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Challenging Assumptions
Looking In, Looking Out

CHALLENGING

LOOKING IN LOOKING OUT

ASSUMPTIONS

Global education through popular culture

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Popular culture such as TV programs, music, films, comic books, and the Internet has become a common resource in English language classrooms in Japan. Yet, these materials are often regarded merely as tools to provide students opportunities to be exposed to authentic English. In fact, these various forms of popular culture convey humanitarian messages and deal with global issues. The effective use of popular culture can therefore integrate the teaching of global issues and English language skills. This paper introduces a semester-long English course conducted both in a junior high school and a university with the purpose of examining the pedagogical practices of facilitating students' development of English language learning, such as multimodal communication skills and critical thinking skills while promoting global awareness.

　日本の学校教育の英語カリキュラムにおいて、音楽・映画・テレビ・漫画・インターネット等のポップ文化は広く活用されてきている。 しかしこれらの教材は、生きた英語に触れる機会を学生に提供する、限定的な役割にとどまることが常である。実際ポップ文化は、人道的なメッセージを発信したり、世界が直面している問題とどう関わるかを見せるなどの様々な要素を含んでいる。従って、英語授業におけるポップ文化の効果的な使用は、グローバル教育と英語教育の統合を実現するひとつのアプローチであり得る。この論文は中学校と大学の両方で実施された1学期のコースデザインを紹介し、学生の総合的かつ複合的な英語コミュニケーション能力とクリテイカルな思考能力の向上、更には世界問題への関心を高めることをねらいとする教授・指導例を論証する。

Rationale for integrating global issues into English language teaching

Global issues have become common topics in English textbooks in Japan in recent years. This is mainly because of the curriculum standard that the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) set forth in 2003 which stipulates that students should adopt a more responsible attitude of empathy and develop a fundamental sense of collective responsibility for world

problems through their school education. Following is a partial excerpt from the guidance record by MEXT:

> …in order to cultivate practical English communication abilities, material that gives sufficient consideration to actual language-use situations and functions of language should be utilized.
>
> Teachers should take up a variety of suitable topics in accordance with the level of students' mental and physical development, as well as their interests and concerns, covering topics that relate to the daily lives, manners and customs, stories, geography, history, etc. of Japanese people and the peoples of the world, focusing on countries that use English
>
> (2003, Upper Secondary, English, Syllabus Design and Treatment of the Contents).

MEXT also emphasizes the importance of classroom materials. Teachers should carefully select and skillfully use the materials in order to enhance students' critical thinking skills, cultivate highly developed sensibility, and develop balanced judgments:

> a) Materials that are useful in enhancing the understanding of various ways of seeing and thinking, cultivating a rich sensibility, and enhancing the ability to make impartial judgement[s] [should be utilized].
>
> b) Materials that are useful in deepening the understanding of the ways of life and cultures of Japan and the rest of the world, raising interest in language and culture, and developing respectful attitudes to these elements [should be utilized].
>
> c) Materials that are useful in deepening international understanding from a broad perspective, heightening students' awareness of being Japanese citizens living in a global community, and cultivating a spirit of international cooperation [should be utilized]. (2003, Upper Secondary, English, Syllabus Design and Treatment of the Contents).

However, developing the range of literacies necessary for students to effectively negotiate learning in the school curriculum is a complex task for school teachers (Unsworth, 2001). In conducting integrated classes of English language teaching (ELT) and global education (GE), our pedagogical challenge was how to skillfully present and deal with global issues in our English classrooms. The fear was that spending large amounts of class time for language matters would leave students very little time to think about the topic issues (e.g., environment, development, war and conflicts) and internalize the consequences (e.g., global warming, refugees, human rights). Also, we were concerned about a tendency that students have very little motivation for school learning in general unless they can find "direct personal benefits and life relevancy in what they are taught in school" (Chueng, 2001, p. 57).

