

Global Issues Forum: Activities Cultivating Autonomy

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For the fifth consecutive year, the Global Issues and Language Education Special Interest Group (GILE SIG) sponsored a Forum at the JALT2011 Conference. GILE members and other educators gave mini-presentations on teaching language and global issues. These presentations examined educational materials and ideas, and our commitment to the EFL profession. Topics included developing thematically sequential materials on global issues, lesson plans using letters as materials in which Turkish and Japanese students reciprocally encouraged each other after earthquakes, developing autonomy through a simulated election campaign project, and action plans for a student-lead charity fund-raising project. As language and global issues educators, we are in the position to guide students to equip themselves with vital language and critical thinking skills. Teachers can facilitate this development by utilizing teacher-produced content-based EFL materials, and creating an environment in which students can be independent learners and become participative global citizens.

グローバル問題と言語教育研究部会(GILE SIG)は、2011年の全国語学教育学会年次国際大会において5回目のフォーラムを主催した。会場では教育者および非会員の教育者による言語とグローバル教育に関する発表が行われた。これらの発表は、授業の教材やアイデア、外国語としての英語の教授者としての自覚について深く切り込むものであった。トピックとしては、グロ



ーバルなテーマをシリーズで扱った教材の開発、トルコと日本の学生や生徒が互いに地震に遭遇した後に励ましあった手紙を教材とした授業案、模擬選挙を通じた自律的学習の促進、学生主導の資金調達計画の実施などが挙げられる。言語教育とグローバル問題を教える者として、私たちは学生達が彼らにとって是非必要な言語を操る力、および批判的に考える力を身につけられるように指導する立場にある。学生のそのような力を伸ばすために、教員は自身が作成したコンテンツ・ベース（内容重視）の英語教材を活用し、学生が自律的な学習者となり、積極的に参加するグローバル市民として育つための環境を創出していくべきである。

THE GLOBAL Issues and Language Education Special Interest Group (GILE SIG), for the fifth consecutive year, facilitated a Forum of creative mini-presentations about teaching global issues and language. Real-life disasters such as the Tohoku Earthquake and Thailand's floods this year remind us of the growing importance of global issues. Presenters introduced classroom resources and shared educational materials they had tested or created. The forum aimed to explore topics such as the power of words of encouragement shared by students living in disaster areas, developing students' autonomy through global education, and creating action plans to make the world a better place. Coordinated by Greg Goodmacher and Naoko Harada, the four authors of each section in this paper, along with Jenny Roloff-Rothman, Yuko Sugiyama, and Mark Shrosbree, shared content-based resources and ideas at the GILE SIG Forum.

Short week activities using charts demonstrated two examples of a thematically consistent weekly chart activity designed to cover an entire semester. One is an endangered animal chart and the other is a country chart. Students read short articles from the course textbook, filled out the charts, and kept writing records of their activities.

English as a global language: Letters of encouragement received from Turkey following the Tohoku Earthquake introduced the case of a teacher who developed EFL lesson plans using letters of encouragement that both Japanese and Turkish students wrote to each other soon after devastating earthquakes happened in

each country. An additional lesson plan using an Asian street children's picture book was exhibited as material for fostering global citizenship.

Napaj: A simulated election campaign project outlined a semester-long lesson plan which facilitates students to be candidates for the leaders of a fictitious country similar to Japan. Based on the concept of critical literacy, students developed their own views toward global issues through the process of researching the issues of their country, proposing solutions, writing a manifesto, and voting for the most impressive candidate.

A framework for enabling your students to create sustainable change addressed an activity framework for university students to create and execute business action plans to solve global issues and develop leadership skills by setting specific, measurable, attainable, realistic / relevant, and time-oriented goals. The students aimed to organize charity events in Japan to raise money to support rural Vietnamese communities allowing children to attend schools and to support families.

