NEWSLETTER #77

Here’s the fall edition of our Global Issues Newsletter! This year marks our 20th year in print. Check out our two decades of back issues on our website. This issue features (1) a report by Hitomi Sakamoto about a peace education unit on Okinawa, (2) a description by Thomas Lockley of teaching materials he designed about “children around the world” and (3) an article by Warren Decker on international volunteer work for EFL students. We also include a report on this spring’s UK IATEFL conference plus a preview of JALT 2010. GILE is co-sponsoring a Japan lecture tour by Middle East peace activist, Anna Baltzer. Catch her talk at JALT or in your area and support her work by buying her book and DVD.

♦ INVITATION: After 20 years as a paper newsletter, we’re now offering electronic subscriptions by e-mail. Please let us know if you’d like to try this eco-friendly option!

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**Announcements**

**National Japan Lecture Tour**

**ANNA BALTZER**

US author, educator and peace activist

*Anna Baltzer*, award-winning author and human rights activist, will do a Japan lecture tour on the dates below. Catch her sessions at JALT 2010, take your students to her talks, get her DVD or buy her book *Witness in Palestine*. Details pg 11.

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**Global Education Events**

- **Uniting Cultures through Education**
  Worldwide Forum on Education and Culture
  Dec. 1 - 3, 2010 Rome (Italy)
  Website: [http://theworldwideforum.org](http://theworldwideforum.org)

- **Internationalization or Globalization?**
  Asian Conference on Education 2010
  Dec. 2 - 5, 2010 Osaka (Japan)
  Website: [http://ace.iafor.org/](http://ace.iafor.org/)

- **Leadership for a Sustainable World**
  The European “Learning Teacher Network”
  January 27 - 29, 2011 Berlin (Germany)
  Website: [www.learningteacher.eu](http://www.learningteacher.eu)

- **Crossing Borders: Traveling, Teaching and Learning in a Global Age**
  April 16 - 17, 2011 Nanjing (China)

**Bioregionalism and Global Ethics**

by Richard Evanoff (2011) Routledge


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**Peace as a Global Language Conference (PGL)**

December 4 - 5, 2010 [www.pgljapan.org](http://www.pgljapan.org)

International Christian University, Mitaka Campus, Tokyo, Japan

This year’s PGL Conference will be held December 4 - 5 at International Christian University (ICU) in Tokyo on the theme “The 3 R’s: Resist Business as Usual, Reclaim Space for Peace, Revolutionize Public Consciousness”. This unique weekend event will bring together peace activists, peace educators and language teachers to discuss the contributions that we can make to break free of the military-industrial-academic-complex. It will focus on critical pedagogy and on strategies to counter corporate culture on campus through the promotion of peace in classrooms via EFL and content courses. If you’re interested in defending freedom of expression while advancing the cause of peace, then PGL2010 is for you!

**Conference Topics**

- academia and the military
- the corporate media and war
- propaganda and people power
- peace studies and human rights
- media literacy and race & gender
- war crimes and lg teaching

**Fees & Access**

- Fees: 6,000 yen for both days (includes refreshments & buffet)
- Access: bus from Mitaka station

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**Wanted for Peace Boat**

[www.peaceboat.org/english/](http://www.peaceboat.org/english/)


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**Youth for Human Rights**

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

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

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**Green Teacher Magazine**

[<www.greenteacher.com>](http://www.greenteacher.com)

*Green Teacher is a dynamic environmental education website and magazine which offers exciting teaching ideas, activities and resources to help promote global awareness at your school.*
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**WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?**

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

**IUJ Book Donations to Africa from Japan**
International University of Japan has donated 800 books to Tanzania for its “Kilimanjaro Friendship Program”. Check this out at: www.iuj.ac.jp/news/index_news.cfm?NewsID=0760

**Directory of Book Donation Organizations**
Browse their new website for a listing of projects which donate books to developing countries.
Sabre Foundation, 872 Massachusetts Ave.,
Cambridge MA 02139, USA
Website (updated): <www.sabre.org>

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

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"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.pla.or.jp>
Website: <www.taaa.jp/english.html>

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**HOW CAN I MINIMIZE MY ENVIRONMENTAL IMPACT?**

**How to Save Paper in School**
www.wikihow.com/Save-Paper-in-School

**How Teachers Can Save Paper:** www.ehow.com/how_5783132_save-paper-teacher.html

**WWF Site on Saving Paper:** www.panda.org/how_you_can_help/greenliving/at_home/save_paper/

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Reduce Re-use Recycle

**Zero Garbage** (in Japanese)
http://3r-forum.jp/

**How to Become a Green School**
www.greenschools.net/
Dearest Beloved One, I Need Your Assistance - The rhetoric of spam mail -
by Aysha Vishwamohanan <essaare@yahoo.com>
Indian Institute of Technology, Madras, India
This article analyzes the discourse strategies of spam e-mails in which an unknown sender pleads for kindness, charity or help, claims to be a rich widow or bank manager, describes a large amount of cash available overseas and promises monetary gain in recompense for financial aid. It analyzes the dramatic devices and types of persuasion in these e-mails (appeals to greed, sense of urgency, flattery, emotional language, assumed intimacy, secrecy...).  
ELT Journal Vol. 64/1 January 2010 <http://eltj.oxfordjournals.org/>

EFL Charity Drive through India
Patrick Murphy, director of the Bury Language School (BLS), is making a 2-week cross-country drive across India to raise money for charity and celebrate his school’s 15th anniversary. He aims to raise 15,000 pounds to support Adventure Ashram (a campaign to alleviate poverty in India). His 2,000 km. drive is being held as part of the Global Enduro series of charity car rallies held each year around the globe. See his blog at <www.burlylanguageschool.co.uk>
“Murphy packs his trunk for India trip” in EL Gazette #369 Oct. 2010, UK. www.elgazette.com

Palestinian Kids Perform EFL Play in UK
Palestinian children from the Shatila refugee camp in Lebanon are using their EFL skills on an English drama tour in the UK. Their group performed the play Croak, the King and a Change in the Weather written by UK author Peter Mortimer, who spent 2 months in Shatila with them and wrote a book on his experiences: Camp Shatila: A Writer’s Chronicle <www.petermortimer.co.uk/wasthere.html> Christine Goodwin, principal of the Northumbria School of English, will go to Lebanon to help the children with their pronunciation. If funding can be found, they hope to hold another tour in 2011.
“Bright Future for Shatila” in EL Gazette #369 October 2010, UK. www.elgazette.com

Teachable Moment: Liu Xiaobo
This year’s Nobel Peace Prize has been awarded to democracy activist Liu Xiaobo for his non-violent struggle for human rights in China. For calling on China to live up to its own Constitution, Liu was sentenced to 11 years in jail. He is the first prisoner to receive a Nobel Peace Prize since Carl von Ossietzky got the prize in 1935 while in a Nazi concentration camp on the orders of Adolf Hitler. Join your students to learn about Liu, discuss the views of people in China and urge the Chinese government to release Liu & respect human rights.

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TWO VIEWS FROM CHINA ON NOBEL PEACE PRIZE WINNER LIU XIAOBO
- comments posted to The New York Times Learning Network article “A Disputed Nobel Peace Prize” -

| Liu Xiaobo is a splittist and a criminal! The Nobel Peace Prize is a political tool that Westerners use to interfere with other countries’ internal affairs! Don’t impose your so-called democracy on us! | I am a Chinese who lives in China. I can’t get any information here about this year’s Nobel Peace Prize. I’m not sure whether Liu is fighting for democracy. I have to know more about him. However, I really hope we Chinese can have freedom of expression with no political pre-screening of news. |

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United Nations Works < www.un.org/works/ >

United Nations Works is a great global education website for teaching issues such as poverty, peace, human rights and AIDS. Make sure to check out their What’s Going On? global issue video series.

HATO < www.facebook.com >

HATO (Hands Across The Ocean) provides food and clothing to homeless people in Osaka. Join its facebook group and help to raise awareness among students of homelessness in Japan!

Nobel Peace Prize http://nobelprize.org/nobel_prizes/peace/

The Nobel Peace Prize will be awarded on Dec. 10th. To create a lesson for your students, check out the website above, cruise Wikipedia or see back issue GILE #48 (Nov 2002) at <www.gilesig.org>.
The spring 2010 conference of the International Association of Teachers of English as a Foreign Language (IATEFL) was held from April 7 – 11, 2010 in Harrogate, England. This is one of the largest English education conferences in the world attended by teachers from 100 countries. Below is a sample of some of the many presentations on global themes.

**IATEFL SESSIONS**

**Should IATEFL take Positions on Social Issues?**
This session, begun in 2009, invited members to express their opinion on whether IATEFL should get involved in social issues, express its views and/or set up a website for dialog about this topic.

**IATEFL Tribute Session**
This session provided an opportunity to remember IATEFL colleagues who have died over the past year and to say a few words in their memory.

**IATEFL International Quiz Evening**
This annual IATEFL conference event had teams of English teachers from around the globe compete to see how much they know about the world.