Accordingly, it seemed practical for us to use popular culture in our ELT-GE classes. We developed a semester-long English course mainly focusing on some celebrities and their involvement in world issues, and piloted it in

both a junior high school and a university. We used various forms of popular culture media (e.g., films, music, comic books, and Internet articles) as integral classroom resources and designed tasks that involved the students' wide use of language skills and multimodal communication skills. Meanwhile, we selected successful celebrities young students were familiar with through the media, so that they could "relate themselves" to the topics "within their interest level" (Furlong & Maynard, 1995, cited in Cheung, 2001, p. 57).

In addition, we also tried to treat these media as subjects to analyze in class. For example, students pondered how songs represented emotions and hopes and how these were expressed in the music and lyrics. The conflicts, prejudices, and questions reflected in films were also analyzed along with how these were shown in the film's script, costumes, and other aspects (Pally, 1998) in relation to the issue(s) dealt with.

Review of literature on popular culture
Definition of popular culture

In this study, we refer to popular culture as a set of generally available artifacts which shape our everyday life such as movies, music, TV programs, and any kinds of printed matter (Martin, 2003; Strinati, 2004). Popular culture is often regarded as contrastive to mass culture. For example, Fiske (1989) regards mass culture as a source to control people, whereas he sees popular culture as a resort to release people from restraint. Strinati (2004) describes mass culture as it reduces people's "intellectual challenge and stimulation" and discourages their "effort of thinking" (p. 13). As a result,

the audience becomes "passive, vulnerable, manipulable, exploitable, and sentimental." Meanwhile, he explains that popular culture does not aim at a mass audience; instead, its market is divided and stratified by "testes, values and preferences" (p. 42).

The role of popular culture in promoting learner motivation for English language learning

The utility of popular culture in ELT classrooms creates an environment that enhances learning, in which students can learn enjoyably in a relaxed manner and become more willing to practice. This approach can also provide a bridge between formal and informal education (Cheung, 2001, pp. 57-58). Domoney and Harris (1993) researched the effectiveness of popular music in their English programmes in the Mexican secondary curriculum, and found that classroom activities using popular music helped increase their students' motivation for English learning. They attributed the results to the usage of a medium that the students were familiar with, which required them to "use *their* knowledge, *their* music, and *their* language" (p. 235).

Popular culture and critical media literacy
What is critical media literacy?

Critical media literacy is generally defined as an ability that provides people access to understanding how the media that occupies a large part of our everyday life help to construct our knowledge of the world and the various social, economic, and political positions (Alvermann, Moon, & Hagood, 1999). It also covers psychological /

cognitive aspects, and deals with the issues in people's daily interactions such as gender, race, class, age, and other identity markers.

Why incorporate popular culture in school?

The ability to read and critique popular media is significantly important. One of the great influences of popular culture is on the development of children and young people's critical awareness of the world. Accordingly, it is crucial for them to learn to evaluate media input for example from among the abundance of social, political, and economic messages in the homes and community (Luke, 1997; Luke & Elkins, 1998). Since our everyday life is saturated with popular culture, school education should incorporate elements and materials from popular culture, and teachers should learn to engage students in critical analysis of global issues in popular culture texts and prepare them for effectiveness in adult life (Lewis, 1998; Unsworth, 2001).

Course design

To introduce our course design, we covered the involvement of certain celebrities in global issues. The objectives of this course design were:

1) To increase students' curiosity about global issues, which they often consider as unrelated to their own life.

2) To help students develop sympathetic attitudes and a sense of responsibility for world problems.

3) To facilitate students' multimodal English communication skills that are necessary for taking an active interpretive role in the societies of the information age (Unsworth, 2001) and their critical and creative thinking skills.

We designed this course to journey through 5 continents of the world – Europe, Africa, South America, North America, and Asia. In each part, we always started with studying the local geography, history, and culture. Then, we used clips from movies and TV programs, Internet articles, and other media to introduce the issues and charity work by the celebrities we selected.

1. Europe: We used Princess Diana and introduced her involvement with landmines and AIDS patients. We started with Elton John's song *Candle in the Wind* 1997, then studied her speeches from a video *Diana – in her own words*, and examined who supported her and who didn't. Then, we explored her struggles against the British royal family and other authorities and the media in relation to the curiosity of the general public, including the students, who can be responsible for gossip.

