Greetings for the New Year! This (much delayed!) fall 2016 issue of our GILE Newsletter features: (1) a description by Kendra Staley of how she and her EFL students in Colombia, South America use social media to combat prejudice and stereotypes, (2) a practical article by Mark Shrosbree explaining how Youtube videos can be used to help teachers bring global issues into the classroom and (3) a report by Kathryn Tanaka on a service learning project which engages Japanese university students in learning English translation skills in order to support a national hospital for Hansen’s Disease. Also included is an overview of last summer’s JACET 2016 national conference in Hokkaido, a report on the recent 15th Asian Youth Forum held in Taiwan, profiles of resource books on the topic of “service learning”, a list of upcoming events and anniversaries for the year 2017 plus a round-up of all the latest global education news and information.

♦ 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
* Conference Report: JACET 2016 (Japan Assoc. of College English Teachers)
* Event Report: The 15th Asian Youth Forum (AYF 15) in Taipei, Taiwan
* Transforming Stereotypes, Classism, Racism and Misogyny by Kendra Staley
* Global Issues Through Youtube Video Clips by Mark Shrosbree
* Otemae-Nagashima UNESCO Service Learning Project by Kathryn Tanaka
* Upcoming Events: Teachable Moments for the Year 2017
* Book Profiles: Resource books on the topic of Service Learning
* Language teaching textbooks on global education themes
* Global issue calendars and datebooks for the year 2017
ANNOUNCEMENTS

Peace as a Global Language (PGL 2017)
March 1 – 8, 2017 in East Africa (Rwanda)
< http://pgljapan.org/>
This spring’s 2017 Peace as a Global Language conference will be held from March 1 – 8 in Kigali, Rwanda with a stop in Nairobi, Kenya. For more information on the annual PGL peace education conference and PGL 2017 in Africa, contact Richard Miller <rmiller@mua.ac.ke>
• Proposal deadline: January 13, 2017

Pan-SIG 2017 Conference
May 19 – 21, 2017 Akita
< http://pansig.org>
Our Global Issues SIG will join with other JALT Special Interest Groups to host the Pan-SIG 2017 conference this spring. This will be held from May 19–21 at Akita International University. The theme of the conference is Expand Your Interests. The Call for Papers is on-line at the website above
• Proposal deadline: January 15, 2017

JALT 2017 National Conference
Nov. 17 – 20, 2017 in Tsukuba
< http://jalt.org/conference>
The 43rd annual international conference of the Japan Association for Language Teachers will be held from November 20 – 23 in Tsukuba (near Tokyo) on the theme Language Teaching in a Global Age: Shaping the Class- room, Shaping the World. Start now to prepare and submit a presentation proposal on a global theme!
• Proposal Deadline: Monday February 15, 2017

Global Education Events
• Global Citizenship High School Conference
March 14, 2017 Nazareth College (NY, US)
<www2.naz.edu/interfaith/programs/>
• Understanding Our Gun Culture
March 31 – April 1, 2017 Ashland Center for Non-Violence, Ohio State
<acn.nationbuilder.com/call_for_papers>
• World Forum: Violence & Peace Education
April 19 - 21, 2017 Madrid (Spain)
<onglobalization.com/2017-conference>
• 10th Annual Global Studies Conference
June 8 - 9, 2017 NUS (Singapore)
<onglobalization.com/2017-conference>
• Tourism, Ethics and Global Citizenship
July 3 - 6, 2017 Apeldoorn (Netherlands)
<http://www.saxion.nl/ctd>
• World Congress on Education: Global Issues
July 17 - 19, 2017 Dublin (Ireland)
<http://worldconedu.org/>
• International Institute for Peace Education
Aug. 27 – Sept. 2, 2017 Innsbruck (Austria)
<www.i-i-p-e.org/>
• Teaching for Sustainable Development
September 5 - 7, 2017 Oxford (England)
<www.ukfiet.org/conference/>
• World Environmental Education Congress
September 9 - 15, 2017 Vancouver (Canada)
<www.environmental-education.org/>
More global education events are listed at: www.peace-ed-campaign.org/newsletter/

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

GILE on Facebook
www.facebook.com/gilesig.org
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 2017

Here are the 2017 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!

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John Spiri, Jack Brajcich

WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

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

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

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

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

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

CLASS OR SCHOOL EVENTS
- Sponsor a Child Overseas
  http://plan-international.org  www.plan-japan.org
- Work to End World Hunger (click “take action”) http://actfast.oxfamamerica.org/
- Raise Funds to Help Eliminate Landmines
  www.icbl.org  www.jcbl-ngo.org
- Start a School Human Rights Club
  www.amnesty.ca/youth/get_involved/
Possible Impact of Trump Victory
A global survey of 40,000 students from 118 countries found that 60% said they wouldn’t study in the US if Donald Trump was elected president. The March 2016 survey, by FPP Edu Media, reported that 80% of students in Mexico said they would be less likely to attend US universities under a Trump presidency. Mexico sent 17,000 students to the US last year. Donald Trump’s call to ban Muslims from entering the US could also impact Saudi Arabia, which sends 61,000 students to the United States to study each year. The loss of students could potentially cost the United States an estimated $4.75 billion.

“Turned Off by Trump” EL Gazette #439 Aug 2016  <www.elgazette.com> & <hechingerreport.org>

Brexit May Lead to Loss of English Status
The English language could be at risk of losing its official status in the European Union as a result of this year’s Brexit vote. English is one of 24 official languages in the EU. With the UK’s exit, English would only be spoken in Ireland and Malta. Since Irish and Maltese are already EU languages, a fight against the English linguistic empire has begun. The French press is discussing the idea of getting rid of the language, with claims that English has “lost its legitimacy in Brussels.” In Italy, calls have been made to scrap English teaching programs, with some Italians joking that Latin should be brought back as the new lingua franca of Europe. The EU itself has reportedly rejected claims that English would be dropped as an official language.

“English at Risk of Losing Its Status” in EL Gazette #438  July 2016  <www.elgazette.com>

Syrian ESL Students Help Canadian Farms
More than 20 ESL students have been volunteering their agricultural skills while learning English in “outdoor classrooms” at the Common Roots Urban Farm in Halifax. These “new Canadians” – many of them young refugees who arrived from Syria last winter – come once a week to help. “It’s great because so many of them have a farming background,” the project coordinator told Global News. The produce grown by the students is donated to a local food bank or sold to buy teaching materials.

“Migrants Plug Farming Skills Gap” EL Gazette #438  July 2016  <www.elgazette.com>

Global Issues ESL Student Symposium
The Middlebury Institute of International Studies at Monterey held its 8th annual summer symposium on the topic “A Bird’s Eye View of Challenges Facing Humanity.” The event featured 19 Intensive English Program students who gave formal reports on their research into global issues. Topics included:

- piracy in the Chinese film industry
- the terrible legacy of bullfights in Spain
- police brutality in Brazil
- rising right-wing tendencies in Germany
- the aging population of Japan
- the Syrian refugee crisis

“Students learn by doing,” said Director Rogers Walker. “Students present on real world problems affecting their communities, and describe realistic, well-researched solutions. The audience makes this an authentic experience by bringing their genuine curiosity and by asking thoughtful questions.”

“Intensive English Student Symposium Offers Bird’s Eye View of Global Issues”
MIIS Aug. 6, 2016  USA  www.miis.edu/about/newsroom/stories/node/43844

New Trend: Refugees Teaching English
A new trend in Italy is foreign language classes taught by refugees. These are organized by local councils to facilitate understanding between refugees and local communities. Examples abound. Afghan refugees are teaching English in Montalto Uffugo. In Bergamo, refugees from Africa teach English and French. In Pelago, refugees and locals teach each other. In Padua, refugees hold English lessons in the local library. In Sicily, 64 police officers are currently undergoing English training from a refugee teacher. “They’re great students!” their teacher, Rahman, a Pakistani asylum-seeker, told the Italian press. The project was the mayor’s idea, as officers often deal with foreigners. “We live in a multicultural city, so we must be prepared.”

Global Issues 1-Day Event
June 18, 2017 Sapporo, Hokkaido
<www.jalthokkaido.net>
A 1-day Global Issues event will be held early this summer on June 18 (Sunday) in Sapporo, Hokkaido sponsored by JALT’s Hokkaido Chapter, JALT’s Critical Thinking SIG and our own Global Issues SIG. Please plan to come and join this 1-day event to learn more about global education and the teaching of global issues. More information to come soon in the next newsletter!

