

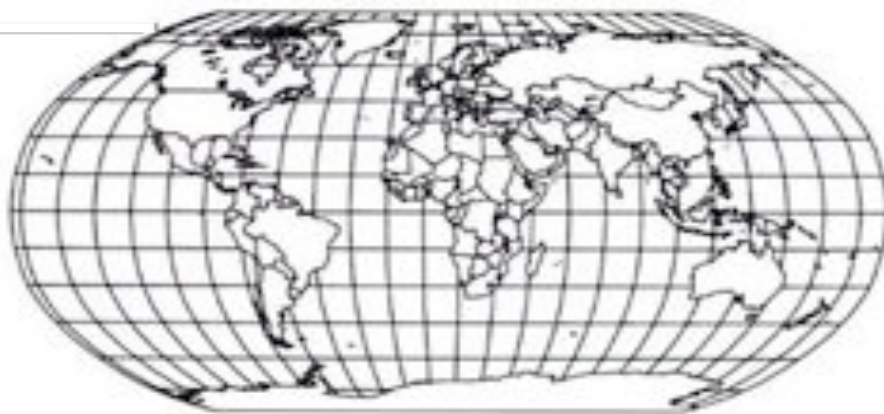
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

90th

Issue

celebrating 90
issues and 24
years in print
since 1990



Kip A. Cates, Tottori University, Koyama, Tottori City, JAPAN 680-8551
E-mail: kcates@rstu.jp Check out back issues on our homepage!
Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #90

Our first GILE newsletter for the year 2014 contains: (1) an innovative approach to teaching global issues through fictional narratives, (2) a description of persuasive films that can inspire students to action and (3) a project where students profile controversial figures such as Edward Snowden, Julian Assange and Daniel Ellsberg. Special features include classroom ideas for teaching about whistleblowers, teachable moments for the year 2014 and a tribute to the late Kevin Cleary, President of JALT. We also include conference reports on PGL 2013, Shin Ei-ken and the 12th Asian Youth Forum plus a round-up 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!

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



Reacting to the Past

March 15, 2014 at Sophia University
< <http://jalt-rtp2014.peatix.com> >

Tokyo JALT will sponsor *Reacting to the Past*, a language learning simulation that promotes critical thinking and problem solving by engaging learners in re-enacting historical events. This year's event will feature the following two topics.

- *Legacy of the 47 Ronin*
- *The Threshold of Democracy: Athens in 403 BC*

JALT Environmental Committee

Chair: Brent Simmonds

<brentoldchap@hotmail.com>

The *Japan Association for Language Teaching* has set up an *Environmental Committee* to explore how to reduce the environmental impact of JALT, its members and teachers in Japan. To learn more about this, contact Brent Simmonds.

Global Education Events

- ***Education and Human Development in Asia***
March 2 – 4, 2014 (Hiroshima, Japan)
Website: <www.presdafoundation.org>
- ***Asia Association for Global Studies (AAGS)***
March 22, 2014 (China)
Website: <<http://asia-globalstudies.org/>>
- ***Fostering Global Citizenship in Japan***
May 17, 2014 (Lakeland College, Tokyo)
Website: <www.conference.lcjapan.com>
- ***International Institute for Peace Education***
July 6 - 13, 2014 (Vilnius, Lithuania)
Application deadline: April 1, 2014
Website: <www.i-i-p-e.org/2014.html>
- ***Education, War and Peace Conference***
July 23 – 26, 2014 London (England)
Website: <www.ische2014.org>

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

New
book!!

Global Issues in the Teaching of Language, Literature and Linguistics

Now
on sale

by Francisco Diaz-Perez, Maria Diez-Bedmar, Paula Garcia-Ramirez, Diego Rascon-Moreno
(Department of English Studies, University of Jaen, Spain)
Peter Lang Publishers (2013) ISBN 3034312555 US \$72 <www.peterlang.com>

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ F. Diaz-Perez: <i>Introduction to Global Issues in the Teaching of Language, Literature, Linguistics</i> ▪ D. Rascon: <i>Combining Global Issues and ELT</i> ▪ R. Sampedro: <i>We Teach, We Touch the Future</i> ▪ J. Guijarro-Ojeda: <i>Queering English Studies: Paving the Way for Social Justice</i> ▪ J. Romero-Trillo: <i>How Shall I Call You? Language Identity and Otherization</i> | <ul style="list-style-type: none"> ▪ V. Garcia: <i>Classification of African Languages</i> ▪ B. Phillips: <i>Global Citizenship, Eco-criticism and The Teaching of Literature</i> ▪ M. Vinuesa: <i>Songs of Exile, Drums of Loss</i> ▪ J. Yebra: <i>Gender Politics and Sexual Dissidence</i> ▪ N. Pascual: <i>Pedagogy of the Oppressed Eater</i> ▪ M. Lirola: <i>Teaching Visual Grammar and Social Issues in an English Language Course</i> |
|--|--|

New GILE Website

www.gilesig.org



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

GILE on Facebook

www.facebook.com/gilesig.org



Take a look at the rich variety of news, resources and information on global ed and global issues on our dynamic *Global Issues Facebook* page designed by Jack Brajcich <brajcich@fukujo.ac.jp>

GILE on Twitter

<https://twitter.com/gilesigjp>



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

JALT GLOBAL ISSUES SIG OFFICERS FOR 2014

Here are the 2014 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

ADMINISTRATIVE OFFICERS

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Okinawa 902-8521
<masopiate@yahoo.ca>

JOIN OUR GILE SIG TEAM

Wanted!!

a new SIG Treasurer to handle
our finances. Please volunteer!

SIG Membership:

Tim Grose
Sapporo City, Hokkaido
<tppgrose@hotmail.com>

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

EFL Books Requested for Teachers in Haiti

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

"Book Aid" South Africa Library Project

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

Vietnam Book Donation Project

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL PROJECTS

- **How to Save Paper in School**
www.wikihow.com/Save-Paper-in-School
- **How to Become a Green School**
www.greenschools.net/

CLASS OR SCHOOL EVENTS

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



Raising Cultural Awareness in the English Language Classroom

by Jerrold Frank
(RELC Officer, Kiev, Ukraine)

This article emphasizes the importance of incorporating a culture component into foreign language teaching and discusses ways to promote inter-cultural communicative competence based on work by Michael Byram, Claire Kramsch and Edward Hall. The author then describes teaching ideas based on Michael Paige's four dimensions of culture learning: (1) the self as cultural (cultural awareness), (2) elements of culture (perspectives, practices, products), (3) intercultural phenomena (culture shock, cultural adaptation), (4) studying particular cultures (high and low context cultures), and (5) acquiring strategies for cultural learning. Teaching activities include *web quests* (exploring cultures on-line), *cultural collections* (of authentic materials such as movies, music, currency, stamps, newspapers), *cultural informants* (guest speakers), *role plays* (of cultural conflicts and differences), *cultural observations* (cultures as shown by the media) and *culture journals* (for student reflection).

English Teaching Forum Vol. 51/4 2013 USA
<http://englishprograms.state.gov/forum/>

Cross-Cultural Romance and Harry Potter

During a recent trade mission to China, Boris Johnson, mayor of London, made a romantic appeal to Chinese students at Peking University. "Come to the UK, we've got Harry Potter," he stated, noting that "the first person Harry Potter kisses is Cho Chang, a Chinese overseas student."

"London Mayor Plays Magic Card" in *EL Gazette* #407 December 2013, UK <www.elgazette.com>

Typhoon Impact on EFL in Cebu

Typhoon Haiyan had a devastating impact on Cebu Province when it hit the Philippines last November. Cebu has a reputation as Asia's #1 language travel destination with over 100 English language schools serving students from Japan, Korea, Taiwan and other countries. Although many EFL students were evacuated at the time, the local EFL industry is now striving to recover from the storm.

"Battered Cebu Province" in *EL Gazette* #408 January 2014, UK. <www.elgazette.com>

The Rationale for Introducing "Global Issues" in English Textbook Development

by Seyyed Mahdi Erfani (Iran)
<smerfai@yahoo.com>

This on-line article begins with a critique of English teaching coursebooks, noting their often bland or boring nature, their middle-class bias, their romanticized views of English nations as well as the existence of publisher guidelines that require textbook writers to avoid controversial topics. The author then argues for the inclusion of global issue themes into English textbooks in order to increase motivation, engage students with the wider world and promote a sense of global citizenship. He stresses the need to ground classroom teaching in the local context, include a cultural dimension, link topics to learners' lives, promote critical thinking and encourage students to express their values.

Theory and Practice in Language Studies Vol. 2/11 Nov 2012 <<http://ojs.academypublisher.com/index.php/tpls/article/viewFile/tpls021124122416/5867>>

Global Support for Syrian Students

With no end in sight to the crisis in Syria, a variety of global initiatives have started to assist Syrian students and educators. In Saudi Arabia, the Ministry of Education announced that it has ordered universities to create places for students from Syria. In the US, the *International Institute of Education* (IIE) has provided university grants for 100 Syrian students and rescued 40 Syrian scholars. It will also offer 600 scholarships for Syrians to study in Lebanon, Turkey, Iraq, Brazil, Europe and North America. In the UK, universities are working to grant hardship funds for some of the 640 Syrian students in the UK whose own funding has run out.

