

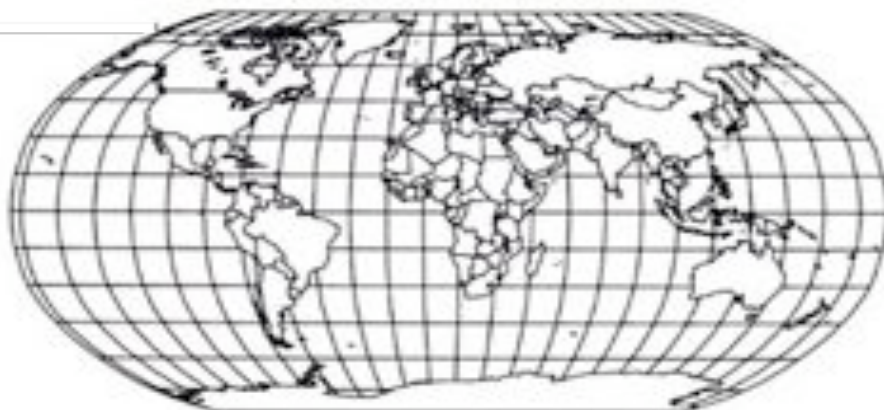
Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

82<sup>nd</sup>

Issue

celebrating 82  
issues and 21  
years in print  
since 1990



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

## NEWSLETTER #82

Our first GILE newsletter of the year 2012 comes out as the civil conflict in Syria intensifies and just a week before the 1-year anniversary of last spring's earthquake-tsunami-radiation triple disaster in Tohoku. Featured articles in this issue include (1) a description by Jennifer Morgan of an EFL global issues poster project that she carries out each year at her university, (2) an article by Najma Janjua about a study she did of Japanese EFL teachers' responses to English textbooks from Pakistan and Saudi Arabia, (3) a report by Guy Smith of an EFL unit he created on "human trafficking" and (4) the third of a set of global issue stories by UK global education expert Robin Richardson. We also include a list of teachable moments for 2012, a report on last fall's JALT 2011 international conference plus lots 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

## Language Education Events

- ***Sustaining a Global Society: Lgs. of the World***  
March 29 – 30, 2012 SOAS, London (UK)  
Website: <[www.llas.ac.uk/events/6408](http://www.llas.ac.uk/events/6408)>
  - ***UnBabeling Language: Global Understanding***  
April 3 – 4, 2012 Mandeville (Jamaica)  
<http://linguistlist.org/confcustom/IntLangConf2012>
  - ***Asian Conference on Lg. Learning (ACLL)***  
April 26 – 28, 2012 Osaka (Japan)  
Website: <[www.acll.iafor.org](http://www.acll.iafor.org)>
  - ***Asia TEFL 2012*** October 4 - 6, 2012  
Theme: *Expanding Horizons: ELT Issues*  
New Delhi (India) Web: <[www.asiatefl.org](http://www.asiatefl.org)>  
Call for Papers Deadline: April 30, 2012
  - ***GloCALL 2012*** October 18 - 29, 2012  
Theme: *Globalization and Localization in CALL*  
Beijing (China) Web: <<http://glocall.org/>>  
Call for Papers Deadline: April 16, 2012
- More events listed at: [www.conferencealerts.com](http://www.conferencealerts.com)

## The Peaceful Language Teacher

Proposed Book: Call for Contributors

*A new book for language educators who  
are passionate about peace...  
will come into being if you help write it!*

Manuscripts of up to 5,000 words are welcome on any theme related to peace education in language teaching. Drafts are requested by October 31, 2012. Proposals and inquiries welcome at any time.

For more information or to contribute, contact:

• Charles Kowalski <[kowalski@jcom.home.ne.jp](mailto:kowalski@jcom.home.ne.jp)>

## Global Education Events

- ***Asia Association for Global Studies (AAGS)***  
Theme: *Humanity & Humanitarianism in Crisis*  
March 17 - 18, 2012 ICU (Tokyo)  
Web: <[http://asia-globalstudies.org/aags\\_2012](http://asia-globalstudies.org/aags_2012)>
- ***International Conference on Caring & Peace***  
March 24 – 25, 2012 Hiroshima (Japan)  
<https://apollon.nta.co.jp/ihccp2011/index.html>
- ***5<sup>th</sup> International Global Studies Conference***  
June 20 – 22, 2012 Moscow (Russia)  
Call for Papers Deadline: March 20, 2012  
<http://onglobalisation.com/conference-2012/>
- ***International Peace Research Assoc. (IPRA)***  
Nov. 24 – 28, 2012 Tsu City, Mie (Japan)  
Call for Papers Deadline: May 1, 2012  
Website: <<http://ipra-peace.com>>
- ***Educating for Peace and Harmony (WCCI)***  
Dec. 28, 2012 – Jan. 3, 2013 Taiwan  
Call for Papers Deadline: April 1, 2012  
Web: <[www.wcci-international.org/28318](http://www.wcci-international.org/28318)>

More global education events are listed at:  
[www.peace-ed-campaign.org/newsletter/](http://www.peace-ed-campaign.org/newsletter/)

## IIPE Peace Education Institute

August 11-19, 2012 NVEC, Saitama, Japan  
[www.i-i-p-e.org/2012.html](http://www.i-i-p-e.org/2012.html)

An *International Institute on Peace Education* (IIPE) will be held this August at the National Women's Education Center (NVEC) in Saitama,. Check the IIPE website for further information.

- Application Deadline: April 10, 2012

## Animations for Peace

[www.fundacioperlapau.org/concurs](http://www.fundacioperlapau.org/concurs)



The 4<sup>th</sup> *Animation for Peace* Award (Spain) invites people worldwide to submit animated films on peace education themes for cash prizes. Films can be in any language but subtitled in English, Spanish or Catalan. Deadline: May 30, 2012.

## Earth Hour - March 31<sup>st</sup>

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



*Earth Hour* is a global event, begun by WWF in 2007, where people around the world show their commitment to the environment by turning off their lights on March 31 from 8:30 – 9:30 pm. See their website or read more at Wikipedia.

## Amnesty International

[www.amnesty-usa.org](http://www.amnesty-usa.org)



*Amnesty International* is a Nobel peace prize-winning NGO which works for human rights worldwide. Try out their AI teaching materials and teach your students about the dramatic story of how lawyer Peter Benenson began AI back in 1961.

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2012

Here are the 2012 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

### ADMINISTRATIVE OFFICERS

#### SIG Chair & Newsletter Editor:

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

#### SIG Treasurer:

Chris Bradley  
2-9-1-402 Manabino Nagayo  
Nishisonogi Nagasaki 851-2130  
<chrisryoju@hotmail.com>

#### JOIN OUR GILE SIG TEAM

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

#### SIG Membership:

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

### REGIONAL OFFICERS

#### Hokkaido: Tim Grose

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

#### Tohoku: Open

**Kanto:** Mark Shrosbree  
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<mgs@seiwa-u.ac.jp>

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**Kyushu:** Jack Brajcich  
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<brajcich@fukujo.ac.jp>

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#### SIG Programs:

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<yasunaok@r5.dion.ne.jp>

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Jane Nakagawa (at left)

#### SIG Publicity:

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

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Kansai Gaidai University  
<masatakakasai@hotmail.com>

#### SIG Website and Links:

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



## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

#### EFL Books Requested for Teachers in Haiti

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

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

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

#### Vietnam Book Donation Project

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

## GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

### ENVIRONMENTAL PROJECTS

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

### CLASS OR SCHOOL EVENTS

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



## What's in a Flag?

by Brendan Ries (MA TESOL, SIT)  
<b.revel@gmail.com>

This article discusses the need to address cultural diversity in class and touches on Douglas Brown's 1994 principles for culturally diverse classrooms (valuing customs, avoiding stereotypes, respecting differences, tapping experiences). It suggests that one way students can share cultural differences is through Q&A circles, where multinational students sit in a circle and use question cards to ask each other about holidays, food, taboos and national flags.

Voices #222 Sept. - Oct. 2011 IATEFL UK  
<http://www.iatefl.org>

## English for the Socially Disadvantaged

by Zahira Rahman (EFLU, India)  
<zahirarahman\_\_2005@yahoo.co.in>

This article describes the immense proficiency gap between affluent urban Indians who enjoy the global media and study in English-medium schools and poor Indian students in rural areas who have little exposure to English and fewer chances to learn it. The author outlines classroom approaches to teaching reading in ways that open up new worlds to rural youth and help to empower them with better life chances.

Voices #222 Sept. - Oct. 2011 IATEFL UK  
<http://www.iatefl.org>

## Libyan Students Re-Open Tripoli University

Tripoli University has now reopened after a post-conflict clean-up by volunteer Libyan students. When rebel forces liberated the campus from Gaddafi loyalists, they found prisoners of war locked in shipping containers and drawers full of intelligence files on students. During the Gaddafi regime, English was banned from the university curriculum several times and dissident students were publicly executed on campus until the 1980s.

"Tripoli U reopens after student clean-up" in *EL Gazette* #384 Jan. 2012, UK. [www.elgazette.com](http://www.elgazette.com)

## Fair-Trade EFL with Filipino Teachers

A new online school is offering low-cost English lessons to Japanese learners taught by unemployed college graduates in the Philippines. The school, run by Pikt Corp, features 50 Filipino tutors who offer EFL lessons to Japanese students via Skype. According to founder Md. Moin, the service is a type of "intellectual fair trade" which enables Filipinos to earn a living while providing high-quality lessons at low cost. For further information, see the original article or check out <[www.pikt.jp/philippines/](http://www.pikt.jp/philippines/)>.