PAC Pan-Asian Conference
Oct. 21 – 22, 2017 Seoul, Korea
<https://koreatesol.org/ic2017>
This fall’s Pan Asian Conference (PAC) will be held on October 21–22, 2017 in the city of Seoul hosted by Korea’s national KOTESOL organization. The conference theme is Analogue Learning in a Digital Age. Take this chance to travel to Korea, meet and exchange information with English teachers from around the Asia-Pacific.
Proposal deadline: May 31, 2017

Int’l Association of Teachers of English as a Foreign Language
Darwin College, Univ. of Kent, UK
<www.iatefl.org> <generalenquiries@iatefl.org>
IATEFL 2017 CONFERENCE
IATEFL’s 51st annual international conference will be held next spring from April 4 – 7 in Glasgow, Scotland. See their website for further details.
IATEFL’s Global Issues SIG
IATEFL’s Global Issues GI-SIG runs a dynamic website featuring global education teaching ideas, resources and classroom activities.
Margit Szesztay <margit.szesztay@gmail.com>
GI-SIG Website: http://gisig.iatefl.org/

Language Education Events
- ELT Pathways to Professional Excellence
  January 20 – 21, 2017 (Bangkok, Thailand)
  Website: <www.thailandtesol.org>
- Building a Regional Community
  February 18–19, 2017 (Phnom Penh, Cambodia)
  Website: <www.camtesol.org>
More events at: <www.conferencealerts.com>

Key Websites on Global Issues and Language Teaching

JALT Global Issues SIG (Japan)
www.gilesig.org
IATEFL Global Issues SIG (UK)
http://gisig.iatefl.org/
TESOL Social Responsibility IS (USA)
www.tesol.org (search for “SR-IS”)
ESL Etc. (David Royal: Univ. of South Florida)
www.esletc.com

Teachers of English to Speakers of Other Languages
1925 Ballenger Ave, Suite 550, Alexandria, VA 22314-6820 USA
E-mail <info@tesol.org> Web: <www.tesol.org>

TESOL 2017 CONFERENCE
TESOL’s 51st annual international convention will be held from March 21–24 in Seattle, Washington on the them The World Comes Together.
Social Responsibility Interest Section (SR-IS)
TESOL’s Social Responsibility Interest Section (SR-IS) invites global teachers worldwide to join.
SR-IS Chair: Myles Hoenig (USA)
<privateemail30771@community.tesol.org>

JALT Environmental Committee
<brentoldchap@hotmail.com>
The Japan Association for Language Teaching has set up an Environmental Committee to lessen the carbon footprint of the organization, its chapters and SIGs, and its annual conference. To give suggestions, help out or learn about ways to involve your group, colleagues and students in sustainability, contact Brent Simmonds above.

Don’t forget to renew your Global Issues MEMBERSHIP / SUBSCRIPTION
JALT Members: ¥1,500 per year
Non-JALT Japan ¥2,000 / Overseas: US $15
The 55th international conference of JACET (the Japan Association of College English Teachers) took place from September 1 – 3, 2016 in the city of Sapporo on the northern island of Hokkaido. The conference theme this year was “Designing English Education in a Borderless Era.” Below is a small sample of conference sessions given on global themes.

**Global Issues Pre-Conference Event**

This convention highlights the potent roles and social mission of cross-cultural communicative competence and supportive English language education in the contemporary globalized world.

– Hajime Terauchi (President of JACET, 2016)

**Plenaries & Featured Sessions**

**The Tourism and Hospitality Industry in The Asia-Pacific: Current Issues & Trends**

This plenary outlined the major trends, issues and challenges of the current boom in Asian tourism with suggestions for language teachers in Japan.

*Kaye Chon* (Hong Kong Polytechnic University)

**Growing Trees of English in Hokkaido**

This keynote described the progress that has been made in promoting English and international understanding in Hokkaido in the past 25 years.

*Hisashi Urashima* (JOY English Academy)

**Cultivating Human Resources with a Global Perspective**

This symposium discussed the growth in international tourism in Hokkaido and the need for internationally-minded Japanese with high-level English skills who can function effectively in the fields of global business and tourism.

*Kayoko Yoshida* (MC Hokusei Gakuen Univ.)

**Conference Presentations**

**Teaching Tourism and Hospitality in English**

This talk stressed the importance of English-medium courses for tourism colleges and reported on a survey of Japanese student attitudes to study in English. *Bui Thanh Huong* (Ritsumeikan Univ.)

**Transcending Subjects: Innovative Pedagogy**

This talk urged EFL teachers to keep pace with their “digital native” students and adopt new ideas such as Singapore’s “Teach Less, Learn More” approach. *Marie Yeo* (SEAMEO, Singapore)

**Teacher Motivation & Demotivation in Korea**

This reported on a 2015 survey of Korean EFL teachers whose initial career motives included job security, global orientation, altruism and ought-to-self. *Tae-Young Kim* (Chung-Ang U. / ALAK)

**ELF (English as a Lingua Franca) as a Catalyst**

This panel looked at the role of English as a Lingua Franca, the restricted relevance of native-speaker English in the world and the need for new teaching approaches. *Kumiko Murata* (Waseda University)

**Leveraging Global Perspectives for EMI**

This talk reported the results of research in Europe and Asia on the use in schools of English Medium Instruction (EMI) and related approaches (CLIL, CBLT, ESP). *Hisayo Kikuchi* (Aoyama Gakuin)

**Developing Intercultural Citizenship**

This talk described a “Language and Intercultural Communication” course that featured lectures, readings, videos, discussions, cultural exchanges as well as on-campus tasks. *Hongtao Jing* (Waseda U.)

**Drama in Education: Panacea for Social Skills?**

This discussed how a 2-day summer Drama In Education (DIE) workshop led by a British actor promoted social, communication and leadership skills. *Yasuko Shiozawa* (Bunkyo University)

**World Englishes in the University Classroom**

This talk described the design, teaching and assessment of a 1-semester college course on World Englishes. *Iain Lambert* (Kyorin University)
Don’t Smack in the Face! Academic Debate
This described how ICU’s popular new Academic Debate course promotes students’ critical thinking, discussion skills and understanding of social issues. Yuko Horiguchi (International Christian University)

Video Exchange between Japan and the U.S.
This talk described a language exchange project between Japanese and American college students that featured making, viewing and commenting on on-line videos. Nao Nakano (Nagoya Gakuin U.)

Fostering Interpersonal Communication Skills
This talk explained how training Japanese students in Western cultural norms and discourse styles improved their communication with foreign interlocutors. Hiroaki Ohashi (Yokohama City U.)

EFL and Entrance Exams in Japan and Taiwan
This talk (in Japanese) contrasted the aims of EFL in Japan (practical skills for trade, tourism, Tokyo Olympics) and Taiwan (asserting its status on the global stage). T. Kashiwagi (Kitakyushu City Univ)

English and Critical Literacy via Story Telling
This talk described a project-based English storytelling course featuring in-class reading, research and practice plus out-of-class journals plus story telling at local schools. Kelly King (U. of Fukui)

ELF Interactions: International Legacies
This session described the state of English, its users and uses in this age of globalization and the pedagogical implications of treating English as a Lingua Franca. Leah Gilner (Bunkyo Gakuin U.)

Student Perceptions of Natives & Non-Natives
This presentation reported on the results of a survey that analyzed Japanese college student attitudes towards native and non-native English speaker teachers. Takaharu Saito (Ryutsu Keizai University)

Student Attitudes to EMI and ELF
This talk explored student attitudes to English Medium Instruction as used in global university programs to attract foreign students and promote global citizens. Mayu Konakahara (Kanda KUIS)

English Conferencing Skills for Asians
This session outlined the kinds of effective presentation skills required by Asian academics and professionals in international conferences and symposia. Michael Guest (University of Miyazaki)

Designing Japan-Specific Teaching Materials
This talk argued that global citizens should be able to explain their own culture to others and introduced the text “Surprising Japan” to help Japanese students do this. John Rucynski (Okayama Univ.)

