

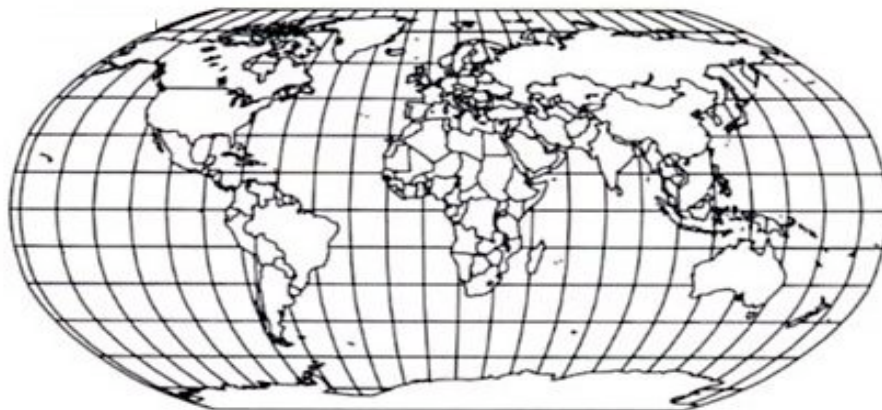
Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

## GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

94<sup>th</sup>

Issue

celebrating 94  
issues and 24  
years in print  
since 1990



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

### NEWSLETTER #94

Our February newsletter features two key articles: (1) a peace education project by Kathryn Tanaka where students chose, read and presented works on the theme of war, and (2) an outline by Bob Ashcroft of how to use movies in class to promote language skills, cultural knowledge and socio-political awareness. Special reports look at this fall's JALT 2014 national conference in Tsukuba and *Peace as a Global Language* (PGL) in Kobe. Our special feature is on youth activists with profiles of figures such as Malala Yousafzai and Craig Kielburger. We also include a list of teachable moments for the year 2015, a report on the 13<sup>th</sup> *Asian Youth Forum* in Bangkok plus a round-up of global education news and information.

◆ **E-SUBSCRIPTIONS:** After 20 years as a paper newsletter, we now offer electronic subscriptions by e-mail. Please let us know if you'd like to try this eco-friendly option!

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

## Japan University English Model United Nations (JUEMUN 2015)

June 26 - 28, 2015 Kinki University, Osaka  
< <http://juemun.weebly.com/> >

This year's *Japan University English Model United Nations* (JUEMUN 2015) will be held from June 26 - 28 at Kinki University in Osaka. College students and university teams throughout Japan are invited to apply. This unique 3-day simulation allows students to take on the role of UN ambassadors or international journalists and engage in debates and discussions – in English - on important global issues that face our world.

## US Prize for Young Peacemakers

< <http://peacefirst.org/prize/> >

The *Peace First Prize* recognizes impressive young people for meaningful peacemaking work that creates lasting good in a community, neighborhood or school. The prize is open to US residents between ages 8 – 22. It will be awarded to five young leaders who have demonstrated compassion, courage and the power to create collaborative change. Winners will each receive a \$25,000 *Peace First Fellowship* to further their peacemaking work. Applications and nominations will be accepted through March 30, 2015.

## JALT Environmental Committee

Chair: Brent Simmonds  
<[brentoldchap@hotmail.com](mailto:brentoldchap@hotmail.com)>

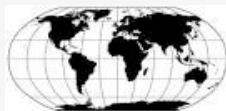
The *Japan Association for Language Teaching* has set up an *Environmental Committee* to explore how to reduce the environmental impact of JALT and of language teachers in Japan. To learn more or to make suggestions, contact Brent Simmonds.

## Global Education Events

- ***Education and Development Conference***  
March 5 - 7, 2015 Bangkok (Thailand)  
Website: <<http://www.ed-conference.org>>
- ***GIN High School Global Issues Conference***  
*Tackling Global Issues: Energy & Passion*  
March 19 - 21, 2015 Milan (Italy)  
<[www.ism-ac.it/en/global-issues-network-european-conference-2015](http://www.ism-ac.it/en/global-issues-network-european-conference-2015)>
- ***Peace Education and Bullying Conference***  
April 22 - 24, 2015 Cagayan (Philippines)  
<[www.internationalpeaceandconflict.org](http://www.internationalpeaceandconflict.org)>
- ***World Conference: Educators for Peace***  
May 29 - 30, 2015 New Delhi (India)  
Website: <[www.iaewp.asia](http://www.iaewp.asia)>
- ***2<sup>nd</sup> Global Higher Education Conference***  
June 6, 2015 Lakeland College (Japan)  
Website: <<http://conference.lcjapan.com/>>
- ***Canadian School of Peacebuilding Courses***  
June 2015 in Winnipeg [Apply by April 1st]  
<<http://csop.cmu.ca/index.php/courses/>>  
<> *Youth Voices and Peace Activism*  
<> *Human Rights and Peace*
- ***IPE Summer Institute of Peace Education***  
July 26 – Aug 2, 2015 Toledo, Ohio (USA)  
Deadline for applications: April 15, 2015  
Website: <[www.i-i-p-e.org/iipe-2015/](http://www.i-i-p-e.org/iipe-2015/)>
- ***World Environmental Education Congress***  
June 29 – July 2, 2015 Gothenburg (Sweden)  
<http://weec2015.org/thecongress/invitation/>  
  
More global education events are listed at:  
[www.peace-ed-campaign.org/newsletter/](http://www.peace-ed-campaign.org/newsletter/)

## GILE SIG Website

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



Our *Global Issues in Language Education* Special Interest Group 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](http://www.facebook.com/gilesig.org)



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

## GILE on Twitter

<https://twitter.com/gilesigjp>



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

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2015

Here are the 2015 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

### ADMINISTRATIVE OFFICERS

#### SIG Chair & Newsletter Editor:

Kip Cates  
Tottori University  
Koyama-cho, Tottori City  
<kates@rstu.jp>

#### SIG Treasurer:

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

#### SIG Membership Chair:

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

#### SIG Member-at-Large:

Chris Bradley  
Okinawa University  
Naha, Okinawa  
<masopiate@yahoo.ca>

### REGIONAL OFFICERS

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(contact details at left)

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jilbxm@dyndns.org>

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<brajcich@fukujo.ac.jp>

### PROJECT OFFICERS

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International Christian Univ.  
<shizumofan@hotmail.com>

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Jane Nakagawa (at left)

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<masatakasai@hotmail.com>

#### SIG Website:

Paul Arenson (Webmaster)  
<paul@tokyoprogressive.org>

#### SIG Facebook & Twitter:

Jennie Roloff-Rothman  
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, Mate-Tesol President  
84 Avenue Jean-Paul II, Turgeau  
Port-au-Prince, Haiti

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

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

#### Vietnam Book Donation Project

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

## GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

### ENVIRONMENTAL PROJECTS

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

### CLASS OR SCHOOL EVENTS

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



## Meeting EFL Learners Halfway by Using Locally Relevant Authentic Materials

by Catherine Thomas (Baruch College, USA)

The author describes the surge of interest shown by her EFL students in Chile when she switched from unfamiliar topics to those with local relevance. She recommends that teachers meet learners half-way through the use of authentic materials (movies, magazines, newspapers, literature, websites) that link local familiar content with educational themes.

*English Teaching Forum* Vol. 52/3 2014 USA  
<http://englishprograms.state.gov/forum/>

## Filipino Fluency Soars

by Miracel Juanta (English consultant, Manila)  
<[www.teachersodyssey.blogspot.co.uk](http://www.teachersodyssey.blogspot.co.uk)>

According to the Philippines Department of Tourism, 93.5% of Filipinos can speak English. A 2008 Social Weather Station survey reported that 3/4 of Filipinos understand spoken English, 46% speak it and 38% “think in English”. The main factors that enabled Filipinos to acquire English are that the Philippines was a US colony and English has been a medium of instruction in schools since 1901. Newspapers and signs are mostly in English while Filipinos are exposed to US pop songs, TV shows and major brands. As a result, the Philippines has become the outsourcing capital of the world with a major call center industry, health tourism and workers proficient in English.

*EL Gazette* #418 Nov. 2014. [www.elgazette.com](http://www.elgazette.com)

## English Now a Must in North Korea

*Radio Free Asia* reports that English has now overtaken Chinese as the foreign language of choice in North Korea. 90% of school students now opt to take English rather than the language of China, it’s main trading partner. The Ministry of State Security has ordered its “special intelligence agents” to learn the language. One source reported that 6-month residential English courses are now compulsory for all North Korean secret police agents. These courses are unpopular because the agents can’t take bribes while they’re studying. “If they don’t receive bribes for 6 months,” explained the source, “it strikes a blow to their families.”

“*EFL a must for secret police*” in *EL Gazette* #418  
November 2014. [www.elgazette.com](http://www.elgazette.com)

## Criteria for “World Class” Universities

The *World University Rankings* issued by the *Times Higher Education* magazine <[www.thewur.com](http://www.thewur.com)> state that “internationalization” is a key factor to becoming a “world class” university. Their criteria for this is that (a) 19% of all students should come from outside the country and (b) 20% of the university’s teaching staff should be hired from abroad.

“*Internationalization is key to world class*” *EL Gazette*  
#418 Nov. 2014. [www.elgazette.com](http://www.elgazette.com)

## Terrorists Threaten Western Teachers

Numerous sources report that Islamic extremists are encouraging violence against Western teachers and international schools worldwide. An increasing number of jihadists are urging sympathisers to attack expatriate teachers in Muslim countries. The Australian and American governments have issued warnings to teachers working in the Middle East. The Islamic State (ISIS) has issued threats claiming US and foreign teachers are “easy prey”, “valuable targets” and “influential members of society” whose deaths would cause widespread panic.

“*Teachers face jihadi threats*” *EL Gazette* #420  
January 2015. [www.elgazette.com](http://www.elgazette.com)

## Korean School: “Irish Teachers Not Wanted”

An Irish woman who applied for a job teaching English in South Korea was rejected because of her nationality. Katie Mulrennan from County Kerry in Ireland applied for an EFL job in Seoul. Her application was rejected by a recruiter who wrote, “I’m sorry to inform you that my client does not hire Irish people due to the alcoholism nature of your kind.” Average alcohol consumption among Koreans is higher than in Ireland, according to WHO statistics. “I actually laughed when I read it initially,” commented Mulrennan. “But then I wanted to write back a really angry response.”

