

Newsletter No. 9

Workshop in January

“Peace Education in the Language Classroom: Tasks, Themes, Activities”

Presenter: Kip Cates (Professor Emeritus, Tottori University)

Kip A. Cates is professor emeritus in the Faculty of Regional Sciences at Tottori University. For 35 years, he has been active in the field of global education and language teaching as a writer, speaker and teacher trainer.

He has a B.A. in Modern Languages (French, German, Japanese) from UBC in Canada and an M.A. in Applied Linguistics from the University of Reading in England. He

is a founder and past chair of the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT) and edits its quarterly "Global Issues in Language Education Newsletter". He's also chair of the Asian Youth Forum (AYF), an occasional guest speaker on Peace Boat and writes essays for English learners for the Japan Times. He has worked, lived or travelled in 50 countries and speaks 9 languages.



Date: January 20th, 2024 10:30-12:00, 13:00-14:30

Venue: NUFs Meieki Campus (BIZrium Nagoya)

Abstract:

How can language educators promote peace, tolerance and international understanding? What can classroom teachers do to counter the prejudice, war and violence that haunt our world? This workshop will introduce the field of peace education, then demonstrate innovative EFL activities that practice English while promoting the commitment needed to achieve a peaceful world. These will include games, quizzes, discussions and role plays on themes of war, conflict, peacemaking and the Nobel Peace Prize. Participants will experience the activities, analyse their



objectives, then discuss how these can be adapted for other teaching situations. They will receive handouts, resources and a bibliography.

The number of participants: **29**

1. Interesting activities you might want to use in your class. Why?

- Rainbow color video activity – the story is so simple that students can understand its gist and retell the story in their own words. On top of that, students can think about world peace with the interesting story.
- ‘10 ways to world peace’ was interesting and fun activity. I want to use this in my English class. But I use the words that are easier for kids. And ‘Rainbow War video’ is a great movie. There are a lot of messages in it. I’d like to use this, too.
- Activities like Nobel Prize quiz was really nice because we all had a little bit of knowledge and no one knew clearly what the answers were.
- All activities are so effective so I want to try to use some of them for my English lessons, though I need to make them a bit easier.
- Picture stories help students imagine a story and understand which phrases and words are appropriate for the story.
- Donkey’s handout is interesting, including grammar exercises and cooperating ideas. Rainbow War is impressive because it contains so much representation of culture and prejudice we are not always aware of. It’s easy to understand and deal with as a discussion material.

2. What you learned from today’s workshop

- I had never thought about peace education, but I would like to do peace education now. Students can learn English and also they can learn about peace, background, history and so on. I think focusing on the content is to be able to deepen our knowledge.
- When I heard that today's workshop was about peace education, I thought that the content would be complex and would require a high level of English proficiency. However, the activities that Professor Cates introduced us to were all simple yet meaningful.
- We should be curious and not stubborn. We should embrace our differences. If we do so, we may discover new things that will help us create a better world.
- As teachers, we can incorporate peace education into language learning. Cross-curricular programs can be taught through peace education. This means that you can teach social studies and English at the same time.
- Peace is important, but it is not an easy topic to teach. Professor Cates has provided so many useful ideas and resources that show us as teachers how we can educate our students in interesting ways.



3. Questions and Answers

Question 1: What are some ways Peace Education can be taught in elementary school?

Working with children to promote peace and international understanding is a vital task in our modern world.

There's an exciting variety of ways to introduce peace education in elementary schools. These include:

- " reading peace stories
- " creating and explaining peace art
- " studying about foreign peoples, countries and cultures
- " learning about inspiring peace makers around the world
- " practicing creative conflict resolution
- " playing peace games that require cooperation, not competition, to win

Two classic books full of great peace education activities for children are:

" Drew, N. (1995). Learning the Skills of Peacemaking (2nd Edition). US: Jalmar Press.

* Kreidler, W. (1984/2005) Creative Conflict Resolution: 200 Activities for Peace in the Classroom. US: Good Year.

Question 2: How much time and effort would you put in lessons to improve accuracy or deal with linguistics?

Global language teachers employ a dual-syllabus approach to their content-based courses. This requires drawing up two sets of aims for each class:

- (1) a set of language teaching aims (objectives linked to improving students' pronunciation, vocabulary, grammar and proficiency in the four skills)
- (2) a set of global education aims (objectives for promoting the knowledge, skills and commitment needed by global citizens in a multicultural world facing global problems).

For each class, teachers face the challenge of balancing language and content in creative ways so that students can improve their English proficiency while learning about the world around them. The actual balance of language and content will depend on the students, the aims of the course and the philosophy of the school. In some cases, it may be 50/50. In others, it may be 60/40, 40/60, 70/30 or 30/70. Content-based language teaching is an exciting new area of EFL that all teachers should explore!



Question 3: I was so sad when my grade-eight-student said 'It's annoying' about Obama's speech in the textbook because there were unfamiliar words and phrases in it. How should I have coped with this situation?

One task of language learners at every level - from beginner to intermediate to advanced - is to cope with the issue of unknown words and phrases. These occur when both reading or listening in a foreign language. Our job as teachers is to help students see unfamiliar words and phrases not as problems, obstacles or annoyances but as a natural aspect of language to be tackled, skipped or even enjoyed. Instead of getting stuck on individual words, teachers should encourage students to step back and focus on the main gist of sentences and paragraphs. Tasks such as skimming, scanning and extensive reading can help students realize they don't have to understand every single word to successfully navigate a text. We teachers should remain positive, help students accept the reality that every text has unknown words, encourage them to focus on constructive ways to analyze these and praise them as they learn new vocabulary and increase their understanding.



AR Discussion

Date: January 20th, 2024, 15:00-17:30

Venue: Meieki Campus, MW 10, 11

Title: Group discussion on action research

Advisers: Kazuyoshi Sato, Duane Kindt, Kevin Ottoson (NUFS)

The number of participants: 13



Next Workshop will be held on February 24th, 2024. Detailed information is here:

<https://www.nufs.ac.jp/workshop/news/>

NUFS Workshop

Nagoya University of Foreign Studies

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