with the international community as opposed to a specific cultural group (Yashima, 2000). Focusing on the purpose of L2 acquisition of Japanese students, Yashima noted "For many learners, English symbolizes the world around Japan, something that connects them to foreign countries and foreigners [...], with whom they can communicate by using English" (Yashima, 2002). Another model often cited in motivation research is MacIntyre *et al.*'s (1998) willingness to communicate (WTC) model that places emphasis on the communicative goals rather than on communicative competence. Yashima argues that "international posture affects learners' motivation, which leads to proficiency as well as self-

confidence, which, in turn, accounts for L2 WTC." (Dörnyei, 2009). In addition to international posture, it has been argued by Dörnyei and Csizér (2002) that the ability to envision an *ideal self*, in this case communicating with people in various foreign countries, can be a powerful motivator to learn a foreign language. Furthermore, Yashima *et al.* (2004) argue that "those who are conscious of how they relate themselves to the world tend to be motivated to study and communicate in English as they probably visualize 'English using selves' clearly."

### Background

In the spring of 2011, I accompanied a group of students from Kwansei Gakuin University's *Habitat for Humanity* club to the remote region of Jhapa, Nepal. Part of my interest in joining this group was to examine the effect of participating in international volunteer projects on attitudes toward learning a foreign language.

### *Habitat for Humanity International*

Habitat for Humanity is a non-profit and non-governmental organization that was established in the United States in 1973 with the stated purpose to "seek to eliminate poverty housing and homelessness from the world and to make decent shelter a matter of conscience and action" (Habitat for Humanity International, 2012). Habitat achieves this goal by providing zero interest loans and coordinating work between homeowners, local contractors, and volunteers. Since its inception, Habitat claims to have built over 400,000 homes that shelter 1.75 million people around the world.

### *Kwansei Gakuin University "Uehabitat"*

Kwansei Gakuin University (KGU) was established as a Christian missionary school in 1889 with the motto "Mastery for Service". The Uegahara campus in Nishinomiya, Japan offers several extra curricular clubs and circles that students can join, including "Uehabitat" which has an average membership of 100 students year to year across all grade levels. Once a year, usually in spring, members can volunteer to join a Global Village (GV) group. This group participates in fundraising activities prior to traveling to a chosen host country and spending a week working in a local community

on one or more project sites. Countries where KGU students have volunteered include Indonesia, the Philippines, Nepal, and Cambodia.

### The Nepal Global Village Group

The Nepal GV group consisted of 23 students including one student from Kinki University and one from Konan Women's University. The students study in a wide range of disciplines with an overwhelming majority studying law. Out of the group, 14 had never traveled abroad. All of the students had started studying English in Junior High School with four students having extra experience studying at a language school.

The trip spanned 12 days, which included a few days for sightseeing in Kathmandu. Most of the time was divided between two worksites in Jhapa, a region located about an hour from the capital by airplane. The GV group had a student leader, a sub-leader and designated responsibilities to each of the other members. Two on-site coordinators from Habitat in Nepal assisted the group. Overall, the costs of the trip totaled 115,000 yen for airfare and roughly 1,600 yen per day for hotel and food.

The students divided their time between two worksite projects in which they helped build two types of homes for local families. One was a traditional brick home and the other was made from locally grown bamboo.

### Research

Students were surveyed immediately before, immediately after and six months after the experience. The survey was designed to investigate the students' expectations and impressions of the importance of English in an international volunteer experience, and to determine whether or not participating in an international volunteer experience had an impact on their attitudes toward English language learning.

### Pre-Survey

The pre-survey contained 21 questions, including a section about the students' background and experiences studying English, and a second section of 12 questions regarding the students' expectations, attitudes, and motivation toward using English. The second section was re-administered on the post-surveys to determine any significant changes in attitudes.

### Expectations

The first group of questions in the second section of the survey focused on what the students' expectations were before the trip and whether or not those expectations matched the reality of the overseas volunteer experience.

*What level of English do you think is necessary to participate in international volunteer projects?*

	Pre	Post
Excellent	0	2
Good	8	11
Fair	10	6
Poor	0	0
Not at All	1	0
TOTAL	19	19

The post-survey results show a slight shift in attitude toward the belief that a higher level of English was necessary to participate in the volunteer experience. Even though the students underestimated the necessary level of English to participate, they overestimated the frequency of use of English during the experience.

*How often do you/did you think you will use/used English during this volunteer experience?*

	Pre	Post
All the time	8	6
Sometimes	6	9
Occasionally	4	2
Rarely	0	1
Never	0	0
TOTAL	18	18

The experience varied wildly from student to student with some students stating, "I spoke English everyday" to "I talked to locals in Japanese" to "I didn't use any new English". Whereas some students used the experience in Nepal as an opportunity to employ their English communication skills, other students preferred not to try at all and only rely on Japanese, gestures, or other group members to translate for them. This is probably why there was very little significant change when students were asked about their confidence in communicating with foreigners during the experience:

*How confident are you that you can communicate with foreigners?*

(5= extremely confident, 1= Not confident at all)

	Pre	Post
5	0	0
4	2	2
3	6	8
2	8	8
1	3	1
TOTAL	19	19
Avg.	2.4	2.6

## Attitudes

The next section of the survey focused more specifically on the students' attitudes toward using English during the volunteer experience.

*Do you think your English education has prepared you adequately for this volunteer experience?*

	Pre	Post
Yes	3	5
No	16	14
TOTAL	19	19

An overwhelming majority believed that their English education had not prepared them to participate in the international volunteer experience. In both the pre- and post-surveys, students identified the lack of communicative skills as being a major factor in their inability to communicate. One student commented that his English education was inadequate "because we studied reading and writing English...not enough speaking and listening". Other students echoed this feeling by stating "Even if I know words, I can't use them in conversation when I go out". Even those students who believed their English education had adequately prepared them, indicated that they still needed to learn more by stating that "it isn't enough, but it was still helpful" or "I think I should study more".

