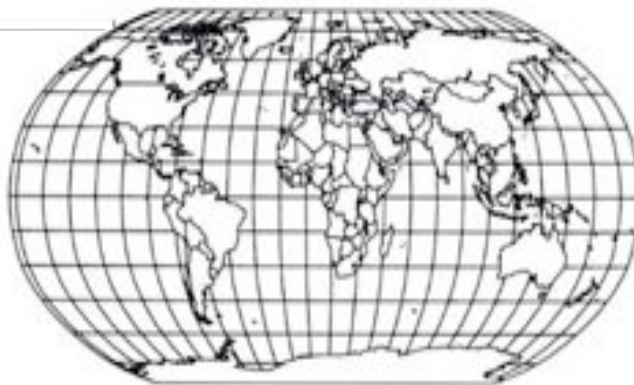


# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

107<sup>th</sup>  
Issue

celebrating 107  
issues and 28  
years in print  
since 1990



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See back issues on our homepage!

Website: <http://gilesig.org>

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

## NEWSLETTER #107

Our summer newsletter for 2018 features: (1) a key article by Andy Curtis that examines the field of Peace Linguistics and its relation to our work as language educators and (2) a description by Eucharía Donnery of an EFL drama workshop that engaged Japanese college students in using cell phones to investigate issues of homelessness and refugees. Our special theme for this issue is *Teaching about Indigenous Peoples*. This includes an article by Matthew Cotter about a college course that he devised on the theme of *Māori Studies* as well as teaching resources and information about the world's indigenous peoples and the issues that they face. We wrap up with reports on this spring's IATEFL 2018 conference in Brighton, England and the JALT *Pan-SIG* 2018 conference in Tokyo as well as a quick round-up of all the latest global education news. Have a good summer!

◆ We offer electronic subscriptions by e-mail. Let us know if you'd like to try this option!

* Summaries of articles on global themes from ELT journals and the media	4
* News and updates from language teaching organizations in Japan and abroad	5
* Conference Report: <i>JALT Pan-SIG 2018</i> (May 16 - 17 in Tokyo)	6 - 7
* Conference Report: <i>IATEFL 2018</i> (April 10 - 13 in Brighton, England)	8 - 11
* <i>Teaching Māori Studies in Japan</i> by Matthew Cotter	12 - 14
* Special Feature: <i>Teaching about Indigenous Peoples</i>	15
* <i>Mobile Devices: Springboard for Global Learning</i> by Eucharía Donnery	16 - 17
* <i>Peace Linguistics: Applying Lg. Education to Global Issues</i> by Andy Curtis	18 - 20
* Language teaching textbooks on global education themes	22
* Book Profiles: <i>Teaching Resources about Indigenous Peoples</i>	23



## Global NGO Festival September 29 - 30, 2018 < <http://gfjapan2018.jp/> >

*Global Festa 2018* will be held on the weekend of September 29 – 30 in Odaiba, Tokyo. This is Japan's largest gathering of global issue NGOs. The 2-day event hosts displays and events by 100 groups (*Save the Children, Amnesty International, UNICEF...*) plus workshops, music, embassy displays and ethnic cuisine. Details above. Don't miss this unique event. Bring your students!



## One World Week (OWW) Oct. 21 - 28, 2018 < [www.oneworldweek.org](http://www.oneworldweek.org) >

*One World Week* is an annual UK-based global education event that promotes social justice and global awareness. This year's theme *The World is Changing: How About Us?* looks at changes that we can make to promote a better future. OWW invites teachers and schools worldwide to hold local events during this time. They offer:

- teaching materials, ideas, resources, Powerpoints
- information on OWW events around the world
- tips for how to organize your own OWW event

Start planning now for an event at your school!



## PGL 2018: Call for Papers! Oct. 20-21 Josai University, Saitama Submission Deadline: August 31<sup>st</sup> Website: <[pgl-japan.org](http://pgl-japan.org)>

This fall's *Peace as a Global Language* conference (PGL) will be held over the weekend of October 20 - 21 on the theme of *Indigenous Peoples Moving Forward in a Globalized World*. Check out the *Call for Papers* at the website above and consider submitting a proposal (talk, workshop, poster) by the August 31<sup>st</sup> deadline.

## Global Education Events

- **Global Citizen Conference: Progress for All**  
July 15 – 21, 2018 Nat'l Univ. of Singapore  
Website: <[www.nusgcc.com](http://www.nusgcc.com)>
- **International Conference on Youth, Peace and Violent Extremism**  
July 30 – August 3, 2018 Melaka (Malaysia)  
<[www.peacejusticestudies.org/conference](http://www.peacejusticestudies.org/conference)>
- **Designing a World Beyond War**  
September 21 – 22, 2018 Toronto (Canada)  
<[www.worldbeyondwar.org/nowar2018/](http://www.worldbeyondwar.org/nowar2018/)>
- **Peace and Justice Studies Conference (PJSA)**  
September 28 - 30, 2018 Philadelphia (USA)  
Website: <[www.peacejusticestudies.org](http://www.peacejusticestudies.org)>
- **Critical Pedagogy and Paulo Freire**  
October 18 – 19, 2018 U. South Carolina (US)  
Website: <<https://freire50.com/>>
- **Peace and Conflict Resolution Conference**  
November 5 - 7, 2018 Bangkok (Thailand)  
Website: <[www.pcrconference.org](http://www.pcrconference.org)>
- **NAAEE Environmental Education Congress**  
N. American Ass. Environmental Education  
October 9 - 13, 2018 Spokane, WA (USA)  
Website: <<https://naaee.org/conference>>
- **National Council of Social Studies (NCSS)**  
*Yesterday-Today-Tomorrow: Building a Future*  
Nov. 20 – Dec. 2, 2018 Chicago (USA)  
Website: <[www.socialstudies.org/conference](http://www.socialstudies.org/conference)>
- **Int'l Conference on Human Rights Education**  
November 26 - 29, 2018 Sydney (Australia)  
<[www.westernsydney.edu.au/equity\\_diversity/](http://www.westernsydney.edu.au/equity_diversity/)>

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

### GILE SIG Website

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



Our *Global Issues in Language Education* Special Interest Group (GILE) website offers a wealth of teaching ideas from back issues of our newsletter. Check all this out on our new revised site!

### GILE on Facebook

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



Check out our *Global Issues Facebook* page for an exciting selection of up-to-date news, events, campaigns, resources, initiatives and info on global education and global issues.

### GILE on Twitter

<https://twitter.com/gilesigjp>



- For updates on global themes, see our *Global Issues Twitter* site
- Make sure as well to check out **The GILE Daily**, a dynamic resource for following the issues:  
◁ <http://paper.li/gilesigjp>

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2018

Here are the 2018 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 University  
Koyama-cho, Tottori City  
<kcates@rstu.jp>

#### SIG Treasurer:

Anthony Torbert  
Kobe Gakuin University  
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<3tony@ba.kobegakuin.ac.jp>

#### SIG Membership Chair:

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

#### SIG Program Chair:

Eric Des Marais  
Kashima Asahi High School  
Okayama  
eric.desmarais1234@gmail.com

### REGIONAL OFFICERS

**Hokkaido:** Tim Grose  
(contact details at left)

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joritznakagawa@gmail.com>

#### SIG Publicity:

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Gifu Shotoku University  
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#### SIG Japanese Liaison:

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

#### SIG Website / Social Media:

Michael Hollenback  
Konan University, Kobe  
<m.d.hollenback@gmail.com>

### GILE INVITATION

- We hope to recruit new faces for various posts this year. Get in touch if you'd like to help!



## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

#### English Books Wanted for Library in Gaza

Mosab Abu Toha hopes to open a public English library in Gaza and has issued an appeal for books to teachers worldwide. Find out more at <<http://libraryforgaza.org>>

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

Help black South African kids! Check their site to see what's needed. They mail to South Africa.  
Chikako Noda <[www.taaa.jp/english.html](http://www.taaa.jp/english.html)>

#### Websites to Check for Book Donations

- [moneycrashers.com/where-donate-used-books/](http://moneycrashers.com/where-donate-used-books/)
- [www.ala.org/offices/iro/iroactivities/intlbookdonations](http://www.ala.org/offices/iro/iroactivities/intlbookdonations)
- [www.bookaid.org](http://www.bookaid.org)
- [asiafoundation.org/what-we-do/books-for-asia](http://asiafoundation.org/what-we-do/books-for-asia)
- [www.betterworldbooks.com/go/donatebooks](http://www.betterworldbooks.com/go/donatebooks)

## GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

### ENVIRONMENTAL INITIATIVES

- **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 PROJECTS / SCHOOL EVENTS

- **Sponsor a Foster 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.jcblngo.org](http://www.jcblngo.org)
- **Start a School Human Rights Club**  
[www.youthforhumanrights.org](http://www.youthforhumanrights.org) (→ "take action")



## UK Poison Attack Impacts EFL in Russia

by Melanie Butler (UK)

Sergei Skripal, a former Russian spy, was poisoned by a deadly nerve agent on UK soil this March. The British government blamed Russia, expelled 23 diplomats and went on to impose sanctions. In response, the Russian government has ordered the closure of all British Council offices in Russia. UK Foreign secretary Boris Johnson, discussing the closures, remarked, "These futile measures will only punish ordinary Russians by depriving them of harmless opportunities to learn English". This isn't the first time that British Council EFL programs in Russia have been affected by international politics:

- In 2007, after the murder in London of Russian defector Alexander Litvinenko by radioactive polonium, the Russian government forced the closure of all British Council teacher centres, suddenly claiming that the centres owed \$6.6 million in unpaid taxes.

- In 2008, the British Council closed its language exam centres in Russia, although it continues to offer ELT programs, seminars and courses online.

*"Russia Spy Row Hits British Council"* *EL Gazette*  
April 2018 <[www.elgazette.com](http://www.elgazette.com)>

## EFL Finalist for 2018 Global Teacher Prize

Barbara Zielonka, a high school English teacher in Norway, was selected as a top 10 finalist for the 2018 *Global Teacher Prize*. This annual \$1 million prize, given by the Varkey Foundation of Dubai, is known as the "Nobel Prize for Education". In 2011, Zielonka joined the "e-Twinning" community in Europe to have her students use English via Skype. One of her projects was *Genius Hour* in which students chose a research topic, collected data, contacted world experts via Facebook, did on-line questionnaires, then shared their results with an international audience. Her biggest global project was *Be The Change, Take the Challenge*. This involved over 101 schools worldwide and engaged students via Skype or Google Hangouts with UN *Sustainable Development Goals*. Zielonka explains that the three pillars of her EFL curriculum are global citizenship, global leadership and educational technology. To learn more about the *Global Teacher Prize* or her work, go to <[www.globalteacherprize.org](http://www.globalteacherprize.org)>.