Short Weekly Activities Using Charts

John Spiri

There are advantages to designing a chart-related activity which will be utilized for a short period of time over the course of several classes. Students can visually compare the information that they fill in week to week. Also, they encounter the same chart words (such as *religion* and *diet*) every week, and many of the filler words are the same as well, giving them the opportunity to review these key words. Finally, the focus of the chart can complement the main theme of the course. However, most EFL/ESL activities are designed to last 10-20 minutes in one class, with perhaps a review in a subsequent class. An activity using charts as described by Mynard (2002), for example, is completed in one class period. This paper will describe a variety of short chart-

related activities that last just 3-5 minutes and are designed to be utilized over the course of a semester. The content of the weekly chart activity is thematically consistent, helping students understand the nature of the activity and become familiar with key vocabulary. Three such activities are introduced below.

Endangered Animal Chart

In an activity from the class textbook (Spiri, 2010), students first read about an endangered animal then listened to additional facts to fill out a chart. The horizontal axis of an Endangered Animal Chart (see Figure 1) contains spaces for a variety of endangered animals such as the Amami rabbit, the Baiji river dolphin, mountain gorillas, etc. Meanwhile the vertical axis lists the number remaining, region, diet, habitat, breeding, weight, and status. The Endangered Animal chart complements class content related to environmental awareness; a pre-listening task includes a reading about the endangered animal of that lesson, along with its photo (found and downloaded from flickr.com, a website with many royalty-free photos). With a few exceptions such as the word *breeding*, most of the categories contain high frequency vocabulary, as does the content used to complete the chart. The chart listening activity is done when the teacher reads the answers for each space on the charts, and writes them on the board if necessary. This activity spans many weeks so it should provide students a sense of progression; per my observation, students consistently listened and filled in the information. The time span also gives students the chance to become more comfortable with the terminology and compare the information.

Endangered Animal Chart							
Read "Endangered Animal Watch," listen, then fill out the chart for each animal.							
	1. Amami rabbits	2. baiji river dolphin	3. mountain gorillas	4. golden frogs	5. tigers (Siberian)	6. grey wolves	7. giant panda
number remaining	3000 - 5000	0 - 10	about 600	100 or less	350 - 450		
region	Amami & Ryukyu Islands	China	Africa	Panama	Siberia		
diet	plants and fruits	Small fish	various plants	insects	9 kg of meat per day		
habitat	forests	Yangtze River	mountains	rainforests	northern forest		
breeding	2 or 3 kittens twice a year	one every 2-3 years	one baby every 3-4 years	eggs are laid on a leaf and become tadpoles	2-6 kittens, no help from males		
weight	2 kg	over 100 kg	220 kg	25 grams	300 kg		
status	decreasing	probably extinct	decreasing	decreasing	Stable		

Figure 1. Partially-Completed Endangered Animal Chart

Country Chart

In an activity from the global issues textbook *Global Stories* (Spiri, 2011), students first read a paragraph about a particular country, then listen in order to fill out the chart (see Figure 2). The country chart's horizontal axis contains spaces for the names of countries while its vertical axis is used to record each country's population, population density, life expectancy (broken down for males and females), main exports, religion, capital, languages, and a quality of life ranking (which is based on health, family life, freedom, security, equality, etc.). As a follow-up activity, students find each country on a blank world map.

Country Chart

Fill out the chart for each country you read about in "Country Watch."