Despite an overall general feeling of unpreparedness, students still believe in the value of English language education for their future.

*Do you think learning English is important for your future?*

	Pre	Post
Yes	19	18
No	0	1
TOTAL	19	19

Even with feelings of unpreparedness and struggles to communicate during the volunteer experience, the belief in the importance of learning English for the future remained practically unchanged and nearly unanimous. Reasons for this belief centered on ideas of connectedness to the world and foreign countries, increased interactions with people of different nationalities, and the establishment of English as the global language. One student, noting the importance of English outside of Japan wrote, "When we go out of Japan, we have to use English. If you know English, you can expand your views". Another student commented on the increasing opportunities to

speak with people of other nationalities within Japan saying that "many foreign people come to Japan and I have many chance to speak with them". Still, another student simply acknowledged the ubiquity of English by stating "English is the world language now". Clearly, these students see a future with increasing opportunities of interacting with other groups of people with English as the primary means of communication.

## Motivation

Overall, this group of students felt unprepared to use English in the volunteer experience, but still maintained a strong belief in the value of acquiring English language ability. One of the primary interests of this research was to find out if the volunteer experience would have an impact on their motivation to learn English.

*How motivated are you to study English now?*

(5= Extremely motivated, 1= Not motivated at all)

	Pre	Post	Post (6 months)
5	6	13	2
4	4	3	4
3	5	3	3
2	4	0	0
1	0	0	0
TOTAL	19	19	9*
Avg.	3.6	4.5	4

As the data shows, the immediate effect of the volunteer experience on student motivation to study English is significant. The number of students who identified themselves as being extremely motivated to study more than doubles in the post-survey results.

*How motivated are you to use English now?*

(5= Extremely motivated, 1= Not motivated at all)

	Pre	Post	Post (6 months)
5	7	12	3
4	4	3	1
3	6	4	2
2	2	0	2
1	0	0	1
TOTAL	19	19	9*
Avg.	3.8	4.4	3.8

Motivation to use English showed a significant increase following the volunteer experience. Combined, these questions indicate an overall increase in motivation toward acquiring English language skills. Therefore, it can be inferred that the



volunteer experience in Nepal had an immediate and direct impact on students' motivation toward English. In the post-survey results, students noted positive effects of using English to communicate during the volunteer experience. One student admitted "I like communicating with foreign people so I will study English more and more in Japan" while another confessed "I felt a little fun from using English during the experience". Even though the students had felt unprepared to use English in this situation, through the experience they were able to discover the joy of using language to communicate with people of different nationalities and backgrounds.

However, just over six months after returning to Japan, a second post-survey was distributed to measure to what extent the immediate effects endured after the euphoria of the experience faded into memory. Unfortunately, only nine members completed and returned the survey. Therefore, it is difficult to get a clear picture, but the motivation to study and use English appears to have decreased over the six months following the volunteer experience, with the motivation to use English returning to the pre-survey level.

Of the nine students who completed the survey, six of them admitted that they rarely had the opportunity to use English in Japan since returning, and the other three claimed to have had occasional opportunities. It appears that without an immediate need to use English in their environment in Japan, their desire to study and use English was adversely affected. Still, all nine unanimously maintained the belief that English is important for their future, and made references to a "global age" where English would be necessary in business, work, and relations with other countries.

## Conclusions

Too often, for many Japanese students, the connection between what (and how) they learn English in the classroom and real life opportunities to communicate in English are obscure and disconnected from reality. One way to address this problem is to change the way that English is taught in the classroom, including less focus on proficiency and accuracy and more focus on communicative meaningfulness by imagining context and goals and creating ideal selves. However, beyond the classroom, one way for students to find practical and meaningful value in learning English while having a concrete goal to use the language is through opportunities in international volunteering. *Habitat for Humanity International* provides this opportunity in addition to

the overall goal of providing homes for under-privileged families around the world.

*This article is based on a presentation given by the author at the 2011 JALT international conference in Tokyo, Japan.*

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### J. Paul Marlowe

Kwansei Gakuin University, Japan

E-mail: <[pmarlowe79@kwansei.ac.jp](mailto:pmarlowe79@kwansei.ac.jp)>



### Habitat for Humanity

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

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

**Habitat for Humanity** is an international non-profit organization dedicated to building simple, decent, affordable housing through volunteer labor for families in need around the world. *Habitat* programs are open to anyone. Since its founding in 1976, it has built over 500,000 houses sheltering 1.75 million people in 3,000 communities and five continents worldwide. Check out its international website or its Habitat Japan site above.



## Big Issues in Small Slots

### - Two Video Centered Activities -

by Mark Rebuck (Nagoya University, Japan)



#### Introduction

Teachers, either through personal choice or external constraints, will differ in the classroom time they allocate to global issues. Some may devote an entire course to a single topic such as HIV/AIDS or gender. Others will focus on a different world problem each week, as advocated by Altan (2010, p. 63). A teacher using the recently published *Taboo Talk* (Lynch, 2012), would also likely follow this one-issue-a-lesson pattern. Still other practitioners will allocate an occasional class to issues, perhaps two or three in a fifteen-week course. This article looks at two activities, the *Controversial Issue* slot (CI-slot) and the *Dictation-Video-Dialogue* cycle (D-V-D cycle), that occupy less course space even than the occasional-lesson approach. They provide options for language teachers wishing to inject substantive content into pre-existing lessons.

