

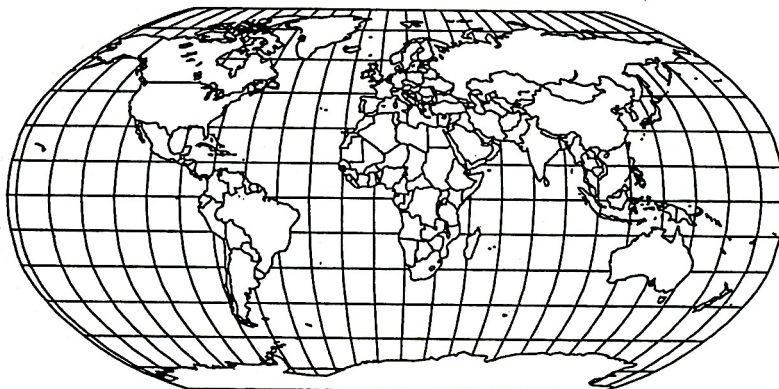
Newsletter of the "Global Issues in Language Education" Special
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

66th

Issue

celebrating 66
issues and 17
years in print
since 1990



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New Website: www.gilesig.org

Check out our new-look homepage!

NEWSLETTER #66

September has come and, for many of us, it's back to school! Key articles in our fall issue focus on (1) a summer English camp designed to promote intercultural understanding between Korean and Japanese high school students and (2) an environmental appeal to EFL publishers to reduce junk mail. In 2009, Japan will introduce a new citizen-based "lay judge" jury system. To prepare for this, we present here a special section on "Teaching about Great World Trials" with classroom ideas to help raise students' legal awareness as they learn about the trials of famous historical figures such as Socrates, Galileo, Joan of Arc, Alfred Dreyfus, Gandhi and Nelson Mandela. Also included are previews of the upcoming GALE (*Gender Awareness*), PGL VI (*Peace as a Global Language*), Global Festa and JALT conferences plus lots of global education news, resources and information.

Special features this issue:

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

Peace as a Global Language (PGL)

October 27-28, 2007 Kyoto, Japan
www.pgljapan.org

The 6th *Peace as a Global Language* conference (PGL VI) will be held October 27-28, at Kyoto University of Foreign Studies. This will bring together language teachers, peace educators and all those interested in working for a better world for an exciting weekend of talks and workshops on peace and global issue topics. Details on pg 10

Peace Education Workshop

Teachers College Columbia University Tokyo
www.tc-japan.edu

Columbia University will hold its fall 2007 *Peace Education* workshop in Tokyo as follows.

Education for a Culture of Peace and Non-Violence: Focus on Gender and Violence

Instructor: Betty Reardon (Columbia University)
 Dates: October 20-21 and November 17-18

Model United Nations (at PGL)

October 26-28, 2007 Kyoto, Japan
www.kufs.ac.jp/MUN

A Model United Nations (MUN) will be held as part of the PGL VI conference in Kyoto. College students will take on the role of UN ambassadors to discuss global issues. Details on their website.

International Cooperation Festival

Oct. 6 - 7, 2007 Hibiya Park, Tokyo
www.gfjapan.com

This exciting 2-day "Global Festa" in Tokyo is Japan's largest gathering of NGOs involved with global issues. Why not bring your students along to attend? For full details on this, go to page 17.



GALE Conference: *Gender and Beyond*

October 6 - 7, 2007 (Saturday - Sunday) in Osaka, Japan
<http://gale-sig.org>



This year's 2007 GALE Conference (*Gender Awareness in Language Education*) will be held on the weekend of Oct. 6-7 in Osaka. The event will feature gender issues expert Dr. Janet Holmes (University of Wellington, New Zealand) plus an exciting array of presentations by educators from Japan and overseas:

- 'De-feminizing' Japanese Women's Language
- Women in the Workplace: Advertising Images
- Human Trafficking in Japan
- Race, Gender and Social Justice
- Gender Equality and Multiculturalism in Class
- The Language and Culture of Dating and Sex
- Singleness/Femininity On Screen (1970 to today)
- Gender Friendly Computer Games
- Korean Women as Good Housewives
- "Girls are cute, boys are cool!"
- Gender, Culture and Communication
- Gender Socialization: Myth and Militarization

◇ Saturday: 6 – 8 pm (Temple University)

◇ Sunday: 10am – 4 pm (Kansai University)

Youth for Human Rights

<www.youthforhumanrights.org>



Youth for Human Rights (YHR) has produced a powerful set of 30 short public service TV ads to promote human rights. See these on-line (try Video #29) or order the DVD for classroom teaching.

Everyday Activism

< www.365act.com >



365 Act is a lively website which promotes actions that you can do 365 days a year to promote peace, justice and a better future. Check out their website and buy a copy of their book (profile on page 21).

Green Teacher Magazine

< www.greenteacher.com >



Green Teacher magazine is a dynamic environmental education publication which offers exciting teaching ideas, activities and resources to help promote global awareness at your school.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2007

Here are our 2007 officers for the *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

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WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

Directory of Book Donation Organizations

Browse their homepage for a listing of projects which donate used books to needy countries.
Sabre Foundation, 872 Massachusetts Ave.,
Cambridge MA 02139, USA
Website: <www.sabre.org> <sabre@sabre.org>

i EARN Egypt Book Request

Egyptian English teachers request used EFL resource books and texts be sent to them at:
iEarn Egypt, Building 4, 97 Cornish El Nile, 6th Floor, Suite 603, Rod El Farag, Cairo, Egypt
<www.earnegypt.org> <info@earnegypt.org>

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 <dhngoainhue@vnn.vn>

"Book Aid" South Africa Library Project

Help black South African kids! Check first to see what's needed. They'll mail to South Africa.
Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>
Website: <www.taaa.jp/english.html>

WHERE CAN I GET RECYCLED PAPER?

Here are sources for recycled paper. Let us know of others. This newsletter uses "White Yamayuri".

Honshu Seishi "White Yamayuri" (70% recycled)
Honshu Seishi, Ichikawa Bldg 3F, 5-13-3- Ginza,
Chuo-ku, Tokyo 104 Tel: 03-3545-6331

Eco-Paper 100 (100% recycled from waste paper)
Chubu Recycle, Arinobu Bldg 2F, 9-16 Fujimi
Naka-ku, Nagoya 460-0014 Tel: 052-339-5541

Websites about recycling

Zero Garbage Website (Japanese)
<http://3r-forum.jp/>

Eco-mall Website (English - USA)
www.ecomall.com/biz/paper.htm



My Journey From EFL to ESL

by Pat Colabucci <pcolabuc@mail.sdsu.edu >

This article describes the culture shock the author experienced as she entered the world of ESL in the US after 20 years of teaching EFL in Japan, Taiwan, China, Saudi Arabia and the United Arab Emirates. Her first shock was the competitive US job market: applying to 80 schools, interviewing for 20 and receiving all too many rejection letters. Her second shock was transitioning from a homogenous EFL format (teaching students of the same age, nationality, religion and ethnic background) to a diverse ESL format (teaching multicultural classrooms of Chinese, Guatemalans, Indians, Indonesians, Iranians, Japanese, Koreans, Mexicans, Palestinians, Poles, Russians, Saudis, Sri Lankans, Taiwanese, Thais, Turks, Ukrainians and Vietnamese). In addition to national diversity, her students were diverse in other ways and included doctors, engineers, musicians and movie makers as well as refugee and immigrant students such as farm workers, laborers and their children.

Essential Teacher Vol. 4/2 June 2007 USA
www.tesol.org

How To Teach the 3 Important Global Issues

by Suwako Nagata (Kobe Minato Junior High)
<neruda@mqb.biglobe.ne.jp>

This series of articles (in Japanese) presents teachers with a rich a variety of classroom ideas and activities on how to teach three key global issues in high school English classes in Japan: (1) the environment, (2) peace and (3) health.

Shin Eigo Kyoiku (New English Classroom) #452
- 457 Apr - Sep 2007 Japan www.shin-eiken.com

Paedophile Teachers in EFL

This article describes the conviction of 6 EFL child molesters and asks, "What is it that attracts paedophiles to work in EFL?" In reply, it quotes the UK tabloid *The Sun*, "Teaching English has been popular for paedophiles in Asia because of minimal screening and ready access to children." It calls for EFL schools to do background checks on prospective teachers as part of recruitment.

"Famous Paedo / Comment" in *EL Gazette* Issue #333 September 2007 UK. www.elgazette.com

Value Judgement: Australian Identity

by Misty Adoniou (U. of Canberra, Australia)
<misty.adoniou@canberra.edu.au>

In this article, the author discusses the Australian government's plan to introduce a new citizenship exam which will test both English proficiency and "national values." She contrasts the media portrayal of Australians as bronzed, blonde, sports-loving, crocodile-hunting larrikins with the reality that 40% of the population were born overseas or has a parent born abroad. She sees the government's push for the test as a reaction to the terrorist attacks of 9/11, London and Bali, and feels the intent is to identify those acting in "un-Australian" ways. She cites opposition to the test of many community groups who claim the current debate around Australian identity is Anglocentric and fails to acknowledge Australia's multicultural population. In a nation of 20 million people from over 200 countries, each living "the Australian way of life," she asks what the ideal model is to hold up to prospective Australian citizens.

