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PREFACE

It is with great pleasure that we present this selection of works presented at the Japan Association for Language Teaching (JALT) Intercultural Communication in Language Education Special Interest Group (ICLE SIG) and Global Issues in Language Education (GILE) Joint Conference, which was held on September 16th, 2023. These proceedings showcase the ICLE & GILE SIGs' missions of developing global citizens with knowledge of the wider world while combining the theory and praxis of intercultural communication in language learning.

This year marked the first time our two SIGs collaborated on an event, but working together seemed like a natural pairing as we have similar appreciation for the diversity of cultures and the value of global perspectives. Both SIGs recognize the necessity of fostering meaningful cross-cultural communication as well as the ability to navigate individual differences.

Our conference theme was 'Intercultural Awareness and Addressing Global Issues: The Role of the Media in Conflict'. More than 110 armed conflicts are currently taking place worldwide, and the media's role in disseminating information is crucial. Furthermore, news, social, and web media can promote cultural appreciation, thereby curbing many existing and potential global issues. We invited Takaaki Mizuno, former correspondent of the daily Asahi Shimbun, current professor emeritus of Kanda University of International Studies, and board member of the Global Peace Building Association of Japan to share a plenary talk titled, "Journalism as a Deterrent to War: How to Convey Messages from 'People in Distant Lands'". He reflected on his experiences as a journalist and how it informs his practice as a teacher. He also offered suggestions to teachers who want to bring such topics into the classroom. His presentation, as well as those of others throughout the day, highlighted the development of intercultural appreciation, introduction of global issues and the role of media in promoting tolerance and acceptance. This conference provided educators with different practices to foster empathetic future leaders.

In this volume, we present five articles that further bring forth this intersection between Intercultural Communication, Global Issues and Language Education. *Perrem, J.G.* bridges the theory & practice of teaching the intercultural sense of "place"; by putting it in juxtaposition to "the Troubles" armed conflict in Northern Ireland and presenting four innovative in-class activities for students to acquire awareness of this global issue through media analysis and self-reflection. Also within the context of global competence development in

EFL students, *Sakuda, S.* follows with an equally thought-provoking approach for teaching media literacy in the classroom; but with a focus on providing two lesson plans specifically designed for helping students develop critical awareness of bias in media. *Ying, Z.* also analyzes the effects on bias in EFL students; but in terms of how the "native-speakerism" belief can potentially curtail both the learning of English as Lingua Franca (ELF) by students as well as the teaching of it by non-native English teachers. *Dawes, A. E.* addresses the intersection between teaching global issues and intercultural communication in regard to Sustainable Development Goals (SDG's), by proposing an in-class activity centered around the use of podcasts in the EFL classroom. Last but not least, de *Veas, K.* describes how the overarching institutional context of Japanese Universities conditions the teachers' approach towards Education for Sustainable Development (ESD), concomitantly influencing the ways by which these important, SDG-related global issues, can and should be taught in Japan.

We hope that this selection of articles may prove to be useful to all language educators seeking to bring intercultural communication learning and global issues education into language classrooms.

In closing, we would like to express our appreciation for all presenters, conference attendees, SIG members, reviewers and officers for their invaluable support in making our first joint conference, and this valuable publication, succeed.

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Conflict and Global Issues: Unraveling Northern Ireland's Sectarian Bonfires

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Abstract

This article addresses the challenge of teaching the complexity of place and conflict in Japanese EFL/CLIL global issues university level settings. It calls attention to the prevalent issue of oversimplifying the representation of places and countries. It also critiques the widespread practice in these educational environments of oversimplifying cultural narratives, which often leads to a superficial understanding of places. To counter this trend, the paper proposes the integration of imagery and media content into global issues teaching methodologies and presents four pedagogical activities designed to deepen students' engagement with legacy conflict and sectarianism issues in relation to Northern Ireland. The activities are designed to simultaneously improve language skills and to provide a comprehensive view of conflict within a global issues context. The article emphasizes the need for a more informed, balanced approach in EFL/CLIL education, particularly for university learners, by incorporating diverse cultural narratives and teaching methods surrounding places.

要旨

この記事は、日本の大学レベルの EFL/CLIL（英語教育とコンテンツ・アンド・ランゲージ統合学習）における「場所と対立の複雑さの教育」へのアプローチに焦点を当てています。問題として、場所や国の表現の簡略化が指摘されており、文化的な物語の単純化により、場所に関する浅い理解が生まれることがあります。この問題に対処するため、本論文ではメディアコンテンツとイメージを教育方法に組み込み、北アイルランド（イギリス）の遺産対立や宗派主義と関連する 4 つの新しい教育活動を紹介しています。これらの活動は言語スキル向上とグローバルイシューに対する包括的な視点提供を目指しています。特に大学生向けに、多様な文化的な物語と革新的な教育方法を組み合わせた、情報に基づいたバランスの取れたアプローチの重要性を強調しています。

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In the international context of EFL (English as a Foreign Language), there is a noticeable tendency to underrepresent the complexity of the culture of places and to instead focus on "elements of surface" culture (Gómez-Rodríguez, 2015, p. 167). Research (Zhang & Smith, 2024) has also shown a propensity to focus on "trouble-free worlds" and aspirational middle-class worldviews. Further, research on Japanese EFL textbooks has shown that "countries outside of Japan appear in over-simplified mediums" (Efron, 2020, p. 22) and are also skewed towards a "tourism" perspective. This matters because, as Hollenback (2017, p. 1) states in relation to Japan, "these representations of culture can in turn affect how learners come to perceive culture and how they interact with those from foreign cultures." This trend particularly impacts the understanding of intricate historical and socio-political narratives, such as those in Northern Ireland (Figure 1) in the United Kingdom or other areas with ongoing or legacy conflicts. Often, knotty characteristics of a country's history and culture, especially those involving conflict or controversy, are overshadowed by more superficial representations (Kubota, 2002; Seargeant, 2009).

In many Japanese EFL and CLIL classrooms, when teaching about the United Kingdom, for example, the emphasis tends to be on more visible and globally recognized aspects, such as landmarks (Houghton, 2020), the Royal Family, and cultural exports like literature and music. This "surface" style approach (Gómez-Rodríguez, 2015), effective for introducing basic cultural elements, often omits deeper, more complex regional and local narratives useful for comprehensive understanding at the university level. The tendency to gloss over contentious historical and political issues in favor of a sanitized cultural presentation is a larger trend identified in educational resources, which can lead to a skewed understanding of a place and its people, and underserves university students by not equipping them with a breadth of contextual knowledge (Gray, 2010). The simplification of Northern Ireland's situation in educational contexts, for example, not only limits the opportunity for Japanese EFL/CLIL learners to engage with the complex realities of different UK regions but also reinforces a homogenized and incomplete view of these areas (Kramsch, 1993).

To address this gap in Japanese EFL/CLIL contexts, there is a need for materials and teaching approaches that encompass the complexities of regions like Northern Ireland, rather than avoiding them due to their comparative complexity. This necessitates a balance that reflects the reality of places on the ground and embraces an intercultural pedagogical approach (Byram & Morgan, 1994). In general EFL/CLIL settings, there is a notable trend towards simplifying the depiction of places and countries. This simplification, often a response to the linguistic limitations of learners, can lead to portrayals of countries through

stereotypical or surface-level cultural markers. While this approach might facilitate introductory language learning, it often neglects the intricate socio-cultural dynamics that shape different places.

Figure 1

Political Map Showing Northern Ireland (UK) Highlighted in Yellow

Source: Nations Online Project Creative Commons License

However, integrating a more refined view of "place", inspired by theorists like Doreen Massey, can profoundly enhance students' comprehension and appreciation of global diversity and complexity (Massey, 2005). This approach involves emphasizing the diverse cultural, political, and historical aspects that shape a place, aligning with the concept that places are products of interrelations at all scales. To effectively address the gap in current EFL/CLIL approaches, this paper proposes the integration of media content and imagery into conflict teaching activities through the use of four activities (see Table 1) specifically designed to deepen students' understanding of conflict within global issues, with a focus on the complexities of Northern Ireland as a case study.

By adopting a more intricate and comprehensive approach to teaching about places and countries in EFL/CLIL global issues classes, educators can not only enrich students' learning

experiences but also develop a more inclusive and empathetic worldview. This approach aligns with the Japanese Ministry of Education, Culture, Sports, Science, and Technology's educational goals of global citizenship, subjectivity and intercultural competence (MEXT, 2019), providing students with a deeper, more critical understanding of the world that surrounds them.

Table 1

Overview of Conflict Related Pedagogical Activities for Northern Ireland

Appendix	Activity	Description
A	Saving a Friend Writing Activity	In this scenario-based writing exercise, students address the serious issue of a friend considering joining a violent group, promoting critical thinking and empathy through a personal lens.
B	Power of Words and Imagery Activity	This exercise shows the impact of language and imagery in shaping perceptions, particularly in the context of the Northern Ireland conflict, encouraging students to critically analyze and interpret representations.
C	Managing Hate on Social Media Activity	This activity centers on engaging students with the challenges of hateful images and divisive content related to sectarian bonfires on social media and how they can respond to such content.
D	Bonfire Empathy and Imagination Activity	Students are encouraged to connect emotionally with the symbolic significance of burning items on sectarian bonfires, developing empathy through imaginative exercises and discussions.

Moving Towards Complexity and Authenticity

As mentioned in the preceding section, the representation of places and cultures in EFL material often lacks the necessary depth and complexity for a comprehensive understanding. Gray's (2010) critical examination of ELT course books reveals a tendency towards idealized and commodified cultural portrayals and research indicates that this continues in more recent times too (Zhang & Smith, 2024). These depictions typically overshadow the complexity of local cultures and identities, and can even perpetuate cultural stereotypes that do not align with the realities of many English speakers worldwide. Similarly, Harwood (2010) illustrates how EFL pedagogical materials often present a homogenized view of the world, glossing over the complexities and heterogeneity of places. This approach, while simplifying the learning material, fails to convey the multidimensional nature of global issues, often neglecting local differences. It has been argued (Efron & Mori, 2023; Hollenback, 2017; Zhang & Smith, 2024) that the main driving force in materials is to instill practical skills

bolstering economic effectiveness which in turn reflects a neoliberal mindset and the more nuanced aspects of culture are thus squeezed out.

Earlier work by Cortazzi and Jin (1999) examined the issue of representation in EFL materials. They describe these materials as acting like selective cultural mirrors, reflecting limited perspectives and at times marginalizing or misrepresenting cultural aspects. These materials, often found in "approved" textbooks and endorsed by institutions such as universities or governments, carry significant weight with EFL learners. Cortazzi and Jin critically note, "These mirrors, predominantly reflecting limited perspectives, can act as a form of political exclusion by avoiding aspects of social, economic, political, or cultural reality" (Cortazzi & Jin, 1999, p. 200). More recent research in the Japanese context (Houghton, 2020) has shown that these limited perspectives persist via underrepresentation and simplification such as by focusing on famous landmarks in places. Such limited representations not only constrain Japanese learners' global perspectives but also impact their formation of opinions and thoughts related to the places and people being discussed.