#### Controversial Issue (CI) Slots

As I describe in Rebuck (2012), CI-slots involve students watching a video, engaging in a simple focus-on-language task, then listening to their teacher's view on the issue raised in the video. Like the D-V-D cycle, to be explained later, CI-slots are kept short (around 10 minutes) so as not to displace other parts of a lesson. Two videos that I have used for these slots are briefly described here. Readers might like to use the internet links to view the videos at this point.

##### *Video 1: "I was lovin' it"*

The video shows an overweight, middle-aged man dead on a mortuary trolley, with a woman weeping over his body. In the corpse's hand is a half-eaten hamburger.

Link: <[www.youtube.com/watch?v=Mx0IJnO3o8g](http://www.youtube.com/watch?v=Mx0IJnO3o8g)>  
(Google search: "Mc Donalds-I Was Lovin It")

##### *Video 2: Environmental destruction during COP10*

Made by a local conservation group campaigning to save a unique urban ecosystem, Hirabari Satoyama, the video opens with a scene of a tranquil forest and lake. Captions appear which read: "COP10開催中に伐採が始まった" (*The felling began in the middle of COP10*); the scene

then changes to one of destruction with trees being cut down. The video ends with the captions "私たちのお金を里山開発に使わないで" (*Don't use our money to develop Satoyama*) and then a close-up of a certain bank's passbook being cut in two. This bank financed the construction company that is in the process of building a housing estate on what was once a sanctuary for a myriad of flora and fauna. (COP 10—*Conference of the Parties*— was an international conference on protecting biodiversity held in Nagoya in 2010)

#### Link:

<[www.youtube.com/watch?v=iWwwqiVzmIw](http://www.youtube.com/watch?v=iWwwqiVzmIw)>

(Google search (in Japanese): 十六銀行さん 私たちのお金を里山開発に使わないで)

Being short (around one minute each) with highly visual, immediately understandable messages, the two videos were suited to this activity. Here I will focus on the Video 2 slot because it dealt with an issue in which I was personally involved (see Rebuck, 2012, for details of Video 1's CI-slot). Video 2 was incorporated into a lesson focusing on the phrase *used to*, in which students talked about changes in their lives and in the world around them. The stages of this particular CI-slot were as follows:

1. Playing the video: The video was paused at the opening scene and students were asked to describe what they saw ("There is a forest"; "There is a lake"; etc.).
2. Post-video language task: Following the video, students completed sentences with *used to* by inserting the appropriate phrasal verb:
  - *There used to be a big forest but it was* [cut down].
  - *There used to be lakes full of fish and frogs but they have been* [filled in].
3. Disclosure of the teacher's view: I spoke with some passion about the folly of destroying the last *satoyama* ecosystem in Nagoya and explained why the bank in the video was being criticized. By writing key words and phrases on the board and by translating some low frequency lexis, I provided support for the students during this "live listening."

## Students' views of the CI-slots

A questionnaire survey was given to 52 students enrolled in a private university in Nagoya to ascertain their views on the CI-slots. Full details of the questionnaire used and the procedure can be found in Rebeck (2012).

The videos used in the CI-slots were positively evaluated by the majority of students. For Video 1, 88% of the respondents considered it a “very appropriate” or “appropriate” classroom resource. For Video 2, the figure was 93%. Analyzing the responses to the open-ended questions (translated by me from the Japanese) revealed two main reasons for this positive response:

1. Topic relevance: the Japanese word *mijika* (身近), familiarity or closeness, appeared in many comments. For Video 2, this familiarity was both spatial—Hirabari, being the location of the Aichi Driving Test Center, was a place known to all the students—and temporal—this CI-slot was incorporated into a lesson a week following COP10.
2. Awareness-raising: for Video 2, twenty comments (46%), including the one below, indicated that this CI-slot had alerted students to a reality of which most had been unaware.

*Without this lesson I would never have known about the environmental destruction that was happening so close to my house.*

Other reasons given by students for their positive evaluation included this one in reference to Video 1:

*In Japan it is rare to see criticism of McDonalds and other fast food establishments, so it was refreshing to watch.*

There were only 10 comments that negatively evaluated either of the videos. One student, for example, labeled Video 1 as “biased advertising” (*katayotta senden*), which echoed McDonalds’ own criticism of the advert as “outlandish propaganda” (Clark, 2010).

A key feature of the CI-slot was the post-video teacher talk. In response to the statement “It was good for your teacher to give his opinion on controversial issues,” all students indicated either strong agreement or agreement. A number commented that listening to the teacher’s opinion was a chance to reflect upon and deepen their own. It was interesting that 15 comments, including the following one, indicated that no particular significance was attached to a view just because it emanated from their *sensei* (teacher).

*The opinion of the teacher is just one of many. Hearing [his/her] opinion makes us aware that such views exist and makes us think about our own views.*

Teachers who disclose their opinions often argue, as Hess (2005) points out, that they are duty bound to “model the importance of taking a stand on issues” (p. 47). Such a view was echoed in this comment:

*If the teacher takes a neutral stand and just talks about innocuous things, then we will also take a neutral stand on everything. If the teacher gives his opinion, then we will realize that we should give our opinion.*

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## The D-V-D cycle

While the CI-slots were generally positively evaluated by the students, it is likely that some teachers will feel uncomfortable about airing their views to a captive student audience. In addition, as a language activity, it is not a particularly balanced one, focusing mainly on listening. A less teacher-centered activity that practices the four skills is the D-V-D cycle. It involves three stages:

### 1. Dictation

A dictation provides background information to the video while increasing listening proficiency and improving writing. There are numerous ways this step can be carried out (see Rost (2011, p. 185 for a summary of different forms of dictation), but what I call a “divulged dictation” is one variation well suited to lower-level students. It involves students transcribing a passage after having seen it temporarily projected onto a screen.