**INDIVIDUAL PRESENTATIONS**

**Teaching the Mobile Generation**
This session discussed how teachers can exploit on-line resources and learners’ mobile technology (iPods, MP3 players, cell phones, digital cameras) for EFL classes. Nick Hockley (Pearson Longman)

**Countering Classroom Fatigue**
This talk explained how to counter the classroom fatigue of advanced learners by motivating them with contemporary topics from New Framework’s World English DVD. Ben Goldstein (freelance)

**Reading Twilight in Abu Dhabi**
This discussed how an EFL book club for Arab women college students used vampires, Bridget Jones, and Harry Potter to expand cultural horizons. Janet Olearski (Petroleum Institute, Abu Dhabi)

**CLIL: Great for learners, but for teachers…**
This reviewed the worldwide move to Content and Language Integrated Learning (CLIL) and looked at its challenges for teachers and testing. Vincent Smidowicz (Sidmouth International School, UK)

**TEFL in the Amazon: New Perspectives**
This talk explained what EFL teachers from the Amazon region have been doing to advance ELT in their classes & schools. Andrexa Lago (ICBEU)

**Google Streetview as a Window on the World**
This showed how teachers can use Google’s free Streetview application for EFL discussions, role-plays, vocabulary and grammar practice. Richard Turnbull (TEFLTech / British Study Centres, UK)

**Model United Nations: International Teaching**
This presentation discussed the educational value of the Model United Nations (MUN) and explained how to prepare EFL students to represent the world’s nations and to debate global issues. Otto Guttman (Knittelfeld Secondary UNESCO School, Austria)

**Teaching English to Poor Rural Communities**
This poster session described an English teaching approach using poetry and EFL activities to foster autonomy and peace. Muhammad Iqbal (Pakistan)

**Plain English**
This presentation showed how to transform overly complex “legalese” into clear, easy-to-understand good, plain, professional legal English. Alison Wiebalck (Zurich) <www.legalenglishskills.com>

**Immigration Dreams: Immigrant Lit in ELT**
This poster showed how to use Asian American immigrant literature to teach English in multicultural environments. Rosa Wezel (INHolland U.)

**Teaching English for Sustainability**
This discussed the role of TEFL in promoting education for sustainability and argued that what, how and who we teach give us a unique role to play. Rachel Bowden (British Council, Nepal)

**Vision to Village**
This talk discussed the “silent revolution” in ELT for development as well as the work of UNICEF and the British Council in program design in Tamil Nadu. Claire ODonahue (British Council, India)

**What Identity Do You Bring to the Classroom?**
This session introduced teaching ideas for having students think and write about their identities and how they fit into the world. Barbara Roosken

**Insights into Dynamics of Multicultural Teams**
This talk discussed the role of simulated business meetings and negotiations in overcoming stereotypes, solving problems and promoting good intercultural communication at work. Delia Jackson
How to Become an Even Better Leader
This talk argued for the importance of leadership in the global economic crisis and discussed how language teachers can develop their leadership skills. George Pickering (IATEFL Leadership SIG)

News of the World
This session discussed the difficulties for busy teachers of adapting news for the classroom and introduced EFL news lessons from the website “onestopenglish”. Lucy Williams (Onestopenglish)

The Globalization of English
This talk outlined the role of English as a global lingua franca, then discussed how the globalization of English affects business English classrooms. Robin Walker (englishglobalcommunication)

Second Life
This addressed common misgivings about “Second Life” and described exciting virtual places (Church of Assisi, Red Square, hospitals, Languagelab) that can be found on-line in SL. Dennis Newson

Bridging the Divide in Developing Countries
This described the challenges of language teachers in developing nations of dealing with the difficult, expensive process of integrating technology into the EFL classroom. Angelita Escidul (Philippines)

Think Before You Ask Students to Think
This session noted the trend in Japan to integrate thinking activities into English classes and argued against the belief that easy topics are best for this. Hiroki Uchida (Akita International University)

Developing Workplace English in Botswana
This talk discussed the need for workplace English as the booming diamond industry in Botswana continues to attract workers from diverse linguistic backgrounds. Modupe Alimi (Univ. of Botswana)

Dyslexia: Obesity Not Measles
This described how dyslexia impacts the learning of English as a foreign language and recommended specific drills and reading strategies for dyslexic EFL learners. Monica Lodej (IATEFL Poland)

Challenging Themes: Radio English in Africa
This session described how LearnEnglish Radio teaches English to youth through themes such as child soldiers, poverty, development and HIV/Aids. Thelma Umeh (British Council, Nigeria)

Teaching English in Difficult Circumstances
This talk introduced the new Teaching English in Large Classes (TELC) network set up to promote teaching, development and research on this topic. Richard Smith <www.warwick.ac.uk/go/telc>

A Libyan-British Encounter
This session featured a discussion between Libyan and British EFL teachers about cultural differences in beliefs about good teaching and learning. Katie Head (Nottingham Trent University, UK)

Expanding the Circle: World Englishes
This talk discussed the reality of World Englishes, the need to acquaint EFL learners with this and the use of the film “Outsourced” to introduce this to Turkish students. Dilek Inal (Istanbul University)

The Role of English in Promoting Development
This international forum discussed the role of English language policy in supporting social, economic and political progress in developing economies. (Sponsored by the British Council)

The Expatriate Itinerant Teacher of English
This discussed the experiences of expat language teachers who have lived in multiple cultures plus their influence on ELT and the spread of English. Susan Barduhn (SIT Graduate Institute, USA)

Inclusive Teacher Training & Cultural Literacy
This workshop introduced introspective activities for raising teachers’ critical cultural awareness so as to recognize and value “otherness” in learner identities. Padmini Boruah (Gauhati University)

e-Twinning and English in Primary Schools
This session discussed how e-Twinning promotes cooperation among European partner schools, then described an EFL twinning program developed by the presenter. Anna Varna (Karditsa, Greece)

Teaching Life Skills
This session argued that language teachers should help to equip their students with the “life skills” prized by employers as taught through a new EFL course titled openMind. Steve Taylore-Knowles

English for the Public Sector in Europe
This talk described content-based English courses designed to promote effective communication among civil servants for sustainable development. Rhoda McGraw (Ecole des Ponts, Paris, France)

Dialoguing with Text for Critical Thinking
This talk showed how EFL students can engage academic sources, learn to question their claims and present arguments from other perspectives. Jenny de Sonneville (Leiden University, Holland)

The Mindful International Manager
This session introduced “The Mindful Manager”, a book designed to support international managers who have to lead people from different cultural backgrounds. Steve Flinders (York Associates)
Self-Assessment for Critical Global Educators
This discussed a framework for self-evaluation, balancing psychological and socio-cultural factors suited to practitioners of Education for Sustainable Development. Maureen Ellis (Open University)

Teaching Diversity and Inclusion in EFL/ESL
This session introduced a new EU resource for teaching inclusion in EFL using activities on the “seven –isms” of diversity and critical incidents. Barry Tomalin (International House, London)

Twitting
This explored the potential of social networking and micro-blogging tool Twitter and related applications (Twiptic, TweetDeck) for foreign language teaching. Derya Ercice (Abant Izzet Baysal University, Turkey)

Teaching English in Syria
This presentation described the development of English National Standards in Syria thanks to the collaboration of the British Council and American Culture Center. Nibal Hanna (Ministry of Ed, Syria)

Emotionally Intelligent Teachers of EAP
This talk illustrated the importance of Emotional Intelligence (EI) for teachers of English for Academic Purposes using incidents from the EFL classroom. Nemah Abdullah (Hodeida University)

The Power of Choice in the Classroom
This talk noted that making choices is part of life, then asked, “Do we need choice in the classroom? How much choice do we give students? Is it always effective?” Fiona James (freelance)

Language: The Root of All Misunderstanding?
This presentation analysed the role of discourse in generating intercultural misunderstandings and suggested methods for resolving these. Rudolf Kamerer (European Language Competence - etc)

Language Conflicts in On-line Translation
This talk described the cultural and linguistic challenges faced in creating an on-line translation tool for English, Japanese, Chinese and Turkish. Don Maybin (Shonan Institute of Technology, Japan)

I Don’t “Do” Politics… Do I?
This talk argued that globalization has made it impossible to keep politics out of the EFL classroom and explored activities to use this awareness for student learning. Danny Whitehead (DR Congo)

Computer-Mediated Intercultural Exchanges
This talk described an intercultural EFL computer exchange between ESP sociology students in Munich, Germany and in Ljubljana, Slovenia. Rachel Lindner (Ludwig Maximilans U. Germany)

Critical Literacy in EFL Reading & Writing
This talk described the results of a study to explore how EFL reading and writing courses can incorporate principles of critical literacy. Shin-Ying Huang (National Taiwan Normal Univ)

Inquiry Models: Problem-solving by Discovery
This talk discussed the benefits of problem-solving through discovery using the WebQuest Model of inquiry and the Suchman Inquiry Model. Feryal Varanoglu (Eastern Mediterranean University)

Teaching English in an Islamic Context
This workshop described what it means to teach in an Islamic context, identified characteristics of Muslim students and gave suggested solutions for potential issues. Mohammad Manasreh (Qatar)