The need for a more inclusive approach in EFL material development was emphasized in earlier research by Byram and Morgan (1994). They discussed the complexities involved in integrating cultural teaching in language education, observing that language textbooks often simplify culture by focusing on visible aspects like food, festivals, and music, while deeper cultural values, beliefs, practices, and problems are frequently overlooked. Their work advocates for an intercultural approach in language teaching, encouraging learners to critically engage with both their own and others' cultures, thus developing more intercultural communicative competence. More recent research has shown that the "static and congratulatory topics of surface culture" still persist (Gómez-Rodríguez, 2015, p. 167); thus, while Byram and Morgan's (1994) advocacy call is three decades old, it remains relevant in current circumstances.

Kramsch (1993) also points out the significance of context in the interplay between language and culture. She critiqued traditional language teaching methods for their tendency to detach language from its cultural and social contexts, which can lead to a superficial understanding of both elements. Kramsch (1993) advocated for an integrative pedagogical approach that interweaves language learning with cultural context, enabling learners to explore the meanings and uses of language in authentic settings that encompass aspects of dissent and discourse rather than stereotyped sterility. Kramsch's approach has been successfully applied in language learning settings in recent times, as evidenced by de Saint-

Léger and McGregor (2015) and Freitag-Hild (2018), whose work has helped students engage more deeply with cultural experiences during the processes of meaning-making and language learning.

Taken together, the preceding research insights lead me to call for a transformative approach in the presentation of places and cultures within EFL materials. When considered from a comprehensive view, they emphasize the importance of moving beyond oversimplified portrayals to embrace the complexity, diversity, and authenticity of different regions and cultures. This shift is not solely about enriching the content of language education but is about nurturing a wider understanding of the world among Japanese learners. By integrating more comprehensive cultural narratives, educators can ensure that language learning becomes a conduit for awareness and empathetic engagement, thus enhancing the depth and richness of the educational experience.

Why the Concept of "Place" Matters

The need for a more intricate portrayal of cultures and places in EFL/CLIL materials aligns with contemporary theoretical perspectives that offer a deeper, more dynamic understanding of "place" in our increasingly complex world. Massey (2005) presents a view of place as an evolving entity, continually shaped by social interactions and cultural practices. This perspective challenges the notion of places as static, isolated units, suggesting instead that they are integral parts of broader global processes. In EFL/CLIL contexts, incorporating this perspective encourages a portrayal of places that reflects their animated and changing nature, providing a more realistic understanding of the world. Tuan (1977) emphasizes the emotional and experiential aspects of places, exploring how individuals form deep, affective connections with their environments. This exploration of how people form emotional and experiential connections with their surroundings emphasizes the importance of incorporating these dimensions into language education, enhancing students' understanding of the cultural and emotional aspects of different regions. Examining landscapes as sites of public history, Hayden (1995) notes the importance of place in collective memory and identity formation. This perspective is particularly relevant for EFL/CLIL settings, as it suggests that landscapes are not just physical spaces but also repositories of cultural and historical narratives that can greatly enrich language learning.

Lefebvre's (1991) perspective on how spaces and places shape and are shaped by social practices adds another layer of understanding to the concept of place. This view stresses the active role of places in societal dynamics, suggesting that they are deeply embedded

in the structures of power and society. Thrift (2007) also contributes to this discourse by advocating for an understanding of place that goes beyond mere representations, focusing instead on the practices and experiences that constitute them. This approach aligns with the need for EFL/CLIL materials to capture the fluid and changing nature of places, enriching students' comprehension of the complex interplay between place, culture, and society. These theoretical perspectives collectively led me to advocate for a representation of places as being interrelated processes rather than static entities. We can apply this advocacy to EFL/CLIL materials to more adequately capture their dynamic and interconnected nature. Embracing this comprehensive approach encourages a deeper appreciation of place, not just as a geographical entity, but as a crucial element intertwined with social and political processes. This shift in perspective is essential for developing an enriched global issues understanding among learners, positioning the concept of place at the forefront. Indeed, the theory of place itself deserves to be included as a dedicated strand within global issues teaching and learning, complementing practical classroom materials.

Having established the significance of a comprehensive understanding of place, we now shift our focus to the specific case that forms the core of this article's activities, Northern Ireland. A place that features sparely in EFL/CLIL content and is not well known amongst many Japanese students when they think about the UK.

Northern Ireland Conflict Context

Northern Ireland is located in the northeastern part of the island of Ireland. It constitutes part of the United Kingdom and also shares a border with the Republic of Ireland. It has a population of approximately 1.9 million (NISRA, 2021) and the capital is the port city Belfast. Northern Ireland was established through the partition of Ireland in 1921 and this led to a distinctive historical and political trajectory marked by complex cultural identities and conflicts. The historical landscape of Northern Ireland is profoundly shaped by the Troubles, a term encapsulating the prolonged and complicated conflict that spanned from 1968 to the Good Friday Agreement in 1998. This period was characterized by significant divisions (Hall, 2023), primarily between two groups: the nationalists/republicans, mostly Catholics advocating for unification with the Republic of Ireland, and the unionists/loyalists, primarily Protestants, who favored remaining within the United Kingdom. These divisions, deeply entrenched in historical, cultural, and political allegiances, were exacerbated by socio-economic disparities and manifested in various forms of violence and civil unrest (Bardon, 1992; Dawson, 2007; Magliacane, 2021).

Paramilitary groups such as the Irish Republican Army (IRA), the Ulster Volunteer Force (UVF), and the Ulster Defence Association (UDA) played a central part in the conflict. Specific paramilitary style youth wings were also present such as the Young Citizen Volunteers (YCV). Their activities, including bombings, shootings, assassinations, and civil unrest, were pivotal in shaping the course of the Troubles.

The activity in Appendix A addresses the issue of violent splinter groups in Northern Ireland, which continue to recruit, often targeting young people. In the activity, students engage with a challenging hypothetical scenario in which a friend is considering joining a violent group such as the ones mentioned in Northern Ireland. The goal is to develop critical thinking, empathy, and persuasive writing skills. Students write a letter to their friend, expressing their concerns, critiquing the group's actions, and considering the implications of joining a violent group. This exercise encourages students to reflect on the personal and broader societal implications of such decisions. Through writing and discussion, they explore strategies for supporting friends in difficult situations, emphasizing empathy, communication, and the role of personal intervention in preventing violence.

A notable event during this period of the Troubles was Bloody Sunday in 1972, where British soldiers shot 26 unarmed civilians during a protest march, escalating the conflict significantly (Neumann, 2003; McAuley, 2016) and a string of deadly bombings by the IRA both within Northern Ireland and in English cities. The Troubles profoundly affected Northern Irish society, leading to over 3,500 deaths, numerous injuries, and lasting societal divisions. It resulted in largely segregated communities and educational systems, with peace walls, initially erected in the 1970s, physically separating community enclaves in Belfast. These structures remain as reminders of divisions that persist in various forms today. Walls and gables are often adorned with murals throughout urban landscapes which also act as symbolic borders as well as political propaganda for violent groups (See Figure 2).

Figure 2

YCV Mural Showing the Words 'Young', 'Citizen' and Volunteer in the Center

Source: Keresasp, Creative Commons License

One way to address violent political propaganda and language/words in public murals is addressed in Appendix B. This activity centers on enhancing students' understanding of how language and imagery shape perceptions, particularly in the context of the Northern Ireland conflict. Students engage in discussions about three specific words—"Young," "Citizen," and "Volunteer"—initially exploring their positive connotations, such as community service and civic duty. However, the focus shifts when these words are examined via public wall murals in the context of the "Young Citizen Volunteers" (YCV), a paramilitary group associated with sectarian violence during the Troubles. The activity demonstrates how these seemingly harmless words were appropriated for violent purposes, prompting reflection on how language can be manipulated. This exercise encourages students to critically evaluate the power of language and imagery in shaping societal and political narratives.

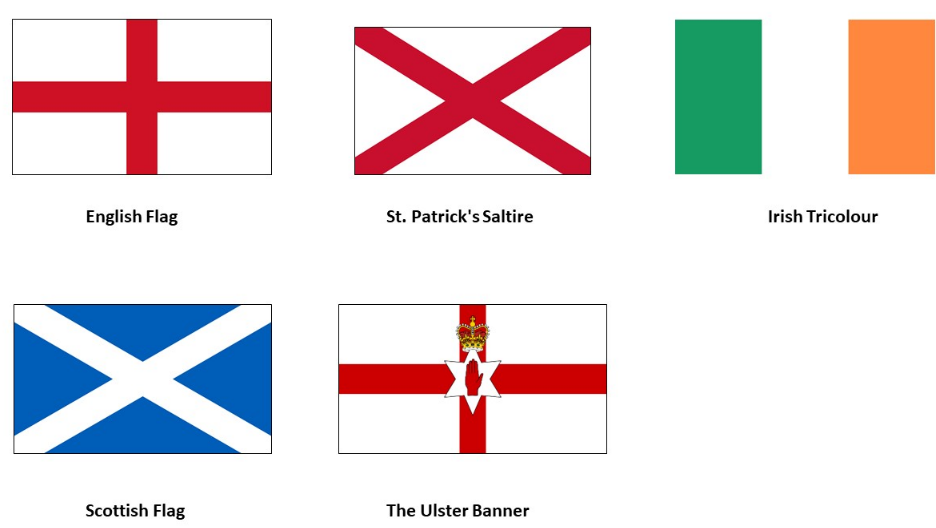
The Troubles also severely impacted Northern Ireland's economy, leading to diminished investment and development, exacerbating unemployment and social deprivation (Dawson, 2007; McAuley, 2016). In tandem with deprivation a strong attachment to symbols emerged. Symbols such as flags (Figure 3) and emblems, including the Union Jack, the Irish Tricolour, Saint Patrick's Saltire, the Ulster Banner, and others, became powerful tools for expressing identity and allegiance, especially in socio-economically deprived areas. These symbols, often used during parades, protests, and public displays, reinforced community identities and sporadically fueled tensions. Sectarianism continues to be a significant issue,

particularly evident during the July and August marching seasons, when paramilitary-controlled bonfires, involving the burning of flags, political posters, and effigies of community leaders, become focal points of tension and cultural expression. The advent of social media has introduced a new dimension to these tensions, with platforms like X (formerly Twitter), Instagram and Facebook etc. becoming arenas for negative interactions and exacerbating real-world tensions (Magliacane, 2021; Jarman, 1997; Kelly et al., 2018; Hall, 2023).

One way to address this issue can be seen in Appendix C. The activity immerses students in the challenge of confronting hateful images on social media, with a focus on sectarian bonfires in Northern Ireland. It aims to develop responsible digital communication by examining real-life examples of hateful social media image posts related to the bonfires, alongside responses that counter hate with empathy. Including first-person perspectives via social media posts is important, as it deepens understanding of content, makes abstract aspects more relatable, and shows how things unfold online in connection to contentious issues. In the activity, students engage in creating their own concise social media responses, reflecting on how to constructively address hatred and sectarianism in online spaces, but within the safety of the classroom. Through discussion and reflection, the activity emphasizes the importance of compassionate communication in breaking cycles of animosity and promoting peace and understanding in digital interactions.

Figure 3

Important Flags Used in Northern Ireland



Source: The author

The Good Friday Agreement in 1998 marked a significant milestone in the peace process, addressing various political, cultural, and social issues and laying the foundation for power-sharing between the different communities. This agreement was pivotal in bringing an end to widespread violence and setting the stage for ongoing peace and reconciliation efforts. However, the legacy of the Troubles continues to influence the socio-political dynamics in Northern Ireland, pointing to the challenges in the passage towards lasting peace and reconciliation. The historical context, the profound social and economic impacts, the position of paramilitary groups, the significance of the Good Friday Agreement, and the powerful symbolism of flags and emblems all contribute to a broad understanding of this pivotal period in Northern Irish history.