"Syrian Student Support" in *EL Gazette* #407 December 2013, UK. <www.elgazette.com>

Call for Brussels to Become a Trilingual City

The Education Minister of Belgium has called for Brussels to become a multilingual city by adding English as a third language to French and Dutch. "If Brussels wants to be international, it should declare English as an official language," stated Pascal Smet about the *Multilingual Brussels* plan.

"An Anglophone Brussels?" in *EL Gazette* #407 December 2013, UK. <www.elgazette.com>



JALT 2014 National Conference

Nov. 21 – 24, 2014 Tsukuba, Japan
<<http://jalt.org/conference/jalt2014>>

The 40th annual JALT conference will be held November 21–24, 2014 in Tsukuba (near Tokyo) on the theme of *Conversations Across Borders*. Plenary speakers include Claire Kramsch, Bill Harley, Thomas Farrell and Momoko Nakamura.

JALT Pan-SIG 2014 Conference

May 10–11, 2014 Miyazaki Municipal University
<<http://pansig.org/2014/>>

This year's Pan-SIG conference will be held on May 10–11 at Miyazaki Municipal University in Kyushu with the theme of *Sustainability: Making Teaching and Learning Last*. Do plan to attend!



ACLL 2014 Conference

April 25 – 28 in Osaka, Japan
<www.acll.iafor.org/>

The 4th Asian Conference on Language Learning (ACLL) will take place April 17 - 20 in Osaka on the theme of *Connecting, Learning and Growing*.



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

No. 2-3 The Foundry, Seager Road,
Faversham, Kent, UK ME13 7FD

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

IATEFL 2014 CONFERENCE

IATEFL's 48th annual conference will be held from April 2–5 in the city of Harrogate, England. Global themed presentations will include:

- *Critical Thinking Skills in EFL* (Eunice Marsh)
- *Environmental Issues for EGAP* (E. Naoumi)
- *Peacekeeping EFL in West Africa* (D. Seck)

Global Issues Pre-Conference Event (April 1) Socially Conscious Simulations and Roleplays

This event will introduce simulations and role plays designed to practice English while raising awareness of global issues. Sessions will include:

- *Starpower: A Trading Simulation* (Clandfield)
- *Online Games: 3rd World Farmer* (K. Mawer)
- *From Role Play to Action* (Luke Prodromou)

IATEFL's Global Issues SIG

Chair: Margit Szesztay
<margit.szesztay@gmail.com>

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

Key Internet Websites on Global Issues and Language Teaching



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

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

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

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



Teachers of English to Speakers of Other Languages

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

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

TESOL 2014 CONFERENCE

TESOL's 48th international conference will be held from March 26–29 in Portland, Oregon on the environmentally-friendly theme: *ELT for the Next Generation: Explore, Sustain, Renew*. Conference sessions will include:

- *Global Issues and World Organizations*
- *Exploring Bullying in Japan and the U.S.*
- *Teaching English to Confront Intolerance*
- *Environmentally Sustainable EFL Programs*
- *Language Teaching and Learning in Prison*
- *Discussing Islam in the ESL Classroom*
- *Storytelling to Prevent Genocide*

Social Responsibility Interest Section (SR-IS)

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

SR-IS Chair: Jeanne Malcolm
University of North Carolina
<jmalcol6@uncc.edu>

Don't forget to renew your Global Issues

MEMBERSHIP / SUBSCRIPTION

JALT Members: ¥1,500 per year

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



SHIN-EIKEN NATIONAL CONFERENCE

August 2 - 4, 2013 in Hokkaido, Japan
www.shin-eiken.com



The 50th national conference of the Japanese EFL high school group, *New English Teachers' Association* (Shin-Eiken), was held from August 2 - 4, 2013 in Sapporo, Hokkaido on the theme of *Gather, Learn, Share*.

新英語教育研究会

PRESENTATIONS

Teaching Peace via International Exchange

This outlined the benefits of international school exchanges for peace using Skype and social media.

Atsuko Akamatsu (Iwakuni Sogo High School)

Uganda – Odori High School Heart ♥ Project

This talk discussed how a UNESCO school in Japan engaged with Uganda, AIDS and orphans.

Ikumi Yamagishi (NPO Peace), Kazuya Asakawa

English Peace Messages in Junior High EFL

This talk explained a project where jr high students researched peace issues and made peace messages.

Nayo Nishikawa (Doshisha Junior HS, Kyoto)

Fukushima Today: 2 Years After the Disaster

This talk used video, articles and stories to discuss the Fukushima disaster and its lessons for students.

Tsugio Nikaido (Shin-Eiken Fukushima)

Learning About Ainu Culture in English

This talk described an English lesson on the Ainu which used picture books and BeLL Works ideas.

Peter Howlett (Hakodate La Salle High School)

Teaching about Human Rights: VOA to MLK

This discussed how Internet access to *Voice of America* radio can help to promote human rights.

Tamio Yanagisawa (Higashi Nihon Int'l Univ.)

You Are the Future

This explained a junior high EFL class which deals with human rights, peace and the environment.

Kyoko Itoyama (Fukuoka Iizuka Komoda Jr. HS)

POSTER PRESENTATIONS

- *The Bikini A-bomb Test and Fukuryu Maru*
(Takako Kasutani, ShinEiken Shizuoka Chapter)
- *Studying Japan's Constitution in English*
(Kazuko Sakuma, Tokyo)
- *Art and Culture Exchanges with Malaysia*
(Chieko Sato, Sapporo Odori High School)
- *The Ishinomaki Manga Project*
(Suzanne Yonesaka, Hokkai Gakuen University)

For more details, see their website above or:

- get a copy of *Shin Eigo Kyoiku* #532 Dec. 2013
- contact: Kazuya Asakawa <kasan@mac.com>

Shin-Eiken Association

< www.shin-eiken.com >

新英語教育研究会

Shin-Eiken is a dynamic high school EFL teachers group that promotes global education. Check its Japanese website, subscribe to its magazine or attend its summer conference.

"Shin Eigo Kyoiku" (New English Classroom) Magazine

Sanyusha Press <www.sanyusha-shuppan.com>

Shin-Eiken's monthly magazine deals with global themes. For more info, go to ▪ <http://jalt.org/pansig/PGL1/HTML/IkedaKikuchiE.htm>

Issue # 533 (January 2014)

- *Desiree's Baby: A Short Story about Racism and Slavery*
- *Teaching Works of Literature: Grapes of Wrath, Billy Elliot*
- *Faithful Elephants: Animal Victims of World War II*
- *Teaching the Speech Given by Malala at the United Nations*

International Women's Day

www.internationalwomensday.com



International Women's Day 2014

March 8th each year celebrates *International Women's Day*. Check out this website to see what's being planned for 2014 and start thinking about ways to mark this event at your own school or university.

Women's Issues Websites

www.refdesk.com/women.html



This US encyclopedic website lists 60+ links to groups and resources on women's issues from global statistics to famous women's speeches to women's history to women Nobel prize winners.

Gender Awareness in LT

www.gale-sig.org



Gender Awareness in Language Education is a dynamic special interest group (SIG) of JALT (the *Japan Association for Language Teaching*). Check out their website, resources and publications.



PEACE AS A GLOBAL LANGUAGE CONFERENCE (PGL 2013)
Nov. 16 - 17, 2013 at Rikkyo University, Tokyo,
< <http://pgljapan.org> >



Last fall's *Peace as a Global Language* conference (PGL) was held on the weekend of November 16 – 17 at Rikkyo University, Tokyo on the theme *Peace and Welfare in the Local and Global Community*. Here we include a selection of the many presentations given.