Two Lessons for Exploring Identity
This introduced 2 content-based lessons designed to promote critical thinking: one about international marriage in Japan, the other on what it means to be “Japanese”. Mark Rebuck (Meijo University)

General English Classes in the Global Era
This talk described a survey of 1,400 Japanese university students that found differing expectations of general English courses depending on students’ faculties. Mika Shimura (Gakushuin Univ)

English Lessons for Enhancing Omotenashi
This talk introduced innovative EFL activities that provide Japanese students with the language skills, cultural awareness and confidence to interact with foreign tourists. Reiko Fujita (Tokai University)

EFL and Swimming: Water Rescue Workshop
This talk (in Japanese) explained how having high school students take part in an international water rescue workshop promoted their English and leadership skills. Y. Ominato (Nagaoka Kogyo HS)

Using Moodle: Pragmatics & World Englishes
This talk described 3 Moodle courses on the topic of Sociolinguistics that were designed to raise awareness of language, cross-cultural pragmatics and World Englishes. Jack Barrow (Osaka Int’l University)

Teaching Academic Subjects in English
This described issues in teaching academic subjects in English at Japanese universities with reference to the 50 nations where English is used as a medium of instruction. S. Sugimoto (Juntendo Univ)

Using TED Talks: EFL in a Borderless Era
This presentation (in Japanese) discussed the benefits for college English teachers in Japan of using the 2,000+ on-line TED Talks in their EFL classes. Kayoko Shiomi (Ritsumeikan University)

Drama in EFL: Communication & Leadership
This talk described how the Drama in Education (DIE) approach can improve students’ English as well as promoting expression skills, creativity and collaboration. Aiko Saito (Setsunan University)

Critical Analysis: Sapporo Translator Guides
This session discussed the results of a research study that critiqued the Sapporo Translator Tour Guide curriculum in terms of the distinguished UK Blue Badge. Jon Thomas (Hokkai Gakuen University)

English Education through Video Conferencing
This session described a project-based college English course that used video conferencing to promote global awareness and cultural understanding. Minako Yogi (Univ. of the Ryukyus)
A Cross-Cultural Communication Text
This described how textbook writers in Fukuoka (Japan) and Toronto (Canada) cooperated to create a cross-cultural textbook for Japanese students. Yoshiyuki Okaura (Fukuoka Inst. of Technology)

Linguistic Needs at an International Trade Fair
This talk described how Japanese EFL students were sent abroad to work as interpreters at international trade shows in Singapore and San Francisco. Hiroko Miura (Hokkaido University of Science)

Changes in Cultural Attitudes: Overseas Study
This report described a research project that investigated changes in cultural awareness, intercultural competence and attitudes to other cultures of Japanese students in the UK. Misa Fujio (Toyo Univ)

One-to-One On-line English Tutorials
This talk discussed how daily Skype tutorials with on-line partners in the Philippines improved the English skills and global awareness of Japanese college students. Minako Yogi (Nagasaki Junshin)

ESL Methods for Intercultural Communication
This session described how intensive pair-work practice using skits and non-verbal communication improved both students’ English abilities and cross-cultural skills. Jun Omi (Shobi Gakuen U.)

Culture Awareness & Writing: Linguaculture
This talked described action research in an academic writing class on controversial issues and intercultural communication. Junko Imai (Juntendo Univ.)

Group Singalong Activity Using Lyric Cards
This presentation described how a weekly college English course was enriched by starting each class with an English song, studying its lyrics and doing a class sing-along. Naomi Suzaki (Hokkaido U.)

Developing a Reading Text on Film & Society
This talk discussed the development of a college EFL text which introduced popular movies, then had students analyze reasons why these became international hits. Koji Morinaga (Doshisha University)

Global Greenglish Project
This talked described an EFL video exchange project between children in Fukushima and Turkey that was designed around the topic of environmental issues. Hitomi Sakamoto (Toyo Gakuen University)

Making Short-Term Study Abroad Successful
This talk outlined factors that fostered success in an ESL study abroad program in British Columbia where Japanese students studied about Canadian heritage and culture. Jujiko Sano (Tokoha University)

Bringing Up Successful People in Global Society
This poster described overseas project work done by high school students in Canada and Taiwan. Naoko Ishikawa (Hokkaido Gakusen Sapporo HS)

AKB Future Project: Create the World of Tomorrow
This described a high school EFL program focused on diversity, critical thinking and communication. Hiroshi Yamada (Hokkaido Noboribetsu HS)

Global Citizen Fostering Project
This described a high school EFL program designed to foster the knowledge and skills of global citizens. Koki Sasaki (Hokkaido Sapporo Inter-Tech HS)

Educating Students to be Global Citizens
This described a high school Global Course of active learning, guest speakers and volunteering. Akira Mikami (Hokkaido Sapporo Kiyota HS)

**Shin-Eiken Association**

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

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

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

**Issue # 563 (July 2016)**  Theme: Autonomy and Critical Thinking
- Reading Textbooks with a Critical Eye: Nuclear Arms (Aya Arai)
- Thinking about Life through Peace Education (Y. Takayanagi)
- An English Lesson on Fair Trade and Child Labor (Koari Fukuta)
- Let’s Interview Foreign Tourists Visiting Japan! (Suguru Ohno)

**Issue # 564 (August 2016)**  Theme: English Sentence Structure
- Voting Rights: Do 18-Year-Olds Have Free Speech? (Hashizume)
- What We Can Do to Protect the Environment (Yukiko Tahakashi)
- Reading Passage: “Don’t Sacrifice Young People for War Again”

**Issue # 564 (September 2016)**  Theme: Promoting Curiosity
- Designing EFL Lessons That Promote Curiosity (T. Takiguchi)
- Quotes from Muhammad Ali about Racism and Life (O.H.)
- An Anti-Bullying Poem: “Don’t Laugh At Me” (Kazuya Asakawa)
The 15th Asian Youth Forum (AYF 15) was held from November 8 – 15 at Chientan Youth Center in Taipei, Taiwan as part of this fall’s 2016 Pan-Asian Conference on Language Teaching (PAC). This international youth event, hosted by the national English teaching association of Taiwan (ETA-ROC) brought together 52 college students from 10 Asian countries for a week of academic and social events aimed at promoting Asian awareness, leadership skills and international understanding, all through the medium of English-as-a-global-language. Previous AYF events include:

- AYF 1 (Seoul 1999)
- AYF 2 (Kokura 2001)
- AYF 3 (Taipei 2002)
- AYF 4 (Russia 2004)
- AYF 5 (Bangkok 2007)
- AYF 6 (Tokyo 2008)
- AYF 7 (Manila 2009)
- AYF 8 (Seoul 2010)
- AYF 9 (Taipei 2011)
- AYF 10 (Russia 2012)
- AYF 11 (Manila 2013)
- AYF 12 (Cebu 2013)
- AYF 13 (Bangkok 2015)
- AYF 14 (Vietnam 2016)

AYF SESSIONS AT PAC

AYF students made the following presentations to Asian EFL teachers at the 2016 PAC conference:

1. Language Learning: The Students’ View
2. Countries, Cultures & Inter-Asian Understanding

ACADEMIC SESSIONS

Country Presentations

Formal country presentations were given by each national delegation. These reports featured Powerpoint, film and music that introduced the unique culture of each Asian country represented.

Cultural Performances

Delegates prepared a colorful evening of Asian song, dance and music, featuring traditional dances from Thailand, Philippines, Myanmar and Indonesia, a martial arts demonstration from Cambodia as well as a dynamic Soran Bushi performance from Japan.

City Tour with Taiwan Guides

AYF delegates did a 1-day city tour (in English) guided by Taiwan students that included:
- Longshan Temple and the National Museum
- Taipei 101 and the Chiang Kai Shek Memorial

Post-AYF Commitments

A final session gave AYF students time to brainstorm future actions that they committed to take in their home countries to promote AYF ideals.

AYF Slideshows

For on-line videos of previous events, go to:
- youtube.com/watch?v=vnDACVYcRp4&time=11s
- youtube.com/watch?v=KUh5oRQLanM&time=51s

Plans are now being made for this fall’s 16th Asian Youth Forum (AYF 16) in Seoul, Korea. Details to be made public in spring 2017.

THANK YOU !!

Special thanks to the following people for all their help in making AYF 15 such a success!

- The Pan - Asian Consortium (PAC)
- Taiwan ETA-ROC English Teaching Association
- Andy Leung, Michelle Guo, AYF Taiwan team
- Chientan Overseas Youth Center (Taipei)
- Ericka Lucas, Da Tuyen and Chris Capablanca
- JALT’S GILE SIG for its consistent support
Introduction

Teaching about global issues is rewarding, albeit challenging, when working with English Language Learners (ELLs). Social media can be beneficial in transforming misogyny, racism, classism, and stereotypes. This article outlines how Colombian students used social media to analyze stereotypes in Korea, classism in Kenya, racism in Latin America, and misogyny in Somalia.

Course Outline

The activities in this article were created for an Intercultural Communication (IC) course taught at the Universidad del Norte in Barranquilla, Colombia. This undergraduate English course aims to have students obtain B2 proficiency on the Common European Framework of Reference. The course combines language teaching, including all four skills, grammar, and vocabulary, with content-based material. Students are 16-20 years of age, with many coming from wealthy families.

The use of social media is interwoven throughout the course in order to foster critical thinking, challenge perceptions, and engage student interest. Activities are carefully scaffolded to ensure comprehension and active participation.

1. First, to start each unit, learners read excerpts of authentic material as homework.
2. Second, they watch related videos. For both tasks, they complete comprehension questions and participate in small group discussions.
3. Third, additional homework is assigned with input synthesized from responses posted on class blogs related to the topics. Students are then required to comment on each other’s blog posts to encourage online discussion. The class blogs promote learner autonomy and enable students to enhance course work with social media. (Refer to the sample class blog on page 11 for further information).
4. Fourth, students create videos about aspects of Colombian culture that they are most proud of. This results in them actively claiming the English language as their own.