*"Well-connected"* *EL Gazette* April 2018  
<[www.elgazette.com](http://www.elgazette.com)>

## Teaching EFL/ESL College Level Learners Through Current Global Topics

by Chaiyeon Sylvia Lee (USF, San Francisco)

This on-line MA project for the University of San Francisco addresses the challenges of integrating global themes into college English classes. Chapter I outlines obstacles to global learning, with a focus on Korea. Chapter 2 gives a literature review of global education as an approach to content-based EFL. Chapter 3 describes a 50-page "Global Topics Handbook" which was created by the author that provides sample EFL class activities on 3 specific themes: World (*Saudi Women Drivers*), Culture (*US Teens and Halloween*) and Environment (*Clean Power*). The MA project and handbook are both available on-line at the URL below.

*USF Digital Repository* (MA Project: Dec. 15, 2017)  
Chaiyeon Sylvia Lee <[sylviale0707@gmail.com](mailto:sylviale0707@gmail.com)>  
<<https://repository.usfca.edu/cgi/viewcontent.cgi?article=1672&context=capstone>>

## US Spelling Bee: Make America Grate Again

On April 2<sup>nd</sup>, US TV host Jimmy Kimmel held a spelling bee called *Make America Grate Again*. The aim of the event was to see if American middle school spelling champions could emulate misspellings in Donald Trump's tweets. Trump has been known to write "honored" instead of "honored" and "rediculous" instead of "ridiculous". "This spelling bee is presidential," Kimmel explained. "You'll be asked to spell the words not how the liberal leftist dictionary spells them but the way that our president does." Successful misspellings were rewarded with cash.

*"Teacher's Pet"* *EL Gazette* May 2018  
<[www.elgazette.com](http://www.elgazette.com)>

## English Use in Danish University Classes

According to the newspaper *Copenhagen Post*, almost half of university students in Denmark now have classes in English. The *Danish National Statistics Office* found that 43% of Danish students use English in class. Danish has been replaced by English as the language of teaching at the *Copenhagen Business School* and *IT University of Copenhagen*. At the *Technical University of Denmark*, all students have been taught in English for the past decade. Offering classes in English ensures that Danish students are competitive internationally.

*"Global News: Denmark"* *EL Gazette* May 2018  
<[www.elgazette.com](http://www.elgazette.com)>



## Language Education Events

- **LLS 2018: Lg, Literature, Society Conference**  
*Global Peace & Co-Existence: Language & Lit*  
July 19 – 21, 2018 Yogyakarta (Indonesia)  
Website: <<http://languages3000.com/>>
  - **English Learning in a Mobile World (ACTA)**  
October 2 – 5, 2018 Adelaide (Australia)  
[www.conveneit.com/secure/onsite/acta\\_2018/](http://www.conveneit.com/secure/onsite/acta_2018/)
  - **Korea TESOL 2018 Focus on Fluency**  
October 13 – 14, 2018 Seoul (South Korea)  
Website: <<https://koreatesol.org/ic2018>>
  - **2018 Conference of Thailand TESOL**  
Theme: *Changes and Chances in ELT*  
January 18 – 19, 2019 Bangkok (Thailand)  
Website: <<http://tesol.conferences.in.th/>>  
▪ Proposal Submission Deadline: July 25, 2019
- More events at: <[www.conferencealerts.com](http://www.conferencealerts.com)>



## JALT 2018 National Conference

Nov. 23 – 26, 2018 in Shizuoka  
<<https://jalt.org/conference/jalt2018>>

The 44<sup>th</sup> annual international conference of JALT (the *Japan Association for Language Teachers*) will be held from November 23–26 in the city of Shizuoka on the conference theme of *Diversity and Inclusion*. Plenary speakers will include:

- Diane Larsen-Freeman ▪ Momoko Nakamura
- Lyndsay Clandfield ▪ Judith O'Loughlin



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

Darwin College, Univ. of Kent, UK

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

## IATEFL 2019 CONFERENCE

IATEFL will hold its 53<sup>rd</sup> annual conference from April 2 – 5, 2019 in the city of Liverpool, England. The day before the convention, April 1, will be dedicated to pre-conference events. Full details can be found on the IATEFL website above. There's still time to submit a presentation proposal!

- **Proposal Deadline:** September 13<sup>th</sup>, 2018

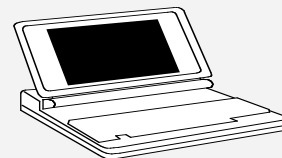
## IATEFL's Global Issues SIG

IATEFL's GI-SIG runs a dynamic website featuring global education ideas, resources, activities and e-lessons. The 2018 SIG Coordinators are:

Linda Ruas & J. Schoenmann <[gisig@iatefl.org](mailto:gisig@iatefl.org)>

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

## Key Websites on Global Issues and Language Teaching



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

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

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

**ESL Etc.** (David Royal: Univ. of South Florida)  
[www.esletc.com](http://www.esletc.com)



## Teachers of English to Speakers of Other Languages

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

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

## TESOL 2019 CONFERENCE

Next spring's TESOL 2019 conference will be held from March 12–15 in Atlanta, Georgia. The conference theme is: *The Local-Global Nexus*. See the TESOL site for more details and updates.

## Social Responsibility Interest Section (SR-IS)

TESOL's *Social Responsibility* Interest Section (SR-IS) supports teachers engaged in integrating social responsibility, world citizenship and awareness of global issues into their teaching, training and research. Learn more at their SR-IS website:

[www.tesol.org/connect/communities-of-practice](http://www.tesol.org/connect/communities-of-practice)

## JALT Environmental Committee

<[markshinshu@gmail.com](mailto:markshinshu@gmail.com)>

The *Japan Association for Language Teaching* has set up an *Environmental Committee* to lessen the carbon footprint of the organization, its annual conference, its chapters and SIGs. To help out or learn more about ways to involve your colleagues and students in environmental awareness and sustainability, contact Mark Brierley above.

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

**JALT:** Free as 1<sup>st</sup> SIG, Additional SIG ¥2,000

**Non-JALT** Japan ¥2,000 / Overseas: US \$15



## Special Report: Pan-SIG 2018 National Conference

May 19 - 20 at Toyo Gakuen University, Tokyo

<http://pansig.org/>



This spring's 2018 Pan-SIG conference brought together 23 *Special Interest Groups* (SIGs) of the *Japan Association for Language Teaching* (JALT) for an exciting 3-day academic event in Tokyo. Below is a summary of some of the many sessions on global themes plus a report on environmental initiatives taken by the organizers.

### Plenary Conversations

#### Opening Ceremony

This year's event began with welcome speeches by the organizers and the host university plus a reminder to follow JALT's *Code of Conduct* listed at: <https://jalt.org/main/jalt-code-conduct>.

#### Plenary Conversations

- *Engaging Students* (M. Abe & Q. Oga-Baldwin)
- *Supporting Teachers* (A. Iida & T. Machida)
- *Connecting Professionals* (M. Niibori & S. Miura)

### Global Issues SIG Forum

*Incorporating Global Content into Lg. Classes*

This year's GILE Forum featured 3 stimulating talks moderated by Program Chair Eric DesMarais.

#### Hokkaido Breakfast

This talk described a global ed EFL unit in which students mapped out a breakfast menu to research local food and food mileage. Kurt Ackermann (Hokusei Gakuen Univ.) <k\_acker@hokusei.ac.jp>

#### Teaching Maori Studies to Japanese

This talk described the design of a college "Maori Studies" course that aimed to promote interest in Maori culture and Japan's Ainu. Matthew Cotter (Hokusei Gakuen Univ.) <m-cotter@hokusei.ac.jp>

#### Writing and Global Issues with Twitter

This talk discussed how to promote student writing skills and global awareness via a social media task to publicize selected world nations. Jason Pratt (Toyo Gakuen University) <Jason.pratt@tyg.jp>

### Environmental Initiatives

Pan-SIG strives to reduce its environmental impact and ensure a sustainable conference by:

- local sourcing of sustainable products
- reducing waste and increasing recycling
- encouraging attendees to bring their own mugs
- providing vegetarian meals and organic food
- collecting conference badges for re-use
- asking participants to pay a carbon offset fee
- promoting 4 Rs (*reduce, reuse, recycle, refuse*)

### Individual Presentations

#### Global Citizenship Education and CLIL

This presentation outlined ways in which *Content and Language Integrated Learning* (CLIL) can be targeted towards *Global Citizenship Education* (GCE). Michael Hollenback (Konan University)

#### International Exchange through Google Sites

This talk explained how 200 high school students in Japan and the US created a virtual website through which they exchanged details of their daily lives. Michael Ellis (ICU High School)

#### Student Perceptions: "What Do You Think?"

This poster shared the results of a survey carried out on how university English teachers and students view the common classroom question "What do you think?" Shin Ru He (Kanda KUIS)

#### Raising Awareness of Mental Health Issues

This talk introduced a set of EFL lessons using authentic materials designed to raise awareness of mental health issues and address Japan's high suicide rate. James Taylor (ICT, Kanazawa)

#### The Language Exchange (LEX) Program

This poster introduced LEX, a unique program in which over 200 Chiba university students shared language and culture with partners in a total of 14 languages. Sarah Morikawa (Chiba University)

#### Study Abroad Destinations

This *Study Abroad* SIG forum compared the benefits of studying English in native speaker countries (US, UK) to countries where English is not the main language. Paul Horness (Soka Univ.)

#### An Adventure Communication Project

This poster showed how taking part in a *Project Adventure* program developed EFL students' teamwork, cooperation, communication and problem-solving skills. Jeremy Eades (Kanda KUIS)

#### Sexual Harassment and Lg. Education in Japan

This talk explored issues of sexual harassment and the culture of silence in FLT in Japan, then outlined policies and countermeasures to raise student awareness. Robert O'Mochain (Ritsumeikan Univ.)

### **Flipping a Global Topics Classroom**

This poster described a flipped classroom project which empowered students to design each week's lesson as they researched, presented and discussed global issues. Adrien Verla (Nihon University)

### **Japanese Language "Slow Food Project"**

This poster described a 6-week Japanese project in which US students studied the global *Slow Food* movement and held a TV conference with youth in Tokyo. Yoshiko Kishi (Case Western Reserve U.)

### **Project Learning with Google Earth VR**

This talk reported on an EFL project using Google Earth VR in which 70 students role-played travel agents and tour guides for foreign visitors coming to Tokyo in 2020. Jon Gorham (J F Oberlin Univ.)

### **Teaching the 1927 US-Japan Doll Exchange**

This session described a 1-year university course that had students do community research, then give presentations on the famous 1927 US-Japan "friendship doll" exchange. Kip Cates (Tottori University)

### **Getting Ready for 2020**

This outlined the enormous changes to come in 2020 when English will become a compulsory subject (upper grades) or activity (middle grades) at primary school. Alison Nemoto (Miyagi U. of Ed.)

### **Gender Awareness: Equality Across Borders**

This GALE SIG forum discussed gender issues affecting university teachers and students as well as efforts made to debunk stereotypes of Middle Eastern women. Sandra Healy (Kyoto KIT)

### **Ancestors: Researching Personal Histories**

This talk introduced a task-based EFL unit on "ancestors" that had students interview family members, research their family trees and share family stories. Ben Backwell (Nagoya City Univ.)

