

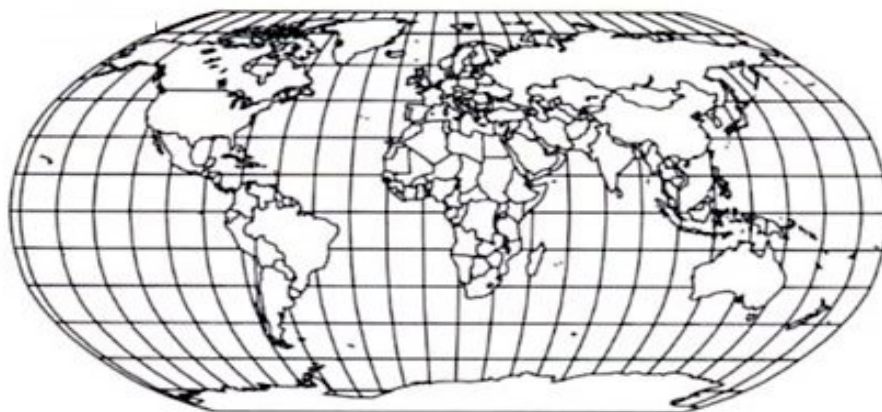
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

89th

Issue

celebrating 89
issues and 23
years in print
since 1990



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E-mail: kcates@rstu.jp Check out back issues on our homepage!
Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #89

This fall newsletter goes to press as teachers and students in Japan enjoy the autumn colors and prepare for winter. Articles include: (1) an official set of guidelines for schools designed by the NGO Oxfam on how to introduce *Education for Global Citizenship* into the curriculum and (2) a description by Tim Grose of how to use on-line video clips for teaching about global issues, featuring two powerful films about the environment. Our special feature this time looks at how short bumper sticker messages can be used in class to promote language skills, cultural understanding and social awareness. Other items include a report on the recent JALT 2013 conference held in Kobe, a list of global issue datebooks and calendars for 2014 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



Pan-SIG 2014 Conference

May 10-11, 2014 in Miyazaki

< www.pansig.org >

Next spring's Pan-SIG conference will be held from May 10 – 11, 2014 in the city of Miyazaki (Kyushu) on the theme of *Sustainability: Making Teaching and Learning Last*. The Call for Papers has now been posted to their website. Do plan to attend. Presentation proposals are due very soon!

- Deadline for submissions: January 15, 2014

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 language teachers in Japan. To learn more or share ideas, contact Brent Simmonds.

Global Education Events

- **Education, War and Peace Conference**
July 23 – 26, 2014 London (England)
Proposals: Nov. 30 <www.ische2014.org>
- **Asia Association for Global Studies (AAGS)**
March 22, 2014 (China) Proposals: Nov. 30
Website: <<http://asia-globalstudies.org/>>
- **Education and Human Development in Asia**
March 2 – 4, 2014 Proposals due: Dec. 14
Hiroshima, Japan www.presdafoundation.org
- **Global Education Conference (Tokyo)**
Fostering Global Citizenship in Japan
May 17, 2014 Proposal deadline: Dec. 15
Website: <www.conference.lcjapan.com>
- **Creating a Peaceful School**
February 1, 2014 Walnut Creek (CA, USA)
<http://creatingpeacefulschools.weebly.com/>
More global education events are listed at:
www.peace-ed-campaign.org/newsletter/



Peace as a Global Language Conference (PGL)



November 16- 17, 2013 <<http://pgljapan.org>>

Rikkyo University, Niiza Campus (Building #8) Tokyo, Japan

This year's PGL Conference will be held November 16 - 17 at Rikkyo University in Tokyo on the theme of *Peace and Welfare in the Local and Global Community*. This unique weekend event will bring together peace activists, peace educators and language teachers to discuss ways that we can work to solve the issues that divide our communities at the local and global levels. Be sure to attend this special peace ed event!

Featured Events

- A. Shimada: *Fostering Ainu Youth*
- G. Yokota: *Engendering Peace*
- J. Denny: *Empowering Myanmar*
- Film Showing: *Singers in the Band*

Daily Schedule

- Saturday: 12:30 - 5:20 pm
Film Screening (5:30 pm)
Conference banquet (7:30)
- Sunday: 10 am - 5:00 pm

Fees and Access

- 1 day: ¥4,000 / 2 days: ¥8,000
- Student discount: ¥1,000 per day
- Shiki Station (Tobu-Tojo line)
- PGL <pgl2013@outlook.com>

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 2013

Here are the 2013 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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JOIN OUR GILE SIG TEAM

Wanted:

- reps for other areas of Japan
- project & website assistants

SIG Membership:

Tim Grose
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<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
- **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/



Making Connections: Language Activities for Creating Interpersonal Tolerance

by Susan Renaud & Elizabeth Tannenbaum
(School for International Training, USA)

The article describes the design of an English camp designed on peace education principles attended by 40 high school students from Haiti and the Dominican Republic, neighboring countries with a history of conflict. The camp aimed to improve students' English skills while promoting mutual tolerance and understanding. Students from the two countries were paired up or put in mixed groups for activities on themes such as *Self* (name pantomimes, partner interviews, finding commonalities, self-portraits), *Community* (group map making, story writing) and *Region* (discussing stories, songs and movies).

English Teaching Forum Vol. 51/2 2013 USA
<http://englishprograms.state.gov/forum/>

Japan-Indonesia Intercultural Exchange in a Facebook Group

by Eric Bray <ehb23@yahoo.com>
Septina Iswanti <ninaseptina2009@gmail.com>

This article describes an intercultural exchange project set up via Facebook between 75 Japanese and Indonesian EFL college students. To prep for the project, students were asked to do background study on the partner country, its location, religion and traditions. The exchange began with video self-intros followed by discussions of cultural differences and issues such as recycling. One popular activity was to have students guess the purpose of a "mystery object" from the other culture. A post-project survey showed that students in both countries felt the exchange benefited their English and stimulated their cultural awareness.

The Language Teacher Volume #37/2 March 2013
JALT, Japan. <<http://jalt-publications.org/tlt/>>

UN Peacekeepers Teach English in Lebanon

Arab students at a school near the tense Lebanese-Israeli border are learning English with UN peace-keepers from Ghana. The soldiers have to go slowly as their accents are difficult for children. At first, the students refused to be taught by the Ghanaians, but now they have come to love them.

"Keeping the Peace" in *EL Gazette* #402 July 2013, UK. www.elgazette.com

Teaching Story Without Struggle

by Michael Rabbidge & Nico Lorenzutti
(Chonnam National University, South Korea)
< mikemind@hotmail.com >

This article reviewed the benefits of using graded English readers in EFL classrooms, then described obstacles to using extensive reading in Korea due to traditional Korean views of language learning which hold that "simply reading" is not a valuable use of learning time. The authors propose a Bimodal Narrative Approach using graded reader audio packs to practice both reading and listening. They then describe a reading program which featured a simplified version of the novel *Billy Elliot*, the powerful story of a British boy who has to fight harsh gender stereotypes in rural England to realize his dream of becoming a ballet dancer.