“*Anger over Irish alcoholism slur*” *EL Gazette* #420  
January 2015. [www.elgazette.com](http://www.elgazette.com)

### WANTED - CONTRIBUTIONS!

- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource that you recommend?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!



**JALT 2015 Conference**

Nov. 20 – 23, 2015 Shizuoka, Japan  
 <<http://jalt.org/conferences>>

The 41<sup>st</sup> annual JALT conference will be held on Nov. 20–23, 2015 at Granship Convention Center in Shizuoka (near Tokyo). The theme is *Focus on the Learner*. Plenary speakers are Jean-Marc Dewaele, Joan Kang Shin and Tomoko Yashima.

**JALT Pan-SIG 2015 Conference**

May 16–17, 2015 Kobe City Univ. of For. St.  
 < <https://sites.google.com/site/jaltfansig/> >

This year’s JALT Pan-SIG conference will be held from May 16–17 at Kobe City University of Foreign Studies on the theme *Narratives: Raising the Happiness Quotient*. Last chance to submit!

- **Proposal Deadline:** February 28, 2015



**ACLL 2015 Conference**

April 30 – May 3 in Kobe  
<http://iafor.org/conferences/acll2015/>

This spring’s *Asian Conference on Language Learning (ACLL)* will take place from April 30 – May 3 in Kobe on the theme *Integrated Practices: Creating Experiences to Enhance Learning*.

- **Proposal Deadline:** March 1, 2015



**Int’l Association of Teachers of English as a Foreign Language**

No. 2-3 The Foundry, Seager Road,  
 Faversham Kent UK ME1 3FD

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

**IATEFL 2015 CONFERENCE**

IATEFL’s 49<sup>th</sup> annual conference will be held from April 11 -14 in the city of Manchester, UK  
 Global themed presentations will include:

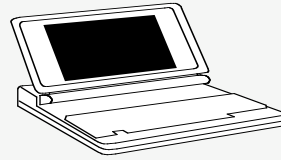
- *Round the World in 45 Minutes: Global Justice*
- *Teaching English in an Insurgency: Nigeria*
- *English Classes for Global Citizenship*
- *The International Youth Forum Model*
- *The Ethics of Researching EFL in Bangladesh*
- *Literature in an Age of Distraction*

**Global Issues Pre-Conference Event (April 10)**  
 Debate, Discussion, Dialog: Triggers for Change

**IATEFL Global Issues SIG (GI-SIG)**

- **Website:** <http://gisig.iatefl.org> SIG Chair:  
 Margit Szesztay <[margit.szesztay@gmail.com](mailto:margit.szesztay@gmail.com)>

**Key Internet Websites on Global Issues and Language Teaching**



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

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

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

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



**Teachers of English to Speakers of Other Languages**

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

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

**TESOL 2015 CONFERENCE**

TESOL’s 49<sup>th</sup> international conference will be held from March 25–28, 2015 in Toronto, Canada on the theme of *Crossing Borders, Building Bridges*. Conference sessions will include.

- *Teachers’ Roles in Crossing Borders*
- *Reaching Learners Living with Trauma*
- *Language Learning Beyond the Classroom*
- *Issues of Social Class in TESOL Settings*
- *Identity in a Global World*
- *Responsible Use of Popular Media in EFL*
- *Content-Based Language Teaching*

**Social Responsibility Interest Section (SR-IS)**

TESOL’s *Social Responsibility IS* invites teachers worldwide to join. If you’re a TESOL member, be sure to make this your primary interest section.

**SR-IS:** Anne Marie Foerster Luu (USA)  
 <[foerstea@gmail.com](mailto:foerstea@gmail.com)>

Don’t forget to renew your Global Issues

**MEMBERSHIP / SUBSCRIPTION**

**JALT Members:** ¥1,500 per year

**Non-JALT Newsletter Subscriptions**

Japan: ¥2,000

Overseas: US \$15



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

November 21 - 24, 2014 in Tsukuba, Japan

*Conversations Across Borders* <<http://jalt.org/conference/jalt2014>>



Global Issues SIG Forum

## *Sharing Ideas, Lessons, Resources*

MCs: Jennie Rothman <[program@gilesig.org](mailto:program@gilesig.org)>  
Tim Grose <[tppgrose@hotmail.com](mailto:tppgrose@hotmail.com)>

### **Teaching the Millennium Development Goals**

This presentation described a set of EFL activities which incorporate MDGs and promote UN social and environmental goals. Tim Grose (The Global Village) <[tppgrose@hotmail.com](mailto:tppgrose@hotmail.com)>

### **Teaching Discussion Skills for Global issues**

This talk introduced innovative EFL techniques and activities which promote genuine interactive student discussions on global issue topics. Mark Shrosbee (Tokai University) <[markshros@gmail.com](mailto:markshros@gmail.com)>

### **Teaching about Cambodia in EFL Classes**

This described the presenter's trip to Cambodia and her peace education classes on landmines and the Khmer Rouge. Hitomi Sakamoto (Toyo Gakuen University) <[hitomi27sf@yahoo.co.jp](mailto:hitomi27sf@yahoo.co.jp)>

### **Global Issues with the Band "One Direction"**

This described how the song "The Story of My Life" by *One Direction* compares the lives of students in Japan and Sierra Leone. Brent Simmonds <[brentoldchap@hotmail.com](mailto:brentoldchap@hotmail.com)>

### **Student Creation of Colorful Country Maps**

This talk introduced an EFL activity where students practiced English and geography by dictating, listening and drawing world maps. John Spiri (Gifu Shotoku University) <[johnspiri@gmail.com](mailto:johnspiri@gmail.com)>

### **The "Native Speaker Problem" in EFL**

This discussed the challenges of using *English as a Lingua Franca* (ELF) in mixed nationality classes including native speakers. Bernard Susser (Ritsumeikan University) <[bernsusser@gmail.com](mailto:bernsusser@gmail.com)>

### **Eco-Products Posters**

This talk described an EFL task where students designed environmentally-friendly products and presented publicity posters for them. George Higginbotham <[gmhigginbotham@gmail.com](mailto:gmhigginbotham@gmail.com)>

### **Global Challenges: Content-Focused EFL**

This talk described the aims, content and activities of *Global Challenges*, a content-based English course for 1<sup>st</sup> year students. Brent Jones (Konan University) <[bjones\\_jp@yahoo.com](mailto:bjones_jp@yahoo.com)>

Global Issues SIG Colloquium

## **Education for Global Citizenship**

Organizers: Kip Cates & Tom Fast

Global education has become a hot buzzword in Japan as the national government, corporations and schools strive to promote foreign language skills and internationalization through Global 30 universities and Super Global High Schools. What kind of global citizenship do these institutions aim at? How can language teachers help to promote global knowledge, skills and attitudes? This colloquium featured a panel of experts who shared their ideas on this topic.

- *Tom Fast*: Global Education Approaches to English Teaching <[fiokayama@gmail.com](mailto:fiokayama@gmail.com)>
- *Tim Grose*: Classroom Approaches to GILE <[tppgrose@hotmail.com](mailto:tppgrose@hotmail.com)>
- *Donna Tatsuki*: The Japan University English Model UN <<http://juemun.weebly.com>>
- *Saburo Aoki*: Global Education at Tsukuba University <[aoki.saburo.fn@u.tsukuba.ac.jp](mailto:aoki.saburo.fn@u.tsukuba.ac.jp)>
- *Alan Maley*: Global Education via Literature & Graded Readers <[yelamoo@yahoo.co.uk](mailto:yelamoo@yahoo.co.uk)>

## **JALT Environmental Committee**



JALT's new *Environmental Committee* worked to reduce the impact of JALT and its national conference.



## **2014 Balsamo Asian Scholar**

This year's Asian Scholar was Prof. *Sonthida Keyuravong* who presented on behalf of the *Thai TESOL English Teaching Association*.

## **Other Conference Presentations**

### **Service Learning Across Borders**

This described a service learning project involving students in Japan and the US that combined community service with study abroad. Gregory King (Chubu Univ.) <[gregking@isc.chubu.ac.jp](mailto:gregking@isc.chubu.ac.jp)>

### **Challenges in Working Across Borders**

This talk reported research on issues of language, tolerance and cultural competence of 30 *Medecins Sans Frontieres* NGO workers. Mami Orikasa (Miyagi Univ. of Ed.) <[morikasa88@gmail.com](mailto:morikasa88@gmail.com)>

### **Crossing Borders: A Flat Stanley Exchange**

This session described the “Flat Stanley” virtual homestay project and its impact in promoting international understanding for kids. Mark Mino (Sumita BoE) <m-mino@town.sumita.iwate.jp>

### **Exploring Bullying Across Borders**

This poster described a university EFL unit on bullying which involved reading, research, guest speakers and exchanges with US students. Eleanor Kelley (Rikkyo University) <eckelly@rikkyo.ac.jp>

### **Incorporating World Englishes into Your Class**

This talk showed how teachers can incorporate the rich variety of World Englishes into their classes based on a book written by the presenters. Tadashi Shiozawa (Chubu University) <shioz@isc.chubu.ac.jp>

### **Critical Cross-Cultural Conversations**

This talk discussed the design of a cross-cultural communication course which brought together Japanese and non-Japanese students. Mohammed Ahmed (Int. Univ. of Japan) <mkahmed@iuj.ac.jp>

### **Teachers of Asian Descent in *Eikaiwa***

This talk presented research on Asian EFL teachers in Tokyo conversation schools and their perceptions of ethnic discrimination. Natasha Hashimoto (Temple University) <tue87579@temple.edu>

### **Bringing “Harvard Justice” to Japan**

This talk discussed a critical thinking EFL debate event on energy which used the format of the *Harvard Justice* course. Douglas Jarrell (Nagoya Women’s University) <djarrell@nagoya-wu.ac.jp>

### **Supplying Books & Extensive Reading in Nepal**

This talk reported on an extensive reading program held in Nepal which involved service learning and donated books. Ann Mayeda (Konan Women’s University) <amayeda@konan-wu.ac.jp>

### **NGO Gender Awareness Material**

This poster showed how NGO materials on gender and global issues promoted student motivation and language learning. Brent Simmonds (Sugiyama Women’s University) <brentoldchap@hotmail.com>

### **A Teacher Practicum in Thailand**

This talk described an overseas training program which had Japanese EFL teachers give cultural understanding classes in Thai high schools. James Hall (Iwate University) <jhall@iwate-u.ac.jp>