2. Africa: We first used Angelina Jolie's film *Beyond Borders* to show the students the terrible conditions in a refugee camp in Africa. Then, we introduced her and Madonna's adoptions of children from developing countries. We tried to seek intertextuality between the film and some Internet articles on their adoptions. Then, we thought critically about the articles from different perspectives – some judge their actions as good deeds but others criticize them for buying babies or seeking publicity.

3. South America: We focused on the development of the chocolate industry using some clips from Johnny Depp's *Charlie and the Chocolate Factory*. Here, we tried to think about how our mass consumption of chocolate has created crimes such as slavery and child labor.

4. North America: We introduced Al Gore and Leonardo DiCaprio's work for the environment using their speech at the Academy Awards last year and some clips from Gore's documentary *An Inconvenient Truth*. Here, we tried to consider our collective responsibility and to find ways we can help delay, if not stop, global warming.

5. Asia: We brought up the abduction of Japanese citizens by the North Korean government. We started with *Song for Megumi* by Paul Stookey, the documentary *Abduction – The Story of Megumi Yokota* by Patty Kim and Chris Sheridan, and the comic book *Megumi* published by Futaba-sha. We tried to consider the fact that it was Americans, not Japanese, who made effective use of popular culture by producing a song and film introducing this abduction issue to the world.

Content topics and issues and experimental lessons

Africa: Angelina Jolie and her charity work

Angelina Jolie has been actively involved in world issues, especially refugee children since she was appointed as Goodwill Ambassador for the United Nations High Commissioner of Refugees (UNHCR) in August 2001. She has devoted her life not only as a public figure, but also as a person by adopting children from developing countries. Together with her popularity as one of the successful stars of Hollywood and being the life partner of Brad Pitt, we thought she was a perfect subject to use in our integrated classes of global issues and English language teaching.

Global educational aspects

Internalization of the issue

The primary purpose of the use of Angelina Jolie and her film *Beyond Borders* from the view point of global education was to focus on a popular Hollywood star who could be instrumental in engaging students about world problems (e.g., poverty, refugees, and conflicts) along with increasing students' empathetic attitude towards poverty in Africa. The audio-visual effects of the film were also expected to help students vividly understand the devastating situations in some parts of the world such as Africa and make them think how apathetic people living safely in other developed parts of the world are toward these problems.

Critical thinking

We chose Angelina Jolie to use her charity work, especially her child adoptions from developing countries, aiming at not only promoting students' global awareness, but also providing the students opportunities to critically think about the public opinion regarding the charity work done by celebrities. We examined some Internet articles that express different opinions about the pros and cons of Angelina Jolie and Madonna's child adoptions.

The use of film was to provide visual stimulation for the students' critical thinking process. Scenes from the film were also used to help students visually understand why some people like the writers of the Internet articles that we used in class express their emotional opinions about the righteousness of charity work by celebrities such as Angelina Jolie and Madonna's child adoptions from developing countries.

The ultimate goal of this set of activities was to help students clearly realize the privileges they often take for granted as a citizen of an economically developed country, and through this to make them become aware of their collective responsibility as global citizens. In addition, the film was also used to examine how these celebrities deal with the media; some articles express that it was those celebrities' greed for world attention and fame, while others regard their actions as humanitarian aid.

ELT aspects

From the ELT viewpoint, we tried to incorporate tasks that can enhance students' multimodal communication ability. We designed the classroom tasks to train several skills (reading, listening, speaking, and writing) throughout the course; we administered reading clips from film-script and online articles; simultaneous description of movie scenes, pair work with answers given in information gaps for speaking practice; film-watching and music for listening practice. Open-ended questions from comprehension worksheets can be counted as a practice to develop explanatory skills.

Asia: Megumi Yokota – The abduction issue

Global educational aspects

We chose the abduction of Megumi Yokota as the key issue of this part. Since it is a familiar topic for many Japanese students, we believed that it would be a topic of interest for them. We aimed at promoting students' empathy for this abduction issue and awareness of human rights, family bonds, and global citizenship.