### **Enhanced Engagement via Project Learning**

This talk described a high school English unit in which students created video documentaries on global issue topics that they researched via surveys and projects. Prumel Barbudo (ICU HS)

### **Intercultural Friendship via Student Videos**

This talk described the results of an EFL project aimed at promoting learner autonomy and friendship in which students did video interviews with international students. John Brine (Univ. of Aizu)

### **Female Representation in Japanese EFL Texts**

This talk reported on a study that compared the number of male and female characters and their social status as seen in 22 English textbooks from the 1990s and 2017. Natsuko Suezawa (Kobe Univ.)

### **SALC Rainbow Forum: LGBTQ+ Students**

This talk described an on-campus LGBTQ+ community group set up to provide a platform for discussing sexuality, sharing info, giving support and holding events. Jackie Holowczyk (Kanda KUIS)

### **Investigating Diversity: Conference Attendance**

This talk discussed the results of research on attendance at JALT events, looked at under-represented groups and suggested ways to promote diversity and inclusion. Cecilia Fukushima (Shirayuri University)

### **Learning to Globalize through Localization**

This talk analyzed the impact of learner anxiety in EFL classrooms with foreign instructors and discussed the impact it has on students developing an "international mindset". Peter Joun (Tamagawa U.)

### **New Ways in Teaching Media Literacy**

This talk described ideas for promoting media literacy through tasks that get students to evaluate sources, detect bias and raise awareness of fake news. Andrew Reimann (Utsunomiya University)

### **JALT Critical Thinking SIG Forum**

This JALT *Critical Thinking* SIG Forum featured a set of PechaKucha presentations on ways to integrate critical thinking into language classes. James Dunn (Tokai U.) <jdunn-tokai@outlook.jp>

### **Fostering Global Disposed Learners**

This talk reported on a research study of "global citizenship courses" at 22 faculties in the US, Asia and Europe, and of principles for *Global Citizenship Education*. Emiliano Bosio (Yokohama City U.)

### **English as a Lingua Franca: Are There Limits?**

This presentation discussed ELF and how far non-native English varieties should appear in teaching materials. Alasdair Graham-Marr (ABAX ELT)

### **Pan-SIG 2018 Proceedings**

The deadline to submit papers for the Pan-SIG 2018 Proceedings is Aug. 31st. For details, go to:

- <http://pansigjournal.org/>

### **Message of Thanks !!**

Our *Global Issues* SIG would like to thank Jennie Roloff-Rothman, the Pan-SIG 2018 Committee and Toyo Gakuen University for their hard work and hospitality in hosting this great conference!

### **PAN-SIG 2019 CONFERENCE**

Next spring's Pan-SIG 2019 conference will be held on May 17-19 at Konan University near Kobe

- For details: Pan-SIG 2019 <<http://pansig.org>>



## Report on the 52<sup>nd</sup> IATEFL International Conference

April 10 - 13, 2018 in Brighton, England

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



The 52<sup>nd</sup> annual conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from April 10 – 13, 2018 in the city of Brighton, England. This is one of the largest EFL conferences in the world featuring 500 sessions over 5 days that are attended by 2,000 teachers from more than 100 countries. Below is a small selection of the many conference presentations that were given on global themes.



### Global Issues Showcase Track

#### ***Bringing Real-World Issues into the Classroom***

This *Global Issues SIG* Open Forum introduced IATEFL's GI-SIG and outlined ways that English teachers can bring global issues into their classes.

#### ***Content Strategies to Promote Tolerance***

This talk showed how English teachers can integrate teaching materials that promote tolerance in 4-skills classes while preparing students for high stakes exams. Anastasia Khodakova (Tula State U.)

#### ***The Role of ELT in Promoting Social Justice***

This session discussed the role that ELT educators can play in promoting social justice, harmony and goodwill in a world fraught with divisiveness and conflict. Arifa Rahman (Dhaka, Bangladesh)

#### ***Tasty Taboos: Marking PARSNIPS Palatable***

This presentation introduced a range of dynamic classroom ideas and activities that enable English language teachers to tackle controversial issues in class with confidence. Rose Aylett (Freelance)

#### ***Exploring ELT as Emancipatory Practice***

This session encouraged teachers to explore the relationship between language and power, and to specify what it means to “empower” our EFL students. Steve Brown (West College, Scotland)

#### ***All We Need is Love to be Better Teachers***

This workshop urged teachers to treat their students with love and to make them feel valued and accepted in order to promote learning, understanding and empathy. Maria Rondon (freelance)

#### ***Using Culturally Sensitive Language***

This discussed what teachers can do to raise student awareness of how their cultural backgrounds and mother tongues impact their English learning and use. Katharina Groeblinger (BFI, Vienna)

#### ***Global Social Issues in a Turkish ELT Course***

Do students care about poverty? Or if their T-shirts were made by slaves? This talk outlined 5 lessons that the speaker designed to discuss such issues with her students. Evangelia Strongylakou (Sabanci U.)

### Plenary Talk

#### ***Knowledge is Power: Education for Marginalized Women***

This plenary talk discussed the challenges of marginalized women in areas of poverty and conflict around the world, then outlined ways in which literacy and education can empower them to make a difference in their lives and their communities.

Brita Fernandez Schmidt is an advocate and promoter of women's empowerment, women's rights and gender equality. She is the director of the NGO *Women for Women International* (UK).

▪ Website: <[www.womenforwomen.org.uk](http://www.womenforwomen.org.uk)>

▪ TEDx: <[www.youtube.com/watch?v=j77InaaAR8c](https://www.youtube.com/watch?v=j77InaaAR8c)>

### Individual Presentations

#### ***Values and Short Films in Language Teaching***

This workshop stressed the importance of integrating values education into language teaching and showed how this can be done by using short films in EFL classes. Kieran Donaghy (UAB Barcelona)

#### ***Safeguarding Primary Learners On-line***

This workshop noted the benefits of using online tools for foreign language teaching to children, then set out steps that teachers can take to ensure the e-safety of young learners. Jennifer Dobson (UK)

#### ***Teach Debate Skills via Acting and Performance***

This talk discussed how EFL teachers and students in Spain used acting and performance approaches to improve their public speaking skills for an English debate contest. John Gardyne (Trinity College, UK)

#### ***Hyper Polyglots: What Can They Teach Us?***

This presentation discussed the proliferation of self-styled multilingual “experts” on the Internet and attempted to evaluate their claims, advice, methods and merchandise they sell. Scott Thornbury (CUP)

#### ***Teaching Students How to Learn a Language***

This talk emphasized the importance of equipping students with “how to learn” skills and showed how to help EFL students acquire effective language learning strategies. Viktoria Zelianko (Streamline)



### ***Social Intelligence for Teachers***

This workshop introduced teachers to the key components of social intelligence that they require: self-awareness, impulse control, the ability to tune in and empathy. Margit Szesztay (ELTE, Budapest)

### ***Developing a Healthy Sense of Self: ELT for Life***

This workshop gave English teachers the chance to experience a variety of language learning activities designed to promote a healthy sense of self and well-being. Dina Blanco-Iannou (UAS, Switzerland)

### ***Mindfulness for ELT Students and Teachers***

This workshop explored how mindfulness can help students and teachers to lower stress, improve performance, develop self-control and become more resilient, productive and effective. Rachael Roberts

### ***Linguistic Prejudice in the Classroom***

This presentation aimed to discuss, exemplify and challenge participants' perceptions of linguistic prejudice within the English language classroom. Isabelita Peixoto (Casa Thomas Jefferson)

### ***Improving the Mental Health of English Teachers***

This session addressed the issue of teachers' mental health, outlined the scope of the problem, discussed existing studies and offered suggestions for dealing with this issue. Philip Longwell (INTO, UK)

### ***Interculturality via World Literature and Films***

This talk discussed how film in EFL can promote aspects of Michael Byram's *intercultural competence* model as well as Adrian Holliday's *Grammar of Culture*. Barbara Lapornik (France Preseren)

### ***Incorporating Diversity: Best Practices***

This presentation discussed what diversity is, why it's important, who should incorporate it (teachers, directors, materials writers...) and how best to implement it. Ana Carolina Lopes (StandFor)

### ***Mobile Materials for Challenging Circumstances***

This talk presented a case study of how mobile teacher training materials were developed for Syrian English teachers in the Za'atari refugee camp in Jordan. Gary Motteram (University of Manchester)

### ***Evolution of a Transnational Project***

This talk described the experiences of Italian language teachers who designed a transnational cross-cultural project that focused on teaching English and German. Alan Pulverness (TransformELT)

### ***Create a Culture of Thinking for Young Learners***

This talk discussed how the concept of a "culture of thinking" developed by Harvard University can be implemented into foreign language programs for children. Maria Garcia (Lenguas Vivas)

### ***Fakepedia.biz: Practical Fact-Checking for ELT***

This talk demonstrated practical ways for language teachers to ensure that the online sources they use for preparing lessons and teaching materials are factually correct. Damian Williams (UK)

### ***Empowering Girls and Women via ELT in China***

This described the dramatic changes in women's literacy over the past 5 decades and used anecdotes to show how English has empowered Chinese girls and women. Xiangdong Gu (Chongqing University)

### ***Integrating Life Skills into English Lg Programs***

This talk outlined how 21<sup>st</sup> Century life skills can be integrated into our EFL curricula, materials and assessment by using the *Cambridge Framework for Life Competencies*. Ben Knight (Cambridge U.P.)