We now turn our attention to take a deeper look at a symbol of the region's ongoing divides: sectarian bonfires. These bonfires, far more than mere communal events, encapsulate the deep-rooted historical, cultural, and political symbolism that continues to shape the sectarian landscape of Northern Ireland.

Sectarian Bonfires

In Northern Ireland, bonfires are not merely collective gatherings around a fire; they are laden with deep historical, cultural, and political baggage, particularly in the context of the region's sectarian divides (Hall, 2023). These events, especially prominent during the summer marching season, are deeply intertwined with the legacy of the Troubles and the broader historical conflict between nationalist/republican (mostly Catholic) and unionist/loyalist (mostly Protestant) communities. Sectarian bonfires (Figure 4) are primarily associated with two key dates in the Northern Irish calendar: the Eleventh Night (July 11th and sometimes bleeding into the 12th) and the August Bonfires (around August 15th). The former is predominantly observed by the unionist community to commemorate the victory of the Protestant King William of Orange over the Catholic King James II at the Battle of the Boyne in 1690. The latter is more associated with the nationalist community, marking the introduction of internment without trial by the British Army in 1971.

These bonfires, which are becoming large in size over the years (BBC News, 2024) and often involve the gathering of large groups, marked by music, speeches, and sometimes parades, creating an atmosphere that is politically charged (Jarman, 1997).

Figure 4

A Unionist/Loyalist Sectarian Bonfire Which Will Burn the Irish Tricolour and the Celtic F.C. Sports Team Jersey

Source: JTCorscadden Creative Commons License

The materials burnt in these bonfires are highly symbolic. In unionist bonfires, it is common to find Irish Tricolour flags, effigies of nationalist figures, effigies of religious figures like the Pope, sports team jerseys (Figure 4), or other symbols associated with Catholicism. Conversely, nationalist bonfires might burn the Union Jack or effigies of unionist figures. These acts are highly provocative and are seen as a means of expressing defiance, identity, and historical grievances (Bryan, 2000). The bonfires also cause environmental harm, particularly from the burning of tires and other toxic materials, leading to air pollution and health risks. The aftermath often requires extensive cleanup efforts, straining local systems and municipal services. Additionally, the involvement of firefighting services to manage risks places a further burden on public resources. As Hall (2023) notes in the context of Northern Ireland: In some areas bonfires are dangerous and raise considerable safety and environmental concerns, particularly where they are constructed close to homes or property, or burn toxic materials. The burning of flags, emblems, election posters and other offensive images and items on bonfires also causes concern to many people. (p. 6)

The trend towards larger bonfires symbolizes a hardening of attitudes, with an increasing use of political effigies and symbols. It also links to Massey's idea (2005) of places as evolving. This practice has been criticized for perpetuating hatred and sectarianism, reflecting

growing extremism in certain segments of the community (Jarman, 1997). While some participants view the bonfires as a vital expression of cultural identity and historical remembrance, others see them as provocative and offensive, which often exacerbate tensions between communities, perpetuating divisions and hostility. The events can lead to increased policing and sometimes result in clashes between communities or with law enforcement (Bryan, 2000; Kelly et al., 2016).

As shown in Appendix D, one way to help students comprehend the symbolic and emotional weight of bonfires in Northern Ireland, especially in relation to sports teams, is presented. By imagining their own cherished sports team's jersey (or something of similar attachment) being burned in a hostile display, students are encouraged to reflect on how they would feel and respond. Through discussions with peers, they explore their emotional reactions and consider actions they might take. The exercise emphasizes the importance of empathy in understanding conflicts, using sports as a personal connection to gain deeper insights into the emotional and symbolic impact of sectarian acts in Northern Ireland. In Figure 4, an effigy of the Pope can be seen on top of the sectarian bonfire, but sports jerseys were chosen as the focal point as sports are a relatable topic for young people in many cultural contexts. This makes them an effective entry point for encouraging empathy. In contrast, symbols like the Pope may evoke strong reactions from certain groups, particularly Catholic students, but may not resonate universally, especially in countries such as Japan, where Catholicism is not prominent. By centering the activity on sports jerseys, the material remains more relatable.

Conclusion

This paper has examined the challenges and potential strategies within EFL/CLIL settings in the context of Japan's educational approach to complex global issues in English speaking countries like conflict, such as the case in the UK with Northern Ireland. The paper flags the necessity for a more sophisticated and comprehensive method in teaching about various cultures and places, moving beyond the common practice of oversimplifying these complex topics within university level classes. The main issue addressed is the tendency in Japanese EFL/CLIL classrooms to present a simplified view of world cultures and countries which could be summarized as a “food and festivals” approach. While this approach can be helpful in early stages of language learning, it often overlooks the diverse and intricate socio-political realities of different regions which many tertiary level students are equipped to explore. The paper suggests that the simplified and sanitized approach to place may lead to a limited and incomplete understanding of global contexts and thus it is important

to integrate more detailed and context-rich content into global issues curriculum when possible.

The pedagogical activities (see Appendix A-D) presented aim to address these challenges. These activities are designed to encourage students to think critically and develop a deeper understanding of the subtleties and cultural contexts of global issues using media content and imagery. This method enhances language skills and also helps in building awareness and empathy amongst Japanese students for places that are geographically distant from Japan.

For EFL/CLIL educators teaching global issues, it is hoped the paper will provide a clear method activity integration, using the case study of Northern Ireland as a starting point. Adopting these teaching strategies can improve the learning experience, expanding beyond traditional language teaching to include a broader understanding of place-based culture. This approach is important for developing students' global awareness and intercultural skills in tandem with language.

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Appendix A

"Saving a Friend" Writing and Discussion Activity

1. Objective

Learning Objective

General Objective	To create persuasive letters articulating concerns about the influence of violent groups, using empathy to guide friends toward better choices

2. Activity Context

This activity is for an advanced English course focused on global issues and/or conflict resolution. The course aims to deepen students' understanding of legacy conflicts, such as those in Northern Ireland, and the impact these conflicts have on young people and communities. In the context of Northern Ireland, paramilitary groups, including youth wings similar to the YCV, continue to recruit, making the scenario highly relevant for discussing the broader social implications of violence. This activity is suitable for advanced-intermediate to advanced learners and encourages both language development and critical reflection on global issues.

Students

Number of students	10 Min. 30 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* *** See table at the end of these activities description for reference about these mastery levels.**	Advanced-Intermediate I CEFR B2/C1 I IELTS 5.0-6.5 I TOEIC 700-900 Advanced I CEFR C1 / C2 I IELTS 7.0 + I TOEIC 900+

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	90
How many sessions?	1
Any homework?	**No**

Materials

Material # 1 Title:	Scenario outline for the writing activity
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1ZwBJtEE37kX234sNI-IfROZ6yJhF4Ci2vJU6DrN4fFc/edit?usp=sharing

Material #2 Title:	Discussion prompts and guidelines for the post-writing reflection
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1zNbJLFYXYsWZrGIjlYjEwEaKRe6gr8C1RC8iG-pZJDgY/edit?usp=sharing

Set-Up Instructions

1. Print out copies of Material #1 and Material #2. Ensure you have a copy of both for each student.
2. Prepare the classroom for writing—make sure students have access to physical writing materials.
3. Arrange the classroom in a way that allows students to engage in both independent writing and group discussions.

Estimated Set Up Time (min.): 10

4. Activity Description

Suggested Time	Activity Instructions
3 minutes	Divide the class into groups with four students per group. Distribute the Saving a Friend Scenario Handout (Material #1) to all students.
5 minutes	Introduce the scenario in Material #1 and the instructions. Explain the hypothetical situation where a friend is considering joining a violent youth group like the YCV in Northern Ireland.
20 minutes	Writing time. Students work independently to write their letters using the space provided in Material #1. They should focus on constructing persuasive arguments to help their friend.
16 minutes	Sharing letters in small groups. Students take turns reading their letters to the group.
16 minutes	Class discussion. As a class, discuss the key points raised in the letters using the Discussion Guidelines in Material #2.

Appendix B

"Power of Words and Imagery" Activity

1. Objective

Learning Objective

General Objective	To analyze how language and imagery can be appropriated or manipulated to influence societal and political perceptions, particularly in the context of conflict.

2. Activity Context

This activity is for an advanced English course focused on global issues and/or conflict resolution. The course aims to deepen students' understanding of legacy conflicts, such as those in Northern Ireland, and the impact these conflicts have on young people and communities. In this lesson, students critically examine how language and imagery are used to shape public perception, particularly during the Troubles in Northern Ireland. Through analyzing words like "Young," "Citizen," and "Volunteers," students explore how paramilitary groups manipulated these terms and imagery to influence societal and political divisions.

Students

Number of students	10 Min. 30 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* *** See table at the end of these activities description for reference about these mastery levels.**	Advanced-Intermediate I CEFR B2/C1 I IELTS 5.0-6.5 I TOEIC 700-900 Advanced I CEFR C1 / C2 I IELTS 7.0 + I TOEIC 900+

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	60
How many sessions?	1
Any homework?	**No**

Materials

Material # 1 Title:	Brainstorming Handout: "Young, Citizen, Volunteers"
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/18OMYRLUedRs3urNeez-ibxMg24SF5F9u1pzi1X4krmMg/edit?usp=sharing

Material # 2 Title:	Image of Paramilitary Mural (Young Citizen Volunteers)
Material Type:	Webpage / website
Material Access:	https://www.virtualbelfastmuraltour.com/young-citizen-volunteers-east-belfast-mural.htm

Material # 3 Title:	Discussion Prompts Handout
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1_IEAJbqOAxFHgGClzWM-IOKZtNhRsPYysQue0uNYUgGA/edit?usp=sharing

Set-Up Instructions

1. Prepare Material #1 the Word Brainstorming Handout. Print out the handout with the words "Young," "Citizen," and "Volunteers". Prepare enough copies so that each group of four students will have one handout.
2. Prepare a projector and screen to show Material #2 Website for the Paramilitary Mural. Ensure the website is displaying the Young Citizen Volunteers paramilitary mural and that it is ready to be shown.
3. Prepare Material #3 Discussion Prompts Handout. Print out enough copies of the Discussion Prompts Handout so that each student will have their own copy for the discussion portion of the activity.
4. Arrange the Classroom for Group Discussions. Organize the seating so that students can easily work in groups of four for the brainstorming session and group discussion, and later engage in a full class discussion.
Estimated Set Up Time (min.): 10-15

4. Activity Description

Suggested Time	Activity Instructions
3 minutes	Divide the class into groups of four students per group.
15 minutes	Distribute the word brainstorming handout (Material #1) and conduct the brainstorm. Give students' one copy of the handout (with the words "Young," " Citizen," and "Volunteers") to each group.
5 minutes	Reveal the paramilitary mural (Material #2) by projecting the image of the Young Citizen Volunteers mural using the recommended website. Explain how the words from the brainstorming session were co-opted by the paramilitary group and direct students attention to the words in the mural.
10 minutes	Distribute the discussion prompts handout (Material #3) to each student. Ask the students to reflect individually on the prompts and prepare for a group discussion.

15 minutes	Instruct the students to have a group discussion where they contribute their personal reflections and interact using the prompts from Material #3.
12 minutes	Facilitate a class-wide discussion to allow opinions from different groups to be heard on a wider basis.