Social Media and Language Ownership

The use of social media within content EFL courses gives students the means to deconstruct socially-created categories within their own communities as well as globally. They benefit first of all by gaining a solid knowledge of different world cultures. They also develop the ability to compare their native culture to other cultures, to critically evaluate and interpret these comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication. Intensive intercultural education seems to be a good way to teach students what tolerance, acceptance, understanding, and respect really mean (Irimia, 2012).

Clearly, as educators, we want our students to have these higher order thinking skills along with compassion and empathy. Social media offers a platform for students first to learn about other cultures and then, to educate others about themselves. Essentially, the use of social media encourages mutual understanding and respect across physical and virtual borders (Jia, 2015).

An important aspect of IC courses is questioning power-dynamics and privilege (Abu, 2011). If learners come from a country with a history of colonization and/or imperialism, there can be resistance to learning specific foreign languages. While most of my students consider English useful as a global language, there is criticism of the USA’s economic and political influence throughout the Americas.

A way to respond to this is to transform English language learning from an imperialistic force into a tool for ELLs to teach others about their own cultures and to learn about others – not just dominant countries (Cates, 2016). In this course, students begin by analyzing misogyny in Somalia, racism in Latin America, classism in Kenya and stereotypes in Korea. They then compare these issues to their own cultural context: the Caribbean coast of Colombia.

Misogyny in Somalia

In class, learners analyze stereotypes as well as socially constructed categories like gender, race and class. To reflect on misogyny, for homework, on the class blog, students watch a Ted Talk “Mother and daughter doctor-heroes” detailing the lives of three Somali doctors (a mother and her two daughters) in a refugee camp. Aside from describing the logistics of running the camp, school, and clinic, these women address domestic violence, such as forbidding men to beat their wives, and talk about the strong role of women within the camp and society. Students respond to the video and comment on classmates’ posts.
Racism in Latin America

Denial of racism towards Afro-Latinos is common. With this in mind, I found 3 Al Jazeera videos about racism in Latin America: “Skin Color in the Dominican Republic”, “Racism in Brazil: Diverse Society Struggles for Harmony,” and “Racism in Ecuador: Minority Community Feels Marginalized.” After viewing these, about half the students admitted there is racism against Afro-Latinos, but claimed that it’s not as bad in Colombia. This reaction is natural as we all want to ‘protect’ our self-images by pointing out the faults of others.

For homework on our class blog, students watched “DiscriminACTION en Colombia,” about racism in Colombia. They then commented on this in their blogs, where literally all students openly discussed racism in Colombia. This clearly shows the power of social media to broaden students’ views of their country while allowing them to express their opinions. The point of encouraging learners to identify racism in their environment is to help them consider ways to rectify the problem. If people refuse to admit to the existence of discrimination, it will never be eliminated.

Classism in Kenya

Because of the nature of privilege where, if you have it, you’re unaware of its far-reaching benefits, our students’ high socio-economic status frequently goes unnoticed. To address this overlooked privilege, students watch an Al Jazeera video “The Reluctant Outlaw”. This describes the life of James Kariuki, a matatu taxi driver in Nairobi. (See Kariuki’s blog about the lives of matatu drivers.) After answering questions on this, students then compare negative stereotypes of local mototaxistas (motorcycle taxi drivers) to Kenyan matatu drivers. One of the students, Loraine Orozco (2013) posted:

I think that they are discriminated in very similar ways...The cops accuse them of breaking the law because they are Matatu drivers or moto-taxistases. Most people think they’re thieves and disrespectful persons. I used to think that due to the fact that in the south of the city you can see a lot of motorcycles violating traffic laws or with a lot of people on board...I think a similar situation happens in Kenya. But that’s not okay! We need to stop those stereotypes and start giving people opportunities to succeed.

Barranquilla is a stratified city with wealthier classes in the north and others in the south. In fact, Colombia has 6 official strata based on where people live. A person’s strata affects every part of their life, from how much they pay for utilities to university fees. Class is a defining factor in Colombia, like race in the USA. Analyzing class and stereotypes in another cultural context helps students to discuss classism in their own society.

Stereotypes in Korea

To start this unit, learners watch two videos: “Korean Stereotypes” about common stereotypes that foreigners have of Koreans and “Stereotypes about Foreigners in Korea” about images that Koreans have of foreigners. The people in the videos hold up signs that describe untrue stereotypes. In groups, my students make their own signs about stereotypes of Colombians that they disagree with. In groups of 3, they create 6-8 minute videos on Colombian topics such as street vendors, music, public transportation, and graffiti. The medium of student-generated videos in English enables them to refute common stereotypes of Colombia while connecting with the international community.

Conclusion

Integrating social media has been invaluable in challenging students’ assumptions of others as well as educating the world about them. Hopefully, this approach will be useful to educators when broaching challenging themes in their classes.

References


Sample Class Blog (2014) http://uninorteinterculturalcommunications.blogspot.jp

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Introduction

With the introduction of online video sharing services, such as YouTube in 2005, a wealth of study resources has become available for language teachers and students. With “globalization” currently a buzzword in Japanese further education (Kubota, 2015), there are more and more opportunities for teachers to introduce global issues-related content to their language classes. The short video clips hosted by YouTube can form an invaluable resource for teachers who wish to design their own global issues courses, or for those looking to supplement individual lessons.

When combined with appropriate communicative activities, these short videos can be a very effective language learning tool (for example activities, see Mayora, 2009, Watkins & Wilkins, 2011, and Rebuck, 2012). YouTube videos also offer advantages over and above the kinds of videos which supplement some published textbooks. For teachers, there is the advantage of choice: a huge number of videos is available across a wide range of global issues topics. For students, the authenticity of YouTube videos can be very motivating (Brook, 2011).

There are also particular advantages with having videos easily accessible online. Students can review videos on their own devices, view subtitles in a range of languages, and slow the playback speed. This article will suggest ways to maximise the potential of this video resource, including how to choose videos and incorporate them into the syllabus, prepare videos for classroom use, and design communicative activities, as well as offering some practical tips for using this technology.

Choosing Videos

Many established media outlets, such as the BBC and CNN, have their own YouTube channels (URLs are given at the end of this article). These can be a good source of video materials as the production quality is high, the content reliable, and the video clips usually of short length. There are also channels designed specifically for language learners from reliable sources, such as Voice of America and BBC Learning English. Clearly, it is important to choose videos with trustworthy content. Moreover, by going directly to the official channels of these media sources, teachers can avoid the common problem of videos being removed from YouTube.

Deciding a Focus

For teachers wishing to design a course on global issues themes, or even just a single lesson, it can be very hard to know where to begin. If we take the example of a unit on the broad theme of “Water”, where does the teacher start? Choosing a particular focus is a useful starting point, as it can help the teacher decide the language areas to teach, especially the vocabulary, and prepare communicative activities which address the theme. YouTube video can help with choosing this focus.

A search of YouTube for “water issues” will produce a list of videos, many of which give an overview of water problems. Narrowing the search, for example to “water issues pollution”, will help the teacher to choose a manageable focus. Another way to do this is to type the phrase “water issues” into the Google Images search engine. This will produce a grid of small images that can help the teacher choose a focus. This led in one class to the theme of “plastic pollution” in our oceans, and a BBC news item on microscopic plastic fragments found on the world’s beaches. Such a focus on a tangible, manageable topic can help students to better understand the issue.

Preparing Videos

There are several points to consider when preparing Youtube videos for the classroom. The first consideration is copyright. Fair use allows YouTube videos to be streamed for their original purpose, which normally includes education. For more information on this, see “What Is Fair Use?” (2016).

The next thing to consider is how to efficiently show a particular video clip in class. To avoid using class time to search through YouTube videos, it’s possible to embed the video you wish to use, pre-set at the precise starting time, in a PowerPoint slide. Here are the required steps:

1. Beneath the video, click on “Share”.
2. Check “Start at”, input the start time of the video, and copy the URL given.
3. Use the “insert hyperlink” function in PowerPoint to link to the YouTube video. The hyperlink can be added to an appropriate image, so that when you click on this image, the YouTube video automatically starts to play at the point chosen.
**Pre-Teaching**

Using PowerPoint to link to video clips also helps the teacher to prepare pre-listening activities. Slides containing photographs, vocabulary, data, and graphs related to the video content can be shown prior to watching the video. Vocabulary is of particular concern, especially in videos not created specifically for an ESL audience. The first step for the teacher is to preview the video and choose some key vocabulary. The subtitles function of YouTube can help with this. The following activities have all been successful:

- **Bilingual vocabulary lists.** Students simply translate the key words into their L1 and write an example sentence. A variation is for students to match the word with its definition, before making their vocabulary list (see “Handout” link below).