We also hoped to raise the curiosity and interests of the students who did not have such positive attitudes towards learning English by using a comic book. This was an intriguing challenge for us, given the fact that comic books are often regarded as inappropriate to use in the school context by teachers, parents, or even students who regard them as entertainment lacking educational values (Alvermann, Moon, & Hagood, 1999). Yet, we expected a positive effect of visual arts of the comic book on enhancing the students' understanding of the topic global issue. With the university students, the researcher used Paul Stookey's music, *Song for Megumi*, for the purpose of developing critical media literacy. The students examined the lyrics and interpreted the message woven in the song.

ELT aspects

We designed the activities aimed at enhancing students' multimodal communication skills such as describing visual information in the comic book, skim-listening, and inferring skills which involves constructing the whole story line from the key words that they could catch.

Experimental lessons

In this paper, we will illustrate two particular sets of class activities conducted during the 2007 Spring semester in JHS and University on Africa and Asia.

For the JHS, the class time was 50 minutes and two elective English classes met once a week for 5 consecutive weeks. There were 40 third grade students in total (20 in each class). For the university, the class time was for 90 minutes and three classes (with 120 students in total) met twice a week for 3 weeks. Students were freshmen; two classes of 22 were labeled challenge (advanced) and one class of 27 was regular (intermediate). Detailed lesson plans are shown in Appendix 1 and 2.

To conclude the semester, there were follow-up tasks for the university students using another two classes. Students researched, gave group presentations (Appendix 3) and wrote a final paper on charity work undertaken by Japanese celebrities. Through this research and presentation process, students were expected to become aware of the fact that a number of Japanese celebrities have been involved and have been working on such issues and intensify their concern for world problems.

Findings and discussion

For the JHS, the researcher conducted a post-course questionnaire. As for the university students, the researcher conducted both a pre-course (Figure 1) and post-course questionnaire (Appendix 6). The former asked about the university students' knowledge of global issues (Appendix 4); the latter asked for their comments on the course

(Appendix 5). Each of the selected 6 JHS students will be called JHS1 – JHS 6 in this paper. Likewise, the 7 university students were randomly chosen and each of them will be called US1 – US7.

Junior high school students: Post-course questionnaire

The effect of integrative learning of English and global issues

Appendix 4 shows JHS students' comments from the questionnaire on the effects of global educational in the course. JHS4 wrote that studying global issues in English was better and more intriguing than it was in Japanese.

Developing compassion and internalization of the topic

Some students talked about their concerns about global issues that they came to consider more than before the course. JHS1 and JHS4 commented that this kind of abduction must not happen again; JHS6 said that she realized that Megumi and her are no different – both are junior high school students and just normal citizens of Japan. JHS1 and JHS3 talked about human rights saying that they are valuable and must not be violated. JHS4 wrote sympathetically about this event. JHS1 and JHS2 recognized the necessity to take action on changing the current situation.

Motivation for English language learning

Appendix 5 shows JHS students' comments from the questionnaire on the effects of the course on their motivation

for English language learning. JHS1, JHS5, and JHS6 reported that they realized the necessity of gaining certain knowledge about world problems and English skills to be able to communicate with people in the world so that they could contribute to the work to make a better world. JHS2 said he became aware of the importance of expressing opinions of their own in English to live in the internationalized world.

University students

Promotion of global awareness

The researcher conducted a pre-course questionnaire in English, in which two open-ended questions were asked: Q1) "Name global issues (world problems) that you can think of" and Q2) "What do you think about these issues?" Figure 1 is the summary of the answers. As for Q1, 35 students wrote *global warming*; 17 students answered *war*; 6 students named *acid rain*, *deforestation*, and *environment* respectively; and 14 students listed none. *Others* shows the total number of those answered by a minority of the students (e.g., *desertification, Ozone hole, greenhouse effect, street children, air and water pollution, AIDS, terrorism,* and *poverty*). As for Q2, although no one expressed their opinions on global issues concretely, 11 students listed things that people should try such as "switch off lights when not using," "set the air-conditioner temperature at 28 degrees," "walk or ride bicycles instead of driving cars," and "recycle."