ELT Community Policing in Canada
This poster session described a training program to enable newcomers to gain high enough English skills to join the Canadian police force. Enid Jorsling (Halton Multicultural Council, Canada)

Premier Skills Project: English and Football
This explained how the British Council and Premier League created Premier Skills to foster soccer, community development and English skills. Michael Houten (British Council Manchester)

Jewish and Arab Children Across Borders
This described a project which used English as a neutral language to bridge cultural differences between Jewish and Arab children. Marueen Rajuan (Achva Education College, Israel)

ESOL Materials for Museums and Libraries
This talk described teaching materials developed for ESOL students which engaged them in authentic language learning at British museums and libraries. Lucy Cooker (Univ. of Nottingham)

Natural Barriers: Intercultural Communication
This talk discussed intercultural communication problems such as language, gestures, stereotypes, preconceptions, assumptions and anxiety. Lubov Tsurikova (Voronezh Syaye University, Russia)

Global English: Content, Culture, Critical
This talk discussed English as a global language, criticised current ELT texts as Anglocentric, bland and celebrity-driven, then introduced Macmillan’s new EFL textbook “Global”. Lindsay Clandfield

CILLL: Critical Thinking & Extensive Reading
This talk introduced CILLL (Content in Language Learner Literature) and argued that fiction about controversial issues stimulates genuine responses & critical thinking. Philip Prowse (Cambridge UP)
Learning from Learning Another Language
This talk explained the language and educational awareness benefits gained by the presenter when she studied Polish in the UK and in Poland. Isabel Arnold (Workers Education Association, UK)

Culture in Our Classrooms: Pandora’s Box?
This session introduced engaging and thought-provoking ways to explore the cultural background of students, drawn from the DELTA text Culture in our Classrooms. Gill Johnson (Pilgrim’s Ltd.)

Don’t Speak English With My Friends, Mum
This talk focused on how foreign partners, parents and siblings of university EFL students in the UK managed to cope and enable them to achieve great things despite linguistic handicaps. Cindy Leaney

Embedding Creative Thinking into EFL
This session argued that standard teaching activities tend to stunt student creativity and introduced ideas for promoting creative thinking in the EFL classroom. Marisa Constantinides

Activities to Incorporate Culture into EFL
This session introduced cultural awareness-raising activities on themes such as symbols, proverbs, superstitions, gestures and body language. Deniz Yildizoglu (Middle East Technical University)

Critical Thinking Symposium
This symposium featured talks on teaching critical thinking in ELT by Daniel Norrington-Davies (London), Mei Lin (Newcastle University) and Fatima Demiray (Abant Izzet Baysal U, Turkey).

2011 IATEFL CONFERENCE
April 15-19, 2011  Brighton, England
<www.iatefl.org>
Next year’s IATEFL conference will be held from April 15-19 in Brighton, England. This will feature plenary speakers such as Peter Grundy, Thomas Farrell, Sue Palmer, Brian Patten and Catherine Walter. Details on the website above.

IATEFL GLOBAL ISSUES SIG
2011 Pre-Conference Event in Brighton,
<http://gisig.iatefl.org/>
IATEFL’s spring 2011 conference will feature a special 1-day global education pre-conference event (PCE) on April 15 by IATEFL’s Global Issues SIG. For details, see the GI-SIG website or contact Maureen Ellis <ct.ellis2@ukonline.co.uk>.

Language Education Conferences

- UNESCO  Language Ed and Development
Nov. 9 - 11, 2010  Bangkok (Thailand)
www.seameo.org/LanguageMDGConference2010/

- First Conference on ELT in the Islamic World
December 1 – 3, 2010  Tehran (Iran)
Website: www.eltconferenceili.ir

- Traveling Languages in a Mobile World
Dec. 3 - 5, 2010  Leeds (UK) www.leeds.ac.uk/german/ialic_conference_2010.htm

- Thai TESOL  ELT in a Globalized World
Jan. 21 - 22, 2011  Chiangmai (Thailand)
Website: www.thaitesol.org

- WWW: World-Wide Women, Gender and Lgs
Feb. 10 - 12, 2011  Turin (Italy)
Website: www.cirsde.unito.it/default.aspx

- Other Words, Other Worlds: Global Diversity
Feb. 11 - 12, 2011  Brisbane (Australia)
Website: www.uq.edu.au/rhizomes/

- TESOL  Examining the “E” in TESOL
March 16 - 19, 2011  New Orleans (USA)
Website: www.tesol.org

Key Internet Websites on Global Issues and Language Teaching

JALT Global Issues SIG (Japan)
www.gilesig.org

Korea TESOL Global Issues SIG (Korea)
www.kotesol.org/?q=globalissues

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

TESOLers for Social Responsibility (USA)
www.tesol.org  (search for “TSR”)

Don’t forget to renew your “Global Issues in Language Education”

MEMBERSHIP / SUBSCRIPTION

JALT Members:  ¥1500 per year
Non – JALT: Japan = ¥2000 per year
Overseas = US $15
This year’s international conference of JALT (the Japan Association for Language Teaching) will take place in the city of Nagoya, Japan from Nov. 19 (Sat) to Nov. 22 (Mon) on the theme “Creativity: Think Outside the Box.” Here we present a preview of selected sessions on global themes.

**JALT Global Issues SIG Presentations**

**GILE SIG Colloquium**

**Education and Action in the Classroom and Beyond**

Monday Nov. 22nd 9:15 - 10:45 am Room 1201

In this session, a panel of global educators will describe initiatives they have taken to integrate a social action component into their teaching. Topics will include a "global English" program that takes students to Asia and Africa, student action projects on global themes plus out-of-class activities linked to fair trade, peace and justice.

- Kip Cates  
  Tottori Univ. (moderator)
- Anna Baltzer  
  JALT Featured Speaker
- Alan Maley  
  JALT Featured Speaker
- Maha Takahashi  
  Peace Boat GET Program
- Chuck Sandy  
  Design for Change Japan
- Michele Steele  
  Gunma University

**Sponsored by Cengage Learning, JALT, Design for Change**

**Hope for a Better World Charity Event**

Join this special charity evening for the NGO Hope, sponsored by Cengage Learning, JALT and Design for Change. This will feature a buffet dinner, entertainment, a silent auction plus talks by Chuck Sandy and Kiran Sethi. Register now!

- Time: Nov. 20 (Sat. evening) 7:00 – 11:00 pm
- Place: Shooters Bar (Pola Bldg 2F, Nagoya)
- To register: www.cengage.jp/elt/event/jalt/
- Hope NGO website: www.hope.or.jp

**JALT 2010 Model United Nations**

For the first time ever, a Model UN (MUN) will be held at JALT organized by several GILE SIG members. At this 2-day event, Japanese college EFL students will role play the part of diplomats from countries around the world to discuss global issues in English at a simulated UN assembly. Make time to drop by and see them in action!

- Two days: Nov. 20th (Sat) and Nov. 21st (Sun)
- Organizers: Lori-Zenuk Nishide, Todd Thorpe, Craig Smith, Mathew White and Robert Hewer
- For details: <toddthorpe@hotmail.com>
- MUN: <www.nmun.org>  <http://jmun.org>

**GILE SIG BUSINESS MEETING**

Saturday Nov. 20th 7:00 - 7:25 pm Room 1103

Come and attend this year’s annual Global Issues in Language Education SIG business meeting to:

- hear reports on projects, programs, activities
- discuss our SIG newsletter, website, finances, JALT 2011 plans and selection of SIG officers

**GLOBAL ISSUES SIG FORUM**

**Sharing Ideas, Lessons, Resources**

Saturday Nov. 20th 11:20-12:50 pm  Room 1103

Our 4th annual GILE SIG Forum will be an "idea sharing” session open to all interested people. This will feature mini-reports from classroom teachers' on innovative activities, materials and curricula linked to global themes. Handouts, lesson plans and teaching resources will be available to take home. Learn the latest global education approaches and share your own ideas!