PLENARY SESSIONS

Ainu Youth

This talk outlined Ainu history, described issues facing the Ainu community in Japan and discussed an Ainu-Maori youth exchange program designed to empower Ainu young people. **Akemi Shimada** <<http://aaexchange.blogspot.jp/p/greetings.html>>

Empower a Nation: Transforming Myanmar

This talk described recent developments in Burma, discussed key issues related to conflict, economics and international recognition, and shared thoughts about how to ensure a positive future. **John T. Denny** (UNICEF) <johndenny@alumni.usc.edu>

Engendering Communities of Peace

This session discussed how to promote gender literacy and shared ideas for exploring gender dynamics in local communities. **Gerry Yokota** (Osaka University) <gyokota@lang.osaka-u.ac.jp>

Promoting Peace through Eating More Plants

This talk described the negative impacts on people and the planet of consuming meat and animal products plus the benefits of vegetarianism **George Jacobs** (Singapore) <george.jacobs@gmail.com>

Teaching for Peace in the Global Classroom

This talk emphasized the importance of historical case studies for peace education and described a teaching unit on the famous 1927 US-Japan blue-eyed doll exchange. **Kip Cates** <kcates@rstu.jp>

PRESENTATIONS

Bringing Gender Issues to the Language Class

This workshop introduced topics and methods for teaching about gender issues and described a college intensive course designed on gender themes. **Michele Steele** (Gunma Prefectural Women's University) <psisnowar@gmail.com>

Youth Engagement for Sustainable Peace

This introduced case studies of young people's engagement in creating peace at the local and global level in the US, UK and India. **Amardeep Kainth** (Rotary Peace Fellow, ICU, Tokyo) <kainth.amardeep@gmail.com>

Using TED to Bridge Cultures

This talk discussed how local and foreign students were brought together to learn and share ideas about current global issues using TED.com speeches. **Graham Lavigne & Floyd Graham** (Kansai Gaidai University) <lavigne.gaidai@gmail.com>

Media Literacy in the Japanese EFL Classroom

This talk argued that teaching media literacy skills to Japanese students can help promote tolerance, empathy, recognition of ethnocentrism and global citizenship. **Lisa Friedli** (Nagoya University of Commerce) <www.nucba.ac.jp/research/faculty/>

Volunteer Teaching in Bangladesh

This session looked at the motivations of teachers who volunteer overseas and the local impacts they have based on THT interviews in Bangladesh. **Tim Newfields** (Toyo University) <timothy@toyo.jp>

Building Communities, Cleaning Beaches

This described how the *SurfQuest* bSEEN project in Hamamatsu has built an international community of volunteers for sustainable eco-action at the local level. **Michael Boyce** <SurfquestbSEEN>

Mediating Community Conflicts of Neighbors

This talk discussed the need for cultural translators who can defuse conflicts and described the work of the *Asian Pacific American Dispute Resolution Center*. **Claire Doran** <www.clairedoran.com>

Blood Diamonds and Other Precious Stones

This talk described how to raise student awareness of how diamonds and other fashion accessories may contribute to fund wars. **Anthony C. Torbert** (Kobe Gakuin University) <3tony@ba.kobegakuin.ac.jp>

Peace Education at the University Level

This talk described the challenges of designing a college *Peace Studies* course which was taught to both Japanese and foreign students. **James Short** (Toyo University) <short_james75@hotmail.com>

Lessons from the TEPCO Nuclear Accident

This session discussed ways to teach about energy and nuclear power issues in content-based college EFL classes. **Keiko Kikuchi** <kikuchi@tiu.ac.jp>

The World through Music

This talk showed how using the *Putumayo World Music Site* promotes students' global awareness and cultural understanding. **Susan Sullivan** (Aichi University) <flowerclip62@hotmail.com>

Peace Education at Minami Alps Village School

This session discussed the teaching of global issues to children and described a peace education unit about “landmines” taught at Minami-Alps Children’s Village School. Motoko Abe (Kogakuin University) <minami-alps@kinokuni.ac.jp>

Peace Education in the Language Classroom

This talk discussed basic methods of peace education and discussed how to promote peace through separate, integrated and infused approaches. Pania Lincoln (Peace Boat) <pania@peaceboat.gr.jp>

High School Students and Japan’s Constitution

This session described a survey of the attitudes of 10,000 Japanese high school students to Japan’s constitution, Article 9, constitutional revision and human rights. Katsuyuki Nara (Shiraume Gakuen) <ever.onward.nara@aroma.ocn.ne.jp>

Promoting Peace through Education

This talk introduced the work of the Japanese NGO ERIC and explored the type of knowledge, skills and commitment needed by peace educators in Japan. Naoko Kakuta <kakuta@eric-net.org>

Collective Trauma and Israel - Palestine

This talk discussed World Health Organization reports about the impact of war on mental health and how the collective trauma of Palestinians and Israelis prevents progress for peace. Tina Ottman (Kyoto University) <etottman@yahoo.com>

The Yamba Dam: Consequences

This talk outlined the environmental impact of dams and the dispute between local citizens and the Japanese government concerning the Yamba Dam in Gunma Prefecture. Hugh Palmer (Rikkyo High School) <hugh-47p@jcom.home.ne.jp>

Releasing Potential Empowerment

This presentation introduced ways to promote empowered learning and personal competence aimed at increasing peace and happiness while reducing fear and violence. Robert Rabbini (Tokai University) <rarabbini@hotmail.com>

Anatomy of Is: The Metaphysics of Peace

This talk argued that conflict is often an interplay between competing narratives and introduced a framework for examining personal and global conflicts. Michael Iwane-Salovaara (Momoyama Gakuin University) <mjsalo@andrew.ac.jp>

Exploring National Identity in the Classroom

This workshop introduced EFL class activities designed to help students explore stereotypes and national identity aimed at promoting intercultural communication. John Honisz-Greens (Rikkyo Univ.)

Teaching Japanese Students to Think Globally

This talk described a variety of cooperative EFL learning activities designed around global issues content that foster inquiry, autonomy and global thinking. Floyd Graham & Anthony Lavigne (Kansai Gaidai University) <fgraham@kansaigaidai.ac.jp>

Face, Form and Formation

This described the Angel Palanca Peace Program of teacher training, peace ed workshops, peace essay contests and peace painting competitions. Wilson Chua <www.acppeaceprogram.com>

Bridge for Peace (BFP) Video Interviews

This introduced a *Bridge for Peace* video of interviews with former Japanese soldiers and WWII victims. Kazuya Asakawa <kasan@mac.com> <http://bridgeforpeace.jp/aboutus/english/>

Sustainable Community Volunteering

This described a volunteer program where college students teach international understanding at local schools. Warren Decker (Momoyama Gakuin University) <wdecker2000@yahoo.com>

Thinking about Systems: An Indirect Approach

This talk discussed the need for social justice educators to challenge vested interests through critical thinking and cultural exchange. Hugh Graham-Marr (Abax ELT) <http://abax.co.jp>

March 11, 2011: Commiseration and Conflict

This talk discussed the role of editorial cartoons and analyzed popular responses to a variety of cartoons dealing with the 3/11 disaster in Tohoku. Ted Quock (Keisen University) <thq@keisen.ac.jp>

Post-Colonial Oppression of First Nations

This described conflicts between the Canadian government and its First Nations people. Richard Miller (Kobe Gakuin University) <rdtin@yahoo.com>

Race Relations in New Zealand

This examined the relation between the *pakeha* majority and indigenous Maori in New Zealand. Zane Ritchie (Rikkyo University) <zane@rikkyo.ac.jp>



Movie: *Singers in the Band*

<www.imdb.com/title/tt2950346/>

A special feature of PGL 2014 was a showing of the documentary *Singers in the Band* about prostitution, sex trafficking and the US military. Tina Ottman (Kyoto University) <etottman@yahoo.com>

PGL 2014 (Kobe Gakuin University)

This fall’s PGL conference is planned for Kobe. For details, go to: <www.facebook.com/PGLjapan/posts/614060568653357>



Special Report: 12th Asian Youth Forum (AYF 12)

(December 3 - 10, 2013 in Cebu, the Philippines)



The 12th *Asian Youth Forum* (AYF 12) was held from December 3 – 10, 2013 at the University of the Philippines in Cebu as part of the 2013 *Pan-Asian Conference on Language Teaching* (PAC). This unique event, hosted by the *Philippines Association for Language Teaching* (PALT), brought together 45 college students from 8 countries for a week of seminars and social events aimed at promoting Asian awareness, leadership skills and international understanding through the medium of English-as-a-global-language. Previous AYF events include:

▪ AYF 1 (Seoul 1999)	▪ AYF 7 (Manila 2009)
▪ AYF 2 (Kokura 2001)	▪ AYF 8 (Seoul 2010)
▪ AYF 3 (Taipei 2002)	▪ AYF 9 (Taipei 2011)
▪ AYF 4 (Russia 2004)	▪ AYF 10 (Russia 2012)
▪ AYF 5 (Bangkok 2007)	▪ AYF 11 (Manila 2013)
▪ AYF 6 (Tokyo 2008)	▪ AYF 12 (Cebu 2013)



PARTICIPANTS

Japan

The Japan delegation comprised 12 Japanese students from 3 different universities:

▪ Kinki University	▪ Tottori University
▪ Kyoto University of Foreign Studies	

Asia

The Asian AYF delegation comprised 33 students from 7 different countries:

Bangladesh: 4	Philippines: 20	Thailand: 3
Malaysia: 1	Taiwan: 1	Vietnam: 2
Russia: 2		

THEME: HUMAN RIGHTS

The special theme for AYF 12 was “human rights”. Sessions held on this topic included:

- an overview of human rights issues in Asia
- a guest speaker from *Amnesty International* (AI)
- a video and discussion about the *Universal Declaration of Human Rights* (UDHR)

AYF SESSIONS AT PAC

AYF students made the following presentation to Asian EFL teachers at the 2013 PAC conference:

1. Language Learning: The Students’ View
2. Countries, Cultures, International Understanding
3. Social & Global Issues: Asian Youth Speak Out

ACADEMIC SESSIONS

Country Presentations & Performances

Country presentations were given by national delegations to introduce their countries. Delegates also prepared lively Asian cultural performances for a colorful evening of song, dance and music.