English Teaching Forum Vol. 51/3 2013 USA
<http://englishprograms.state.gov/forum/>

American EFL Teacher Killed in Egypt

Andrew Pochter, a 21-year old American, was killed during a protest in Alexandria. Pochter, a student at Kenyon College in Ohio, was spending his summer in Egypt teaching English to local children as an intern with *Amideast*, a US non-profit group engaged in international education. Pochter was stabbed to death while witnessing clashes between police and anti-government protesters in the city. *Amideast*, in a formal press release, stated that Pochter had "demonstrated the enthusiasm and willingness to engage his students that help to build mutual understanding."

"US Teacher Stabbed in Egypt Clash" in *EL Gazette*
#403 August 2013 <www.elgazette.com>

Mistaken Terrorist Attack on Korean School

A private English school in Daegu was attacked by Korean terrorists as a result of a name mix-up. The school, whose name in Korean is *The American Culture Center*, is a private language academy for young learners. It was attacked by two men using explosives who had intended to target a nearby American culture center run by the United States government. There were no casualties and none of the 100 children enrolled in the school were hurt.

"Korean Arsonists Miss Their Target" in *EL Gazette*
#401 June 2013, UK. www.elgazette.com

Language Teaching Conferences

- **Pan-Asian Conference on ELT**
December 5 - 7, 2013 Cebu (Philippines)
Website: <<http://pac-teach.org/>>
- **Language and Communication Conference**
December 12 - 13, 2013 Bangkok (Thailand)
Website: <<http://iclc.nida.ac.th/main/>>
- **Cambodia TESOL Conference**
February 22 - 23 Phnom Penh (Cambodia)
Web: <www.camtesol.org/2014-conference>
- **Digital Technologies in Language Teaching**
March 29, 2014 (Kyoto) <www.iclmc.org>
Submission Deadline: November 30, 2013
- **Language, Medias and Culture (ICLMC)**
April 12 - 13, 2014 (Seoul) <www.iclmc.org>
Submission Deadline: November 25, 2013



JALT 2014 National Conference

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

The 40th annual JALT conference will be held Nov. 21-24, 2014 in Tsukuba on the theme *Conversations Across Borders*. Proposals due soon!

- Submission Deadline: February 11, 2014

LiLT Summer Conference

September 6-7, 2014 in Toyohashi, Aichi
<<http://liltsig.org/heart-of-the-matter/>>

JALT's *Literature in Language Teaching* SIG (LiLT) will hold a 2014 conference next summer. Proposals welcome on global issues and literature.

- See their site or contact: <liltsig@gmail.com>



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 international conference will be held from April 2 - 5, 2014 in the city of Harrogate, England. Check for details on-line.

IATEFL's Global Issues SIG

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 annual international English teaching conference will be held from March 26-29, 2014 in Portland, Oregon with the environmentally-friendly theme: *ELT for the Next Generation: Explore, Sustain, Renew*.

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@unc.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

Conference Information

For information on upcoming conferences, go to:

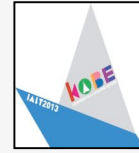
- * www.conferencealerts.com/language.htm
- * <http://jalt.org/aggregator/sources>
- * www.eltcalendar.com/events/conferences/



39th JALT CONFERENCE ON LANGUAGE TEACHING

October 25 - 28, 2013 at Port Island, Kobe, Japan

Learning is a Lifelong Voyage <<http://jalt.org/conference/jalt2013>>



Global Issues SIG Forum

Sharing Ideas, Lessons, Resources

MCs: Jennie Rothman <program@gilesig.org>
Tim Grose <tpggrose@hotmail.com>

Food Culture: What's Considered "Edible"

This described ways to show students how their perceptions are culturally determined by considering what is edible in other cultures. Tetsuya Fukuda (ICU) <tetsuyafukuda2012@gmail.com>

Communicative Reading for Global issues

This presentation explained how to make global issues reading texts more interesting by using interactive, multi-skills activities. Mark Shrosbee (Tokai University) <markshros@gmail.com>

CLIL and Studying English Abroad

This showed how to introduce global content into study abroad via a fieldwork course in Nepal and a visit to a Nez Perce Indian community in the US. Hitomi Sakamoto (Toyo Gakuen) & Eleanor Kelly (Rikkyo Univ.) <hitomi27sf@yahoo.co.jp>

Global Crisis Group: A Fictional Narrative

This explained a class role play in which EFL students simulate a UN crisis group working to fight piracy, terrorism and poverty. Kevin Ballou (Kwansei Gakuin) <kevin_ballou@yahoo.com>

Experiencing the Flip

This talk showed how to increase student participation, engagement and understanding using flipped learning and experiential approaches. Rab Paterson (ICU) <rab.paterson@gmail.com>

The Japanese English University Model UN

This talk shared ideas and materials on how to prepare students for an English Model UN. Lori Zenuk-Nishide & Donna Tatsuki (Kobe City U of Foreign Studies) <lzenuknishide5@gmail.com>

TED Lite

This session explained how on-line TED Talks can promote lower-level students' speaking, summary and presentation skills. Anthony Lavigne (Kansai Gaidai) <lavigne.gaidai@gmail.com>

Real-Life Listening via Storycorps.com

This presentation demonstrated how to engage EFL learners in authentic interviews on global topics such as race, immigration, war, life and death from <www.storycorps.com>. Thomas Fast (Okayama University) <fast@okayama-u.ac.jp>

English for International Cooperation

This talk introduced teaching materials on human rights and international relations developed for a university *English for International Cooperation* course. Risa Ikeda (IUJ) <rikeda@iuj.ac.jp>

Food Waste and Japan

This talk demonstrated EFL classroom activities about reducing food waste designed for a content course on *Japan's Environmental Impact*. Tamatha Roman <tamatha-r@kanda.kuis.ac.jp>

Service Learning Projects

This session outlined the benefits of service learning then gave examples of projects carried out by EFL Japanese university students. Brent Jones (Konan Univ.) <bjones_jp@yahoo.com>

GILE Featured Speaker: Daniela Papi

<<http://lessonsilearned.org/about/>>

Our GILE Featured Speaker was Daniela Papi, an EFL teacher in Japan who organized charity bicycle rides in Cambodia and founded her own development education NGO entitled "PEPY".

▪ *From EFL to NGO: A Lifelong Voyage*

This workshop outlined how teachers can involve students in overseas learning service trips and promote development education in class.

▪ *The Dos and Don'ts of Volunteering Overseas*

This explained the concept of "voluntourism" and outlined how EFL student groups can have a positive impact when volunteering overseas.



JALT Conference Bags

This year's JALT conference bag was produced by a co-op in Cambodia.

Books Doing Good



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



Balsamo Asian Scholar

This year's Asian Scholar was Rubina Khan who attended on behalf of the *Bangladesh English Language Teachers Association* (BELTA).