"Filipinos Teach English to Japanese via Website"  
in *The Japan Times* Feb. 16, 2012.  
[www.japantimes.co.jp/text/nn20120216f3.html](http://www.japantimes.co.jp/text/nn20120216f3.html)

## Harmonious Learning: Yoga in the English Language Classroom

by Lisa Morgan (RELO, Santiago, Chile)  
<morganla@state.gov>

This article discusses the physical, psychological and emotional pressures that affect language learners, especially those coping with lives marred by war, poverty and political unrest. It suggests a good way to promote the physical, mental and spiritual health of students is to teach about yoga in the EFL classroom.

*English Teaching Forum* Vol. 49/4 2011 USA  
<http://englishprograms.state.gov/forum/>

## Global Messages for Tohoku Children

250 English letters from children in the Dominican Republic were delivered to a nursery school in Fukushima to cheer up Japanese children in Tohoku. The delivery was part of the "Tegami Project" launched by UNICEF Japan to connect Japanese children in the disaster area with kids around the world. More than 2,000 letters from 30 countries have been delivered to kids in the disaster-hit areas so far.

"Fukushima nursery gets Caribbean kids' letters" in  
*The Japan Times* Feb. 29, 2012.  
[www.japantimes.co.jp/text/nn20120229a4.html](http://www.japantimes.co.jp/text/nn20120229a4.html)



Esther Lucas  
(1918 - 2011)

## A Tribute to Esther Lucas (Israeli EFL teacher and peace educator)

Esther Lucas was a global educator, an EFL teacher, an author and a teacher trainer who worked tirelessly for peace and international understanding worldwide. She passed away at the age of 93 last year. Esther was an active UNICEF supporter, an editor of IATEFL's Global Issues SIG Newsletter and the honorary president of UNESCO's associated schools project. She was an inspiration to her colleagues, friends and students, and a role model for global teachers.





## JALT 2012 National Conference

Oct. 12 – 15, 2012 Hamamatsu, Japan

<<http://jalt.org/conference>>

The 2012 conference of the *Japan Association for Language Teaching* (JALT) will be held Oct. 12 – 15 on the theme *Making a Difference*. Be sure to submit your proposal by the Friday 13<sup>th</sup> deadline!

- Deadline for submissions: April 13, 2012

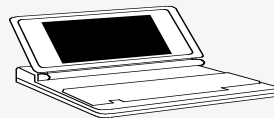
## JALT Pan-SIG 2012 Conference

June 16–17, 2012 Hiroshima University

<[www.pansig.org/2012/](http://www.pansig.org/2012/)>

This year's Pan-SIG conference will be held on June 16 – 17 in Hiroshima on the theme *Literacy: SIGnals of Emergence*. Plan to come and attend!

## Key Internet Websites on Global Issues and Language Teaching



**JALT Global Issues SIG (Japan)**  
[www.gisig.org](http://www.gisig.org)

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

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

**Korea TESOL Global Issues SIG (Korea)**  
[www.kotesol.org/GISIG](http://www.kotesol.org/GISIG)

New look!



## KoTESOL 2012 Conference

May 26, 2012 Pusan, Korea

<[www.kotesol.org/node/1201](http://www.kotesol.org/node/1201)>

The theme of KoTESOL's May conference in Pusan is *Drive: Letting Students Take the Wheel*.



## Teachers of English to Speakers of Other Languages

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

E-mail <[info@tesol.org](mailto:info@tesol.org)> Web: <[www.tesol.org](http://www.tesol.org)>

## TESOL 2012 CONFERENCE

The TESOL 2012 international conference will be held from March 28–31 in Philadelphia, USA on the theme *A Declaration of Excellence*. Conference sessions on global education themes will include the following:

- *Social Justice in the ELT Classroom*
- *Bridging Differences via Civic Engagement*
- *Promoting Understanding Across Cultures*
- *Creating Materials: Go Global? Go Local?*
- *Social Responsibility Comes of Age*
- *Dynamic Grassroots Advocacy*
- *Sharing Ideas with Teachers Round the Globe*

## Social Responsibility Interest Section (SR-IS)

TESOL's new *Social Responsibility* Interest Section (SR-IS) invites global teachers worldwide to sign up. If you're a TESOL member, please make sure to make this your primary interest section. Join us!

**SR-IS Chair:** Earlene Gentry (USA/Egypt)  
<[gentryearlene@yahoo.com](mailto:gentryearlene@yahoo.com)>



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

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

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

## IATEFL 2012 CONFERENCE

- March 19 – 23, 2012 in Glasgow, Scotland.

### Global Issues SIG Pre-Conference Event

- *From theory to practice: Global issues in class*
- This 1-day event will give participants ideas for bringing global issues into the EFL classroom.  
Margit Szesztay <[margit.szesztay@gmail.com](mailto:margit.szesztay@gmail.com)>

### Conference sessions on global themes

- The Yes Factor: Coaching Negotiation Skills
- Middle East Revolutions: A Teachable Moment
- Global Business Etiquette 101
- English and National Identity
- Glee in Burma: Keeping Intolerance Away
- Becoming a Global Teacher: 10 Steps
- Evaluating Internationalism in the Curriculum

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

Catch up on activities by IATEFL's GI-SIG at:

- New website: <http://gisig.iatefl.org/>
- Chair: Maureen Ellis <[t-ellis2@hotmail.com](mailto:t-ellis2@hotmail.com)>

Don't forget to renew your Global Issues

## MEMBERSHIP / SUBSCRIPTION

**JALT Members:** ¥1,500 per year

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



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

November 18 - 21, 2011 at Olympic Youth Center, Tokyo, JAPAN

Teaching, Learning, Growing <<http://jalt.org/conference/jalt2011>>



The fall 2011 conference of JALT (*Japan Association for Language Teaching*) featured a wide range of sessions on global themes. Below is a small sampling.

### GILE SIG Colloquium

#### *Teaching in Disaster Situations*

This colloquium discussed how schools, teachers and learners were affected by the 3/11 Tohoku disaster, as well as how students, teachers and ELT associations responded to this crisis in Japan and overseas.

Kip Cates (MC)	Tottori University
Rohini Deblaise	AFJ Japan
Marc Helgesen	Miyagi Gakuin Univ.
Hitomi Sakamoto	Tokai Gakuen University
Philip McCasland	Fukushima University
David Slater	Sophia University

### LLL SIG Colloquium

#### *Teachers Coping with Disaster*

This panel session discussed the impact of the 3/11 earthquake and tsunami, including emotional trauma, teacher/student relief action and critical thinking about how the disaster was reported.

MC: Joseph Dias (Aoyama Gakuin University)  
<[joseph\\_dias@yahoo.com](mailto:joseph_dias@yahoo.com)>

### JALT Featured Speaker: Kip Cates

Kip Cates gave two FS presentations on global themes. He was sponsored by *Cengage Learning*.

- *Education for World Citizenship*  
This workshop discussed ways in which foreign language teachers can promote world citizenship through their curricula, materials and activities.
- *Critical Thinking through Global Themes*  
This presentation demonstrated EFL activities on global themes designed to practice student language skills and stimulate critical thinking.
- For details, contact: <[kcates@rstu.jp](mailto:kcates@rstu.jp)>



### *ELT for Tohoku Charity Events*

A coalition of 16 EFL publishers and booksellers in Japan held charity events at JALT 2011 to support children in the Tohoku disaster area.

### Global Issues SIG Forum

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

MCs: Naoko Harada <[program@gilesig.org](mailto:program@gilesig.org)>  
Greg Goodmacher <[ggoodmacher@hotmail.com](mailto:ggoodmacher@hotmail.com)>

#### **Charts for Global Knowledge**

This talk described how filling out weekly knowledge charts enables students to review vocabulary and key concepts. Charts were shown for *Endangered Animals* and *Foreign Countries*. John Spiri (Gifu Shotoku Gakuen) <[spiriatwork@gmail.com](mailto:spiriatwork@gmail.com)>

#### **Creating Lessons from On-line Content**

This presentation explained how to adapt topics, design worksheets and ensure effective student interaction using on-line content like the *World Challenge* <[www.theworldchallenge.co.uk](http://www.theworldchallenge.co.uk)>. Mark Shrosbee (Tokai University) <[markshros@gmail.com](mailto:markshros@gmail.com)>

#### **Picture Letters from Turkey**

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

#### **Helping Students Create Sustainable Change**

This session shared a framework for enabling students to create sustainable change via EFL. It described a student volunteer trip to Vietnam where students got ethnic minority kids into school and provided drinking water for 300 families. Craig Manning (Shimane University) <[craigmanning01@hotmail.com](mailto:craigmanning01@hotmail.com)>

#### **Japan and Globalization: What is Japan's Role?**

This presentation shared teaching activities from a content-based EFL course on globalization. Topics included technology, *anime*, *manga* and how globalization has changed Japan. Yuko Sugiyama (KUIS, Japan) <[sugiyama-y@kanda.kuis.ac.jp](mailto:sugiyama-y@kanda.kuis.ac.jp)>