Cebu Disaster Relief

AYF participants donated time and energy to:

- meet with student victims of Typhoon Hayaan
- prepare emergency shelters for the survivors
- send messages of support to the disaster area

Rainbow War Video

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

AYF Action Plans

A final session gave AYF students time to brainstorm individual actions for them to take in their home countries to promote AYF ideals.

AYF 11 in Manila (Nov. 24 – Dec. 1, 2013)

A second *Asian Youth Forum* (AYF 11) was held in the city of Manila on the theme *Reaching Out* organized by Peter John Wanner and Magnolia Weber Koh. This featured 29 Asian students from 8 countries who took part in outreach programs in Mindoro, Calapan and Banilad.

THANK YOU !!

Special thanks to the following for all their help in making AYF 12 and AYF 11 such a success!

- The Pan - Asian Consortium (PAC)
- Philippines Association for Language Teaching
- Chris Capablanca and his AYF Cebu team
- The University of the Philippines (Cebu campus)
- Melvin Jabar, April Alcazar and Pasig University



Global Crisis Group: Using a Fictional Narrative in a Global Issues-themed English Course by Kevin Ballou (Kwansei Gakuin University, Japan)



Introduction

Colonel Patrick's video transmission appears on the monitor and begins, "Good afternoon, team. Thanks for your help assigning operatives to both the mission to deliver relief supplies in Africa and the mission to mediate conflicts in South Asia. The action teams have been deployed and are beginning their missions as we speak."

The recipients of this message are not special agents, but university students in a global issues-themed English class. The seasoned veteran on their screen is their instructor in a clever costume. They are spending their semester acting out roles in an interactive story-based curriculum that weaves together issues ranging from solar power as a development tool for rural villages to reasons behind attacks on shipping lanes by Somali pirates.

This style of story-based syllabus can be a fun and motivating way to engage students in language learning while also expanding their understanding of the world around them. The basic concept for this course rose out of research on motivation that supports the use of many elements found in fiction writing, and group story telling.

Motivation

For decades, the most widely accepted model had divided motivation into two types: intrinsic and extrinsic. If an activity is done mainly because it is enjoyable or interesting, the motivation is "intrinsic." If an activity is performed mainly in light of external influences, such as avoidance of punishment or the desire to receive a reward, the motivation is "extrinsic" (Ryan & Deci, 2000). In education, grades could be seen as an extrinsic motivator while an engaging lesson that appeals to the students' interests or curiosity would be making use of intrinsic motivation.

In general, students acting with high intrinsic motivation show greater and more resilient gains, while extrinsic motivators, although powerful in the short-term, have been shown to decrease interest in tasks in the long-term or when rewards are removed (Deci, Ryan, & Koestner, 1999). Although most research seems to advocate promoting intrinsic motivation, more recent understanding of motivation points to the use of a mix of motivators, for example using extrinsic rewards to practice skills necessary to achieve competence needed for more intrinsically

motivating tasks. We now have better understanding of the key components necessary to promote intrinsic motivation: competence, autonomy, and relatedness (Ryan & Deci, 2000), also referred to as mastery, autonomy, and purpose (Pink, 2011).

Traditional extrinsic motivators, such as point systems, can be used to help learners feel a sense of competence or mastery. Allowing students a greater degree of choice in their courses and assignments promotes autonomy, and working toward completing a course or degree that the student feels is necessary for their own life goals provides a sense of relatedness or purpose.

Malone and Lepper (1987) combined a large body of research on motivation to create their taxonomy of intrinsic motivations. Some of the key motivators, which the current project seeks to utilize in the form of an interactive narrative, are challenging tasks, curiosity, control over one's own choices and progress, fantasy, friendly competition, and recognition for one's achievements. Each term will be discussed further in the context of the course.

Global Crisis Group

The *Global Crisis Group* is a series of content-based lessons woven together by a fictional narrative and related tasks that involve students working together to make decisions about both a story, its characters, and real world issues. The course was created by the instructor as part of the curriculum at a Japanese university in the department of international studies, and involved students with upper-intermediate to advanced English ability (TOEIC 720 to 850), who had completed three years of study in the fields of linguistics, business, economics, development, and cultural studies.

The course objectives included practicing academic research skills, writing fiction and nonfiction, actively participating in discussion, and giving an effective multimedia presentation. The course was to make use of a content-based language learning approach with an overall theme of global communication.

The students in the course act as members of special research teams, working for a fictional organization called the *Global Crisis Group*. As they learn about various global issues, they provide intelligence for operatives in the field who developed are responding to fictional incidents related to what

the students are studying. The students provide this intel in the forms of wiki articles, essays, and presentations. They also engage in fiction writing to help fill out the details of the narrative, for example creating character profiles and back-stories. Along the way, the students are also given opportunities to make choices that will affect the outcome of the story and the success or failure of their operatives. Although each unit is unique, they share common elements.

First, the students watch a video message featuring the leader of the *Global Crisis Group*, Colonel Patrick. He tells them about some kind of potential or imminent crisis and asks the research teams to provide a particular kind of intelligence that will help the operatives deal with the crisis. For example, anticipating trouble from right-wing extremists at an international language teachers' conference, Colonel Patrick asks the students to create a collection of wiki articles about the area around the conference, cultural activities and sites the conference attendees may visit, as well as the history of local right-wing groups who may have an anti-internationalization agenda. As they work with their team to write and edit these articles, they are also learning about related issues such as language policy, linguistic imperialism, world Englishes, and the anti-globalization movement.

Global Crisis Group

The fictional aspect of the assignment helps provide a fun fantasy element to the project, while working with their team on the wiki makes use of an engaging cooperative work environment. Letting students choose their own article topics allows for the autonomy that is so essential to motivation. Finally, competing against the other research team to provide the best intel for the operatives in the shortest time adds a friendly, competitive element, making what could be seen as an easy task a more challenging activity.

As each team finishes their wiki, they're given a puzzle: decoding an email from the suspected terrorists that makes use of content from various websites. In order to solve the puzzle, the students must work together, synthesize information, and demonstrate understanding of target content and vocabulary. Once the wikis have been uploaded and evaluated and the puzzle solved, the students watch a follow up video from the Colonel. He thanks them for their intel and explains how instrumental it was in thwarting a potential tragedy.

In a later lesson, students assume roles from the semester's story and join in a forum discussion of the issues involved. Related to the previous example are issues of language policy and fears of linguistic

imperialism. Some participants explain the need for drastic action to protect local culture and language, while others argue for the need to embrace diversity and join the global community.

Student Feedback

Student feedback on the fictional narrative aspect of the course was generally positive but offered some insight into problems with its execution. Several students found the unique course style enjoyable, with one remarking, "It was fun. Just following a textbook can be sometimes boring. So I think this global crisis group activity was good for a change." After the final forum, one student commented, "to state [an] opinion as a role which is given is easier than saying [an] opinion myself." Another stated, "today's roleplaying discussion is helpful for us to speak opinions and think creatively."

Suggestions for improvements to the course included, "There [was] some confusion, complex story. Please, make it easy to understand." Other comments pointed to the need for more background information so students could better understand the issues surrounding the storyline.

Conclusion





Overall, the *Global Crisis Group* provided an interesting, motivating way for students to practice English while learning about global issues. The project was also a fun creative outlet for both teachers and students to engage in valuable content while making use of academic skills and content relevant to an international studies program. Although creating a course like this is a great deal of work, it can be extremely rewarding.

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ETHNIC CONFLICT 	MISSION Choose a team of operatives to mediate conflicts in Southern Asia	Throughout Southern Asia, there are countless local conflicts between minority and majority ethnic groups. Often these are longstanding feuds based on stereotypes and misunderstanding. The chosen team will pose as a group of backpackers, travel to the areas of conflict, gain the trust of both sides, and attempt to resolve their disagreements peacefully. Read the operative profiles and then work with your partner to select the best agents for the mission.
TERRORISM 	MISSION Help prevent a terrorist attack on an academic conference	An international English language teaching conference will be held in Kobe, Japan. Anti-globalization terrorists are planning to attack the conference. Your mission is to provide operatives with intelligence on the region and local radical groups in the form of a thoroughly researched and well-edited wiki.
DEVELOPMENT 	MISSION Evaluate potential partners for delivery of aid supplies to rural African communities	Through unofficial channels, the GCG has acquired a large number of solar power generators, satellite mobile communication systems, and laptop computers loaded with multilingual educational programs and huge digital libraries. We want to offer these resources to peaceful rural schools and villages in Africa in order to give them opportunities to improve education and fight poverty. However, problems of civil war and corruption make distribution a challenge. Your mission is to evaluate possible local partners for delivery and give a short presentation explaining your recommendations.
PIRACY 	MISSION Investigate causes of piracy in Somalia	Pirates off the coast of Somalia are interrupting international shipping and holding ship crews hostage. Research the issues involved, including historical and economic causes of this situation. Then, prepare for a debate between Somali pirates, Somali citizens, and representatives of international shipping companies.