Other Conference Presentations

ASEAN: Need for Sociolinguistic Competence

This session reported on the results of a study on the conversational competence of 3,950 students in three ASEAN countries. Carmella Lieske (Shimane Univ.) <clieske@soc.shimane-u.ac.jp>

Global Englishes Through Listening Journals

This talk discussed the use of listening journals as a way of raising awareness of non-Native English varieties among Japanese students. Heath Rose (Trinity College Dublin) <heath.rose@tcd.ie>

Returning Home? Becoming Career Ready

This session discussed the kinds of challenges faced by expat teachers from the UK, US, Canada and Australia who return home after working make a difference in EFL. Steven Nishida (JALT)



Knowing Culture Through Music

This paper introduced materials and techniques that engage learners with songs and music while promoting inter-cultural understanding. Joseph Poulshock <josephpoulshock@mac.com>

Language Learning & Community Involvement

This forum featured talks on involving students with the local community via critical incidents, life stories and guest speakers. Joseph Dias (Aoyama Gakuin U.) <joseph_dias@yahoo.com>

JALT Critical Thinking SIG Forum

This 2nd annual CT SIG Forum featured language educators in Japan who discussed ways to foster critical thinking in English classes. Brian Cullen (Nagoya Inst. Tech.) <ctscan.editor@gmail.com>

Building a Football Corpus for EFL Learners

This poster described how intrinsic motivation (a love of soccer) can promote language learning and international success. Damian Fitzpatrick (Chinese University of Hong Kong) <damiannf@mac.com>

Volunteer Teaching in Cambodia

This poster described the presenter's experiences with an NGO in Cambodia where English and Japanese teachers can volunteer. Patrick Foss (Tokyo Medical Dental U.) <foss.las@tmd.ac.jp>

Globalization: Perceptions and Awareness

This paper discussed the results of a survey about Japanese students' awareness and perceptions of globalization. Jean-Pierre Richard (Tokyo Women's Christian U.) <j.p.richard@mac.com>

Shaping Global Languages Users via EFL

This presentation argued that students need to go beyond target language cultures and introduced a unit on teaching global culture. Julia Nikolskaya (KUIS) <nikolskaya-y@kanda.kuis.ac.jp>

International Understanding Approach to EFL

This presentation discussed how a focus on Global Englishes can enable EFL teachers to better promote international understanding in school English classes. Yuuki Ogawa (Soka University)

ELT Groupthink: How We Talk of Technology

This talk questioned the current obsession with smartphones and digital technology, and discussed how to find a more critical balance. Thomas Mach (Konan Univ.) <tmach@center.konan-u.ac.jp>

JALT Forum: Lifelong Learning in Asia

This panel featured ideas from educators in Korea, Cambodia, Malaysia, Philippines, Russia, Taiwan, Thailand and Indonesia on promoting lifelong language learning. Steven Nishida <iac@jalt.org>

Towards a Multicultural Campus

This talk looked at how international students fare in MEXT Global 30 universities and discussed problematic university policy issues. Salem Hicks (Ritsumeikan Univ.) <skhicks@fc.ritsumei.ac.jp>

Content-based Courses: Learner Strategies

This session discussed students' perception of English content courses plus the strategies, skills and materials to make these successful. Darrell Wilkinson (Soka Univ.) <darrell@soka.ac.jp>

One Step Beyond the Classroom

This talk described inspirational activities that encourage students to take their language learning beyond the classroom and connect it to their own social environments. Andy Boon (Toyo Gakuen University) <bromleycross@hotmail.com>

Tasks for Developing Critical Thinking

This session described how task-based learning can promote the development of critical thinking in oral communication classes. Sybil Armstrong (Kansai Gaidai) <sarmstro@kansai-gaidai.ac.jp>

Hi Friends! ALT Impressions of EFL Texts

This talk reported on a survey of 100 native speaker ALTs and how they evaluated the effectiveness and real-world relevance of Japanese junior high school teaching and texts. Harry Carley (Matsuyama U.) <pm333@nc.hi-ho.ne.jp>

Socio-cultural Benefits of Non-Western Readers

This session explored how graded reader versions of non-Western books (eg Natsume Soseki's *Botchan*) can promote socio-cultural learning. John Eyles (Urban Planet) <john@up-me.com>

Culture Basics for Language Teachers

This session provided basic training for foreign language teachers in cultural competency, issues of language and culture, and the teaching of intercultural communication skills. Joseph Shaules (JII) <jshaules@japanintercultural.org>

Extra-Curricular Writing via Encyclopedias

This presentation described how EFL students contributed English articles about Tokyo, its history and culture for an on-line faculty-edited Internet encyclopedia. Charles Laurier (Lakeland College Japan) <claurier@japan.lakeland.edu>

English Gairaigo in the JACET 8000

This talk discussed the role of English *gairaigo* loanwords in Japanese and their appearance in the JACET-8000 EFL vocabulary list. Keith Barrs (Hiroshima Shuda U) <barrs@shudo.ac.jp>

After Intensive Study: Response from Abroad

This session looked at how pre-departure intensive English programs in Japan were evaluated by Japanese professionals working overseas. Regan Tyndall (Asia University) <regan@asia-u.ac.jp>

Learner Autonomy and Int'l Communication

This presentation discussed the benefits for learner autonomy of having international students join Japanese learners in the classroom. Michi Saki (Ritsumeikan Univ.) <michimako3@gmail.com>

Getting Connected

This session provided ideas for helping students to connect with other people both in class and online while building social abilities and language skills. Kristin Sherman (Piedmont College / OUP)

Examining Japanese Attitudes to Plagiarism

This talk, based on a survey of 500 students, argued that, contrary to popular belief, plagiarism is not accepted in Japan. Greg Wheeler (Sapporo Medical University) <wheeler@sapmed.ac.jp>

Pushing the Boundaries of TED Talks

This session discussed how TED Talks can build knowledge, increase confidence and improve presentations and language skills. Carlos Budding (Akita Int'l Univ.) <carlosbudding@aiu.ac.jp>

TED.com: Blended Learning as Practice

This talk provided EFL activities for TED.com designed to develop student communication skills and stimulate a journey of learning and discovery. Floyd Graham <fgraham@kansaigaidai.ac.jp>

English Debate in Japanese High School

This talk described the value of teaching debate based on experiences at the *All-Japan High School English Debate Tournaments*. Cory Koby (Sendai Shirayuri Gakuen) <corykoby@gmail.com>

Exploring Critical Pedagogy

This workshop featured a team of presenters who introduced foreign language teachers to ideas from the field of critical pedagogy and explored ways it can help to promote learner autonomy. Andy Barfield (LD SIG) <barfield.andy@gmail.com>

Multilingualism: Study On Campus & Abroad

This talk described multilingual campus programs offered by the speaker's university which aims to send 60% of its foreign studies majors overseas for academic credit. Akira Kuwamura (Aichi Prefectural U.) <akuwamur@puc.aichi-pu.ac.jp>

Returnees: Issues, Opportunities, Experiences

This panel discussed the experience of Japanese returnee students as well as the challenges they face overseas and in returning home to Japan. Ron Murphey (Ehime U.) <murphey@ehime-u.ac.jp>