- **Conversations using vocabulary.** The teacher chooses some of the key words, then prepares questions which use these words. Students ask the questions to each other in pairs. A variation is to have different questions for A and B students.

- **Pairwork quizzes.** The teacher prepares quiz questions related to the themes in the video. There are two sets of questions, one set for the A-student and one set for the B-student. Each question has three choices. Students quiz each other, offer the three choices, and then give the correct answer. This popular activity can help students learn about complex issues (see “Handout” link below).

- **Pair reading activities.** There are many types of pair reading activity. One of the easiest to prepare, but also the most interactive, is where students have to find mistakes in a passage. The teacher prepares a short passage introducing the themes in the video. Two versions are made, A and B, with only slight differences in the two. In the A-version, the teacher changes 5 facts to make them false. The same is done for 5 different facts in the B-version. Working in pairs, students take turns to read their different versions to each other, listen for mistakes, and then decide together which of the facts are true and which are false.

**While Watching**

It’s important for students to watch the videos actively and to think about the content presented. Here is a selection of activities suitable for students to do while viewing YouTube videos.

- **Watch & Answer Questions.** This activity requires careful thought by the teacher. It’s counter-productive if students can’t answer any of the questions. It’s always helpful to start with easy questions that students should already know the answer to (eg, those answered in the pre-teaching activities). There can also be purely visual questions to help students with lower listening proficiency. One or two challenging questions can be added for more proficient listeners.

- **Watch & Listen Slowly.** One of the “Settings” options (⋆) in YouTube is to play the video slowly. If students can’t understand the video well in the first viewing, the second viewing can be at a slower speed. Another option is to play the YouTube video through third-party software such as VLC Media Player. This player has an excellent slow playback function which does not distort the sound. The YouTube URL can be pasted directly into a dialogue box (Media>Open Network Stream) and the video can be played at two different slower speeds (Playback>Speed>Slower)

- **Watch & Take Notes.** This can be a stand-alone activity, or it can be used as the first listening activity before going on to more detailed comprehension activities. For this, students use notepaper, or space on a worksheet, to take notes as they watch the video. A useful preparatory activity is to teach students useful abbreviations for note-taking. Portsmouth University in the UK has an excellent worksheet for this (URL below). This can provide the source material for two activities. First, students receive the abbreviations, then work in small groups to guess the meaning of each abbreviation. Second, they are given sentences written with abbreviated notes. In groups, they then try to decipher these.

- **Watch & Gapfill.** The teacher prepares a series of sentences with key information from the video. The sentences are numbered, 1, 2, 3, and so on. Two versions are made, one set for A-students and a different set for B-students. Key information in the even-numbered sentences is blanked out in the A-version, while other information in the odd-numbered sentences is blanked out in the B-version. Students watch the video, then try to fill in the missing information on their worksheet. A-students can work together in groups, as can B-students. Next, A-students and B-students get together and work in pairs to check their information and share the correct answers for the blanks they could not fill (example handout available).
• Watch & Make a Quiz. After watching, students work in groups to make a quiz about the video. They then ask the quiz questions to another group of students. This activity has the advantage that the questions are tailored to the level of the students. There is also little preparation time for the teacher.

• Watch & Compare. With the abundance of videos available on YouTube, it’s possible to find two videos on a similar theme and then have students compare them. One option is to compare how two different news channels address the same issue. Another option is to evaluate the persuasiveness of two different videos. Public Service Announcements in particular lend themselves to this activity. For example, the following two PSAs were used for a unit on “Global Warming”:
  - “UAE Ecological Footprint Animation”
  - “UK Carbon Footprint Advert”

Students chose their favourite and wrote three reasons for their choice.

• Watch & Discuss. For more advanced classes, it’s possible to show videos which present controversial themes. Students watch the videos, and then discuss the themes. An example is the issue of battery versus free-range chicken farming (see the YouTube videos, “Food Inc. Chicken Farm” and “How Riverford’s organic chickens are reared”).

Other Uses for Youtube Videos

Apart from the teaching of content, YouTube videos have enormous potential for language learning. One particularly valuable use is to provide language or skills models for students. In global issues classes, teachers will often want students to discuss the issues taught. One way to help students understand how to conduct a discussion is to watch videos of other language learners holding discussions. A useful model is provided by the video entitled, “Group Discussion Good Example ProApplicant”. The video can be shown in class, and students can analyse the strengths and weakness of the participants, as well as answering comprehension questions (handout available).

Videos can also be used for study interludes. Learning about global issues in a second language is mentally demanding. Teachers can show short video clips as a break from study. Any video of interest to students can be shown, such as videos about the achievements of their fellow students (e.g. Tokai University students compete in the World Solar Challenge each year) or videos showing dramatic natural events (e.g. the flight of starlings on Otmoor, UK).

Practicalities

In order to show YouTube videos, the classroom must be equipped with a digital projector and screen or large monitor. There must also be reliable internet access. Where internet is not available, the teacher can use a portable WiFi device (モバイルWi-Fiルーター) or tether to a smartphone.

It is also useful to be able to connect a tablet or smartphone to a projector. Adapters for connecting both Apple (Lightning to VGA or Lightning to HDMI), and Android (micro USB to VGA / HDMI) devices are available. While most projectors have some audio capability, it is usually better to bring in a high quality portable speaker which will produce a louder, clearer sound for more effective classroom use.

Conclusion

This short article has suggested a number of ways that YouTube videos can be incorporated into language classes on global issues themes. Reputable media sources, such as the BBC, offer numerous short video clips suitable for language classes. By blending video content with interactive methodologies, teachers can create motivating, communicative language learning activities.

Videos can also help the teacher with syllabus design, as they can provide a clear focus for a study unit. YouTube is also very easy for students to access on their own devices which facilitates review and self-study. The main drawback is that authentic materials can be rather challenging for students to understand. It is hoped that more high quality, simplified video materials will become available in future for the majority of English users around the world who are not native speakers.

References


Mark Shrosbree
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YouTube Channels
BBC News <www.youtube.com/user/bbcnews>
BBC World Service <www.youtube.com/user/bbcworldservice>
BBC Learning English <www.youtube.com/user/bbclearningenglish>
VOA <www.youtube.com/user/VOALearningEnglish>

YouTube Videos
“Food Inc. Chicken Farm” <https://youtu.be/VRDWabqAXvU>
“Starlings on Otmoor” <https://youtu.be/XH-groCeKbE>
“UAE Ecological Footprint Animation” <https://youtu.be/nP1nzCqoT9g>
“UK Carbon Footprint Advert” <https://youtu.be/m7JIAHezNp0>

Other Internet Links
“Helpful Abbreviations for Speedy Note-taking” <http://www.lsbm.ac.uk/assets/pdf/Helpful-abbreviations-for-speedy-note-taking.pdf>
VLC Media Player <www.videolan.org>

Sample Youtube Video Clips <www.youtube.com>
Youtube provides a vast treasure trove of teachable video clips on a wide variety of global themes. Check out some of the topics and titles shown here, then go off and do your own Youtube search.

Global Issues
- What are the World’s Biggest Problems?
- These are the local and global issues that young people see...
- If I Could Change the World...
- Dear Future Generations: Sorry
- Global Issues and Threats

Global Citizenship
- What is Global Citizenship?
- What does it mean to be a citizen of the world?
- Global Citizen
- Global Citizenship is...
- Citizens of the World (Bassam)
- We are all connected!

Global Education
- What is Global Education?
- What is a Global Educator?
- Why Global Education?
- Global Education and Global Citizenship (Studio 12TV)

Global Awareness
- If Countries were People
- 25 Maps That Will Change the Way You See the World
- Scenes from schools around the world

Stereotypes
- Which stereotypes are true?
- 10 National Stereotypes that are Simply Not True
- People React to Their Own National Stereotypes

Social Justice in English Language Teaching
Edited by Christopher Hastings and Laura Jacob (2016)
Order from <http://bookstore.tesol.org> or <www.amazon.com>

New Book
Now on sale !!