#### **Critical thinking via International Relations**

This session introduced a content-based English class on the theme of international relations which aimed to foster critical thinking and global citizenship. Jennie Roloff (KUIS) <[jennie-r@kanda.kuis.ac.jp](mailto:jennie-r@kanda.kuis.ac.jp)>

#### **Napaj: A Simulated Election Campaign**

This presentation described an election simulation in a Japan-like country called *Napaj*. Students studied Japanese social issues, drew up proposed solutions, then campaigned to be voted the "most impressive candidate". Paul Arenson (Tokyo University of Science) <[paul@tokyoprogressive.org](mailto:paul@tokyoprogressive.org)>

## Other Conference Presentations

### **A Thematic Lesson on Tsunami for Children**

This workshop demonstrated a global education EFL lesson on “tsunami” designed for elementary school classes in Japan and discussed the role of thematic lessons designed on global themes. Junko Machida (ESTEEM, Japan) <admin@esteemjapan.com>

### **Learning from Life-Changing Experiences**

This panel session discussed how the March 11 disasters in Japan prompted language learners and teachers to think about how critical experiences impact their lives and language learning. Richard Silver (Ritsumeikan University) <richinwit@hotmail.com>

### **Diversity, Equality and the Ivory Tower**

This GALE panel discussed equality, diversity, sexism, racism plus fallacies used to excuse academic harassment in Japanese universities. Salem Hicks (Ritsumeikan Univ.) <michian@msj.biglobe.ne.jp>



### **Design for Change**

This presentation described how “Design for Change” projects designed and implemented by children inspire learning and lead to real-world action. Chuck Sandy (Chubu University) <charnelsan@mac.com>

### **Buffaloes to Trucks: Helping Teachers in Laos**

This session described EFL teacher training seminars carried out in Laos, and how teachers in Japan can volunteer to help. Chris Ruddenklau (Kindai University) <chrisruddenklau@asahi.email.ne.jp>

### **Using Animals to Teach Children English**

This talk discussed research and practice on how animal-assisted intervention (AAL) can be used to more effectively teach English to children. Rie Suzuki (Kokusai Junior College) <rie-suzuki@kokutan.net>

### **Teaching a News Media English Course**

This workshop introduced language learning activities designed to help students develop the skills to engage with news media as a window to the world. Tim Knight (Shirayuri College) <tknight303@gmail.com>

### **Ugly English: Teaching Profanity to Students**

This talk discussed the challenges of teaching profanity in EFL including language usage and socio-cultural issues. Scott Stillar (Tsukuba Univ.)

### **Making a Fair Test for All Takers**

This presentation described the steps required to design tests which are fair to all students. Jeffrey Durand (Tokai University) <kandajeffd@gmail.com>

### **Opinionated Teacher: What Students Think**

This presentation reported research on students’ views about using teaching materials that promote specific political and moral views. Mark Rebeck (Nagoya University) <reebuk67@yahoo.co.jp>

### **Learning and Teaching the New World Order**

This session demonstrated English language teaching activities designed to promote critical thinking about controversial topics and the New World Order. Roberto Rabbini (Tokai University) <rarabbini@hotmail.com>

### **EFL Service Learning: Growth and Confidence**

This session discussed key features of a successful service learning program and challenges that need to be faced in preparing low level EFL students. Stephen Dalton (Osaka Gakuin Univ.) <stephen@ogu.ac.jp>

### **Teaching and Learning JFL in the World**

This session featured panelists who discussed the teaching of Japanese-as-a-foreign-language in Africa, Brazil, China, Europe and Taiwan. Megumi Kawate (Temple University) <mierze@tuj.ac.jp>

### **The Effectiveness of International Programs**

This discussed changes in perception of foreign countries and peoples among Japanese studying abroad. Nae Niculina (Nagoya Univ. of Commerce)

### **Lg Education of Japanese-Brazilian Children**

This reported field research on language issues of Japanese-Brazilian children in Shizuoka. Victoria Kupchin (Hokkaido Univ.) <piglitph@yahoo.com>

### **Consciousness-Raising & Intellectual Curiosity**

This talk described how teaching stunts autonomy and described an approach for promoting curiosity about language and culture. George Schaaff (Kwansei Gakuin University) <gjschaaff@kwansei.ac.jp>

### **Attitude Research and Lg/Culture Teaching**

This presentation discussed how language teaching can eliminate prejudices and stereotypes which hinder international understanding. Matthias Gruenewald (Hokkaido Univ.) <gruenewald@let.hokudai.ac.jp>

### **ELF Between Japanese & Taiwanese Children**

This talk introduced *Genkidama*, an EFL project which had children in Japan and Taiwan work together via English on joint projects. Hiromasa Tanaka (Meisei University) <tanakahi@eleal.meisei-u.ac.jp>

### **Nurturing the Entrepreneurial Self in E. Asia**

This presentation reported on research about how to promote entrepreneurship among Asian students. Mark Seilhamer <mfseilhamer@gmail.com>

### **Twitter in the Language Classroom**

This talk discussed the merits of using Twitter in EFL as well as privacy and security issues. Tom Edwards (Rikkyo University) <publicity@tokyojalt.org>

### **Get Out of the Classroom: Bring in the World**

This session explained how Google and Street View can give students previews of class fieldtrips while digital cameras enhance learning on excursions. Chris Stillwell (Sojo University) <peibrian@gmail.com>

### **Habitat for Language Education**

This talk described the experiences of Japanese university EFL students who volunteered for *Habitat for Humanity* in Nepal. Paul Marlowe (Kwansei Gakuin University) <pmarlowe79@kwansei.ac.jp>

### **Internships at an International School**

This session described the value of organizing for-credit internships for Japanese EFL students at an international school. Jerald Halvorsen (Sapporo International University) <j-halvorsen@ts.siu.ac.jp>

### **Model United Nations Simulation**

This workshop discussed the design of the Model United Nations, how it promotes critical thinking about global issues and allowed participants to role play a Model UN. Lori Zenuk-Nishide (Kobe City University of Foreign Studies) <lzenuknishide5@gmail.com>

### **Regions and Nations in High School Exams**

This presentation discussed research which analyzed topics linked to world regions and nations in Japanese junior high school entrance exams. Shigeru Ozaki (Takushoku University) <shigeruozaki@hotmail.com>

### **Language: Japan's Greatest Barrier**

This session discussed Japan's low TOEFL ranking and the consequences of this lack of English language proficiency for Japan's trade and global business. Jerry Platt (Akita Int'l University) <iplatt@aiu.ac.jp>

### **Bringing Culture into the Language Classroom**

This talk explained the challenges of teaching culture, the dangers of stereotyping and the need to move beyond teaching mere "facts" about other cultures. Valerie Hansford (JII) <vhansford@mac.com>

### **Manual of Love: Shocking Discourse Styles**

This session discussed the culture shock felt by Japanese students of Italian on viewing the "straightforward" behavior of Italians in an Italian movie. Chiara Zamborlin (Nagoya Univ. of Arts)

### **Primary School Intercultural Exchange Project**

This presentation described the results of a 3-year primary school cross-cultural exchange project carried out between EFL children in Japan and children who were learning Japanese in Australia. Darren Lingley (Kochi University) <lingley@cc.kochi-u.ac.jp>

### **The Detective Story for Critical Reading**

This session discussed the critical thinking skills needed to become a critical reader, and argued that detective stories can help to promote these. Hugh Graham-Marr (ABAX Ltd) <hugh@abax.co.jp>

### **Guinness World Records for the Classroom**

This presentation described the various challenges of adapting the *Guinness Book of World Records* into the new EFL textbook series *Record Breakers*. Timothy Kiggell (McMillan) <timothykiggell@mlh.co.jp>

### **Peace Boat and Global English Training**

This session introduced the English language program of the Japanese NGO *Peace Boat* and explained its approach to integrating peace education into EFL. Pania Lincoln (Peace Boat) <pania@peaceboat.gr.jp>

### **World Heritage Sites for Shared Learning**

This presentation demonstrated ways in which UNESCO World Heritage Sites can create stimulating content for foreign language teaching in university classrooms. Wes Lang (Kwansei Gakuin University)

### **Social Support in Multicultural Japan**

This talk described the lack of support systems for multicultural families and foreign communities in Japan and noted the role played by religion in such support. Marina Cunin (Nagoya University of Commerce and Business) <cunin@nucba.ac.jp>

### **English Teachers' Attitudes to NNS Accents**

This talk reported on a study of 150 Japanese and native speakers on attitudes to teaching non-native speaker (NNS) accents. Tomoyuki Kawashima (Tochigi Sr. High School) <kawashima@cc9.ne.jp>

### **Gender Issues in Study Abroad**

This session discussed how gender influences study abroad experiences and gave a report on the results of a research study of 1200 Japanese university students. Tim Newfields (Toyo University) <timothy@toyo.jp>

### **Cross-cultural Understanding through PBL**

This presentation discussed the value of project based learning (PBL) in promoting EFL students' understanding of other cultures. Li-Yuan Hsu (Chengchi University, Taiwan) <leehsu@nccu.edu.tw>

### **International Posture & Cultural Nationalism**

This session used student survey data from 3 universities to explore issues of ethnocentrism, international posture and cultural nationalism. Nicholas Bradley (Aichi Univ.) <nbradley@vega.aichi-u.ac.jp>

### **Outcomes of an International Workcamp**

This presentation discussed the design and results of a 5-day international work camp held in Korea which brought together Japanese and Korean participants in order to promote intercultural understanding. Eiko Ujitani (NUFS, Nagoya) <ujitani@nufs.ac.jp>

Next fall's JALT 2012 conference will be held from October 12 - 15 in the city of Hamamatsu.