country	ex. Japan	Korea	Ireland	Costa Rica	Egypt	Iran	Ghana	Denmark	Bangladesh	Germany	Turkey	Haiti	Bhutan	the Philippines	Brazil
population	127,370,000	38,610,000	4,470,700	4,563,500	79,979,000	75,076,000	24,223,430	5,560,620	158,267,000	81,802,000	73,722,900	10,085,214	695,622	94,013,200	190,712,094
population density	337/km ²	69	63	90	79	45	100	128	1,127	129	95	362	46	307	23
life expectancy	82 (male) 78 (female) 80 (average)	74.1 72.0 75.2	78.9 76.5 77.7	78.8 76.5 77.6	71.3 69.1 70.2	71.0 69.4 70.6	60.0 59.6 60.5	78.3 76.0 77.3	64.1 62.2 65.0	79.4 76.5 78.3	71.8 69.4 70.3	62.2 60.8 61.6	65.6 64.0 62.5	71.7 69.5 70.9	72.4 68.9 70.1
capital	Tokyo	Seoul	Dublin	San Jose	Cairo	Tehran	Accra	Copenhagen	Dhaka	Berlin	Ankara	Port-au-prince	Thimphu	Manila	Brasilia
languages	Japanese, English	English (official), Korean (official), many others	English (official), Irish (official), Gaelic (official)	Spanish (official), English, French	Arabic (official), Arabic, French	Arabic (official), Persian, Urdu, Hindi, others	English (official), many others	Danish, Faroese, German, Swedish, Danish, English	Bangla (official), English	German, English	Turkish (official), Kurdish, others	Creole & French (official)	Dzongkha (official), Tibetan (official), Nepalese	Hiligonon, English, Tagalog, Ilocano, Spanish, English, French	Portuguese (official), Spanish, English, French
main exports	cars, electronic devices, computers	iron, coffee, foodstuffs	metals, medicines, software	bananas, coffee, electronic medicine	oil, cotton, farm produce	oil, natural gas, fruits & nuts, carpets	gold, cocoa, diamonds	machinery, chemicals, furniture, leather, fish and seafood	garments, leather, fish and seafood	automobiles, machinery, scientific equipment	ships, clothing, electronics, foodstuffs	coffee, sugar cane, cocoa	electricity, foodstuffs, wood	clothing, electronics, coconut oil, fruits	iron, oranges, soybeans, coffee, soybeans
religion	Shinto, Buddhist, atheist	majority are Christian; some, according to Islam	80% are Catholic	90% are Catholic	majority is Islam; some large sect	mostly Islam; some Christians, Zoroastrian, Jewish	41% Christian; 39% are Muslim; 12% are others	non-practicing Christians	80% Muslim (Sunni); 12% Hindu	mainly Christian, but practicing is decreasing	99% is Muslim; some non-practicing Christians & others	Catholic is official religion; some are atheist	only country with official religion	80% Catholic; 10% other Christian; 4% Muslim	Catholic, but down to 50%
other facts (a fact that makes you proud or a fact you are worried about)															

Figure 2. Solutions for Country Chart

Writing Record

While it is not always easy to include writing in a course which aims to include four skills, providing students with an A4 or B5-sized chart, divided into 12-15 sections for each class, gives them the opportunity to at least write a few sentences each week. The key is providing a provocative prompt related to the course content. For example, the following prompts were used for the following class themes: "your work experiences" for sweatshops and "your eating habits" for poverty. For this particular activity, students were encouraged to just put their ideas on paper without worrying about grammatical correctness because the purpose was to improve fluency and break down the walls of excessive self-censorship. If students have enough time, they may exchange their written comments with a partner and briefly discuss them.

Sustained Writing Activity Chart

Students first practice 6-10 minutes of sustained writing while attempting to stay on a topic. The key is for students not to stop to erase, reflect, or do anything, other than writing. Students are allowed to change topics midstream. After that activity, students fill out a chart divided into 12-15 sections for each class period recording the date, their topic or topics, the number of words they wrote, the number of minutes spent, and the words per minute. Since a goal of this sustained writing activity is production, this chart gives students a chance to concretely measure their production and later reflect on the variety of topics they have covered.