### **Communicating Across Borders: Maps & Blogs**

This talk discussed a US-Japan language exchange activity involving blogs and Google maps that promoted language skills and global awareness Kiyomi Fujii (KIT) <kfujii@neptune.kanazawa-it.ac.jp>

### **Cut to Issue: Using Film in ELT**

This talk described a college EFL course which is built around the use of films on personal, social and global issue topics. Beverley Lafaye (Tokai Gakuen University) <belafaye@tokaigakuen-u.ac.jp>

### **Using English to Create Globally-Minded Youth**

This practical workshop introduced teaching ideas, activities and materials aimed at promoting global awareness for kids. Samantha Kawakami (Sam’s English School) <samantha51875@gmail.com>

### **Interdisciplinary Course: Religion and English**

This described an “Intro to Religion” CLIL course designed and team-taught by 1 EFL teacher and 1 religion teacher. Monica Hamciuc (Miyazaki Int’l College) <mhamciuc@sky.miyazaki-mic.ac.jp>

### **Genocide: Native American Boarding Schools**

This Linguapax talk described the cultural and linguistic impact on native Americans of forced assimilation in US boarding schools. Cary Duval (IAC Linguapax) <duval@shonan.bunkyo.ac.jp>

### **A Marriage of Peace Linguistics & Pragmatics**

This presentation discussed the new field of peace linguistics and outlined its applications to the genre of *English for Diplomatic Purposes*. Noriko Ishihara (Hosei University) <ishii0029@gmail.com>

### **English *Kenshu*: Across Borders in Malaysia**

This session discussed a unique 2-month English language and internship program for Japanese tourism majors carried out in Malaysia. David Williams (Josai Int’l University) <williams@jiu.ac.jp>

### **Helping Students Discover the News**

This talk described how the textbook *Discover the News* involves students in studying, researching and reporting the news. Andy Boon (Toyo Gakuen University) <contact@languagesolutionsinc.com>

### **An LGBT English Class: Inclusion & Exclusion**

This session described the results of interview research carried out on the language learning experiences of 6 LGBT students. Ashley Moore (Osaka Institute of Technology) <moore@rsh.oit.ac.jp>

### **The Marketization of Japanese Higher Ed.**

This talk discussed the marketization of higher education and critiqued promotional materials that utilize English or *global* concepts. Sarah Birchley (Toyo Gakuen Univ.) <sarah.birchley@gmail.com>

### **Reading to Write Critical Reviews**

This talk described the 4 stages of a European cinema project which taught students to read and write critical reviews of movies. Roger Palmer (Konan University) <roger@center.konan-u.ac.jp>

### **Intercultural Training for the Lao Program**

This outlined the intercultural training component of an EFL teacher exchange to Laos which used the “Contrast Culture Method”. Donna Fujimoto (Osaka Jogakuin Univ.) <fujimotodonna@gmail.com>

### **Fukushima and Turkish Children Project**

This session described a video-based international exchange project between 6<sup>th</sup> grade children in Fukushima and in Turkey. Hitomi Sakamoto (Toyo Gakuen University) <hitomi.sakamoto@tyg.jp>

### **Gratitude Project**

This described an EFL project which had students practice expressions of thanks by writing letters of gratitude to family and friends. Naoko Harada (Kyorin University) <knightbus@jilbxm.dyndns.org>

### **Cross Borders to Discuss Social/Global Issues**

This showed ways to help students develop and express opinions on social issues via value lines, ranking tasks and moral dilemmas. Greg Goodmacher (Keiwa University) <ggoodmacher@hotmail.com>

### **Interview Poems for Peace and Communication**

This discussed how *Told Poems* help to practice intercultural communication and how peace studies can enhance classroom language teaching. Leslie Turpin (SIT, USA) <leslie.turpin@sit.edu>

### **Conversation Topics That Cross Borders**

This described a comparative study of EFL texts and students in 10 countries to see whether EFL topics prepare learners for real-world situations. Aki Siegel (Rikkyo University) <siegel@rikkyo.ac.jp>

### **Beyond Paperless: Furthering iPad Innovation**

This talk described a university English program which went paperless through using iPads. Arthur Rutson-Griffiths <a.rutson.griffiths@gmail.com>

### **Our Town: Role-Playing Games for Learners**

This session discussed an EFL role-playing course using the game *Our Town* in which learners create a town and then develop a persona. David Kluge (Nanzan University) <klugenanzan@gmail.com>

### **Across Borders With Traditional Games**

This session looked at ways to reinvent traditional Filipino games in order to teach Japanese children EFL while raising their cultural awareness. Marco Brazil (iTDi Institute) <mrc\_brazil@yahoo.com>

### **Ideal Classmates: Research Across Borders**

This talk described how students in Indonesia and Japan became more helpful after a task where they shared ideas on “the ideal classmate”. Septina Nur Iswanti (iTDi) <ninaseptina2009@gmail.com>

### **Learners’ Perception of Global Identity**

This talk discussed the role that globalization plays in foreign language education and student perceptions of global identity. Catherine LeBlanc (Kwansei Gakuin University) <catleblanc@kwansei.ac.jp>

### **Activities to Make Students Critical Thinkers**

This poster introduced classroom activities (stories, anecdotes, problem solving exercises) that foster students’ critical thinking skills. John Peloghitis (Tokai University) <jpeloghitis@hotmail.com>

### **Global Education and Classroom Teaching**

This talk described a course planning framework for global education featuring parameters such as policy/practice, EFL/ELF, content/language. Paul Carty (Doshisha University) <paulcarty@gmail.com>

### **Reducing Bias or Reinforcing Stereotypes?**

This described a college EFL program in which students were given roles as cultural informants and kept journals on their chosen country Matthew Turner (Rikkyo University) <m-turner@rikkyo.ac.jp>

### **World Heritage Sites and Student Posters**

This described a project to design and present posters on UNESCO World Heritage Sites. Teigan Babcock (Saitama JALT) <teaching@gmail.com>

### **Teaching Global Issues Communicatively**

This session introduced communicative student-centered materials, methods and projects for teaching global issues in language classes. Mark Shrosbree (Tokai Univ.) <markshros@gmail.com>

### **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 in based in Japan which works to promote global awareness, peace, international understanding and humanistic education. Check its Japanese website, subscribe to its magazine or attend one of its many regional events in Japan.

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

Sanyusha Press <www.sanyusha-shuppan.com>

#### **Issue # 543** (November 2014) Theme: *Teaching Grammar*

- *Analyzing the Phrase “Self Defense”* (Makoto Ito)
- *Books for Teachers: Bullying, Racism, the 2011 Tsunami*

#### **Issue # 544** (December 2014) Theme: *2014 Conference Report*

- *Promoting a Culture of Peace in our Classes* (Etsuko Fukushima)
- *Teaching EFL for Peace: Japan’s Constitution* (Kazuko Sakuma)

#### **Issue # 545** (January 2015) Theme: *Developing Writing Skills*

- *Teaching WWI: Christmas in the Trenches* (Nobuyuki Uchino)
- *Clarifying Values: Your 10 Most Important Possessions* (S. Block)



## Special Report: *The 13<sup>th</sup> Asian Youth Forum (AYF 13)*

(January 27 – February 2, 2015 in Bangkok, Thailand)

The 13th *Asian Youth Forum* (AYF 13) was held from January 27 – February 2 at Thammasat University and the Ambassador Hotel in Bangkok, Thailand as part of this year's 2015 *Pan-Asian Conference on Language Teaching* (PAC). This unique event, hosted by the national Thai TESOL association, brought together 66 college students from 14 countries for a week of seminars and social events aimed at promoting Asian awareness, leadership skills and international understanding through the medium of English-as-a-global- language. Previous AYF events include:

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



### PARTICIPANTS

#### Japan

The Japan delegation comprised 20 Japanese students from 7 different universities:

▪ Waseda University	▪ Kinki University
▪ Keiwa University	▪ Tottori University
▪ Kyoto University of Foreign Studies	
▪ Nagoya U. of Foreign Studies	▪ Soka Univ.

#### Asia

The Asian AYF delegation comprised 46 students from 12 different countries:

Bangladesh: 4	Mongolia: 1	S. Korea: 1
China: 4	Myanmar: 2	Taiwan: 1
Indonesia: 6	Philippines: 6	Thailand: 15
Malaysia: 1	Russia: 1	Vietnam: 4

### GUEST SPEAKERS

The AYF 13 theme was *Youth Bridging Cultural Differences through Language* with talks by:

- a plenary talk by an ASEAN diplomat
- a guest speaker on youth issues from UNESCO

### AYF SESSIONS AT PAC

AYF students made the following presentations to Asian EFL teachers at the 2015 PAC conference:

1. Language Learning: The Students' View
2. Countries, Cultures, International Understanding

### ACADEMIC SESSIONS

#### Country Presentations

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

#### Cultural Performances

Delegates prepared lively cultural performances for a colorful evening of Asian song, dance and music. These included tai chi from China, dances from Myanmar and Bangladesh, a J-Pop performance plus a *Gangnam Style* sing-a-long.

#### Local Excursions with Thai Guides

AYF participants did 2 excursions guided (in English) by students from Thammasat University:

- a Bangkok city tour to Wat Pho & Wat Arun
- a day-trip by boat and bus to Koh Kret island

#### Post-AYF Commitments

A final session gave AYF students time to brainstorm individual actions for them to take in their home countries to promote AYF ideals.

#### AYF 13 Slideshow

For info and photos about AYF 13, go to:

- [http://youtu.be/O\\_RW0QVV2Bg](http://youtu.be/O_RW0QVV2Bg)
- <http://asianyouthforum.wix.com/ayf13bangkok>

Plans are now being discussed for the next *Asian Youth Forum* (AYF 14). Details will be made public later this spring or summer.

### THANK YOU !!

*Special thanks to the following people for all their help in making AYF 13 such a success!*

- The Pan - Asian Consortium (PAC)
- Thai TESOL Association for English Teaching
- Nopporn Sarobol and her great AYF Thai team
- Thammasat University Language Institute (LITU)
- Youth leaders Chris Capablanca and Ericka Lucas
- JALT's *Global Issues & MW SIGs* for funding



## PEACE AS A GLOBAL LANGUAGE (PGL 2014)

December 6 - 7, 2014 at Kobe Gakuin University

< <http://pgljapan.org> >



Last fall's *Peace as a Global Language* conference (PGL) was held on December 6–7 at Kobe Gakuin University on the theme of *Conflict Management: Peace in the Community*. Here we include a small selection of the many presentations given.