In the post-course questionnaire, in which students were asked to write reflections of the course contents, many students expressed that we should do something to

help solve these issues. For example, US2 expressed her sympathy saying that she was sad when she heard about the suffering of many people such as hunger, poverty, and child labor. US7 said her views have spread. Since none of them wrote about the global issues in the pre-course questionnaire, it is possible to conclude that the course contents facilitated students' process of thinking about the causes and the consequences of these issues in an academic context. This in turn helped them increase their global awareness, and/or a sense of collective responsibility for world problems.
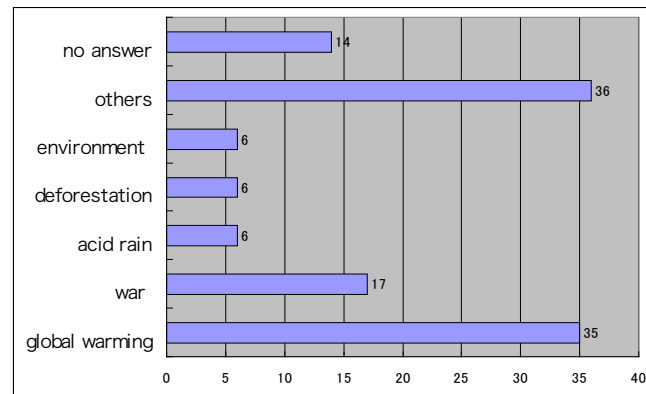

Figure 1. Global issues listed in the pre-course questionnaire

Effect of the use of popular culture

US1, US2, and US6 reported that learning English language through popular culture was "good" and "fun." US7 reported

that her view had broadened; she also said that she would study English language skills (e.g., grammar, vocabulary, and speaking) during the summer vacation. This can possibly be a subtle sign of another effect of the use of popular culture or authentic materials in classrooms, entailing increased motivation for some of the students to improve their English language skills so that they could better enjoy the original materials (in English).

Conclusion

This study investigated how popular culture media such as television, film, music, and internet resources could be utilized and integrated into content-based teaching of global issues and English language. The results showed some positive effects through the use of popular culture in EFL activities. For example, highlighting the active involvement of some celebrities in global issues succeeded in increasing students' interests and curiosity in world problems. Critically studying the background, current situation, and consequences of the issues dealt with in some music and films, or interpreting the messages woven into these seem to have helped with the internalization of the topic issues and developed compassion for the people in trouble. The authenticity of these materials seems to have encouraged some students to study more about world issues and English language skills. The comments from the post-course questionnaires sufficed for the researchers to show the legitimacy of integration of GE and ELT and diverse roles of popular culture in content-based classrooms. Implications should include observing the effects of this study over the long term, teachers' time and effort required for class preparation, and the necessity of constantly updating materials.

As for suggestions for further examination, more focus on critical media literacy aspects in classroom activities may be applied, in which case materials may be selected by the students to increase student-centeredness.

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Appendix 1

Africa: Angelina Jolie and her charity work

Day	JHS	Univ.	Skills	Media
1	Same	◆ Geography of Africa 1. Map <30 mins> 1) Student A: "where is ___?" Student B: "It's near/next to/between/above/under ___" 2) Check the answers. 2. History & culture in Africa <60 mins> 1) Famous sites & people in Africa. - Where is this? - Who is this? 2) Quiz on Africa	pair-work (speaking) group work	map picture cards
2	• History & culture in Africa <50 mins> 1) CNN News Report Watching--"Inside Africa" 2) Questions and Answers about the report by ALT. 3) CNN News Report Watching—"Angelina Jolie" 4) Grasping the outline of Angelina Jolie's charity work.	◆ History & culture in Africa <90 mins> 1) DVD watching – "World Geography" by Discovery Channel 2) Complete the chart. * HW → research Angelina Joie (Student As) and Madonna (Student Bs)'s charity works.	AV comprehension	DVD
3	u DVD – Beyond Borders (1) <50 mins> 1) Scene 1 - Student A: Describe what is happening on the screen while watching. - Student B: Jot down whatever described. → Check with other Student Bs. 2) Scene 2 - Student B: Describe what is happening on the screen while watching. - Student A: Jot down whatever described. → Check with other Student Bs. 3) Students report what they describe the whole story to the Native English Teacher	◆ Ss report their research to each other (in pairs) <15 mins> ◆ DVD – Beyond Borders (1) <75 mins> 1) Scene 1 - Student A: Describe what is happening on the screen while watching. - Student B: Jot down whatever described. → Check with other Student Bs. 2) Scene 2 - Student B: Describe what is happening on the screen while watching. - Student A: Jot down whatever described. → Check with other Student Bs. 3) Scene 3 - Ss: Read the scripts and answer comprehension questions. → Check the answers - Watch the same scene.	AV comprehension Describing/Note-taking	DVD