English as a Global Language: Letters of Encouragement Received From Turkey Following the Tohoku Earthquake

Hitomi Sakamoto

This presentation aimed to show EFL teachers how to facilitate Japanese students to communicate in English with students in other countries. Letters of encouragement written by Turkish children to Japanese students after the Tohoku Earthquake were the focus of the communication and the language lessons. I designed an EFL lesson plan using those letters as teaching material. As a result of their communication with Turkish children, my students became interested in Turkey and Islamic culture, which was clarified in their feedback comments after the lesson. They also came to realize that they could use English to communicate with Asians.

I am a member of "e-Pals," a web-based organization which connects teachers from all over the world. In February 2011, I started exchanging e-mails with a Turkish teacher who teaches global issues in her English classes in elementary school. One

month later, the Tohoku Earthquake occurred, and she asked me what her students could do for Japanese students. I asked her to have them write letters of encouragement for Tohoku students so that I could forward them to teachers in the devastated area. A lot of letters and colorful pictures reached me soon afterward. I sent them to teachers in Ishinomaki, Sendai and Ofunato. Those teachers appreciated the letters and shared them with their students, many of whose houses had been swept away by the tsunami. In response, the students wrote thank-you letters, which expressed their determination to get over the hard times.

My students at a university in Tokyo also responded to the letters written by Turkish children and those by Tohoku students. My students and I also wrote thank-you letters, and we made a video letter for the Turkish children. I felt my students were impressed that simple English expressions such as “we are with you”, “we are on your side”, “you are not alone” and “we care about you” could encourage people so much.

I had my students research about the types of aid and support Japan received after the Tohoku Earthquake. They learned that both developing countries and even street children in Asia had helped Japan. In addition, I taught about Asia using a picture book entitled *If I Had the Chance* (Asian Development Bank, 2003). It is based on artwork from the Second Asian Development Bank Street Children’s Art Competition held in 2002. The book is a collection of pictures of street children’s dreams. Readers can see photographs of those children and read some comments made by each child. I chose six pictures drawn by six children from six different countries in this book and made a worksheet for a matching activity of the pictures, the children, their life stories and comments, their countries on a map, and the national flags of their countries. At the end of the activity, students did a writing activity to summarize each child’s life story.

In October 2011, a big earthquake hit Turkey. My Turkish friend was safe, but she lost a friend. Students in my class read

an English newspaper article about this earthquake and wrote letters to encourage our Turkish friends.

As a global language, English is used by people throughout the world, including Asians, but in EFL classes in Japan, teaching materials tend to cover European and American cultures. In order to foster global citizens who respect every country equally, more should be taught about Asia in EFL classes. Exchanging letters with students worldwide, not just Americans and Europeans, is a good way to promote global education.

Napaj: A Simulated Election Campaign Project

Paul Arendon

Critics of global issues in language education (GILE) often equate it with indoctrination and promoting “partisan political positions” (Guest, 2005, p.11). Cates (1997), however, contends that avoiding controversy is tantamount to disempowering students by “subtly teaching them that language study is irrelevant to the world and the controversial problems facing it” (Question #3, para. 5). Rooted in critical pedagogy (CP) theory, Rethinking Schools (2002) claims that the real bias lies in education that feigns neutrality and “ignores multiple perspectives and does not allow interrogation of its own assumptions and propositions” (para. 5). Aiming to promote critical global literacy and even activism by engagement with diverse and opposing ideas, Rethinking Schools calls for giving access to all viewpoints, saying it is “[never] appropriate for teachers to hand students worked-out opinions without equipping [them] to develop their own analyses of important issues” (para. 4).