### PLENARY SESSIONS

#### **Rwanda: 20 Years Since the Genocide**

This plenary discussed the 1994 Hutu-Tutsi massacre, described how Rwanda has promoted peace, reconciliation and progress since then, and introduced a youtube clip of the *Kwibohora 20* national celebrations. **Dr. Charles Murigande** (Rwandan Embassy) <[www.wikipedia.com](http://www.wikipedia.com)>

#### **Piracy off the Somali Coast**

This session focused on the complex problem of Somali piracy, looked at possible solutions and discussed the recent Tom Hanks film “Captain Phillips”. **Aiko Sugiki** (Kobe Gakuin University)

#### **Conflict Management**

This talk described the work carried out by the presenter for the U.S. State Department and discussed the need for better conflict management in Asia. **Brian S. DaRin** (US Consulate, Osaka)

#### **To Honor Nelson Mandela**

This tribute to Nelson Mandela described the man, his ideals, his life and his work along with personal stories by the speaker who served as his translator during Mandela's visit to Japan. **Gerry Yokota** (Osaka University) <[gyokota@gmail.com](mailto:gyokota@gmail.com)>

### PRESENTATIONS

#### **What Do We Mean by the Word “Peace”?**

This talk discussed the concept of peace, how it is seen in different cultures and common assumptions about peace and conflict. **Esmat Azizi** (Kwansei Gakuin University) <[esmat.azizi@gmail.com](mailto:esmat.azizi@gmail.com)>

#### **Family and Friends Project: Children in Nepal**

This talk introduced the Japan-based *Family & Friends Project* and its work providing educational opportunities to children in Nepal. **Randall Bollig** <[www.facebook.com/FamilyFriendsProject](http://www.facebook.com/FamilyFriendsProject)>

#### **Teaching about Six Myths of War**

This talk described 6 common myths about war that prevent young people from becoming active participants in the global movement for peace. **Kip Cates** (Tottori University) <[kcates@rstu.jp](mailto:kcates@rstu.jp)>

#### **We Are the World for Peace One Day**

This presentation described how the music video *We Are the World: USA for Africa* was used in order to publicize the annual event *Peace One Day*. **Kota Yanagidani** <[highway875@outlook.com](mailto:highway875@outlook.com)>

#### **Machinto: Hiroshima for Peace**

This explained how the picture books *Machinto* (Matsutani) and *My Hiroshima* (Morimoto) can help kids understand the evil of war. **Yoko Takagi** <[yoko@jeam.jp](mailto:yoko@jeam.jp)> <<http://machinto.edublogs.org>>

#### **Narratives, Charts and Global Issues Activities**

This session introduced EFL activities from the author's text *Inspiring Solutions* on topics such as poverty and child labor. **John Spiri** <[johnspiri@gmail.com](mailto:johnspiri@gmail.com)> <[www.globalstoriespress.com](http://www.globalstoriespress.com)>

#### **The Nuts and Bolts of Teaching Global Issues**

This talk described the design, content, teaching methods and activities of an English *Global Issues* course taught at a Japanese university. **Jack Ryan** (SUAC Shizuoka U of Arts) <[j-ryan@suac.ac.jp](mailto:j-ryan@suac.ac.jp)>

#### **The Digital Divide**

This talk discussed issues of social inequality in education and ways that we can help overcome the *digital divide* for equal access to technology. **Ryan Richardson** (Konan U.) <[rrinjapan@gmail.com](mailto:rrinjapan@gmail.com)>

#### **Integrating Peace and Ethics Education in EFL**

This session introduced English teaching activities based on the UNESCO-endorsed *Learning to Live Together* ethics education program for kids. **Sylvain Bergeron** <[bergeron@gunma-u.ac.jp](mailto:bergeron@gunma-u.ac.jp)>

#### **Three Things You Can Do for World Peace**

This session described the presenter's experiences in Africa and outlined his ideas about how to work for world peace. **Yuta Moriguchi** (Japan-Burundi Bridge Project) <[www.facebook.com/jpnbrn](http://www.facebook.com/jpnbrn)>

#### **Examining Gender Roles in Picture Books**

This reported on an analysis of gender images and discussed how men and women are portrayed in children's picture books overseas and in Japan. **Rina Fukunaka** <[r.p2-t.ye.08@ezweb.ne.jp](mailto:r.p2-t.ye.08@ezweb.ne.jp)>

#### **NARPI: Challenging Conflict in Asia via the Arts**

This talk described the summer training programs of NARPI: *Northeast Asia Regional Peacebuilding Institute*. **Kyoko Okumoto** (Osaka Jogakuin) <[okumoto@wilmina.ac.jp](mailto:okumoto@wilmina.ac.jp)> <[www.narpi.net](http://www.narpi.net)>

### Images of “Global Communication”

This talk discussed research about differences in the images of “global communication” held by Japanese high school and college students. Noriko Nakanishi <nakanisi@ba.kobegakuin.ac.jp>

### Oral History Projects for L2 Learners

This session reported on a series of semester-long Oral History projects carried out by students as part of a content-based EFL program. Brent Jones (Konan University) <bjones\_jp@yahoo.com>

### Modeling Peacebuilding Strategies in ESL

This workshop showed how to introduce conflict resolution and peace building into ESL classes and into the daily lives of teachers and students. Philip Gurney (Kyoto) <philipgurney@gmail.com>

### Language for Building a Culture of Empathy

This talk discussed the importance of empathy and ways that language teachers can include this in their teaching to help engender a culture of peace. Hugh Graham-Marr (Meiji U.) <http://abax.co.jp>

### Using MDGs for a High School Curriculum

This talk explained how the UN *Millennium Development Goals* (MDGs) were used to develop a content-based high school EFL curriculum. Peter Ferguson (Nada HS) <fergusonada@yahoo.ca>

### The Presentation of Animals in EFL Texts

This discussed the portrayal of animals in EFL texts and how to raise awareness of animal rights. George Jacobs <george.jacobs@gmail.com>

### Case Studies of War and Peace: The Crusades

This session introduced a college EFL lesson about the Crusades designed to stimulate student thinking about war, peace, stereotypes and Islam. Kip Cates (Tottori University) <kcates@rstu.jp>

### PGL STUDENT SESSIONS

A special feature of each PGL conference is the involvement of high school and college students. This year, students from the following schools took part as presenters guided by teacher advisors.

- *Kwansei University*  
Prof. Tam Mito <mito@kwansei.ac.jp>
- *Kobe Gakuin University*  
Anthony Torbert <3tony@ba.kobegakuin.ac.jp>
- *Otemae University*  
Kathryn Tanaka <k.tanaka@otemae.ac.jp>
- *Himeji Dokkyo University*  
Scot Matsuo <scotmats@gmail.com>
- *Marist Brothers International School*  
Mark Deyss <deyssm@marist.ac.jp>
- *Canadian Academy*      ▪ *Konan University*

### The Model UN at Marist Brothers Int’l School

Students described their experience of preparing for and taking part in an English Model UN. Mark Deyss <deyssm@marist.ac.jp>

### Human Trafficking

Students presented the results of their semester of studying about human trafficking abroad and here in Japan. Scot Matsuo <scotmats@gmail.com>

### Peace through Literature: The Atomic Bomb

Students gave poster presentations on novels that they’d read dealing with Hiroshima and the atomic bomb. Kathryn Tanaka <k.tanaka@otemae.ac.jp>

### I Did What the Japanese Government Couldn’t!

A Japanese student explained how he worked to achieve peace and make friends with Chinese students during a NARPI peace trip to Nanjing. Naoyuki Nakada <naoyuki3015@gmail.com>

### Food Waste in Japan: A Hindrance to Peace

A Japanese student discussed the rich-poor gap and reported the findings of her research on how much food is wasted in Japan. Yo Iki (Kinki University)

### Japanese Pop Culture & Global Understanding

Two students discussed the government’s *Cool Japan* campaign and how it promotes global understanding. Hiroki Ishida (Kobe Gakuin Univ)



### Anne Frank Photo Exhibit

<www.annefrank.org>  
<http://gcej.jimdo.com/eng-1/>

For PGL 2014, a photo exhibit on the life of Anne Frank was held by the *Global Campaign for Peace Education Japan* (GCPEJ). To bring this photo exhibit to your school or event in Japan, contact Kazuya Asakawa <kasan@mac.com>. To learn about *Anne Frank House* and its exhibits, go to:  
<www.annefrank.org/en/Education/Travelling-exhibition/Asia/Japan/>



### Youth Messages for Peace

<http://peacecreators.jimdo.com>  
Another feature of PGL 2014 was an exhibit of peace messages, poems and drawings made by young people from around the world. To see their work, go to the website above. For more info, contact the coordinator Atsuko Akamatsu <peacemessagetakamori@yahoo.co.jp>

### FOR MORE INFORMATION

For more details on PGL 2014, see their website or contact the conference chair: Richard Miller (Kobe Gakuin University) <rdtin@yahoo.com>

# Teaching Peace and the Atomic Bombings in the EFL Classroom

by Kathryn M. Tanaka, PhD (Otemae University, Hyogo, Japan)

## Introduction

Since the early 1990s, there have been a number of calls to introduce peace education into English as a foreign language curricula (Fine, 1990; Stempleski, 1993). As the world becomes globalized and conflicts over resources intensify, the place of peace studies in English as a foreign language classrooms has become increasingly important. This essay introduces the way in which peace education can be incorporated into EFL classrooms through the use of literature. In particular, I discuss how students engaged with issues of peace and the atomic bombings of Hiroshima and Nagasaki in two courses taught at Otemae University and their presentations of their work at the 2014 *Peace as a Global Language* (PGL) Conference at Kobe Gakuin University.

## The Place of Peace in an EFL Discussion Course and a Japanese Literature Course

I do not teach a separate course devoted to peace studies. Instead, I have embraced the philosophy espoused by McInnis and Wells (1994) that “peace education is an organic component of foreign language teaching.” I introduced artistic representations of the experience of the atomic bombings in two different courses: *Discussion and Debate* and *Reading Canonical Japanese Literature*. Both are taught as content courses in English rather than as strict EFL courses.

Both classes consist of a group of students with a variety of English levels, although the majority are advanced. Part of the value in the project we did on the atomic bombings and peace was that it allowed each student to completely engage in the course, providing valuable contributions to the dialogue at a level that was appropriate to their language ability.