Gender: A Lifelong Learning Experience

This forum discussed the challenges for Japan of ensuring a work-family balance and increased participation of women in the workforce. Shayne Doyle (Asia Pacific U.) <shaynej09@apu.ac.jp>

The Language of Baseball in Everyday English

This poster showed how baseball expressions permeate US English, ranging from *pinch hit* to *get to first base* (= kiss a girl). Jerald Halvorsen (Sapporo Int'l Univ.) <j-halvorsen@ts.siu.ac.jp>

Using Craigslist for Language and Culture

This poster reported how the online community bulletin board *Craigslist* enabled five Japanese college students to learn both language and culture. Kazuko Shiota <kazukoshiota@sophia.ac.jp>

The Myth of Similarity: Diversity in Japan

This poster explained ideas and materials used by the presenter to raise awareness among Japanese students of cultural diversity here in Japan. Stephen Shrader <sshader@kansaigaidai.ac.jp>

Study Abroad SIG Forum

This forum introduced five exciting study abroad programs that engage students on campus, involve them in service learning and take them overseas. Craig Smith (KUFS) <craigkufs@hotmail.com>

Discover the News

This talk described how the textbook *Discover the News* involves students in studying, researching and reporting the news. Andy Boon (Toyo Gakuen University) <contact@languagesolutionsinc.com>

Internationalized Japanese Universities

This talk reported on efforts to internationalize Japanese universities (*Global 30 Project*) and on surveys of students in Japan, China and Korea. Christopher Haswell <haswell@fukuoka-u.ac.jp>

Providing Tools for Cultural Awareness

This presentation introduced an approach to teaching cultural awareness that goes beyond cultural stereotypes and cultural facts. Valerie Hansford (Soka Univ.) <hansford@soka.ac.jp>

Boosting Student Group Discussions

This session introduced ways to ensure more effective student discussions by tackling issues of motivation, confidence and anxiety. Robert Stroud (Kwansei Gakuin) <robertstroud@kwansei.ac.jp>

Students and Social Media Collaboration

This talk described the benefits of having students participate in Students Connected, a Facebook group for young English learners around the world. Anna Loseva (iTDi) <lateaching13@gmail.com>

Higher Order Thinking Skills in EFL

This talk argued that teachers need to go beyond lower-level thinking skills in most texts to promote critical and creative thinking. Penny Ur <jalt.org/conference/jalt2013/plenary-speakers>

Making the Change: From Paper to eBooks

This talk discussed the transition one university made from in-house paper textbooks to eBooks designed for iPad teaching. Tamara Swenson (Osaka Jogakuin) <t1swenson@wilmina.ac.jp>

Critical Thinking with TED and Timed PPT

This talk described how TED videos can enhance skills of analysis, synthesis and evaluation and demonstrated student timed Powerpoints. Shirley Ando (Otemae Univ.) <shirley@otemae.ac.jp>

Students' Reactions to Teacher Nationality

This presentation discussed student reactions to being taught by Japanese and non-Japanese teachers of English, then suggested ways to enhance cooperation between the two. Yoshie Shimai <angels123@grace.ocn.ne.jp>

THT Laos: Student-Centered Learning

This talk discussed student-centered teaching techniques developed as part of the Lao Teachers Helping Teachers program. Chris Ruddenklau (Kinki Univ.) <chrisruddenklau@yahoo.com>

Raising Intercultural Awareness in Japan

This JALT forum featured panelists from a variety of backgrounds who considered how language teachers can promote intercultural awareness. Fred Carruth (JALT) <fredcarruth@hotmail.com>

Haafu Identity: Half, Hybrid or In-Between?

This talk described identity problems experienced by half-Japanese individuals based on interviews and group discussions. Alexandra Shaitan (Birkbeck College, UK) <oshait01@mail.bbk.ac.uk>

Enhancing Global Learning with Web Content

This described how to design engaging content lessons on global themes using free on-line materials (blogs and web videos). Kimiko Koseki (Denenchofu Futaba HS) <koseki@myad.jp>

Promoting Culture Learning in Self-Access

This talk discussed the role of campus English conversation lounges in promoting international awareness and cultural understanding. Jonathan Bolick (Soka U/JII) <www.japanintercultural.org>

US Embassy Resources for Lg Study Abroad

This introduced ESL programs and resources for teachers and students offered by the US Embassy, EducationUSA as well as the Tomodachi Initiative. Thomas Santos <exchangesoffice@gmail.com>

TED Talks, Language Learning & Liberal Arts

This poster described how TED Talks were used as content in a lecture and critical discussion class as part of a university ESL liberal arts program. Kumi Iwasaki (ICU, Tokyo) <kumii@icu.ac.jp>

Developing Media Literacy Tools

This presentation introduced language teaching materials that go beyond surface analysis of texts (vocab, grammar, reading) to develop deeper critical media literacy skills. Ryan Lege (KUIS)

From Narration to Action: Persuasive Films

This talk introduced a number of powerful films (Mississippi Burning, Gandhi, Nanking...) that both teach and inspire students to action. Barry Natusch (Nihon Univ.) <http://barrynatusch.com>

TED, TEDx, TED-Ed as Learning Platforms

This presentation illustrated ways to use TED talks as learning materials in EFL as well as how organizing TEDx events can promote project-based learning by students. Jay Klaphake (Ritsumeikan University) <klaphake@fc.ritsumeikan.ac.jp>

Young Lingua Franca Users

This talk described how Japanese and Taiwanese children used English as a Lingua Franca (ELF) based on interviews and videos. Hiromasa Tanaka (Meisei Univ.) <tanakahi@eleal.meisei-u.ac.jp>

Cultural Differences

This talk described the variety of cultural differences noted by foreign residents in Japan, ranging from airport to home, to school and work. Sandy Chang (AJET) <sandy.chang@ajet.net>

Does Low Lg. Ability Mean Low Motivation?

This talk discussed how EFL audio, video and text from National Geographic can help learners engage with real issues and the wider world. Sean Bermingham <sean.bermingham@cengage.com>

Process Drama on Homelessness

This showed how process drama on topics such as homelessness can help Japanese students develop fluency as they explore current realities. Eucharía Donnery <donneryeucharía@gmail.com>

Cultural Competence via Critical Incidents

This talk described how a focus on cultural misunderstandings via critical incidents can promote language skills and cultural awareness. Fumiko Sato (Chuo University) <f.sato@beetle.ocn.ne.jp>

Narratives for Intercultural Understanding

This session demonstrated ideas that encourage students to develop cultural understanding by sharing stories of their inter-cultural experiences. Kevin Ottoson (NUFS) <kevin@nufs.ac.jp>

Japanese/Chinese Views of East Asian English

This talk reports on a survey of 2,750 college students in Japan and China about their views on East Asian English. Scott Menking (Shimane University) <smenking@soc.shimane-u.ac.jp>

Exploring Cultural Values in Film

This presentation showed how the study of cultural values can be enhanced by analyzing short film clips from popular movies on cross-cultural themes. Scott Bean <sbean@kansai.ac.jp>

International Service Learning in Japan

This talk described the results of pairing Japanese and foreign students for volunteer work with the elderly, the poor and Fukushima refugees. Stephen Dalton (Osaka Gakuin U.) <stephen@ogu.ac.jp>

Foreign Observers & Foreign Language Classes

This talk discussed the challenges faced by foreign researchers in studying language education in countries not their own. Brian Gaynor (Muroran Inst of Tech) <bgaynor@mmm.muroran-it.ac.jp>

Global Literacies in a Global Citizenship Class

This talk discussed the role of global education and multiple literacies in designing an EFL Global Citizenship course for Japanese students. Carol Begg (KUIS) <carol-b@kanda.kuis.ac.jp>

Learner Anecdotes: Once in Germany, I sat on..