Napaj (Japan spelled backwards) is a class activity that aims to do just that through an election campaign simulation. The activity can be adapted for use with students of any level and works especially well as a concluding activity for classes that

are already studying global issues. I have used it successfully with full-year university courses, but it works equally well with single-semester courses. Each lesson builds on the previous one as the students progress from learning about world issues to developing their own points of view. Controversies touched on in the past year included the veracity of government and media reports on the nuclear disaster in Fukushima, the Okinawa base issue, global warming, etc. The basic breakdown is as follows:

- Week 1 (30-40 minutes at the end of a class): Students brainstorm issues that are important to voters, which the teacher writes on the board. The class decides one topic, which everyone researches for Week 2. Each student freely chooses two more topics from the list for Week 3. In preparation for subsequent lessons, students use the Internet and other media to research the positions of Japan's political parties on the topic, as well as the opinions of commentators and citizens groups, recording the results on Handout 1 (see Appendix A). Students will encounter much of the information in Japanese, but they should fill out the form in English.
- Week 2: Students form groups of 2-3 and report on what they have learned about the topic they have all researched (30-40 minutes). For the rest of the period, they fill out the reflection section of Handout 1, which asks them what they learned from the discussion. As homework, the students, using one copy of Handout 1 for each topic, gather information on their two "free choice" topics.
- Week 3: Students form groups and report on what they have learned about one of the topics they have researched. As students' topics differ, this is a chance for them to teach each other topics they know little about. Students repeat this reporting process for the second topic in new groups. Students with weaker skills might benefit from doing this consecutively in Japanese and then in English, or even mixing the languages (40-60 minutes). For the remaining time, or at

home, students complete the reflection section of the handout again. This is in preparation for the manifesto, in which the students come up with their own positions on the issues, which may or may not differ from those of existing political parties and politicians.

At home, the students prepare their *manifesto* for the following class (see Handout 2 in Appendix B, top section). This is a statement showing their positions on three issues. After presentation of their manifestos, they will fill out the bottom part of the handout.

- Week 4: In groups of 4, students take turns reading their manifestos aloud. Then, in what could be described as the semifinals, students choose the two best manifestos in each group by discussing their merits, voting or using any other preferred method (40-60 minutes). The teacher next explains how the final selection process will take place. Those who were selected as having the best manifestos will be interviewed by two students from different groups in Week 5 to choose the best candidate in each group. As the interviewers will not have heard the winning manifestos, all will need to brainstorm possible topic questions and (for the interviewees), good responses. (See optional activity in Week 5.) Students work individually preparing for their assigned roles in the remaining time and at home using the bottom of Handout 2.
- Week 5: Groups from last week are reshuffled so that the two winners in each group are interviewed by two new people. Each of the interviewees goes out of the room while the other is being interviewed, and both wait outside while the interviewers choose a winner (30-45 minutes). As an optional activity, the winners from each group may make a short speech, and this time the rest of the class, constituting the citizens of Napaj, vote for the leader of their country using paper ballots, or with the winner receiving the loudest acclamation (15-30 minutes).

We live in a world where controversies abound, and it may well be true that many of us who embrace controversy in the classroom have partisan positions, but this has nothing to do with indoctrination. The Napaj activity provides one avenue for teachers to encourage students to develop their own world view rather than take any opinion they hear as gospel, even it comes from the teacher's own mouth.

A Framework for Enabling Your Students to Create Sustainable Change

Craig Manning

The purpose of this article is to briefly introduce a seven-step activity framework that has been used repeatedly by university students to transform their knowledge of global issues into real-world change. In addition to empowering students to create effective change, the following framework challenges them to create and implement a business action plan, develop their leadership skills, as well as to plan and report their progress using English.

Step 1: Choosing a Problem

Have students get into groups of four. Next, ask them to think of a problem they want to solve. For example, a group of my students were concerned that not all children in Asia are able to go to school. Each group of four will act as the main leaders to address their selected issue using the steps below.

Step 2: Mapping the Sources of the Problem

Have each group research and create a mind map (Illumine Training, n.d). Each branch of the map should list a source of the problem and examples; creating sustainable change requires fix-

ing the sources of the problem. It is also recommended to have students focus on one source of the problem, within a limited area. This will make the subsequent tasks less overwhelming and greatly improve the chances for success. For example,

1. Education levels amongst ethnic minority children in Vietnam are very low.
 - (a) Children spend their time supporting their families, instead of going to school.
 - i. They often fetch water.
 1. The seasonal rivers often run dry and they have to go farther and farther to get water.
 2. The water is not always potable.