I introduced the experience of the atomic bomb as a way to encourage my students to begin to engage with peace education. My pedagogical tactics were loosely based on the framework of three stages developed by McInnis and Wells (1994): *awareness*, *assessment* and *action*. In the first stage, knowledge of the problem is essential as the starting point of empathy and understanding of interdependency. I chose to use the Atomic Bombings as examples of tremendous violence that students could easily relate to because they had occurred in Japan. In both courses, we began our study with a basic outline of the history of the bomb as it is taught in Japan and as it is taught in America. We explored the different

narratives and students considered what has been erased or effaced in each country’s version of the events.

## Poster Project

In the *Reading Canonical Japanese Literature* course, students were required to choose a literary work while the students in the *Discussion and Debate* course were given more freedom. Thus, students in the latter group chose songs, photographs, and paper cranes as ways to look at the human costs of the nuclear bomb. I gave the students very broad prompts to help them critically engage with the works they had chosen and think about how works about such tremendous violence could actually teach us about peace. Students did not necessarily answer every question, but as guidelines these prompts were helpful.

- ◆ Give the background of your literary work— who wrote it? When?
- ◆ What is the piece about? Give a summary or description.
- ◆ What does the work tell us about Hiroshima or Nagasaki?
- ◆ Why is the work important?
- ◆ What does the work teach us about peace?
- ◆ How does the work contribute to a global discussion of the importance of peace?

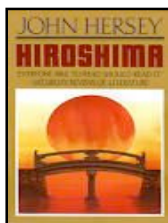
Guided by these questions, students were required to choose the work and present it, together with their analysis of the piece, as a PowerPoint Poster to the class.

## Conclusion

Students chose a variety of works, but in every case their choices demonstrated a thoughtful engagement with the material. Several students chose works that had not been translated into English, such as poetry, songs, and newspaper articles. In those cases, students translated the works into English themselves. Furthermore, out of the nine students who completed the project, five attended the *Peace as a Global Language* (PGL) Conference at Kobe Gakuin University on December 7<sup>th</sup>, 2014 to present their posters and the lessons they had learned. The posters proved to be a way to effectively engage students in both the second and third stages of McInnis and Wells’ peace education platform.

Through choosing and critiquing an artistic representation of the atomic bombing, students not only organized and evaluated information but actively made connections to what the atomic bombings could teach us about peace. Finally, by presenting their posters, first in class and then at a conference, students took a first step toward social action.

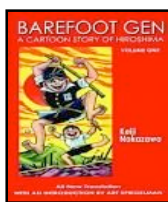
### PGL Poster Presentations: Students Respond to Representations of the Atomic Bomb



Student: *Megan Hansen*  
Work Chosen: *Hiroshima*  
Author: *John Hersey*

After presenting my Hiroshima poster at the PGL peace meeting, I was able to develop a new perspective about the Atomic

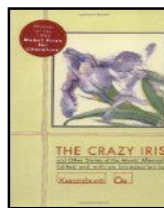
Bomb. As an American, I became more aware of how Japan was affected by the bomb. When I was young, I was taught the bombing was necessary and I grew up believing that. Once I began college and meeting people from all over the world, I began to open up to my surroundings more and began questioning a lot of ideals, or thoughts I grew up believing. The bomb, unfortunately, remained a second thought to me until I came to Japan. Doing this project and presentation really helped to open my eyes to Japan's side of the story and I became more in tune to the true impact of the bomb. In the end, my thoughts on war have changed drastically and I now believe there are better ways to solve disputes, aside from complete annihilation. I want to continue researching such topics and maybe in the future, help aid in further prevention of this type of disaster.



Student: *Shigeru Fukuya*  
Work Chosen: *Barefoot Gen*  
Author: *Keiji Nakazawa*

I learned what children thought and what they did during that time through the book's story. I

don't know why such things as war happen, or why America thought it was really necessary to drop the bomb. *Barefoot Gen* taught me many things. This story is about war and children at that time. This book teaches you what war really is, what peace really means, and how terrible the atomic bomb was. From attending the conference, I learned that being able to tell what I have learned from this story for myself is an important way to talk about war and spread the message of peace.



Student: *Maako Ishitearai*  
Work Chosen: *Firefly*  
Author: *Yoko Ota*

I chose the story "Firefly." At first I had chosen another story, but because another person

chose the same story, I changed my choice. I think it was a good change for me. I had the opportunity to meet the story that I had never read.

"Firefly" is a short story and it is easy to read. But making the poster was too hard. I thought it was too hard to look at the pictures of the people of Hiroshima. The pictures showed me serious scenes. And it's also hard to tell the message of the story in English. It was difficult to find the English words for telling the messages exactly. The most difficult thing was answering questions from many people at the PGL conference. I didn't have many vocabulary words, so the poster and my presentation became difficult to understand. But the people coming to my poster understood my presentation. I was glad. It was a good experience for me to answer questions in English.

With this presentation, I learned about the importance of peaceful messages. In Japan, in August, many TV stations show us programs about the war. I think it's important. But I think it's necessary that the message is told all the year round. I think Japan must be a model of peace. We must read the books of war and advertise them. The PGL conference was a good chance to do that.

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# Using Movies to Teach English, Culture and Socio-Politics

by Bob Ashcroft (Tokai University, Kanagawa, Japan)

## Movies are a Great Resource

If integrated into the classroom effectively, films represent a highly engaging and motivating pedagogic resource, with an abundance of teaching and learning opportunities. Movies can be a valuable source of supplementary listening material or can constitute the core component of a language course (Sommer, 2001). Either way, movies provide realistic models of spoken interaction for students, exposing them to semi-authentic social settings and the chance to examine communication between native speakers in the cultural environment of the target language (Stempleski, 1992; Telatnik and Kruse, 1982).

If films are chosen with the background and interests of students in mind, learners can relate the situations and exchanges in movies to their own lives. This can be highly motivating (Mirvan, 2013, Kusumarasdyati, 2004; Lonergan, 1984). It is often preferable to include movies from a range of genres, contexts and cultures.

Four movies which I have found to work particularly well with my university students are *Leon the Professional* (Besson, 1994), *The Matrix* (Wachowski and Wachowski, 1999), *Notting Hill* (Michell, 1999), and *Back to the Future* (Zemeckis, 1984). This article offers practical advice for teachers on how to use movies to teach English, promote cross-cultural understanding, and explore socio-political issues. The examples which follow are taken from the four films mentioned above. However, the methodology and approach described here is applicable to most movies.

## Linguistic Themes

Movies can be used to develop language skills. Research suggests that using movies is a great way to develop listening skills (Egan, 2003). One important advantage in this respect is that movies provide context cues such as body language and facial expressions, which can do a lot to assist students' comprehension (Allan, 1985). Having students speculate with a partner about what will happen next is one way to practice speaking and fluency.

There are also many opportunities for students to practice reading and writing skills. For instance, after watching a movie, you could ask students to choose one of the characters and write a letter to him or her. Reading exercises can also be employed by having students read and answer comprehension questions

on a movie synopsis. These are just some of the many ways in which movies can be employed to build language skills.

Movies can also assist in the acquisition of new vocabulary. Each film has its own lexical set, which can be the focus of learning activities. In some cases, it might be desirable to pre-teach vocabulary in order to facilitate student understanding of a movie. Alternatively, a teacher may wish to examine particular words of interest after watching a film in class, thereby giving students the chance to learn new vocabulary and understand the storyline more deeply.

Finally, movies can be used as a starting point for the study of grammar. By closely examining a movie script, students' attention can be drawn to various structural aspects of language. Given that movies are such a rich linguistic resource, and because they are intrinsically motivating for students, they offer excellent language-learning potential. As well as language learning, movies open up a number of additional learning opportunities.

## Extra-linguistic Themes

Movies can be employed in order to explore cultural, historical and political issues. Feature films all come with a specific context, which can be readily exploited for this purpose. For example, the customs depicted in movies are often culturally specific to the setting of the film. These can be highlighted and contrasted with corresponding customs in the students' own culture. Most movies are full of references to fashion and music, attitudes and values, and the political climate which can be used as a contextual springboard for a more in depth exploration using presentations and project work. Using movies offers the opportunity to broaden students' understanding of a variety of useful and relevant topics.

## Intensive Viewing

Movies can be viewed either intensively or extensively. Both approaches have their merits and it is helpful to combine the two. Intensive viewing uses short instalments from a movie, each around 10 minutes in length without subtitles. The language from each instalment is scrutinised closely during pre- and post-viewing activities.

*English Grammar in Focus* (Hamada & Akimoto, 2010) is an EFL textbook published by Macmillan

Education. This book works very well for intensive movie-viewing. It is based on the movie *Notting Hill*, a romantic British comedy starring Julia Roberts and Hugh Grant. The text is divided into 12 units, each focusing on a short instalment of the movie. The units progress helpfully from vocabulary and context-setting to viewing and comprehension. Exercises then focus on listening for details and expressions, then on functional grammar based on examples lifted from the movie clip. Units usually finish with more expansive, freer activities, often relating to society and culture.

### **Extensive Viewing**

In contrast to intensive viewing, extensive viewing involves watching a whole movie in one or two instalments with subtitles in English. Activities tend to focus on more global understanding and skills fluency. In my experience, a block of four 90-minute classes works well for one movie. The first class consists of previewing and the fourth, post-viewing activities. Classes two and three are for the first and second instalments of the movie. Previewing activities typically include vocabulary-building, prediction, and establishing context. Post-viewing activities usually include critical discussion, acting in character or role-playing. After each film, a written movie report is assigned as homework.

The movie report is an excellent consolidation activity. The following format works well: The report should be around 400-words and three-paragraphs long. The first paragraph is a summary of the movie plot. The second paragraph is an analysis of a character of the student's choosing. In the final paragraph, students are required to relate the movie to their own life experience or existing knowledge in some way. The progression of these three paragraphs from a scaffolded reporting of details, to a more inferential and personalised orientation helps students to explore issues more critically and from a variety of angles.

### **Vocabulary Activities**

*Quizlet* is a free Web 2.0 application which enables users to create and study with digital flashcards. Users need minimal knowledge of computer technology to interact, share flashcards and study vocabulary on the *Quizlet* site (Forster, 2011). Before watching *The Matrix*, students studied specialised Information Technology-related words (e.g. *cybercrime*) using their smart phone and the *Quizlet digital* flashcards app. The app allows teachers to distribute digital flashcards to

students instantaneously via the Web. A set of flashcards for wedding vocabulary for the movie *Four Weddings and a Funeral* can be found at [http://quizlet.com/\\_gtult](http://quizlet.com/_gtult). You can also use the Quizlet website to generate paper tests to assess students' progress with the vocabulary sets.