- Further details at: <http://jalt.org/conference>
- Deadline for submissions: April 13, 2012



## Teachable Moments: Key Anniversaries in 2012

### 2012 Olympic Games July 12 - August 12 London, England



The main global event of 2012 will be the Summer Olympics in London. This will feature 10,000 athletes from 200 nations for 300 events in 26 sports. Start planning now to teach this in your school!

- [www.wikipedia.org](http://www.wikipedia.org) 2012 Summer Olympics
- Official Website <[www.london2012.com](http://www.london2012.com)>



### Birth of Charles Dickens 200<sup>th</sup> anniversary (1812 - 2012)

This year marks the 200<sup>th</sup> anniversary of Charles Dickens' birth (Feb. 7, 1812). Have your class read his books, see the movies and learn about his life's work writing against poverty, greed and prejudice.

- Website: <[www.dickens2012.org](http://www.dickens2012.org)>



### U.N. International Year of Sustainable Energy

2012 is the United Nations' *International Year of Sustainable Energy for All*. Promote this event by planning a lesson or unit on environmental issues

- Website: <[www.sustainableenergyforall.org](http://www.sustainableenergyforall.org)>



### Birth of Kim Il Sung 100<sup>th</sup> anniversary (1912 - 2012)

The year is the birth anniversary of North Korean leader Kim Il Sung (April 15). Join your students to learn about North Korea, its people and problems.

- Demick, B. *Nothing to Envy: Life in N. Korea*



### Establishment of International Relations with Japan

This year celebrates the anniversary of Japan's establishment of diplomatic relations with a number of nations. To study about these countries and their links with Japan, check out their embassy websites.

- |                |                   |
|----------------|-------------------|
| • India (1952) | • Mongolia (1972) |
| • Oman (1972)  | • Georgia (1992)  |
| • Qatar (1972) | • Ukraine (1992)  |



### UNESCO World Heritage 40<sup>th</sup> anniversary (1972 - 2012)

2012 marks the 40<sup>th</sup> anniversary of the 1972 UNESCO World Heritage Convention. There are now 936 World Heritage Sites (725 cultural, 183 natural, 28 mixed). Have your students learn more by profiling some of the many exciting world heritage sites around the globe.

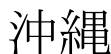
- [www.wikipedia.org](http://www.wikipedia.org) "World Heritage Site"
- Official website: <<http://whc.unesco.org/>>



### Sinking of the Titanic 100<sup>th</sup> anniversary (1912 - 2012)

April 15<sup>th</sup> 2012 marks the 100<sup>th</sup> anniversary of the sinking of the Titanic. 1,500 people died when this "unsinkable" ship hit an iceberg. Join your students to study this tragedy, discuss its causes and similarities to the 3/11 Fukushima disaster, and see the new 3D film.

- <[www.wikipedia.org](http://www.wikipedia.org)> "RMS Titanic"
- <[www.titanichistoricalsociety.org](http://www.titanichistoricalsociety.org)>



### Reversion of Okinawa to Japan 40<sup>th</sup> anniversary (1972 - 2012)

This year is the 40<sup>th</sup> anniversary of Okinawa's reversion to Japan. Why not design an EFL teaching unit to raise awareness of Okinawa history, Ryukyu culture, US bases, WWII and the Battle of Okinawa?

- [www.virtualginza.com](http://www.virtualginza.com)
- [www.wikipedia.org](http://www.wikipedia.org) "Okinawa"



### China-Japan Friendship Year 40<sup>th</sup> anniversary (1972 - 2012)

After WWII, China and Japan finally normalized diplomatic relations in 1972. To commemorate the 40<sup>th</sup> anniversary of this event, a *China-Japan Friendship Year* is being held in 2012. With problems such as history texts and territorial disputes, this is a chance to work for good relations between these two nations.

China People's Daily article: <<http://english.people.com.cn/90883/7710327.html>>



### Diamond Jubilee of Queen Elizabeth (1952 - 2012)

2012 is the Diamond Jubilee of Queen Elizabeth II, marking the 60<sup>th</sup> anniversary of her accession to the throne. She is head of the Commonwealth and monarch of 16 countries. Have your students research her life and times, study the world's royal families, compare them to Japan's imperial family and debate the pros and cons of monarchy.

- Royal family website: <[www.royal.gov.uk](http://www.royal.gov.uk)>
- Riley, E. *World Royal Families*.



### World Expo 2012 Yeosu, South Korea (May 12 – Aug. 12)

A major event in Asia this year will be the 2012 Expo in Yeosu, South Korea. This World's Fair will have an environmental theme (*The Living Ocean*). Over 8 million people, 10 international organizations and 100 countries are expected to take part. Have your students study about this event and follow it on-line or take your class off to Korea to attend this summer!

- [www.wikipedia.org](http://www.wikipedia.org) "Expo 2012"
- Website: <http://eng.expo2012.kr/main.html>



### Raoul Wallenberg 100<sup>th</sup> anniversary (1912 - 2012)

Raoul Wallenberg was a Swedish diplomat who rescued thousands of Jewish refugees from the Nazis. This year marks the 100<sup>th</sup> anniversary of his birth. Teach your students the inspiring story of this WW II hero and his tragic end. Click the "Education" link of the RW Foundation website below for free study guides and lesson plans.

- [www.wikipedia.org](http://www.wikipedia.org) "Raoul Wallenberg"
- RW Foundation <[www.raoulwallenberg.net](http://www.raoulwallenberg.net)>
- Borden, L. *His Name was Raoul Wallenberg*.
- Nicholson, M. *Raoul Wallenberg*.



### The End of the World Mayan Prophecy (Dec. 21, 2012)

December 21<sup>st</sup> marks the end of one 5,125 year cycle of the Mayan long calendar. Doomsayers see this as "the end of the world". Why not design a teaching unit about this topic to learn about the Maya, promote critical thinking and vaccinate your students against media hype and apocalyptic scaremongers?

- Wikipedia: "2012 phenomenon" "Maya"
- Kirsch, J. *A History of the End of the World*.
- Newman, S. *The Real History of the End of the World: Nostradamus to Y2K and 2012*
- Deitz, C. *The 2012 Guidebook*. (fun parody!)



## Global Education Stories by Robin Richardson

Stories to Make You Think - Reprinted for Classroom Use



Robin Richardson is a key figure in the field of global education. He has been a teacher, a trainer and a multicultural education advisor. He was the director of the 1970s UK *World Studies* project and author of the classic *World Studies* set of activity books (Nelson, 1977). This pioneering global ed series consisted of the following 4 titles:

- *World in Conflict* [war & peace]
- *Fighting for Freedom* [human rights]
- *Progress and Poverty* [development]
- *Caring for the Planet* [environment]

These included a set of dynamic global education stories designed to promote critical thinking, discussion skills and awareness of issues related to peace and human rights. Although long out of print, used copies can still be purchased on-line.

Robin has kindly granted permission for these stories to be reprinted here for use by language teachers in Japan and elsewhere. The third story, *The Playground*, appears on the next page. Further stories will be printed in subsequent issues. Try these out in your classes and see how they work!

#### Other Books by Robin Richardson

- *Islamophobia* (Ed.) Trentham Books, 2004.
- *Fortunes and Fables: Education for Hope in Troubled Times*. Trentham Books, 1996.
- *Daring to be a Teacher*. Trentham Books, 1990.
- *Learning for Change in World Society*. (Ed.) One World Trust, 1976.

#### Robin Richardson (Insted)

*In-Service Training & Educational Development*  
<[www.insted.co.uk](http://www.insted.co.uk)>

## The Playground - A Story



There was this rooftop playground. It was on the top of a huge block of flats. Around the playground, there was a high fence. The fence was made of iron bars, and very strong. The children playing in the playground were very happy. They danced, they skipped and they chased each other all over the playground. They sang songs and they painted pictures.

One day, Mrs. Freebody came to the playground. Mrs. Freebody was a government official. She was pleased to see the children playing. But she was shocked to see the fence. "How dreadful to fence them in!" she said. "Children are not animals, to be kept in a cage! Children must be free! Remove that fence!"

So the fence around the rooftop playground was removed. But the children no longer played. They just sat huddled in a little group, trembling, in the middle of the playground.

They no longer danced, they no longer skipped, they no longer chased each other. They no longer sang songs. They no longer painted pictures.

### Vocabulary

rooftop	屋上	official	公務員
flat	アパート	dreadful	ひどい
fence	フェンス	cage	おり
iron	鉄	to remove	撤去する
to skip	スキップ する	to huddle	かたまる
government	政府	to tremble	震える

Reprinted with the author's permission from Richardson, R. (1977) *World in Conflict*. UK: Thomas Nelson. pg. 18.

### STORY QUESTIONS

#### Comprehension Questions

1. What kind of playground was it?
2. Where was it located?
3. What was around it?
4. What was the fence made of?
5. Were the children playing there happy or sad?
6. What did the children there do every day?
7. Who came to the playground one day?
8. What was her job?
9. How did she feel seeing the children play?
10. How did she feel when she saw the fence?
11. What did she say about the children?
12. What happened to the fence after that?
13. Did the children continue to play there?
14. What did they do instead?