In Memoriam: Kevin Cleary 1962 - 2014 (JALT President)

Kevin Cleary, president of the *Japan Association for Language Teaching* (JALT), passed away suddenly at the age of 52 in Kyoto, Japan on January 10, 2014. Kevin was an exemplary teacher, author, leader and friend. He grew up in the United States and graduated from Loyola University Chicago School of Law. He came to Japan 20 years ago, married and settled in the beautiful seaside town of Kamakura. In 2008, he took up a post at Tokyo Medical and Dental University where he taught ESL and ESP as well as helping with international students and outreach activities. Kevin also taught a course on "English through Cinema" at Sophia University Community College. His academic interests included technical communication and the simplification of scientific texts for language learners. Kevin became President of JALT in the year 2010. He was a soft-spoken but dynamic leader with energy, vision, a great sense of humor plus strong interpersonal and diplomatic skills. He was a solid supporter of JALT's *Global Issues* SIG and of the *Asian Youth Forum* (AYF). He was a key figure in the *Pan-Asian Consortium* (PAC) and dedicated himself to building international links between teachers, students and language teaching associations in Japan, Korea, Taiwan, Russia, Bangladesh, Thailand, Cambodia, Laos, Indonesia, Malaysia, Singapore and the Philippines. Kevin will be sadly missed by his family, friends, students and colleagues around the world. Hundreds of members of the language teaching community came to memorial services in Tokyo. Kevin's wife has suggested that donations in his memory be made to *Ashinaga*, an NGO that provides support to orphans worldwide: <www.ashinaga.org/en/>. Donations can also be made to a charity of your choice. A JALT memorial can be viewed at: <<http://jalt.org>>





From Narration to Action: Persuasive Films

by Barry Natusch (Nihon University, Tokyo, Japan)



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
~ William Arthur Ward

Introduction

A film with an inspiring story is a powerful educational medium. Walter Fisher's *Narrative Paradigm* (1989) argues that people are essentially storytelling animals and that reason is well argued through stories. There is a universality in narrative with the Aristotelian tradition defining a narrative as characters facing a problem and their efforts to reach a solution to the problem (Figure 1).

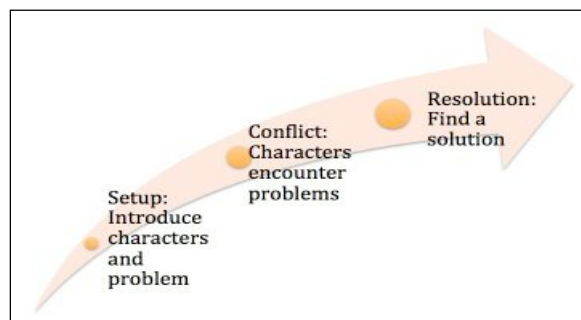


Figure 1: Classic Narrative Trajectory

Historical and Cultural Movies

Educational materials should not only educate, they should be entertaining, and beyond that, they should inspire. With this in mind, I conducted a search for persuasive films which could illustrate historical and cultural themes. Table 1 on the following page lists the feature films that I found.

Documentaries

However, not only feature films tell stories. Indeed, documentary films may be more closely focused on facts and educational issues. A search was also conducted for films which fulfilled the criteria of educational storytelling. My results are listed in Table 2 on the following page.

While feature films can support a stronger narrative, being less tied to fact, they generally are just fictitious stories (with the possible exception of biopics and reenacted dramas of events). Documentary films on the other hand, are grounded in fact, although the objectivity of the filmmaker can be at issue (Godmilow and Shapiro, 1997, Nichols, 2010). Compared with a well-crafted feature film, a documentary film can sometimes appear somewhat heavy-handed and lacking in narrative continuity, coherence and cohesion. Despite their differences though, both feature films and documentary films have the potential of being persuasive storytelling devices. In an attempt to categorize both feature films and documentary films into persuasive and inspiring genres for educational purposes, I offer the taxonomy shown in Table 3.

Anyone who tries to make a distinction between education and entertainment doesn't know the first thing about either.
– Marshall McLuhan

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This article is based on a presentation given by the author at the JALT 2013 national conference in Kobe, Japan.

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Top Global Issue Movie List <www.tutor2u.net>	AFI's Most Inspiring Movie List <www.afi.com/100years/cheers.aspx>	Top Environmental Films <www.mnn.com>
1. <i>Hotel Rwanda</i> 2. <i>Black Hawk Down</i> 3. <i>Invisible Children</i> 4. <i>Blood Diamond</i> 5. <i>District 9</i>	1. <i>It's a Wonderful Life</i> 2. <i>To Kill a Mockingbird</i> 3. <i>Schindler's List</i> 4. <i>Rocky</i> 5. <i>Mr. Smith Goes to Washington</i>	1. <i>WALL-E</i> 2. <i>Erin Brockovich</i> 3. <i>China Syndrome</i> 4. <i>Soylent Green</i> 5. <i>Avatar</i>

Table 1: Feature Films for Learning about History and Culture

Film	Themes
<i>The Ten Commandments, Prince of Egypt</i>	Egyptian and Hebrew culture, religion, slavery
<i>Ben Hur</i>	Roman and Judean culture, slavery
<i>Gladiator</i>	Roman culture, slavery, politics
<i>A Man for All Seasons</i>	monarchy, government, religion, law
<i>Shakespeare in Love</i>	Elizabethan England, literature, theater
<i>Elizabeth</i>	Elizabethan England, monarchy, politics, women's issues
<i>The Mission</i>	religion, colonization, slavery, politics
<i>Seven Samurai</i>	Japanese feudal culture
<i>The Magnificent Seven</i>	American settlement, banditry, law
<i>Gone with the Wind, Glory</i>	plantation life, slavery, civil war
<i>Gandhi, Passage to India</i>	Indian colonization, racial discrimination
<i>Lawrence of Arabia</i>	Middle East politics, war
<i>My Fair Lady</i>	British class system, language
<i>Grapes of Wrath</i>	economics, depression, migration
<i>Tora Tora Tora</i> <i>Bridge on the River Kwai</i>	Japanese-U.S.-U.K. cultural differences, misunderstandings, World War II
<i>Life is Beautiful, Tea with Mussolini, The Great Dictator, Schindler's List</i>	World War II, German-Jewish relations
<i>Mississippi Burning</i>	Racial discrimination in the U.S.
<i>Tucker</i>	Automobile industry
<i>The Insider</i>	Tobacco industry
<i>13 Days</i>	U.S. Soviet relations
<i>All the President's Men</i>	U.S. politics