### ***Autonomy for Disadvantaged Sts via Digital Tools***

This talk highlighted the impact of digital tools on the educational achievements of socially and economically disadvantaged students in the 10-13 age group. Fruzsina Szabo (Debrecen Univ, Hungary)

### ***Bridging Cultural Divides via On-line Teaching***

This described the results of a 5-week *Collaborative Online International Learning* (COIL) project between college students in New York and in Egypt. Sanaa Makhoul (American University of Cairo)

### ***English Teaching in the Post-Truth Era***

This talk addressed the pressing issue of "fake news" and argued that the "post-truth era" provides teachers with a chance to redefine their role as educators and impart a vital skill. James Taylor

### ***Helping People Do Things They Think They Can't***

This workshop aimed to change the way teachers see the world and their role in it while offering ways to inspire and transform their students and themselves. Ewelina Nowak (Regent Cambridge)

### ***Make Critical Thinking Part of Your Toolkit***

This workshop presented a toolkit for making critical thinking an integral part of English language classes leading to greater motivation and more independent learners. John Hughes (Freelance)

### ***Students Sharing Folktales: Cultural Exchange***

This talk showed how providing students with the tools and opportunity to share folk tales from local and oral cultures helps to build language skills and confidence. David Heathfield (INTO U. of Exeter)

### ***Developing 21<sup>st</sup> Century Skills in Young Learners***

This talk outlined how 21<sup>st</sup> century classrooms can help children acquire the 4-C skills of communication, critical thinking, creativity and collaboration for our modern world. Gemma Fanning (Collins)

**She's a Policeman? Gender Neutral Lg. in Class**

This workshop defined gender-neutral language, explained why it's important and showed sample activities from the British Council's new global issues text. Jemma Prior (Free Univ. Bozen, Italy)

**Do Androids Dream? ELT and Digital Empathy**

This session outlined ways in which teachers can promote seeds of empathy among the current digital generation of students as a tool for today's changing world. Julia Alivertis (TESOL Greece)

**An Inclusive ELT Classroom**

This talk discussed how teachers can address the goal of *promoting inclusive classrooms* outlined in the UN 2030 *Agenda for Sustainable Development*. Dolores Gomez (EOI Santiago de Compostela)

**F is for Fake: How Students Deal with Post-Truth**

This talk introduced classroom activities that help students detect bias in visuals, graphs and media stories, and equip them with critical strategies for reading online. Linda Ruas (IATEFL GI-SIG)

**Academic Writing Across Borders: Finland-China**

This talk described an innovative EAP project in which Finnish students prepared business case studies in English that were analyzed by students in China. Nicole Keng (University of Vaasa, Finland)

**Opportunity and the Unexpected in the Classroom**

This talk discussed how unexpected events in class are often seen as unwelcome, then shared ideas of how to exploit these as rich learning opportunities. Richard McNeff (London School of English)

**Creating a Multicultural Classroom**

This session described ways that teachers in monolingual, monocultural EFL classrooms can introduce kids to customs, traditions and ways of life around the world. Ellen Setterfield (Nat'l Geog.)

**Teaching British Culture after the Brexit Vote**

This talk argued for a new approach to teaching "British Culture" in the wake of the Brexit vote that acknowledges divisions in British society, beliefs and values. Ian Lebeau (Anglia Ruskin Univ.)

**Materials To Develop Critical Thinking Skills**

This talk showed how to design materials that develop critical thinking skills via advertisements, puzzles, chains of reasoning, jumbled texts and classification charts. Richard Harrison (Canford)

**Give Us a Break! Energisers and Breathers**

This talk argued that sitting still is not conducive to learning, then shared ideas from *Energising Your Students* (Helbling) that give students a chance to relax, recharge or refocus. Jane Revell (freelance)

**Developing Digital Tourists via Google Maps**

This outlined ways to stimulate global awareness among English language learners via virtual tourism tasks that use Google Maps, satellite images & 360° street views. Sidra Niaz (Evolution, Pakistan)

**Big Ideas: Topics in Teenagers' Classes**

This talk reviewed how teens learn about global issues at school, then suggested ways that teachers can take them beyond the text to give them a more up-to-date awareness. Daniel Barber (Nat'l Geo.)

**Labels: Not the Way Forward!**

This talk explored the issue of labels in ELT and argued that labels such as *native /non-native*, *race*, *gender* only serve to perpetuate stereotypes and should be reconsidered. Adrian Tennant (freelance)

**Critical Teaching: Students as Agents of Change**

This talk outlined how ideas from the field of *Critical Pedagogy* can be applied to the language classroom in ways that help students to become agents of social change. Ila Coimbra (Freelance)

**Peace Education in the EFL Classroom**

This talk described an ELT program aimed at reducing intolerance and promoting diversity that draws on ideas and tasks from the book *Students for Peace*. Eduardo Amos (Richmond Publishing)

**Bringing HONY into the ELT Classroom**

This talk described how using stories and photographs from the famous book *Humans of New York* (HONY) fostered language, creativity and personal growth. Djalal Tebib (U. of Constantine, Algeria)

**Teaching Globish: Paradox or Problem?**

This talk discussed the idea that "teaching English means encouraging potential global citizens to use Globish to contribute to global communication". Victoria Goncharova (Moscow City Pedagogical U.)

**Remote Theatre for Children Facing Challenges**

This session described how the *Hands Up* project enables children in Palestine to perform English theatre pieces to international audiences via video conferencing. Nick Bilbrough (Hands-Up Project)

**Volunteer Teaching at Home and Abroad**

This talk outlined how EFL instructors can volunteer to provide educational chances to isolated, displaced or refugee learners around the world. Jenifah Abu-Hassan (American U. of Sharja, UAE)

**Make Your Students Interested in their Future**

This talk noted that many students never read or watch the news, then showed how literature and digital tools can stimulate students to think about the world and their futures. Sara Bruun (Sweden)

### ***Special Days: A Systematic Approach to Global Ed***

This described how devoting 1 session per month to studying an international “global issue day” can empower youth and help make global education programs more systematic. Margarita Kosior (Sheffield)

### ***Global Competencies through Language***

This presentation outlined an ESL-EFL teaching model that empowers EFL students with life skills and fosters a sense of responsibility regarding world issues. Bogar Martinez (Inclusive Education, Mexico)

### ***ELT Through Yoga: TPR Approaches***

This poster session explained how a *Total Physical Response* (TPR) approach using yoga can be a novel means to enhance English speaking and listening skills for young learners. Shalla Mahan (Jaipur, India)

### ***On-line Games for the Real World***

This session introduced on-line simulation games that engage students with real-world issues ranging from poverty and immigration to advertising and business. Nora Nemeth (Eotvos University, Budapest)

### ***Post-humanism and Foreign Language Teaching***

This talk showed how to integrate post-humanist ideas into EFL by valuing Earth’s non-human inhabitants and supporting marginalized minorities, refugees and LGBT groups. Arda Arikan (Turkey)

### ***Remote Teaching: Bridging the Gap***

This noted the lack of English teachers in Uruguay and explained how this gap is being bridged using video-conferencing with EFL teachers in London, Argentina and the Philippines. British Council (UK)

### ***Environmental Awareness: Project-based Tasks***

This presentation described a project-based *English for Academic Purposes* course in Thailand with teaching materials that foster environmental awareness. Alexander Nanni (Mahidol Univ. Int’l College)

### ***Making English Work for Marginalised People***

This discussed how English often reinforces the dominant status of social elites in poor countries and advocated “ELT for All” which aims at equity, empowerment and social change. Chris Sowton

### ***Giving Students a Voice via Critical Thinking***

This talk defined critical thinking as a vital 21<sup>st</sup> century skill, then introduced several EFL tasks that promote critical thinking and give young people a voice. Andrew Walkley (National Geographic)

### ***The Matter More Project***

This session argued that language and communication skills should be taught in ways that enhance international understanding, respect for cultural diversity and world peace. Bitia Rezaei (IELTA)

### ***Global Citizenship Through Stories***

This talk discussed the results of a recent survey of Dutch EFL teachers on the challenges they face in implementing *Global Citizenship Education* (GCE) into their classes. Cornée Ferreira (Driestar Univ.)

### ***English for Humane Purposes in University EFL***

This introduced materials developed for a general EFL textbook that aim to raise awareness of global issues, encourage empathy and promote a humanistic outlook. Elena Yastrebova (MGIMO Univ.)

### ***Graphic Novels in the EFL Classroom***

This talk described a *Graphic Novels 101* course in Macedonia that aims to promote reading skills and awareness of gender equality, tolerance and mutual understanding. Aleksandra Golubovikj (ELITE)

### ***Helping Students Define Their Identity***

This talk argued that teachers should design classes that help students define their identity, find their true selves and take charge of their lives. Maria Cyrankowska (University Rzeszow, Poland)

### ***Practising Mindfulness in an English Classroom***

This workshop demonstrated mindfulness games and activities designed for EFL classes that foster essential life skills such as quieting, focusing and reframing. Natalia Belousova (CLASS Centre)



#### **Songs of Love and Protest**

At this event, participants joined to sing songs of love and protest from around the world.



#### **IATEFL International Quiz**

This annual event had teams of teachers compete to see what they know about world affairs.



#### **The Fair List UK Awards**

This annual event presented awards for excellence in gender balance among EFL plenary and keynote speakers <[www.thefairlist.org](http://www.thefairlist.org)>.



#### **IATEFL 2018 ON-LINE**

[www.teachingenglish.org.uk/  
events/IATEFL-Online/2018](http://www.teachingenglish.org.uk/events/IATEFL-Online/2018)

A selection of IATEFL 2018 conference sessions can be accessed at the British Council site above.

#### **IATEFL 2019 CONFERENCE**

April 2 - 5, 2019 Liverpool, England

For details on IATEFL’s 2019 conference, go to:

▪ <<https://conference.iatefl.org>>



## Introduction

Japan is a country rich in cultural tradition, history and, of course, its unique language. However, Japan has historically treated its indigenous peoples poorly. Through colonization and governmental policies of assimilation, integration and even purposeful breeding with Japanese, the native Ainu have been left in a dire struggle for cultural and linguistic survival (Lewallen, 2016).

The Ainu language, a 'language isolate' (meaning no other language is linguistically similar) is classified as critically endangered (UNESCO, 2003). The Ainu people themselves were not officially recognized by the Japanese government as being an indigenous people of Japan until 2008 (Okada, 2012). It is important to note that the Ryukyuan people, whose roots dwell in the Ryukyu islands of Okinawa prefecture, have yet to be recognized as indigenous. In recent times, there has been a general warming to Ainu culture (Cotter and Schinckel, 2017). Nevertheless, a history rooted in discrimination and rejection has left much of Japanese society with a general ignorance, disinterest and insensitivity for their indigenous peoples.

Keeping this in mind, 'globalization' has become a key word in Japan and has become a main educational focus. This has caused Japanese universities to increase their efforts to teach their students about other cultures. The assumption is that understanding foreign cultures can lead to positive business connections and opportunities that could help promote Japan in international markets. Intercultural communication classes and classes teaching specific cultures are offered throughout Japanese universities in both the Japanese language or as part of English-based programs. However, in the most part, class content is related to more 'dominant' cultures with the aim being to help students compare and understand similarities and differences with Japanese culture and, by doing so, give them the communication skills to conduct business with overseas companies.

When teaching indigenous cultures, the aims and objectives can be somewhat different. Although classes may still have a 'globalization' feel, instructors often desire to instill in their students a deeper understanding of the different ways of thinking, views of the world, religion, lifestyle and cultural aspirations of the indigenous groups that students are studying. This may help to promote understanding and support for such indigenous

cultures, especially those struggling to keep their language and culture alive in the modern world. Specifically, some universities, although in my opinion not enough, offer classes in Ainu language and culture, and try to work closely with the Ainu community, sometimes setting up Ainu culture clubs or 'circles.'

In an attempt to combine studying a foreign culture and to increase awareness of indigenous cultures, I created an *indigenous studies* course. The question I posed was: Would participation in a course studying a foreign indigenous people and culture (Māori) increase interest in the local indigenous people and culture (Ainu)? A summary of the course and pedagogical approaches along with my results and conclusions is given below.