"Value Judgement" in *EL Gazette* Issue #326
February 2007, UK. www.elgazette.com

Encouraging Critical Reading in EFL Classes

by Rosane Correia (Campinas, Brazil)

This article describes the author's work in promoting critical reading skills in her EFL classes in Brazil. She begins with the story of a student who calculated that he had answered 124 true-false questions in one week in English, history, geography and science classes. She criticizes traditional approaches to reading which focus on passive tasks with one "correct answer" such as multiple choice, true-false and vocabulary questions, and calls for more active tasks which force students to "read between the lines" such as chart filling, summaries, note-taking and book reviews. She describes a sample lesson involving (a) pre-reading discussion (predicting and brainstorming questions on the text), (b) while-reading tasks and (c) post-reading exercises. She asks students to notice word choice, verb tense (active or passive) and metaphors to help them suss out the author's point of view and intent.

English Teaching Forum Vol. 44/1 2006 USA
<http://englishprograms.state.gov/forum/>

Language Teaching Conferences

- **Political Linguistics Conference**
Sept. 13 - 15, 2007 Warsaw (Poland)
Website: www.ils.uw.edu.pl/pl2007/
- **Korea TESOL Conference**
Oct. 27 - 28, 2007 Sookmyung Univ. (Seoul)
Website: www.kotesol.org
- **SPELT Pakistan Conference**
Nov. 2 - 11, 2007 Islamabad/Lahore (Pakistan)
Website: www.spe.lt.org.pk
- **ETA-ROC Taiwan Conference**
Nov. 9 - 11, 2007 Taipei (Taiwan)
Website: www.eta.org.tw/en/index.asp
- **PALT Philippines Conference**
Dec. 4 - 6, 2007 Manila (the Philippines)
Website: www.palt-elt.org
- **Thai TESOL Conference**
Jan. 24 - 26, 2008 Khon Kaen (Thailand)
Website: www.thaitesol2.org

Global Education Conferences

- **Education, Leadership and Activism**
Oct. 17 - 20, 2007 Lesley University (NH, USA)
Website: http://lesley.edu/gsass/audubon/conference_great_turning.html
- **Phi Delta Kappa Global Education Summit**
Theme: *Preparing Students for Work and Citizenship in a Global Society*
Oct. 18 - 20, 2007 Vancouver (Canada)
www.pdkintl.org/summit/welcome.htm

Don't forget to renew your Global Issues
MEMBERSHIP / SUBSCRIPTION

- GILE Membership for JALT Members:
¥1,500 per year
- Non-JALT Newsletter Subscriptions
Japan: ¥2,000 per year
Overseas: US \$15 or UK 10 pounds

More Conference Information

- * www.conferencealerts.com/language.htm
- * <http://iteslj.org/links/TESL/Conferences/>
- * www.jalt-publications.org/tlt/confcal/

Key Internet Websites on Global Issues and Language Teaching



New

- JALT Global Issues SIG (Japan)
www.gilesig.org
- Korea TESOL Global Issues SIG (Korea)
www.kotesol.org/?q=globalissues
- IATEFL Global Issues SIG (UK)
www.dudenev.com/iatefl/gisig/
- TESOLers for Social Responsibility (USA)
www2.tesol.org/communities/tsr/



Teachers of English to Speakers of Other Languages

700 S. Washington St, Suite 200,
Alexandria, VA 22314-4287 USA

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

TESOL 2008 CONFERENCE

TESOL's 42nd annual international conference will be held from April 2 - 5, 2008 in New York City on the theme "Worlds of TESOL: Building Communities of Practice, Inquiry and Creativity"

♦ **Details:** www.tesol.org/2008convention/

TESOLers for Social Responsibility (TSR)

TSR is looking for volunteers to help with their website and newsletter. Contact the people below.

TSR Chair: Rob Clement <tsr@tesol.org>

Newsletter: Sarah Keyes <piratequeen@usa.net>

Web: Amy Hamar <amy.hamar@gmail.com>

Website: www2.tesol.org/communities/tsr/



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

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

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

IATEFL 2008 CONFERENCE

IATEFL's 42nd annual conference in 2008 will be April 7-11 in Exeter, UK. Info on their website.

IATEFL's Global Issues SIG (GI-SIG)

SIG Chair: Graham Hall <GISig@iatefl.org>

Website: www.dudenev.com/iatefl/gisig/



JALT CONFERENCE ON LANGUAGE TEACHING

November 22 - 25, 2007 at the Olympic Youth Center in Tokyo

<http://conferences.jalt.org/2007/> or www.jalt.org



This year's international conference of the *Japan Association for Language Teaching* (JALT) will take place at the National Olympic Memorial Youth Center in Tokyo from Nov. 22 (Thursday) to Nov. 25 (Sunday) on the theme "Challenging Assumptions: Looking In, Looking Out." Over 1500 language teachers are expected to attend. Here we present a preview of selected sessions on global themes.



GILE SIG Presentations

GLOBAL ISSUES SIG PANEL

Global Issues in the Language Classroom

Saturday Nov. 24th 9:15 - 10:50 am Room 304

This GILE SIG session will feature a panel of teachers who will report on initiatives they've undertaken to integrate global awareness, social responsibility and international understanding into their EFL classes. Topics will include lessons about world families, units on Japanese role models and out-of-class student charity projects. Each panelist will discuss teaching objectives, activities and student responses. Time will be allotted for questions, comments and discussion.

Lori Rink (moderator) Kobe Kaisei Womens U
<lmrink@hotmail.com>

Tracy Cramer Kansai Gaidai University
Marc Helgesen Miyagi Gakuin University
David Peaty Ritsumeikan University
Donna McInnis Soka University

GILE SIG FIRST-TIME PRESENTER SESSION

Teaching Against Bullying, Racism and Discrimination

Sunday Nov. 25th 9:50 - 10:50 am Room 409

This session will demonstrate human rights activities for junior and senior high school students which promote awareness on global and personal levels about issues of racism, discrimination and bullying. The activities were developed in a graduate course on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo).

Jennie Roloff Shizuoka City High School
<SHIZsumofan@hotmail.com>

Kimie Kawamura Higashi Ayase Jr Hi School
<kimie777@yahoo.com>

GILE SIG BUSINESS MEETING

Friday Nov. 23rd 5:20 - 6:20 pm Room 304

Come and attend this year's annual business meeting of our JALT *Global Issues in Language Education* Special Interest Group (GILE SIG) to:

- hear reports about our 2007 SIG membership, SIG finances, recent programs and activities.
- discuss our SIG newsletter, SIG projects, JALT 2008 plans and selection of SIG officers

GLOBAL ISSUES DISPLAY TABLE

JALT SIG Display Area

Drop by our *Global Issues* SIG Display table to:

- learn how to become a member of our SIG
- get global education teaching material
- discuss global issues with friendly volunteers

GLOBAL ISSUES SIG FORUM

Sharing Ideas, Lessons, Resources

Friday Nov. 23rd 1:50-2:50 pm Room 304

This year's GILE SIG Forum will be an "idea sharing" swap shop session open to all interested people. It will feature mini-reports by classroom teachers on innovative ideas for teaching activities, materials writing and curriculum design linked to global issues and international understanding. Handouts, lesson plans and teaching resources will be available to peruse and take home. Join this unique session to learn about the latest global education teaching approaches.



Please bring along copies of your own classroom handouts, lesson plans, articles and teaching materials on global issues or global education to share with other teachers!