Appendix C

"Managing Hate on Social Media" Activity

1. Objective

Learning Objective

General Objective	To develop students' ability to critically engage with hate speech on social media and encourage responsible digital communication.

2. Activity Context

This activity is for an advanced English course focused on global issues and/or conflict resolution. The course aims to deepen students' understanding of legacy conflicts, such as those in Northern Ireland, and the impact these conflicts have on young people and communities. In this lesson, students critically engage with real-life examples of hateful images on social media, in the context of sectarian bonfires in Northern Ireland. The goal is to encourage empathy and responsible digital communication.

Students

Number of students	10 Min. 30 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* *** See table at the end of these activities description for reference about these mastery levels.**	Advanced-Intermediate I CEFR B2/C1 I IELTS 5.0-6.5 I TOEIC 700-900 Advanced I CEFR C1 / C2 I IELTS 7.0 + I TOEIC 900+

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	60
How many sessions?	1
Any homework?	**No**

Materials

Material # 1 Title:	Examples of Social Media Posts about Bonfires
Material Type:	Digital image
Material Access:	https://docs.google.com/document/d/1yB94gpU-peT-fWtwxiA8GT7mzJoh0iobm5DtenqM_Fh4/edit?usp=sharing

Material # 2 Title:	Social Media Student Response Worksheet
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1vgQ8pL0qJoFZB-_NqNOR-iNTkoH56mWfUQW6paDGc5pQ/edit?usp=sharing

Material # 3 Title:	Managing Hate Discussion Prompts
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1qSZ5PZtjJSl8NYZrm-NDZ8zd31MBaPsQHSTjQvvLcq1g/edit?usp=sharing

Set-Up Instructions

1. Print the Social Media Examples (Material #1) with social media posts related to sectarian bonfires in Northern Ireland. Ensure you have a copy for each student.
2. Print the Student Response Worksheet (Material #2) and ensure you have a copy for each student. They will craft their social media responses using this worksheet.
3. Print the Discussion Prompts Handout (Material #3) for each student. The prompts will be used after the response drafting phase to guide the class discussion.
4. Arrange the classroom for group discussions. Organize seating to allow for group discussions and easy sharing of ideas during the worksheet activity and class discussion.
Estimated Set Up Time (min.): 10

4. Activity Description

Suggested Time	Activity Instructions
3 minutes	Divide the class into groups of four students per group.
2 minutes	Distribute printed copies of the hateful social media posts (Material #1) related to sectarian bonfires in Northern Ireland to each student.
15 minutes	Group discussion on the social media posts using Material #1. In their groups, students discuss the content of the posts, focusing on how the hate speech escalates tensions in divided communities.
15 minutes	Student Response Worksheet (Material #2). Distribute the Student Response Worksheet to each student. Ask students to individually write a concise (30-60 words) response to the hateful posts, focusing on promoting empathy and responsible communication.
10 minutes	Group sharing. In their groups, students share the responses they wrote using Material #2. Guide each group to discuss which responses they find most effective in de-escalating the hate speech.

15 minutes	Class discussion using the discussion prompts (Material #3). Distribute the Discussion Prompts Handout to each student. Lead a full-class discussion, using the prompts to guide students in reflecting on their responses, the challenges of addressing hateful social media posts.

Appendix D

"Bonfire Empathy and Imagination" Activity

1. Objective

Learning Objective

General Objective	To develop students' understanding of the emotional and symbolic significance of conflict-related acts, such as sectarian bonfires in Northern Ireland.

2. Activity Context

This activity is for an advanced English course focused on global issues and/or conflict resolution. The course aims to deepen students' understanding of legacy conflicts, such as those in Northern Ireland, and the impact these conflicts have on young people and communities. In this lesson, students explore the emotional significance of sectarian bonfires by imagining how they would feel if their favorite sports team's jersey (or similar item) was burnt on such a bonfire. This reflective exercise encourages students to develop empathy and understanding of how symbolic acts can fuel conflict in divided societies.

Students

Number of students	10 Min. 30 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* *** See table at the end of these activities description for reference about these mastery levels.**	Advanced-Intermediate I CEFR B2/C1 I IELTS 5.0-6.5 I TOEIC 700-900 Advanced I CEFR C1 / C2 I IELTS 7.0 + I TOEIC 900+

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	60
How many sessions?	1
Any homework?	**No**

Materials

Material # 1 Title:	Sectarian Bonfires Reflection Worksheet
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1cfizbt1ZSBcDe6q0ZU76C2ynJcAJotZAIBSUkj-RiU4/edit?usp=sharing

Material # 2 Title:	Bonfire Empathy and Imagination Discussion Prompts Handout
Material Type:	Printed handout
Material Access:	https://docs.google.com/document/d/1ACFawAIe0yd6af-kkAdK0ja0jFDxRtT1v8SR3rDCGtGc/edit?usp=sharing

Set-Up Instructions

1. Print the Sectarian Bonfires Reflection Worksheet (Material #1). One copy for each student
2. Print the Discussion Prompts Handout (Material #2). One copy for each student.

3. Arrange the classroom for group discussion. Organize seating to allow for small group discussions and easy sharing of reflections during the worksheet activity and class discussion.
Estimated Set Up Time (min.): 10

4. Activity Description

Suggested Time	Activity Instructions
3 minutes	Divide the class into groups of four students per group.
2 minutes	Distribute the Sectarian Bonfires Reflection Worksheet (Material #1). Hand out the reflection worksheet to each student.
15 minutes	Student reflection on the worksheet using (Material #1). Ask students to take time individually to reflect and write their thoughts on the worksheet. Encourage them to focus on their emotional reactions and how the symbolic act would impact them.
15 minutes	Group sharing of reflections. In small groups, students share their reflections and discuss how they felt about the symbolic act of burning the jersey. Encourage them to consider how young people in Northern Ireland might feel when seeing symbols of their community burned.
20 minutes	Class discussion using the discussion prompts (Material #2). Distribute the Discussion Prompts Handout to each student. Lead a full-class discussion, using the prompts to guide students in reflecting on empathy, symbolic acts, and the potential for conflict resolution in divided societies.
5 minutes	Final Reflection. Wrap up the activity with a final teacher reflection on how empathy can help resolve conflicts and promote understanding in divided societies like Northern Ireland.

English Mastery Reference Levels

TOEFL	IELTS	TOEIC	Cambridge exam	CEFR Level	Skill level
Comparison chart of English certificates to European levels					HigherEd me
118-120	9		CPE	C2	
115-117	8.5		CPE	C2	Mastery or proficiency
110-114	8	975-990	CAE / CPE	C2/C1	
102-109	7.5	966-974	CAE	C1	
94-101	7	945-965	CAE	C1	Effective operational proficiency
79-93	6.5	900-960	FCE	C1/B2	
65-78	5.5-6.0	785-940	FCE	B2	Vantage or upper intermediate
53-64	4.5-5	785-795	FCE	B2/B1	
41-52	4	670-780	PET	B1	
35-40	3.5	550-665	PET	B1	Threshold or intermediate
30-34	3	225-545	KET	A2	Waystage or elementary
19-29	2.0-2.5	171 -220		A1	
0-18	1.0 - 1.5	120 -170		A1	Breakthrough or beginner

Source: http://www.higheredme.com/2017/04/11/english-test-comparison/

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Teaching Japanese University Students How to Identify Bias in the Media

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Abstract

University is a period when students are becoming more independent, forming individual opinions, and starting to participate in society, making it an ideal time to teach news media literacy. With the plethora of news outlets available and the increase in fake news, this skill has become essential to navigate the news landscape responsibly. Although students may be adept at finding information on the internet, they are vulnerable users who may lack the ability to spot skewed, unbalanced, or even fake news. Thus, teaching young adults how to identify bias in the news is crucial in helping them to cultivate informed and balanced opinions. This paper explains why news media literacy is especially important for Japanese university students, then introduces a classroom activity to help students identify and understand bias in the news. The author also includes ideas for possible culminating projects and several extensions or applications for the types of bias covered.

要旨

大学在籍期間中は学生が自主性を育み、自分の意見を持つようになり、社会参加を始める時期であるため、メディアリテラシーを教える理想的なタイミングである。大量の報道機関が存在し、フェイクニュースも増える中、責任を持ってニュースを理解・活用するためにメディアリテラシーは必須である。学生はインターネットでの情報検索には長けるかもしれないが、虚偽または歪曲された報道を見分ける能力を欠く脆弱なユーザーであるため、正しい知識に基づいたバランスの取れた意見を持つようサポートする上で報道におけるバイアスの特定方法を教えることは非常に重要である。本稿では特に大学生にとって報道に関するメディアリテラシーが重要な理由を解説し、ニュースのバイアスを特定・理解するために有効な、授業中に行える活動を紹介する。最終プロジェクトについてのアイデア、本論文で取り上げた種類のバイアスの拡張・適用方法についても言及する。

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The stage when adolescents come of age is a crucial time to teach young adults (or to reinforce) how to gather information about ongoing affairs and how to participate in society, as this is a time when they gain the right to vote and are becoming more independent. According to the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) (2013) and the Organization for Economic Co-operation and Development (OECD) (Newby et al., 2009), a majority of Japanese 18-year-olds attend university. Moreover, the voting age in Japan was recently lowered from 20-years-old to 18-years-old, in the hope of increasing young people's civic engagement (Kyodo News, 2018; Kyodo News, 2016; Yamamoto, 2022). Japan faces various societal issues such as gender inequality, an aging population crisis, and a sluggish economy, so young adults' political engagement is crucial in addressing these problems. Yet, young Japanese tend to have negative views about the future, low civic participation and low voter turnout, and an apathetic political stance (Nguyen, 2022). Research has also found that this cohort's opinions are greatly influenced by social media, as well as television and web news (Inoue, 2003; Sakamoto et al., 2022). Thus, tertiary education is an ideal place for students to learn how to gather information responsibly and make rational decisions to actively participate in society. This paper illustrates the importance of news media literacy for Japanese university students and outlines a classroom activity to aid students in identifying and understanding bias in the news. An example culminating project and various extensions or applications for the classroom activity are also provided.

Civic Engagement and the Media

Understanding of local, national, and global affairs is necessary to cultivate opinions and to cast informed votes. "Unrestricted access to unbiased information is crucial for forming a well-balanced understanding of current events" (Hamborg et al., 2019, p. 391) and while the news is often the main source that people turn to, not all news is created, consumed, or perceived as unbiased. Firstly, news may contain media bias, "which journalists and other involved parties implement purposely to achieve a specific goal" (Tye, 2002, as cited in Hamborg et al., 2019, p. 392). Many types of media bias exist, such as bias in headlines (where a story's "title" can be misleading), bias in photos (where a photo can make a person or situation appear a certain way), and bias through names and titles (where labels and titles of people, places, or events can influence the reader's perception) (Johnson, 2021; Mastrine, 2022; University of Washington, 2024). To avoid overwhelming students with the numerous types of bias, seven have been selected for students to learn about and are outlined in the subsequent "Bias in the News Worksheet" section.

Bias is not always bad, and may develop as a result of the creator having a certain viewpoint or attitude toward something (Johnson, 2021; Mastrine, 2022). Yet, slanted coverage of a story can skew the reader's perception and thus affect the consequent actions of the reader (e.g. their votes) and the impact on society (e.g. outcomes of elections). For example, Della Vigna and Kaplan (2007) found that the introduction of Fox News in 1996 in the United States contributed to an ideological shift where small changes in voting patterns could be decisive later in close presidential elections. Bias is most easily identified when comparing two or more sources. Therefore, having a diversity of news sources should be advantageous in balancing skewed news and helping citizens to form unbiased opinions.