- A Short Introduction - Social Justice & ELT
- The First Step: Teacher Reflection
- Critical Pedagogy in ELT
- Bringing Peacebuilding into the Classroom
- Language Teaching as Peacebuilding
- English as a Bridge between Korea and Japan
- Equality and Professionalism in ELT
- Ideological English: College Composition
- English, Race, Empire and Social Justice
- Indigenous Education in Australia
- Linguistic and Cultural Discrimination
- Understanding Privilege/Teacher Training
- Racializing Justice in TESOL
- Gender Sensitization Learning Outcomes
- Perceptions of Gender Roles in ELT
- Ethnodramatic Readers Theatre
- When Nobody Seems to Care
- Language Pedagogies for Justice
- Teaching Undocumented Immigrants
- Using Drama to Combat Prejudice
- We Are All Environmental Educators
- Adult Literacy for Migrants in Qatar

Global Issues in Language Education 15 Newsletter Issue #101 December 2016
The Otemae-Nagashima UNESCO World Heritage Service Learning Project
by Kathryn Tanaka, Tomohisa Tamura, John Jackson and Koji Ozaki (Otemae University)

Introduction
This short article introduces an EFL service-learning project partnership between Otemae University in Hyogo and Nagashima Aisei-en hospital in Okayama. The project is designed and administered by Otemae faculty member Kathryn Tanaka and Nagashima Aisei-en curator Tomohisa Tamura. Otemae University is a small, private university located in Western Japan with a student body of around 2,500 students. The students who participated in the project ranged from 1st year students to graduate students. The first year we had 9 participants, and the second year we had 22.

Nagashima Aisei-en is Japan’s first national hospital for the treatment of Hansen’s Disease (leprosy). It was established in the year 1930 as a quarantine hospital for the treatment of people diagnosed with the disease. The institution has a long and important position within the history of Hansen’s Disease and human rights, not only in Japan but globally as well. The history of the institution has been well documented in Japanese, but little is available about Nagashima in English.

Nagashima Aisei-en and Its Mission
In Japan, there is a sense that the problems of Hansen’s Disease were resolved after a group of survivors sued the government for violating their human rights and won in 2001. In reality, the reconciliation process is ongoing. Former quarantine facilities remain home to survivors of the illness.

Today, Nagashima Aisei-en is home to 197 survivors. Their average age is 84. As survivors age, some residents have begun movements to articulate and ensure the legacy of their stories of struggle with illness and discrimination. Many see this as a mission of global importance. With the question of legacy a driving force, residents of Aisei-en launched a movement to earn the island UNESCO World Heritage Site recognition.

UNESCO World Heritage Status
The movement for the institution’s remaining buildings and the sites themselves to be registered as a UNESCO World Heritage Site began in 2013 with Nagashima Aisei-en, Ooku Komyô-en, and Oshima Seishô-en, all Hansen’s Disease sanatoria in the Inland Sea of Japan. The recognition, if achieved, would be an important step in the realization of a society where human rights are respected. It would also serve to display the strength of the residents, appeal to society, preserve the landscape of the institution, and demonstrate the nation’s position on human rights.

Thus, Nagashima’s goal is to achieve UNESCO World Heritage Site status and articulate the place of Japan in the global history of Hansen’s disease. More fundamentally, however, our goal with our partnership is to raise awareness of the disease and end discrimination.

Otemae Service Learning Project
Otemae launched this project with specific goals for our students. First, we wanted students to support Nagashima and help it achieve its goals. In doing so, we also wanted to demonstrate how the history and language that students learned in the classroom was immediately applicable and important in their daily lives in Japan. Together, we wanted a project that made students realize the impact of what they learned in the classroom could have. We wanted to raise students’ awareness as part of the larger project. Our ultimate goal, therefore, was to take what we learned in the classroom and make a difference in society with it.

We set up the project to last one week. The first day was a day of intensive study in the university classroom. Students arrived at 9 AM and we went straight through to 6 PM. Students learned the history of Hansen’s disease in Japan from Otemae history professor Kôji Özaki. They learned the local history of Nagashima from Hiroyuki Matsuoka. They learned about the history of volunteerism and activism from Otemae tourism professor Yoshiaki Shikata. Kathryn Tanaka taught them some fundamental translation skills and highlighted the importance of language sensitivity in our work. This day was bilingual, with courses taught in both English and Japanese.

The next day, Kathryn accompanied the students to Nagashima where we stayed for four days and three nights. We started our work with a tour of the facility with Tamura-san. We also were able to arrange a lecture given by a person affected by Hansen’s disease about their life experiences. Like other hospitals in Japan, Nagashima Aisei-en has a Residents’ Association whose members do community education as part of their activism. We have been very lucky to have them support our project and speak with our students.
After the tour and the lecture, students began the translation work they were assigned. We gave them a packet of materials that needed translation, and students decided amongst themselves the best way to divide the work. Students with weaker English would often pair with stronger students. Even students with a low level of English were able to contribute meaningfully to this project and experience great personal growth because of it.

Because they were seeing the history with their own eyes, and hearing the stories of people who had experienced Japan’s quarantine policies, students became very passionate about their work and about doing a sensitive, thorough translation. They visited archives, talked to Tamura-san and spoke to the survivors themselves. The translations were therefore a powerful tool for communication between students and the Nagashima community.

Impact and Results

The personal connections that students made on Nagashima not only made them more conscientious and passionate, but also contributed to the success of the project overall. Seeing the history and hearing the personal stories made students more aware of the importance of their translations. They were careful in their language to reflect nuance as well as direct meaning, and were sensitive to the lessons survivors wanted them to learn.

One of the most important things that our students learned was not to feel fear or pity for the people who live on Nagashima, but to understand the importance of their stories and help to share these stories with the world. As one student wrote, the dedication of the survivors to tell their stories inspired them: “I don’t join this project just for fun. I kind of have a sense of mission.”

The project has been very successful in its results. Thus far, we have produced English translations of the museum exhibits, an English hiking course guide (with explanations of historical landmarks on the island) and an English GPS audio guided tour, thanks to students’ translation of the script. We also have a list of guidelines in English for touring the island. An English translation of the web-site and 24 survivor testimonies were completed this year. Chinese and Korean translations of the hiking course brochure will be available in the near future.

In terms of less tangible results, all of the students reported tremendous personal growth. Most have repeated the project and plan to go again next year. Another result we did not foresee was the way students shared their experience and growth on social media. They did so enthusiastically and respectfully, which we think serves to raise awareness among their peers as well. Many of the posts were bilingual, and many were further shared by friends of our students. The dialogue on social media was very inspiring to us as educators.

Conclusion

This project will continue for the foreseeable future. Otemae and Nagashima have signed a contract to become sister institutions. Otemae will continue to provide logistical support such as transportation for its students. Nagashima faces a long road in gaining UNESCO World Heritage Site recognition, but Otemae is prepared to continue working with Nagashima to achieve this.

There are also exciting future possibilities for cooperation with other institutions. As survivors articulate their legacy and send their message out into the world, English becomes an important tool to reach a wider audience. This is true not only in Japan, but almost anywhere. We hope that, through this English translation project, the history of Nagashima will become known globally, and that this will play a small role in helping to raise awareness about Hansen’s disease and contribute to ending discrimination against survivors.


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**Leprosy in Japan**
<www.wikipedia.org>

For info on *Leprosy in Japan*, check out this Wikipedia article which covers the history, social issues and key figures in Japan.

**A Disease Apart: Leprosy in the Modern World**
by Tony Gould (2005) $16

This cultural history of leprosy chronicles the ignorance, fear and prejudice that have haunted the disease and its sufferers.

**World Leprosy Day**
<leprosy.org/world-leprosy-day/>

*World Leprosy Day* is January 29, 2017. See the website above to learn more and to prepare a lesson on this topic for your classes!
Teachable Moments:

**U.S. Presidential Inauguration**

January 20, 2017

The 2017 US presidential inauguration will be held on Friday January 20th in Washington, DC to swear in Donald Trump as the 45th president of the United States. Have your students check out the history, traditions and features of this American political event and discuss the controversies surrounding the swearing in of Donald Trump.

- [US Presidential Inauguration](https://www.wikipedia.org)

**Russian Revolution**

100th Anniversary

October 1917

This fall marks the 100th anniversary of the Russian Revolution in October 1917. Join your students to study the causes of the revolution, the roles of Lenin and Stalin plus the rise and fall of the USSR.