This session focused on how language learners relate personal anecdotes about their experiences in informal conversations with native speakers. Muna Morris-Adams <m.m.adams@aston.ac.uk>

It's a Cultural Thing

This talk used PhD research and interview data to show how foreign language teachers often invoke uncritical notions of culture in class. Catherine Peck (Macquarie Univ.) <cbmpeck@gmail.com>

Benefits of Model United Nations Simulations

This talk discussed how Model UN simulations promote global awareness as well as presentation, negotiation and writing skills. Lori Zenk-Nishide (Kobe) <zenk-nishide@inst.kobe-cufs.ac.jp>

Global Challenges: Teaching English to Kids

This talk looked at issues and challenges linked to the teaching of English to children worldwide and reported the results of a global research project. Fiona Copland <f.m.copland@aston.ac.uk>

"Rainbow War" – A Peace Education Video

This session introduced the award-winning video Rainbow War and showed how it can engage EFL learners in thinking about war, peace, culture and conflict. Kip Cates (Tottori U.) <kcates@rstu.jp>

JALT 2014 will be held Nov. 21 - 24 in Tsukuba on the theme: *Conversations Across Borders*.

- Details at: <http://jalt.org/conference/jalt2014>
- Deadline for submissions: February 11th

2012 BEST OF JALT AWARD

Thomas Fast

JALT's *Global Issue SIG* is pleased to announce that the winner of this year's GILE Best of JALT Award is **Tom Fast** of Okayama University in recognition of his excellent 2012 presentation on "Global Issue Films in English Language Teaching" and for his great contributions over many years to our GILE SIG. Congratulations, Tom!

GILE SIG OFFICER AWARD

Naoko (Yasuhara) Harada

JALT's *Global Issues in Language Education* Special Interest Group is pleased to present its 2013 GILE SIG Officer Award to **Naoko (Yasuhara) Harada** in recognition of her long years of dedication and service (2008 - 2013) as GILE Program Chair. We hereby thank her for her outstanding contributions to our GILE SIG. Congratulations, Naoko!



Bumper Stickers in the Classroom

Bumper stickers are more than just decorations. They're cultural artifacts that encapsulate powerful ideas, emotions and worldviews in a compact linguistic format. Here we provide some classic bumper sticker messages on global themes. Try them out in class or order them as stickers, T-shirts, buttons, coffee cups or refrigerator magnets!

Teaching Ideas

- Have students study the vocabulary, phrases and grammar of selected bumper stickers.
- Provide a set of bumper stickers, then have sts sort them by category (peace, environment...)
- Have students research the social and historic-al background of selected bumper stickers.
- Have students pick a bumper sticker from a hat, then give or prepare a speech about it.
- Have students choose a bumper sticker that they like, then write an essay about it.
- Choose a bumper sticker with a message, then have students debate the pros and cons.
- Let students make their own bumper stickers.

Based on: *Bumper Sticker* – Burrows (Pro Lingua, 2013)

BUMPER STICKER RESOURCES



Peace Resource Project

<www.peaceproject.com>

The best website going for global issue stickers, buttons and T-shirts!



Humorous Bumper Stickers

<<http://humor.dmfitzgerald.com>>

Internet Bumper Stickers

<www.internetbumperstickers.com>



Bumper Sticker (2013)

by A. Burrows (Pro Lingua, USA)

A great ESL resource book which contains 360 bumper stickers together with teaching ideas.

ONE - LINE SLOGANS

Think globally. Act locally.

Make love, not war.

Re-use. Reduce. Recycle.

Celebrate Diversity.

Honk if you love silence.

Good planets are hard to find.

One people. One planet. One future.

We all live downstream.

If the people lead, the leaders will follow.

Well-behaved women rarely make history.

Live simply so that others may simply live.

Regime change begins at home.

Hatred is not a family value.

Terrorism is a symptom, not a disease.

Sow justice. Reap peace.

Who would Jesus bomb?

Give peace a chance.

Dissent is the highest form of patriotism.

WAR AND PEACE

Peace cannot be kept by force. It can only be achieved by understanding.

What part of "Thou shalt not kill" didn't you understand? - God

Join the Army, travel to exotic lands, meet unusual people and kill them.

Let there be peace on Earth and let it begin with me.

There is no flag big enough to cover the shame of killing innocent people.

There is no way to peace.
Peace is the way.

Who needs terrorists? We're destroying ourselves just fine without them.

When the power of love overcomes the love of power, the world will know peace

If war is the answer, then we're asking the wrong question.

The best way to defeat an enemy is to make him your friend.

An eye for an eye leaves the whole world blind.

War doesn't determine who's right. It only determines who's left.

War is God's way of teaching us world geography.

SOCIAL ACTION

Never doubt that a small group of thoughtful committed citizens can change the world.

The best way to predict the future is to help create it.

Whatever you do may seem insignificant, but it is most important that you do it.

The price of apathy is to be ruled by evil men.

The last time we mixed politics with religion, people got burned at the stake.

If you're not outraged, then you're not paying attention.

If we don't change direction, we'll end up where we're going.

In a time of universal deceit, telling the truth is a revolutionary act.

What's popular is not always right. What's right is not always popular.

No one is free when others are oppressed.

We must be the change we want to see in the world. - Gandhi

You may say I'm a dreamer. But I'm not the only one. - John Lennon

Our lives begin to end the day we become silent about things that matter. - ML King

EDUCATION

If you think education is expensive,
try ignorance.

Minds are like parachutes. They only
function when open.

Those who have been required to
memorize the world as it is will
never create the world as it might be.

Ignorance and arrogance is a bad
foreign policy.

It's no measure of good health to be
well-adjusted to a sick society.

A democracy is measured by the freedom
it gives its dissidents, not its conformists.

If you haven't changed your mind lately,
how do you know you have one?

Those who can, teach. Those who can't,
pass laws about teaching.

Those who make you believe absurdities
can make you commit atrocities..

OTHER TOPICS

Growth for the sake of growth is the
ideology of a cancer cell.

Urban sprawl = Cut down all the trees,
then name streets after them.

If you don't like the news,
then go out and make your own.

A lottery is a special tax on those who
can't do math.

God gave us 2 ears and 1 mouth so we
could listen twice as much as we speak.

