Shared Identities: Our Interweaving Threads

GILE SIG forum: Sharing ideas, lessons, and resources

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This year's Global Issues SIG Forum focused on an idea-sharing session on education in global issues and international understanding. A total of eight presenters shared tried and tested handouts using demonstrations, followed by lively discussions. The presentations included the following materials: a series of activities based on "Global Footprint" calculations, interviews with Nobel laureates for grassroots education, a jigsaw reading activity using an article on a rock singer, and scrapbook activities for conversation skills and presentations. Task-based interviews for motivating low-level students, a grammar dictation activity using narratives, and content courses on global and gender issues were also presented.

The forum allowed participants to (1) gather ideas for global issues for their own classes, and (2) become aware of the breadth and range the GILE SIG represents. Attending members appreciated the opportunity of sharing in valuable information for our teaching community.

本年のGILE研究部会フォーラムは、グローバル問題や国際理解を教える際のアイデアの共有に焦点をあてて発表を行った。8人の発表者が教室で実際に使ったハンドアウトをもとに実演の後、参加者との活発な議論に入った。発表者の題材は次のとおりである。「グローバル・フットプリント」に基づいた一連の活動、ノーベル賞受賞者のインタビューを用いた草の根教育、ロック歌手の記事を用いた断片情報を組み合わせるリーディング活動、会話やプレゼンテーションのためのスクラップブックを用いた活動であった。加えて初級レベルの学習者を動機付けるためのタスク中心のインタビュー、ナラティブを用いたグラマー・ディクテーション活動、グローバル問題やジェンダー問題を扱った内容中心のコースも紹介された。

本フォーラムの目的は参加者が（1）グローバル問題を教えるアイデアを持ち帰ること、（2）本研究部会の扱う領域の広さを認識することであった。当日は、貴重な情報が短時間のうちに共有できた点で参加者からは好評を博した。

At JALT2008, the Global Issues in Language Education (GILE) SIG hosted 100 minutes of idea-sharing mini-presentations linked to global issues and international understanding. Eight presenters gave simultaneous presentations in four shifts. The various sections in this article illustrate their tried and tested materials and ideas.

Scrapbooks for sharing your world
Brian Cullen

A common complaint among EFL teachers in Japan is the low motivation of students. This low motivation could very well be caused by the lack of connection found between the fictional characters and scenarios presented in most textbooks to the real, everyday lives of our students.

The idea of using scrapbooks in class arose when one of us was working with a private student who never seemed to have much to say. His lack of input not only made the lessons difficult, it was clear that it was also impeding his opportunities for improving his English. One day, I happened to have some photographs. When I showed them to him, our lesson was transformed. For the first time, he showed a genuine interest and started asking questions like "Who's this?" and "What's she doing?" In that lesson, I was reminded that people do not lose their natural curiosity when they enter the classroom, they simply become inhibited in what is often a forced and contrived language environment.

Since then, we have used scrapbooks with much larger classes and found equal success in both improved motivation and language acquisition. Using scrapbooks based on high-interest topics such as hometown, music, and travel, we have helped students to talk about what they really know and what truly interests them–their own lives!

We generally use one scrapbook unit over a two-lesson cycle. In the first lesson, a pre-made scrapbook page acts as a student model, and provides topic-specific vocabulary and listening practice. This leads into brainstorming and conversation activities which prepare students to make their own scrapbook page. This is followed by more work on topic-specific vocabulary and exercises that help students to develop sentences to describe their own scrapbooks. For homework, students create their own scrapbook page. On a typical scrapbook page, the students paste in their own photos, maps, sketches, and anything else that they feel makes it a truly personal presentation about themselves and their interests. On the back of the scrapbook page, students can write point-form notes, or a full speech if appropriate. In the second lesson, students make short presentations in small groups to explain their scrapbooks.

At the end of the course, students compile their scrapbook pages, attach and design a cover, and the final result is in their hands—their very own English scrapbook. This completed scrapbook can be handed in to their teacher for a final grade or overview. Of course, the scrapbook is then returned to the student and will be a concrete and lasting reminder of a productive semester of English learning. Students take great pride in introducing their scrapbooks to family and friends, and they are a valuable tool for self-introduction when they get the opportunity to go overseas.

Scrapbooks can be used successfully in oral communication classes, presentation classes, or even writing classes. As a main course activity or as supplementary material, we are certain you will see a positive and discernible difference in your students' ability and attitude towards using English.