- October Revolution: [www.wikipedia.org](https://www.wikipedia.org)
- Movies: *Reds* (Warren Beatty), *Doctor Zhivago*

**Death of Ludwig Zamenhof**

100th Anniversary

April 14, 1917

April 14 marks the 100th anniversary of the death of Ludwig Zamenhof, the idealistic Polish doctor who in 1887 invented Esperanto, the world’s first artificial language designed to promote peace and international understanding. Learn more about Zamenhof and Esperanto at the following sites:

- Esperanto USA <esperanto-usa.org/node/3>
- Youtube: “Esperanto” (9 Reasons to Learn)

**Establishment of International Relations with Japan**

In 2017, Japan celebrates the anniversary of diplomatic relations with the following nations. For more info, check out their embassy websites or Japan’s Foreign Ministry <www.mofa.go.jp>

- Maldives: 50 years (1967 - 2017)
- Malaysia: 60 years (1957 - 2017)
- Ireland: 60 years (1957 - 2017)
- Denmark: 150 years (1867 - 2017)

**Death of Steve Biko**

40th anniversary

(1977 - 2017)

September 12th marks the 40th anniversary of the brutal murder by white South African police of Steve Biko, the famous black non-violent anti-apartheid activist. Join your students to:

- study the apartheid system in South Africa
- learn about the life and death of Steve Biko
- listen to the song *Biko* (1980) by Peter Gabriel
- see the film *Cry Freedom* (1987) (遠い夜明け)
- try out an online “apartheid simulation” game

**Pop Culture Anniversaries in 2017**

- Jan. 9  10th anniversary of the introduction of the *iPhone* (2007) by Steve Jobs
- May 25  40th anniversary of the debut of the first *Star Wars* film (1977)
- June 26  20th anniversary of the debut of the first *Harry Potter* book (1997)
- Aug. 22  50th anniversary of the debut of the *Big Mac* hamburger (1967)
- Oct. 2  40th anniversary of the *High Five* hand gesture (1977)
- Nov. 26  75th anniversary of the debut of the movie *Casablanca* (1942)

**People: Births and Deaths**

- May 29  100th anniversary of the birth of John F. Kennedy (1917 – 2017)

Global Issues in Language Education  18  Newsletter Issue #101  December 2016
**PART 1   Peace Education**

1. How Japanese Children Perceive Peace and War
2. Media Literacy and Digital Citizenship
3. Toward a Utopian Peace Education
4. Education of, by, and for Ainu
5. Create a Dynamic Environment to Promote Peace
6. The World Through Music

**PART 2   Peace and Conflicts**

7. Natural Resources and Conflict in Mindanao
8. A Nationalistic Turn in Japan Foreign Policy?
9. Peacemaking and the Israel-Palestine Conflict
10. The Yamba Dam: Conflict in a Rural Community
11. Language Choice and Politics in Ukraine
12. Misconceptions of Multiculturalism

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This year is the 25th anniversary of the 1992 Rio Earth Summit. Have students research this landmark United Nations-sponsored event, study the types of environmental summits held since then and discuss how we can all act to help the environment.

- Wikipedia: “Earth Summit”

**Return of Hong Kong 20th anniversary (1997 - 2017)**

July 1st this year marks the 20th anniversary of the 1997 reversion of Hong Kong from British rule to China. This is a good chance for students to study the unique history of Hong Kong, learn about its peaceful transfer and support the HK citizens campaign to protect democracy and human rights.

- Wikipedia: “Hong Kong”
- Youtube: “Umbrella Movement Hong Kong”

**United Nations International Year of Sustainable Tourism (2017)**

The United Nations has declared 2017 as the *International Year of Sustainable Tourism*. Join your students to study about how tourism can promote peace, cross-cultural understanding and environmental awareness as well as help to reduce poverty, prejudice and pollution.

- Wikipedia & Youtube: “sustainable tourism”

**Peace as a Global Language**

- Peace and Welfare in the Global and Local Community -
  Eds: Tina Othman, Zane Ritchie, Hugh Palmer, Daniel Warchulski

This unique collection of essays was compiled by presenters at the 2013 Peace as a Global Language Conference (PGL) held at Rikkyo University in Japan. The conference theme was *Peace and Welfare in the Local and Global Community*. From articles on community conflict and media literacy to music and Middle-East peacemaking, there is something for all those with an interest in peace and peace education.

**Peace of Love**

This unique collection of essays on peacemaking, there is something for all those with an interest in peace and peace education.

**Peace and Welfare in the Local and Global Community**

This year the 20th anniversary of the 1992 Rio Earth Summit. Have students research this landmark United Nations-sponsored event, study the types of environmental summits held since then and discuss how we can all act to help the environment.

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**PART 2   Peace and Conflicts**

1. Natural Resources and Conflict in Mindanao
2. A Nationalistic Turn in Japan Foreign Policy?
3. Peacemaking and the Israel-Palestine Conflict
4. The Yamba Dam: Conflict in a Rural Community
5. Language Choice and Politics in Ukraine
6. Misconceptions of Multiculturalism
<table>
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<tr>
<td>The National Youth Leadership Council in St. Paul, Minnesota has a good introduction to service learning and runs an annual conference as well. For more info, try a Google search on service learning or see Wikipedia.</td>
<td>Food in Every Country is a fun and informative website that lists detailed information on the geography, history, politics, popular dishes, recipes and meal customs of over 50 different countries around the world.</td>
<td>Global Issues in the ELT Classroom is a British resource pack for English teachers that includes 30 task-based lessons for learners on issues such as slums, climate change, AIDS, poverty, child soldiers, gender and fair trade.</td>
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<tr>
<th><strong>Facing the Future</strong>&lt;br&gt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a></th>
<th><strong>Global Dimension</strong>&lt;br&gt; <a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a></th>
<th><strong>Better World Links</strong>&lt;br&gt; <a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a></th>
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<tr>
<td>Facing the Future is a great global education website that features a variety of classroom curricula and textbooks with titles such as Big World, Small Planet and Engaging Students Through Global Issues.</td>
<td>Global Dimension is a great UK resource designed to help teachers introduce a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.</td>
<td>Better World Links is an amazing global education resource which lists links to 80,000 different websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.</td>
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<tr>
<th><strong>Peace Boat</strong>&lt;br&gt; <a href="http://www.peaceboat.org">www.peaceboat.org</a></th>
<th><strong>Oxfam Education</strong>&lt;br&gt; <a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a></th>
<th><strong>Better World Website</strong>&lt;br&gt; <a href="http://www.betterworld.net">www.betterworld.net</a></th>
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<tr>
<td>Peace Boat 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!</td>
<td>Oxfam Education is a dynamic UK global education website set up for both teachers and students which features information, news and resources about global issues, international themes and world citizenship.</td>
<td>Better World is a peace education website which features 5,000 free resources on heroes, quotes, dates and issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</td>
</tr>
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<tr>
<th><strong>Global Issues</strong>&lt;br&gt; <a href="http://www.globalissues.org">www.globalissues.org</a></th>
<th><strong>Green Teacher</strong>&lt;br&gt; <a href="http://www.greenteacher.com">www.greenteacher.com</a></th>
<th><strong>Global Issues at ESL Etc.</strong>&lt;br&gt; <a href="http://www.esletc.com">www.esletc.com</a></th>
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<tr>
<td>Global Issues 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.</td>
<td>Green Teacher is a great educational website and magazine which provides teachers with classroom ideas, activities and resources to promote environmental awareness in schools.</td>
<td>ESL Etc. 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!</td>
</tr>
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KEY BOOKS ON SERVICE LEARNING

Check out the following books to learn more about service learning and about how to engage students in community service projects.

The Complete Guide to Service Learning
by Cathryn B. Kaye (2010) $21

This classic K-12 guide to service learning designed for first-time teachers contains a rich treasury of classroom projects, teaching activities, lesson ideas, resources, interviews and essays that will guide and inspire students to engage in community service projects.

The Kid’s Guide to Service Projects: Over 500 Ideas
by Barbara Lewis (2009) $14

This best selling guide lists hundreds of community service ideas for kids who want to make a difference and includes a list of 10 Steps for Successful Projects.

Learning the Language of Global Citizenship
by James Perren (2015) $40

This new book outlines the role of service learning in English teaching, describes best practices and shows the impact of civic engagement on ESL students.

Service Learning: Classroom, Community, Career
by Marie Watkins (2005) $20

This key book explains how service learning can engage students, build skills and character, and challenge students to meet real needs in their communities.

Learning Through Serving: A Student Guidebook
By C. Cress, P. Collier (2013) $25

This popular college text explains the aims and value of service learning and the steps that teachers can take to engage students in their local communities.

Social Justice in English Language Teaching
C. Hastings, L. Jacob (2016) $61

This new TESOL Press book on social justice and English language education features 26 chapters by written by teachers from around the globe on ways to address war, peace, race, gender and critical pedagogy both inside and outside of ESL / EFL classrooms.

Service Learning and Social Justice
by Susan B. Cipolle (2010) $37

This book provides program directors and classroom teachers with ideas and strategies designed to prepare students as engaged citizens committed to social justice.

Service Learning: Classroom, Community, Career
by Patrick M. Green (2014) $30

This book outlines the challenges of taking students on overseas service learning projects including descriptions of 11 sample projects as well as 7 guiding principles.

Becoming an Engaged Campus: A Practical Guide
by Carole A. Beere (2011) $47

This great guidebook outlines how colleges and universities can expand their community involvement so as to better engage students and programs in local issues.

Community Partner Guide to Campus Collaborations
by Christine Cress (2015) $18

This resource book provides a step-by-step guide on how to build off-campus links and promote productive cooperation between schools and community groups.