People accusing the U.S. of torture should
be tortured until they admit they're lying.

Go to heaven for the climate. Go to hell for
the company. – Mark Twain.

The times when people lie the most are after
fishing, during a war or before an election.

I love my country.
It's the government I don't trust.

Shin-Eiken Association

< www.shin-eiken.com >

新英語教育研究会

Shin-Eiken is a dynamic high school English teachers group in based in Japan that works to promote global awareness, peace and humanistic education. Check its Japanese website, subscribe to its magazine or attend one of its many regional events in Japan.

“Shin Eigo Kyoiku” (New English Classroom) Magazine

Sanyusha Press <www.sanyusha-shuppan.com>

A variety of articles on global themes appear in each month's issue.

Magazine Issue # 527 (July 2013)

- *Amazing Grace and the 19th Century Slave Trade* (Junji Yoshiura)
- *10 Years of Korea-Japan EFL Teacher Exchanges* (Cho Eun-su)
- *Report: Teaching Foreign Languages for a Peaceful Future*

Magazine Issue # 528 (August 2013)

- *I Have A Dream: Becoming a Global Teacher* (Hitomi Sakamoto)
- *Teaching about Foreign Countries in EFL Texts* (Shigeki Narita)
- *EFL Skype Exchanges with the US and Russia* (Atsuko Akamatsu)
- *A Zambia- Japan “Joint Happiness” Project* (Hiroshi Kazumaki)
- *Connecting the Classroom to the World* (Takako Kasuya)



The following teaching guidelines are reprinted with permission from Oxfam's "Education for Global Citizenship: A Guide for Schools" (Oxfam, 2006).

Why is Education for Global Citizenship essential in the 21st Century?

In a fast-changing interdependent world, education can, and should, help young people to meet the challenges they will confront now and in the future. Oxfam believes that *Education for Global Citizenship* is essential in helping young people rise to those challenges for these reasons:

- The lives of children and young people are increasingly shaped by what happens in other parts of the world. *Education for Global Citizenship* gives them the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others', well-being and to make a positive contribution, both locally and globally.
- *Education for Global Citizenship* is good education because it involves children and young people fully in their own learning through the use of a wide range of active and participatory learning methods. These engage the learner while developing confidence, self-esteem and skills of critical thinking, communication, co-operation and conflict resolution. These are all vital ingredients in improving motivation, behaviour and achievement across the school.
- Current use of the world's resources is inequitable and unsustainable. As the gap between rich and poor widens, poverty continues to deny millions of people around the world their basic rights. Education is a powerful tool for changing the world because tomorrow's adults are the children and young people we are educating today. *Education for Global Citizenship* encourages children and young people to care about the planet and to develop empathy with, and an active concern for, those with whom they share it.

What is Education for Global Citizenship?

Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. This is something that children of all ages need, for even very young children come face to face with the controversial issues of our time through the media and modern

communications technology. Far from promoting one set of answers, *Education for Global Citizenship* encourages children and young people to explore, develop and express their own values and opinions, while listening to and respecting other people's points of view. This is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others.

Education for Global Citizenship uses a multitude of participatory teaching and learning methodologies, including discussion and debate, role-play, ranking exercises, and communities of enquiry. These methods are now established as best practice in education, and are not unique to *Education for Global Citizenship*. However, used in conjunction with a global perspective, they will help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others.

Global Citizenship Across the Curriculum

The scope of *Education for Global Citizenship* is wider than a single scheme of work or subject. It is more than simply the international scale in *Citizenship*, or teaching about a distant locality in *Geography*. It is relevant to all areas of the curriculum, all abilities and all age ranges. Ideally it encompasses the whole school – for it is a perspective on the world shared within an institution, and is explicit not only in what is taught and learned in the classroom, but in the school's ethos. It is apparent, for example, in decision-making processes, school management, purchasing policies, and in relationships between pupils, teachers, parents and the wider community.

Global Citizenship Across the Curriculum

Oxfam's *Curriculum for Global Citizenship* recommends the knowledge, skills, values and attitudes which we believe young people need in order to enable them to develop as Global Citizens. Many of the ideas it promotes are reflected in what teachers may know as multicultural, anti-racist, development or environmental education, but *Education for Global Citizenship* builds on these and other 'educations' to offer a specific – and unique – response to the challenges facing us in the 21st century. Since the *Curriculum for Global* was developed in 1997, it has been used by many schools.

However, it is not set in stone. Teachers and young people might find that there are other areas of knowledge they would like to explore, other skills they need to acquire and other values they want to examine. In a changing world, we need to be flexible and thoughtful about how to educate for global citizenship.

Oxfam's *Curriculum for Global Citizenship* is based on years of experience in development education and on Oxfam's core set of beliefs. But of course not everyone will agree about what makes an effective Global Citizen, and different people will have different ideas about the key characteristics of the 'good' and 'responsible' Global Citizen. The model here shows our views.

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This article has been adapted from Oxfam's "*Education for Global Citizenship: A Guide for Schools*" (Oxfam, 2006) with the official permission of Oxfam GB, Oxfam House, John Smith Drive, Cowley, Oxford OX4 2JY, UK <www.oxfam.org.uk/education>. Oxfam GB does not necessarily endorse any text or activities that accompany the materials, nor has it approved the adapted text.

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Knowledge and understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

Values and attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

The Global Citizen

Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

Education for Global Citizenship is ...

- asking questions and developing critical thinking skills
- equipping young people with knowledge, skills and values to participate as active citizens
- acknowledging the complexity of global issues
- revealing the global as part of everyday local life, whether in a small village or a large city
- understanding how we relate to the environment and to each other as human beings.

Education for Global Citizenship is not ...

- too difficult for young children to understand
- mostly or all about other places and peoples
- telling people what to think and do
- providing simple solutions to complex issues
- an extra subject to cram into a crowded curriculum
- about raising money for charity.

Knowledge and Understanding Curriculum for Global Citizenship

	Under age 5	Age 5 – 7	Age 7 – 11	Age 11 – 14	Age 14 – 16	Age 16 – 19
Knowledge and understanding						
Social justice and equity	what is fair/unfair what is right and wrong	awareness of rich and poor	fairness between groups causes and effects of inequality	inequalities within and between societies basic rights and responsibilities	causes of poverty different views on the eradication of poverty role as Global Citizen	understanding of global debates
Diversity	awareness of others in relation to self awareness of similarities and differences between people	greater awareness of similarities and differences between people	contribution of different cultures, values and beliefs to our lives nature of prejudice and ways to combat it	understanding of issues of diversity	deeper understanding of different cultures and societies	↑
Globalisation and interdependence	sense of immediate and local environment awareness of different places	sense of the wider world links and connections between different places	trade between countries fair trade	awareness of interdependence our political system and others	power relationships North/South world economic and political systems ethical consumerism	complexity of global issues
Sustainable development	living things and their needs how to take care of things sense of the future	our impact on the environment awareness of the past and the future	relationship between people and environment awareness of finite resources our potential to change things	different views of economic and social development, locally and globally understanding the concepts of possible and preferable futures	global imperative of sustainable development lifestyles for a sustainable world	understanding of key issues of Agenda 21 ↑
Peace and Conflict	our actions have consequences	conflicts past and present in our society and others causes of conflict and conflict resolution – personal level	causes of conflict impact of conflict strategies for tackling conflict and prevention	causes and effects of conflict, locally and globally relationship between conflict and peace	conditions conducive to peace	complexity of conflict issues and conflict resolution