Organizer: Donna McInnis <djmstar@aol.com>

OTHER JALT 2007 PRESENTATIONS ON GLOBAL THEMES

THURSDAY

Charles LeBeau Critical Thinking Made Easy: Practical Activities

FRIDAY

November 23rd

Darren Lingley Judith Johnson John Maher et al Steve Gershon John Rucynski Jr. Steve Cornwell et al Bob Gettings Kip Cates Brian Gaynor Louise Haynes Karen Masatsugu David Ockert Steven Davies et al Renee Renjel Charles Kowalski Tim Grose Rube Redfield et al Kip Cates Yasushi Sekiya et al Jennifer Claro Paul Arenson Yoko Munezane John Spiri Mohamed Badawi Greg Goodmacher Jon Dujmovich Alison Stewart Anthony Robins et al Cyndee Seton Sean Mehmet Arifa Rahman	Authentic Spoken Texts for Global Education Incorporating UN Development Millenium Goals The Case for Multilingual Japan (1968 – 2008) Culture in the Classroom: Window and Mirror Cross-cultural Understanding in the English Class Teachers Helping Teachers: Volunteering in Asia Copyright? What's that? EFL Web-based Multimedia Teaching about Islam and the Arab World The Globalization of Higher Education Does the Subject Matter Matter? Coffee Mornings: Experiencing Multiculturalism e-Bukatsu: VoIP Language Exchange Activity Psychology and the Environment: Primate Enrichment Facilitating Cultural Discovery Stories to Heal the World Teaching Issues: What, Why and How Educational Unions and You Global Issues in EFL Textbooks Around the World Effectiveness of a Short-term Study Abroad Program The Shy Japanese Approaching Gender Issues: Why and How Et tu, Robots: An Interdisciplinary Approach The World at Work Teaching EFL Culture in a Saudi Classroom Challenge Students with Controversial Topics The World in My Neighborhood Project European Joint Classes: Challenging Monolingualism Formal Debate in the EFL Class: The Why and How Content: Target Audience and Diversity in Japan Intercultural Awareness for Foreign Staff in Japan Training of Teachers in Rural Bangladesh Schools
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SATURDAY

November 24th

Chiaki Iwai Alain Lauffenburger John Maune Melvin Andrade Todd Thorpe et al Terry Fellner Sakae Suzuki William Balsamo Yoko Sekigawa et al Leander Hughes Junko Machida et al Steve Silver Patrick Dougherty Christopher Stilwell Chizuko Aiba et al Sandy Chuck et al Michael Furmanovsky Trevor Sargent et al	Perceptions of English in Three Asian Countries Esperanto Forum International Tutors for Conversation Classes Content-based vs. Language-based English Teaching Formation of a New "Study Abroad SIG" Language Learning Beyond the Classroom Joint Curriculum Between Japan and the UK Teachers Helping Teachers (THT) Seminars Reasons for Teaching English as a Global Language Motivating Debates for Low-level Learners Thematic Learning for Elementary School English Integrating Critical Thinking in the Classroom Skills for Global Communication Authentic Material: Path to Cultural Participation Introducing Japanese Culture in English Critical Thinking for Active Communication Making Sense of the <i>Ryugakusei</i> Experience Challenging Assumptions through Critical Thinking
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Andrew Reimann et al
 Yukiko Watanabe et al
 Jonathan Britten et al
 Misako Mamiya et al
 Lesley Riley et al
 Anthony Collins et al
 David Pite
 Todd Thorpe et al
 Yoko Sabatini
 Megumi Oda
 Maggie Lieb

Multicultural Perspectives in Language Teaching
 Task-based Critical Pedagogy in Jr High School EFL
 Challenging Assumptions about Global English
 Peace Education through Early Childhood Literacy
 Strategy Use to Overcome Anxiety in Study Abroad
 Socially and Environmentally Responsible Investments
 Looking Into Movies for Contemporary Social Issues
 Study Abroad and Student Perceptions
 Learning English, Globalization and Identities
 Thinking Critically about L2 Critical Thinking
 EFL: Are We Uniting or Dividing People

SUNDAY
 November 25th

Karen Hallows et al
 Hajime Umeda
 Ron Murphy et al
 Kristen Carlson
 Na Quyn Phu Pham
 Kikuko Shiina et al
 Kip Cates
 Barry Keith
 Damian Lucantonio
 Takayuki Okazaki et al
 Joyce Cunningham
 Yuko Itoi et al
 Rudolf Reinelt
 Rory Rosszell

World Englishes and Global English
 Issues of Foreign Students in Japanese Schools
 Roles of Japanese Partners in Bicultural Families
 Assessing the EFL Needs of Police Officers
 Cross-Cultural Issues in ESL Adult Classes
 Thinking Critically and Presenting Logically
 Cultural Awareness through the Asian Youth Forum
 Globalizing Students with the *Asahi Weekly*
 Pop Culture and Global Issues
 Building a Culture of Peace through Language
 Cultural Experiences in Online Writing Exchanges
 Global Education through Popular Culture
 Foreign Language Teaching in the 21st Century
 Introducing Debate to Japanese University Students

GILE SIG Featured Speaker for 2007



Ryuko Kubota

*University of North
 Carolina at Chapel Hill*

Make sure to catch her two
 JALT 2007 sessions!!

Ryuko Kubota is a professor in the School of Education and the Department of Asian Studies at the University of North Carolina. She taught high school English in Japan for 5 years and has taught Japanese as a foreign language in North America since 1988. She is active in the fields of TESOL, applied linguistics and the teaching of Japanese language and culture. She has worked with the *International Society for Language Studies*, the *American Association for Applied Linguistics*, the *National Council of Japanese Language Teachers* and the *Foreign Language Association of North Carolina*. She has served on the editorial advisory boards of *TESOL Quarterly*, the *Asia Pacific Journal of Education* and *Reflections on English Language*.

http://soe.unc.edu/fac_research/profile/kubota.php

Ryuko Kubota - Featured Speaker Workshop

**Racism in ESL and EFL:
 Constructing Action Plans**

Sunday Nov. 25th 3:30 - 5:30 pm

This session will focus on issues of racism and racialization in English language teaching. It aims to: (1) explore concepts of race, ethnicity and culture, kinds of racism, Whiteness and Japanese-ness, and the intersection of race and non-native speakerness; (2) raise awareness of how race is manifested in language teaching by reflecting on personal experience; and (3) make concrete classroom action plans to challenge racism.

Ryuko Kubota - Colloquium

**Invisible Racism and the
 English Teacher in Japan**

Sunday Nov. 25th 12:40 - 2:15 pm

Race and racial identity are important issues in EFL. In Japan, however, the topic is rarely brought up. In hiring, often the white teacher is advantaged over the non-white candidate. This colloquium will challenge the assumptions behind perceptions of the ideal EFL teacher. Panelists will share their experiences. Discussion will be encouraged.

Bring the World to Your Classroom

Global Issues and World Cultures in the EFL Classroom

www.kotesol.org/?q=node/138

March 31, 2007 Soongsil University, Seoul, South Korea



A special 1-day conference was held March 31, 2007 in Seoul, Korea on the theme "Bring the World to Your Classroom." The conference, sponsored by the Seoul Chapter of Korea TESOL, was attended by 115 teachers and featured a variety of presentations by educators from Korea and overseas. Main sessions included:

Mission Possible: Outside the Box, Into the World

This talk described a cultural contact project which had Korean EFL students interview, profile and photograph foreign visitors to Seoul. Athena Pichay, Korea Univ. (Korea) <athenapichay@yahoo.com>

Stereotypes: Cracking the Mirror

This talk looked at mutual images held by Koreans and non-Koreans, and discussed how to combat stereotypical thinking. Tory Thorkelson, Hanyang University (Korea) <thorkor@hotmail.com>

Native and Non-Native Teacher Views of EIL

This talk compared attitudes of Korean and native English teachers towards English as an International Language (EIL). Lucy Yunsil Lee, Hankuk Univ. of Foreign Studies (Korea) <dikkylucy@hotmail.com>

Teaching English for World Citizenship

This plenary discussed the aims of a global education approach to EFL with a focus on teaching about the world's countries, cultures and issues. Kip Cates, Tottori Univ. (Japan) <kcates@rstu.jp>

Using Taboos to Bring Culture to the Classroom

This discussed ways in which EFL teachers can deal with "taboo" topics such as death, sex, gay rights, abortion, racism, swearing and suicide. Tim Dalby, Jeonju Univ. (Korea) <tim_dalby@yahoo.co.uk>

Cultural Differences in Teaching and Learning

This talk discussed ways to resolve cultural conflicts between native speaker teachers and Korean EFL students. Melanie vandenHoven, Sookmung Womens Univ. (Korea) <melanie.vandenhoven@gmail.com>

Framing English for Better Understanding

This session introduced a set of teaching guidelines for helping Korean learners better understand cultural differences and global issues. David Shaffer, Chosun University (Korea) <disin@chosun.ac.kr>

Activities for Teaching Countries and Cultures

This session introduced global education classroom activities using video, photos and data for teaching about the countries and cultures of the world. Kip Cates, Tottori University (Japan) <kcates@rstu.jp>



JET PROGRAMME RENEWERS' CONFERENCE 2007

www.jetprogramme.org

Each spring, two national conferences are held for JET participants in Japan who renew their 1-year contracts. This year's conferences featured the following sessions. For full details of each conference program (as well as on-line handouts from last year's conference), go to their website above and click on "2007 Conference".

Kobe Conference (May 28 – 30, 2007)

MEXT Action Plan: ESL in Japan - Satoshi Tsuzuki
Volunteering in Japan – Rachel Allen, Hilda Tong
Trading Places (Learn Cantonese!) – Hilda Tong
Strategies for Coping in Japan – Jim McCrae
Life as a Female JET – Lyn Cohn, Jen Ballantyne
Life as a Male JET – Brian Angene, Jason Harris
Global Education and EFL – Kip Cates

Tokyo Conference (June 4 – 6, 2007)

MEXT Action Plan: ESL in Japan - Satoshi Tsuzuki
Volunteering in Japan – Ian Hurrell, Denise Kodani
Using Debate in the Classroom – Ian Hurrell
Trading Places (Learn Finnish!) – Laura Kinnunen
Life as a Female JET – Laura Kinnunen and others
Life as a Male JET – Christian Lapierre, Paul Duffill
Global Education and EFL – Kip Cates



AJET (Association for Japan Exchange and Teaching) <www.ajet.net>

In addition to the website above, check out AJET, the national support group for JET participants, and the winners of their 2007 *Internationalization Award*: Seiko Sasaki and Michikaz Shintack.