- Anthony Torbert  
  Sapporo Gakuen University
- Mark Wright  
  Doshisha University
- Hitomi Sakamoto  
  Toyo Gakuen University
- Mathew Walsh  
  Momoyama High School
- Mark Shrosbree  
  Tokai University
- Robert H. Taferner  
  Lancaster University
- Jennifer Yphantides  
  Kanda Univ. Int’l Studies

Organizer: Naoko Harada (SIG Program Chair)  
Email: <yasunaok@r5.dion.ne.jp>
SELECTED JALT 2010 PRESENTATIONS ON GLOBAL THEMES

SATURDAY
November 20th

Folake Abass The Complex Link Between Gender and Global Issues
Jhana Bach From Boxed-in Daughters to Carnivore Women
Kip Cates Ten Steps to an International Classroom
Nancy Douglas Creating Confident Communicators through Worldlink
Andrew Dowling Slumdog Millionaire and Authentic Materials
Greg Goodmacher Critical Thinking about Controversial Topics
Tamiko Hanaoka Poster Making Activities in Global Issues Classes
Christopher Haswell Helping University Students Accept Asian Variety
V. Bose James Anti Authoritarian Mediated Learner Autonomy
Laurel Kamada Being “Half”: Contesting and Celebrating Difference
Megumi Kawate Global 30 and Japanese Language Education
Carmella Lieske From Critical Thinking to Creative Thinking
Jun Omi World Englishes? “Yes” for Others But “No Thanks”
Patrice Pendell Lady Leaders: EFL from Everyday to the Exceptional
Chuck Sandy Critical Thinking 2.0: Thinking, Doing and Changing
Shizuno Seki Learning Culture with International Students
Joseph Shaules Cultural Basics for Language Teachers
Tamara Swenson Narrative Frames to Assess Overseas Experience
Nicole Takeda Teaching World Englishes
Paul Wicking Christian Mission and ELT in Japan
Ayumi Uchida The Effectiveness of an E-mail Exchange Project
Stella Yamazaki Training for Seeking Internships Abroad
Jennifer Yphantides Think Local, Act Local: Grassroots Peace Education

SUNDAY
November 21st

Thomas Anderson Dynamite Debates: A Case Study
Oana Cusen Classroom Projects: Changing Students’ Worldview
Nancy Douglas How to Link Our Classroom with the Outside World
Susan Gilbert Teaching Information Literacy in ESL Writing
Leslie Ann Hendra Raising Intercultural Awareness in the Classroom
Richard Hodge Interviewing Elders and Cultural Identity
Tomiko Komiya English as a Distant Language
Junko Machida Thematic English Teaching Aiming For MEXT’s Goals
Andrew McInulty Using Static Images to Arouse Critical Thinking
Lindsay Mack Creating Curriculum in Line with Critical Pedagogy
Lary MacDonald English for Global Citizenship: An ESP Approach
Karen Masatsugu Creating Chances for Intercultural Communication
Niculina Nae Kokuai-jin, Kokuai-ka and International Programs
Yukari Naganuma Enhancing Adult Learning Through Global Issues
Tim Newfields Utilizing Critical Incidents in University SA
Amos Paran Integrating Thinking Skills into the EFL Classroom
Michael Parrish Extra-Mural English: Beyond the Classroom Box
Nozomu Sonda Attitudes to English as an International Language
Heejin Song Intercultural Negotiations in EFL Textbooks
Misako Tajima Ideological Messages Embedded in EFL Textbooks
Gregory Wheeler Copyright Issues with University Entrance Exams

MONDAY
November 22nd

Joyce Cunningham Canada via Culture, Songs, Literature and Sports
Patrick Dougherty Teachers Helping Teachers: Benefits and Beyond
Michael Furmanovsky Multicultural Content Through Graded Readers
Marc Helgesen et al Positive Psychology: Happiness in ELT
Adam Komisarof Teaching Intercultural Communication by Re-Entry
Richard Lee Using English Outside of the Classroom
Christopher Murphy Advertising and Critical Thinking Skills
Anna Baltzer

*Peace activist, educator and author of the book “Witness in Palestine: A Jewish American Woman in the Occupied Territories”*

Our Global Issues SIG and Gunma JALT are sponsoring Anna Baltzer as a featured speaker at the JALT 2010 conference. The dramatic story of her evolution from EFL teacher to Middle East peace activist provides a thought-provoking journey of interest to all language educators.

Anna is a Columbia University graduate, a former EFL teacher, a former Fulbright scholar, a granddaughter of Holocaust refugees, and an award-winning lecturer, author, and activist for Palestinian human rights. As a volunteer with the *International Women’s Peace Service*, she has worked for peace, documented human rights abuses and supported nonviolent resistance to the Israeli Occupation. She has appeared on TV 100 times (including *The Daily Show with Jon Stewart*) and lectured at 400 colleges, churches, mosques and synagogues around the world.

Anna is the author of the book *Witness in Palestine: A Jewish American Woman in the Occupied Territories*. In 2009, she received the Arab-American Anti-Discrimination Committee *Rachel Corrie Peace and Justice Award* for her commitment to justice in the Holy Land. She has published over 25 articles in journals such as *Counter Currents, Op-Ed News* and *Americans for Middle East Understanding* (AMEU) and her work has been profiled in newspapers such as *The Wall Street Journal*. She serves on the Middle East committee of the *Women’s International League for Peace & Freedom*. For more information on Anna and her work, go to:

- www.annainthemiddleeast.com
- www.wikipedia.org “Anna Baltzer”

### Conference Sessions at JALT

Anna’s two talks at JALT will address education, activism, media literacy, conflict resolution and the need for teachers and learners to speak out against social injustice. Try to catch her sessions!

**Conference Talk: Witness in Palestine: An EFL Teacher in the Middle East**
- Saturday Nov. 20th  1:20 - 2:20 pm   Rm 1206

**Featured Speaker Workshop: Thinking Outside the Box: Education and Action for Social Justice**
- Sunday Nov. 21st  9:15 - 10:45 am   Rm 1006

### Japan Lecture Tour

Anna will make a national lecture tour to give teachers, learners and others a chance to learn about her work and get involved. Her schedule is as follows. Please publicize this and try to attend!!

- **Nov. 12 (Fri)**  Tokai University (Shonan campus)
  Tokyo 3:15 – 4:40 pm (Matsumae Hall)
  <kowalski@tbd.t-com.ne.jp>

- **Nov. 13 (Sat)**  Daito Bunka Kaikan
  Tokyo 1:30 pm  (Barbara Summerhawk)
  Tel 042-493-3781 www.gallery-ef.com/PDF/AnnaDaitoBunka-fc.pdf

- **Nov. 14 (Sun)**  Maebashi Kyoai Gakuen College
  Gunma JALT 2:00 – 4:30 pm  (Michele Steele)
  <psisnowar@gmail.com>

- **Nov. 16 (Tue)**  Kyoto University (Yoshida campus)
  Kyoto 6:30–9:30 pm Ningen Kankyo Bldg
  Organizer: Tina Ottman
  <anna.in.kyoto@gmail.com>

- **Nov. 18 (Thu)**  Hiroshima City Int’l House (2F)
  Hiroshima 4:30–6 pm (tea), 6:30–8:30 pm (talk)
  <ocean2marine@gmail.com>

For more information, contact:
- Michele Steele <psisnowar@gmail.com>
- Kip Cates <kcates@rstu.jp>

### Buy the Book!

Get a copy of Anna’s book to learn about the Israeli-Palestinian conflict, read eyewitness stories and find out what actions we can take for peace. All profits support Anna’s work.

*Witness in Palestine*   Price: 2000 yen
- Buy a copy at JALT or at Anna’s events in Japan
- Order a copy from Michele Steele or Kip Cates

### Buy the DVD!

Get a copy of Anna’s DVD – full of photos, maps, facts, music and action ideas - to learn and teach about the struggle for peace in the Middle East. All profits go to support Anna’s work.

*Life in Occupied in Palestine*   Price: 1000 yen
- Buy a copy at JALT or at Anna’s events in Japan
- Order a copy from Michele Steele or Kip Cates
A Thematic EFL Unit about Okinawa

This article is about a project-based EFL unit on Okinawa that I designed for Japanese high school and college students. I piloted the unit at my university, which has quite a few students from Okinawa, and also at various high schools which take students on school excursions to Okinawa.

The reason I chose the topic of Okinawa is that it’s the only place in Japan where a major land battle was fought during World War II. More than 200,000 out of 800,000 people in Okinawa were killed. I believe that Japanese young people should know more about this history.

The relocation of the U.S. Marine Corps Futenma Air Station in Okinawa is a hot issue in Japan. Through the media, I have followed the Japanese Government’s policy as well as the reactions of people in Okinawa. I have been very moved by the strong feelings they have of being discriminated against, even by Japanese living on the mainland. It is impossible to understand their feelings fully, but I believe we have to do something to deepen our understanding of their situation and take action to alleviate their burden.

For this EFL unit, I designed my own teaching activities. These include the story of “The Girl with the White Flag” about a 6-year-old girl who survived the 1945 Battle of Okinawa. This is mentioned in the high school text Cosmos Reading.

Step 1: Introduction to Okinawa

The first step in my Okinawa unit is an introduction to the topic. First, I bring realia such as CDs of Okinawan music and Okinawan food to class and challenge the students’ five senses by repeating “What’s this?” Students brainstorm among themselves, then list what they know about Okinawa. To test their knowledge, I recommend the Okinawa Awareness Quiz (right) printed with Jerry Burks’ article in GILE Newsletter #35 (June 1999). This can be accessed at <www.gilesig.org>.

Step 2: Deepening Students’ Understanding

The second step is for students to deepen their learning. This stage of the unit consists of 5 parts.

- In the first class, students make pairs or groups and then do research on a particular topic they have chosen regarding Okinawa.
- Next, they make class presentations on their research. In my seminar, students dealt with topics such as sugarcane, Okinawan food, coral reefs and U.S. military bases. When students are not presenting, they listen, ask questions and write comments in their worksheets.
- Then, students listen to a kamishibai paper theater performance of the story of The Girl with the White Flag, made by one of my students. After listening, I read the story again and have students match the pictures to the passages and put them in order. Next, they do a role-play and act the story out. At the end of the lesson, they write comments about the story.
- In the next class, students watch a documentary film on the Japanese girls who worked as nurses during World War II in Okinawa. They were called Himeyuri (lilies). After watching the video, they put the most impressive words which remain in their minds into English and read these aloud to their classmates.
- In the final class, students read newspaper articles, then hold a discussion and debate on the issue of relocating the US Futenma Airbase.