Acknowledgment

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Motivating low proficiency students: A task-based approach to global issues

George Higginbotham
William Moore

The presentation described a Task-Based Learning (TBL) project in which students interviewed foreigners. It was designed to raise students' environmental awareness, motivation, and communicative competence.

Faced with large groups of non-English major university age 'under achievers' (2007 TOEIC average: 301.6), teachers felt that a good way to motivate them would be to invite 30 or 40 foreigners into the classrooms. The problem was how to do that. The solution was to turn the problem on its head and take the class to an area where there are a large number of English speakers. In other words, plan a curriculum where students would have to interact with non-Japanese speakers in order to complete a task.

The task put to students was to prove/disprove the hypothesis that "Japanese are more environmentally friendly than foreigners." In the first phase of this TBL project, students learned about various questions forms (e.g., open/closed, qualitative/quantitative), and then prepared and practiced interviewing in class. After building some confidence in their ability to speak in English, the students went to Hiroshima Peace Park with voice recorders, where they interviewed three or four foreigners in English, and a similar number of Japanese. The next phase of the project required students to prepare written transcripts of their interview conversations. In the final phase of the project,

students prepared PowerPoint presentations that analyzed their interview data and reported their findings (e.g., proved/disproved the hypothesis). As Robinson (2001) and Willis and Willis (2007) argue, this TBL approach "increases student motivation as it allows students to creatively apply previously acquired knowledge to different contexts."

To address the needs of low proficiency students who are unfamiliar with this style of learning a *soft* version of TBL was used. That is, in the first semester students interviewed only one or two English speakers, and the interview was on a topic of their choice. In both instances students recorded all their conversations onto voice recorders and reported the results back to the class. A lot of scaffolding was provided in the pre-task phase which included activities to learn key vocabulary, practice different question styles, and learn how to analyze and present data. This is in contrast to the *strong* approach to TBL (see Willis & Willis, 2007) where the task dictates the learning outcomes.

The rationale behind the transcription part of this TBL project was two-fold. Firstly, it was necessary for students to have an accurate record of the conversations in order to analyze and present their findings. Secondly, as Mennim (2003) argues, getting students to transcribe conversations is useful as "a way of focusing students' attention on their own output." This provides students with authentic listening experiences, which can be repeated and played at slow speeds with the voice recorders to assist L2 learners.

Two other issues needed to be addressed.

- Do you really need voice recorders and how much do they cost?

    o Highly recommended—They provide intensive listening practice, accuracy, and are useful assessment tools. Cost: under 10,000 Yen.

- Ethical issues—Voice recording and videotaping without prior consent.

    o Students ask, "Can I ask you a few questions for a school project?" Having agreed to this while being able to see recording devices, it is safe to assume the interviewee has no objections.

George Higginbotham teaches at Hiroshima Kokusai Gakuin University. He is interested in vocabulary acquisition and is currently pursuing a PhD in this field with Swansea University.

William Moore teaches at Hiroshima Kokusai Gakuin University. He is interested in learner development and special needs in the classroom.

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Talking Radiohead, talking global issues: A jigsaw reading and reporting activity

Barry Keith

It can be difficult to approach global issues in the classroom. One effective way approach is to use newspapers. As Sanderson (1999) argues, newspapers deal with authentic situations and thus are naturally motivating for students. In this jigsaw activity, students use a newspaper article to read and report on global issues.

Students focus on an article from the *Asahi Weekly*, a weekly newspaper for Japanese learners of English. In an interview, Thom Yorke, the lead singer of the British alternative band, Radiohead, discusses the band's role in promoting social justice. According to the article, Radiohead allowed the free use of their song "You're All I Need" in the MTV EXIT campaign, which aims to raise awareness about issues such as human trafficking, child labour, and worker exploitation. The activity required two 90-minute class sessions; the procedure is described below.

Level: Intermediate to advanced

Main goal: Raise awareness of global issues

Language focus: Research skills, reading, writing, and oral reporting

Preparation: Radiohead article, internet connection and projector, group report form (handout)

Procedure

To introduce the topic, students were asked, "Where are your clothes made?" Students checked the labels of various clothing items and listed them on a sheet. Groups then shared results with their classmates.

Then, the instructor asked the students if they knew anything about the conditions under which the clothes were made, i.e., the working conditions. The answers were invariably, "No." Students then watched the MTV EXIT video (readily available on YouTube) which juxtaposes video clips from a day in the life of two boys, one British and another Asian. The British boy goes to school while the Asian boy goes to work in a sweatshop. The climax shows the invisible link between the boys: the Asian boy works to make the shoes that the British boy wears.