### **Context Activities**

Setting a firm context for a film before watching can greatly assist students' comprehension when they watch a movie in a foreign language. It also represents an opportunity to explore some of the cross-cultural, sociological and historical aspects of a movie in greater depth.

For example, prior to watching *Back to the Future*, I asked my students to research life in the USA in 1955 and in 1985 in terms of social norms, technology, politics, and popular culture. Pairs of students presented their findings to the rest of the class. As well as being an engaging way for students to practice their language skills, these presentations increased the students' knowledge about the United States, and how it has changed. In doing so, they were much better able to understand the movie when it came to watching.

In a second example, prior to viewing *The Matrix*, I encouraged my class to consider the life of our distant ancestors. I showed four images of life during the Palaeolithic era (relating to *work, communication, transport* and *home*) and asked small groups to come up with a category name for each picture. Next, images for the same four categories were shown, but this time depicting life during the Roman Empire. Students decided on a rough date for the scenes (i.e. about 2000 years ago). The process was repeated, with images from 100 years ago and from the present.

By this stage, most students were conscious of the sense of progress associated with the successive sets of images. Small groups were then handed an A3 sheet of paper divided into four quadrants, each representing one of the four categories referred to above. Students attempted to imagine life 100 years into the future in terms of the four categories. Groups represented their ideas in pictures, and finally presented to the rest of the class. This activity encourages critical and imaginative thinking, team working, and discussion. In the process, learners practice their listening, speaking and presenting skills. It also served to activate and build upon the students' knowledge and understanding of technological development. As with the previous example, this activity also served to make students more

receptive to the context and story of the movie which they were about to watch.

### Follow-Up Projects

Having watched a movie in class, the shared experience and context which the film provides can be used as a foundation for project work, such as an essay, a blog or a presentation. For example, *Leon the Professional* is set in New York. I had my students choose a place in the city that they would like to visit. They were then required to write a blog post introducing their chosen location on the class website. Students read each other's blogs and had to make short comments in response.

*Notting Hill*'s two main characters are *Anna Scott*, a famous American actress, and *William Thacker*, a British bookstore owner. After the movie, we examined examples of differences between US and UK English taken from the script. Groups of three students were then asked to find five examples of their own and write an amusing dialogue between an American and a Brit, involving miscommunication of some or all of the five terms. The groups then used their smartphones to video the scene and then post it to the class *YouTube* page for viewing and comments by other class members.



### Conclusion

In conclusion, when exploited effectively, and in combination with a variety of new technologies, movies can be a stimulating teaching resource. In addition to providing students with valuable models of spoken discourse in a rich contextual setting, films represent a mine of socio-cultural, historical and political information which can be used as the basis for language study, vocabulary development and skills practice.

Rather than simply being an easy option for a class at the end of term, movies can form the central focus of a course to develop students' language proficiency, interpersonal skills, team work abilities and critical thinking, while simultaneously increasing their knowledge and understanding of important historical, socio-cultural, and political issues.

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*This article is based on a presentation given by the author at the 2014 JALT national conference in Tsukuba, Japan.*

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## Teachable Moments: Key Anniversaries in 2015



### Founding of the United Nations 70<sup>th</sup> anniversary (1945 - 2015)

2015 marks the 70<sup>th</sup> anniversary of the United Nations founding on Oct. 24, 1945. Have your students study the UN, its history, its leaders and how we can support its efforts to promote peace, human rights, stop prejudice and end poverty.

- <[www.ctaun.org](http://www.ctaun.org)>     ■ <[www.un.org/en/](http://www.un.org/en/)>



### The Magna Carta 800<sup>th</sup> anniversary (1215 - 2015)

The Magna Carta of 1215 was a major event in the history of human rights. This year marks its 800<sup>th</sup> anniversary. Help your students learn about this document and its implications for today.

- <<http://magnacarta800th.com/schools/>>



### *We Are the World* 30<sup>th</sup> anniversary (1985- 2015)

*We Are the World* was released in 1985 to raise money for Ethiopian famine victims. This is a great chance to teach the song, show the DVD and raise funds for current humanitarian issues.

- [www.usaforafrica.org](http://www.usaforafrica.org)     ■ [www.wikipedia.com](http://www.wikipedia.com)
- *We Are the World* DVD <[www.amazon.com](http://www.amazon.com)>



### Nelson Mandela Released from Jail 25<sup>th</sup> anniversary (1990 - 2015)

On February 11, 1990, Nelson Mandela was released from jail after serving 27 years in prison. Why not design a lesson about his work to fight racism and to build a peaceful South Africa?

- Wikipedia: *Nelson Mandela*     ■ <[www.oxfam.org.uk/education/resources/nelson-mandela](http://www.oxfam.org.uk/education/resources/nelson-mandela)>



### Establishment of International Relations with Japan

2015 celebrates the anniversary of Japan's establishment of relations with the following nations. For more info, check out their embassy websites.

- South Korea – 50 years (1965 - 2015)
- Laos – 60 years (1955 - 2015)
- Saudi Arabia – 60 years (1955 - 2015)



### End of World War II 70<sup>th</sup> anniversary (1945 - 2015)

The most important anniversary this year is the 70<sup>th</sup> anniversary of 1945. The year will present a set of teachable moments linked to the end of World War II. Take this chance to design peace education lessons on the following themes:

- Discovery of Nazi Death Camps (Jan – May)
- Defeat of Nazi Germany (VE Day: May 8)
- Hiroshima/Nagasaki Atom Bombs (Aug 6 / 9)
- Defeat of Imperial Japan (VJ Day: August 15)
- Korea Independence (Liberation Day: Aug 15)
- End of WWII / Surrender of Japan (Sept. 2)

- <[www.wikipedia.org](http://www.wikipedia.org)> “World War II”



### US Civil Rights Protests (Selma) 50<sup>th</sup> anniversary (1965 - 2015)

Commemorate the 1965 civil rights campaign by teaching about Martin Luther King and the Selma to Montgomery march. See the film “Selma”!

- [www.mlkday.gov](http://www.mlkday.gov)     ■ [www.holidays.net/mlk/](http://www.holidays.net/mlk/)
- Wikipedia: *M.L. King / Selma to Montgomery*



### Aum Shinrikyo Sarin Attack 20<sup>th</sup> anniversary (1995 - 2015)

Have your class study the dangers of religious cults, the evil deeds of Aum Shinrikyo and its horrific 1995 sarin attack in Tokyo (on March 20) that killed 13 people and injured hundreds.



### Hanshin Earthquake (Kobe) 20<sup>th</sup> anniversary (1995 - 2015)

Join your students to study about the January 17<sup>th</sup> Kobe earthquake, the 6,000 people who were killed and the lessons we can learn from it.

- Wikipedia: “Great Hanshin Earthquake”



### Unification of Germany 25<sup>th</sup> anniversary (1990 - 2015)

October 3<sup>rd</sup> marks the 25<sup>th</sup> anniversary of the reunification of Germany after the Berlin Wall fell - a chance to study peaceful reconciliation.

- Wikipedia: “German Reunification”



## Special Feature



# Teaching about Malala and Youth Activists

### Inspire Your Students via Youth Activists

In the past, it was said that “children should be seen and not heard”. No longer! A new generation of young people is standing up to make a difference in the world by working to end wars, alleviate poverty, fight prejudice, help disaster victims, protect the environment and work for human rights. A major figure of 2014 was a 16-year old Pakistani schoolgirl – Malala Yousafzai – who stood up against oppression and an assassination attempt to call for girl’s rights to education. Young people like Malala can be great language learning topics and powerful role models for our language students.

### Teaching Ideas

- Have students read, write and discuss short profiles of famous (and not so famous) youth activists (see examples on page 19)
- Have students choose a social or global issue to tackle, then plan and carry out their own action projects, and report on them in English
- Have students learn activist skills via books like “Kid’s Guide to Social Action” (pg. 22)
- Get students to read and write book reports on youth working for a better world (see pg. 22)
- Do research and presentations on youth activists (past or present) around the globe
- Have students research and present on youth activists in their own city or country

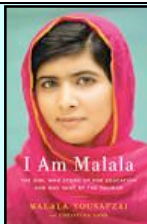
### Sample Teaching Resources

- “Youth Activism” <[www.wikipedia.com](http://www.wikipedia.com)>
- Stories of Youth Activism <<http://youthactivismproject.org/success-stories/>>
- Youth Service America <[www.ysa.org](http://www.ysa.org)>
- Video clips: [www.youtube.com/playlist?list=PLQ4Klh-0FdBuJBnL4AuRuzUoXr\\_0tIhCb](http://www.youtube.com/playlist?list=PLQ4Klh-0FdBuJBnL4AuRuzUoXr_0tIhCb)
- Youth Heroes Award (British campaign): <<http://youthheroes.org.uk/>>

### *I am Malala*

by Malala Yousafzai (2013)

In this book, Malala tells the dramatic story of her life, her shooting and her fight for education for girls. Japanese version: わたしはマララ (2013)



### Quotes by Youth Activists

- *Teenagers often feel that they can’t make a difference; that their voices won’t be heard. I have learned that, with discipline and motivation, anybody can affect change. All young people should know that they have the power to realize their dreams.*  
– Niha Jian (age 19)
- *No matter how much I give to others, I always receive more in return. Volunteering has changed my perspective about what’s really important.*  
– Clair Crawford (age 18)
- *Meeting my elected officials has helped me to become a better informed advocate, resulting in changes in my community*  
– Chad Bullock (age 20)
- *Changing the world doesn’t have to start in a far-off place. There’s a need right in your own backyard. Pick a project that you’re passionate about and get to work to fix the problem.*  
– Vasanth Kupuswamy (age 19)
- *Try new things. Dream big. Never let anyone say you can’t do it.*  
– Jeremy Dias (age 24)
- *Always follow your heart and never give up in hard situations.*  
– Ana Dodson (age 16)
- *Kids shouldn’t wait until they’re older to make a difference. They shouldn’t wait until they’re adults. They should make a difference now. We are the generation that will change the world. We need to start today.*  
– Austin Gutwein (age 14)

(All quotes from Jessup “Young Revolutionaries”)

### Winners: World Children’s Prize

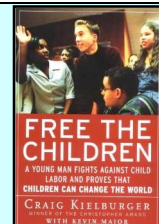
<<http://worldschildrensprize.org/>>

- ✧ 2013 Malala Yousafzai (Pakistan)
- ✧ 2012 Kesz Valez (Philippines)
- ✧ 2011 Michaela Mycroft (South Africa)
- ✧ 2010 Francia Simon (Dominican Republic)
- ✧ 2009 Baruani Ndume (Tanzania)
- ✧ 2008 Mayra Avellar Neves (Brazil)
- ✧ 2007 Thandiwe Chama (Zambia)
- ✧ 2006 Om Prakash Gurjar (India)

### *Free the Children*

by Craig Kielburger (1998)

In his book, Craig explains his life journey from Canadian schoolboy to child slavery activist. Japanese version: 僕たちは自由だ! (2000)



### Malala Yousafzai (Pakistan)



Malala Yousafzai was a Pakistani schoolgirl living in the Swat Valley. When the Taliban took control of her region and banned girls from attending school, she spoke out against their oppression to call

for girl’s rights to education. She survived an assassination attempt and continued her work. For her efforts, she was honored by the United Nations, recognized by TIME magazine as one of the “100 Most Influential People in the World” and was awarded the Nobel Peace Prize at age 17.