#### Speaking Practice

1. Re-tell the story in your own words.

#### Discussion Questions

1. What did you think about this story? Why?
2. Why did the children stop playing? Explain.
3. What's your opinion about...
  - the children?                      ▪ the playground?
  - Mrs. Freebody?                      ▪ the fence?
4. What do you think is the message of this story?
5. What would you do to solve this problem?

#### Creative Writing

1. Re-write the story with a different ending.
2. Write your own story about a similar situation.

#### Story Themes

Here are four things that this story might be trying to express. Which do you agree with? Why?

1. *Too much freedom is a bad thing.*
2. *In order to enjoy freedom, people need security.*
3. *Fences are important because they protect us.*
4. *You can't always trust government officials.*

#### Quotes

Read these quotes. What do you think about them?

1. *If you want total security, go to prison. There you're fed, clothed, watched over and given medical care. The only thing lacking is freedom.*
2. *Those who give up freedom to purchase security deserve neither.*
3. *The road to hell is paved with good intentions.*

#### Research Tasks

1. Show this story to your family or your friends. Report on their reactions to it and how they felt.
2. Look for real-life examples of the issues shown in this story. Give a report about what you find.

# Growth and Learning through Global Issue Poster Presentations

by Jennifer Morgan (Meisei University, Tokyo, Japan)

## Introduction

After a year of having my very low-level, often demotivated English-as-a-foreign-language (L2) students present posters on textbook topics such as food, celebrations, jobs or music, I decided to move towards a more global issues focus in my classroom language projects. This was largely a result of discovering that many students were studying social and global issues in their Japanese (L1) seminar courses, and that a significant number were participating in volunteer projects or experiential learning activities both on campus and during fieldwork trips overseas. I hoped that a global issues focus might motivate my students in their language learning by helping them to connect their English classes with their wider university learning. After talking with Japanese professors, I found out more about the L1 seminar topics our students were studying and how I could encourage students to present their fieldwork experiences to their classmates and to engage more deeply with world issues while communicating in English.

A global education approach to foreign language teaching allows students to develop communication skills while working together on tasks such as poster presentations on social and environmental issues. Such content-based projects actively encourage students to acquire the language, skills and knowledge necessary to communicate their ideas and opinions about global issues, to think critically, and so develop as world citizens (Cates, 1990; Nakamura, 2002). This article reports on a successful L2 poster project about non-profit organisations (NPOs), volunteer fieldwork and global/environmental problems.



Poster

Global  
Issue #1

Poster

Global  
Issue #2



## Context for my students' English learning

- 1<sup>st</sup> - 3<sup>rd</sup> year Japanese university students.
- 15-week, 4 skills course, 90-minute class/week.
- Text: *Impact Issues* (four skills, global issues).
- Poster projects at the end of the semester.
- Assessment: self-evaluations and reflections, peer assessment, teacher assessment.
- L1 seminars taught by Japanese professors: *globalisation and civil society, Fairtrade politics, cultural anthropology and East Africa, international volunteer fieldwork, NPOs.*

## Foreign Language Poster Presentations

L2 poster projects are widely recognised as a useful means for developing learners' language skills through a series of linked communicative tasks (Bayne, 2005; Jost, 2005). The benefits of poster presentations are diverse. Firstly, the project is a *student-centred task* where group members take responsibility and control of the learning process, and individualise their final product. Secondly, there are many opportunities for *recycling* language and content from the textbook, L1 seminar topics and fieldwork experiences. Next, *task repetition* in poster carousels enhances *oral fluency* development. Finally, the open-ended outcome is suitable for *mixed level* classes. Students present their topic information on a large format poster (hand-drawn or computer-designed), which includes keywords and pictures about a chosen topic. The poster itself provides a speaking prompt for students' oral presentations and a visual aid for the audience.

After some classroom discussion, I clarified the following learning goals and outcomes for a global issues poster presentation:

- To develop multiple language skills (authentic speaking and listening, reading and research, and speech writing);
- To encourage collaboration and learner autonomy through task-based group work;
- To increase learners' world knowledge;
- To develop critical thinking and deeper, engagement with global issues content;
- To lead students towards active world citizenship.

A global issues focus encourages young adults to expand their world knowledge, increase their critical thinking and move towards active world citizenship (Cates, 1990). During this poster project, sophomore students taught their peers about real fieldwork experiences and English communication opportunities with NPOs in India, Zanzibar, and Mexico. The classroom became a collaborative learning environment, where both teacher and students became co-learners.

My freshmen classes completed their poster presentations about a global or local issue. Their self-selected topics included 'Recycling in Japan', 'Endangered animals', 'Rude behaviour in Japan' and 'Global-warming solutions'. More recently, senior classes prepared posters on topics such as 'Cross-



cultural learning and reflections' and 'Immigrants in Japan' stemming from their experiences studying abroad or working with foreigners in Japan. All classes were required to carry out Internet research in pairs, write a speech, design a poster and deliver an oral presentation. The projects made up 20% of their final grade.

### A Task-based Lesson Cycle

I always provide large amounts of scaffolding for each stage of this project so the target task (an oral presentation) is achievable. The short, linked skills tasks below provide students with multiple opportunities for authentic communication (Ellis, 2006) leading to the poster construction.

#### 1. Pre-task phase activities

In pairs or groups, the class first brainstorms relevant vocabulary and generates ideas about the various world issues that we covered in a textbook unit on global warming. Then, I lead the students into a *classroom survey* about volunteer work and organisations to personalize the topic and to activate schemata, review vocabulary and ideas. Later, students complete a *matching task-sheet* where they discuss a list of 8 well-known NPO logos, read short descriptions about these NPOs, then match each organisation with a global or social problem. I intentionally choose and prepare information about NPOs (*Greenpeace, Fairtrade, Stop Child Labour, Amnesty International*) that are related to the fieldwork and world issues that students have discussed or encountered in their Japanese seminar classes. Finally, poster groups are assigned, students choose their topics (ideally from the list above), then research information from the bilingual websites which I provide.

#### 2. Task phase and task performance

I distribute a handout on *poster presentation guidelines* that has the assessment criteria and deadlines, plus a *worksheet* with target questions to

help learners focus their research. Each group has one week to gather material on their NPO topic, and share homework tasks. During this phase, learners organize and prioritise their information and pictures, then create a poster. I usually allow 2 classes for poster-making, speech writing and rehearsal. Students are expected to do some of this work outside the classroom.

On presentation day, there are a number of options for oral presentations. Over the course of a year, I try to vary the format to keep the task interesting and challenging for the class. Students can (1) present to other small groups at their tables, or (2) present in front of the class, or (3) present in a *poster carousel* format where concurrent presentations take place. Carousels are an excellent use of class time because everyone is either presenting or an audience member; speakers present several times with improvements in fluency, and listeners hear a number of interesting talks by their classmates. Just before the *task performance* stage, I have the class review 'presentation language' (Shrosbree, 2010), rehearse their speeches with posters and cue cards, and explain audience listening tasks. Sometimes I prepare note-taking tables for completion, or question prompts on paper strips for listeners, depending on the class level and the goals. Such tasks encourage active listening and authentic interaction between speaker and interlocutor, and can be part of students' assessment.

#### 3. Post task and assessment

Poster presentations offer students a fair means of assessing their language skills and work done. When scheduled at the end of a cycle (completing a textbook unit, at midpoint or the end of a term), student posters sessions can provide summative evaluation of work done, content learnt and language skills acquired. Students are able to produce their best performance after they've had time and support to prepare information, practise skills, and give repeat presentations. In the carousel sessions, I would evaluate learners' final performances. Both teacher

*Excerpt of Classroom Survey about Volunteering and Fieldwork:*

QUESTIONS	MY ANSWERS	MY CLASSMATE'S ANSWERS
1. Name one or more <b>volunteer or charity organizations</b> that you know something about.		
2. What <b>global problems</b> are these organizations involved with?		
3. Have you ever done <b>Volunteer Work</b> or <b>Field Work</b> ? Where? What kind of work?		

and peers can observe the best performance, then offer comments and feedback to inform the student's final grade for the presentations. Features of both fluency and accuracy can be evaluated using a transparent speaking rubric, along with a grade for group participation/effort and for goal achievement.

I usually have my class write self-evaluations and peer comment slips to encourage reflection about the task process, performance and future improvements. Students can submit written reports, vote on best posters, or answer a survey on their enjoyment of global issue topics and poster tasks.

### Student Feedback from Presentation Surveys




At the end of each semester, I ask students to complete an informal questionnaire about their poster projects (adapted from Nakamura, 2002). The aim is to get learners to reflect on and notice how and whether these poster sessions were useful for their language learning, and to gather feedback to inform future classroom assessment tasks. Students are also asked to reflect and comment specifically on the *carousel* activity. Learner responses to this global issues poster project have been positive overall:

- *I feel more confident about speaking in front of the class...keywords helped me remember my ideas.*
- *Poster project was fun and benefited me because I could learn information on my topic.*
- *I could learn about world's problem and I can maybe join NPO now.*

- *I could organise my ideas in my head each time better.*
- *I tried to speak faster each time, I tried to relax and just say my ideas...not care the mistakes.*
- *I felt more relaxed each time I gave my speech.*
- *I could remember almost information the final time. I could just look at the audience and speak.*

Learners enjoyed aspects of the poster project such as conducting research, planning information, group work and developing confidence about speaking to an audience. More than half felt more confident about expressing their opinions on world issues. They shared personally transformative experiences and improvements in English proficiency from their fieldwork abroad. A few were motivated to continue their research in their Japanese seminar classes, and think more deeply than before about global issues and on-campus volunteer activities available to them. A few senior students are actively seeking employment with international NPOs. Undoubtedly, this is likely a result of the class work carried out in their Japanese seminars, but hopefully such students have also benefited from having the opportunities to express themselves freely in English about global issues and to work collaboratively on related projects in their English classes, too.