Students were then distributed the Radiohead article. Students skimmed for key words and discussed. Students were then divided into groups of four, and each member was assigned a different letter: A, B, C, and D. Then, the members were assigned a corresponding research topic from the article, as follows:

A: Who is Radiohead? What did they do? Why?

B: What is MTV? What is the EXIT campaign?

C: Research *human trafficking* and *child labour*. Share your results.

D: Who is Naomi Klein? What does she say in her books?

Students worked in the computer lab and completed their research as homework. The following week, student formed up "expert" groups, i.e., the A's, B's, C's and D's each got together to share and confirm information with students who

researched the same topic. Students then went back to their original groups and became "teachers" by sharing the results of their research with their group. They then compiled their individual information into a group report and, as a group, answered an additional question:

Q: In the video, you saw the phrase "Some things cost more than you realise." What do you think that means? What did you learn from making this report?

Finally, students shared their group answers with the class.

Reflections

This activity increases student knowledge, improves their language skills, and hopefully changes their attitudes. The instructor found that not only is the material authentic, but that the students' *responses* were authentic as well, another advantage of using content-based materials as described by Grundy (1993). However, there is a need to take the activity a step further. To get students personally involved, I would assign a writing task in which students compose a letter, either to Radiohead, to one of the boys, or the sweat-shop boss that appears in the video, so that they can act on their learning.

Barry Keith teaches at Gunma University. His interests include Newspapers in Education, Global Issues, and Autonomy.

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Socially responsible pedagogy and content courses
Jane Nakagawa

At the forum, I distributed a handout to participants which described five content courses I am teaching:

1. A course called "Gender and Society"

2. A course in Japanese post war poetry taught in English using English translations

3. An introduction to American poetry

4. A global issues theme-based required English course where topics rotate weekly

5. A language teaching methodology course for future teachers of EFL and JSL.

All five of these are undergraduate courses with students of about intermediate English level at a national school of education. I asked participants to tell me which of the five courses they would like to hear more about. For the first round, the global issues theme-based course was the most popular choice, and for the second round it was a tie between that course and the gender issues course (although some interest was expressed also in the Japanese poetry and teaching methods courses).

In the gender issues course I use a textbook called Gender Issues Today which was co-written by myself and other

JALT members. Each chapter has a distinct theme such as domestic violence, gender and work, gender and language, etc. Weekly homework requires students to read one chapter at home, answer comprehension questions about it, and also prepare a short assignment which is a choice of several, such as preparing a creative work (comic, poem, story, diary page, drawing, etc.), speech, or brief research report about the topic. During the weekly class meetings, we discuss the chapter, students share the additional activity they prepared, and students engage in a group discussion about the theme in which they create the questions themselves and one member acts as a reporter to tell the class the highlights afterward. Also, typically, the teacher gives a very brief lecture, and we listen to and discuss briefly one or two songs related to the weekly theme at the end of the meeting.

In the global issues theme-based EFL course, I use a self-created textbook called *Learn to Use English, Use English to Learn*. Each chapter covers a distinct topic such as global warming, animal rights, materialism and happiness, prejudice and discrimination, war/peace, and others. As with the course above, the weekly homework requires students to read one chapter at home, answer questions about it, and sometimes complete an additional writing assignment. The textbook also has a CD; students are asked to listen to the chapter on CD so that they can pronounce the key words and also complete each chapter's pronunciation activity, which focuses on vowel sounds, intonation and/or word stress. During the class meetings if students prepared a writing assignment they share it with group members before collection. As with the gender course, after checking comprehension of the reading, students create their own

group discussion on the topic with one member functioning as a class reporter. The last half of the course is devoted to a group project (usually 4 students per group) where students choose a format such as group speech, group debate or role play, and have 20 minutes to prepare a thematically relevant performance. The last 20 minutes are devoted to group project performances in front of the class. I randomly choose via a lottery like system about half of the groups to perform in front of the class each week (the total enrollment for this course tends to be 50 or more students).

All five courses are different, and some utilize self-made and others commercially available materials. What all have in common, however, are chances for both individual and group work, student-selected and authored activities and tasks, and a balance between thinking/feeling (rational/empathetic) and sensing/intuiting (practical-concrete/imaginative) type tasks. The self-created textbooks are not currently available for sale (between publishers) but further details about these may be available later at the GILE SIG website.