An International Conference in Kyoto on Language, Peace and Education

- supported by JALT's Global Issues in Language Education Special Interest Group (GILE SIG) -

Peace as a Global Language VI

October 27 - 28, 2007

Kyoto University of Foreign Studies, Kyoto, Japan



Come and attend this special weekend conference open to all teachers, students, activists and others interested in peace, language and education. The conference will consist of two days of workshops, presentations and displays in both English and Japanese. Presentations include:

October 27 Saturday (10 am – 5:30 pm)

- The Zienzele Foundation in Zimbabwe
- Student-led Service Projects
- Coffee and Fair Trade
- Finding the Hero in Ourselves
- Designing in Global Issues
- Designing a College EFL Peace Studies Course
- Teaching Global Issues through Japanese
- Global Issues in EFL: Activities/Methodology
- Teaching about the Arab World
- The Meaning of Work
- How Peace Came to Northern Ireland
- Learning English through Conflict Resolution
- Peace Through Empathy: Enhancing Understanding
- Millennium Development Goals in EFL
- Peace and the Global Article 9 Conference
- Classroom Taboos: Caution or Censorship
- Integrating Peace Studies into English
- Communicating to Win: A Simulation
- Activating Students: Classroom to World
- English Teaching Focused on Global Issues
- Values Clarification in the EFL Classroom
- Ecological Footprint
- Contrast Cultures: Focus on Reflection
- Education and Nation Building in Okinawa
- Can Japan Assimilate its Immigrants?
- Bringing Buddhist Precepts into the Classroom

October 28 Sunday (10 am – 5:30 pm)

- Performing a Musical on the Issue of Bullying
- Creating Peace through Creative Discussion
- A Peace Song Connecting the World
- Volunteering: Theory Meets Practice in Japan
- A Critical View of Foreign Aid to Afghanistan
- Human Rights Education in the English Class
- Laos Seminar
- Popoki: What Color is Peace?
- US Protest Music
- A School for Stateless Children in Thailand
- Critical Thinking and Student Publishing
- Global Issues and English through Pop Culture
- Crime, Courts, Police: Exploding the Myths
- American Violence and Leadership for Peace
- Our Words are Dead Until We Give Them Life
- Deliberative Polls for Revitalizing Democracy
- A 4-Skills EFL Unit on Human Rights
- An EFL Activity to Teach Discrimination
- Does TOEIC Measure Global Abilities?
- Intercultural Communication on the Internet
- Non-Violent Futures: From Bully to Partner
- Coaching Students on Career Choices

Model United Nations *Imagine Peace*

▪ A Model United Nations (MUN) for college students on the theme *Imagine Peace* will be held as part of the PGL VI conference. Students will take on the role of UN ambassadors from nations around the world to discuss global issues such as poverty and world hunger, then come up with an Action Plan to implement after the event.



For more information, go to: <www.pgljapan.org>

E-mail: <info@pgljapan.org>

Famous Law Movies



- To Kill a Mockingbird
- Erin Brockovich

- 12 Angry Men
- The Client
- The Verdict
- Legally Blonde
- The Juror
- Philadelphia
- Class Action
- My Cousin Vinny
- Pelican Brief
- A Civil Action
- The Caine Mutiny
- The Rainmaker
- A Few Good Men
- Primal Fear

Related Websites on Law or Courtroom Movies:

www.amazon.com/Great-Courtroom-or-Law-Movies/lm/2XCIX4P2NKDYJ
www.springfieldlibrary.org/reading/courtroom.html



Teaching about Great World Trials

Great World Trials

Two years from now, in the year 2009, Japan will introduce a controversial new “lay judge” jury system. This will have Japanese citizens work with experienced judges to hear trials and decide on court cases. Once the system is introduced, the Japanese students in our classes today will become the jurors of Japan’s legal system in future.

One way to raise students’ awareness of legal issues is to bring the topic of “Great World Trials” into the classroom. This can give students lots of solid language practice while promoting critical thinking, social awareness and human rights.

TEACHING RESOURCES

Books (see page 21)

- ◇ *Great World Trials* - Knappman (1997)
- ◇ *Great American Trials* - Knappman (2004)

Website

- ◇ Famous Trials: www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm

Movies

- ◇ See the films listed for the trials on pgs. 12-13
- ◇ For a fictional trial, try *12 Angry Men* (1957)

Teaching Ideas

- Have students practice the legal vocabulary they’ll need for this topic (see chart below)
- Have students read, study and discuss short summaries of famous trials (see pages 12-14).
- Have each student choose one famous court case from history, then do a report on it.
- Have students study a famous trial, take roles in the case, then role play the trial in class.
- Have students research famous trials in their own country and give presentations on these

Other Famous World Trials

- ◇ Giordano Bruno (1592) freedom of religion
- ◇ Amistad (1839) the rights of slaves
- ◇ Dred Scott (1856) slavery in the US
- ◇ Susan B. Anthony (1872) women’s right to vote
- ◇ Oscar Wilde (1895) homosexuality
- ◇ Margaret Sanger (1916) birth control
- ◇ Scottsboro Boys (1931) racism
- ◇ Daniel Ellsberg (1972) the Pentagon Papers
- ◇ Vaclav Havel (1977) human rights
- ◇ Jerry Falwell v Larry Flynt (1984) pornography
- ◇ Jack Kervorkian (1994) euthanasia
- ◇ Saddam Hussein (2006) dictatorship

Let’s Practice Legal English!!

How do you say _____ in English?

What does _____ mean?

People	Crimes	Verbs	Nouns
accomplice 共犯	assault 暴行	to accuse 責める	court 法廷
attorney 弁護士	blasphemy 不敬	to admit 認める	defense 弁護
criminal 犯人	conspiracy 陰謀	to arrest 逮捕する	evidence 証拠
defendant 被告	heresy 邪教	to attempt 試みる	guilty 有罪
defense 弁護人	homicide 殺人	to charge 告発する	innocent 無罪
judge 裁判官	libel 中傷	to convict 有罪を決める	prison 刑務所
jury 陪審(員)	murder 殺人	to deny 否定する	prosecution 検察
lawyer 弁護士	perjury 偽証	to execute 死刑にする	sentence 判決
prosecution 検察	rape 強姦	to rob 強盗をする	testimony 証言
prosecutor 検察官	sedition 治安妨害	to plead 主張する	trial 裁判
suspect 容疑者	theft 強盗	to sentence 宣告する	verdict 判決
witness 目撃者	treason 反逆	to testify 証言する	violation 違反

Trial of Socrates (399 BC)



Defendant: Socrates
Charge: corrupting youth
Accused by: his enemies
Place: Athens, Greece
Verdict: guilty
Sentence: death

Socrates was a philosopher in ancient Greece famous for his belief in freedom of thought, logic and open debate. In 399 BC, he was accused of corrupting youth. At his trial, he defended himself. He was found guilty and sentenced to death by drinking poison. His students urged him to escape, but Socrates said his responsibility as a citizen was to obey the law and accept his punishment.

Movie: *Socrates* (1971) Web: www.wikipedia.org

Trial of Jesus of Nazareth (33 AD)



Defendant: Jesus
Charge: blasphemy
Accused by: Jewish leaders
Place: Jerusalem
Verdict: guilty
Sentence: death

Jesus was a young Jewish man from the town of Nazareth. He traveled widely and taught new ideas about religion and faith. The Jewish leaders of his time became angry, arrested him and accused him of blasphemy. The Roman governor, Pilate, could find no evidence of his guilt and offered to let him go. The Jewish priests, however, protested and called for his death. Jesus was executed on a cross.

Movie: *Passion of the Christ* (2000) Web: wikipedia

Trial of Joan of Arc (1431 AD)



Defendant: Joan of Arc
Charge: heresy
Accused by: the English
Place: Rouen, France
Verdict: guilty
Sentence: death

Joan of Arc was a 15th century French farm girl. At age 18, she heard voices which told her to fight for France. The King gave her arms and soldiers. Under her leadership, the French defeated the English. Then, Joan was captured and put on trial. She was charged with heresy (for hearing voices) and wearing men's clothes (which was taboo). She was found guilty and was burned at the stake.

Movie: *The Messenger* (1999) www.wikipedia.org

Trial of Galileo (1633 AD)



Defendant: Galileo Galilei
Charge: heresy
Accused by: Catholic Church
Place: Rome, Italy
Verdict: guilty
Sentence: public denial

Galileo was a 17th century Italian scientist. As a result of his research, he realized that the Sun was the center of the solar system and the Earth moved around it. However, this idea was banned by the Catholic Church. After publishing a book on his ideas, Galileo was charged with *heresy* (the belief in banned ideas). At his trial, he was threatened with torture and forced to publicly deny his beliefs.