For new foreign teachers to Japan, there is a wealth of useful research and classroom resources with a global education focus (GILE; Hinkelman et al, 2000; Hosack, 2011; Spiri, 2002, 2010).

Volunteer Organizations (NPO)		A: Global Problems	B: Possible Solutions
	1. World Wildlife Fund	b) Many animal, birds and plant species are dying out because humans are killing them, or destroying the animals' natural environment.	f) We should... ▪ protect endangered species ▪ not eat rare fish or meat...
	2. Stop Child Labour	??	d) Help young children go to school so they don't have to do dangerous work.
	3. Fairtrade Foundation	??	??

**1. World Wildlife Fund** is an international conservation organization, which raises funds for many conservation groups. They work towards protecting endangered animals and their environments.  
Websites: <[www.worldwildlife.org](http://www.worldwildlife.org)> <[www.panda.org](http://www.panda.org)>

## Conclusion

The inclusion of global issue topics in several of my university EFL classes actively encourages students to acquire the target language skills and knowledge necessary to communicate their ideas and opinions about social issues, to think critically and so develop as world citizens. A global education approach encompasses not just content, but also skills and attitudes that lead to taking action about social and global problems. English language teachers can give their students opportunities to develop L2 communication skills and world knowledge through task-based activities such as poster presentations or projects. Although speaking fluency is a significant goal, poster presentations also offer rich opportunities for development of the four skills while learners of all levels participate in task-based group work.

When scheduled appropriately in a language syllabus, poster presentations can become a highlight in the classroom learning community. Poster topics which complement or reflect content that students are studying in other courses can engage and motivate them to explore subjects more deeply. Inter-departmental communication and collaboration between foreign guest lecturers and Japanese content professors can inform the focus of English classes to some extent, and be clearly beneficial to students who attend both L1 and L2 courses. When students have opportunities to draw on their extra-curricular experiences and to choose their own topics, they are able to personalize the learning process and final product. With transparent performance criteria, the oral presentation is a tangible achievement goal in which students can showcase their linguistic, creative and academic skills. In all these ways poster presentations about global issues are an effective means for language learners to develop their language fluency. Moreover, they enhance students' ability to fluently engage with relevant social issues as active world citizens contributing to their own self-realization and to the progress and improvement of the society they live in.

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

### 新英語教育研究会

*Shin-Eiken* is a dynamic high school English teachers' group based in Japan which promotes global, peace and human rights education. Check out their website or subscribe to their monthly Japanese magazine.

### Special Issue of “*Shin Eigo Kyoiku*” (*New English Classroom*)

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This issue of Shin-Eiken's magazine “The New English Classroom” featured articles and reports from their 2011 summer conference:

- *Empowering students with peace education activities in English*
- *Teaching peace, human rights and the environment through film*
- *An English lesson using the EFL textbook “Beyond Silent Spring”*
- *Teaching against racism with ML King's speech “I have a dream”*
- *Studying foreign cultures via picture books “Jambo means Hello”*

## Examining EFL Textbooks in Asia

by Najma Janjua (Kagawa Prefectural University of Health Sciences, Japan)

### This article in a nutshell

In a nutshell, this article discusses the rationale for examining textbooks used in Asia for teaching English as a foreign language (EFL), describes a study in which Japanese high school English teachers examined EFL textbooks from Japan, Pakistan and Saudi Arabia (Janjua, 2007) and offers suggestions for critical evaluation and improvement of Japanese EFL education.

### Why examine Asian EFL textbooks?

Textbooks are invaluable tools for language teaching and learning. They introduce new language, present content and guide the learners (Freeman, 2006). Textbooks especially play a critical role at the level when learners begin to study the target language and in the immediately following years. Although recently, there has been a worldwide trend to introduce English into the elementary school curriculum, in most non-native Asian countries, including Japan, EFL instruction in the public school system still begins largely at the secondary school level. Thus, high school EFL textbooks in these countries can be expected to play a crucial role in helping learners acquire the fundamental principles of the language which form the basis of learning in later stages. Examining high school EFL textbooks in Asia, therefore, can lead to important insights into understanding the processes of English teaching and learning in the region.

Examining Asian EFL textbooks is of particular relevance in the Japanese context. It is a well-known fact that on standard tests of English proficiency, Japanese rank the lowest or at the bottom among Asian countries (Noriguchi, 2007). It is also generally known that people from many non-native English countries in Asia are better speakers of English as compared to the Japanese. In an Asahi Shimbun article, Mineo Nakajima, president of Akita International University, refers to his experiences of attending international conferences, saying that at such gatherings, the inability of Japanese participants to speak English prevents them from getting their message out. "While I see people from other Asian nations chattering away in English," he writes, "the Japanese in attendance always sit around in silence. This is not the way it should be" (Nakajima, 2004).

Why should there be such marked differences in English abilities between the Japanese and their



Asian counterparts? What could EFL education systems in other Asian countries have that is different from the Japanese system?

In a comparative study of English education in Japan and Pakistan, significant differences were found in the way the language is taught in the two countries (Janjua, 2000). Results of the study suggested that differences in the English teaching methods used may underlie apparent differences in the communicative abilities of people from the two countries. Thus, comparing how English is taught in Japan and other Asian countries, and the tools used in the process, can help answer the above questions and identify factors that may contribute to the poorer English abilities of the Japanese. With high school EFL textbooks being an integral part of EFL education, these indispensable teaching tools offer themselves as ideal candidates to examine when comparing EFL education between different Asian countries.

However, while a number of investigations have been carried out to evaluate Japanese high school EFL textbooks (for a review, see: Kobayakawa, 2011), the only study, to my knowledge, that has compared EFL textbooks from Japan with those from other countries is one that I reported five years ago. The study, described briefly below, looked at high school EFL texts from Japan, Pakistan and Saudi Arabia through the eyes of Japanese high school teachers and provided convincing evidence for a need to examine EFL textbooks across Asia, especially for the sake of improving EFL education in Japan.

### Teachers Examining Asian Textbooks

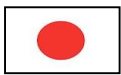


In my study (Janjua, 2007), 96 Japanese junior and senior high school teachers were shown sample lessons and exercises from high school EFL textbooks used in Japan, Pakistan and Saudi Arabia. The details for these (titles, grade levels, pages) are shown in the table on the next page. Four sample



pages from each country's text were used. The first two pages in each case contained the main lesson comprising the text and exercises while the latter two pages included only exercises. All textbooks used were approved by the ministry or board of education of the respective country.

The teachers were asked to examine the sample pages and then to indicate in writing their preferred choice among the textbooks from the three countries. The specific question that teachers in the study were asked was: *As junior/senior high school teachers, which country's textbooks would you prefer to teach?* The teachers examined the textbooks and wrote their responses during a lecture and workshop session that was part of a high school teacher training seminar administered by a local Japanese prefectural government.

#### High School EFL Textbooks Used (Janjua, 2007)

Country	Textbook	Grade	Pages
	<i>Unicorn English Course 1</i>	Senior High 1	102. 103 114, 115
	<i>A Textbook of English Book Two</i>	Senior High 1	10. 11 38, 39
	<i>English for Saudi Arabia ThirdYear Intermediate</i>	Junior High 3	54. 55 62, 63

The table below shows the Japanese teachers' preferences as indicated by their responses. Of the 97 teachers who examined the three textbooks, 69 (71%) gave a clear answer to the question. Of these 69 clear responders, only 5 teachers (7%) picked the Japanese textbook. The remaining 64 (93%) all clearly chose either the Pakistani or Saudi Arabian textbook as their preferred choice.

#### Japanese Teachers' Preferences (Janjua, 2007)

Preference	Responses	% of Total
Japan	5	7 %
Pakistan or Saudi Arabia	64	93 %
TOTAL	69	100 %

#### Rationalizing the results

An obvious question that these results raise is: Why would such an overwhelming majority of Japanese high school teachers show a preference to use foreign textbooks over those from their own

country? The results clearly point to dissatisfaction by the teachers with Japanese high school EFL textbooks. The findings may also reflect increased awareness among Japanese teachers of the importance of English in the present day world.

#### Comments by Teachers

In the study, Japanese teachers were not asked to give specific reasons for their preferences. However, in written observations, more than 85% echoed the following 5 typical statements:

- *The mother tongue is used only in the Japanese textbook.*
- *The textbooks from Pakistan and Saudi Arabia are written all in English.*
- *Only the Japanese textbook has instructions in the native language.*
- *Only the Japanese textbook has questions in Japanese.*
- *The Japanese textbook has many Japanese explanations (but) other texts use only English.*

These comments suggest that the presence or absence of the mother tongue in the textbooks is likely to have been a contributing factor in teachers' preferences for the Pakistani and Saudi texts over the Japanese textbook.

#### Global English and EFL in Japan

English is now considered a window to the world. It is the most commonly studied foreign language globally, the dominant language in the field of science, and dominates a wide range of daily life areas such as advertising, travel, business, telecommunications, news media and computer technology (Montgomery, 2004). In some European countries, up to 80% of the population can now speak English (Graddol, 2004). Despite this international backdrop, however, the English communication abilities of the Japanese remain poor (Janjua, 2005; Samimy and Kobayashi, 2004).