One difficulty of teaching content courses is having to find, adapt or create materials at the students' level. For three of these five courses I wrote or co-wrote the textbooks in order to have suitable reading material and classroom activities. For the other courses (American poetry and Japanese post-war poetry in translation) I use bilingual commercially available books which provide readings but no activities, so I created myself all of the (speaking and writing) activities to accompany the readings. The Japanese poetry book was thought expensive by some students; however, as the book has just gone out of print in 2009, it

will be replaced by a different book for the coming academic year. The two textbooks I use in American poetry relatively neglect female and non-white poets as well as still living and avant-garde poets. I have taught poetry using handouts only where I have carefully selected myself poems that fit the students' language level and provide a good balance of poetic style, but as I teach hundreds of students and a dozen or so courses in an academic year, teaching without books leads to an unwieldy amount of copying and organizing of class materials.

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Teaching global footprint
Mark Shrosbree

Task-based methodologies are a central part of communicative language methodologies, and are particularly important in courses with a content element. Tasks offer students defined goals, which, when completed, represent a tangible learning achievement (Nunan, 1989). If teachers are to introduce content into English courses, it should be appropriate, relevant and stimulating, and tasks should have "clear instructions and specific outcomes" (Shaw, 1997, p. 276).

The task described in this paper involves the calculation of students' individual global or ecological footprint, followed by discussion of issues raised by the task. Global footprint is a concept related to the impact of human beings on the planet's resources, and may be defined as the area of biologically productive land and sea needed to produce the resources consumed and to dispose of waste generated. In the task, students use an online calculator to estimate their own global footprint, and then analyse the questions used in the calculator. An overview of the task and links to all materials are available online <http://www.shros.org/footprint.pdf>.

The task has four stages: (1) pre-teaching of concepts and vocabulary; (2) undertaking the task; (3) discussing the significance of the task; (4) presenting suggestions for reducing global footprint. The four stages offer support to the student, leading to very tangible outcomes (see Nunan, 1989; Robinson, 1991). The first outcome is a concrete figure for individual global footprint, while the second outcome is a set of actions which students can take to reduce their future footprint. There follows a description of the four stages of the task.

Stage 1: Pre-teaching (30 minutes)

There are two elements of pre-teaching, a PowerPoint presentation made by the teacher and a picture-dictionary type handout with key vocabulary. The PowerPoint shows photographs, data, graphs and other graphics aimed at promoting comprehension of concepts related to global footprint. It starts with data on population, resource use and waste generation, and moves on to distribution of resource consumption in developed and less-developed countries. It then graphically introduces the idea of global footprint and the greater impact of developed countries. Students listen

to the presentation, predict key data and take notes. The picture-dictionary handout pre-teaches vocabulary necessary for stage 2.

Stage 2: Undertaking the task (40 minutes)

In this stage, the class moves to a computer room to calculate personal global footprint using an online calculator. The Worldwide Fund for Nature (WWF) footprint calculator <http://footprint.wwf.org.uk/> was chosen for its clarity and simplicity. Students are given a handout to help them use the calculator and to record their personal footprint data. The task involves answering questions on matters related to food (e.g., meat-eater or vegetarian), travel (e.g., air travel), home (e.g., type of home) and "stuff" (e.g., shopping patterns). For students who complete the task quickly, a follow-up activity is provided. Students do the calculation again, but instead of answering the questions genuinely, they try to answer in such a way as to get the lowest possible footprint. This offers students the challenge of deciding the most environmentally-friendly type of behaviour (e.g., meat eating versus vegetarianism, train versus air travel), as well as providing repeated exposure to new language.

Stage 3: Discussing the significance of footprint calculation (1 hour)

Students are given a handout with questions from the online calculator, and are asked to discuss the significance of the questions in groups. For example, why is a question on whether we are meat-eaters or vegetarians relevant to global footprint? Groups are given different questions to discuss,

and the teacher moves around the class offering hints and help. Next, groups are re-sorted so that students can share their ideas with other group members.

Stage 4: Suggesting ways to reduce footprint (20 minutes)

Students are asked to think of five ways to reduce their own footprint, based on what they have learnt in the previous stages. For homework, students are asked to choose their most original and interesting idea, and then present this idea to the whole class or in large groups.

The four stages move from mainly reception (Stage 1), reception and some controlled production (Stage 2), through guided production (Stage 3) to free production (Stage 4). As the activity is spread over three or four class periods, students can receive repeated exposure to new vocabulary and other language items, and produce different types of output.