Day	JHS	Univ.	Skills	Media
4	◆ DVD – Beyond Borders (2) <50 mins> 3) Scene 3 - Ss: Read the scripts and answer comprehension questions. → Check the answers - Watch the same scene. 1) Scene 4 - Watch the DVD → Answer comprehension questions.	◆ DVD – Beyond Borders (2) <90 mins> 1) Scene 4 - Watch the DVD → Answer comprehension questions. 2) Scene 5 - Ss watch the DVD and answer comprehension questions → Check answers * HW: Reading.	AV comprehension compare & contrast, critical-thinking	DVD Internet articles
5	◆ Ss read the modified article from the internet with comprehension check questions. <25 mins> ◆ Ss write the reaction paper about what they have learned and about Angelina Jolie. <25 mins>	◆ Reading (1) on Angelina Jolie's adoption <45 mins> - S1-6 read the article - Explain each part to others. → Check answers. ◆ Reading (2) on Madonna's adoption. <45 mins> - Ss read the article and answer comprehension questions. → Check answers.	Reading Reading	Internet article Internet article
6	None	◆ Group discussion <90 mins> - Study pros and cons. - Ss complete the table: Do you support AJ / Madonna? - Why / Why not?	group discussions	

Appendix 2

Asia: Megumi Yokota – The abduction issue

Day	JHS	Univ.	Skills	Media
1	◆ Geography of Asia 1. Map <20 mins> 1) Student A: "where is …?" Student B: "It's near/next to/between/above/under ___" 2) Check the answers 2. History & culture in Asia <30 mins> 1) Form groups of 4 -5 2) Teacher brings questions about Asia in the class 3) Each picks up answers written or drawn on the cards	Same	pair-work speaking group work on book review (listening)	map
2	◆ Abduction and Human Rights 1) Ss have brainstorming-writing down what they know about Yokota Megumi 2) Show and explain their ideas to each other 3) Ss watch the DVD and work on the questions 4) Read the modified "Directors" interview scripts according to their academic levels. 5) Fill in the gaps of one scene of the interview	◆ Abduction and Human Rights 1) Music: Song for Megumi by Paul Stookey <Appendix> - First listening: Feel the mood of the song - Second listening: Catch the missing words in the print - Learn about basic rhymes in English songs	speaking group work Visual-learning reading listening	pictures DVD
3	◆ Manga – "Megumi" 1. Check the basic storyline of "Megumi" < 50 mins> 1) Make 3 sets of copies from the comic book. 2) In each group, S1 describes the pictures she has; S2 listens to that and put the pictures in order. Each group finishes the 6 sets (3sets x2). 3) S2 describes the pictures she has; S1 listens to that and put the pictures in order. 2. OPTIONAL: Translate the comic book "Megumi" (J to E) < 30 mins> à Homework assignment (group)	Same	reading (critical thinking) speaking & reading translation	manga (comic book)
4	◆ Check the story line and write the sequent story about what they can do 1) Teacher reads the summaries – Ss put the 6 sets in order. 2) Ss think what they can do to help the situation. 3) Write reaction papers	◆ DVD – Abduction; Story of Megumi Yokota 1) Ss watch the Directors" interview in the DVD and work on the print <Appendix> 2) Write reaction paper	listening creative thinking writing	
5	◆ Make Newsletter <50 mins> 1) Ss make news letters.	None	creative thinking writing	