Step 3: Student Production and Study Tour

The third step is for students to create posters and speeches, then to actually visit Okinawa.

- First, they collaborate to make a group poster. To do this, they draw a map of Okinawa and color in the U.S. military bases. Next, they write peace poems round the island of Okinawa on their map. They also make a historical chart of Okinawa. Their posters are displayed on the classroom walls or school walls in the corridor.
- Then, students make English speeches about peace. As a model, they read the English version of the famous speech by Ms. Sugako Nakamura, an Okinawan high school student (Muroi & Potter, 2000 pg. 24). Students write speeches in English about peace and deliver them in class. The other students listen, ask questions and write in their evaluation sheets.
- The final step is for students to take part in their school study tour to Okinawa. There, they visit the Himeyuri Peace Museum and other peace monuments on Mabuni Hill. They listen to talks by older people who experienced World War II. They learn to appreciate Okinawan culture through sanshin concerts and eisa dancing, making sugar from sugarcane, trying traditional dyeing and tasting Okinawan food. After the trip, they make reports with speeches back at school about their experiences.
My seminar students’ feedback after this unit was excellent. A student who did research on coral reefs in Okinawa wrote the following peace poem:

Let’s protect the blue sky
So that birds can fly happily.
Let’s protect the blue sky
So that nature can be fair forever.
Let’s protect the blue sky
So that everybody can keep smiling.
Let’s protect the blue sky
So that we can be positive again.

Another student made a speech on the importance of taking different perspectives and putting herself in other’s shoes. She said she wouldn’t accept U.S. military bases if it was decided to relocate them to her hometown. All the students agreed we should not ignore the sacrifice and suffering Okinawans have made for Japan’s security and should try to change the situation.

Teaching English should give learners new viewpoints, promote understanding of other cultures and stimulate thinking about global issues. The topic of “Okinawa” is very timely and gives us a good opportunity to reflect on a different culture and history within our own country.

References

The quiz at right is reprinted from “Teaching Peace in Okinawa” by Jerry Burks in GILE Newsletter #35 (June 1999) available on-line at <www.gilesig.org>.

This article is based on a poster session given at the JALT 2010 Pan-SIG conference in Osaka, Japan.

Hitomi Sakamoto
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OKINAWA AWARENESS QUIZ

Test your knowledge of Okinawa!!

1. Okinawa’s original name was the ___ islands.
   (a) Ryukyu (b) Naha (c) Benten
2. Okinawa was a famous ___ nation in the 15th C.
   (a) warrior (b) trading (c) rice farming
3. Okinawa was invaded by Japan in ___.
   (a) 1609 (b) 1732 (c) 1854
4. Its name was changed to Okinawa (by force) in
   (a) 1879 (b) 1928 (c) 1945
5. Okinawa’s nickname is the ___ islands.
   (a) dangerous (b) far-off (c) peaceful
6. The capital city of Okinawa Prefecture is ___.
   (a) Naha (b) Nago (c) Kadena
7. What danger annually threatens Okinawa?
   (a) snowstorms (b) typhoons (c) volcanoes
8. Which martial art was developed in Okinawa?
   (a) judo (b) kendo (c) karate
9. Each year, Okinawans remember WWII on ___.
   (a) June 23 (b) August 6 (c) October 24
10. Aside from Okinawa, how many places in mainland Japan experienced land battles in WWII?
    (a) 0 (b) 6 (c) 14
11. In total, ___ people died on Okinawa in WWII.
    (a) 30,000 (b) 80,000 (c) 200,000
12. How long was Okinawa occupied by the USA?
    (a) 8 years (b) 12 years (c) 27 years
13. After 1951, Okinawans needed ___ to visit Japan.
    (a) a passport (b) a “hanko” (c) an invitation
14. When did Okinawa revert to Japan?
    (a) 1972 (b) 1981 (c) 1989
15. How much of Okinawa’s total area is occupied
    by American military bases?
    (a) 2% (b) 7% (c) 11%
16. What percent of all US military bases in Japan
    are located in Okinawa?
    (a) 26% (b) 53% (c) 75%
17. What event was held in Okinawa in 2000?
    (a) Olympics (b) G-8 summit (c) Asian Games

ANSWERS
1 a, 2 b, 3 a, 4 a, 5 c, 6 a, 7 b, 8 c, 9 a
10 a, 11 c, 12 c, 13 a, 14 a, 15 c, 16 c, 17 b

Shin-Eiken Association
<www.shin-eiken.com>
新英語教育研究会
Shin-Eiken is a dynamic high school English teachers’ group
engaged in global, peace and human rights education. Check
out their website or subscribe to
their monthly magazine Shin Eigo Kyoiku (in Japanese).

Special Issue of “Shin Eigo Kyoiku” (New English Classroom)
No. 494 (Oct. 2010) “What Can We Learn From Mother Teresa?”
Sanyusha Press <www.sanyusha-shuppan.com>
To mark the 100th anniversary of the birth of Mother Teresa, Shin-Eiken
issued a special edition of its Japanese magazine. This includes:
• What can we learn from Mother Teresa? What should we teach?
• Promoting Mother Teresa’s ideals: love, care, concern, thankfulness
• Mother Teresa: Quotes, movies and DVDs plus a timeline of her life
• Teaching about Jackie Robinson “Reaching for a dream”
• Peace education organizations, networks and resources
Language learning in England and Japan

This article is about a set of global education resources on the theme of “children around the world” which I developed for teaching French and German in a comprehensive secondary school (ages 11-16) in England in 2007/08. These aimed to increase students’ empathy and connectivity while increasing their motivation, overall learning and awareness of global issues. This article will look at how the resources were created, and how similar ideas could be used in classrooms in Japan.

Both England and Japan have been criticised for the quality of their Modern Foreign Languages (MFL) curricula. In 2006, the UK Department for Education and Skills (DfES) published the findings of a national report by Lord Dearing called the Languages Review Consultation Report, commissioned to investigate how to reverse the decline of language learning in England. Lord Dearing’s conclusions were damning, cutting to the very foundations of MFL in English schools.

The Review found the curriculum to be too slow, lacking in age appropriateness, in relation to real life, in cognitive challenge for higher achievers and without any draw for less-motivated learners. It recommended that to “improve the experience of learning a language for pupils, to increase the motivation to learn, and to enhance pedagogy”, schools should seek “to recognise and celebrate achievement in small steps and engaging content (including links with the real world in which the language is spoken)” (DfES, 2006, p.11).

In common with England, Japan’s foreign language curricula (mainly English) have been “routinely criticized since the turn of the [19th/20th] century” (Kikuchi and Browne, 2009, p.173). One main problem has been an overly heavy reliance on the traditional yakudoku (grammar-translation) methodology (Lamie, 1998), which was developed during the Meiji era when Japan was seeking to modernise and absorb information from other countries (Rohlen, 1983). Japan is now in a very different situation. The Ministry of Education (MEXT) recognized in the 1980s that Japanese need to be able to better communicate and interact with the rest of the world (Lockley, in press).

This realisation has found its expression in two major changes to Japan’s Course of Study Guidelines over the last 20 years, one in 1989 and one in 2003, which resulted in concrete measures and a substantial budget to support its aims.

These positive changes are in contrast to England where many feel that the government has been making retrogressive moves in the language learning sphere. MFL is now only compulsory until age 14, though it did become statutory in primary schools this year.

Aspinall (2006, p.257) writes that “among the vast majority of academics, policy-makers, teachers, parents and business groups [in Japan], it is hard to find anything other than wholehearted approval of efforts to improve international education in general and English language education in particular”. This is diametrically opposite to England, where if a student wants to pursue an academic route at school, MFL are seen as irrelevant with little application outside the classroom. This is due to the pervasiveness of English as the ‘international language’ and to the lack of motivation for school language learning.

Schools in both countries are free to choose their own textbooks from those approved or to create their own curricula within government guidelines. In England, my students of French and German considered these textbooks childish, boring, uninspiring and disconnected from their daily lives. Japan also experiences difficulties with uninspiring texts which traditionally concentrated on yakudoku (Sato and Kleinsasser, 2004).

How were these resources developed?

The MFL resources I designed about “children around the world” were inspired by two initiatives: the work of the Leeds Development Education Centre (an educational charity promoting global citizenship) and the storyline approach to language teaching (in which stories rather than unconnected topics form the basis of curricula).

Aimed at 11-14 year old learners, they involve stories (in French or German) about issues in the everyday lives of children in various countries around the world. The focus is one that the (young English) reader can relate to, but often contrasts with their own life experience. They ensure that students can use, expand on and re-enforce the vocabulary that the normal curriculum demands.