This activity has been tried three times with pre-intermediate to advanced level students and has appeared to be very successful. Global footprint is highly relevant in Japan, since it relates directly to the Kyoto Protocol. The content aspect of the task would seem motivating, and the varied nature of the task stimulating. As more online game-type activities become available, e.g., "Third World Farmer" <http://www.3rdworldfarmer.com>; "Energyville" <http://willyoujoinus.com/energyville>, the opportunities for integrating these with language learning activities will hopefully increase.

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We are the world: Learning global issues through narrative

John Spiri

According to Alkire (2002), the technique of using dictation for language learning is several hundred years old. Despite this long history, dictation is sometimes "frowned upon as an outmoded, teacher-centered writing activity" (TEFL. net). However, a technique known as "grammar dictation" or "dictogloss" described by Wajnryb (1990) involves some of the same steps as traditional dictation, but focuses on student interaction while allowing for students to recreate the original text. With this task-based activity, students "make many and varied and constantly changing hypotheses about language."

The first way grammar dictation distinguishes itself from traditional dictation is that the text is read aloud to students in such a way that students *cannot* write it entirely, and they know this from the outset. Thus, in a sense, students are expected to take notes on the spoken text rather than be expected to reproduce it completely and exactly. Grammar dictation further distinguishes itself from dictation, which may be seen as a passive teacher-centered activity, by requiring students to interact with each other after taking notes on the spoken text, in order to recreate it. The activity is known as *grammar dictation* because students are asked to work together to finish incomplete sentences by predicting the missing words, and are also asked to discuss differences with partners (for example, if one partner has written *to* while another has written *at*) to determine which word is correct. After students work with a partner the sentences are written on the board so students can compare their sentences with the original. Thus, there is a great deal of repetition and scaffolding built into the activity as the original sentences, and the overall meaning, unfold to students step by step.

This technique is useful to global issues educators in particular because of the ease of which teachers can create an activity about a topic such as landmines, information about which might not be readily available in commercial materials, or might not be easily transmittable to students due to the inherent difficulty of the content. Furthermore, dictogloss texts can be written as first person narratives, based on true stories of individuals describing their life circumstances, in this case describing the perils of living in a community dealing with landmines. A first-person narrative is generally easier linguistically, especially if terms such

as "landmine" are pre-taught, and is more likely to evoke empathy, an emotion that gives meaning to the content.

The method described in the "We are the world" session takes the dictogloss activity several steps further. First, the narrative is depicted with six pictures, with each picture having a corresponding sentence which is later read to students as a dictoloss-style dictation. The pictures bring the story to life and can be used in a follow-up activity. After students write, discuss, and fully comprehend the sentences, they then practice telling the narrative through a series of activities that will eventually allow them to recite the story while only looking at the pictures. This activity leads students to greater automaticity, fluency, and deep learning of the words, phrases, and sentences of the narrative, which in turn lead them to feel greater confidence as language learners.

Surveys of students who have completed dictogloss activities involving narratives about global issues (child soldiers, sweatshops, landmines, etc.) in the Global Stories textbook have consistently written positive comments. Most often they have noted their appreciation for the chance to learn content along with English, with very few exceptions (those few exceptions noting that some of the narratives were too gloomy). A few representative comments made by high beginner level students are written below:

- I think I've been closing my eyes about international social problems. I felt the warmth of people who is trying their best and people who is supporting them even they were born in terrible environment.

- It's shocking. I think we should think about these social problems more. It's interesting that there are various ways of learning. Of course I'm so satisfied.

- I can't imagine because Japan is such a "too many things" country but now I know there are countries which still doesn't have enough things.

- It is useful us to know world's situation.

- I think at this class we can learn about social problems, so we can use practical English, and we can think seriously. I sometimes thought the topic was cruel, but it is important to know the truth that people have many troubles, so we can learn the truth. I think it is good to use Global Stories. We studied various countries of the world. Generally in our formal class, teachers often deal with American or England's topic, not African or Asian one, etc.

- I can spend every day without any inconveniences. But there are many people who are poor. I have to learn their situations. I thought that I must not think my life is natural through this text. It is good because I can know many country's situations.