In the past two decades, the Japanese Ministry of Education has taken a number of measures to improve English language education at the junior and senior high school levels. These have included introduction of the *Japan Exchange and Teaching Program* (JET), study abroad programs for Japanese high school English teachers and revised guidelines for the course of study at primary and secondary schools (Samimy and Kobayashi, 2004). In spite of all these efforts, however, ministry reforms have not been effective (Stewart, 2009).

#### Learning from Asian Neighbors

There is thus a clear and urgent need to look deeper into the system of EFL education in Japan,

especially at secondary level when the language is introduced and acquired over a period of 6 years. It is critical to identify the fundamental problems and deficiencies in the system, and to take appropriate measures to deal with them. To aid in this process and to understand why Japanese lag behind Asia and the rest of the world in their English abilities, it is logical, rational and worthwhile to examine how EFL teaching and learning are practiced beyond Japan's borders and especially by its Asian neighbors (Janjua, 2009).

A lot can be learned from looking at the systems of EFL education in other Asian countries where, like Japan, English is taught as a foreign language but where, unlike Japan, even high school graduates can communicate in English with a fair degree of fluency (Janjua, 2005).

The study described here suggests there may be serious deficiencies in EFL textbooks in Japan as judged by the observation that only 5 out of 69 Japanese teachers chose the Japanese text over the foreign texts. It may be tempting to ask if at least some of the differences in the English ability of high school graduates from Japan and other Asian countries could be related to differences found in EFL texts in these countries. Textbooks may not tell it all, but being the core component of the EFL education system, they have the potential to tell a lot about differences in EFL pedagogy and English learning outcomes in Asian countries.

### Recapitulating and looking ahead

Examining high school EFL textbooks from non-native English-speaking countries in Asia has the advantage not only of helping us to understand EFL pedagogy in the region but also to elucidate deficiencies in the Japanese EFL education system. Through such comparisons, the Japanese system can be critically examined, revised and improved to bring it in line with other Asian countries. The rationale for examining EFL texts in Asia and the study described here warrant a critical look at Japanese high school EFL textbooks. Future studies should focus on identifying specific factors and textbook features

that possibly contributed to Japanese high school teachers' rejection of EFL texts from their own country as seen in my study.

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### Green Teacher

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### Teachers Against Prejudice

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



**Teachers Against Prejudice** is dedicated to fighting prejudice, hate and intolerance through education. Check out their list of recommended films and books!



# Introducing Human Trafficking to EFL Students in Japan

by Guy Smith (Tokyo Women's University, Japan)



## Introduction

Japan is described as “a destination, source, and transit country for men, women and children subjected to forced labor and sex trafficking.” It is designated as a Tier 2 country (a country whose government does not fully comply with the minimum standards of the Trafficking Victims Protection Act but is making a significant effort to bring themselves into compliance with those standards) by the U.S. Department of States’ *Trafficking in Person’s Report 2011*. Human trafficking and forced labor, especially in the area of forced prostitution, is a serious problem facing modern society in Japan.

However, while many global, social and economic issues are openly discussed in Japan, domestic problems are often given considerably less attention, perhaps due to the expectation that problems at home will “be taken care of “ by the proper authorities. Many people may be unaware that there is even a problem at all and would be horrified at the idea that millions of people are in some form of slavery around the world today.

## A College EFL Project on Slavery

Modern slavery in Japan in the form of forced prostitution and labor is a disquieting and complicated domestic problem. I recently did a project with my college students on modern slavery connected to a module on the issue of past slavery in the USA. I found that, while students were well versed on the issue of past slavery, almost all of the students in the class were unacquainted with the very real and current state of slavery in the modern developed world. Furthermore, in a mini quiz on the topic, almost none had any idea of the huge number of people estimated to be in slavery in the world today. Most of them considered it a problem of the past. That slavery was a problem right here in Japan was difficult for students to accept.

Most were unaware of the existence of the Polaris Project, an NPO which is fighting forms of modern slavery in Japan. I would recommend any teachers interested in enlightening their students on this important topic to try out the following project. It raised considerably the awareness of the class regarding the seriousness of the problem here in Japan. In fact, several students made plans to visit the Polaris Project Office in the near future.

## A College EFL Project on Slavery

The mini-project that I designed for my English class consisted of the following four components:

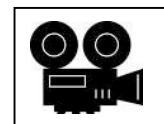
1. A quiz on modern slavery.
2. An introduction to types of slavery practiced around the world today.
3. The Polaris Project in Japan. Students were assigned to visit the website and write a report on the Polaris Project’s activities and mission.
4. As a follow-up, students were given a list of movies to watch which deal with or include the subject of slavery in the world today.

### Quiz on Modern Slavery

1. How many people are estimated to be in some form of slavery today?  
\_\_\_\_\_.
2. There may be over 200,000 people in T F  
forms of slavery in Japan now.
3. Japan was put on a Sex Trade watch T F  
list in 2004.
4. The Japanese government is making T F  
strong efforts to fight against forced  
labor and prostitution.
5. There is an organization in Japan with T F  
over 1500 members trying to combat  
forms of slavery in Japan.

### Movies about Modern Slavery

- *Blood Diamond*
- *Eastern Promises*
- *Slumdog Millionaire*



### Websites about Modern Slavery

- U.S. Department of State Report on Japan  
[www.state.gov/j/tip/rls/tiprpt/2011/164232.htm](http://www.state.gov/j/tip/rls/tiprpt/2011/164232.htm)
- International Labor Organization  
[www.ilo.org/global/topics/forced-labour/](http://www.ilo.org/global/topics/forced-labour/)



**The Polaris Project**  
<[www.polarisproject.jp](http://www.polarisproject.jp)>

### Quiz Answers

1. 27,000,000
2. True
3. True
4. False
5. True

**Earth Day 2012**< [www.earthday.org](http://www.earthday.org) >

**Earth Day 2012** takes place on April 22<sup>nd</sup> and will be celebrated around the world. Check out this website to learn what kind of events will be held and what actions you and your students can take to help protect the environment.

**Global Issues Resources**< [www.lov-e.com/Global\\_1.html](http://www.lov-e.com/Global_1.html) >

Robert Seltman's great **Global Issues** website introduces students to international topics such as rainforests, human rights, tourism, gender, peace and conflict, "us and them", refugees, and the United Nations. Check it out!

**Better World Website**< [www.betterworld.net](http://www.betterworld.net) >

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

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

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

**Global Issues at ESL Etc.**< [www.esletc.com](http://www.esletc.com) >

**ESL Etc.** is a great website dedicated to bringing global issues, global education and global activism into the language classroom. The site offers free handouts, resources, podcasts plus a teachers' forum. Check it out!

**World Wise Schools**<[www.peacecorps.gov/wws/](http://www.peacecorps.gov/wws/)>

**World Wise Schools** is a great educational website set up by the United States Peace Corps to teach about world cultures and global issues. It offers a variety of inspiring stories, resources and lesson plans.

**U.N. Cyber School Bus**< [www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/) >

**The United Nations Cyber School Bus** website offers a rich variety of teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.

**Better World Links**< [www.betterworldlinks.org](http://www.betterworldlinks.org) >

**Better World Links** is a great global education clearing house which lists 80,000 websites on global issues such as war, peace, human rights, health, media, gender, culture and youth.

**AIDS Education in Japan**< [www.japanetwork.org](http://www.japanetwork.org) >

**JAPANetwork** is a Japan-based project which provides EFL teachers with materials, lesson plans, videos and teaching ideas for integrating AIDS awareness into your classroom.

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

**Global Issues** is a great informational website which features 500+ articles on topics from ranging from military spending racism and Iraq to poverty, the environment and the arms trade.

**Facing the Future**< [www.facingthefuture.org](http://www.facingthefuture.org) >

**Facing the Future** is a dynamic US website which features a global educator's zone, free teaching units, 60-second tours of global issues and a great *Fast Facts, Quick Action* page.

**Oxfam Education**< [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/) >

**Oxfam Education** is a great UK global education website for teachers and students featuring information, news and resources on topics linked to world issues and global citizenship.



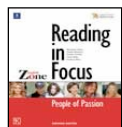


## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

*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) **"Reading in Focus"** by Masachika Ishida et al 2-book set with CD Rom. (2006; ¥998 per book)  
Kiri-hara Shoten/Pearson Longman <[www.pearsonkiri-hara.jp](http://www.pearsonkiri-hara.jp)> <[www.longmanjapan.com](http://www.longmanjapan.com)>



These 2 texts profile international people and global issues. Each 6 page unit has photos, a Japanese intro, a 2-page reading passage, comprehension questions and vocabulary tasks.