Global Issues in Language Education 21
Newsletter Issue #101 December 2016
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) "Speaking of Intercultural Communication" by Peter Vincent (2017, ¥2,052)
Nanundo Press, Tokyo Tel: 03-3268-2311 <nanundo@post.email.ne.jp> <www.nanundo.co.jp>
This 95-page EFL text uses readings, stories and cartoons to build English skills while promoting cultural awareness and intercultural communication skills. Its 12 units deal with a variety of themes such as: culture, values, perception, diversity, stereotypes, culture shock, culture change, non-verbal communication, talking about Japan and becoming a global person. Each 8-page unit features a pre-reading task, a 2-page reading with questions, a listening task plus discussion and debate activities.

(2) "Malala: The Girl Who Campaigned for Education and Was Shot" by F. Beddall (2015 ¥767)
English Books < www.englishbooks.jp > Scholastic ELT Readers < www.scholasticeltreaders.com >
This glossy 40-page Scholastic Reader tells the dramatic story of Malala Yousafzai, the 15-year old Pakistani girl who was shot by the Taliban in 2012 after standing up for the right of girls in her country to have an education. The text relates, in simple English, Malala’s childhood, her school life, the rise of the Taliban, what happened on the day she was shot, her recovery to health in England and the global activism that won her the Nobel Peace Prize in 2014 at age 17. The book includes photos, maps and study activities as well as profiles of several other teenage girl activists working for human rights in Afghanistan, Egypt and Guatemala.

(3) "Read Smart Readers" A set of 95-page content-based graded English Readers (5 levels, ¥700 each)
MacMillan Language House <www.mlh.co.jp/readsmart/> Nellie’s books <www.nellies.mlh.co.jp>
Japanese Communities Around the World
This informative book outlines the history of Japanese immigration to the US and Canada, and profiles famous figures such as David Suzuki, Daniel Inouye and Joy Kogawa.  [Level 2]
Culture Shock in Japan
This entertaining book looks at types of culture shock experienced by foreigners in Japan, from misunderstandings of language and customs to problems of food and toilets.  [Level 2]
Conspiracy Theories
This book examines 7 different conspiracy theories, ranging from UFO “cover-ups” in Roswell and theories about the assassination of JFK to the 9.11 attacks on the twin towers and the Apollo moon landing.  [Level 2]
The Story of the Kennedys
This book recounts the story of the Kennedy clan, from their roots in Ireland and the clan patriarch Joseph Kennedy to the lives of John Kennedy and his brother, Robert.  [Level 5]

Homestay in the USA
This book describes the struggles of Mai, a Japanese student, as she learns how to cope with US culture and with American values during her stay in multi-cultural New York.  [Level 2]
Homestay in Australia
This book outlines the challenges of coping with Australian language and culture through the fictional experiences of Yuko and Mari, two Japanese high school students.  [Level 2]
Breakfast in the UK
This book describes the UK homestay experience via the story of Jun, a Japanese student, from his arrival at Heathrow and initial culture shock to his studies in London.  [Level 2]

Homestay in the USA
This book describes the struggles of Mai, a Japanese student, as she learns how to cope with US culture and with American values during her stay in multi-cultural New York.  [Level 2]

Homestay in Australia
This book outlines the challenges of coping with Australian language and culture through the fictional experiences of Yuko and Mari, two Japanese high school students.  [Level 2]

Ice Station at the End of the World
This introduces readers to the South Pole through the fictional story of Nanase, a Japanese student, who joins her prof on a visit to the Showa polar base in Antarctica.  [Level 2]
GLOBAL CALENDARS FOR 2017

With a brand new year kicking off, now’s the time to order your global education almanacs, calendars, date-books and diaries for the year 2017!

<table>
<thead>
<tr>
<th>AMNESTY INTERNATIONAL</th>
<th>NEW INTERNATIONALIST</th>
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<tr>
<td>This 2017 calendar features powerful images by photojournalists to commemorate Amnesty’s work in promoting human rights. Get their Amnesty Diary, Notebook and One World Calendar, too!</td>
<td>The NI One World Calendar features inspiring photos of people, countries and cultures. Take a look as well at their great NI One World Family Calendar and NI World in Your Kitchen Calendar.</td>
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<tr>
<th>JEE ECO-CALENDAR</th>
<th>WAR RESISTERS LEAGUE</th>
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<tr>
<td>Japan Environmental Exchange &lt;www.jeeeco.org&gt;  900 yen</td>
<td>Syracuse Peace Calendar $16 &lt;www.warresisters.org&gt;</td>
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<tr>
<td>This environmental English-Japanese bilingual calendar has info and cartoons on eco-themes plus a list of global issue dates. Their 26th anniversary JEE calendar theme for 2017 is: Life with Water</td>
<td>This 2017 Syracuse Peace Calendar from the War Resisters League features important dates from the historical struggle for peace and justice. Check out their WRL Nonviolence Calendar too!</td>
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<th>HOUSMAN’S PEACE DIARY</th>
<th>PEACE CALENDAR 2017</th>
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<td>Housmans Peace Diary, issued in the UK, is a great peace education resource which lists over 1500 peace and global issue NGOs in 150 nations.</td>
<td>This 2017 peace calendar features unique historical drawings created by Pablo Picasso in order to support the peace movement of the 1950s and 1960s.</td>
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<th>DIVERSITY CALENDAR</th>
<th>BLACK HISTORY 2017</th>
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<tr>
<td>2017 Multicultural Calendar &lt;www.kidworldcitizen.org&gt; $4</td>
<td>From Slavery to White House &lt;www.amazon.com&gt; $13</td>
</tr>
<tr>
<td>This downloadable multicultural calendar from Kid World Citizen features holidays, festivals and religious celebrations around the world.</td>
<td>This 2017 Black History calendar profiles famous African American leaders who have led the way in fighting racism and promoting racial equality.</td>
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♦ <www.google.com> Try doing a google search for “2017 peace calendars” to learn about the wide variety available for purchase on-line.
♦ <www.calendars.com> This features 2,000 calendars in dozens of categories. Type in a keyword (peace, Sierra Club, WWF...) to see what’s available.

ON - LINE GLOBAL CALENDARS

- Better World Calendar: www.doonething.org/calendar/
- UN Calendar: hwwww.un.org/en/sections/observances/international-days/
- International Dates: https://globaldimension.org.uk/calendar/
**COMING EVENTS CALENDAR**

| Jan. 16 | Martin Luther King Day¹ | Feb. 12-18 | Random Acts of Kindness Week⁵ |
| Jan. 20 | US Presidential Inauguration² | March 8 | International Women’s Day⁶ |
| Jan. 27 | Holocaust Memorial Day³ | March 15 | World Consumer Rights Day⁷ |
| Jan. 29 | World Leprosy Day⁴ | March 21 | Eliminate Racial Discrimination Day⁸ |

1 ML King Day: [www.mlkday.gov] [www.holidays.net/mlk] [www.thekingcenter.org] [Wikipedia]
2 Inauguration: [www.usa.gov/inauguration-2017] [larryferlazzo.edublogs.org/?s=Inauguration] [Wikipedia]
3 Holocaust: [www.hmd.org.uk] [ushmm.org] [www.holocaust-trc.org] [www.urban.ne.jp/home/hecjpn/]
4 Leprosy: [www.leprosy.org] [www.ilepfederation.org] [www.lepra.org.uk] [www.leprosymission.org.uk]
5 Acts of Kindness: [www.actsofkindness.org] [www.theworldkindnessmovement.org] [www.kindness.jp]
6 Women: [www.internationalwomensday.com] [wikipedia] [www.isis.aust.com/iwd/stevens/contents.htm]
7 Consumers: [www.consumersinternational.org/our-work/wcrd]
8 Racism: [www.racismnoway.com.au] [understandingprejudice.org] [www.un.org/en/events] [wikipedia]

* More dates: [www.national-awareness-days.com] [www.betterworldcalendar.com] [www.earthcalendar.net]

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**GLOBAL ISSUES IN LANGUAGE EDUCATION**

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

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

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

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

**NEWSLETTER SUBSCRIPTIONS (JALT Members)** JALT members who wish to join the "Global Issues" Special Interest Group can either register and make their payment on-line via the JALT website or send a postal "furikae" form with their ¥1500 payment to JALT from any post office in Japan.

**NEWSLETTER SUBSCRIPTIONS (Non-JALT)** Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US $15.

- In Japan, send 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 November 2016)

* JAPAN SUBSCRIBERS: GILE SIG / JALT (150) GLOBAL ISSUES NETWORK (30) = 180
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

**NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES**

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

*Global Issues Newsletter c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, Japan 680-8551  Tel/Fax: 0857-31-5148  E-mail: kcates@rs.tottori-u.ac.jp*