Skills Curriculum for Global Citizenship

Skills	Under age 5	Age 5 – 7	Age 7 – 11	Age 11 – 14	Age 14 – 16	Age 16 – 19
Critical thinking	listening to others asking questions	looking at different viewpoints developing an enquiring mind	detecting bias, opinion and stereotypes assessing different viewpoints	media literacy making informed decisions	critically analysing information making ethical judgement	handling contentious and complex issues
Ability to argue effectively	expressing a view	beginning to state an opinion based on evidence	finding and selecting evidence beginning to present a reasoned case	learning to develop/ change position through reasoned argument	arguing rationally and persuasively from an informed position	political literacy participating in relevant political processes
Ability to challenge injustice and inequalities	beginning to identify unfairness and take appropriate action	↑	recognising and starting to challenge unfairness	starting to challenge viewpoints which perpetuate inequality	selecting appropriate action to take against inequality	campaigning for a more just and equitable world
Respect for people and things	starting to take care of things – animate and inanimate starting to think of others	empathising and responding to the needs of others making links between our lives and the lives of others	making choices and recognising the consequences of choices	growing ability to take care of things – animate and inanimate	following a personal lifestyle for a sustainable world	↑
Co-operation and conflict resolution	co-operating sharing starting to look at resolving arguments peacefully starting to participate	tact and diplomacy involving/including society and others	accepting and acting on group decisions compromising	negotiation	mediation	conflict resolution

Values and Attitudes Curriculum for Global Citizenship

	Under age 5	Age 5 – 7	Age 7 – 11	Age 11 – 14	Age 14 – 16	Age 16 – 19
Values and Attitudes						
Sense of identity and self esteem	sense of identity and self-worth	awareness of and pride in individuality	sense of importance of individual worth	open-mindedness		↑
Empathy and sense of common humanity	concern for others in immediate circle	interest and concern for others in wider sphere	empathy towards others locally and globally	compassion sensitivity to the needs and rights of others	sense of common humanity and common needs	sense of individual and collective responsibility
Commitment to social justice and equity	sense of fair play	sense of personal indignation willingness to speak up for others	growing interest in world events sense of justice	concern for injustice and inequality willingness to take action against inequity	commitment to social justice and equity	commitment to the eradication of poverty
Valuing and respecting diversity	positive attitude towards difference and diversity	valuing others as equal and different willingness to learn from the experiences of others	growing respect for difference and diversity	respecting rights of all to have a point of view	valuing all people as equal and different	↑
Concern for the environment and commitment to sustainable development	appreciation of own environment and living things sense of wonder and curiosity	concern for the wider environment beginning to value resources willingness to care for the environment	sense of responsibility for the environment and the use of resources	concern about the effects of our lifestyles on people and the environment	concern for the future of the planet and future generations commitment to a lifestyle for a sustainable world	commitment to sustainable development
Belief that people can make a difference	willingness to admit to and learn from mistakes	awareness that our actions have consequences willingness to co-operate and participate	belief that things can be better and that individuals can make a difference	willingness to take a stand on global issues	willingness to work towards a more equitable future	↑



On-Line Videos for Teaching Global Issues

by Tim Grose (Global Village, Sapporo, Japan)



Choosing Global Issue Websites

The Internet provides an amazing number of opportunities for enhancing the quality of teaching of global issues. One type of Internet resource that can have a powerful impact in the foreign language classroom is on-line videos. Here are two video sites that I have found to be very useful.



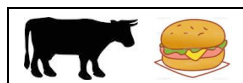
Green

<www.greenthefilm.com>

In the pantheon of 'cute' animals that charm Japanese zoo visitors, the orangutan comes second only to the panda. So imagine the shock when we are graphically shown how our behaviours directly contribute to the suffering and death of these animals in their habitats in Indonesia and Malaysia. This is precisely what the DVD 'Green' does.

'Green' is a 48-minute film (accompanied by a 1-minute trailer) which is freely available for downloading at the website above. It was directed by French director Patrick Rouxel in the year 2009. It's an astonishingly powerful look at the effects of deforestation on the environment, and specifically but not exclusively on the orangutan.

The soundtrack are the noises of the jungle, chainsaws and bulldozers; there is no speech. The film follows the trees on their journeys through the sawmills and into our communities as furniture or in the form of paper that we chuck away so thoughtlessly. Most seriously, it shows how the land that has been cleared is being replanted as palm oil plantations and how pervasively this product features in so many aspects of our everyday lives. And against this background are the repeated and shocking images of the orangutans and their sufferings. It is powerful.



Alma

<www.almathefilm.com>

Patrick Rouxel followed "Green" with 'Alma' in 2011. This 65-minute film has its own website and is also freely available for downloading. The format is similar to 'Green' but set in Brazil, where the film looks at the relationship between deforestation and the beef industry. Like 'Green', it graphically illustrates how our lifestyles in the developed world directly impinge upon what is happening to the environment half a world away.

Using On-Line Videos in Class

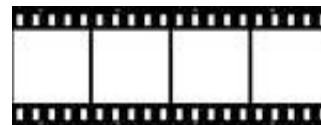
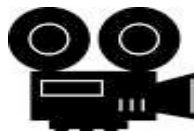
How can we use these two videos in our classrooms? There are several options. Firstly, as there is no commentary, students can make one. They can describe what they see in short segments or can respond to various worksheets provided by the teacher. Predicting is also a useful language activity as is speculating about causes and effects.

Another option is to assign half of the class to watch 'Green' and the other half to watch 'Alma' for homework, then have them explain what they saw. (This is not difficult as both films are readily available online.) This generally works well. Having students make connections between their own lifestyles and what they see on the screen provides a degree of personalization that makes this an effective language learning exercise. Finally, the homepages for both films contain a lot of background data and useful connections to other sites that provide a useful portal for students to make posters or do further work on these issues. These films are valuable educational resources.

On a final, personal note; although the films are freely available (and this helps to bring them to the widest possible audience), they can also be purchased. A contribution on the part of a teacher or an institution would, I am sure, be appreciated.

Send Us Your Own Favorite Video Clips!

These are two on-line video clips I have used in my English language classes. I have more. As I'm sure you do, too. Why not share a couple that you find especially helpful? Through the auspices of the GILE Newsletter and the GILE website, we could build a useful resource for global issues teachers. To avoid an avalanche of information, restrict your contributions to one or two especially useful on-line videos that you recommend. Just provide access details and a brief description of each clip and perhaps we can enhance the language learning experience of all our students.