## Context

The course, titled 'Regional Cultural History: The History, Culture and Present Day Status of Māori' is a 90-minute seminar style class taught every week over a 15-week semester at Sapporo Gakuin University in Hokkaido. Although a Humanities Department class, it is open to all departments and is therefore taught in Japanese. A mix of history and culture lessons are taught with assessment consisting of online quizzes, a *mihi* (Māori self-introduction) and *waiata* (action song) in the Māori language, a presentation on a topic of interest from the course (in Japanese) and a journal report (also in Japanese). Originally offered as a seminar course, a low registration was expected. However, with 30 students registering in 2015 and 24 students in 2016, the class has been offered every year since it started. A disappointing clash with another compulsory humanities class led to a lower registration of 9 students in 2017.

## Pedagogical Approaches

Teaching methods and tools were implemented by the instructor due to being either 1) similar to Māori methods of learning or 2) useful online tools. This provided an interesting mixture of the past and present. Selected examples of such methods are discussed below.

### 1. Māori Methods of Learning

#### Oral Sharing of Knowledge

The oral sharing of knowledge is very important in many indigenous cultures, especially those cultures that have no written language. During our class, activities would often be group based, where students



would research or discuss content, then give a presentation to the whole class where it was digested by everyone. Here the instructor was the facilitator and offered seeds of ideas or deeper knowledge during the activities to ensure that the necessary content was discussed.

An example of this type of activity dealt with the issue of when Māori migrated to New Zealand in the 13<sup>th</sup> century. Four groups were given one question each from the 4 points below to discuss, research and prepare answers. These were then presented, discussed and debated as a class.

#### Te Haerenga (Māori migration to New Zealand)

- Why do you think Māori decided to migrate to another country?
- What was important in the new habitat for Māori to settle and live?
- What essential items do you think Māori took with them on the journey?
- What dangers would there have been, both on the journey and settling in New Zealand?

#### Music and Kinesthetic Learning

As a result of having no written language, oral, aural and kinesthetic skills play a fundamental role in traditional Māori styles of learning. As these skills are little appreciated in the New Zealand education system, which is based on a reading-and-writing European-style of learning, low academic achievement of Māori was ensured.

In our course, students experienced different ways in which knowledge can be learned and retained, such as song, dance and kinesthetic activities. *Waiata* (song) was part of the course assessment in which students introduced themselves in Māori. As in Hawaiian hula dances, each action of a song conveys meaning and thus *waiata-a-ringā* (action songs) were used to learn and remember legends or teach cultural morals. Students also learned vocabulary, movements, teamwork and competitive skills by experiencing *tākaro* (sports) and *ngā rākau* (stick games).

## **2. Online Tools**

Online tools utilized in the course were centred around using some unique functions of Moodle, a Learner Management System (LMS). To a non-CALL savvy teacher, this may sound daunting but even as a beginner, basic navigation and the setting up of a Moodle class page can be done with relative ease. Moodle was chosen for a variety of reasons with examples given below.

#### Course Content Uploading / Quick Internet Links

Information about Māori in Japanese is scarce and searching for it is time consuming. However,

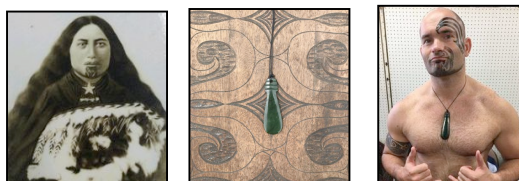
documents such as PDF files and multi-media (audio and video) can be easily uploaded by the teacher to the Moodle course for students to access or download. The course page then becomes a hub for students to find the information that they may need. Quick internet links can be provided for the same reasons. Students simply click on the link taking them to other online sites such as YouTube, newspaper articles and other websites which contain the relevant information.

#### Quizzes

Quizzes were made to fulfill two functions. ‘Flipped’ quizzes were used for students to learn content such as vocabulary or information before coming to class. This enabled more class time to be used for interactive activities and for content learning. ‘Revision’ quizzes were utilized so that students had a chance to revisit, remember and reflect on important material from the class. Moodle allows many forms of ‘question types’ such as multiple choice, ordering, drag and drop answer, essay and more. These can be paired with video or audio files and even internet links. Using a combination of these question types helped to ensure that quizzes were as engaging as possible to facilitate their completion by the students.

#### Video Assessment

The Moodle Video Assessment module allows teacher, self and peer scoring of presentations to be recorded and uploaded to the Moodle page. Using Gardner’s (2012) principle of ‘assessment FOR learning’, not ‘assessment OF learning’, students were able to learn from the assessing experience by scoring and giving feedback not only to themselves but also to their peers (Rian, Hinkelman and Cotter, 2015).



## **Outcomes**

To measure the impact of the course beyond helping Japanese students learn about Māori people, a research question was posed whether learning about a foreign indigenous people and culture, in this case Māori, would increase student interest in the local indigenous people and culture - the Ainu. A pre- and post- course questionnaire, easily made and conducted on Moodle, asked students to indicate on a Likert scale – both before and after the course - their perceived knowledge of and interest in both the Māori and Ainu.

The survey results showed that students' post-course perceived knowledge of Māori dramatically increased. This was to be expected as perceived knowledge when starting the course was relatively low. Perceived knowledge of Ainu showed no significant increase, also to be expected as no Ainu content was included in the course. Interest in Māori increased, much to my delight, as this was a main objective of the course. However, even more compelling was that interest in Ainu also significantly increased. This result confirmed that learning about Māori people and culture could also increase interest in Ainu.

A possible implication of this finding is a better relationship between indigenous and non-indigenous groups. If achieved on a societal level, discrimination towards the Ainu could be decreased and, at a government level, apologies for past wrongs, policy changes and support may be achieved. Ultimately, for a country struggling with recognition and support of its indigenous cultures, a heightened interest in indigenous groups by more people would be a step in the right direction.

## Conclusion

In this short article, I have shown ways in which a course on Māori culture and history can be taught to Japanese university students. In no way do I claim that these are the best methods. However, I feel I have achieved relative success in fostering both the knowledge attained by the students and their motivation. To know that the course also had a positive influence on students' interest in the local indigenous culture, hopefully leading to a better understanding and desire to learn more about Ainu, is very important to me. With the impending start of my new course, 'Māori and Ainu Studies,' to be taught in English at Hokusei Gakuen Junior College in September 2018, it will be interesting to see if there is more that can be achieved in this field.

The challenge lies with me to give my students the push needed to realize my dream, and a dream shared by many, to create a generation of Japanese young people that embraces and supports their indigenous cultures.

'*Tama tū, tama ora, tama noho, tama mate.*' (Stand to survive, or sit and die) - Maori Proverb

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MAORI COURSE SCHEDULE	
Week 1	<ul style="list-style-type: none"> <li>Introduction: Student knowledge</li> <li>Basic Māori vocabulary</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Culture: Māori religion</li> <li>Māori myths and legends</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>History: Migration to New Zealand</li> <li>Pre-European contact</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Culture: The roles of men &amp; women</li> <li>Oral language and taboos (<i>tapu / noa</i>)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Testing: Oral Presentation (in Māori)</li> <li>Māori greeting &amp; accompanying song</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Māori culture</li> <li>Religion, myths and legends</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>Māori art (tattoos, carving, weaving)</li> <li>Māori weaponry</li> </ul>

Week 8	<ul style="list-style-type: none"> <li>History: Treaty of Waitangi I</li> <li>Māori Land Wars. World Wars I and II</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Culture: Food and Cooking</li> <li>Rituals to do with food</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>History: Treaty of Waitangi II</li> <li>Māori claims and settlements</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>Culture: Physical Activity</li> <li>Māori sports, games, songs, haka</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>Present status: Politics, language revival</li> <li>Education, government policy, business</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>Assessment</li> <li>Oral presentation preparation</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>Student oral presentations on a topic chosen from the course</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>Summary – Knowledge gained</li> <li>Other indigenous cultures, farewells.</li> </ul>

## Special Feature: Teaching About Indigenous Peoples

There are 370 million indigenous peoples in the world. They belong to 5,000 different groups, live in 90 countries and speak 4,000 languages. Here we profile a selection of these first peoples.

### Sample Books

- *Indigenous Peoples*
- *Atlas of Indian Nations*
- *Indian Givers*
- Wikipedia: *Indig Peoples*

- 世界民族百科事典
- 写真で知る世界の少数民族・先住民族
- 図解 アイヌ (2018)



### Ainu (Japan)

Population (est.): 25,000–200,000  
Ratio of Japan's population: 0.1%

The *Ainu* are the indigenous people of Japan. They are working to preserve their language, customs and traditions despite general ignorance and prejudice.

- Hokkaido Ainu Association <wainu-assn.or.jp>
- “Ainu” → Wikipedia, Youtube, Google, Amazon



### Maori (New Zealand)

Population (est.): 800,000  
Ratio of NZ population: 15–17%

The *Maori* call their land *Aotearoa* (Land of the Long White Cloud). They're famous for *haka*. Maori is an official language of New Zealand.

- Te Puni Kokiri <www.tpk.govt.nz/en>
- “Maori” → Wikipedia, Youtube, Google, Amazon



### Aborigines (Australia)

Population (estimate): 606,000  
Ratio of Australia's pop: 2.7%

The *Aborigines* are the original inhabitants of Australia. They settled on the land over 60,000 years ago and belong to 400 distinct groups.

- <nasca.org.au> Book *Teaching Aboriginal Studies*
- “Aust Aborigines” → Wikipedia, Youtube, Google



### Maasai (Kenya / Tanzania)

Population (estimate): 1,640,000  
Ratio of Kenya's population: 1.7%

The *Maasai* live in E. Africa and raise livestock. They are amazing jumpers and one of the tallest peoples on Earth (average height = 6 feet 3 inches)

- Masai Association <www.maasai-association.org>
- “Masai” → Wikipedia, Youtube, Google, Amazon



### Kayapo (Brazil)

Population (estimate): 8,638  
Ratio of Brazil's population: .004%

The *Kayapo* are one of 400 tribes living in the Amazon rainforest. They're famous for body paint and lip plugs, and are fighting for the rights to their land.

- <www.kayapo.org> <rainforestfoundation.org>
- “Kayapo” → Wikipedia, Youtube, Google



### Inuit (Arctic Region)

Population (estimate): 150,000  
▪ Canada (65,000) ▪ USA (16,000)

The *Inuit* (formerly *Eskimos*) live in the Arctic, spread over the US, Canada and Greenland. Their way of life is being impacted by global warming.

- Inuit Tapiriit Kanatami Association <www.itk.ca>
- “Inuit” → Wikipedia, Youtube, Google, Amazon



### Maya (Central America)

Population (estimate): 6,000,000  
Ratio of Guatemala's pop: 40%

The *Maya* are a native Central American people in Guatemala, Yucatan, Belize and Honduras. They have often been victims of prejudice and violence.

- Rigoberta Menchu / <www.guatemalanmaya.org>
- “Maya” → Wikipedia, Youtube, Google, Amazon



### First Nations (Canada)

Population (estimate): 1,525,000  
Ratio of Canada's pop: 4.4%

The *First Nations* refer to the original people of Canada. They belong to over 600 bands. They strive to protect their land, culture and rights.