**World Affairs Today** This book's 12 units cover *immigration, dependence on cars, the Amish, mountaineer Ken Noguchi, lawyer Mitsuyo Ohira, health care, aging in Germany, indigenous resistance to conquest, tsunami orphans, AIDS in Zimbabwe and Amazon.com.*



**People of Passion** This book's 12 units deal with *Junko Kubo (announcer), Tiger Woods, Makoto Shiina (director), Maria Sharapova (tennis), Tadao Ando (architect), Hisao Nakazato (surfer), Julia Roberts, Kaori Sasaki (interpreter) plus education in Sweden and the USA.*

- (2) **"Beyond Boundaries"** by Cecilia Ikeguchi and Kyoko Yashiro (2008; ¥1800 with CD)  
Pearson Longman /Kiri-hara Shoten <[www.longmanjapan.com](http://www.longmanjapan.com)> <[www.pearsonkiri-hara.jp](http://www.pearsonkiri-hara.jp)>



This 112-page reading text aims to improve Japanese students' English while raising awareness of culture and communication. The text consists of 15 chapters grouped into 3 units: *Nonverbal Communication (facial communication, gestures, space, distance, time), Verbal Communication (gender, culture, self-disclosure, conflict management), and Diversity (cultural values, ethnocentrism, stereotypes, prejudice, discrimination).* Each 8-page unit includes a photo warm-up, key words, a 1.5 page reading passage, comprehension exercises, cloze listening and an inter-cultural communication activity.

- (3) **"Global Concepts: English for International Understanding "** by Jim Knudsen (2011; ¥1995)  
Nan'undo Press, Tokyo Tel: 03-3268-2311 <[nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp)> <[www.nanun-do.co.jp](http://www.nanun-do.co.jp)>



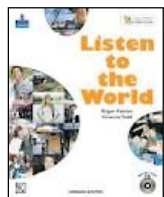
This 100-page college EFL text for Japanese students aims to promote English language skills through reading and listening passages on global issue themes aimed at promoting international understanding. Its 16 units focus on topics such as *world poverty, land-mines and disarmament, ivory poaching, the gender gap, climate change, sports safety, indigenous languages, species extinction and young people making a difference.* Each 6-page unit has a warm-up, vocabulary preparation, 1-page reading passage, a set of comprehension questions, composition exercises and a final challenge section for student's vocabulary expansion.

- (4) **"Decide for Yourself: Debating Controversial Global Issues"** by Roberto Robbini (2012; ¥2205)  
Cengage Learning (Japan) E-mail: [elt@cengagejapan.com](mailto:elt@cengagejapan.com) Web: <[www.cengageasia.com](http://www.cengageasia.com)>



This 125-page college EFL text aims to promote language, thinking and debating skills through provocative, controversial themes. The book's 14 units cover topics such as *the New World Order, 9/11 truth, Big Pharma, vaccines, the AIDS hoax, genetically modified foods, the global warming myth, economic scams, the Bilderberg Group, and thinking about freedom.* Each 8-page unit features a warm-up, vocabulary preparation, a reading passage, a set of information gap dialog readings plus a debate corner with debate prompts.

- (5) **"Listen to the World"** by Roger Palmer and Graeme Todd (2010; ¥2000) (Text & CD)  
Kiri-hara Shoten/Pearson Longman <[www.pearsonkiri-hara.jp](http://www.pearsonkiri-hara.jp)> <[www.longmanjapan.com](http://www.longmanjapan.com)>



This colorful 90-page text for Japanese students aims to promote English listening skills, global awareness and awareness of English dialects. The text is built round the world travels of Sam (from England) and Yoshika (from Japan). Its 14 units comprise 42 episodes which include *planning for the trip, leaving home, sightseeing in Thailand, working in Australia, visiting Japan, traveling in the United States and seeing friends in Canada.* Each 6-page unit has a warm-up, three listening passages, comprehension tasks and a speaking activity.



## GLOBAL ISSUE REFERENCE BOOKS



In this newsletter issue, we look at the OUP "Very Short Introduction" series and profile a number of resource books for *International Women's Day* on March 8<sup>th</sup>.

### A Very Short Introduction to...

<<http://ukcatalogue.oup.com>>

This popular, informative Oxford University Press series consists of concise guides to over 300 non-fiction topics. Check out the sample global issue titles below!



- |                           |                 |
|---------------------------|-----------------|
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| ■ Anti-semitism           | (S. Beller)     |
| ■ Atheism                 | (J. Baggini)    |
| ■ Capitalism              | (J. Fulcher)    |
| ■ Citizenship             | (R. Bellamy)    |
| ■ Communism               | (L. Holmes)     |
| ■ Democracy               | (B. Crick)      |
| ■ Deserts                 | (N. Middleton)  |
| ■ Diplomacy               | (J. Siracusa)   |
| ■ Drugs                   | (L. Iversen)    |
| ■ Empire                  | (S. Howe)       |
| ■ Environmental Economics | (P. Dasgupta)   |
| ■ Fascism                 | (K. Passmore)   |
| ■ Feminism                | (M. Walters)    |
| ■ Free Speech             | (N. Warburton)  |
| ■ Gandhi                  | (B. Parekh)     |
| ■ Geopolitics             | (K. Dodds)      |
| ■ Global Catastrophes     | (B. McGuire)    |
| ■ Global Warming          | (M. Maslin)     |
| ■ Globalization           | (M. Stieger)    |
| ■ HIV/AIDS                | (A. Whiteside)  |
| ■ Human Rights            | (A. Clapham)    |
| ■ International Migration | (K. Koser)      |
| ■ International Relations | (P. Wilkinson)  |
| ■ Languages               | (S. Anderson)   |
| ■ Leadership              | (K. Grint)      |
| ■ Medical Ethics          | (T. Hope)       |
| ■ Modern Japan            | (C. Goto-Jones) |
| ■ Multiculturalism        | (A. Rattansi)   |
| ■ Nationalism             | (S. Grosby)     |
| ■ Nelson Mandela          | (E. Boehmer)    |
| ■ Nuclear Power           | (M. Irvine)     |
| ■ Nuclear Weapons         | (J. Siracusa)   |
| ■ Racism                  | (A. Rattansi)   |
| ■ Terrorism               | (C. Townshend)  |
| ■ The United Nations      | (J. Hanhimaki)  |

See all current titles at the OUP website above!

### BOOKS ON WOMEN'S ISSUES

Check out the following resources to help you design a teaching unit about women's issues.

#### The Penguin Atlas of Women in the World (4<sup>th</sup> Edition)

by Joni Seager (2008) \$17



This classic atlas uses maps, graphs, text and data to document gender issues from work, sex and marriage to education, politics, sports and women's rights.

#### Women in the Material World

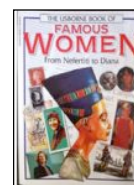
by P. Menzel (1996) \$15



This glossy photo-book introduces the lives of women in 20 countries around the world including Cuba, Haiti, Mexico, Thailand, Japan, India and the US.

#### The Usborne Book of Famous Women

by R. Dungworth (1998) \$4



This glossy illustrated book explores the lives of 100 women who made an impact on the world including scientists, revolutionaries, actresses and athletes.

#### Half the Sky

N. Kristof & S. Wudunn (2010) \$11



This inspiring book outlines the global issues facing women worldwide and explains how to empower women to end sexism, violence and oppression.

#### Why Women Should Rule the World

by Dee Dee Myers (2009) \$6



This book outlines the obstacles facing women in business, politics and academia, and claims women can make societies healthier, happier and peaceful.

#### Good Books in Japanese

- Women in the world 「地図でみる世界の女性」
- Women in Japan 「地図でみる日本の女性」



## GLOBAL EDUCATION MATERIALS FOR PURCHASE

In Japan, send a postal *kogawase* check from any post office to the address on pg 1.  
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### *The World Around Us*

by W. Royal & C. Hoppenrath



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- \* [www.fairtrade.org.uk](http://www.fairtrade.org.uk)

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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.*

**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](http://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](http://www.amnestyusa.org)

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

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

**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/](http://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](http://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](http://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](http://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](http://www.nationalgeographic.com)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## COMING EVENTS CALENDAR

March 8	International Women's Day <sup>1</sup>	March 25	Slavery Victims Remembrance Day <sup>5</sup>
March 15	World Consumer Rights Day <sup>2</sup>	April 4	World Landmine Awareness Day <sup>6</sup>
March 21	Eliminate Racial Discrimination Day <sup>3</sup>	April 7	World Health Day <sup>7</sup>
March 22	World Day for Water <sup>4</sup>	April 22	Earth Day 2012 <sup>8</sup>

1 Women: <wikipedia> <www.internationalwomensday.com/> <www.isis.aust.com/iwd/stevens/contents.htm>  
 2 Consumers: <wikipedia: Consumers International> <www.consumersinternational.org/our-work/wcrd>  
 3 Racism: <www.un.org/cyberschoolbus/iderd/> <www.un.org/cyberschoolbus/racism2001/orglinks.asp>  
 4 Water: <www.unwater.org/worldwaterday/> <www.knowh2o.org> <wikipedia: World Water Day>  
 5 Slavery: <wikipedia: slavery> <www.timeanddate.com/holidays/un/remembrance-day-transatlantic-slaves>  
 6 Landmines: <www.timeanddate.com/holidays/un/mine-awareness-day> <www.maginternational.org/about/>  
 7 World Health Day: <wikipedia> <www.who.int/world-health-day/> <www.kznhealth.gov.za/healthdays.htm>  
 8 Earth Day: <www.earthday.org> <www.planetpals.com/earthday.html> <www.earthday-tokyo.org/>  
 \* For more dates: <www.betterworldcalendar.com> <www.earthcalendar.net/> <http://aglobalworld.com>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

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

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

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of January 2011)

- \* JAPAN SUBSCRIBERS: GILE SIG / JALT (200) GLOBAL ISSUES NETWORK (50) = 250
- \* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

### 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.

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