Tim Grose

JALT Global Issues SIG Membership Chair
Global Village, Sapporo, Japan
E-mail: <tppgrose@hotmail.com>

Teach UNICEF< <http://teachunicef.org> >

Teach UNICEF is an on-line set of global ed resources designed to help classroom instructors teach about UNICEF as well as issues such as AIDS, children's rights, war, gender, poverty and health.

Reach and Teach< www.reachandteach.com >

Reach and Teach is a US peace and social justice education group that aims to transform the world through teachable moments. Check out the posters, books and other resources on their website!

Oxfam Educationwww.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 Buswww.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!



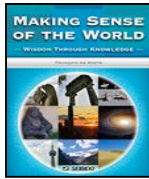
LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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) **"Making Sense of the World"** by Francois de Soete (2014; ¥1995)

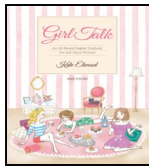
Seibido Press, Tokyo Tel: 03-3291-2261 <seibido@mua.biglobe.ne.jp> <www.seibido.co.jp>



This 100-page EFL reading text has 20 chapters divided into 4 categories: *Society* (education, conflict, population, global English), *Environment* (animal rights, human impact, renewable energy), *Politics* (democracy, Aung San Suu Kyii, China, world government) and *Science* (the universe, evolution, the Butterfly Effect). Each 5-page unit has a topic intro, reading, vocab, questions, summary and further info.

(2) **"Girl Talk"** by Kate Elwood (2014; ¥2100)

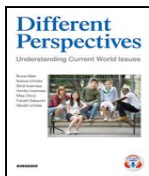
Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanun-do.co.jp>



This 96-page book is sub-titled "An All-Round English Text For and About Women". Its 15 units cover themes (work, travel, movies, health, career), functions (advice, compliments, opinions) and profiles of women role models: film director *Katherine Bigelow*, business leader *Anita Roddick* and Nobel Peace Prize winner *Bertha von Suttner*. Each unit has a warm-up, dialog, conversation plus reading and writing tasks.

(3) **"Different Perspectives"** by Bruce Allen, Nobuo Ichioka, Shinji Iwamasa & team (2014; ¥1900)

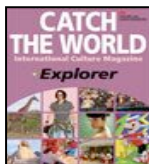
Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



This 100-page EFL text features readings on world issues from the *New York Times* and *The Guardian*. Its 15 chapters cover topics such as: *Tohoku tsunami orphans*, *euthanasia of pets*, *Taliban extremism*, *ethnic Americans*, *gender issues*, *video game violence*, *NRA gun myths*, *single fathers* and *child labor*. Each 6-page unit features a reading, vocab exercises, comp questions, listening, a dialog and discussion topics.

(4) **"Catch the World: International Culture Magazine"** by Keiji Naka (2014; 2nd edition)

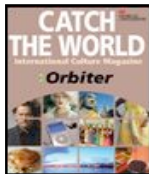
MacMillan Language House E-mail: <elt@mlh.co.jp> Website: www.mlh.co.jp



This attractive EFL series in glossy magazine format is packed with photos and high-interest articles by journalists around the world. Articles are simplified to a 2,000 word vocab level on topics from science to technology to Hollywood stars.

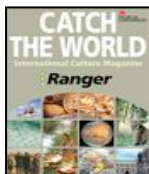
Explorer (¥2,300)

This book's topics touch on: *jokes around the world*, *the science of laughter*, *humor in translation*, *Buenos Aires*, *street graffiti*, *Johnny Depp*, *South American comics*, *beef around the world*, *global trivia* and *Japanese culture in New York*.



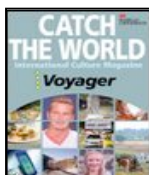
Orbiter (¥2,300)

This book's topics touch on: *global car ownership*, *social media*, *food in India*, *chocolate*, *exporting Japanese food*, *Tom Hanks*, *Lady Gaga*, *Anne Hathaway*, *the Beatle's global debut*, *invasive species*, *Iceland*, *Bangkok* and *Singapore*.



Ranger (¥2,300)

This book's topics touch on: *saving the Bengal tiger*, *the environmental impact of beef*, *Hugo Chavez*, *guest workers*, *Scarlet Johansson*, *Mayan rainforests*, *Galapagos Islands*, *socially responsible air travel* and *the Virgin Eco-Challenge*.



Voyager (¥2,300)

This book's topics include: *global movies*, *territorial disputes*, *guns in America*, *Amish life*, *French food*, *German culture*, *Natalie Portman*, *Hugh Jackman*, *in-ternational marriage*, *women boxers*, *the TPP*, *Jordan* and *elephants in Thailand*.



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>
or <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>
or <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> 900 yen

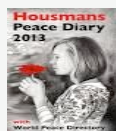
This environmental English-Japanese bilingual calendar has info and cartoons on eco-themes plus global issue dates. The calendar theme for 2013 is: *The Happy Taste of Slow Food*!



WAR RESISTERS LEAGUE

Syracuse Peace Calendar \$15
<www.warresisters.org>

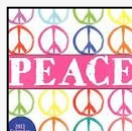
This 2013 *Peace Calendar* features 200 historical events from the US anti-war movement including the 150th anniversary of Emancipation and the 400th anniversary of the Dutch-Iroquois treaty



2013 PEACE DIARY

Housman's 2013 Peace Diary
<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> \$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> \$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> \$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> 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> 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.doonothing.org/calendar/
- UN Calendar: www.un.org/en/events/observances/days.shtml
- World Days List: www.altiusdirectory.com/Society/world-days-list.php
- International Dates: www.globaldimension.org.uk/calendar/



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

Nov. 13	World Kindness Day ¹	Dec. 2	Abolition of Slavery Day ⁵
Nov. 16	International Tolerance Day ²	Dec. 9	International Anti-Corruption Day ⁶
Nov. 23 / 29	Buy Nothing Day (BND) ³	Dec. 10	International Human Rights Day ⁷
Dec. 1	International AIDS Day ⁴	Dec. 10	Nobel Peace Prize Ceremony ⁸

1 Kindness: <wikipedia> <www.randomactsofkindness.org> <http://kindness.com.au/world-kindness-day.html>

2 Tolerance: <www.educationscotland.gov.uk/resources/i/internationaldayfortolerance.asp> <wikipedia>

3 Buy Nothing: <www.adbusters.org/campaigns/bnd> <www.buynothingday.co.uk> <www.wikipedia.org>

4 AIDS: <www.japanetwork.org> <www.avert.org> <www.worldaidsday.org> <www.worldaidscampaign.org>

5 Abolish Slavery Day: <www.notforsalecampaign.org> <www.castla.org> <www.stoptraffickfashion.com>

6 Anti-Corruption Day: <wikipedia.org> <www.un.org/en/events/anticorruptionday/> <www.transparency.org/>

7 Human Rights Day: <www.youthforhumanrights.org> <www.amnestyusa.org> <www.hrea.org>

8 Nobel: <wikipedia> <http://nobelprize.org/nobel_prizes/peace/> <http://nobelprizes.com/nobel/peace/>

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

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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: <kcates@rstu.jp> <www.gilesig.org>

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