Recently, the number of news media outlets has grown, giving consumers more choice in the stories they read and more opportunities to participate in politics (Gil de Zúñiga et al., 2017). The wide variety of news outlets also provides people with a chance to curate the amount and type of news that they are exposed to (Choi et al., 2009). This increase in options may seem beneficial in combating media bias, as consumers are able to hear from an assortment of sources and compare the information. Yet, despite the many outlets available, people tend to choose only a few, and thus build "echo chambers" where they only encounter views similar to their own and their opinions are confirmed (Hamborg et al., 2019; van der Meer & Hameleers, 2020). Because media bias may be most easily identified by comparing various sources, those within an echo chamber may not realize that they are being exposed to media bias or are creating their own bias.

Finally, perception of a news outlet may also influence a consumer's opinions. Soontjens and van Erkel (2020) found that despite being neutral or balanced, media coverage may be perceived as biased, where "citizens even perceive their preferred news outlet to systematically disadvantage their preferred [political] party, while advantaging parties they do not endorse" (p. 134). Being critical is important for healthy media consumption, as it encourages people to check and verify information. However, outright suspicion of news coverage may create distrust in news media which "decreases citizens' willingness to accept, and to retain the information news media provide" (Soontjens & van Erkel, 2020, p. 134).

News Media Literacy

Thus, to responsibly utilize the increased number of news media options and to combat negative effects of media bias, news media literacy is required. The Center for Media Literacy (Thoman & Jolls, 2005) defines media literacy (for all types of media, not only news) as:

> a framework to access, analyze, evaluate, and create messages in a variety of forms – from print to video to the internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of democracy. (p. 21)

Increasingly, young people have access to the internet and can easily find information there. While this may be an opportunity for them to cultivate their curiosity and learn about personal interests and societal issues, young adults may not possess the skills needed to use the internet consciously and responsibly. Considered to be "digital natives" (De Leyn et al., 2020), "digital citizens" (Musgrove et al., 2018), or "cyber experts" (Livingstone & Helsper, 2010), adolescents and young adults are highly-skilled at using the internet to find information yet lack the ability to analyze that information leaving them vulnerable to attendant risks. Anecdotally, Japanese university students get their information from one news source or primarily from social media. Sakamoto et al. (2022) found that social media (such as Twitter and YouTube) had a major influence on young Japanese people's beliefs about COVID-19 vaccination, with more students having negative attitudes towards vaccination when they obtained their information from YouTube. So, university students may not be able to distinguish true or useful information from untrue or biased information. In contrast, Lin et al. (2022) found that university students who had higher media literacy skills may have lower levels of perceived threat and blind patriotism, and they may then have less xenophobic beliefs compared to those with fewer media literacy skills. In Japan's homogenous culture, these benefits could help students to reduce stereotypical thinking, increase appreciation of cultural diversity, and broaden students' thinking. Given the considerable amount of time that young people spend using the internet and especially social media, media literacy is therefore essential. As Japanese university students are starting to participate more in their communities (e.g. working part-time jobs, job-hunting, volunteering, or voting), media literacy can help them to avoid potential dangers when accessing and utilizing the internet, and to become more socially aware and responsible citizens in society.

Regarding the news in particular, van der Meer and Hameleers (2022) assert that news literacy "helps [users] to understand how information is produced, what (political) considerations are driving its production, and how to navigate…information in a thoughtful manner" (p. 479). Increased news media literacy helps consumers to understand how biases are created in the production and consumption of news (Flynn et al., 2017). Additionally, this knowledge may give people the tools to discern true and untrue information (Jones-Jang et al., 2019). Learning news media literacy helps young adults know how to navigate

the news media landscape and avoid unintentionally forming biased opinions based on an unbalanced news diet.

Teaching About News Media

Before teaching about news bias, students need an understanding of basic news terms and familiarity with the layout of news outlets and news articles. News jargon for both articles (e.g. headline, caption, lead) and newspapers or outlets (e.g. front page, editorial, broadsheet, tabloid) should be introduced, as well as news values (criteria that determine whether or not a story is newsworthy). Journalists consider news values such as impact, proximity, currency, conflict, and prominence when deciding which events to cover (Charles Perkins Centre, 2019; Harcup & O'Neill, 2001; Roberts, 2016; University of Nebraska at Omaha, n.d.). Discussion of news values is also an opportune time to introduce news bias. Proximity (the location of an event in relation to a news outlet and its readers) and impact (how many people are affected by a story) can exemplify unintentional bias where journalists choose to cover certain stories over others but are not trying to promote a specific opinion (Hamborg et al., 2019). This introduction of bias created by news values can lead then into a conversation of how unintentional bias differs from or can become intentional bias and why intentional bias should try to be avoided in the news. This provides a smooth segue into a deeper examination of types of bias in the news.

In this paper, the following two activities will be presented as a means to provide a practical way to instill in the students the knowledge and critical thinking needed for identifying and understanding bias in the news.

Bias in the News Worksheet

The Bias in the News worksheet (see Appendix A) presents seven types of bias found in news media, each section starting with a short description of the type of bias, followed by examples and finally reflection questions. As bias is more easily identified by comparing one or more sources, examples for each section contain two "sides" for one or more topics so students can readily compare news items. The seven types of bias covered in the worksheet are as follows:

- 1. Bias in the headline looks at how titles of articles present news stories as good, bad, or neutral (e.g. *1.1a. Zimbabwe President Attempts to End Conflict* versus *1.1b. Zimbabwe Dictator Launches Genocide Plan to Eliminate Opposition*).

- 2. Bias by photos, captions, and camera angles compares how photos and the accompanying captions may influence the reader's perception of an event or person (e.g. *2.1a. G7 leaders with serious faces* versus *2.1b. G7 leaders with smiling faces*).
- 3. Bias through use of names and titles introduces students to the impact of connotation of words and phrases (e.g. *3.1a. Terrorist* versus *3.1b. Freedom fighter*).
- 4. Bias through selection and omission shows how writers may include or exclude information to give a different view of an event (e.g. *4a. "Germany beat England 4-1 in an exciting game…"* versus *4b. "England suffered a heartbreaking defeat after a mistake by a referee…"*).
- 5. Bias through statistics examines how numbers can be misleading (e.g. *5a. "...a minor earthquake"* versus *5b. "...a 4.6 magnitude quake…"*).
- 6. Bias through placement goes over how the order of information within a single article as well as the order of articles in the news influence the consumer's sense of importance (e.g. *6.1a. Stories of war refugees are often front-page or top headlines* versus *6.1b. Stories of climate change refugees are often not found on front-pages or at the top of news*).
- 7. Bias by source control considers where information comes from and whether those sources are experts or not (e.g. *7.2a. A university's statement about a university gender discrimination scandal* versus *7.2b. A university student's statement about a university gender discrimination scandal*).

Culminating Project Options

Article Comparison Project. After completing the worksheet and ensuring students understand the seven types of bias covered, a culminating project can have students select two articles from two news sources (one article from each news source) and compare them for examples of media bias (see Appendix B). Students can then present examples of bias they found in the two articles and explain how media bias may affect the reader. This project option serves as an effective way of applying new knowledge of bias in the news and consolidating learning.

Biased or Fake News Project. Another possible culminating project could be for students to write a fake or biased news story. In creating such an article, students not only consider how news is produced and that news outlets may write attention-grabbing or exaggerated headlines to attract more readers, but they may also realize that consumers must be critical thinkers when reading the news, all of which are elements of news media literacy (Geers et

al., 2020; van der Meer & Hameleers, 2022; Vraga et al., 2021; Vraga et al., 2015). This option has the added benefit of utilizing students' creativity which may increase engagement in rather serious topics. For this project, students can be required to explain the types of bias they used to create their slanted or fake story as a way to check their understanding of news media bias.

Possible Adaptations for Other Types of Media

Although this worksheet and the suggested culminating projects focus on the news in particular, the types of bias covered in the worksheet are found in other types of media as well and can be explored as extensions of the worksheet or subsequent units.

- Social media such as Instagram or TikTok are likely familiar to students and can be examined for bias in photos and captions, and selection or omission. Creators usually choose attractive photos or write sensational captions to gain views, likes, or followers. Analyzing influencers such as Bree Lenehan (n.d.) or "Instagram versus reality" type trends (Hosie, 2019) can help students to see photos or content that are not often shared and become more critical of the posts or creators they like or follow.
- Advertising is another type of media in which creators have an obvious goal. Inspecting ads for bias in photos, statistics, selection and omission, and placement can teach students how advertisers create a desire through the production process.
- Societal issues are complex and numerous but each topic can be examined for bias in names and titles, captions or descriptions, statistics, and selection and omission. Looking at how textbooks, articles, or websites depict issues, such as gender inequality, climate change, or healthcare, differently can demonstrate how various sources influence students' perception of the issue's significance and/or urgency.

Conclusion

University students are at an age when they have gained the right to vote and are learning to be independent. While these young adults are adept at finding news on the internet, they may lack the skills to analyze the information to use it responsibly or to avoid believing false information. Therefore, news media literacy is a vital skill they should be taught, in order to avoid xenophobic attitudes, media echo chambers, and skewed beliefs. Systematically studying the seven types of bias presented in this paper can help students understand how bias is created through news production and consumption, thereby

increasing their news media literacy skills. Equipped with these abilities, young people will be ready to actively and responsibly engage in local, national, and global affairs.

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Appendix A

"Bias in the News" Activity

1. Objective

Learning Objective

General Objective	To elicit students' awareness of bias in news media and to strengthen students' ability to identify various types of bias in news media

2. Activity Context

This activity was designed for a university CLIL course on Media. The aim of the course is to teach students media literacy by studying various forms of media (the news, social media, advertising, books, etc.). This lesson on bias in the news follows lessons on news basics (e.g. news terms, format of articles, photo captions). The goal of this lesson is to raise students' awareness of how news can contain bias, despite its portrayal as being a neutral source of information, and to help students to identify types of bias.

Students

Number of students	10 Min. 30 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* * See table at the end of these activities description for reference about these mastery levels.	Intermediate I CEFR B1 I IELTS 3.5-4.5 ITOEIC 500-700

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	90
How many sessions?	1
Any homework?	**No**

Materials

Material # 1 Title:	Bias in the News
Material Type:	Digital Document
Material Access:	https://docs.google.com/document/d/1wyU052MwbWN3GRv-nAl_nj6tlc3LKJfW/edit?usp=drive_link&ouid=110907596192827234753&rtpof=true&sd=true

Set-Up Instructions

1. Students should have access to the "Bias in the Media" worksheet, either digitally or physically.
2. Before the "Bias in the Media" worksheet is taught, it is helpful if students understand news basics. These include news terminology (e.g. headline, caption, lead, source, front page, tabloid), the format of articles (information is presented in an "inverted triangle" - the most important details are presented first), and the layout and sections of newspapers (both physical and digital).
Estimated Set Up Time (min.): 5 (plus an additional class teaching news basics)

4. Activity Description

Suggested Time	Activity Instructions
5 minutes	Start with a warmer to get students thinking about what is "true" and "neutral". Have students discuss in pairs: 1. Do you believe everything you see/hear in the news? Why or why not? 2. Which news sources do you trust? Why do you trust it? 3. Do you think news stories include the reporter's opinion? Why do you think so?
5 minutes	Introduce the word "bias" and have students brainstorm or discuss the meaning of "bias". Elicit answers from students. Show the definition of bias: "to favour one opinion or point-of-view over another usually without evidence". Explain to students that they will learn about different types of bias in the news. Hand out the worksheet (or have students access the worksheet digitally) - Material #1.
10 minutes	Show students example 1a/1b: 1a. Zimbabwe President Attempts to End Conflict 1b. Zimbabwe Dictator Launches Genocide Plan to Eliminate Opposition Have students discuss the differences between the two headlines: 1. What's the difference between 1a and 1b? 2. What does each headline make you think? (Example: Do you think the Zimbabwe leader is a good or bad person?) Elicit answers from students. Explain that headlines are the first thing that people read, so the way headlines are written is important. Have students go over the remaining examples (2a/b, 3a/b, 4a/b) and elicit answers from students. Finally, tell students to discuss the reflection question: Do you think it is possible to write a headline that doesn't make an event seem good or bad? Why or why not?