Movie: *Galileo* (1975) Web: www.wikipedia.org

Salem Witch Trials (1692)



Defendant: 60 people
Charge: witchcraft
Accused by: local children
Place: Salem, USA
Verdict: guilty
Sentence: death

In 1692, several girls in Salem, Massachusetts began acting strangely, jumping, screaming and throwing things. A doctor suggested witchcraft as the cause. The first people accused were a black slave and two older women. Based on accusations by the girls, more "witches" were "found." Eventually, more than 60 people were arrested and 20 people executed. The witch craze ended in 1693

Movie: *The Crucible* (1963) www.wikipedia.org

Trial of Alfred Dreyfus (1894)



Defendant: Alfred Dreyfus
Charge: treason
Accused by: the French Army
Place: Paris, France
Verdict: guilty
Sentence: deportation

In 1894, the French War Office discovered that military secrets had been stolen. They arrested Alfred Dreyfus, a French officer. The prosecution argued, with no evidence, that Dreyfus was a spy. Dreyfus was Jewish and many people then were *anti-semitic* (prejudiced against Jews). Dreyfus was found guilty and deported to Devil's Island. Later, he was pardoned and declared innocent.

The Dreyfus Affair (2007) www.wikipedia.org

Trial of Gandhi (1922)



Defendant: Mohandas Gandhi
Charge: sedition
Accused by: British government
Place: Ahmadabad, India
Verdict: guilty
Sentence: 6 years in prison

Gandhi was a freedom fighter in the struggle to free India from British colonialism. He led peaceful strikes, boycotts and protests against British rule but always called for his followers to use non-violence. In 1922, he was arrested for sedition. Gandhi pleaded guilty and gave a famous speech in court about freedom and human rights. He was found guilty and sentenced to 6 years in prison.

Movie: *Gandhi* (1992) Web: www.wikipedia.org

The Scopes Monkey Trial (1925)



Defendant: John Scopes
Charge: teaching evolution
Accused by: State of Tennessee
Place: Dayton, Tennessee
Verdict: guilty
Sentence: a fine of \$100

In 1925, Tennessee passed a law which made it illegal to teach evolution. To challenge the law, a teacher named John Scopes taught evolution in his high school class. He was arrested and put on trial. The prosecutor, William Jennings Bryan, was Christian. The defense lawyer, Clarence Darrow, put Bryan on the stand and questioned him on the Bible. Scopes lost the trial and was fined \$100.

Movie: *Inherit the Wind* (1963) www.wikipedia.org

Nuremburg Trial (1945)



Defendants: 22 Nazi leaders
Charge: war crimes
Accused by: the Allied Powers
Place: Nuremburg, Germany
Verdict: guilty (19 people)
Sentence: death or prison

In October 1945, 22 Nazi leaders were put on trial in Nuremburg, Germany. They were charged with war crimes and crimes against humanity. Prosecutors for the Allied Nations (the US, the UK, the USSR and France) argued that they cooperated with Adolf Hitler to start World War II and murdered millions of innocent civilians in the Holocaust. The Nazis argued that they were "just following orders."

Movie: *Judgment at Nuremburg* (1961) www.wikipedia.org

Tokyo War Crimes Trial (1946)



Defendants: 28 Japanese leaders
Charge: war crimes
Accused by: the Allied Powers
Place: Tokyo, Japan
Verdict: guilty (25 people)
Sentence: death or prison

In May 1946, 28 Japanese leaders were put on trial in Tokyo as Class A war criminals. They were charged with conspiracy to wage war and crimes against humanity. The defense argued that "war is not a crime" and that the trial was "victor's justice." After 2 years and 419 witnesses, 25 people were found guilty. Although the war was waged in his name, Emperor Hirohito was never called to court.

Movie: *Tokyo Trial/Tokyo Saiban* (1983) www.wikipedia.org

Trial of Nelson Mandela (1963)



Defendant: Nelson Mandela
Charge: terrorism
Accused by: the government
Place: South Africa
Verdict: guilty
Sentence: life in prison

Nelson Mandela was a leader in the fight against South Africa's apartheid system of racism. He and his friends in the African National Congress (ANC) used non-violence and sabotage to protest. In 1962, Mandela was arrested, charged with sabotage and sentenced to life imprisonment. After spending 27 years in prison, he was finally released from jail in 1990. He became president of South Africa in 1994.

Movie: *Nelson Mandela* (1987) www.wikipedia.org

Trial of Chesley Karr (1970)



Defendant: Chesley Karr
Charge: wearing long hair
Accused by: his high school
Place: El Paso, Texas
Verdict: guilty
Sentence: barred from school

In 1970, Chesley Karr returned to high school after the summer with long hair. This was a violation of school rules. The principal ordered him to get a haircut. Karr took the case to court. He argued that students had the right to wear their hair as they like. The school said long hair was unsafe and bad for discipline. The trial led to a national debate about freedom, authority, school rules and student rights.

Movie: *Hair* (1979) Google on "Chesley Karr JAH"



A Korea – Japan English Camp for Promoting Intercultural Understanding

by Joo-Kyung Park (Honam University, South Korea)
and Robert J. Dickey (Gyeongju University, South Korea)

日本

English Education in Korea

English language learning in Korea has undergone many changes and challenges, driven by social needs and expectations from within and beyond Korea. The emergence of English as a global language has also demanded reshaping of goals and approaches to achieve them (Park, 2005). English camps are one response to the perceived “crisis” in English education.

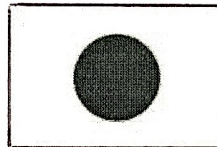
According to the Korean national curriculum, as revised over the past two decades, the goals for English education have emphasized *communicative competence* and *cultural understanding*. Reflecting these goals, instructional approaches have shifted from the grammar-translation method to communicative and functional approaches. A *teaching-English-through-English* (TETE) policy is one of the more recent phenomena. However, the curriculum rhetoric has not been realized in most TEFL classrooms. Among the many reasons for this failure has been a lack of “real life” experience in using English. Teachers have not felt competent and confident enough to conduct their English classes according to mandated designs. These facts, and others, have led some parents to send their children to English-speaking countries, which resulted in enormous capital outflow and, more importantly, a new social stratum called “the English divide.”

English Immersion Programs

Immersion English programs have emerged in Korea as an alternative approach to learning and teaching English, such as through English camps, English villages, or even English zones, where participants learn English while feeling as if they are in an English-speaking country. This recent innovation is expected by many to be the “magic wand” that resolves all these English language learning controversies. However, setting up an immersion program in an EFL context like Korea has brought in another set of issues and challenges, such as facilities, program orientations, and “native speakers,” to name a few.

English Camps

No one really knows the number and variety of English camps offered in Korea. They are not licensed or governed by government or other authority, and many come and go over a year or two. A review of job notices on Dave’s ESL Cafe (www.eslcafe.com/jobs/korea/) in summer 2006 suggests there may have been over 100 camps on offer. Most of these were residential programs, typically of 2-4 weeks duration, though winter camps seldom run four weeks, and are frequently day-camp only.



Camps come in a great number of varieties. Some camps seek to find a niche in the market in terms of special activities, whereas others are not so different from a full-day language school program, plus evening activities if a residential camp. Most emphasize the use of native-speaker instructors and bilingual support staff. A few camps develop intensive infrastructure similar to the English villages in terms of visits to a make-believe immigration office, post office, restaurant, etc. Camps range in size from 40 to 400 campers per week. Most residential camps make use of university dormitories, though there may be special facilities for instruction and play. Even where government subsidies are available, financial concerns are prominent: either a profit orientation or a resource limitation (or both!).

A Korea-Japan English Camp

One camp with a cross-cultural learning component is a Korea-Japan English camp held in South Korea. This two-week program was developed for Korean and Japanese students and implemented at the *International Culture Education Center* of Honam University, with the participation of a high school in Gwangju, in cooperation with the Japan-based *Association for International Education for High Schools* in

Kanagawa and the Japanese *Council on International Educational Exchange*.

A total of 57 students participated in the camp during the first year: 44 Korean students in grades 4-11 (25 boys and 19 girls) and 13 Japanese students in grades 11 and 12 (2 boys and 11 girls). According to student self-evaluations, the majority were beginners, with 15 intermediate and 1 near-native English speaker. None of them, except one Japanese girl, had visited any English-speaking countries or had any prior English camp experience. They were placed in three co-ed groups, based on their school year, not English proficiency, and their groups were named in colors: *Yellow*, *Green*, and *Blue*. Student placement for the classroom and dormitory was done principally to maximize intercultural experiences between Korean and Japanese students, which was one of the major goals of the program.

The camp was held on a university campus. 60-hours of English instruction were given in multi-media equipped classrooms. Special activities were held at Honam University's English Experience Language Center, which houses an English café, self-access learning center with tutorial, reading and Internet corners, and a multi-media room. These facilities were built a year before the camp for promoting real life English learning and speaking experiences.