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The Nobelity Project: Nobelity for the EFL Classroom

Robert H. Taferner

> [M]y children … trust me to tell them the truth about the world. But who can I trust? The media? Big business? Politicians? Seems like everyone's got an agenda. And every year my kids' questions get harder and harder to answer. What I need is some back-up… someone who really gets the big picture. And I do mean BIG picture.
>
> (Pipkin, 2006)

Understanding the globalizing world around us and explaining it to our students is an ongoing challenge for all instructors. This objective is especially pertinent to international programs designed to promote an international civil service for global governance by introducing current global concerns and then have students relate to those topics locally. Tama University's Mission Statement (2007) states a universal and common purpose outlining the need to "cultivate capable individuals who will be successful in the international business arena and therefore, able to quickly respond to internationalization and the information age."

With these objectives in mind, designing in-house materials to meet the goals of this mission was underway. A number of criteria were considered when determining what materials to adopt to meet our program's goals. Of primary importance was the need to stimulate teachers' and students' enthusiasm in the classroom, enrich content through the use of authentic materials from available multimedia, and provide engaging global themes for exploitation for pre-intermediate to advanced level students.

A search for applicable materials available resulted in the discovery of The Nobelity Project, a certified education and action non-profit, and *Nobelity* a documentary which features Turk Pipkin's journey across the globe interviewing Nobel laureates about the most pressing issues we are facing today on both the local and global levels. One of the principal goals of *Nobelity* is to connect people all over the world with reliable information and innovative thinking on pressing global problems like global warming, the energy challenge, global health, economic disparity and development, cultural understanding, nuclear proliferation, and general questions regarding war and peace.

Once *Nobelity* was selected, lessons were created based on a systematic lesson framework that encourages students to participate in the creation of knowledge after providing the necessary paralinguistic competence. This is achieved through a combination of previewing, vocabulary building, and guided listening tasks. Students are then required to conduct Internet research for the purpose of sharing

summaries of articles and websites to enrich their knowledge about the thematic content with their classmates. The next stage of the lesson is to select writing topics for further discussion and closure.

Collation of the lessons developed throughout the school year resulted in *Nobelity for the EFL Classroom,* a viable textbook surpassing our initial expectations. *Nobelity for the EFL Classroom* is divided into eleven units, nine of which are focused on a Nobel laureate, plus an Introduction and Consolidation unit. After exploring the numerous issues proposed by the Nobel laureates, the Consolidation unit asks students to further explore their own local issues and propose additional solutions to the problems they encounter.

A post-course survey of my students' responses found the materials interesting and the exercises in the *Okay* to *Difficult* range. In particular, the listening exercises were found to be the most difficult, possibly due to the authentic nature of the audiovisual materials.

The decision to develop in-house materials from *Nobelity* for my students' specific learning needs has led to an empowering experience both on a personal and professional level. Through my students' classroom experiences, they have enhanced their awareness of many important local and global issues and will hopefully continue to develop their understanding of society in order to actively participate in making the world a better place for future generations.

Robert Taferner has been teaching English since 1993 and is currently teaching at Tama University, School of Global Studies. He holds a MAT-TESOL from the School for International Training and is a PhD candidate in Applied Linguistics at Lancaster University, U.K. His research interests include materials development, student motivation, and teacher training. <robert_taferner@yahoo.ca>

Resources

Nobelity DVD: http://www.nobelity.org

Nobelity Project Film Library: http://www.nobelity.org/video.html

Nobelity for the Classroom pdfs files at: http://global-educational resources.com/nobelity

Nobelity in schools

Lessons with *Nobelity*: http://www.nobelityinschools.org/lessons.html

Comprehensive exercises: http://nobelityinschools.org/nobelity-objective.html http://nobelityinschools.org/nobelityComp.html

Glossary of terms: http://nobelityinschools.org/nobelityexcel%20definitions(1).htm

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Conclusion

The forum became a field for sharing materials. The presentation format has several advantages. Members of the GILE SIG have long been aware that there are enormous reservoirs of creative teaching talent among its members. However, tapping that creativity has not been easy as some teachers may have felt intimidated by the tedious and formal process of making a full-scale JALT presentation. Or they may have felt that the materials that they were using were too short or not sufficiently academic to justify a full presentation. This session provides a format for such individuals and results indicate that there are very clear benefits. Attending members appreciate the fact that they can get valuable information in a short time; the setting is informal and allows for close exchanges between presenters and audience. It allows people to gather ideas for their own classes as well as to become aware of the breadth and range that GILE SIG represents. Very positive feedback from people who attended the session indicated that it is indeed a very stimulating event.

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