10 minutes	Transition the students to the next type of bias: #2 - Bias in photos, captions, and camera angles. Show the two G7 photos on the board. Ask students: What's the difference between these photos? How might the left photo influence readers? How about the right photo's influence? Explain that news outlets can only select a few photos, so their choice is important for neutrality. Have students discuss in pairs the photos of Brock Turner: 1. How do these two photos influence a reader differently? 2. Which photo do you think the media captioned "All-American swimmer"? Which do you think the media captioned "Stanford rapist"? For these questions, the teacher may need to briefly explain that "All-American" means he was the best swimmer, and that Stanford is a famous university in the US.
50 minutes	Continue in a similar fashion through the remaining types of bias (#3-7), presenting the examples, having students discuss the differences, and reflecting on how each type of bias can influence a reader's ideas or opinions.
5 minutes	After completing all 7 types of bias, have students reflect on their own experience with the news in Japan. Possible reflection questions include: 1. Have you seen any of these types of bias in Japanese news? If yes, where did you see it? What type of bias was it? 2. Do you know what Japanese newspapers (like Asahi, Mainichi, Nikkei, Sankei, or Yomiuri) support? For example, do they want a stronger military? Do they want the government to be changed a lot? Do they want a strong relationship with the United States? Do they want less immigration (a more closed country)
5 minutes	Wrap up the lesson by reviewing the types of bias discussed in class and asking students if they have any questions. Announce any homework (none is included in this activity but one option could be for students to find examples of bias in Japanese news).

5. Additional Information

Post-activity suggestions:

Once students have completed the "Bias in the News" worksheet, an optional homework activity could be to ask students to find examples of bias in Japanese news.
An optional extension project for this worksheet is the "Bias in the News Project". See Appendix B.

Additional application scenarios:

This worksheet could be divided into separate lessons, each lesson covering only one type of bias. For example, in the first lesson, the class could look at #1 - Bias in the Headline, then students could look at various news sources to see if they can identify bias in the day's headlines. The benefit of this strategy would be that one day's trending stories would be similar, so many news sources would likely have articles about the same story. Comparing articles about the same story (e.g. a new tax cut, the death of a celebrity, an election, a weather crisis) allows students to more easily see bias.

Acknowledgements:

This worksheet includes information from Media Smarts (Johnson, 2021), The University of Washington (2024), and AllSides (Mastrine, 2022). Please see References for more information.

Appendix B

"News Media Bias Unit Project" Activity

1. Objective

Learning Objective

General Objective	To consolidate students' learning and understanding of bias in news media

2. Activity Context

This activity was designed for a university CLIL course on Media. The aim of the course is to teach students media literacy by studying various forms of media (the news, social media, advertising, books, etc.). This project on bias in the news follows the lesson(s) on bias in the news (see Appendix A).

Students

Number of students	10 Min. 30 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* * See table at the end of these activities description for reference about these mastery levels.	Intermediate I CEFR B1 I IELTS 3.5-4.5 ITOEIC 500-700

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	180-270
How many sessions?	2-3
Any homework?	**No**

Materials

Material # 1 Title:	News Media Bias Unit Project Guidelines
Material Type:	Digital Document
Material Access:	https://docs.google.com/document/d/1-h1Ni2jidUdZz4gkXn6JIn2DCRzWN-TsL/edit?usp=drive_link&ouid=110907596192827234753&rtpof=true&sd=true

Material # 2 Title:	News Media Bias Unit Project Worksheet
Material Type:	Worksheet
Material Access:	https://docs.google.com/document/d/1E7Mz65qm43eMDSEhs2dL-eDm3djR9DVh/edit?usp=sharing&ouid=110907596192827234753&rtpof=true&sd=true

Material # 3 Title:	News Media Bias Unit Project Example Slideshow
Material Type:	Slideshow

Material Access:	https://docs.google.com/presentation/d/1mLMipqPk9lKwXBDox9ztO1TqTGT-GivlO/edit?usp=drive_link&ouid=110907596192827234753&rtpof=true&sd=true

Set-Up Instructions

1. The unit project works best in pairs, so a list of pre-determined student pairs (if desired) needs to be completed before presenting the project.
2. The key to finding bias is to compare two articles that are about the SAME story, so preparing additional examples (two are given in the project guidelines) is helpful for students.
3 Providing news sources for students to use may be necessary, if students are unfamiliar with news sources in English. Additionally, some news sources require a subscription to access articles, so preparing a list of free news sources is idea (or provide login information for access, if possible).
Estimated Set Up Time (min.): 10-15

4. Activity Description

Suggested Time	Activity Instructions
(Day 1) 5 minutes	Review the types of bias in the news. This can be done by showing two photos, two headlines, or two captions side-by-side (taken from the Bias in the News worksheet - see Appendix A) and asking students 1) What type of bias is this? 2) What does the left side make you think? How about the right?
(Day 1) 10 minutes	Introduce the News Media Bias Unit Project and handout the guidelines (or have students access it digitally) (see Material #1). Tell students they will be working with a partner to compare two news articles about the SAME story. Show the example of inappropriate selections (#2.a.i. and #2.a.ii. in the guidelines) and explain that different stories will not show bias.

	Show the example of appropriate selections (#2.b.i. and #2.b.ii in the guidelines). Emphasize to students that their news articles must be about the SAME news story and should come from different news sources. Point out the list of news sources in the Bias in the News worksheet (see Appendix A) or provide students with a list of news sources they can use. Tell students they will present three examples of bias in the news articles. The example slideshow (Material #3) can be shown. Alternatively, it could be given to students to view on their own time.
(Day 1) 5-20minutes	Have students sit in pairs and start looking for news stories and articles to use. Circulate to check on students' progress and to answer any questions or provide support. Once students have found a story and two news articles, have the pair write their story on the board. It is best if pairs have different stories, so each pair can present about different topics.
(Day 1) Remaining	Instruct students to use the remaining time to read their news articles and to start comparing the articles. Students may use the News Media Bias Project Worksheet (Material #3) to help organize their information and to find types of bias.
Day 2	Project Time Have students continue comparing the two articles. Students should also start preparing their slideshow and practice their presentation.
Day 3	Presentation Day Have students prepare their presentations. Options for presentations include: 1. Whole-class presentations Each pair presents together in front of the whole class. Students can be given a listener's sheet to complete and/or time to ask questions to the presenter. 2. Individual round-robin presentations Partners do “janken” (rock-paper-scissors game). Winners make a circle around the edge of the room and present individually (using a laptop or tablet to present). Losers will rotate around the room, listening to one Winner at a time. Keep a timer on the board (between 3-5 minutes,

	depending on the level of the students) so Losers all move to the next presenter at the same time. Once the Loser has listened to all the Winners and returns to their partner, they will switch. Losers will present individually while Winners listen and rotate.

5. Additional Information

Tips during the activity:

The articles students choose should be about the same news story ideally from the same day (e.g. Radiotherapy treatment for prostate cancer could extend lives of thousands of men, major trial finds (Bodkin, 2018) from The Telegraph, and Prostate cancer: radiotherapy could extend thousands of lives, study finds (Boseley, 2018) from The Guardian).

There are a few caveats for this project. First, many online news outlets require paid subscriptions, so students may not have access to full articles. To sidestep this, teachers could subscribe to several news outlets and provide students with either the login information or the articles themselves. Similarly, teachers could pre-select two articles and assign students to compare the two articles, rather than having students choose the articles themselves.

Another limitation is that students may choose news stories about similar stories but from different days or about slightly different aspects of the news story. For example, Thousands of Amazon workers receive food stamps. Now Bernie Sanders wants the company to pay up (Bhattarai, 2018) from The Washington Post and Bernie Sanders praises Jeff Bezos for hiking Amazon minimum wage to $15 (Haselton, 2018) from CNBC are both about the same topic of Bernie Sanders and Amazon but are about different events and from different days. Teachers can address this by carefully checking the contents and date of the articles. Another option is to utilize Breaking News English (n.d.), a website with graded news stories written for English language learners. Each scaled article lists the primary news articles at the end, so students have an opportunity to first read a news story, then compare how various news outlets have portrayed the same story.

A last obstacle may be that students do not have a deep understanding of politics and how news outlets may have a political slant. Similarly, they may choose two news outlets that have similar political leanings and may then struggle to find news bias. Teachers should consult and introduce to students media bias charts such as those from Allsides (2023) or Ad Fontes Media (2024) to show the spectrum of news outlets available. Students will likely find it easier to select and compare articles from either end of the spectrum, rather than from two on the same side.

Post-activity suggestions:

A reflection activity (written or spoken) could be done to review the news stories and biases that the students covered in the unit and projects.

English Mastery Reference Levels

TOEFL	IELTS	TOEIC	Cambridge exam	CEFR Level	Skill level
Comparison chart of English certificates to European levels					HigherEd me
118-120	9		CPE	C2	
115-117	**8.5**		**CPE**	**C2**	Mastery or proficiency
110-114	8	975-990	CAE / CPE	C2/C1	
102-109	7.5	966-974	CAE	C1	
94-101	**7**	**945-965**	**CAE**	**C1**	Effective operational proficiency
79-93	6.5	900-960	FCE	C1/B2	
65-78	**5.5-6.0**	**785-940**	**FCE**	**B2**	Vantage or upper intermediate
53-64	4.5-5	785-795	FCE	B2/B1	
41-52	4	670-780	PET	B1	
35-40	**3.5**	**550-665**	**PET**	**B1**	Threshold or intermediate
30-34	**3**	**225-545**	**KET**	**A2**	Waystage or elementary
19-29	2.0-2.5	171 -220		A1	
0-18	**1.0 - 1.5**	**120 -170**		**A1**	Breakthrough or beginner

Source: http://www.higheredme.com/2017/04/11/english-test-comparison/

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Native-Speakerism in Students at an English-Only University in Japan: Contradictory Beliefs and Emerging Counter-Native-Speakerism Discourse

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Abstract

This pilot study investigates students' attitudes toward native-speakerism at an English-medium university in Japan, where I conducted my research as an international master's student. Critical Discourse Analysis (CDA) was employed to analyze data obtained from structured interviews with two participants enrolled at the university. The aim of this qualitative study was to explore whether native-speakerism influences their perceptions of Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs). The results indicated that (1) both participants exhibited a negative attitude toward native-speakerism to some extent, expressing discourses countering native-speakerism such as one needs to learn to be a teacher and both NESTs and NNESTs have their own advantages; (2) however, they also produced discourses aligned with native-speakerism, suggesting its subtle and pervasive influence. These findings imply that while native-speakerism continues to affect students' perceptions of NESTs and NNESTs, there are emerging shifts in learners' identities in relation to English as a Lingua Franca (ELF).