Step 3: Goal Setting

Introduce SMART goals. A SMART goal is,

Specific

Measurable

Attainable

Realistic / Relevant

Time oriented

(Amnesty International, 2008, p. 7)

An example of a SMART goal my students set is to organize charity events in Japan over the next four months to raise 15,000 yen, which will be used to build one well at an elementary school in rural Vietnam, allowing children to attend school and to support their families. Encourage students to make many SMART subgoals as well. To meet their goals, ask students to

contribute their time, energy and ideas. This will test their ingenuity and give them experience planning and implementing a business action plan. By gathering money and/or supplies from the community, the students become representatives of all those who contribute. It is a fun way for students to build a stronger local community.

Step 4: Team Building

Students should ask friends and community members to join them. Student leaders should make sure everyone shares a common vision. This will keep the group working together and may prevent possible disagreements. A written goal, displayed publicly on posters or on a blog, may be a convenient method to facilitate clear communication.

Step 5: Collaborating with Others

Encourage your students to work with other groups. They are probably not the only ones who want to improve the situation. For example, my students contacted the Ethnic Minorities Outreach NPO. This group has a Japan chapter that organizes the construction of wells at schools and works with priests in rural Vietnam to distribute aid directly to those in need.

Step 6: Taking Action

Have students educate others and work to change the sources of the problems chosen in step 1. For example, a group of my students collected unwanted used goods and sold them at local festivals. They held charity concerts and a charity soccer tournament. They also made curry rice to sell to hungry soccer players at the tournament. At each event they educated participants about their project. As a result, they earned 180,000 yen in about two months. Of that money, they used 45,000 yen to build three

wells, providing clean and reliable water to approximately 300 Vietnamese families. The students decided to use the rest for aid following severe floods in Vietnam. This activity inspired 10 students to pay their own way to Vietnam to distribute the aid they provided as part of an Ethnic Minorities Outreach NPO trip.

Step 7: Following up

Have students report progress and celebrate their successes. To give these activities a language-learning focus, assign presentations after each step and a written portfolio to document their efforts. Collaborating with an English-speaking group, through the use of a blog, may also be a possibility.

There are many ways to use this framework. I have experimented quite a lot and found each time that this general framework seems to harnesses the students' intrinsic motivation and gives them an active voice in determining what the future looks like.

Conclusion

At the GILE SIG Forum, presenters shared their educational philosophies, experiences, and materials with the participants. The sections of this paper, written by four of the presenters, reflect two common themes touching on global issues: materials development for content-based EFL courses and the importance of autonomous learning.

UNESCO (1974) recommends that educational written and audiovisual materials be used to illustrate "the major problems confronting mankind and showing the need for international co-operation, and its practical form should be prepared in the language or languages of instruction of the country" (p. 6). This guideline suggests that educators should integrate the elements of global themes and linguistic competence in their teaching.

John Spiri demonstrated how he combined short readings about global themes with short listening activities in which students filled out charts. He also explained how he planned a series of reading, writing, and discussion lessons for one semester. In Hitomi Sakamoto's case, she described how she used authentic letters from students overseas and other resources to motivate learners ranging from elementary school children to university students.

Autonomy in studying global issues is, according to many GILE members, integral to our learners. Benson (2011) remarks, "...autonomy is multidimensional and takes many different forms according to the person, the setting, and multiple contextual and micro-contextual factors" (p. 16). In other words, each student needs to master his or her own way to take charge of their own learning. Cates (2004) divided the goals of global education into four domains: knowledge, skills, attitudes and action. In the domain of taking action, he explained that allowing students to develop the skills to think globally and act locally is the point of global learning. Balancing global and local perspectives plays important roles in global education.