- Book: *First Nations 101* (Lynda Gray, 2011)
- *The Kids Book of Aboriginal Peoples in Canada*
- “First Nations” → Wikipedia, Youtube, Amazon



### Native Americans (USA)

Population (estimate): 5,220,000  
Ratio of US population: 1.6%

*Native Americans* are the original inhabitants of the US. They belong to 500 nations and are working to fight against stereotypes and maintain their cultures.

- Groups: <ncai.org> <nativeamericatoday.com>
- Film: *Dances w/ Wolves* Song: *Cherokee Nation*
- “NA Indians” → Wikipedia, Youtube, Google



# Mobile Devices: Springboards for Global Learning

by Eucharia Donnery (Shonan Institute of Technology, Japan)



## Introduction

This article describes a 3-day inter-varsity drama workshop in which the theme of homelessness was introduced to Japanese learners via a video clip seen through the lens of a Syrian refugee's iPhone on his journey to Europe. The project took place from August 1<sup>st</sup> - 3rd, 2016 in Maholova Minds Hotel on the beautiful Miura peninsula in Kanagawa, Japan. The participants were college students from Bunkyo University and Nihon University. The students electively chose to participate in this project during their summer vacation, which itself indicates the high level of student motivation towards learning English through drama.

The project addressed the theme of homelessness through a mixed-method approach featuring drama-based pedagogy and *Content and Language Integrated Learning* (CLIL). The overall aim, in addition to developing English oral communication skills, was for participants to develop critical thinking and analytical skills as well as to gain deeper understanding of an abstract concept through the personalization of objective world events. The micro-aim was to promote positive changes in Kao and O'Neill's 5 areas of open communication (1998, 16): *fluency, authenticity, confidence, challenge* (interpreted as motivation), and *new classroom relations*.

## 2016 Summer Drama Workshop

After a morning of ice-breaker and team-building activities, the homelessness project began when students formed 8-person groups and put their smartphones into the center of the circle. Half the students were then asked to leave the class. On their return, the other students refused to give them their phones. This was initially greeted with laughter, but there was a growing sense of dismay and unease. Before the situation could escalate into conflict, the smartphones were returned to the students, who were then asked to reflect on their feelings and describe them to the group as a whole.

Most students saw their smartphones as an extension of themselves, and felt there had been an invasion of privacy into their very selves. With this in mind, one of the facilitators read a passage from a Syrian refugee on how she had been driven from her home by the Taliban and had no material belongings left in the world save her iPhone.

The participants were then shown a video clip of a Syrian refugee's iPhone journey to Europe created by BBC Media Action which highlighted the

real concrete need for technology as a means of survival in the lives of refugees, underlining how similar the role technology has in the lives of contemporary citizens of a global world, yet also expanded on ways technology could be adapted to meet different societal needs.

In their groups, participants then read real-life cases via newspaper articles that described the theme of homelessness from a multitude of perspectives, both nationally and internationally: the difficult journeys of refugees en route to Europe, adaptation issues of refugees living in the UK, the plight of Fukushima nuclear evacuees four years on, an elderly man collecting empty cans to earn some money to feed himself in Japan, and "industrial trainees" who were brought semi-legally to Japan.

## Results/ Discussion

The major finding of this workshop was that by working performatively, participants could personalize abstract and difficult themes to engage meaningfully with others. On a micro-level, they developed a deeper understanding of local and international current affairs. With reference to Kao and O'Neill's five areas, students gave the following responses in the open-ended questionnaire administered at the end of the 3-day workshop. These comments were analyzed using Scupin's KJ method of categorizing random information.

	Participant Comments
<b>Fluency</b>	<i>It became easier to express my ideas in English. It was a lot of fun!</i>
<b>Authenticity</b>	<i>To go from meeting strangers and discussing, then performing, about very deep issues, was an achievement and an ultimately enriching experience.</i>
<b>Confidence</b>	<i>Even though I don't understand English grammar, I could express myself without overthinking. I think that this was important.</i>
<b>Challenge</b>	<i>My interest in English has deepened through this experience.</i>
<b>New classroom relations</b>	<i>Even though we were meeting for the very first time, the conversations flowed smoothly and we came to believe in our own English communicative abilities.</i>

Fig. 1. 2016 Summer Drama Workshop Results for Kao & O'Neill's Open Communication



## Conclusion

By starting with the real and personal in the form of mobile phones, then moving into how digital communications can be adapted for situational use by refugees as shown in the video clip, participants were encouraged to take the abstract concept of homelessness and engage with it in meaningful and dynamic ways. Therefore, rather than prohibiting the use of mobile technology in educational settings, this project demonstrated that it can become a tool of engagement which promotes the development of global and critical thinking. This can also be adapted to and integrated with local teaching contexts in order to best meet learner needs.

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**Syrian Refugee Video** <https://www.youtube.com/watch?v=m1BLsySgsHM&t=23s>

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### Shin-Eiken Association

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



*Shin-Eiken* is a dynamic high school English teachers association that promotes global awareness, peace and humanistic education. Check out its Japanese website, subscribe to its Japanese magazine or attend its events.

### “Shin Eigo Kyoiku” (New English Classroom) Magazine

Sanyusha Press <[www.sanyusha-shuppan.com](http://www.sanyusha-shuppan.com)>

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

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- *Thinking about Language and Peace* (Tatsuhiko Nakamura)
- *Studying How To Live - Anti-bullying, Pink Shirt Day* (Hashiyama)
- *Sadako Peace Cranes Project* (Kazuko Sakuma)
- *Watching “Beauty and the Beast” with Students* (Mineko Kashimura)

**Issue # 582 (Feb. 2018)** Theme: *English at the Turning Point*

- *Possibilities for Peace and Justice* (Yuichi Moroi)
- *TED Talk: Why Learn English in the Global Age?* (K. Yamamoto)
- *Explaining the Good Points of Japan in English* (Hitomi Imomura)

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- *The World of “iEARN” and iEARN Youth Summit* (Yoko Takagi)
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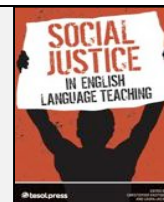
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by Sanpedro & Hillyard (2004)

Check out the rich variety of global issue classroom activities in this pioneering UK teacher's resource book.



# Peace Linguistics: Applying Language Education to Global Issues

by Andy Curtis (Anaheim University, USA)

## Introduction

As a result of my mildly autistic brain and as a reader of the *GILE Newsletter*, I have sometimes wondered if reversing word order, if seeing things 'back to front', is natural for those of us on the autism spectrum (see [autismspeaks.ca](http://autismspeaks.ca)). This can be a good way for so-called 'normal' people to tap into their creativity, and see things in a different light. In this case, I mean thinking about *Global Issues in Language Education* as 'Language Education in Global Issues'. Reversing this link leads me to 'Peace', and the lack thereof, in the world today, as one of the most pressing global issues that language education may be able to help with. The question then becomes: *What, if anything, can Applied Linguistics do to help make the world a more peaceful / less war-torn place?*

## Linguistics and Applied Linguistics: A Brief Look

According to the website of the *Linguistics Society of America*: "Linguistics, in a nutshell, is the scientific study of language." This notion of the 'linguistic scientist' can be traced back 50 years to the inaugural issue of the journal *Linguistics*, published in 1963 (the year I was born). In that issue, Robert Dixon's 30-page paper, 'A Trend in Semantics' (1963), opened with the lines: "A linguistic scientist will initially select a set of potential 'raw material'; he will use his intuitive ideas concerning 'what is natural language?' Then he will analyse this corpus" (p. 30).

The repeated use of "he will" and "his" reflected the idea, prevalent at that time – and still not entirely banished today – that all scientists were men. However, even in 1963, that had not been true for more than 60 years, as the awarding of the Nobel Prize in Physics to Marie Curie, Pierre Curie and Henri Becquerel in 1903 should have made clear. It is worth noting that Marie Curie alone was awarded the Nobel Prize for Chemistry in 1911, making her one of the few scientists in the 100-plus-year history of the Nobel Prizes to receive two Prizes.

This 'scientific exclusion of women' always troubled me, partly because my Indo-South American, immigrant-in-England mother was a nurse, working in hospitals in Birmingham. After years of working in hospitals in England myself, and as someone trained in the classical, Western 'Scientific Method', I found myself being increasingly concerned by, and eventually skeptical of, notions such as 'Objectivity', which is one of the pillars of the 'Scientific Method'.

Therefore, in my work in Applied Linguistics, I have chosen to slightly redefine 'Linguistics' as 'the systematic study of language'. By that I mean, identifying language-based points of interest, connecting the dots, and looking for recurring patterns, drawing on the traditional linguistic tools of one or more of: phonetics and phonology; morphology and syntax; semantics and pragmatics.

If we equate 'Linguistics' with 'Theoretical Linguistics', we can think of a continuum between, at one end, completely 'Theoretical Linguistics', and at the other end, entirely 'Applied Linguistics'. This leads to the question: Applied to what? One way of answering that question is to do what we did above, and look at the leading journals in a particular field, in this case, the inaugural issue of the journal *Applied Linguistics*, published in 1980.

The three main articles in that first issue were Canale and Swain's 50-page paper on the teaching and testing of *Communicative Language Teaching* (1980, pp. 1-47), Wilga Rivers' paper on "Where the real problems lie" in foreign language acquisition (pp. 48-49), and William Rutherford's discussion of pedagogical grammar (pp. 60-73). Interest in researching grammar still continues with an article in a recent issue of *Applied Linguistics* being Carter and McCarthy's (2017), 'Spoken Grammar: Where Are We and Where Are We Going?'

Looking at these – and other – journals, I have proposed a comparison/contrast of these two areas, with 'Linguistics' being 'the systematic study of language, in which the analysis may be an end in itself', whereas 'Applied Linguistics' is 'the systematic study of language, in which the analysis is primarily a means to an end'. Both these proposed definitions have been challenged by colleagues at both ends of the continuum. However, as I have pointed out elsewhere (Curtis, 2017a), there is still an on-going gap between the work of academics in universities studying language, and teachers in classrooms teaching languages.

## (Re) Enter Peace Linguistics

In what appears to be the first article published on 'Peace Linguistics' (PL) (Curtis, 2017b), I wrote about what could be called, using linguistic terminology, the 'false start' to PL, as, according to Gomes de Matos (2014, p. 415):

"An important step toward the birth of Peace Linguistics took place with the publication of an entry by Crystal (1999) in which we are told that that way

of doing Linguistics is ‘an approach which emerged in the 1990s among many linguists and language teachers in which linguistic principles, methods, findings and applications were seen as a means of promoting peace and human rights at a global level. It emphasized the value of linguistic diversity and multilingualism’”

Following-up on Crystal’s comments, Gomes de Matos (2005) characterized Peace Linguistics “as [an] interdisciplinary approach aimed at helping educational systems create conditions for the preparation of human beings as peaceful language users” (2014, p. 415). However, it turns out there are a number of problems with both these statements. Firstly, PL does not appear to have “emerged in the 1990s”, as no papers could be found. Secondly, the reference to “many linguists and language teachers” making use of PL appears, at best, an over-optimistic assumption and, at worst, a serious over-estimation.