### 2. Video screening

### 3. Dialogue

A dialogue focusing on the issue raised in the video is practiced by students in pairs. A gap filling exercise can add a limited degree of personalization to the activity.

One of my lessons includes an authentic recording in which *to put off* (here used with the meaning *to deter*) is a key lexical item. Mining the audio text post-listening, I focus on this item to illustrate key features of phrasal verbs. Then, in the last fifteen minutes of this lesson, I include a D-V-D cycle centered on a public awareness video aimed at putting people off some behaviour. One such video—and there are many on YouTube—is a road safety video on which the D-V-D cycle described below is centered. Readers are warned that the video

is hard-hitting and graphic, but watching it will help to clarify what follows in this article (see “Video” below for link).

*Dictation:* The passage below is read by the teacher:

*The video you are about to see is a public information film that was made by the Welsh police. It aims to raise people’s awareness of road safety. Specifically, it was made to put people, particularly young people, off texting while driving. The video has been shown in high schools in and outside the UK.*

*Video:* The video is screened

*Link:* Video 1

<<http://www.youtube.com/watch?v=9krX9fHafHM&feature=related>>

(Google search: “don’t text and drive”)

3. *Dialogue:* Here’s an extract from the handout:

*Practice the dialogue below in pairs. Use one phrase from a–d in the box to fill in gaps 1 and 2*

- |  |
|--|
| <p>1 a) It was a complete waste of time<br/>b) It was OK<br/>c) It was quite interesting<br/>d) It was really interesting</p> <p>2</p> <p>a) I don’t think it will.<br/>b) it might.<br/>c) it may make people think twice about [doing it/texting while driving]<br/>d) I think people who watch it will definitely not [do it/text while driving] again.</p> |
|--|

*B* is telling *A* about his/her previous lesson, which was this one.

**A:** How was your last lesson?

**B:** . We saw a video that was made to raise awareness of the dangers of texting while driving.

**A:** Why did your teacher play such a video in an English class?

**B:** I think it was to illustrate one of the uses of the phrasal verb *put off*. And maybe he showed the video because he wanted to put us off texting while driving. After all, many of us will be getting our driver’s license in the near future.

**A:** Do you think that just watching a video will really put people off texting while driving?

**B:** Actually,

## Conclusion

Johnston (2003) points out that one pedagogic dilemma teachers face is “balance[ing] the need for a focus on language with the simultaneous need for language teaching to be about something meaningful” (p. 145). The CI-slot and D-V-D cycle are two ways I have sought to achieve such a balance. They are not, however, without their problems. Although neither was conceived as a discussion activity— their purpose was to provide stimulating content for learners whose proficiency would have precluded discussion in the L1—students were not provided with any opportunity, such as written homework, to respond to the message delivered in the video and expressed by their teacher. Also, since opposing voices were not introduced, it could be argued that a certain viewpoint was being imposed on the students.

Finally, readers who have viewed the “texting and driving” video may also have doubts about its appropriateness as a classroom resource. The issue of appropriateness amongst others is one that I will explore in a future article.

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*This article is based on the author’s JALT 2011 conference presentation and on his 2012 TLT article listed above.*

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### Mark Rebuck

Nagoya University, Japan

E-mail: <[reebuk67@yahoo.co.jp](mailto:reebuk67@yahoo.co.jp)>





## Special Feature

# Teaching about Territorial Disputes



The year 2012 has been marked by dramatic - and sometimes violent - border conflicts involving Japan, China and Korea. The topic of “territorial disputes” is thus a very relevant current event with a rich potential for language learning, touching on history, geography, politics and culture. At the same time, it presents a great chance for promoting global education attitudes and skills such as media literacy, critical thinking, multiple perspectives, objectivity, empathy, fairness and human rights.

### Teaching Ideas

- Have your students try the activities here:
  - \* study about border disputes (pgs. 17-18)
  - \* compare different opinions (pg. 19)
  - \* discuss possible solutions (pg. 20)
- Have students choose their own disputes, then make reports, posters or presentations
- Have students roleplay Chinese, Korean and Japanese viewpoints on particular disputes
- Have students study a dispute, draw up a solution and send it to the media/government
- Have students interview classmates, friends and family to understand their views.
- Have students contact youth in Korea and China to discuss and find a fair solution.

### USEFUL WEBSITES

- ✧ Wikipedia <[www.wikipedia.org](http://www.wikipedia.org)>
  - has lists and profiles of territorial disputes
- ✧ C.I.A. <[www.cia.gov](http://www.cia.gov)>
  - a good list with border disputes by nation
- ✧ Telegraph <[www.telegraph.co.uk/news/](http://www.telegraph.co.uk/news/)>
  - a good article on world border disputes
- ✧ E-notes Article <[www.enotes.com](http://www.enotes.com)>
  - an article on reasons for boundary disputes
- ✧ Video: “Neighbours” <[www.youtube.com](http://www.youtube.com)>
  - classic film clip about neighbors & borders

### Top 10 Territorial Disputes

<<http://listverse.com>>

1. Palestine (Israel vs Palestinians)
2. Taiwan (Taiwan vs China)
3. Falkland Islands / Malvinas (Argentina vs UK)
4. Cyprus (Greece vs Turkey)
5. Tibet (Tibet vs China)
6. Gibraltar (Spain vs the UK)
7. Taiwan (Taiwan vs China)
8. West Sahara (Morocco vs Sahrawi Republic)
9. Kosovo (Serbia vs Kosovo)
10. Abkhazia (Georgia vs South Ossetia)

## Let's Study about Border Disputes !!

- Study the vocabulary below. Then practice with your partner: “How do you say \_\_\_\_\_ in English?”
- Next, look at the data on territorial disputes on pg. 18, then practice the questions below in pairs or groups.