Accordingly, Paul Arenson described a step-by-step learning process which involves introducing students to consider the policies and politics of a fictitious country called Napaj. This educational simulation allowed students considerable autonomy in their language classroom as they strove to find, articulate, and defend actions that societies should take. Craig Manning reported on the framework of an action plan that facilitates leadership skills, encourages autonomy and motivates students to achieve goals. The specific case of his students who developed their own plans to raise money through selling used goods and sponsoring events, followed by careful spending in order to fund the construction of wells for drinking water in Vietnam, is a good example of educating students to become independent learners and responsible global citizens.

As language and global issues educators, we are in the position to guide students to equip themselves with vital language and critical thinking skills. Teachers can facilitate this development by utilizing teacher-produced content-based EFL materials, and creating an environment in which students can be independent learners. Teachers who keep these principles in mind will not only develop their students' language skills but also contribute to guiding students to become participative global citizens in the interconnected world.

Bio data

Greg Goodmacher is both a professor at Keiwa College and a textbook author. His research interests include content-based EFL/ESL education and materials development.

John Spiri (spiriatwork@gmail.com) is Associate Professor at Gifu Shotoku Gakuen University. His research interests include vocabulary acquisition, autonomy, CALL, and global issues in language education. His website for teacher materials can be viewed at <http://globalstoriespress.org/> while his website for students is at <http://gsenglish.net/>.

Hitomi Sakamoto teaches at Toyo Gakuen University. Her research interests include global education in EFL classes and teaching English to children.

Paul Arenson (paul@tokyoprogressive.org) has been teaching in Japan for 33 years. Due to the Fukushima Dai-ichi disaster, he has fled to his wife's hometown of Miyzaki where, together with local organic farmers, they are coordinating summer and winter camp opportunities for Fukushima children to reduce cumulative radiation exposure and provide a much-needed mental and physical respite. They are also making plans to operate an organic coffee shop/wine bar and hold English classes for social activists and the local community. Paul is also a singer-songwriter.

Craig Manning works as a lecturer at the University of Shikane. His research interests include cooperative learning, developing communities of practice, and language learning.

Naoko Harada teaches at the Senior High School Affiliated with Japan Women's University. Her research interests include EFL materials development and learner autonomy.

Resources

- e-Pals: < www.epals.com/ >
- flickr: < www.flickr.com/ >

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Appendix A

Handout 1: Reading Assignments for Lessons 2 and 3 (Paul Arenson)

Please print out three copies of this handout: one copy for lesson 2 and two copies for lesson 3. Please keep this paper in your class portfolio and submit week 14.

Name _____ Student # _____

READING ASSIGNMENTS

Lesson 2 topic _____ Date _____

Lesson 3 topic 1 _____ Date _____

Lesson 3 topic 2 _____ Date _____

Q1. What are the policies of the different political parties (LDP, DP, JCP, etc.) on this issue?

1

2

3

Q2. What other information did you learn about this issue?

1

2

3

Q3. What did you read to learn about this topic?

1 Title _____ Publication _____

2 Title _____ Publication _____

3 Title _____ Publication _____

REFLECTION

Q4. Fill this in until AFTER your discussion.

What are your opinions on this issue after talking to your partners? What would you like to do about this problem if you are leader of Napaj? Use the other side of this paper or extra paper if needed.

Appendix 2B

Handout 2: Manifesto (Paul Arenson)

Please bring this class for lesson 4. Keep this paper in your class portfolio and submit week 14.

Please add more space between each item and then print out. You will probably have more than 2 or 3 pages.

Group Topic (1) _____

The problem:

My solution:

My Topic (1) _____

The problem:

My solution:

My Topic (2) _____

The problem:

My solution:

For the Interview: Questions to be asked of semi-finalists (If you were chosen as a semi-finalist, use this space to write down possible questions and answers.)

(Example: Do you agree that the consumption tax needs to be raised from the current 5 %?)

1.

2.

3.

4.

5.

6.

7.

8.