What is missing from Gomes de Matos’ use of the notion of PL is the L, i.e., the *Linguistics* part of PL. If there is little or no systematic analysis of language, drawing on phonetics and phonology, morphology and syntax, semantics and pragmatics, then whatever it is we are doing, it is not linguistics. That said, the work of Gomes de Matos has been important in highlighting what language teachers can do to help students learn how to communicate more peacefully, focused on how people could or should communicate, whereas PL focuses on what people *actually* write and say, recalling the distinction between prescriptive and descriptive grammars.

Apart from Gomes de Matos, one of the few writers and researchers working at the nexus of Peace Studies and Language Studies is Patricia Freidrich, who, in her 2007 paper ‘English for Peace: Toward a Framework of Peace Socio-linguistics’ (pp. 72-83) wrote: “As of the 1990s, the world witnessed a growing concern for issues of peace and an emerging awareness of the relationship between communication and peace. As part of this new order, Peace Linguistics has branched out of Linguistics as a specialized field in Peace Studies, one that hopes to influence the ways we communicate and educate” (2007, p. 72).

In spite of her hopes, and the comments of Gomes de Matos, PL did not establish itself as a “specialized field.” One reason for that may be the lack of linguistics, focusing instead on the peaceful use of language, which is critically important, but which is not PL. It is not clear what happened to the promise of PL (Curtis, 2018), but it still appears to be a ‘new’ disciplinary area under the broad umbrella of Applied Linguistics.

## Developing the First “Peace Linguistics” Course

In the 2017 Winter semester, for what appears to be the first time anywhere, a university-level, credit course titled *Peace Linguistics* (PL) was taught, at Brigham Young University-Hawaii (BYU-H). One of the reasons for BYU-H being the location for this first PL course is that a key part of the vision of BYU-Hawaii, as stated on the University’s website, is to: “assist individuals ... in their efforts to influence the establishment of peace internationally”. The site lists five ways that the University seeks to accomplish that vision, the second of which is: “Preparing men and women with the intercultural and leadership skills necessary to promote world peace”. In terms of location, it is important to note that the course is offered by the *English Language Teaching and Learning Department* at BYU-H, rather than as part of the University’s *Intercultural Peace-building* program, which highlights the focus on language and linguistics, rather than a focus on peace studies or peace education.

The course was taught intensively over 8 weeks, in January - February 2017. The first and last weeks were taught online, with the six main, on-site weeks made up of 3 two-hour classes per week (6 hours per week), making a total of 36 hours of in-class, face-to-face teaching/learning, plus two weeks online. The 2017 cohort started with 20 participants from the University’s *BA TESOL* program, the *Intercultural Peace Building*, and *Intercultural Studies* programs, with one student from the *English Literature Department*. The 19 students who successfully completed the course came from Canada, Hong Kong, Japan, Mainland China, Mongolia, the Philippines, Samoa, Tahiti, and the USA, reflecting the highly multilingual, multicultural nature of the University’s all-undergraduate campus.

## The Course Syllabus

As stated in the course syllabus, the course objectives were outlined as follows:

By the end of this course, successful participants will be able to:

1. demonstrate an in-depth understanding of the linguistics of language used to communicate for peaceful purposes
2. explore, examine and articulate the cultural and linguistic aspects of the languages of conflict and of peace
3. present and explain the use of poetic language, drawings, photographs, music, and other forms of text to illustrate different aspects of communicating for peaceful purposes

4. gather, analyze and present data on people's perceptions of peace, in relation to language and culture
5. carry out a critical discourse analysis of a text which shows how language can be used to create peace or to create conflict.

Final course assignments were submitted on-line and final grades given in March. All BYU-H students are asked to give detailed course-end feedback, anonymously and online, which is analyzed by the *University's Testing and Evaluation Center*. Unfortunately, results for the 2017 course ratings are not valid, as only 4 of the 19 students completed the online survey. However, their feedback included comments like the following:

Question 6: *What changes would you make to improve the course and enhance student learning?*

"This was by far my favorite class I have ever taken at BYUH. I would only change 2 things: the assessments, and the timing (both of which I believe are changing anyway). I would have liked the opportunity to show what I knew and had learned in the assessments, instead of being tested more on memorization and careful reading. I also don't think this is a good class for just a block. There is so much to learn that it makes it too hard with a college schedule to focus as much time and energy as this class deserves."

At BYU-H, 'block' refers to an intensive course taught over 2 months with 6 hours of classes per week, rather than a regular course taught over 4 months with 3 hours of classes per week. In Winter 2018, the PL course was taught as a 'block' course, and received similar feedback to the above. Starting in 2019, the PL course will be taught as a regular, full-semester course.

### Concluding Comments

We started with the question:

*What, if anything, can Applied Linguistics do to help make the world a more peaceful / less war-torn place?*

One potential answer is that Peace Linguistics, as a branch of Applied Linguistics, through the systematic study of specific features of written and spoken language, may be able to help us understand, in detail and in-depth, how the words of world leaders can either escalate tensions or create calm. These are very early days for PL, but as countries like the USA and the UK, and many others, continue to trade in the politics of hateful, hurtful, and harmful uses of language, I believe the field of PL will grow and develop rapidly within the next couple of years.

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## RESOURCES AND INFORMATION

<p style="text-align: center;"><b>Minority Rights Group</b> &lt; <a href="http://minorityrights.org/">http://minorityrights.org/</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Minority Rights Group (MRG)</i> works to protect the human rights of ethnic, religious and linguistic minorities as well as those of indigenous peoples. Check out its <i>Minority Stories</i> link and its global <i>Peoples Under Threat</i> map!</p>	<p style="text-align: center;"><b>Cultural Survival</b> &lt; <a href="http://www.culturalsurvival.org">www.culturalsurvival.org</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Cultural Survival</i> works to protect, support, publicize and advocate for the world's 370 million indigenous people. Check out the variety of issues that it addresses, its CS magazine and the video clips on its <i>Resources</i> page.</p>	<p style="text-align: center;"><b>My Hero Project</b> &lt; <a href="https://myhero.com/">https://myhero.com/</a> &gt;</p> <p style="text-align: center;"></p> <p><i>My Hero</i> is a dynamic website that has been working for 20 years to inspire young people to learn about and to emulate heroes around the world. Click the <i>Stories</i> link to see its list of <i>Peacemakers</i> and other topics.</p>
<p style="text-align: center;"><b>Peace Boat</b> &lt; <a href="http://www.peaceboat.org">www.peaceboat.org</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Peace Boat</i> is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</p>	<p style="text-align: center;"><b>Oxfam Education</b> &lt;<a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a>&gt;</p> <p style="text-align: center;"></p> <p><i>Oxfam Education</i> is a dynamic UK global education website for teachers and students featuring a rich selection of information, news and resources about global issues, international themes and world citizenship.</p>	<p style="text-align: center;"><b>Better World Website</b> &lt; <a href="http://www.betterworld.net">www.betterworld.net</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Better World</i> is a peace education website which features 5,000 free resources on heroes, quotes, dates &amp; issues. It was set up in memory of murdered American peace activist Emily Silverstein by her father.</p>
<p style="text-align: center;"><b>Facing the Future</b> &lt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Facing the Future</i> is a great global education website that features a variety of classroom curricula and textbooks with titles such as <i>Big World</i>, <i>Small Planet</i> and <i>Engaging Students Through Global Issues</i>.</p>	<p style="text-align: center;"><b>Global Dimension</b> &lt;<a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a>&gt;</p> <p style="text-align: center;"></p> <p><i>Global Dimension</i> is a dynamic UK resource designed to help teachers introduce a global dimension to their schools. Click on its "Curriculum Subject" tab to find some great global education resources for teaching.</p>	<p style="text-align: center;"><b>Better World Links</b> &lt; <a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Better World Links</i> is an amazing global education resource which lists links to 80,000 different websites on dozens of global issues ranging from war, peace, human rights and health to media, gender, culture and youth.</p>
<p style="text-align: center;"><b>Green Teacher</b> &lt; <a href="http://www.greenteacher.com">www.greenteacher.com</a> &gt;</p> <p style="text-align: center;"></p> <p><i>Green Teacher</i> is a great educational website and magazine which provides teachers with nifty classroom ideas, activities and resources to promote environmental awareness in schools.</p>	<p style="text-align: center;"><b>Global Issues</b> &lt;<a href="http://www.globalissues.org">www.globalissues.org</a>&gt;</p> <p style="text-align: center;"></p> <p><i>Global Issues</i> is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.</p>	<p style="text-align: center;"><b>Global Issues at ESL Etc.</b> &lt; <a href="http://www.esletc.com">www.esletc.com</a> &gt;</p> <p style="text-align: center;"></p> <p><i>ESL Etc.</i> is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</p>

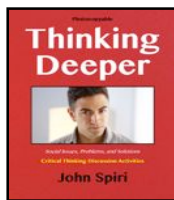


## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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.

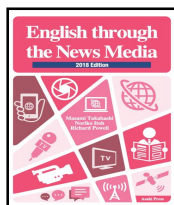


- (1) **"Thinking Deeper: Social Issues, Problems and Solutions"** by John Spiri (2018, \$26)  
Pro Lingua Associates, Brattleboro, Vermont, USA <[www.prolinguaassociates.com](http://www.prolinguaassociates.com)>



This ESL textbook comprises 53 photocopyable activities designed to promote critical thinking and discussion. These cover a wide range of social and global issues such as: *bullying, homelessness, discrimination, civil disobedience, conflict, weapons, the causes of war, crime, poverty, natural disasters, waste disposal, harassment, refugees, human rights, stereotypes, drugs, gender roles, animals, ethical dilemmas, taboos and nudity*. Each 1-page lesson features a photo, topic questions, a reading-and-thinking exercise as well as discussion points.

- (2) **"English Through the News Media"** by M. Takahashi, N. Itoh and R. Powell (2018, ¥1700)  
Asahi Press, Tokyo <[text-e@asahipress.com](mailto:text-e@asahipress.com)> <<https://text.asahipress.com/english/>>



The 24 chapters in this college-level EFL textbook for Japanese students deal with a range of topics such as: *Internet literacy for kids, Japan's population decline, how to stop genocide, Chinese students in the USA, e-cigarettes, robots in the work force, Donald Trump's tweets, Canada as a world leader, Islam in Bangladesh and The impact of Brexit*. Each 6-page unit features an introductory photo, a number of warm-up questions, a vocabulary task, a 2-page news article (with Japanese notes) and a set of reading comprehension questions.