Vocabulary		clash	衝突	to occupy	占領する	right-wing	右派・右翼
to annex	併合する	conflict	対立	politician	政治家	riot	暴動
arbitration	仲裁	dispute	紛争	to postpone	延期する	status quo	現状
border	国境	extremist	過激主義者	to renounce	放棄する	territory	領土
civilian	一般市民	nationalist	国家主義者	to (re)solve	解決する	territorial	領土の
claim	権利の主張	nationalize	国有化	resources	資源	withdraw	脱退する

### Comprehension Questions

- 1) What's the dispute about?
- 2) What's the name of the disputed territory?
- 3) Where's it located?
- 4) Which nations claim ownership?
- 5) Which nation controls the area now?
- 6) What's the background to the dispute?

### Summary Practice

- 1) Explain the dispute in your own words.

### Discussion Questions

- 1) What do you know about this dispute?
- 2) How is it portrayed in the media? in school?
- 3) How can this dispute be solved fairly?



## Dokdo / Takeshima / Liancourt Rocks



What: two small rocks  
Location: halfway between  
Japan and Korea  
Claimed by: Japan and  
South Korea  
Status: controlled by Korea

The Liancourt Rocks are two tiny islands known as *Dokdo* (in Korean) and *Takeshima* (in Japanese). They are claimed by both Korea and Japan. The islands have been controlled by Korea since 1954. Relations between the two nations worsened when Shimane Prefecture established a “Takeshima Day” in 2005 and when Korean President Lee Myung Bak made an official visit there in August 2012.

Wikipedia: *Liancourt Rocks Dispute*



## Falkland Islands Las Malvinas



What: two small islands  
Location: in the south Atlantic  
near South America  
Claimed by: Argentina and  
the U. K.  
Status: controlled by the UK

The *Falkland Islands* (English) / *Las Islas Malvinas* (Spanish) are claimed by both Argentina and the United Kingdom. They have a population of 3,000 people. The UK has controlled the islands since 1833. The dispute led to a major war in 1982 when Argentina occupied the islands and Prime Minister Margaret Thatcher sent British troops to “take them back.” 900 soldiers and civilians on both sides were killed.

Wikipedia: *Falkland Islands Sovereignty Dispute*

## Senkaku Islands / Diaoyu / Tiaoyutai



What: uninhabited islands  
Location: East China Sea  
Claimed by: Japan, China and  
Taiwan  
Status: controlled by Japan

These small islands are claimed by three countries, but have been controlled by Japan since 1895. They're known as the *Senkaku Islands* (Japan), *Daiyou Islands* (China) and *Tiaoyutai* (Taiwan). The dispute has led to frequent clashes between fishing boats from the three nations. Anti-Japanese riots took place in China in 2012 when the Japanese government “bought” and nationalized the islands.

Wikipedia: *Senkaku Islands Dispute*



## Kashmir



What: disputed area  
Location: between India,  
Pakistan and China  
Claimed by: India and Pakistan  
Status: occupied by both

Kashmir is a region near the Himalayas claimed by India and Pakistan. It has a population of 12 million people which includes both Hindus and Muslims. India controls 43% of the region. Pakistan controls 37%. The two countries have fought three wars over Kashmir: in 1947, 1965 and 1999, causing thousands of deaths. A number of groups in Kashmir have protested for independence against outside control.

Wikipedia: *Kashmir Conflict*



## Northern Territories / Kuril Islands



What: four islands  
Location: Sea of Okhotsk  
Claimed by: Russia and  
Japan  
Status: controlled by Russia

The Kuril Islands (known as *Northern Territories* in Japan) are a group of islands located between Kamchatka and Hokkaido. They are claimed by both Russia and Japan. Japan took control from the Ainu in the Edo Period. They were invaded and annexed by the Soviet Union at the end of World War II in 1945 and are still controlled by Russia.

Wikipedia: *Kuril Islands Dispute*



## Preah Vihear



What: Buddhist temple area  
Location: Thai-Cambodia border  
Claimed by: Thailand and  
Cambodia  
Status: controlled by Cambodia

Preah Vihear, an 11<sup>th</sup> Century Buddhist temple, is at the center of a 100-year old dispute between Thailand and Cambodia. The temple is controlled by Cambodia. Border clashes by soldiers of the two South-East Asian nations escalated after Cambodia registered it as a UNESCO World Heritage site. Each country withdrew its army from the area in July 2012.

Wikipedia: *Thai-Cambodian Border Dispute*



## JAPAN'S TERRITORIAL DISPUTES



### Comparing different opinions

Here are 10 people with 10 opinions on Japan's border disputes with China, Korea, Russia and Taiwan.

- (1) Which people do you agree with? Which people do you disagree with? Why?
- (2) What do you think about each opinion? What's your own opinion?
- (3) Which ideas will lead to good relations and to peace? Which ideas will lead to conflict and war?



**A**

It makes me angry that right-wing politicians and ultra-nationalists here in Japan are willing to damage the good relations that we have with our neighbors China and Korea over a few tiny islands.



**B**

This is a life and death matter for Japan. Our country's future is at stake. If we don't stand up to China, Korea and Russia and fight for our rights, nobody will respect us. We need to have a big army and nuclear weapons.



**C**

I'm not very interested in politics but I think we have to support our country no matter what. Our politicians and government know what's best for us, so we should trust them and follow their orders.