要旨

本パイロット研究は、私が修士課程の外国人留学生として日本の英語教育を行う大学における学生の「ネイティブ・スピーカー主義」に対する態度を調査するものである。データ分析には批判的談話分析（CDA）を用い、大学に在籍している 2 人の参加者に対する構造化インタビューから得られたデータを分析しました。本質的研究の目的は、ネイティブ・スピーカー主義が、ネイティブ英語話者教師（NEST）と非ネイティブ英語話者教師（NNEST）に対する認識にどのように影響するかを探ることでした。結果として、(1) 両参加者はネイティブ・スピーカー主義に対してある程度否定的な態度を示し、教師としての訓練が必要であり、NEST と NNEST それぞれに利点があるといったネイティブ・スピーカー主義に反する談話を表明しました；(2) しかし、彼らはまた、ネイティブ・スピーカー主義に賛同する談話も生じさせており、ネイティブ・スピーカー主義が微妙に浸透していることが示唆された。これらの結果は、ネイティブ・スピーカー主義が学生の NEST と NNEST に対する認識に引き続き影響を与えている一方で、共通語としての英語（ELF）に関する学習者のアイデンティティにおいて新たな変化が生じていることを示唆しています。

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The purpose of learning English has evolved in the past few years, from as a tool to learn about the cultures of English-speaking countries, particularly the United States and the United Kingdom, to as a *lingua franca* which is used by speakers with different native languages from non-English speaking countries to communicate and cooperate with each other across various global contexts (Crystal, 2003). Consequently, elements within English Language Teaching (ELT)—such as which language model should be taught and learned, who is qualified for teaching, and what pedagogy should be adopted—are also expected to evolve accordingly. However, research shows that English language is still often perceived as a "living artefact belonging to a foreign country, not as a tool for international communication" (Seargeant, 2009). The concept of "native-speakerism" emerged within such context, referring to an ideology that prioritizes the Western norms in ELT, including the language model for learners, the qualifications of teachers, and the pedagogical methodologies developed by Western institutions (Holliday, 2005).

My interest in "native-speakerism" emerged as a result of the changes in my English learning environment. As a Chinese learner of English as a Foreign Language, I initially learned English in mainland China, where native-speakerism was often promoted as an ideal approach to learning English. people do not think this is something problematic and are promoting it as a good way to learn English. Later, I pursued my graduate studies in English Language Teaching at an English-only university in Japan, where English is used as a *lingua franca*. The change of the purpose of learning English and language environment made me realize that English primarily serves as a tool for global communication among speakers with different native languages, and that English teaching methodologies should be localized to better meet the needs of diverse student populations. I also began to realize that in environments where English functions as a *lingua franca*, learners may perceive teachers and teaching methodologies differently from the perspectives advocated by native-speakerism.

There has been considerable research on the topic of "native-speakerism" since this term has emerged, and research has shown its impact on non-English-speaking countries' English education, including Japan (Kubota, 2022). Native-speakerism has brought issues such as prejudice and discrimination towards both NEST and NNEST (Tsurii, 2019), and has also hindered students' development of critical thinking skills and their ability to challenge authority (Holliday, 2005). Consequently, there have been calls for a reevaluation of such attitudes and for reforms in English language education practices. In Japan, several institutions have begun to respond to these calls, working to challenge entrenched attitudes

toward native-speakerism and adopt teaching methodologies that reflect the reality of English as a Lingua Franca (ELF). For instance, new colleges within traditional Japanese universities, such as the School of International Liberal Studies at Waseda University, have been established to foster students' English language proficiency in ELF contexts. Furthermore, English-only universities such as Asia Pacific University (APU) and Akita International University (AIU) have been created to provide learning environments conducive to ELF, promoting the integration of students from diverse international backgrounds (Wadden & Hale, 2019). At AIU, for example, all courses are taught in English, and students are required to participate in English-medium programs abroad as a graduation requirement. The university also hosts exchange students from a wide range of countries, further solidifying the role of English as a *lingua franca* on campus.

My attention is to explore students' attitudes toward "native-speakerism" within such an ELF context, and to explore how they perceive their teachers, both NESTs and NNESTs. Accordingly, this research is designed as a pilot study to address the following research question:

What are students' attitudes toward "native-speakerism" within an ELF learning context?

Literature Review

Native-Speakerism in Japanese Higher Education

Research has shown that the prevalence of "native-speakerism" has resulted inequities that have had detrimental effects on English higher education in Japan. For instance, regarding educational institutions, Houghton and Rivers (2013) examined employment practices in higher education and highlighted that "while 'non-native speakers' are certainly victims of prejudice and discrimination at the pre-employment stage, 'native speakers' are also victims of prejudice and discrimination at the post-employment stage." Furthermore, the influence of native-speakerism on hiring practices is evident in university prospectuses, which often emphasize "English conversation" and "language skill training" provided by "native speakers" to attract prospective students (Tsurii, 2019). These researchers advocate for a more nuanced understanding of the diverse linguistic and national backgrounds of educators and the broader purpose of learning English—as a *lingua franca*—in a globalized world.

Native-Speakerism Among Japanese Teacher Trainees

Regarding teacher trainees, Lowe's (2022) research on native-speakerism among Japanese teacher trainees shows the influence of native-speakerism on teachers' beliefs about the

English language model, the qualifications of English language teachers, and acceptable teaching methodology. Similarly, Matikainen's (2019) study demonstrates that after a course that introduces *Methods for Teaching English as An International Language*, teacher trainees form several small but important beliefs that counter native-speakerism. This shift is particularly encouraging for NNESTs, who have historically been regarded as less qualified compared to NESTs due to the pervasive influence of native-speakerism.

Native-Speakerism Among Japanese English Learners

Research on the impact of native-speakerism on learners suggests that it leads to students' passive attitudes toward learning. Moreover, students influenced by native-speakerism tend to be reluctant to challenge authority and struggle to develop critical thinking skills, which are regarded as essential competencies in modern society (Holliday, 2005).

Despite the pervasive influence of native-speakerism, several Japanese higher education institutions now provide an all-English learning environment. These ELF settings offer opportunities for individuals to critically reflect on the use of English and, potentially, on the concept of "native-speakerism." Akita International University (AIU), where I pursued my master's degree as an international student, serves as a representative example. At AIU, students use English as a *lingua franca* for both academic and daily interactions on campus, making their attitudes toward "native-speakerism" a valuable lens through which to examine its impact. Furthermore, such attitudes can help assess whether the efforts of Japanese higher education to create an ELF environment have been effective. Therefore, this study seeks to explore AIU students' perspectives on "native-speakerism" within this diverse and international ELF learning environment.

Methodology

This pilot study is a qualitative research centered around the use of Critical Discourse Analysis (CDA) as an analytical approach for unraveling the (ex)(im)plicit thoughts of two ELF students in regards to "native speakerism". CDA views social phenomena as constructed rather than natural, enabling researchers to delve deeper into the co-constructed dynamics of discourse. Specifically, the strand of CDA developed by scholars such as Norman Fairclough during the 1980s and 1990s emphasizes the relationship between "language and power" or "language and ideology" (Cameron, 2001). This approach allows researchers to uncover institutionalized forms of oppression through discourse analysis. Given that this study seeks to explore these two students' attitudes toward "native-speakerism" and

investigate whether such attitudes reflect the influence of native-speakerism, I deemed that CDA was the appropriate method for analysis.

Participants

Two participants from AIU were interviewed for this study. Table 1 provides an overview of their language learning experiences. AIU is an English-medium university that hosts international students from over 200 partner universities across 50 countries, many of which are non-English-speaking. This creates a multilingual and multicultural environment where English functions as the *lingua franca* for communication on campus, which provides a valuable lens to examine the impact of "native-speakerism" within ELF context.

Table 1

Basic Information about the Two Participants

Name	Nationality	L1	L2	Degree Type	Time Spent in This University
Mei	Chinese	Mandarin	English Japanese	Graduate Student	20 months
Taro	Japanese	Japanese	English Mandarin	Undergraduate Student	32 months

Data Collection

The purpose of the interview was to explore participants' attitudes toward "native-speakerism" by encouraging them to reflect on relevant aspects of their past English learning experiences. I selected structured interview format as it allows researchers greater control of topics over the interview process (Nunan, 2004). By answering predetermined and organized questions, participants were able to concentrate on topics directly related to the research focus. When designing the questions, I referred to the question list developed by Wang and Fang (2020), as these questions had already been piloted in their study and were proven effective in eliciting participants' explicit attitudes toward native-speakerism as well as their underlying beliefs. The interview questions are presented below.

1. During your English learning process, when did you start learning from native English-speaking teachers (NESTs)? What was your impression of your NESTs?
2. In your opinion, what are the differences between NESTs and NNESTs? In other words, what are the different characteristics they have? How do these differences influence their teaching practices?
3. Do you prefer NNESTs' courses or NESTs' courses at the university?

4. What is your understanding of native-speakerism? Can you think of any examples of native-speakerism based on your English learning experiences at universities?
5. What do you think of the future of English language teaching in Japan?

Procedure

Prior to the interviews, I invited friends and classmates at AIU who are non-native English speakers to participate. Two individuals accepted the invitation and were interviewed separately within one week. To ensure high-quality recordings and minimize distractions, the interviews were conducted in self-study rooms within the library, where privacy was maintained, and interruptions were avoided.

At the beginning of the interview, I explained to the participants that the purpose was to gather their attitudes toward different types of teachers—NESTs and NNESTs—based on their English learning experiences. After this, I proceeded to ask the questions outlined in the "Data Collection" section. I did not explain the definition of the term "native-speakerism" until just before asking the fourth question: "What is your understanding of native-speakerism? Can you think of any examples of native-speakerism based on your English learning experiences at universities?" This approach was intended to prevent the definition from influencing participants' initial responses regarding their impressions of NESTs and NNESTs.

After the interviews, I used a free online program called "iFLYTEK" to transcribe the audio recordings into text files. I then carefully reviewed the transcription by listening to the recordings and made necessary corrections to ensure accuracy.

Analysis

As above-mentioned, Critical Discourse Analysis (CDA) was selected as the analytical approach for this study; specifically, Cameron's (2001) strand of CDA. As it is customary in this type of analytical approach, I carefully read through the transcription and highlighted words, phrases, and sentences in the participants' responses that related to their general attitudes toward native-speakerism, as well as their descriptions of the differences between NESTs and non-native NNESTs.

Results and Discussion

This section will first present the findings regarding the two participants' general attitudes toward native-speakerism, which were both found to be negative to some extent. Next, a

table will be provided that categorizes the participants' detailed descriptions of their impressions of NESTs and NNESTs, highlighting both differences and similarities. Finally, I will compare the participants' detailed descriptions with their general statements of their attitude to examine whether there is consistency or inconsistency. This comparison may reveal whether or not native-speakerism has influenced their attitudes.