The characters are made more ‘real’ in that photos are used and maps are provided to detail where they live. Colourful, culturally interesting photos expand on and support the text to make comprehension easier. Where possible, age appropriate cultural insights are included, like the
eating of guinea pig for Christmas in South America; these stories prove particularly popular among students. The focus sometimes falls upon socio-economic issues, such as a lack of access to education, child labour or poverty.

Each story continues over the course of several lessons and is linked to a chapter from a conventional textbook. The chapter on house and home changes its focus to talk about poor housing, child labour and lack of material possessions in Paraguay; the chapter on animals and the family becomes the story of a girl called Isabella living on a farm in Chile; food connects to Japan and Nigeria; transport connects to China and India; and the learning of body parts connects to the civil war in Sierra Leone where thousands of victims had limbs cut off by rebel militia in the 1990’s.

The subjects connect with other curriculum areas, such as geography, citizenship (similar to social studies in Japan) or maths, showing that languages have applications outside the classroom. The exercises include elements of reading comprehension. Extension work often comprises a ‘find the… in the text exercise’ which picks out grammar, conjugation of verbs and parts of speech. As far as possible, the resources cater to different learning styles, promote thinking skills and allow students to self-differentiate. Some questions ask students to draw pictures or diagrams illustrating what they have read; others allow students to choose their own activities based on the text. Finally, for high achievers or quick workers there is a translation challenge which they can complete.

The new words introduced use cognates and are calculated not to appear overly onerous. The vocabulary level therefore appears to be higher and more sophisticated than words students are used to studying. Most of the new words are in a glossary, but not all; if necessary, students use a dictionary. At all stages, students are encouraged to work things out for themselves or ask other students, thereby increasing autonomy, teamwork, motivation and confidence in the language.

How did learning about the world’s children in a foreign language affect English children?

From the evidence of classroom surveys and mark book grades, the appeal and success of these resources was evident. Students taking part in these lessons performed consistently well in tests, often the majority of the class obtaining the higher levels attainable at their stage. The other teachers and I found that these classes demonstrated better motivation and an improved atmosphere. The most popular aspects were the storylines and their challenging nature (e.g. remembering previous vocabulary, finding new words, and working out the conjugation of a verb to answer a question correctly). Students also showed a marked improvement in verb conjugation and vocabulary retention as the resources were designed to utilise words learnt in previous months and years as well as the target vocabulary for each textbook chapter.

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<thead>
<tr>
<th>CHILD</th>
<th>COUNTRY</th>
<th>ISSUE</th>
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<tr>
<td>Isabella</td>
<td>Chile</td>
<td>families, animals</td>
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<td>Shalini</td>
<td>India</td>
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<td>Juan</td>
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<td>Yu Lan</td>
<td>China</td>
<td>property, old age</td>
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<td>Moussa</td>
<td>Senegal</td>
<td>school, clothing</td>
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<td>Wole</td>
<td>Nigeria/France</td>
<td>food, immigration</td>
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<td>Sierra Leone</td>
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<td>Lucille</td>
<td>Canada</td>
<td>sports, diversity</td>
</tr>
<tr>
<td>Miyuki</td>
<td>Japan</td>
<td>food, school</td>
</tr>
</tbody>
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The highest and lowest achievers displayed significant improvements in motivation by using these resources. The higher achievers found more difficult activities (e.g. translation) very satisfying. Lower achievers liked being able to choose the level and type of exercise they wanted to carry out.

The resources were not universally popular. Initially almost all students were very interested, but some lost interest after two or more stories, what might be termed ‘poverty fatigue’. This manifested itself in comments like “not another one” and “I don’t want to learn about poor people anymore”, even though the resources do not universally concentrate on undeveloped countries.

Despite this minority of negative responses, the global issues aspects of the resources generally proved the most popular. Students felt that to learn about the world in a foreign language lesson was appropriate and the fact that they were studying German or French didn’t necessarily mean they had to study about a German- or French-speaking country. The issues raised gave food for thought, which was dealt with at the end of the lesson (in English – most students’ first language), where students shared their reactions to and opinions of the topics covered. They often made connections with what they had studied in other subject areas.
The Situation in Japan

In Japan, there are already several global issues texts available including “Global Issues” by Tim Grose and “You, Me and the World: A Course in English for Global Citizenship” by David Peaty. These cover a wide range of issues but are generally aimed at older, more proficient students.

If global education teaching resources like the ones described here were developed, then similar issues could be covered for younger age groups. They are directly relevant to the current MEXT course of study guidelines for English in junior high schools, in particular “understanding the ways of life and cultures of Japan and the rest of the world” (MEXT, 2003, p.7) and encouraging students to have “a positive attitude toward understanding and using a foreign language on their own” (MEXT, 2003, p.7). The self differentiation reduces the need for whole class teacher instruction, leaving more time to support struggling students, and allow faster learners to progress without waiting for slower classmates.

In conversation with colleagues, I have often found a common perception in Japan (and to a certain extent in the UK) that changing traditional curricula and ways of teaching requires lots of energy and classroom input from the teacher. I contest this and suggest that it is often younger teachers who are keenest to introduce new methods and therefore more experienced members of staff make the connection that new equals energy and activity from the teacher.

I believe there is a strong need for students to be motivated, willing to use their intelligence and initiative autonomously, and for the foreign language studied to “give sufficient consideration to actual language-use situations” (MEXT, 2003, p.7). This requires better resources, not more energy. These types of global education resources could easily be fitted into existing Japanese teaching practices by teachers without classroom presence and practice needing to change radically.

Conclusion

These classroom materials that I designed on the world’s children and global issue themes made the job of teaching compulsory languages (French and German) to often unwilling English school students more interesting, more fulfilling and much simpler. The lessons became more involved, autonomous and compelled for most students and the evidence points to improved attainment levels. As students were more motivated and involved in the learning, less time and energy had to be given to behaviour management, thereby allowing the teacher more time to work with individual students.

Given Dearing’s findings in The Languages Review Consultation Report and the attempts by MEXT to improve English teaching in Japan, this global education approach to language teaching could prove crucial to the future of MFL in both countries. At least, it deserves deeper scrutiny as a possible way to revive the fortunes of language education in both English and Japanese schools.

This article was published in slightly different form in the JALT Materials Writers SIG newsletter ‘Between the Keys’ and the JALT 2010 Osaka Pan SIG Conference Proceedings. It incorporates parts of ‘See change in Japanese senior high school English lessons’ (in press) by the author.

The worksheets are still in use at the school where they were developed and have been downloaded thousands of times. If you’d like to view, use or translate them for use in your classes, they’re available at: <www.tes.co.uk/resourcehub.aspx?navcode=70>. Just type the words “global schools interactive” (by tottoritom) into the search box, then register and download. I would be grateful to receive copies of any translations that you make.

References


Thomas Lockley
Kanda University of International Studies, Chiba, Japan <thomas-l@kanda.kuis.ac.jp>
Introduction

In February 2010, I traveled to Ulaanbaatar, the capital of Mongolia. At that stage of winter, the temperatures don’t rise above the freezing point. Water vapor in breath rises in a white plume and quickly freezes into ice crystals on eyebrows and wool hats. It is not the peak travel season.

I went there to participate in an international volunteer work-camp. I worked with volunteers from Japan, Taiwan, and Mongolia for two weeks to teach English and culture at the Child Care Center of Mongolia, an orphanage on the outskirts of Ulaanbaatar. This project was organized by three non-profit volunteer organizations: NICE in Japan, VYA in Taiwan, and MCE in Mongolia. Although I’m originally from the United States, I joined this project as the leader of the delegation of volunteers from Japan.

Volunteer Life in Mongolia

For the duration of the work-camp, all the volunteers lived together in a two room apartment. We were responsible for cooking our own meals, for diplomatically sharing the precious hot water of the single bathroom, and for working together to fight the tide of entropy that arises when more than 10 people live together in such proximity.

Each morning we drove to the orphanage where we gave a two and a half hour English lesson for a group of about 20 students, ranging in age from 8 to 13. The class members had a core of reliable attendance, but shifted on the fringes each day, with some students missing and some new students turning up. The objectives and curriculum of the class were completely up to us. The students had studied formal English in school, so we were encouraged to give them a chance to practice conversationally. We were also welcome to teach about culture, but the medium of instruction would still be English. As with almost any group of 20 students, there was a wide range of attention spans, motivation, and ability levels. Some students sat quietly taking careful notes in neat hand-writing, while others amused themselves by pulling the chairs out from under the careful note-takers.

In the afternoons, we’d plan for the next lesson, set our objectives and prepare materials. When we felt ready for the next day, we took some time to explore the frozen country around us.

At any given moment in the orphanage, the apartment, or during excursions, you could hear a constant cacophony of Mongolian, Japanese, and Chinese. However, English was the only language we could all use to speak together. Furthermore, English teaching was the focus of our work. It was an incredible opportunity for language learning. It was also a great chance for me, as an educator in Japan, to observe the Japanese volunteers’ experiences of learning English.

Shoveling non-existent snow

I had never thought of volunteer work as a language-learning opportunity until I experienced it firsthand. Back in Japan, in February 2009, I traveled to Gifu Prefecture as a volunteer to shovel snow for the elderly residents of Takane Village. This was my first time to participate in an international work-camp, and my introduction to NICE, the NPO that coordinated the Japanese volunteers for the project in Mongolia.