**D**

I'm really sad because our school trip to Korea was cancelled. My Japanese classmates and I are learning Korean, love K-Pop and have lots of Korean friends on Facebook. Why do the politicians have to ruin everything?



**E**

It's the fault of education. Schools in each nation only teach a narrow nationalist view of history. Young people just learn the propaganda of their own country. We need more critical thinking in schools.



**F**

I really don't care that much about the issue. It doesn't matter to me which country controls the islands. It just seems very childish for our national governments to be fighting over a few small islands like little children.



**G**

It's all the media's fault. TV, radio and newspapers only show their own country's point of view and ignore the other side. They always focus on the conflicts and ignore all the groups and people that are working for peace.



**H**

I think ordinary Japanese people have to speak out and state their opinions. If they don't say anything, then people overseas only hear the comments of politicians and extremists, and then assume that our silence equals agreement.



**I**

These conflicts are not about the islands. They're about fishing rights and natural resources. What the nations involved have to do is to work together and find a way to share these out fairly and equally.



**J**

My Japanese company was doing great business with our partners in China and Korea. Now, we can't sell our products. I wish those nationalists would think more about the impact of their actions on Japan's economy.

## Japan's Territorial Disputes: Brainstorming Solutions

Below are 10 possible ways to solve Japan's territorial disputes with China, Korea, Russia and Taiwan.

- **Discuss:** Which suggestions do you like? What are the advantages and disadvantages of each?
- **Brainstorm:** Form groups, brainstorm 3 more ways to solve the disputes, then report to the class.

### 1. SHARE

The nations involved should share the islands equally. For the four Northern Islands, Japan and Russia should each get 2 islands and an equal share of fishing rights.

### 2. TAKE TURNS

The nations involved should take turns with the islands. Since Japan has controlled the Senkaku Islands for 100 years, it should let China control them for the next 100 years.

### 3. RENOUNCE

One nation should give up the islands as a gift. Since Japan occupied Korea as a colony for 35 years, it should renounce its claim to Takeshima & enjoy the good will this brings

### 4. ARBITRATION

If it's too difficult to solve the conflict themselves, the nations involved should appeal for outside help. They should ask for fair arbitration from a neutral group like the UN or EU.

### 5. POSTPONE

If it seems too difficult now to resolve the territorial conflicts, all countries involved should agree to postpone the problem, keep the status quo and aim to solve this in future.

### 6. CHANCE

When choosing who goes first, sports teams often flip a coin or do *janken* (paper, scissors, stone), then accept the outcome. The nations involved in these disputes should do the same.

### 7. NATURE RESERVE

The islands should be made into nature reserves where the countries involved work together to protect local plants and animals.

### 8. BUSINESS ZONE

The countries in the dispute should set up an international business zone with joint ventures to design and build eco-products for Asia.

### 9. GREATEST NEED

Each territory should be given to the nation that needs it most. Japan is rich with an older shrinking population. China is poorer with a large and growing young population. So, the Senkaku Islands should be given to China.

### 10. PEACE ACADEMY

The disputed islands should be made into a symbol of peace. For example, Japan and Korea could build a Youth Peace Academy on Takeshima where Japanese and Korean students study conflict resolution together.

#### **Borders: A Very Short Intro**

by A. Diener (2012) \$10

This concise book gives a good introduction to the political, social and economic impact of national borders.



#### **The Pig War**

by R. Neering (2011) \$10

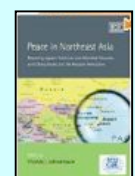
This colorful book tells the story of the 1859 *Pig War*: the last Canada-US border conflict at San Juan Island



#### **Peace in North-East Asia**

by T. Schoenbaum (2008) \$110

This academic text outlines Japan's territorial disputes with China, Korea and Russia, then offers solutions.



#### **「日本と世界の領土問題」 *Nihon to Sekai no Ryodo Mondai***

This is the best Japanese introduction to global border disputes and Japan's conflicts with China, Korea & Russia.



2011





## 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) **"Your World"** by Junko Machida and Hitomi Sakamoto (2012; ¥1400)

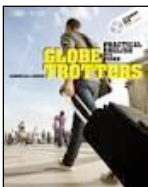
Saxoncourt Publishing Ltd. Tokyo Tel: 03-3865-6263 <[www.saxoncourt-publishing.com](http://www.saxoncourt-publishing.com)>



This colorful 53-page beginners English text for Japanese children aims to develop communication skills, active thinking, listening to others and self-expression. It takes a global education approach designed to connect English to the real world plus comes with a separate "International Understanding" text and CD (in Japanese). Its 8 chapters are titled: *About Me, The Five Senses, School, Garbage, Living Things, Homes, Food around the World and The Global Village*. Each 6-page unit includes 3 parts (*imagine, explore, connect*) a photo warm-up, key vocabulary, a short reading passage, comprehension exercises, cloze listening and an inter-cultural communication activity.

- (2) **"Globe Trotters"** by Carmella Lieske Book with student DVD. (¥2,400)

Cengage Learning (Japan) E-mail: [elt@cengagejapan.com](mailto:elt@cengagejapan.com) Web: <[www.cengageasia.com](http://www.cengageasia.com)>



This 110-page EFL listening/speaking text aims to promote language skills, travel English and international understanding through DVD / audio lessons on world cultures. Its 13 units deal with: *Spain, China, Peru, Tokyo, New York City, Antarctica, India, New Zealand, Africa, Cambodia, Egypt and Italy* with a final unit on *Mars*. Each 6-page unit has a warm-up based on photos from the region, a test of knowledge, DVD viewing tasks, a conversational dialog with colloquial usage notes plus a "Travel Adventures" section with dialogs, listening exercises, speaking tasks and travel tips.