The university dormitory and student union building were used as core facilities to maximize the English immersion experience. A variety of specially prepared Western and Asian food was served to participants at every meal. English food labels were placed on tables and a daily snack coupon was provided to students. Camp assistants helped the store clerk communicate with students in English. English signs were posted at the store and throughout the camp.

Breaking Stereotypes of English

Some argue that American culture has influenced Korean society for many years and has been pursued by many Korean people for 'globalization' (Armitage, 1999; Lee, 2000; Min, 2000). Such an America-centered orientation has misled Korean learners of English by over-generalizing and stereotyping English speakers, their language and culture. Therefore, it was one of the goals of this program to break this English stereotype and bias that students had by providing them with regional varieties of

English and their respective cultures. As models, there were 6 native English-speaking instructors: two males from the US, one male from the UK, one male from Canada, one female from Australia, and one female from South Africa. All had a master's degree in TESOL or education-related fields and TEFL experience of two to more than ten years.

Three Korean-English bilingual assistants worked as aides for the instructors and students. They also served as residential assistants and group leaders. Two Japanese teachers, 1 male and 1 female, served as chaperones for the Japanese students. They participated in the program as classroom observers and program reviewers. All the program staff and participants were asked to speak English throughout the camp, but there was no penalty given for speaking Korean or Japanese, which occurred from time to time, particularly during breaks.

Goals and Theme of the Program

The two program goals for the camp were:

- (1) to attain communication skills in English, both spoken and written
- (2) to gain a greater understanding and appreciation of other cultures

In order to achieve these goals, the curriculum consisted of four parts:

- (1) Language Skills – pronunciation, listening, speaking, reading, writing, and culture
- (2) Special Activities – music, movies, sports, and English for the Internet
- (3) Group Projects – a talent show and group presentations
- (4) Cultural Exploration – a visit to historical sites and the local community

The theme of the camp was *From "I" and "You" to "We."* The first week of the program was meant to be a time for the students to realize individual, national, and cultural differences among them. The second week was for them to get adjusted to each other and to the target culture as well as to build a bond and common ground as one and the same human species through learning English as their lingua franca.

A core textbook was chosen and used for all core subjects: pronunciation, listening, speaking, reading and writing. In addition to the text, a variety of songs, games, and other materials and activities were used in order to activate and personalize student learning.

Camp Activities

Special camp activities such as movies, sports, music, and Internet tasks were organized to expose students to a diverse contextual English language and culture in a way that was natural, practical and exciting. For movie nights, the English Cafe was used as a movie theatre where students bought drinks and popcorn using coupons the instructors gave them beforehand. Students then enjoyed the movie in a fun and stress-free environment. In music class, the instructor presented several kinds of musical instruments, then played music and sang songs with the students. In the sports activity classes, they played soccer on the university soccer field. In the Internet English class, they learned about emailing and how to play computer games, which some of the students were already experts in.

A cultural excursion was made to Damyang, where diverse Korean folk arts are preserved. This allowed the Japanese students to learn about Korean culture and the Korean students to learn how to present their own culture in English to their Japanese guests. Different aspects of life in Korea were presented to the Japanese students through a local church visit and through a shopping spree in downtown Gwangju. Korean students escorted their Japanese friends, using their imperfect English skills with a perfectly meaningful purpose.

The talent show was like a cultural exchange forum between Korea and Japan, featuring Korean martial arts, Japanese dance and magic, and traditional costumes which highlighted the wonder of cultural differences. The final group presentation was organized and performed by the students. It showed how they got over their language and cultural differences, if not completely, and became friends through a common language spoken in different accents. The highlight was "Winter Love Story" (*Fuyu no Sonata*), a Korean soap opera popular in Japan. The Korean and Japanese students wrote the English script, performed in it, decorated the stage, and used special effects and gadgets. All of this was achieved in English.

Assessment and Outcomes

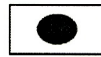
To reflect on the daily activities and get immediate feedback, one reflection journal entry per group was written up following a group discussion held each evening. Two other methods of evaluation were implemented. First was a personal letter from each student to the program director written as a class activity at the end of

the program. In it, students were asked to write their thoughts and feelings about the program in general and what they had learned in particular. Second was an open-ended questionnaire which students were allowed to respond to in the language they felt most comfortable.

The results of the analysis of the student letters and their questionnaires were grouped into four major areas and are summarized here:

- (1) Some changes were made in the students' attitude toward learning English and toward the English camp.
- (2) English skills were improved.
- (3) Intercultural understanding and competence were enhanced.
- (4) The students were motivated to further study English and other languages and cultures.

Intercultural understanding was found to be the area that developed most significantly through the program. Both Korean and Japanese students described their feelings and thoughts about this area most frequently and expressively.



Student Comments



- ◆ *First, I [didn't] like Japan. But I [met] Japanese [people]. [Now] I think [the] Japanese are kind. (Korean, 4th grade).*
- ◆ *Japan[ese] students are very good. They are same[like] my friends. (Korean, 5th grade).*
- ◆ *I was surprised that Japanese students came to English camp here but Japan sisters are very kind. (Korean, 4th grade).*
- ◆ *[Foreign teachers] teach me a lot of [English] cultures. (Korean, 6th grade).*
- ◆ *Teachers helped broaden [our] views to the world. The Korean teachers [helped] me and friends [studied] with me. (Japanese, 11th grade).*
- ◆ *At first, it was difficult to get along with the Korean students because of the difference in culture and the way of thinking. However, as time passed by, I realized that we have a lot in common. (Japanese, 11th grade).*
- ◆ *It was easy to get meaning across to my Korean classmates in English because of the cultural similarities. (Japanese, 11th grade).*
- ◆ *I made many Korean friends. I am happy that I have a better understanding of the Korean culture. (Japanese, 11th grade).*

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This is an edited excerpt of a longer article entitled "English Camp: Issues and Challenges" published in *The English Connection*, the national newsletter of the Korea TESOL organization (Volume 10, Issue 4, December 2006). Check out their website at: <www.kotesol.org>. A more detailed description of this camp can be found in the article *Korea-Japan English Camp: A Case Study* by Prof. Joo-Kyung Park (2006) listed in the references on the left.

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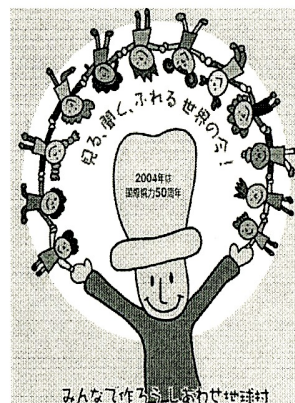
GLOBAL FESTA

International Cooperation Festival 2007

October 6 - 7, 2007 at Hibiya Park, Tokyo, Japan

www.gfjapan.com

The 2007 *International Cooperation Festival*, popularly known as *Global Festa*, is Japan's largest gathering of governmental, non-governmental and international organizations involved with global issues, foreign aid, Third World development and international cooperation. This year's event will be held on the weekend of October 6-7, 2007 in Hibiya Park, Tokyo under the theme "Family and Earth." The festival will feature:



- ◇ two full days of information, presentations, displays and performances about global issue themes
- ◇ talks, workshops, seminars and town hall meetings on Third World issues, development and foreign aid
- ◇ concerts, fashion shows and an ethnic food zone featuring dishes from Africa, Asia and Latin America
- ◇ global issue books, videos and teaching materials (free and for sale) from NGOs and volunteer groups
- ◇ a major exhibition of over 200 display booths by a wide variety of organizations including:
 - NGOs
 - volunteer groups
 - foreign embassies
 - government agencies
- ◇ theme-zones laid out around Hibiya Park featuring organizations dealing with global issues such as:
 - development
 - human rights
 - health and sanitation
 - women's issues
 - war and peace
 - refugees
 - fair trade
 - environmental issues
 - poverty
 - landmines
 - world hunger
 - population
- ◇ displays by local, national and international organizations engaged with global issues such as:
 - World Vision
 - Amnesty International
 - Save the Children
 - Medecins sans Frontieres
 - United Nations
 - UNICEF
 - UNESCO
 - UNHCR (refugees)
 - Peace Boat
 - Plan International
 - Hunger Free World
 - Friends of the Earth
 - Japan Peace Corps
 - Global Village
 - Third World Shop
 - Foreign Affairs Ministry

- * Come attend this international festival to learn about global issues and connect with groups addressing them
- * Bring your students along to experience this unique festival, visit NGO booths and learn about world issues
- * Immerse yourself in the countries, cultures and peoples of Africa, Asia, the Middle East and Latin America
- * For further information, see the website above (information in both Japanese and English)

Date: October 6 - 7 (Sat-Sun) 10 am - 5:00 pm
Place: Hibiya Park, Tokyo

Website: www.gfjapan.com
Tel: 03-5434-8247 Fax: 03-5434-8697



Requesting ESL / EFL Publishing Companies to Reduce Waste

by Greg Goodmacher (Oita Geijitsu Bunka Jr. College, Japan)



Environmental Impact

Language teachers, if enough of us express our opinions, are in a position to influence one section of the media which generates a lot of waste and pollution, the ESL/ EFL publishing companies.