Table 2: Worthwhile Documentary Films

<i>An Inconvenient Truth</i> (2006) <i>Armadillo</i> (2010) <i>Baraka</i> (1992) <i>Behind Forgotten Eyes</i> (2007) <i>Berkeley in the Sixties</i> (1990) <i>Bigger Stronger Faster</i> (2008) <i>Bobby Fischer Against the World</i> (2011) <i>Born to Be Wild</i> (2011) <i>Bowling for Columbine</i> (2002) <i>Capitalism: A Love Story</i> (2009) <i>Children of the Secret State</i> (2001) <i>Chimpanzee</i> (2012) <i>CM101MMXI Fundamentals</i> (2013) <i>Confucius: Words of Wisdom</i> (2005) <i>Conspiracy Theory: Did We Land on the Moon?</i> (2001) <i>Deep Sea</i> (2006) <i>Deep Water</i> (2006) <i>Earth</i> (2007) <i>Earthlings</i> (2005) <i>Everest</i> (1998) <i>Exit Through the Gift Shop</i> (2010) <i>Fahrenheit 9/11</i> (2004) <i>Food, Inc.</i> (2008)	<i>Hearts of Darkness: A Filmmaker's Apocalypse</i> (1991) <i>Home</i> (2009) <i>Human Planet</i> (2011) <i>I Am Bruce Lee</i> (2012) <i>In the Shadow of the Moon</i> (2007) <i>Inside Job</i> (2010) <i>Into the Abyss</i> (2011) <i>Into the Universe with Stephen Hawking</i> (2010) <i>Kenji Mizoguchi: The Life of a Film Director</i> (1975) <i>Klitschko</i> (2011) <i>Last Train Home</i> (2009) <i>Life in a Day</i> (2011) <i>Looking for Richard</i> (1996) <i>Loose Change: Second Edition</i> (2005) <i>Man on Wire</i> (2008) <i>March of the Penguins</i> (2005) <i>Marley</i> (2012) <i>Microcosmos</i> (1996) <i>My Architect</i> (2003) <i>Nanking</i> (2007) <i>Nanook of the North</i> (1922)
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<i>Nice Guys Finish First</i> (1986) <i>Nostalgia for the Light</i> (2010) <i>Ocean Wonderland</i> (2003) <i>Paradise Lost 3: Purgatory</i> (2011) <i>Planet Earth</i> (2006) <i>Presumed Guilty</i> (2008) <i>Restrepo</i> (2010) <i>Roman Polanski: Wanted and Desired</i> (2008) <i>Samsara</i> (2011) <i>Saving Face</i> (2012) <i>Sea Rex 3D: Journey to a Prehistoric World</i> (2010) <i>Searching for Sugar Man</i> (2012) <i>Sicko</i> (2007) <i>Space Station 3D</i> (2002) <i>Spellbound</i> (2002) <i>Stephen Hawking's Universe</i> (1997) <i>Steve Jobs: Billion Dollar Hippy</i> (2011) <i>Super Size Me</i> (2004) <i>The Blue Planet</i> (2001)	<i>The Cove</i> (2009) <i>The King of Kong: A Fistful of Quarters</i> (2007) <i>The Last Lions</i> (2011) <i>The Living Planet</i> (1984) <i>The National Parks: America's Best Idea</i> (2009) <i>The Original Kings of Comedy</i> (2000) <i>The Road to Guantanamo</i> (2006) <i>The War Game</i> (1965) <i>The Yes Men Fix the World</i> (2009) <i>Thrive</i> (2011) <i>TPB AFK: Pirate Bay Away from Keyboard</i> (2013) <i>Unzipped</i> (1995) <i>Up/Down: Bipolar Living</i> (2013) <i>Waltz with Bashir</i> (2008) <i>We Are Legion: The Story of the Hacktivists</i> (2012) <i>Wild China</i> (2008) <i>Winged Migration</i> (2001) <i>With the Marines at Tarawa</i> (1944) <i>Zeitgeist: Addendum</i> (2008)
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Table 3: Inspirational Feature Films and Documentaries by Genre			
Category	Movie (Biopics or Reenactments)		Documentary (Features / TV series)
Altruism	<i>Stand and Deliver</i>	<i>Pay It Forward</i>	<i>Nice Guys Finish First</i>
	<i>Dead Poets Society</i>		
Creating Something	<i>The Social Network</i>	<i>Tucker</i>	<i>Helvetica</i>
	<i>World's Fastest Indian</i>	<i>The Aviator</i>	
Challenges	<i>The Mission</i>		<i>Man on Wire</i>
	<i>Apollo 13</i>		<i>Everest</i>
Conducting an Investigation	<i>All the President's Men</i>		<i>Frost/Nixon</i>
	<i>The Insider</i>		<i>Food Inc.</i>
	<i>Erin Brockovich</i>		<i>Supersize Me</i>
			<i>An inconvenient Truth</i>
Exposing Injustice	<i>Mississippi Burning</i>		<i>The Cove</i>
	<i>Glory</i>		<i>Nanking</i>
Overcoming Circumstance	<i>Life is Beautiful</i>	<i>Malcolm X</i>	<i>Bobby Fischer Against the World</i>
	<i>Shawshank Redemption</i>	<i>Hotel Rwanda</i>	
Overcoming Handicaps	<i>Good Will Hunting</i>	<i>My Left Foot</i>	<i>Up/Down: Bipolar Living</i>
	<i>A Beautiful Mind</i>	<i>Ray</i>	
	<i>An Angel at My Table</i>		
Setting an Example through Lifestyle	<i>Gandhi</i>	<i>Spartacus</i>	<i>Nanook of the North</i>
	<i>Schindler's List</i>	<i>Invictus</i>	<i>Steve Jobs: Billion Dollar Hippy</i>
	<i>Ten Commandments</i>	<i>Kundun</i>	<i>Confucius: Words of Wisdom</i>

See imdb.com for movie details and rottentomatoes.com for aggregated reviews.

		Want to know more about global issue movies? Then, check out the following articles from past issues of our GILE Newsletter at: < www.gilesig.org >
GILE #80 (July 2011)	•	<i>Global Issue Films in English Language Teaching</i> by Tom Fast
GILE #78 (January 2011)	•	<i>Teaching about India with Slumdog Millionaire</i> by Andrew Dowling
GILE #78 (January 2011)	•	Teaching resources: <i>Classic movies on cross-cultural themes</i>
GILE #30 (March 1998)	•	<i>Teaching Global Issues through English Movies</i> by Yasuyo Fukunaga

Introduction

In the spring semester of 2013, I taught a small *Media English* class at a women's university in Japan. For the final project, I assigned presentation topics by writing names on slips of paper and having students each draw a slip from my hand. On the slips were written four names: *Daniel Ellsberg*, *Julian Assange*, *Bradley Manning*, and *Edward Snowden*. This project took place shortly before Manning's name change.

None of the students knew any of the names, except for one young woman who had heard the name *Julian Assange*. They immediately seemed curious about the project, and came to class the next week thoroughly prepared and impressively well-versed in the language needed to discuss the topic. It was exciting to watch as, one by one, the presentations were made. It gradually dawned on each student that the people were related, and that they were making a patchwork group presentation.

For each person, the students were asked to consider the following questions:

- Who is he? (Give the background)
- What did he do? (Why is he in the news?)
- What are the two sides or opinions about him?
- What's your own opinion?

For the student who researched Daniel Ellsberg, the questions were slightly different:

- Who is he?
- Why was he in the news?
- How did people feel about him at that time?
- How do people feel about him now?
- What do you think of him and his story?

Below are comments given by the student in their presentations or later in their reflections.

On Daniel Ellsberg

- People's opinion at that time: *People derided him as a traitor and suspected him of espionage.*
- People's opinions now: *He received many awards. Many people have come to regard Daniel Ellsberg as hero of uncommon bravery.*

On Julian Assange

- *I researched about Assange. I did not know he was trying to reveal hidden stories by American government. Throughout studying him, I learned that I cannot just trust one story by a media. I should be critical when reading or hearing news because media*

can be controlled by someone like American government. Therefore I think being critical is very important when we see media.

On Bradley Manning

- *It depends on his working condition and motive for the crime whether Manning is whistleblower or traitor. He was sick emotionally in Iraq because he wrote on Facebook that he was "beyond frustrated with people and society at large" and "Bradley Manning is not a piece of equipment." But such feeling happen to everyone. So, I think he should have had a stronger mind. However, what he did is not necessarily wrong since it should be disclosed that Iraqi civilians and journalists being killed by a US helicopter gunship. Yet, why did he steal so many secrets? Did all of them have to be leaked? The number of secrets he stole makes me suspect that he did it just for a diversion.*

- *At first, the topic was a little difficult because I had not read that kind of news even in Japanese. After the project, I know there are people who have a conflict between right and wrong. An article writes about the person like a criminal but another says he is a hero. So, it is important to compare some articles about the same news.*

On Edward Snowden

- *After doing the research about Edward Snowden, I was really surprised to hear the fact that the US has been putting surveillance on American citizens for a long time. It was really scary to know that the government knows everything what they do in every day life. If the same thing happens to us here in Japan, or maybe it's already going on, I really have no idea, but I don't think I will want to make any phone calls or send messages to anyone unless I know it's safe. I agree that the government should know any acts of terrorism in some way but I think what the government did is too much.*

It would be an understatement to say that the project was a success. The students were brilliant, self-assured, and ultimately knowledgeable about a topic and vocabulary previously unknown to them. They expressed an interest in keeping informed of the news at the completion of the course, which was an inspiration for me.

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Special Feature

Teaching about Whistleblowers



Whistleblower: A person who reveals wrongdoing within an organization to the public or to those in positions of authority.

Why Teach About Whistleblowers?

We live in a world where each day's news brings reports of bribery, theft and lies. Most scandals come to light due to the brave actions of whistleblowers – the heroes of our modern age. Teaching about whistleblowing can help students to think about ethical issues, inspire them to stand up for what's right and work for a better world.

While it's vital to stress the role whistleblowers play in exposing unethical conduct, it's not enough just to teach about them. We also need to work for a world free of greed, exploitation and corruption where whistleblowers are no longer needed. This work can start in our language classrooms today.



Teaching Ideas



- Have students carry out research on famous whistleblowers, then report on them in class.
- Have students research and give reports on local whistleblowers in their own country.
- View and discuss a film about whistleblowers.
- Invite a whistleblower to give a talk as a guest speaker for your class or at your school.

WEBSITES

Whistleblowers (Wikipedia article)

- <<http://en.wikipedia.org/wiki/Whistleblower>>

Teaching about Whistleblowers

- <www.tolerance.org/dealing-dilemmas>
- <www.pbs.org/pov/mostdangerousman/lessonplan1.php>
- <<http://rethinkingschoolsblog.wordpress.com/2013/08/02/teaching-about-whistleblowers/>>

Top 10 Whistleblowers List

- <www.toptenz.net/top-10-whistle-blowers.php>

Whistleblowing in Japan Do a search for:

- * whistleblowers Japan
- *ホイッスルブローワー

BOOKS

Don't Kill the Messenger! by Donald Soeken
The Whistleblower's Handbook by Stephen Kohn
Whistleblowers: Exposing Corruption by M. Glazer
Exposure: The Olympus Scandal by M. Woodford

FAMOUS WHISTLEBLOWERS



Edward Snowden (2013) American who exposed secret NSA data about massive US surveillance of civilians.



Bradley Manning (2010) US soldier who exposed classified documents on secret US military attacks in Iraq.



Julian Assange (2006) Australian journalist who founded *Wikileaks* to publicize whistleblower exposes.