In Takane, there are usually such enormous quantities of snow in winter that the sheer weight of ice can cause structural strain to the houses. It’s essential to shovel the snow off the roofs and into piles which surround the perimeter of the house. This in turn must be shoveled away from doors, creating slot canyon entrance ways that can even be taller than an individual standing upright.

According to the locals, that’s what happens most years. In 2009, however, there was an unusually warm winter, and hardly any snow fell. Our hosts knew we were excited to shovel snow, and managed to find a few places for us where the snow had accumulated in northern shadows, but in fact, snow removal was hardly essential that year.

I was initially disappointed. I had taken two weeks away from my family, intent on 12 hour days of snow shoveling. I quickly realized that the actual physical work of snow removal was secondary to the emotional work of having positive interactions with people around me: the elderly residents of the village, the broader local community, and of course the other volunteers. The medium of this interaction was smiles, laughter, and language, mostly Japanese. As a result this two week work-camp proved to be an unanticipated and intense language study opportunity for me. While the experience did not meet my expectations of relentless and altruistic physical exertion, it did open my eyes to the great potential for language learning that exists through international volunteer work.
Melting water pots

Let’s return to Ulaanbaatar of February 2010. I was in the living room talking with some of the Taiwanese volunteers about the following day’s English lesson when Rieko walked in, holding the electric water pot and looking upset.

“Hey! Don’t put this pot on the stove!” she said.

The bottom of the pot looked like a writhing white octopus, tentacles of molten plastic curling in the air. The smell of burnt plastic radiated out of the kitchen, pushed along by a blast of cold air. Someone had opened the window to the frigid Mongolian night to dissipate the smoke.

We all jumped up and ran to the kitchen to see what had happened. In the kitchen we found the acrid stench even stronger, the air even colder, and remnants of white plastic bubbling on one of the electric coils of the two-burner stove. One of the other Japanese volunteers also came into the kitchen looking very embarrassed, and expressing his apologies to everyone in English.

When I met Rieko on the first day of the work-camp, I would have never imagined that she would be able to deliver this English admonition about the water pot, in a clear confident voice to a room full of talking people. Her English ability was very good, but initially she was a cautious speaker, with long pauses in her conversation as she formed perfect sentences in her head before opening her mouth. By the end of the work-camp, she was using English to make jokes with our relentlessly sarcastic Mongolian leader, to converse with the Taiwanese volunteers, and to confidently regain the focus of the 20 Mongolian children when they were at their most unruly.

The volunteers’ perspectives

Rieko and the other four Japanese volunteers were all university students and they all had very different experiences of language learning in Mongolia. During the work-camp I recorded several hours of interviews with them on the subject of English language learning. At the start of the work-camp, I asked some specific questions about their feelings and motivation, and had them express their answers in percentages or ratios.

All five of the volunteers came with different ideas and expectations about English. For some it was an obstacle, for others it was an opportunity. Some considered English language learning to be a primary objective, while for others it was secondary or not an objective at all. Nevertheless, they all experienced an increase in their confidence and motivation, and learned valuable lessons about the English language.

As time went by, I took a different approach in my interviews. Instead of eliciting numerical answers, I simply asked permission to turn on the MP3 recorder whenever the conversation came around to English. Even without my prompting, the subject came up frequently. I also observed what was happening and tried to consider the specific conditions of the volunteer work-camp that made it so effective for language learning.

Motivation

During the work-camp, volunteers were motivated to speak English out of sheer necessity. Everyday there were important questions to be answered. When the cooking group was a three person team with one member from each country, cultural cooking styles and tastes had to be navigated in English. How much rice do we need for 12 people? What’s the fastest way to thaw out this enormous block of lamb in the freezer? Should we make miso soup tonight? Do you want to try this Mongolian fermented horse milk?

While three people were cooking, the other nine were usually discussing the lesson plan for the following day. English was both the medium and the subject of the discussion. What English should we teach? What activities should we use? Who wants to be the lead teacher? Do we have enough Taiwanese candies to give to every student? What can we do when Anhkbileg and Jiguur start throwing markers at the girls?

Even after answering these essential questions, we still never ran out of topics to discuss. We talked about the smell of lamb and the coal fumes which permeated the air of Ulaanbaatar soaking into our clothes. We talked about Mongolian hip-hop videos, Buddhist temples, snarling traffic jams, and sacred rock piles on desolate mountains covered in blue flags. English was the only language we could all use to communicate about all that we were experiencing.

Lessons Learned

Through discussions with the Japanese volunteers, I noticed that one of the most important aspects of their language-learning experience was the profound realization that imperfect English could still be used for effective and meaningful communication. Even those who understood this idea abstractly were impressed by their actual experience. The volunteers who were
initially frustrated by the difficult Mongolian and Taiwanese accents came away from the work camp with an increased motivation to study world Englishes and non-standard English pronunciation.

One of the Mongolian volunteers was in the habit of saying “I t’ink so.” She was the only resident of Ulaanbaatar that actually stayed with us in the apartment for the entire duration of the work-camp, and as a result we all turned to her with our innumerable questions. “I t’ink so,” we all soon came to realize essentially translated to: “Maybe, but I really don’t know.” By the end of the work-camp, all the volunteers were saying “I t’ink so,” to each other. It was not perfect English, but we all understood the meaning perfectly well.

Conclusion

For Japanese students, an international volunteer work-camp abroad is an incredible experience for language learning and much more. For students of both Japanese and English, an international work-camp in Japan is an excellent opportunity, too. Organizations such as NICE have numerous work-camps each year. There might be a great opportunity for you or for your students.

Before coming to Mongolia, how did you feel about speaking English as an international volunteer?

<table>
<thead>
<tr>
<th>Hiroaki</th>
<th>Haruka</th>
<th>Naoko</th>
<th>Rieko</th>
<th>Atsushi</th>
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*Ratio of positive excitement to negative nervousness.*  
White = excitement  
Black = nervousness

I wasn’t nervous at all. I was completely excited.  
I was 90% nervous and 10% excited.  
Before coming I was 90% nervous and 10% excited.  
I was 30% nervous and 70% excited. I was really excited!  
Before coming I was 70% excited and 30% nervous.

How important was English language learning when you decided to participate in this international volunteer work?  
(English learning expressed as a percentage of total objectives)

<table>
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*White = English Language Learning*  
*Black = Other Objectives*

I want to speak English with a friend in France, so English learning is 70% of my motivation.  
Maybe about 30% I guess.  
I studied English so I could participate in this work camp. I didn’t come to study English.  
80%  
20%

NICE (Never-ending International Work Camp Exchanges) was founded in 1990 by 7 youths who had participated in volunteer work camps abroad. Its first workcamp was held in Japan at the foot of Mt. Fuji. NICE works to meet the needs of communities for targeted projects and motivated volunteers.

Note: Parts of this article appeared in *The Language Teachers’ Newsletter* at Momoyama Gakuin University, and should appear in the JALT 2010 Pan-SIG Conference Proceedings. The volunteers’ names have been changed out of respect for their privacy.

Warren Decker  
Momoyama Gakuin University, Izumi-shi  
Osaka, Japan  
<wdecker2000@yahoo.com>
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<th><strong>NEWS AND INFORMATION</strong></th>
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<tr>
<td><strong>Amnesty International</strong></td>
<td><strong>JALT Critical Thinking SIG</strong></td>
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<td>2011 marks the 50th anniversary of human rights NGO Amnesty International. Buy their teaching materials, and teach your students the dramatic story of how Peter Benenson began AI back in 1961.</td>
<td>JALT’s forming Critical Thinking SIG provides a forum for sharing ideas, research and class activities that promote critical thinking. For details, contact Roehl Sybing at <a href="mailto:roehl.sybing@gmail.com">roehl.sybing@gmail.com</a>.</td>
</tr>
<tr>
<td><strong>Facing the Future</strong></td>
<td><strong>Peace Boat</strong></td>
</tr>
<tr>
<td>&lt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a> &gt;</td>
<td>&lt; <a href="http://www.peaceboat.org">www.peaceboat.org</a> &gt;</td>
</tr>
<tr>
<td>Facing the Future is a highly regarded US-based global education website which features an educator’s zone, free teaching units, 60-second tours of global issues and a special Fast Facts, Quick Action page.</td>
<td>Peace Boat is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They now offer special programs for college students. Encourage your students to join!</td>
</tr>
<tr>
<td><strong>AIDS Education in Japan</strong></td>
<td><strong>Global Stories</strong></td>
</tr>
<tr>
<td>JAPANetwork provides language teachers in Japan with materials, lesson plans, videos and teaching ideas for integrating HIV/AIDS awareness into your classroom.</td>
<td>Global Stories is a dynamic English language text which features picture stories about global issues such as landmines, refugees, sweatshops and bullying. Order a copy now!</td>
</tr>
<tr>
<td><strong>Global Issues in English</strong></td>
<td><strong>U.N. Cyber School Bus</strong></td>
</tr>
<tr>
<td>Global Issues in English is an EFL website created by GILE Membership Chair Tim Grose of Sapporo, Japan. It provides a complete on-line EFL textbook on global issue themes.</td>
<td>The United Nations Cyber School Bus website offers a rich set of teaching materials, country profiles, data, games, quizzes, class activities and resources on global themes.</td>
</tr>
</tbody>
</table>
(1) “Academic Encounters” and “Academic Listening Encounters”
   Cambridge University Press <www.cambridge.org> E-mail: <tokyo@cambridge.org>

   This 2-set content-based English series contains readings, interviews and language exercises in 4 academic areas: sociology, psychology, American studies and ecology.
   - Academic Encounters aims to develop reading, writing and study skills.
   - Listening Encounters aims to develop listening, note-taking & discussion skills.