At the end of each semester, I dispose of numerous plastic sample CD-ROMs and DVDs, plastic file folders, cheap plastic pens, calendars, as well as numerous textbooks and pamphlets that I have not opened. Most of the plastic gifts cannot be recycled in my community and will not biodegrade for who knows how many years. A majority of the textbooks do not relate to my classes; furthermore, most of them were not made with any recycled paper.

Responding to Publishers

I recently wrote a letter to one ESL textbook publishing company in Japan, and I plan to write to others. In the letter, I wrote that I am very grateful for the generosity and kindness that the company showed to me through the gifts. However, I feel frustrated that so many of the gifts end up in the waste stream and that pollution was caused in their creation. My first priority is to find the best educational materials for my students, but when I am in a position of choosing between two suitable textbooks, I will choose the textbook that is sold by the most environmentally friendly publishing company. I further urged the company to use recycled paper, to avoid giving gifts made of plastic, and to initiate a plan to recover CD-ROMs and DVDs for recycling.

One of the staff members of the company responded with a personal note thanking me for my comments, and he added that at the next general meeting he would express what I had

written to his managers. One letter is not enough to effect change. However, if numerous language teachers write to express similar thoughts, the combined weight of our opinions will lead to positive change. The ESL/EFL marketplace is one section of the business world where we do have an impact.

Student Letter Writing

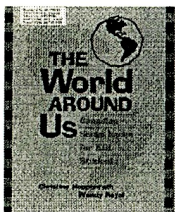
One additional benefit to writing a letter is that your letter and the response can be used as examples for class writing assignments. Writing a letter to a newspaper or to a large company or to a government to express an opinion about a matter of concern is a writing activity that some language teachers assign to students. This assignment can give a sense of empowerment and accomplishment to students, especially in the case when students receive a reply or reaction. An example or your own letter makes the writing assignment more real to students.



Another option to writing letters is to speak directly to publishing company representatives when they visit your school or at a teaching conference that publishers attend, such as the upcoming JALT conference. No matter how you prefer to express yourself regarding environmental issues, I urge you to express yourself.

Greg Goodmacher

Oita Geijitsu Bunka Junior College, Japan
E-mail: <ggoodmacher@hotmail.com>



Wendy Royal's classic Canadian textbook "The World Around Us: Social Issues for ESL Students" is now available for purchase here in Japan. Cost per book (shipping included) is 2,500 yen (US \$25). Buy your own copy to check it out or order a discount price class set (with free Instructor's copy) for your fall teaching. To order:

- ◆ In Japan or Asia: contact Kip Cates <kcates@rstu.jp>
- ◆ In North America: contact Wendy Royal <wendyroyal@hotmail.com>

Who's Doing What?

Virtual School Visit Project

International Community Virtual Visit (ICVV) enables adults, children and youth learning English to visit each others' schools on the Web. Through ICVV, students dialog with partners in a class from another part of the world, create their own school and community tours to post on Web pages and promote international understanding.

Susan Gaer (Santa Ana College, USA)

E-mail: <sgaer@yahoo.com>

www.otan.us/webfarm/emailproject/school4.htm

Teachers Helping Teachers

Teachers Helping Teachers (THT) is dedicated to assisting educators in Asia. THT has just issued its first newsletter reporting on its seminars in 2007. It is now recruiting EFL instructors with teacher training interest or experience for its 2008 seminars in Vietnam, Laos and Bangladesh. See their website to submit a proposal.

William Balsamo <yamataro670@yahoo.com>

Newsletter: <pdougherty@shse.u-hyogo.ac.jp>

Web: www.geocities.com/yamataro670/tht

AJET SIGs involved in Global Issues

The *Association for Japan Exchange & Teaching* (AJET) comprises English teachers and international coordinators on the government JET program in Japan. AJET has a number of Special Interest Groups involved with global issues:

- ◆ Eco-SIG (teaching about environmental issues)
- ◆ Go MAD SIG (3rd World volunteering)
- ◆ Habitat for Humanity SIG (home building)

AJET: <http://ajet.net/index.php>

Eco-SIG: www.geocities.com/green_in_japan

Go MAD: www.go-mad.org

Habitat: <http://jetsetjapan.com/volunteerjet-habit.shtml>

92nd World Esperanto Congress

The 92nd World Esperanto Congress was held Aug. 4–11, 2007 in Yokohama attended by 1900 people from 57 nations. Esperanto is an artificial language invented in 1887 designed to promote international understanding and world peace.

Alain Lauffenburger

E-mail: <alain@jundai.k-junshin.ac.jp>

Web: www.uea.org

www.esperanto.net/info/index_en.html

Make Poverty History

< www.one.org >



Make Poverty History is a global campaign to fight against poverty, debt, AIDS and hunger in Africa. Use their website to learn more, join the campaign and help make poverty history.

Peace Not War

< www.pnwj.org >



Peace Not War is an exciting new campaign to promote peace and non-violence through music. See their websites (in both Japan and the UK) to check out their activities and buy their CDs.

i Earn Network

< www.iearn.org >



iEARN is the world's largest network of teachers and youth who aim to use the Internet to collaborate on projects that enhance learning and make a real difference in the world.



Shin-Eiken Conference: Language Learning for a Peaceful Future

August 3 – 5, 2007 in Osaka, Japan www.shin-eiken.com



The *New English Teachers' Association* (*Shin-Eiken*) held its national 2007 conference from August 3 – 5, 2007 in Osaka, Japan. Sessions dealt with topics in the fields of language teaching, school education and global issues. The conference featured visitors from Korea, Kenya and Iran plus textbook displays by Japanese EFL publishers. Specific presentations on global issue themes included:

- a plenary talk on language and peace by Japan-based writer and peace activist, Arthur Binard
- global issue workshops on peace, human rights and environmental themes such as teaching about landmines, the Ainu, Martin Luther King, Hiroshima, peace messages and John Lennon's *Imagine*.

◇ check out their website, subscribe to their Japanese magazine "Shin Eigo Kyoiku" or contact Keiko Kikuchi <kikuchik@tiu.ac.jp> or Kazuya Asakawa <kasa@sainet.or.jp> <www.sainet.or.jp/~kasa/>

Global Issues at ESL Etc.< www.esletc.com >

ESL Etc. is a new website dedicated to bringing global issues and activism into language teaching. The site has free hand-outs, resources, podcasts and a forum for sharing teaching ideas.

One World Week (Oct 21-28)< www.oneworldweek.org >

One World Week is an annual global education event which raises awareness of global issues. Access their website to get a OWW Action Kit and to start planning an event at your school!

Globally Speaking<http://stormy.blogs.com/global/>

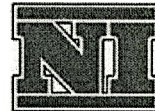
Globally Speaking is a blog which was designed to offer EFL students a chance to express their views on global topics. Check out the archives listed for 2004, then go and design your own site!

We Are The Future< www.watf.info >

We Are The Future (WATF) is a global campaign to promote a world peace song (written by UK songwriter Paul Weston) which calls for a world free of war, violence, poverty and prejudice.

Global Issues Literaturewww.rinkl.net/wiki/tiki-index.php

Global Issues Literature in Education is a Wiki site created by GILE SIG Membership Chair Lori Rink. The website provides an annotated list of EFL fiction readers on global issue topics.

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!

Peace Boat< www.peaceboat.org >

Peace Boat is a Japanese NGO dedicated to promoting peace which organizes round-the-world cruises each year to visit world cultures and study global issues.

Global Issues Net< www.global-issues.net >

Global Issues is a dynamic global education website run by *Facing the Future*. It features "60-second tours" of global issues with a *Students Take Action* section.

Better World Website< www.betterworld.net >

Better World features information and resources on global dates, heroes, festivals, books, videos, songs and quotes all aimed at working for a better world.

Japan AIDS Education< www.japanetwork.org >

JAPANetwork provides EFL materials, lesson plans, videos and ideas for integrating AIDS awareness into your classes. More info at: <aidsed@gol.com>

U.N. Cyber School Bus< www.un.org/Pubs/CyberSchoolBus >

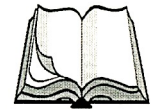
The United Nations Cyber School Bus website has teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

Oxfam Cool Planetwww.oxfam.org.uk/coolplanet/

Oxfam's Cool Planet is a great global education website for teachers and students with cool info, news and resources on world issues and global citizenship.



BOOKS ON LAW, PEACE and ISSUES



The books profiled here deal with famous trials in history, with cultural do's and taboos and with everyday actions that you and your students can take to promote peace and a better future.

Great World Trials

The 100 Most Significant Courtroom Battles

by E. Knappman (1997) Visible Ink (US)
(www.amazon.com) \$18



This classic reference book gives a gripping account of 100 world trials from Socrates, Galileo and Joan of Arc to Nuremburg, Mata Hari and Mandela. For each trial,

the author examines the background, details and verdict plus analyzes the impact on society.