Book: *I am Malala* (2014) Web: [www.malala.org](http://www.malala.org)

### Craig Kielburger (Canada)



Craig Kielburger was a schoolboy living in Toronto, Canada. One day, in 1995, he read a newspaper article about Iqbal Masih, a boy in Pakistan who was murdered while trying to escape from slave labor

in a carpet factory. Craig couldn’t believe that a boy his age was a slave. At age 12, he formed the NGO *Free the Children* to fight child slavery. At age 14, he traveled to Pakistan to learn more. At age 16, he wrote the book *Free the Children*. He is now a global human rights activist.

Book: *Free the Children* <[www.freethechildren.org](http://www.freethechildren.org)>

### Farlis Calle (Colombia)



Farlis Calle grew up in Colombia during the country’s civil war. The brutal violence between rival armies and drug cartels led to countless deaths. In 1995, at age 15, Farlis

and her friends took action. They set up local “peace zones”, organized a national election in which 3 million children voted for peace, started the *Colombian Children’s Movement for Peace* and were nominated for the Nobel Peace Prize.

Web: <<http://moralheroes.org/farlis-calle>>

### Samantha Smith (USA)



Samantha Smith was a 10-year old American schoolgirl. She grew up during the Cold War between the US and USSR. She worried about nuclear war. One day, in 1982, she

sat down and wrote a letter to the Soviet leader, Yuri Andropov. He invited her to Moscow where she met Russian children her age who shared her wish for peace. She became a global peace activist but died in a tragic plane crash at age 13 in 1985.

Web: <[www.samanthasmith.info](http://www.samanthasmith.info)> <[wikipedia](http://wikipedia)>

### Melba Pattilo Beals (USA)



Melba Patillo Beals was a young Black teenager who grew up in Arkansas in the 1960s. At that time, Blacks faced prejudice and weren’t allowed to go to school with

Whites. At age 15, Melba became one of the *Little Rock Nine* – nine brave black students who volunteered to stand up for civil rights by attending an all-white high school. She endured daily attacks, hate and harassment to insist on her right to study.

Web: <[wikipedia](http://wikipedia)> Book: *Warriors Don’t Cry*

### Kimmie Weeks (Liberia)



Kimmie Weeks was a 10-year old African boy who escaped from the horrors of the Liberian civil war. He almost died of cholera in a refugee camp. At the age of 13, he vowed

to devote his life to helping others. He began to care for sick babies and organized a cleanup of war debris. He started his own NGO to help former child soldiers and now works in the USA where he founded *Youth Action International*.

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

### Severn Cullis-Suzuki (Canada)



Severn Cullis-Suzuki was born in Vancouver. She’s the daughter of Japanese-Canadian environmental activist, David Suzuki. At the age of 9, she and her friends decided to

form an *Environmental Children’s Organization* (ECO). In 1992, at age 12, she raised money to go to Brazil where she gave a famous speech at the Rio Earth Summit and was honored by the U.N.

Web: <[wikipedia](http://wikipedia)> Book: *Tell the World*

### Joshua Wong (Hong Kong)




Joshua Wong is a Chinese student who grew up in Hong Kong. At age 13, he and a friend founded the student activist group *Scholarism* to fight for democracy. At age 17, he

played an active role in the non-violent Hong Kong *Umbrella Movement* which called for free and fair elections. He was named as one of the *Most Influential Teens of 2014* by TIME magazine.

Web: <[wikipedia](http://wikipedia)> <<http://occupyhk.wesign.it/en>>

# RESOURCES AND INFORMATION

<p style="text-align: center;"><b>New Internationalist</b> &lt; <a href="http://www.newint.org">www.newint.org</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>New Internationalist</i> provides teachers with the information and inspiration about global issues needed to make the world a better place. Check out their website and subscribe to their magazine!</p>	<p style="text-align: center;"><b>Facing the Future</b> &lt; <a href="http://www.facingthefuture.org">www.facingthefuture.org</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>Facing the Future</i> is a highly regarded global education website which features an educator's zone, free teaching units, 60-second tours of global issues and a <i>Fast Facts, Quick Action</i> page.!</p>	<p style="text-align: center;"><b>Oxfam Education</b> <a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a></p> <div style="text-align: center;">  </div> <p><i>Oxfam Education</i> is a dynamic UK global education website for teachers and students featuring information, news and resources about global issues, international themes and world citizenship.</p>
<p style="text-align: center;"><b>Peace Boat</b> &lt; <a href="http://www.peaceboat.org">www.peaceboat.org</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>Peace Boat</i> is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They run programs for college students. Encourage your students to join!</p>	<p style="text-align: center;"><b>U.N. Cyber School Bus</b> <a href="http://www.un.org/Pubs/CyberSchoolBus/">www.un.org/Pubs/CyberSchoolBus/</a></p> <div style="text-align: center;">  </div> <p><i>The United Nations Cyber School Bus</i> is a classic global education website which features teaching materials, country profiles, data, games, quizzes, class activities and other resources on global themes.</p>	<p style="text-align: center;"><b>Better World Website</b> &lt; <a href="http://www.betterworld.net">www.betterworld.net</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>Better World</i> is a peace education website which features 5,000 free resources on heroes, quotes, dates &amp; issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</p>
<p style="text-align: center;"><b>Global Dimension</b> &lt;<a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a>&gt;</p> <div style="text-align: center;">  </div> <p><i>Global Dimension</i> is a great UK resource designed to help teachers bring a global dimension to their schools. Click on "Curriculum Subject" to find some great global education resources for teaching.</p>	<p style="text-align: center;"><b>United Nations Works</b> &lt; <a href="http://www.un.org/works/">www.un.org/works/</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>United Nations Works</i> is a great global education website for teaching about global issues such as poverty, peace, human rights and AIDS. Check out their <i>What's Going On?</i> video series!</p>	<p style="text-align: center;"><b>Better World Links</b> &lt; <a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>Better World Links</i> is an amazing global education resource which lists links to 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.</p>
<p style="text-align: center;"><b>Global Issues</b> &lt;<a href="http://www.globalissues.org">www.globalissues.org</a>&gt;</p> <div style="text-align: center;">  </div> <p><i>Global Issues</i> is an informational website with over 500 articles on global issues topics from military spending and racism to poverty, the environment and the arms trade.</p>	<p style="text-align: center;"><b>Green Teacher</b> &lt; <a href="http://www.greenteacher.com">www.greenteacher.com</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>Green Teacher</i> is a great website and magazine which offers classroom ideas, activities and resources to help promote environmental awareness in schools.</p>	<p style="text-align: center;"><b>Global Issues at ESL Etc.</b> &lt; <a href="http://www.esletc.com">www.esletc.com</a> &gt;</p> <div style="text-align: center;">  </div> <p><i>ESL Etc.</i> features great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</p>



## LANGUAGE TEXTBOOKS ON GLOBAL THEMES



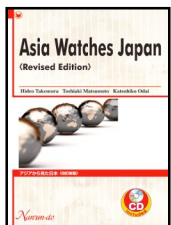
Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.

- (1) **“On Board for More World Adventures”** by Scott Berlin & Megumi Kobayashi (2015; ¥2300)  
Kinseido Press, Tokyo Tel: 03-3263-3828 <[www.kinsei-do.co.jp](http://www.kinsei-do.co.jp)> <[text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp)>



This glossy 90-page EFL textbook and DVD set aims to improve Japanese students’ English skills through classroom journeys to learn about countries around the world. Its 15 units profile the following nations: *Australia, Indonesia, Singapore, China, Argentina, Mexico, Germany, Finland, Poland, Spain, Greece, Kenya, Morocco, Lebanon and Kuwait*. Each 6-page unit features a photo and map, a warm-up task, a 1-page reading, comprehension questions, a set of DVD viewing exercises (one on the country, one on the role of English there) and a final set of discussion tasks.

- (2) **“Asia Watches Japan”** by H. Takemura, T. Matsumoto & K. Odai (2015; ¥2160)  
Nanundo Press, Tokyo Tel: 03-3268-2311 <[nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp)> <[www.nanun-do.co.jp](http://www.nanun-do.co.jp)>



This 100-page EFL text promotes reading skills via topical passages on trends linking Japan with Asia. Countries include China, Korea, Taiwan, Philippines, Brunei, Indonesia, Malaysia, Vietnam, Thailand, Myanmar, Bhutan, Bangladesh, India, Sri Lanka, Pakistan and Israel. Its 19 units deal with: *the new Cold War, the Nanking massacre, disaster aid, territorial issues, Japanese anime, the wounds of WWII, Yasukuni shrine, Buddhism and Anne Frank*. Each 5-page unit includes an introduction, vocabulary prep, a 2-page reading, comprehension questions plus a Japanese explanation.

- (3) **“Working in Japan: Interviews with 14 Professionals”** by Gordenker & Rucynski (2015 ¥2400)  
Cengage Learning (Japan) E-mail: [elt@cengagejapan.com](mailto:elt@cengagejapan.com) Web: <<http://ngl.cengage.com>>



This glossy 130-page DVD English text profiles professionals working in Japan. Its 14 interviews include *a British sales rep, a Turkish travel agent, an Italian car dealer, an American translator, a Vietnamese store supervisor, a Japanese beer brewer, an Australian teacher, a German architect, a Taiwanese IT expert, an Indian consultant, a French chef and an English volunteer at an animal refuge*. Each 6-page unit has a photo of the interviewee, warm-up prompts, a vocabulary list, a set of DVD viewing tasks, speaking practice, discussion questions and a final reading passage.