- (3) **"To The Future: Topics in Health & Environment from VOA"** by S. Yasunami & R. Lavin

Shokakusha Publishing Company, 1-6-1 Iidabashi, Chiyoda-ku, Tokyo 102 (2013; ¥1900)

Tel: 03-3230-4813 Fax: 03-3230-4857 <[info@shohakusha.com](mailto:info@shohakusha.com)> <[www.shokahusha.com](http://www.shokahusha.com)>



This 60-page EFL text for Japanese students aims to promote language skills through listening passages from *Voice of America* radio (VOA) on themes linked to health and the environment. Its 15 units focus on topics such as *aging, human-animal conflicts, children and sleep, bee colony collapse, recycling pacemakers, trees in the desert, World No Tobacco Day, healthy teeth, bio-energy, the nursing shortage, pesticides and premature births*. Each 4-page unit has a pre-listening vocabulary prep, listening exercises, comprehension questions, useful expressions and sentences for translation.

- (4) **"Reaching Out: Stories from a Volunteer in Tohoku"** by Kate O'Callaghan (2013; ¥1800)

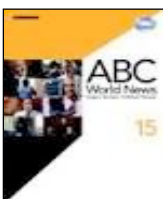
Cengage Learning (Japan) E-mail: [elt@cengagejapan.com](mailto:elt@cengagejapan.com) Web: <[www.cengageasia.com](http://www.cengageasia.com)>



This English reading text features a heart-warming collection of short essays that has been adapted from the 'blog' of a volunteer working after the Great East Japan Earthquake of March 2011. Her touching observations, fascinating accounts and searching questions encourage students to think deeply about what we can do to help each other in times of need. This inspiring and unique text is an excellent springboard for discussion and provides ample opportunity for students to improve their English.

- (5) **"ABC World News 15"** by Shigeru Yamane & Kathleen Yamane (2013; ¥2300) (Text & DVD)

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



This 100-page text-and-DVD promotes English language skills and awareness of current events via ABC World News clips. Its 15 units include topics such as *extreme weather, Amelia Earhart, the Arctic, student poverty, the Pope in Cuba, Americans in China, healthy living, hybrid cars, Medicare fraud, Third World sweatshops and US immigration*. Each 6-page unit has a warm-up, vocabulary prep, DVD script and viewing tasks, comprehension questions, summary practice and discussion topics.

# RESOURCES AND INFORMATION

## Better World Links

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



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

## U.N. Cyber School Bus

[www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/)



*The United Nations Cyber School Bus* is a classic global education website which features teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

## Global Issues

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



*Global Issues* is an informational website which features over 500 different articles on global issue topics ranging from military spending and racism to poverty, the arms trade and the environment.

## United Nations Works

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



*United Nations Works* is a great global education website for teaching about global issues such as poverty, peace, human rights and AIDS. Check out their classic *What's Going On?* video series!

## Global Issues at ESL Etc.

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



*ESL Etc.* is a great site dedicated to bringing global issues, global education and global activism into language teaching. It has free handouts, resources, podcasts and a teachers' forum. Check it out!

## Peace Boat

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



*Peace Boat* is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They run programs for college students. Encourage your students to join!

## Pedagogies of Peace Education as a Content-Based Subject among Second Language Learners in Nagasaki, Japan

by Tim Allen

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

On sale! \$30

It has been one year since the passing of Tim Allen, a Nagasaki-based language teacher and peace educator. Tim grew up in Canada and began his Japan career in 1986 as a language teacher, trainer and program director. Days before his sudden death from heart failure, he had submitted the final draft of his doctoral thesis: "*Pedagogies of Peace Education as a Content-Based Subject Among Second Language Learners in Nagasaki, Japan*". Tim, a long-time JALT member and President of Nagasaki JALT, was much beloved by all who knew him and is still greatly missed.

Although highly recognizable in the streets of Nagasaki for his height and his hat, Tim was quite

self-effacing. He was also a kind person who not only promoted peace, but also practiced it. His work will be of interest to anyone who is learning or teaching about peace education.

At the behest of his widow, Keiko, who wished not only to honour Tim, but also to keep his work alive and relevant, I recently had Tim's thesis published. I hope that GILE members will consider purchasing a copy for their own use or for their institution's libraries. Chapter 4 in particular: "Motivating Materials for a Peace Education Class" will be highly useful for educators teaching peace education content in their English classes.

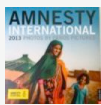
Tim's thesis can be purchased online for US \$30 from <[www.lulu.com](http://www.lulu.com)>. All proceeds from sales of the book will be donated to Amnesty International. Thanks!

Melodie Cook <[cookmelo@unii.ac.jp](mailto:cookmelo@unii.ac.jp)>  
(University of Niigata Prefecture, Japan)



## 2013 GLOBAL CALENDARS

The year is fast coming to a close. Now's the time to order your global education almanacs, calendars, date-books and diaries for the year 2013!



### AMNESTY INTERNATIONAL

Price: \$14 <[www.amazon.com](http://www.amazon.com)>  
or <[www.amnesty-usa.org](http://www.amnesty-usa.org)>

This 2013 calendar features powerful images by famous photo-journalists to commemorate the work of AI in promoting human rights. Get their *Amnesty International Weekly Planner*, too!



### NEW INTERNATIONALIST

Price: \$25 <[www.newint.org](http://www.newint.org)>  
or <[www.ni-japan.com](http://www.ni-japan.com)>

The NI *One World Calendar* features inspiring photos of people, countries and cultures. The NI *One World Almanac* is a datebook and personal organizer with country profiles and global data.