Enough Blood Shed

101 Solutions to Violence, Terror and War

by M. Ashford (2006) New Society Publishers
(www.newsociety.com) \$22

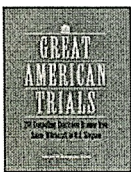


Is war inevitable? Will people always fight and kill each other? This peace handbook draws on stories from around the world to show that a non-violent future is possible and gives 101 actions that can be taken by youth, teachers, activists and others.

Great American Trials

201 Compelling Courtroom Dramas

by E. Knappman (2004) Visible Ink (US)
(www.amazon.com) \$24



This book, a companion to the text above, gives detailed profiles of 201 famous American court cases from the Salem witchcraft trials, Lizzie Borden trial and the

Scopes Monkey trial right up to *Roe vs Wade*, Oliver North, Rodney King and O. J. Simpson.

Stop the Next War Now

Effective Responses to Violence and Terrorism

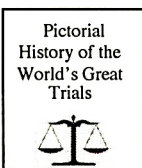
by M. Benjamin & J. Evans (2005) Inner Ocean
(www.innerocean.com) \$15



This book comprises essays by key figures in the global peace movement (politicians, authors, scholars, activists) on how to work for a world without war featuring Jody Williams, Wangari Maathai, Naomi Klein, Helen Caldicott and Shirin Ebadi.

Pictorial History of the World's Great Trials *From Socrates to Jean Harris*

by B. Aymar & E. Sagarin (1986) Random House
(www.amazon.com) \$24



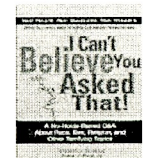
This illustrated coffee table book provides striking photos and fascinating profiles of all the major legal trials of history ranging from Socrates in ancient

Greece right up to the trials of our modern age.

I Can't Believe You Asked That!

Q&A on Race, Sex, Religion and Other Topics

by P. Milano (2004) Perigee Press
(www.penguin.com) \$15



This book explains "everything you wanted to know but were afraid to ask" on topics ranging from age, race, gender and class to religion, culture and sex. See the author's website at <www.yforum.com>.

365 Ways to Change the World

How to Make a Better World Every Day

by M. Norton (2005) Harper Perennial (UK)
(www.365act.com) \$15



This handbook lists 365 actions (one for every day of the year) that people can take to create a better future. Chock-full of facts, info and stories about inspiring

people, projects and websites. Recommended!

Multicultural Manners

Essential Rules of Etiquette for the 21st Century

by N. Dresser (2005) Wiley Press
(www.wiley.com) \$17



This cultural handbook lists key "do's & taboos" for interacting successfully in 70 different nations round the world. Topics include body language, clothing, colors, time, gifts, expressions and gender roles.



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) **"World Class Readings: A Reading Skills Text"** by Bruce Rogers (2005) (3 books: ¥2300 each)
 McGraw Hill, Arcadia Building 9F, 1-12-3 Kanda Sudacho Chiyoda-Ku Japan
 Tel: 03-5298-7221 E-mail: info@mcgraw-hill.co.jp Web: http://elt.mcgraw-hill.com



World Class Readings 1 (high beginner)

This book's 14 units deal with topics such as *21st century robots*, *author JK Rowling*, *the World Cup*, *wind power*, *Esperanto*, *Macchu Picchu*, *pizza around the world*, *bird watching in Taiwan* and *Chinese basketball star Yao Ming*.



World Class Readings 2 (intermediate)

This book's 14 units deal with themes such as *Guinness world records*, *the 1896 Olympics*, *business manners around the world*, *Godzilla*, *a history of coffee*, *the hangul alphabet*, *Doctors Without Borders*, *Bollywood movies* and *exam hell*



World Class Readings 3 (high intermediate)

This book's 14 units deal with themes such as *world music*, *the International Space Station*, *baseball in Japan*, *product names*, *smart cars*, *globalization and anti-globalization*, *vanishing languages*, *the Internet* and *Angkor Wat*.

- each 13-page unit includes warm-up tasks, a vocab preview, a 3-page reading, comp questions, a listening, reading skill focus and writing/discussion topics
- each book in the set comes with an audio CD and a Teacher's Manual

- (2) **"ABC World News 9"** by Shigeru and Kathleen Yamane (2006: ¥2000)
 Kinseido Publishing Ltd., 3-21 Jimbocho, Kanda, Chiyoda-ku, Tokyo 101-0051 Japan
 Tel: 03-3263-3828 Fax: 03-3263-0716 www.kinsei-do.co.jp ISBN 4-7647-3827-0



This 85-page news text for Japanese students uses audio and video to practice English reading and listening. Its 15 units deal with topics such as *robots*, *global warming*, *pandas in China*, *the Chernobyl nuclear accident*, *fighting malaria in Uganda*, *a student-run Iraq war radio station*, *youth protests in Paris*, *made-in-China goods*, *illegal immigrants* and *bird flu*. Each 5-page chapter features a 2-page reading text, Japanese notes, language exercises and discussion topics.

- (3) **"Global Outlook (International Edition)"** by Brenda Bushell and Brenda Dyer (2004)
 McGraw-Hill Press (see contact info above for #1) (Each book = ¥2,300, with CD = ¥3,300)



(a) "Global Outlook 1" (high intermediate reading)

This features 12 units on topics such as *the global village*, *travel in Africa*, *biodiversity*, *green business*, *the Amazon*, *Japan's Seikatsu Club*, *the media*, *the Inuit*, *sustainable development in Third World cities*, *cloning* and *future worlds*.



(b) "Global Outlook 2" (advanced reading)

This features 12 units on topics such as *the 21st Century generation*, *cultural encounters (China, Islam)*, *consumerism*, *aging*, *youth activism*, *child labor*, *work*, *global inequality*, *vanishing languages*, *endangered species & space exploration*.

- These two books build English language skills and promote global awareness through reading practice and communicative activities on global issue themes.
- Each 18-page unit features two 3-4 page readings plus pre-reading activities, vocab exercises, reading skills, communicative tasks and an interactive journal.
- Readings cover a variety of styles: articles, interviews, essays, fiction, poetry.
- Extension activities have students consider how the issues impact their lives.



GLOBAL EDUCATION MATERIALS FOR PURCHASE



In Japan, send a postal *kogawase* check from any post office to the address on pg 1.
From overseas, pay in US dollars (cash or US bank check made out to *Kip Cates*).

Book "The World Around Us"

Get a copy of this classic ESL text from Canada full of innovative activities for teaching about social issues. ¥2500 / \$25

Book: "I Love Korea"

Teach your students about Korea with this colorful English book about Korean customs, people, life and culture. ¥1500 / \$15

Languages: Ways To Peace

This Linguapax book in English, French, German and Spanish explains how language teaching can promote peace. ¥1000 / \$10

Global Perspectives (JACET)

This 50-page booklet (in Japanese) has articles on global ed, peace, critical thinking and conflict resolution. ¥500 / \$5

Fair Trade Goods

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

* www.wftday.org

* www.ifat.org

Peter's World Map

Decorate your classroom with this global education map.

www.petersmap.com/table.html



GLOBAL EDUCATION RESOURCES



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

American Forum for Global Education: books on global education, world cultures and global awareness

American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA www.globaled.org

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.du.edu/ctir

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, PO Box 700, Yarmouth, Maine 04096, USA Web: www.interculturalpress.com

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/coolplanet/

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

Oct	16	World Food Day ¹		Nov.	26	Buy Nothing Day ⁵
Oct.	21 - 28	One World Week ²		Dec.	1	International AIDS Day ⁶
Oct.	24	United Nations Day ³		Dec.	2	Abolition of Slavery Day ⁷
Nov.	3	No More Landmines Day ⁴		Dec.	10	International Human Rights Day ⁸

1 World Food: <www.worldfooddayusa.org> <www.learn.org/projects/food/worldfoodday> <www.fao.org>
 2 One World Week: <www.oneworldweek.org> <enquiries@oneworldweek.org>
 3 United Nations Day: <www.un.org/cyberschoolbus/> <www.un.org> <www.patriotism.org/un_day/>
 4 No More Landmines Day: <www.landmines.org.uk/163> <www.teachers.org.uk/story.php?id=3432>
 5 Buy Nothing Day: <www.adbusters.org/home/> <www.bndjapan.org> <www.buynothingday.co.uk>
 6 Int'l AIDS Day: <www.avert.org> <www.worldaidsday.org> <www.japanetwork.org>
 7 Abolish Slavery Day: <www.un.org/depts/dhl/slavery/index.html> <www.iabolish.org>
 8 Human Rights Day: <www.amnestyusa.org> <www.hrea.org> <<http://hrw.org/about/>>
 * More dates: <www.countmeincalendar.info> <www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html>

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 or institutions are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000, US \$15 or UK £10. In Japan, send a *teigaku kogawase* check (leave blank) from any post office to the address below. Overseas subscribers can pay in US dollars or UK pounds (make personal checks out to "Kip Cates" on a US or UK bank). Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of April 2007)

- * JAPAN SUBSCRIBERS: JALT SIG (250) GLOBAL ISSUES NETWORK (100) = 350
- * INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 150

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")