   - The Natural World
   - Life in Society
   - Human Behavior
   - American Studies

(2) "Puppet on a String: Media Control in Our Lives" by Jonathan Lynch (2010; ¥2100)
   Cengage Learning, Dai 2 Funato Bldg. (5F), 1-11-11 Kudankita, Chiyoda-ku Tokyo 102-0073
   Tokyo Tel: 03-3511-4392 E-mail: elt@cengagejapan.com Web: <www.cengageasia.com>

   This 110 page intermediate EFL text aims to improve Japanese students’ English reading and discussion skills while promoting critical thinking and media awareness. Its 15 units cover topics such as: media bias, politics and the news, staged TV, advertising, media stereotypes, media violence, privacy and the media plus media depictions of foreigners. Each 6-page unit features a warm-up survey, a 2-page reading passage (with Japanese vocabulary notes), reading comprehension exercises and discussion tasks on the topic of the unit.

(3) "World Around: An Intercultural Journey through English Countries" by M. Cleary (2008)
   Published by Helbling Languages <www.worldaround.cc> (￥2415 yen with audio CD)
   Available in Japan from ABAX Press E-mail: sales@abax.co.jp Web: <www.abax.co.jp>

   This glossy 128 page text takes students on a journey to the people and cultures of the world’s English-speaking nations. Its 12 units profile: Great Britain (England, Wales, Scotland, Ireland), the United States, Canada, West Indies, Australia, New Zealand, Asia (India) and Africa. Each 8-page unit focuses on the identity, lifestyle and issues (AIDS, apartheid, gun violence, aborigines…) of each country. Each unit contains short readings, photos, sidebars and activities designed to promote language learning and engagement with the topic.
2011 GLOBAL CALENDARS
The year is fast coming to a close. Now’s the time to order your global education almanacs, calendars, date-books and diaries for the year 2011!

(1) 2011 AMNESTY INTERNATIONAL CALENDAR
Amnesty International, 322-8th Avenue, New York, NY 10001 US
Web: www.amazon.com or www.amnesty-usa.org Price: $14
This 2011 calendar celebrates Amnesty’s 50th anniversary with human rights quotes and powerful images by photojournalists for each month. Get their Amnesty International Diary Agenda planner, too! ($13)

(2) 2011 NEW INTERNATIONALIST (NI) CALENDAR
• The NI One World Calendar ($24.95) features positive, inspiring photos of people, countries and cultures from around the world.
• The NI One World Almanac ($23.95) is a datebook and personal organizer with world photos, country profiles and global data.

(3) 2011 J.E.E. CARTOON ECO-CALENDAR
Japan Environmental Exchange (JEE), 34 Minami Kamifusa-cho, Koyama, Kita-ku, Kyoto 603-8149 JAPAN Tel/Fax: 075-417-3417
E-mail: info@jeeeco.org Website: <www.jeeeco.org>
This bilingual English-Japanese calendar has data and cartoons on eco-themes plus a list of global issue dates for the year. Its 2011 theme is Environmentally Friendly Versions of 12 Traditional Japanese Fairytales. (900 yen)

(4) 2011 WAR RESISTERS PEACE CALENDAR
War Resisters League, 339 Lafayette St, New York 10012 ($15)
E-mail: wrl@warresisters.org Website: www.warresisters.org
WRL’s 2011 calendar features photos, facts and documents on the theme of “Organizing Against the Military Recruitment of Youth”. It also includes a complete directory of US peace and justice organizations.

(5) OTHER 2011 GLOBAL CALENDARS
♦ www.google.com Do a google search on “2011 peace calendars” to see the wide variety of peace calendars now available for purchase.
♦ www.housmans.com Get a copy of the UK Housmans Peace Diary 2011 listing 2000 peace and global issue NGOs in 150 nations
♦ www.calendars.com This website features over 2,000 calendars including from NGOs such as the Sierra Club, Greenpeace and WWF.

ON - LINE GLOBAL CALENDARS
• International Dates: www.globaldimension.org.uk/calendar/
• Better World Calendar: www.betterworldcalendar.com
• UN Calendar: www.un.org/observances/days.shtml
• World Days List: www.altiusdirectory.com/Society/world-days-list.php
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GLOBAL EDUCATION MATERIALS FOR PURCHASE
In Japan, send a postal kogawase check from any post office to the address on pg 1.
From overseas, pay in US dollars (cash or US bank check made out to Kip Cates).

Book "The World Around Us"
Get a copy of this classic ESL text from Canada full of great ideas and classroom activities for teaching about social issues.  $2000 / $20

United Nations Activity Book
This teacher’s handbook features a rich variety of class activities for teaching about the UN and its work to solve global issues.  $1000 / $10

DVD on "A Culture of Peace"
Learn how to promote peace and conflict resolution in your class using ideas developed at the US Institute of Peace.  $1000 / $10

Global Perspectives (JACET)
This 50-page book (in Japanese) has articles on global education, critical thinking, peace education and conflict resolution.  $500 / $5

Fair Trade Goods
Bring Third World goods into your school at "fair trade" prices.
* www.peopletree.co.jp
* www.worldfairtradeday09.org/

Global Education Maps
Decorate your classroom or your school with these great global ed maps.  <http://odtmaps.com/>>

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

American Forum for Global Education: books on global education, world cultures and global awareness
American Forum for Global Ed., 120 Wall St. Suite 2600, New York 10005, USA  www.globalined.org

Amnesty International (AI-USA):  books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA  Web: www.amnestyusa.org

Anti-Defamation League of B’nai B’rith: teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA  Website: www.adl.org

Center for Teaching International Relations: primary & secondary texts on world cultures / global issues
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA  Web: www.du.edu/ctir/

Educators For Social Responsibility (ESR): teaching resources on war, peace and conflict resolution
ESR, 23 Garden Street, Cambridge, MA 02138, USA  Fax: 617-864-5164  Web: www.esrnational.org

International Education Resource Center (ERIC): Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  Web: www.eric-net.org

Intercultural Press: books and videos on cross-cultural communication, world cultures and study abroad
Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA  Web: www.interculturalpress.com

National Geographic Society: books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 USA  www.nationalgeographic.com

New Internationalist: maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA  Website: www.newint.org

Oxfam Education Catalog: teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK  Web: www.oxfam.org.uk/education/

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

Peace Resource Project: bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA  Website: www.peaceproject.com

Social Studies School Service: global education catalog of books, videos, software, posters & maps
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA
Tel: 310-839-2436 or 800-421-4246  <access@socialstudies.com>  Web: www.socialstudies.com

Stanford Program on Intl' & Cross-Cultural Education:  texts on world cultures & global issues
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA
Tel: 415-723-1114 or 800-578-1114  Fax: 415-723-6784  Website: http://spice.stanford.edu/

U.N. Bookstore:  books, videos, posters, maps on global issues, world cultures, int’l understanding
UN Bookstore, New York 10017 USA  www.un.org/Pubs/CyberSchoolBus/bookstor/index.html

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK  Website: www.panda.org
COMING EVENTS CALENDAR

Nov. 27 Buy Nothing Day 1  Dec. 10 International Human Rights Day 5
Dec. 1 International AIDS Day 2  Jan. 17 Martin Luther King Day 6
Dec. 2 Abolition of Slavery Day 3  Jan. 27 Holocaust Memorial Day 7
Dec. 10 Nobel Peace Prize Ceremony 4 Feb 14-20 Random Acts of Kindness Week 8

1 Buy Nothing Day: <www.wikipedia.org> <www.adbusters.org/campaigns/bnd> <www.buynothingday.co.uk>
3 Abolish Slavery Day: <www.nottorsalecampaign.org> <www.castla.org> <www.stoptraffickfashion.com>
* For more dates: <www.betterworldcalender.com> <www.earthcalendar.net> <http://aglobalworld.com>

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

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

JALT GLOBAL ISSUES SIG  The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:
(a) the integration of global issues, global awareness and social responsibility into language teaching
(b) networking and mutual support among language educators dealing with global issues
(c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

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

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

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP  (as of January 2010)
* JAPAN SUBSCRIBERS: JALT GILE SIG (200)  GLOBAL ISSUES NETWORK (100)  = 300
* INTERNATIONAL SUBSCRIBERS  (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...)  = 150

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

Global Issues Newsletter c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, JAPAN 680-8551  Tel/Fax: 0857-31-5148  E-mail: <kcates@rstu.jp>  <www.gilesig.org>

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