Daniel Ellsberg (1971) US defense analyst who leaked the *Pentagon Papers* to help stop the Vietnam War.



Ralph Nader (1965) US activist who exposed unsafe US car designs and brought about new traffic safety laws.



Hugh Thompson (1968) US soldier who exposed the My Lai massacre of Vietnamese civilians by US troops.



Frank Serpico (1970) Local cop who exposed police corruption in the New York City police department.

MOVIES



Casualties of War (1989)

Powerful story of an expose of a My Lai-style atrocity in Vietnam (*Sean Penn, Michael J Fox*).

Serpico (1973)

Story of New York cop and police corruption whistleblower, Frank Serpico (*Al Pacino*).

Silkwood (1983)

Dramatized story of US nuclear power plant whistleblower, Karen Silkwood (*Meryl Streep*).

Erin Brockovich (2000)

True story of how a woman worked to expose a secret corporate toxic waste site (*Julia Roberts*).

More movies...

- *The Firm, The Insider, The Constant Gardener*
- Google search: "whistleblower movies"

Teachable Moments: Key Anniversaries in 2014

Start of World War I 100th anniversary (1914 - 2014)



The year 2014 marks the 100th anniversary of the start of World War I, a massive tragedy that devastated Europe and led to the deaths of 15 million people. Join your students to study about the war, its causes and consequences, how this year's centenary will be commemorated as well as what lessons we can learn to prevent war.

- <wikipedia> "World War I" "WW I centenary"
- UK website: <ww1centenary.oucs.ox.ac.uk>
- Google search: <Teaching World War I>



Start of World War II 75th anniversary (1939 - 2014)

This year is a special time for thinking about war and peace. Not only is 2014 the centenary of the outbreak of WWI, it also marks the 75th anniversary of the start of World War II. Join your students to learn about Hitler, about the Nazi rise to power and about how the war could have been prevented. Watch out this June for the upcoming 70th anniversary of the D-Day landings in France.

- <www.wikipedia.org> "World War II"
- <www.bbc.co.uk/history/worldwars/>



Tiananmen Massacre 25th anniversary (1989 - 2014)

This summer will mark the 25th anniversary of the June 4th Tiananmen Square Massacre of 1989. Use this to teach about the Chinese students' democracy movement, their fight for freedom and reform, the "tank man" who stood up to the military and on-going government oppression.

- Google search: "Teaching Tiananmen Square"



XXIII Winter Olympics Sochi, Russia (Feb. 7 - 23, 2014)

The Olympics feature people, nations, flags and anthems from around the world. Make the most of this chance to teach for global awareness!

- www.olympic.org
- www.wikipedia.org "2014 Winter Olympics"



2014 FIFA World Cup Brasil (June 12 - July 13, 2014)

Another major global event for 2014 is the FIFA World Cup soccer championships in Brasil that will take place this summer. Start planning now to teach a lesson about this international sports event, about the nations worldwide that will take part and about the variety of issues that it raises.

- www.fifa.com/worldcup/
- www.wikipedia.org "2014 FIFA World Cup"



US Debut of The Beatles 50th anniversary (1964 - 2014)

This year is the 50th anniversary of The Beatles 1964 debut in the United States. Join your class to learn about their lives, listen to their music, study their songs, view their movies, study their impact on global pop culture and discuss the themes of love and peace that they sang about.

- <www.wikipedia.org> "The Beatles"
- <www.beatlesstory.com/timeline>

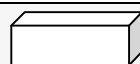


United Nations 2014 International Themes



Each year, the United Nations announces a series of campaigns on selected global issues. The following themes have been decided for 2014. Try designing a lesson or unit on these topics.

- Year of Solidarity with the Palestinian People
- Year of Small Island States
- Year of Family Farming



Fall of the Berlin Wall 25th anniversary (1989 - 2014)

November 9th will mark the 25th anniversary of the fall of the Berlin Wall. Have your students study the Cold War, the construction of the wall in 1961, the 200 people shot while trying to escape and the peace movement that toppled the wall and brought freedom to East Germans.

- <www.wikipedia.org> "The Berlin Wall"
- The Berlin Wall for Kids (Youtube video):
www.youtube.com/watch?v=ZgiQkM-GBMI

Switzerland Japan



**150 Years
(1864 - 2014)**

This year marks the 150th anniversary of diplomatic relations between Japan and Switzerland. To celebrate, the two countries have appointed celebrity *Friendship Ambassadors* and will hold a variety of events aimed at promoting mutual understanding and friendship through exchanges in various fields (youth exchanges, arts, culture, science, education, sports, tourism).

- For details, go to the official site: <www.eda.admin.ch/anniversary2014>
- The year 2014 also marks the following anniversaries of diplomatic relations
 - ◁ Japan-Brunei (30 years)
 - ▷ Japan-Myanmar (60 years)



Global Issues Project Organizer (MYP) Textbook Series

by Barclay Lelievre, Mike East and team (2010; 5-book set, ¥1600 per book)

Oxford University Press <www.oup.com> <www.oup.co.jp>

OUP Agent in Japan: Tatsuya Yamamoto <tatsuya.yamamoto@oup.com>

This dynamic set of 5 project books provides a rich variety of creative classroom activities to help young people learn about global issues. The series is designed around six key themes taken from the UN Millennium Development Goals:

- Poverty and Hunger
- Conflict and Peace
- Education for All
- Health and Disease
- Trade and Development
- Environmental Sustainability

Each 80-page book covers all 6 topics in separate thematic units. Each unit comprises:

- a unit question, basic data, readings, case studies, a project and follow-up tasks
- student projects listed involve a range of tasks such as creating radio broadcasts, giving presentations, writing articles, designing brochures and making action plans

To buy a set in Japan, contact Tatsuya Yamamoto (OUP Japan). For more info, go to:

◁ <https://global.oup.com/education/content/secondary/series/global-issues/>



Global Issues 1

This first book includes the following topics:

- the state of the planet, global data, haves and have-nots, poverty eradication
- refugees (Anne Frank, Albert Einstein), welcoming immigrants to our community
- tropical diseases (malaria), analyzing statistics, how to save 1 million children
- children not in school, air pollution, global warming, child labor

Global Issues 2

This book includes the following topics:

- the future of agriculture, population issues, social collapse (Easter Island, Somalia)
- schools in Africa, prejudice and education, making your school a “green” school
- fair trade, the impact of bio-fuels, experiments with fertilizers
- hunger and malnutrition, international trade, soybeans and cotton

Global Issues 3

This book includes the following topics:

- how we spend money, national budgets, global poverty, taking action through music
- child soldiers, Declaration on the Rights of the Child, bridging the digital divide
- medicine, drug companies, Big Pharma, debt, micro-credit, the Grameen Bank
- global warming, greenhouse gases, the challenge of clean energy

Global Issues 4

This book includes the following topics:

- population growth, humanitarian NGOs, clean water, sharing resources
- mortality and fertility, birth control, family planning, confronting inequality
- sanitation and disease, global toilet comparison, crowded cities, urban slums
- endangered species, biodiversity, deforestation

Global Issues 5

This final book includes the following topics:

- cultural diversity, indigenous peoples, corruption and development
- socially conscious literature (Animal Farm, Lord of the Flies), schooling for girls
- gender stereotypes, living with AIDS, the Stephen Lewis Foundation
- Third World debt, sustainable development, genetically modified crops

RESOURCES AND INFORMATION

Facing the Future

< www.facingthefuture.org >



Facing the Future is a highly regarded global education website which features an educator's zone, free teaching units, 60-second tours of global issues as well as a *Fast Facts, Quick Action* page.

New Internationalist

< www.newint.org >



New Internationalist provides teachers with the information and inspiration about global issues needed to make the world a better place. Check out their website and subscribe to their magazine!

Oxfam Education

www.oxfam.org.uk/education/



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

Global Dimension

<www.globaldimension.org.uk>



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

United Nations Works

< 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 *What's Going On?* video series!

Better World Links

< www.betterworldlinks.org >



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

Peace Boat

< www.peaceboat.org >



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

U.N. Cyber School Bus

www.un.org/Pubs/CyberSchoolBus/



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

Better World Website

< www.betterworld.net >



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

Global Issues

<www.globalissues.org>



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

Green Teacher

< www.greenteacher.com >



Green Teacher is a great website and magazine which offers classroom ideas, activities and resources to help promote environmental awareness in schools.

Global Issues at ESL Etc.

< www.esletc.com >



ESL Etc. features great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!



LANGUAGE TEXTBOOKS ON GLOBAL THEMES

Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.



- (1) **"Global Games: Learning English through Sports"** by G. Hays & K. Mueller (2014; ¥1600)

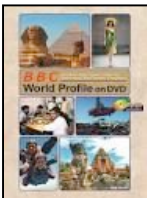
Shokakusha Publishing Company (Tokyo) <info@shohakusha.com> <www.shohakusha.com>



This 45-page reading and listening text introduces world sports while practicing basic English skills. The book starts with a health questionnaire and an intro unit on *health* then goes on to profile 14 global sports: *baseball, surfing, American football, tennis, golf, basketball, hockey, soccer, marathon, swimming, rugby, figure skating, car racing* and *Japanese sports*. Each 3-page unit has a pre-reading task, a short passage, comprehension questions and a dialog on the topic with a gap-fill exercise.