- (4) **“English on Screen: Learning English through Erin Brockovich”** by M. Imura et al (2015)  
Kinseido Press, Tokyo Tel: 03-3263-3828 <[www.kinsei-do.co.jp](http://www.kinsei-do.co.jp)> <[text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp)>



These 88-page DVD text for upper level students practices English skills using scenes from the based-on-a-true-story film “Erin Brockovich”. Its 6 sections deal with key scenes from Erin’s one-woman fight against toxic waste and corporate irresponsibility. Each section includes a scene summary, vocabulary check, a story outline, grammar point and language exercises followed by DVD viewing tasks and pair roleplays. The last unit profiles the real Erin Brockovich and gives a list of environmental movies.

- (5) **“15 Things Happening in Japan”** by Aya Miyamoto (2015 ¥1900)  
Cengage Learning (Japan) E-mail: [elt@cengagejapan.com](mailto:elt@cengagejapan.com) Web: <<http://ngl.cengage.com>>



This 90-page EFL text for Japanese students promotes English reading skills through articles on current issues in Japan. Its 15 units include topics such as *kawaii culture, Uniqlo in Bangladesh, the political economy of Kumamon, street food, Japan’s female criminals, Fukushima & nuclear power plus the 1964 Tokyo Olympics*. Each 6-page unit has a topic intro, a vocabulary list, a 2-page reading passage with Japanese notes, comprehension questions, reading guidelines, a translation task and listening exercises.



## RESOURCE BOOKS ABOUT YOUTH ACTIVISTS

Check out these great resource books for inspiring stories, examples and role models of young people worldwide who are working for a better future!



### Real Kids, Real Stories, Real Change by G. Sundem (2010) \$9

True stories of 30 amazing kids who have fought prejudice, battled toxic waste and raised money for charity.



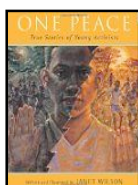
### Kid's Guide to Social Action by B. Lewis (1998/2012) \$25

A how-to action guide on how to do research, letter writing, speeches, phone calls, fundraising, interviews, petitions and press conferences.



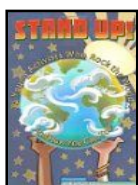
### One Peace: True Stories of Young Activists by J. Wilson (2008) \$20

Inspiring photos, drawings messages and profiles of young activists who stood up for peace and human rights.



### Stand Up: 75 Young Activists by J. Schlimm (2013) \$17

Powerful stories about 75 young heroes working to make a better future at home and round the world



### Kids With Courage by B. Lewis (1992) \$12

This book profiles the stories of 18 courageous teens who stood up to make a difference in the world.



### Young Revolutionaries Who Rock by Dallas Jessup (2009) \$14

A US teen's call for youth activism featuring stories of young people working to change the world.



### Do Something! A Handbook For Young Activists by Nancy Lublin (2010) \$14

A great step-by-step workbook for kids showing how to choose and tackle social and global issues.



### Young Heroes Series Kidhaven Press (\$27 each)



- **Craig Kielburger** (*Founder of Free the Children*) by Rachel Lynette (2008)
- **Elizabeth Bloomer** (*Child Labor Activist*) by Jennifer Reed (2007)
- **James Quadrino** (*Wildlife Protector*) by Q.L. Pearce (2007)
- **Alexandra Scott** (*Champion for Cancer Research*) by Gail Steward (2006)
- **Lindsey Williams** (*Gardening for Impoverished Families*) by Michelle Houle (2007)
- **Matt Dalio** (*Founder of China Care*) by Michael Uschan (2007)
- **Jyotirmayee Mohapatra** (*Advocate for India's Women*) by Adam Woog (2006)
- **Emmanuel Ofose Yeboah** (*Champion for Ghana's Disabled*) by L. Currie (2007)
- **Jhalak Man Tamang** (*Slave Labor Whistleblower*) by Raymond Miller (2007)
- **Julia Butterfly Hill** (*Saving the Ancient Redwoods*) by Rachel Lynette (2007)
- **Ana Dodson** (*Advocate for Peruvian Orphans*) by Rachel Lynette (2007)
- **Hannah Taylor** (*Helping the Homeless*) by Q.L. Pearce (2008)
- **Zach Hunter** (*Modern-Day Abolitionist*) by Q.L. Pearce (2009)
- **Given Kachepa** (*Advocate for Human Trafficking Victims*) by Q.L. Pearce (2007)
- **Ashley Shuyler** (*Founder of Africaid*) by Rachel Lynette (2007)

### 10 True Tales: Young Civil Rights Heroes A. Zullo (2014) \$6

True stories of 10 brave African-American youth who stood up to hate, racism and discrimination.





## GLOBAL EDUCATION MATERIALS AND RESOURCES



Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.

### Breaking News English

[www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)



Check out this great EFL website, by webmaster Sean Banville, with its database of free lessons on news and current events ranging from Syria to Mali to Japan to Brazil.

### JALT Critical Thinking SIG

Learn how you can promote critical thinking in your classes.  
Web: <http://jaltct.wordpress.com>  
Email: [roehl.sybing@gmail.com](mailto:roehl.sybing@gmail.com)

### The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.  
\* Cost: ¥2000 / \$20 (Kip Cates)

### Fair Trade Goods

Bring Third World goods into your school at "fair trade" prices:  
\* [www.peopletree.co.jp](http://www.peopletree.co.jp) or [co.uk](http://www.co.uk)  
\* [www.fairtrade.net](http://www.fairtrade.net)

### 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.

- Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education  
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: [www.amnestyusa.org](http://www.amnestyusa.org)
- Anti-Defamation League of B'nai B'rith:** teaching resources on ethnic minorities and prejudice reduction  
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: [www.adl.org](http://www.adl.org)
- Center for Teaching International Relations:** primary & secondary texts on world cultures / global issues  
CTIR, University of Denver, 2199 S. University Blvd, Denver, CO 80208, USA Web: [www.ctir.org](http://www.ctir.org)
- Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution  
ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: [www.esrnational.org](http://www.esrnational.org)
- International Education Resource Center (ERIC):** Japanese resources on global education / global issues  
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: [www.eric-net.org](http://www.eric-net.org)
- Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad  
Intercultural Press books are now sold by Nicholas Brealey Inc. Web: <http://nicholasbrealey.com/boston/>
- National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures  
National Geographic, Box 98199 Washington, D.C. 20090-8199 US [www.nationalgeographic.com](http://www.nationalgeographic.com)
- New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues  
New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: [www.newint.org](http://www.newint.org)
- Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues  
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)
- Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution  
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 [www.peace-ed.org](http://www.peace-ed.org)
- Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues  
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: [www.peaceproject.com](http://www.peaceproject.com)
- Social Studies School Service:** global education catalog of books, videos, software, posters & maps  
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA  
Tel: 310-839-2436 or 800-421-4246 <[access@socialstudies.com](mailto:access@socialstudies.com)> Web: [www.socialstudies.com](http://www.socialstudies.com)
- Stanford Program on Int'l & Cross-Cultural Education:** texts on world cultures & global issues  
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA  
Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>
- U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int'l understanding  
UN Bookstore, New York 10017 USA [www.un.org/Pubs/CyberSchoolBus/bookstor/index.html](http://www.un.org/Pubs/CyberSchoolBus/bookstor/index.html)
- WWF (World-Wide Fund for Nature):** books, teaching packs and videos on environmental issues  
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: [www.panda.org](http://www.panda.org)

## COMING EVENTS CALENDAR

March	8	International Women's Day <sup>1</sup>	April	4	World Landmine Awareness Day <sup>5</sup>
March	15	World Consumer Rights Day <sup>2</sup>	April	22	Earth Day (April 18-19 in Tokyo) <sup>6</sup>
March	21	Eliminate Racial Discrimination Day <sup>3</sup>	May	3	World Press Freedom Day <sup>7</sup>
March	25	Slavery Victims Remembrance Day <sup>4</sup>	May	14	World Fair Trade Day <sup>8</sup>

1 Women: <[www.internationalwomensday.com](http://www.internationalwomensday.com)> <[wikipedia](http://wikipedia)> <[www.isis.aust.com/iwd/stevens/contents.htm](http://www.isis.aust.com/iwd/stevens/contents.htm)>  
 2 Consumers: <[wikipedia: Consumers International](http://wikipedia: Consumers International)> <[www.consumersinternational.org/our-work/wcrd](http://www.consumersinternational.org/our-work/wcrd)>  
 3 Racism: <[www.un.org/en/events/racialdiscriminationday/](http://www.un.org/en/events/racialdiscriminationday/)> <[wikipedia](http://wikipedia)> <[www.un.org/cyberschoolbus/iderd/](http://www.un.org/cyberschoolbus/iderd/)>  
 4 Abolish Slavery Day: <<http://notforsalecampaign.org>> <[www.castla.org](http://www.castla.org)> <[www.stoptraffickfashion.com](http://www.stoptraffickfashion.com)>  
 5 Landmines: <[www.halotrust.org](http://www.halotrust.org)> <[www.maginternational.org](http://www.maginternational.org)> <[globaldimension.org.uk/calendar/event/4890](http://globaldimension.org.uk/calendar/event/4890)>  
 6 Earth Day: <[wikipedia](http://wikipedia)> <[www.earthday.org](http://www.earthday.org)> <[www.earthday-tokyo.org/](http://www.earthday-tokyo.org/)> <[www.worldwildlife.org](http://www.worldwildlife.org)>  
 7 Press: <[wikipedia](http://wikipedia)> <[www.wan-ifra.org/microsites/press-freedom](http://www.wan-ifra.org/microsites/press-freedom)> <[www.ifex.org](http://www.ifex.org)> <[cjfe.org/programs/wpfd](http://cjfe.org/programs/wpfd)>  
 8 Fair Trade Day: <[www.wikipedia.org](http://www.wikipedia.org)> <[www.wfto.com](http://www.wfto.com)> <[www.wftday.org](http://www.wftday.org)> <<http://fairworldproject.org>>

\* More dates: <[www.national-awareness-days.com](http://www.national-awareness-days.com)> <[www.betterworldcalendar.com](http://www.betterworldcalendar.com)> <[www.earthcalendar.net/](http://www.earthcalendar.net/)>

## 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 July 2014)

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

**NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES**

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

*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](mailto:kcates@rstu.jp)> <[www.gilesig.org](http://www.gilesig.org)>

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