### JEE ECO-CALENDAR

*Japan Environmental Exchange*  
<[www.jeeeco.org](http://www.jeeeco.org)> 900 yen

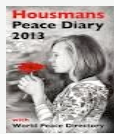
This environmental English-Japanese bilingual calendar has info and cartoons on eco-themes plus global issue dates. The calendar theme for 2013 is: *The Happy Taste of Slow Food!*



### WAR RESISTERS LEAGUE

*Syracuse Peace Calendar* \$15  
<[www.warresisters.org](http://www.warresisters.org)>

This 2013 *Peace Calendar* features 200 historical events from the US anti-war movement including the 150<sup>th</sup> anniversary of Emancipation and the 400<sup>th</sup> anniversary of the Dutch-Iroquois treaty



### 2013 PEACE DIARY

*Housman's 2013 Peace Diary*  
<[www.housmans.com](http://www.housmans.com)> £10

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



### 1960s PEACE CALENDAR

*Louise Carey: Images of the 1960s*  
<[www.amazon.com](http://www.amazon.com)> \$11

This 2013 calendar features iconic images and colorful graphics by designer Louise Carey from the peace-and-love era of the nineteen-sixties.



### GREENPEACE CALENDAR

*2013 Wildlife & Nature Calendar*  
<[www.amazon.com](http://www.amazon.com)> \$13

This 2013 calendar features striking photos of the world's wildlife and natural scenery taken by the world's top nature photographers.



### PEACE AND JUSTICE

*U.S. Posters for Peace & Justice*  
<[www.amazon.com](http://www.amazon.com)> \$12

This 2013 calendar features a unique collection of famous political protest posters from American history on the theme of peace and justice.

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

Try doing a google search for "2013 peace calendars" to learn about the wide variety of calendars available for purchase on-line.

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

This site features 2,000 calendars in dozens of categories. Type in a keyword (e.g. *peace*, *Sierra Club*, *WWF*...) to see what's available.

### ON - LINE GLOBAL CALENDARS

- Better World Calendar: [www.doonething.org/calendar/](http://www.doonething.org/calendar/)
- UN Calendar: [www.un.org/en/events/observances/days.shtml](http://www.un.org/en/events/observances/days.shtml)
- World Days List: [www.altiusdirectory.com/Society/world-days-list.php](http://www.altiusdirectory.com/Society/world-days-list.php)
- International Dates: [www.globaldimension.org.uk/calendar/](http://www.globaldimension.org.uk/calendar/)

## COMING EVENTS CALENDAR

Dec. 1	International AIDS Day <sup>1</sup>	Dec. 10	Nobel Peace Prize Ceremony <sup>5</sup>
Dec. 2	Abolition of Slavery Day <sup>2</sup>	Jan. 21	Martin Luther King Day <sup>6</sup>
Dec. 10	International Anti-Corruption Day <sup>3</sup>	Jan. 27	Holocaust Memorial Day <sup>7</sup>
Dec. 10	International Human Rights Day <sup>4</sup>	Feb. 14-20	Random Acts of Kindness Week <sup>8</sup>

1 AIDS: <[www.japanetwork.org](http://www.japanetwork.org)> <[www.avert.org](http://www.avert.org)> <[www.worldaidsday.org](http://www.worldaidsday.org)> <[www.worldaidscampaign.org](http://www.worldaidscampaign.org)>

2 Abolish Slavery Day: <[www.notforsalecampaign.org](http://www.notforsalecampaign.org)> <[www.castla.org](http://www.castla.org)> <[www.stoptraffickfashion.com](http://www.stoptraffickfashion.com)>

3 Anti-Corruption Day: <[wikipedia.org](http://wikipedia.org)> <[www.un.org/en/events/anticorruptionday/](http://www.un.org/en/events/anticorruptionday/)> <[www.transparency.org/](http://www.transparency.org/)>

4 Human Rights Day: <[www.youthforhumanrights.org](http://www.youthforhumanrights.org)> <[www.amnestyusa.org](http://www.amnestyusa.org)> <[www.hrw.org](http://www.hrw.org)>

5 Nobel: <[wikipedia](http://wikipedia.org)> <[http://nobelprize.org/nobel\\_prizes/peace/](http://nobelprize.org/nobel_prizes/peace/)> <<http://nobelprizes.com/nobel/peace/>>

6 ML King Day: <Wikipedia: *Martin Luther King Day*> <[www.mlkday.gov](http://www.mlkday.gov)> <[www.holidays.net/mlk/](http://www.holidays.net/mlk/)>

7 Holocaust: <[www.hmd.org.uk](http://www.hmd.org.uk)> <[www.ushmm.org](http://www.ushmm.org)> <[www.vhf.org](http://www.vhf.org)> <[www.urban.ne.jp/home/hecjpn/](http://www.urban.ne.jp/home/hecjpn/)>

8 Kindness: <[www.actsofkindness.org](http://www.actsofkindness.org)> <[www.theworldkindnessmovement.org](http://www.theworldkindnessmovement.org)> <[www.kindness.jp](http://www.kindness.jp)>

\* More dates: <[www.betterworldcalendar.com](http://www.betterworldcalendar.com)> <[www.earthcalendar.net/](http://www.earthcalendar.net/)> <[www.national-awareness-days.com](http://www.national-awareness-days.com)>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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

**NEWSLETTER SUBSCRIPTIONS (Non-JALT)** Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US \$15. In Japan, send a *teigaku kogawase* check (leave blank) from any post office to the address below. Overseas subscribers can 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 2011)

\* JAPAN SUBSCRIBERS: GILE SIG / JALT (200) GLOBAL ISSUES NETWORK (50) = 250

\* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

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

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

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