- (2) **"BBC World Profile on DVD"** by A. Morita, T. Kaya, A. Sato, S. Harada et al (2014; ¥2500)

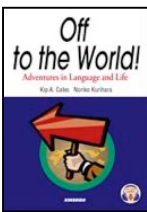
Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>



This 94-page Japanese EFL text aims to promote English skills and global awareness through BBC video clips. Its 14 units are organized into 3 categories (science & technology, society & sports, world interests) and cover topics such as: *China's terracotta warriors, Bali temples, the sphinx in Egypt, Athens, Honolulu, car recycling* and *hi-tech farming*. Each unit has an intro questionnaire, vocabulary prep, comprehension questions, dictation as well as grammar, listening and speaking tasks.

- (3) **"Off to the World: Adventures in Language and Life"** by K. Cates & N. Kurihara (2014; ¥1800)

Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



This 63-page Japanese EFL text features short stimulating readings on international themes. Its 15 units deal with language, travel, cross-cultural communication and global issues including: *world greetings, global connections, the Olympics, study abroad, world religions, hitchhiking overseas, landmines* and *world citizenship*. Each 4-page unit has a topic intro, a 1-page essay, comp questions, vocab exercises, discussion questions and a "Did you know?" box. Readings are based on the author's Japan Times Shukan ST essays on-line at <http://st.japantimes.co.jp/st_contributor_profile.htm?f=022>

- (4) **"Closer to the World: VOA's Health & Environment Reports"** by S. Yasunami & R. Lavin

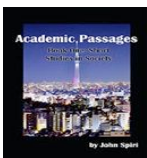
Shokakusha, (Tokyo) <info@shohakusha.com> <www.shohakusha.com> (2014; ¥1900)



This 60-page Japanese EFL text aims to promote language skills through listening passages from *Voice of America* (VOA) radio on themes of health and the environment. Its 15 units focus on topics such as *orangutans, autism, water quality, child mortality, organic farming, malaria, coffee farmers, overweight people, mangrove trees* and *family planning*. Each 4-page unit has a pre-listening vocabulary prep, listening exercises, comprehension questions, useful expressions and sentences for translation.

- (5) **"Academic Passages"** by John Spiri (2013) (2 book series: ¥1,700 per book)

Global Stories Press <globalstoriespress@gmail.com> <<http://globalstoriespress.com>>



This 2-book series introduces academic topics using colorful informative texts focused on listening, reading and speaking skills. Each chapter features a short passage, language tasks, discussion questions, history timelines and student speaking practice. Teachers can choose from audio and transcripts at four levels.

▪ **Book One "Society"** Chapter themes include: *World History, The Environment, Native Peoples, World War II* and *World Religions*.

▪ **Book Two "Science"** Chapter themes include: *Population Trends, Medicine, Psychology, Critical Thinking* and *Future Challenges*.





TEACHING RESOURCES ON GLOBAL ISSUE MOVIES

Movies are a powerful way to engage students with global issues. Check out these key resources that can help you to use film in the language classroom.



Books for Teaching

English in Films for Classroom Teachers & At Home Students

by Jon Miller (2011) \$29

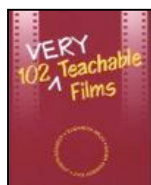
This key resource provides ESL activities for teaching English with films such as *Lord of War*, *The Insider*, *The Firm* and *The Matrix*.



102 Very Teachable Films

by Elizabeth Mejia (1994) \$1 used

This great teaching resource gives summaries of and activities for 102 classic films on themes such as war, race, religion, sex roles & ecology.



Film is Content

by J. Williamson (1996) \$10 used

This study guide for advanced ESL students profiles 24 classic films grouped around 6 themes including women's issues and discrimination.



Teaching with Movies

by Teresa O'Bannon (2007) \$24

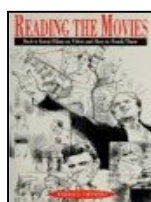
This book shows how to teach 77 popular films based on concepts and topics such as environmental issues, leadership and diversity.



Reading the Movies

by William Costanzo (1992) \$10

This teacher's guide shows how to teach 12 great films such as *Grapes of Wrath*, *Citizen Kane*, *Do the Right Thing* and *Modern Times*.



Picture This!

by Sky Hiatt (1992) \$12

This classic guide gives profiles of over 300 environmentally, socially and politically relevant films on a wide variety of key global issues.

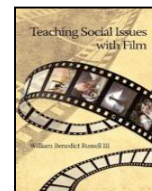


Books about Movies

Teaching Social Issues with Film

by William Russell (2009) \$42

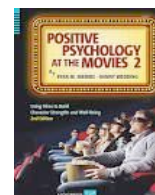
This key book describes how the film industry has confronted social issues, lists social issue films and gives ideas on how to teach them.



Positive Psychology at the Movies

by Ryan Niemiec (2013) \$52

This unique book introduces the area of positive psychology and profiles 1,500 character-building movies that can uplift, inspire and empower.



Spiritual Cinema

by Gay Hendricks (2006) \$12

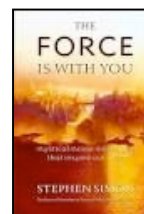
This book introduces a wealth of inspiring movies that expand your mind, warm your heart, stir your soul and celebrate the human spirit.



The Force is With You

by Stephen Simon (2002) \$12

This book discusses how powerful movie messages can inspire people with examples ranging from *Ghost* to *Star Wars* to *The Matrix*.



Green Screen

by David Ingram (2004) \$28

This film studies text explores how Hollywood films portray nature, deal with environmental issues and promote ecological awareness.



America on Film

by Harry Benshoff (2009) \$42

This powerful film studies text analyzes how race, class, gender, disability and ethnic minorities are portrayed in Hollywood movies.





GLOBAL EDUCATION MATERIALS AND RESOURCES

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



Breaking News English

www.breakingnewsenglish.com



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

JALT Critical Thinking SIG

Learn how you can promote critical thinking in your classes.
Web: <http://jaltct.wordpress.com>
Email: roehl.sybing@gmail.com

The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.
* Cost: ¥2000 / \$20 (Kip Cates)

Fair Trade Goods

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

* www.peopletree.co.jp or [co.uk](http://www.co.uk)
* www.fairtrade.net

Global Education Maps

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



GLOBAL EDUCATION RESOURCES



Contact the organizations below for information on their latest teaching materials.

- Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org
- Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org
- Center for Teaching International Relations:** primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: www.ctir.org
- Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: www.esrnational.org
- International Education Resource Center (ERIC):** Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org
- Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press books are now sold by Nicholas Brealey Inc. Web: <http://nicholasbrealey.com/boston/>
- National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com
- New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org
- Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: www.oxfam.org.uk/education/
- Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 www.peace-ed.org
- Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: www.peaceproject.com
- Social Studies School Service:** global education catalog of books, videos, software, posters & maps
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA
Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com
- Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA
Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>
- U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int'l understanding
UN Bookstore, New York 10017 USA www.un.org/Pubs/CyberSchoolBus/bookstor/index.html
- WWF (World-Wide Fund for Nature):** books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org

COMING EVENTS CALENDAR

Feb 7-23	2014 Winter Olympics in Sochi ¹	Mar 21	Eliminate Racial Discrimination Day ⁵
Feb 14-20	Random Acts of Kindness Week ²	Mar 25	Slavery Victims Remembrance Day ⁶
Mar 8	International Women's Day ³	April 4	World Landmine Awareness Day ⁷
March 15	World Consumer Rights Day ⁴	April 22	Earth Day 2014 ⁸

1 Winter Olympics: <Wikipedia: 2014 Winter Olympics> <www.sochi2014.com/en> <www.olympic.org>
 2 Kindness: <wikipedia> <www.actsofkindness.org> <www.worldkindness.org.sg> <www.kindness.jp>
 3 Women: <wikipedia> <www.internationalwomensday.com/> <www.isis.aust.com/iwd/stevens/contents.htm>
 4 Consumers: <wikipedia: Consumers International> <www.consumersinternational.org/our-work/wcrd>
 5 Racism: <www.un.org/cyberschoolbus/iderd/> <www.un.org/cyberschoolbus/racism2001/orglinks.asp>
 6 Slavery: <wikipedia: slavery> <www.timeanddate.com/holidays/un/remembrance-day-transatlantic-slaves>
 7 Landmines: <www.timeanddate.com/holidays/un/mine-awareness-day> <www.maginternational.org/about/>
 8 Earth Day: <www.wikipedia.org> <www.earthday.net> <www.earthday.org/> <www.earthday-tokyo.org/>

* More dates: <www.betterworldcalendar.com> <www.national-awareness-days.com> <www.earthcalendar.net/>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

NEWSLETTER SUBSCRIPTIONS (JALT Members) JALT members who wish to join the "Global Issues" Special Interest Group (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 2013)

- * 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

NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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

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

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