Appendix 3

Topics from the university students' presentations

Japanese celebrity	Occupation	Charity work
Ryotaro Sugi	singer	Goodwill Ambassador (Vietnam)
Tetsuko Kuroyanagi	actress	UNICEF
Sadako Ogata	former UNHCR	UNHCR (- 2001)
Norika Fujiwara	actress	Afghanistan, Red Cross
Rei Kikukawa	actress	UNHCR (volunteer work)
Tusyoshi Wada	baseball player	vaccines (JVC)
Ryuichi Sakamoto	musician	landmines
Agnes Chan	TV talent	UNICEF, working mother
Teresa Teng	singer	Democracy (China)

Appendix 4

JHS students' comments from the post-course questionnaire – Global educational effects

JHS2. I was impressed by Western directors who made the film because they showed their compassion for the Japanese people and took action to show all viewers about this issue. They appealed the audience to work together to help a suffering country, solve this issue.

JHS3. We must not forgive the people who caused this abduction issue because they violated human rights. We have to respect and protect human rights.

JHS4. It is deeply sad to lose a family member by abduction. It must not happen. I cannot imagine how terrible and miserable she felt. She must have been desperate.

JHS5. The Megumi Yokota issue is the most serious problem that we all have to think about. I still do not understand why they kidnapped her. I was able to guess why it happened through this course and discussion with peers.

JHS6. The Megumi Yokota issue had the greatest impression on me because she was abducted around the same age as me. I felt strong sympathy for her because she is a compatriot of mine and also a junior high school student at that time. I hope the world will become peaceful and she will come back to Japan.

* The answers were written in Japanese and translated by the author

Appendix 5

JHS students' comments from the post-course questionnaire – English language learning

JHS1. I felt very good because I was able to learn about the world using English. Improving English is very important. I think knowing English widens a person's perspective.

JHS2. I felt that internationalization will be promoted more and more in our near future. So, I realized that being able to express my opinion in English is important and necessary.

JHS3. I was able to learn a lot about the world in English. It was good.

JHS4. To be honest, I was not interested in those issues before I took the course. Now studying those issues in English made me feel the content was more intriguing than studying it in Japanese.

JHS5. I would like to learn more and increase my knowledge about global issues because I want to talk about them with foreign people in English. I will make efforts to improve my English to go to foreign countries to experience and know more about the world.

JHS6. I think we need English to make a better world because people need to communicate with each other.

* The answers were written in Japanese and translated by the author.

Appendix 6

University students' comments from the post-course questionnaire – Reflection on the course

US1. I think learning English in this course was very fun. I was interested in global issues as ever. There are many problems in the world and I thought I must know what is happening in the world today.

US2. I think this course was very exciting. It was because this class was only in English and it was difficult for me a little. And learning English though global issues and popular culture was good. I think that war is connected with human rights. And child labor is very hard for children. I learned that many issues exist in the world. We should consider these issues more.

US3. I'm interested in some volunteer activities. I feel sad when I heard about many people suffering from lack of food, pressed for money, labor problem and more… I have to do something for them. And I hope world peace.

US4. I thought that there are too many global issues. I could learn about poverty and refugees of some countries, and I am deeply interested in these. I thought that Japan is very peaceful and Africa and South America are very poor. We should consider the solutions for many global issues. I'm happy that I could exchange opinions with my classmates.

US5. I liked this course even though a little difficult for me. But through this course, I recognized many issues in the world – environment, human rights, poverty, and so on. These problems call for our actions. Especially the poverty in Africa. Teacher used many media to help us understand the lesson, and through this course our English ability progressed besides we learned a lot of information. The information and the cognition of the issues that we can't get except through the lesson. Thank you very much.

US6. I feel that this way to learn English is good. And I learned global issues together. But I want to study more fields. Learning English through global issues and popular culture, I found that so many celebrities all over the world play roles in global issues. I feel that I should do everything possible about world problems.

US7. I got new knowledge through these English classes. And my view has spread. I enjoyed this curriculum. I want to learn grammar, word, speaking. So, I will learn these in summer vacation. Thank you very much.

* The answers are original written in English by the students.