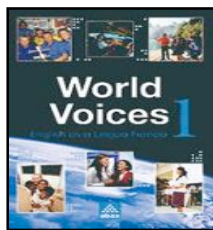
- (3) **"Seeing the Big Picture: A Cinematic Approach"** by E. Summerfield and S. Lee (2006, US \$30)  
University of Michigan Press Info at their on-line catalog: <[www.press.umich.edu/elt/catalog](http://www.press.umich.edu/elt/catalog)>



This high-level English textbook teaches about American ethnic cultures via Hollywood movies. Its 10 units deal with these groups (and movies): Native Americans (*Smoke Signals*), African Americans (*Long Walk Home*), Chinese Americans (*The Joy Luck Club*), Mexican Americans (*Real Women Have Curves*), Irish Americans (*Far and Away*), Muslim Americans (*House of Sand and Fog*), Gay Culture (*The Wedding Banquet*) and Deaf Culture (*Children of a Lesser God*). Each 20-page unit features information on the ethnic group and movie that portrays it.

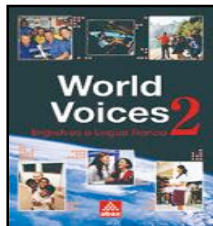
- (4) **"World Voices: English as a Lingua Franca"** by Alasdair Graham-Marr & team (2018; ¥2754 each)  
Abax ELT Publishers (Tokyo and San Francisco) Websites: <<http://abax.co.jp>> <[www.abax.net](http://www.abax.net)>

These first 2 books of a 4-book set take an *English as a Lingua Franca* approach to the EFL classroom. They cover the 4 skills of listening, speaking, reading, writing via pair and group activities while exposing students to types of *Global English*. Each 6-page unit features photos, warm-up tasks, a talk (by a *non-native speaker*) and a conversation (by a *native speaker*), language work, vocab/grammar plus a poster presentation task.



### World Voices 1

The 12 units of this introductory-level English textbook (CEFR A1) cover the following themes and international accents: *You* (Chinese speaker), *Your Home* (Kenyan speaker), *Daily Life* (Swedish speaker), *Your Neighborhood* (Turkish speaker), *Your Work* (Nepali speaker), *Your Free Time* (Peruvian speaker), *Food and Drink* (Singaporean speaker), *Travel* (Japanese speaker), *Education* (German speaker), *Health* (Korean speaker), *Numbers and Prices* (Italian speaker) and *People* (Kyrgyz speaker).



### World Voices 2

The 12 units of this low-intermediate English textbook (CEFR A2) cover the following themes and international accents: *You* (Chinese speaker), *Home* (Saudi Arabian speaker), *Daily Life* (French Canadian), *Neighborhood* (Kazakh speaker), *Work* (Kenyan speaker), *Free Time* (Sri Lankan), *Food and Drink* (Japanese speaker), *Travel* (French speaker), *Education* (Croatian), *Health* (Malaysian speaker), *Numbers and Prices* (Polish speaker) and *People* (Brazilian).



## TEACHING RESOURCES ON INDIGENOUS PEOPLES

Help your students to learn more about the Māori and other indigenous peoples by checking out the books, movies and teaching resources below.



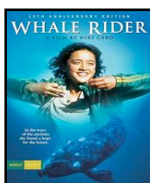
### Teaching Resources for the Māori

(recommended by Matthew Cotter)

#### MOVIES

##### Whale Rider (2002) (クジラの島の少女)

The story of a Māori girl who defies tradition in order to fulfill her destiny.



##### The Piano (1993) (ピアノ・レッスン)

The story of a mute British woman who is sent to New Zealand in the 1850s.



##### Once Were Warriors (1994) (ワンス・ウォリアーズ)

The story of a modern Māori family and the social problems that they face.



#### BOOKS

##### Non-Fiction

- 1) *Tikanga Maori* - Hirini Moko Mead
- 2) *Decolonising Methodologies* - Linda T. Smith
- 3) *Tangata Whenua: Illustrated History* - Harris
- 4) *Ka Whawhai Tonu Mātou: Struggle Without End* - Ranginui Walker
- 5) *Coming of the Māori* - Te Rangi Hīroa - Buck
- 6) *Ask that Mountain* - Dick Scott
- 7) *Maori and Criminal Justice* - Jackson

##### Fiction

- 1) *The Parihaka Woman* - Witi Ihimaera
- 2) *Pounamu, Pounamu* - Witi Ihimaera
- 3) *Waiariki* - Patricia Grace
- 4) *Tū* - Patricia Grace
- 5) *The Bone People* - Keri Hulme

##### Picture Books

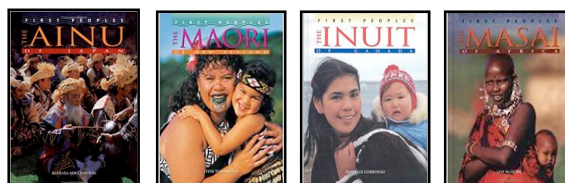
All the books based on Māori legends (*Maui*, etc.) by Peter Gossage are fantastic. My university students love reading them. The easy English and great pictures make these easy to read and enjoy.

##### TED Talk Video Clips

- *Mana: Power in Knowing Who You Are* (Tame Iti)
- *My Whakapapa Saved My Life* (Paringatai)
- *Indigenous Knowledge Has Value* (Bristowe)
- *A Million Conversations in Te Reo Māori* (Glenis)
- *Our Cultural Identity as New Zealanders* (Bryers)

### First Peoples Series

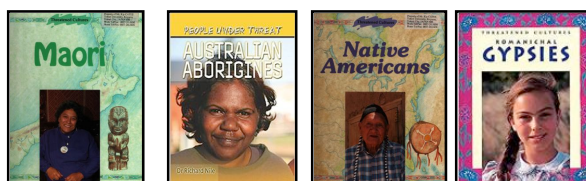
Lerner Publications (2002) (various prices)



- *The Ainu of Japan* (Barbara Poisson 2002)
- *The Maori of New Zealand* (S. Theunissen 2002)
- *Aboriginal Peoples of Australia* (Bartlett 2001)
- *The Inuit of Canada* (Danielle Corriveau 2002)
- *The Masai of Africa* (Lisa McQuail 2002)
- *The Aymara*    ▪ *The Bedouin*    ▪ *The Cree*
- *The Hmong*    ▪ *The Kurds*    ▪ *The Mohawks*
- *The Navajo*    ▪ *The Sami*    ▪ *The San*
- *The Yanomami*    ▪ *The Zulu*

### Threatened Cultures Series

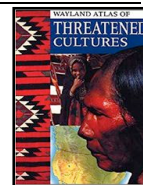
Wayland (1992/2000/2010) (various prices)



- *Australian Aborigines*    ▪ *The Maori*
- *Rainforest Amerindians*    ▪ *Native Americans*
- *The Bedouin*    ▪ *The Inuit*    ▪ *The Tibetans*
- *The Saami*    ▪ *The San*    ▪ *Kurds*    ▪ *Gypsies*

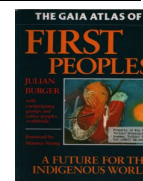
### Wayland Atlas of Threatened Cultures by Viebsky (1996) \$5

This visual atlas profiles the original peoples of the world's continents, their cultures and their ways of life.



### The Gaia Atlas of First Peoples by Julian Burger (1990) \$20

This classic (but dated) book gives a great intro to the world's indigenous peoples, their voices and their struggles



### Youtube Video Clips

- *Indigenous People Struggle for Survival*
- *How to Talk About Indigenous People*
- *National Indigenous People's Day 2018*
- Youtube Search: "indigenous people"





# COMING EVENTS CALENDAR

Aug. 6 / 9	Hiroshima Day / Nagasaki Day <sup>1</sup>	Sept. 11	Anniversary of 9-11 Attacks <sup>5</sup>
Aug. 9	Int'l Day of Indigenous Peoples <sup>2</sup>	Sept. 15	World Cleanup Day <sup>6</sup>
Aug. 15	Anniversary of the End of WWII <sup>3</sup>	Sept. 21	International Day of Peace <sup>7</sup>
Sept. 10	World Suicide Prevention Day <sup>4</sup>	Oct. 21 - 28	One World Week (OWW) <sup>8</sup>

1 Hiroshima / Nagasaki: <[www.hiroshima-remembered.com](http://www.hiroshima-remembered.com)> <[www.pcf.city.hiroshima.jp](http://www.pcf.city.hiroshima.jp)> <[wikipedia](http://wikipedia)>  
2 Indigenous: <[Wikipedia: Int'l Day of World's Indigenous Peoples](http://Wikipedia: Int'l Day of World's Indigenous Peoples)> <[www.un.org/en/events/indigenousday/](http://www.un.org/en/events/indigenousday/)>  
3 WW II: <[ww2history.com](http://ww2history.com)> <[www.scholastic.com](http://www.scholastic.com)> <[www.nationalww2museum.org](http://www.nationalww2museum.org)> <[Wikipedia](http://Wikipedia)>  
4 Suicide: <[www.afsp.org](http://www.afsp.org)> <<https://iasp.info/wspd2018/>> <[stampoutsuicide.co.uk](http://stampoutsuicide.co.uk)> <[www.save.org](http://www.save.org)>  
5 September 11<sup>th</sup>: <[www.911memorial.org](http://www.911memorial.org)> <"9/11 in the Classroom" [www.tolerance.org](http://www.tolerance.org)> <[tributewtc.org](http://tributewtc.org)>  
6 World Cleanup Day: <[www.letsdoitworld.org](http://www.letsdoitworld.org)> <[Wikipedia: en.wikipedia.org/wiki/World\\_Cleanup\\_Day](http://Wikipedia: en.wikipedia.org/wiki/World_Cleanup_Day)>  
7 International Day of Peace: <[www.peaceday.org](http://www.peaceday.org)> <[www.internationaldayofpeace.org](http://www.internationaldayofpeace.org)> <[wikipedia](http://wikipedia)>  
8 One World Week: <[www.oneworldweek.org](http://www.oneworldweek.org)> <[Wikipedia: One World Week \(development charity\)](http://Wikipedia: One World Week (development charity))>  
\* More dates: <[www.cute-calendar.com](http://www.cute-calendar.com)> <[www.earthcalendar.net/](http://www.earthcalendar.net/)> <[www.national-awareness-days.com](http://www.national-awareness-days.com)>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

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

**NEWSLETTER SUBSCRIPTIONS (JALT Members)** JALT members get 1 free *Special Interest Group* as part of their membership. Those who already have a free SIG but wish to add our "Global Issues" SIG can make their ¥1500 payment on-line via the JALT website or via a postal "furikae" form.

**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 your ¥2000 payment to: 山陰合同銀行 (湖山支店 108) 普通 銀行口座 3752673 San'in Godo Bank (*Koyama branch 108*) Regular Account # 3752673 "*GILE Newsletter*"
- Overseas subscribers should 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 April 2018)

- \* JAPAN SUBSCRIBERS: GILE SIG / JALT (170) GLOBAL ISSUES NETWORK (30) = 200
- \* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 50

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