Attitudes Towards Native-Speakerism: One Needs to Learn to be a Teacher and Both Types of Teacher Have Their own Advantages

Neither of the participants was familiar with the concept of native-speakerism prior to my explanation. The exact way in which I defined native-speakerism to the participants can be found in Extracts 1 and 2; however, the essence of my explanation is as follows: Native-speakerism has two ideas. First, the English spoken by native speakers is the final learning model for English learners; and second, the native English-speaking teachers are better at teaching English than non-native English-speaking teachers.

Upon learning the definition of native-speakerism, Mei immediately expressed her negative attitude toward it, stating, "Oh, I don't think so." She then pointed out what she believed to be the core factor contributing to qualifications of teachers: "One needs to learn to be a teacher."

Extract 1:
R: Researcher
M: Mei

> R: That's great. Then um have you heard a word, a term, which is native speakerism?
>
> M: No, but I think it, is this. uh, is it about like the native speakers are the best?
>
> R: Yeah, in terms of the English learning models, they are the final models of uh English learners. And also, uh, uh, there is a another uh, meaning that native English speaking teachers are better at teaching English than non-native English speaking teachers.
>
> M: oh, <u>I don't think so</u>. Because one <u>need to learn to be a teacher.</u> They are not born teachers. You know that, right? So I think it is unfair to say that native speaker are better teachers for teaching learnings, for teaching English. yes. I

think I am a Chinese native speaker, but I cannot say that I can teach Chinese. You know that, right?

When stating her reasons for why she did not agree with native-speakerism, Mei mentioned that in terms of being a good teacher, the training process matters. Mei pointed out the aspect that is often ignored when people are having a debate about the advantages and disadvantages of NEST and NNEST, which is the professionalism of the job as a teacher. No matter how fluent and accurate a NEST or NNEST is in English, the ability to perform English well does not necessarily mean one can teach others. Teaching is professional work and requires training and a large amount of practice.

As for Taro, he didn't comment after I explained the definition of native-speakerism. Instead, he straightly talked about the different advantages of NEST and NNEST. He said "about daily conversation, the native speakers can teach better" but in terms of "the grammar, I think Japanese non-native teacher can teach us." His response recognized the language model provided by NEST but objected to fully accepting the idea of native-speakerism that prioritize NEST in terms of every aspects.

Extract 2:
R: Researcher
T: Taro

R: Okay. Thank you. Then uh, here is a word, a term, native speakerism. Have you heard of this before?

T: Um, no.

R: Okay. So uh this refers to, it has two meaning. The first one is that for us English learners, our final goal, our final model is the native English speakers. This is our language model. This is one meaning and second meaning is that native English-speaking teachers are better at teaching English than non-native English-speaking teacher. The first one is language model, the second one is they are good at, they are better at teaching. So um do you, have you, have you experienced such?

T: In the daily bases, <u>about daily conversation, the native speakers can teach better</u>. Because they know much, much more we can use in the daily

> conversation, so kind of active English. They can teach. But non-native teachers has limited words. This will make the teaching limited at the daily conversation level. But the grammars or the English level that we shall learn for the entrance examination, the grammar, I think Japanese non-native teacher can teach us, because I also learned English by Japanese, so we have a commonsense. They know what I think, kind of feelings, so in the grammars, some kind of for test or exam, Japanese professor or Japanese teachers can teach us better.

Participants' Descriptions of Their Impression NEST and NNEST

The participants' descriptions of their impressions of NESTs and NNESTs are categorized in Table 2. Both participants talked about the differences between NESTs and NNESTs in terms of their respective advantages and teaching styles, as well as situations in which NESTs and NNESTs could be considered similar.

Table 2

Participants' Descriptions of Their Impression of NEST and NNEST

	NEST		NNEST
Differences in Advantages	Mei	Pronunciation	---
	Taro	Daily use/active English	Examination preparation
		Fluency	Common feeling
Differences in Teaching style	Mei	More open-minded	Persuasive
		Relaxing	Teacher-centered
		Involved	
		Friendly	
	Taro	Casual	Grammar-based
		Less attention to tiny mistakes	Focus on tiny mistakes
		Scary at the lower level	More comfortable at the lower level
No difference	Mei	How to teach matters	
		No differences in reading class	
	Taro	No differences at higher level	

By examining both the participants' general attitudes and their detailed descriptions of NESTs and NNESTs, I noticed that some aspects were consistent, while others were not. In the following section, I will focus on these discourses and interpret them in light of the potential influence of native-speakerism.

Discourse Associated with Native-Speakerism: NEST Has Better Pronunciation and More Active English, While They are Scary to a Lower-Level Learner of English

The differences outlined in Table 2 may reflect subjective expressions based on the participants' observations and reflections on their English learning experiences. However, from the perspective of Critical Discourse Analysis (CDA), these differences could also be seen as manifestations of hidden native-speakerism, which conceals itself under the guise of being "different but equal" and naturalizing the discriminative beliefs associated with native-speakerism by normalizing the differences.

When both participants discussed the advantages and teaching styles of NESTs, they sometimes implied a preference for these practices, suggesting that such attributes were aspects that NNESTs could not replicate. For example, Mei highlighted the advantage of better pronunciation among NESTs.

Extract 3:
R: Researcher
M: Mei

> R: Uh, I see, I see. Then do you have any preference of these two kind of teachers' class, native speaker teachers' class, or non-native?
>
> M: I don't really have a preference because I think both of them are necessary. For example, when you are trying to debate or you are trying to talk, of course, a native speaker may, may like they will correct your pronunciation and you will hear the native speakers. But for reading class, I think, well, it doesn't really matter if it is a native speaker or not.

Mei implied that NESTs might be more effective at correcting students' pronunciation. However, as English is used as a *lingua franca*, the primary focus of pronunciation is mutual understanding (Shimizu, 2011). Native speakers with different accents can offer diverse models of pronunciation, helping students understand the real-world usage of English, but the emphasis is placed on core pronunciations that do not impede communication. These core pronunciations need to be trained among both NESTs and NNESTs (Jenkins, 2000). Mei's attribution of superior pronunciation correction to NESTs could be viewed as a misunderstanding of the teacher's role, influenced by native-speakerism.

The second example is that Taro talked about the advantage of NEST that they knew more daily use of English and their English was "active".

> *Extract 4:*
> Taro: In the daily bases, about daily conversation, the native speakers can teach better. Because they know much much more we can use in the daily conversation, so kind of active English. They can teach. But non-native teachers has limited words. This will make the teaching limited at the daily conversation level……

Admittedly, native speakers of English, due to their cultural background, may find it easier to engage in daily conversations in English. However, in the context of ELF, the "English daily conversation" that learners often encounter does not typically occur with native English speakers (Jenkins, 2000). Successful communication in this context requires intercultural sensitivity and an understanding of how conversations are shaped by the cultural backgrounds of the speakers. Therefore, both native and non-native English teachers need to be trained. Taro's perception that NESTs are better at daily conversation may stem from the influence of native-speakerism, which positions NESTs as the ideal model for English learners. In this regard, while Taro sought to reject native-speakerism by highlighting the advantages of both types of teachers, his differentiation inadvertently led him to embrace another form of native-speakerism, one that upholds the spoken language of native speakers as the better model for English learners.

Furthermore, Taro mentioned twice (Extracts 5 and 6) that he felt "scared" when taking courses taught by NESTs during his first year of college, suggesting that he did not always view NESTs as better than NNESTs. He preferred to take courses with NNESTs at the lower levels of English proficiency, and only when his English reached a higher level did he feel comfortable switching to courses taught by NESTs.

Extract 5:
R: Researcher
T: Taro

> R: Ok, I see I see. Yes, that's quite different from my experience. So, um so you have two answers. you have two types of native-English speaking teachers. You had native English-speaking teachers at high school, although they just

just talk to you a little, but there are also another type of teacher. That is, is at university. Then, what, what's your impression of native English teacher at university?

T: The first time I was scared. Yeah, I was not used to, kind of sweat. Yes, my feeling was scared. It was the best expression for me and after one month, two months, I was used to speak. At that time, I felt interested. Oh, yeah, I know I can, I can speak English. A little, a little, like that. So enjoyable. And now I don't have sense of scary towards native speakers, first time but the first time here at the university, I was scared.

Extract 6:

R: I see. Yeah, that's very… um… very different style. Ok let's say in the university, at the university, you have both uh courses uh from Japanese teachers of English and native English-speaking teacher. Do you have any preference?

T: Yeah. Em. In first level of my EAP course, I preferred to take the non-native English teacher. Because I was so scared to speak with native speakers. Yeah, I want to take the Japanese professors but after several, now, third grade, I don't have such kind of preference. I decide whether the professor is interest or the class is exciting or not. Now I don't have such preference, but on the first grade, I preferred a non-native English professor.

The fact that Taro attributed his anxiety towards NNESTs to his low level of English during his freshman year, rather than to factors such as cultural unfamiliarity, more complex course content, or the teacher's strictness, suggests that he believed he needed to attain a sufficient level of English proficiency and do enough practice before he could effectively communicate with or learn from NESTs. This belief can be interpreted as an influence of native-speakerism, since it posits that NESTs provide "better language model" so learners need to attain a certain basic level before they can learn from the better language model.

Conclusion

Both students expressed negative attitudes toward native-speakerism to some extent; however, their discourses still contained elements associated with native-speakerism, indicating that they remained influenced by it. This contradiction may be attributed to the conflict between the pervasive presence of native-speakerism in Japan's English education system and the ELF environment at this English-only university. While the students were unable to

fully escape the influence of native-speakerism, they began to recognize its negative effects and irrational aspects. Therefore, despite the ongoing influence of native-speakerism, both students also articulated discourses that counter it, suggesting the emergence of their identities as learners of ELF. At the same time, they began to critically reflect on what is of true importance to them as learners of ELF.

The results of this study have several implications for the development of both NNESTs and NESTs. For NNESTs, the focus should be on continuously improving their English proficiency in order to serve as effective models for students, demonstrating how English is used in real-world contexts. For example, NNESTs could enhance their ability to conduct "daily conversation", which is one of the concerns mentioned by Taro. NNESTs should recognize that English, when used as a *lingua franca*, involves communication not only with native speakers but also with speakers from diverse linguistic backgrounds. Thus, the goal is not necessarily to use "correct" English, but to facilitate mutual understanding within an intercultural communication framework. This skill develops through ongoing interaction with other English speakers and self-reflection. As NNESTs continue this process, they will improve in their ability to conduct "daily conversations", an area that was previously seen as a shortcoming. Additionally, adopting the above attitude toward learning and using English within the context of ELF serves as a powerful model for students, demonstrating how English is actually used globally and positively influencing their attitudes toward learning and using the language.

For NESTs, while they remain an important model for English usage, it would be beneficial if they could raise students' awareness of the diversity in English use, emphasizing that multiple ways of using the language can lead to successful communication. One practical approach to fostering this awareness is for NESTs to prioritize meaning over form when offering corrective feedback. By doing so, experiences like Taro's—where students feel anxious or intimidated by NESTs—may be minimized, and NESTs can become more effective language models, even for students at lower levels of proficiency.

Functioning as a pilot study, the findings of this research provide some insights into university students' attitudes toward native-speakerism in Japan, an area that deserves further investigation and discussion. To further explore the influence of native-speakerism in Japan and generate ideas for practical applications, future studies could collect data from more participants at a broader range of universities. Additionally, as the high school years are also an important stage for shaping students' beliefs and attitudes toward English learning

methods and usage, investigating the attitudes of high school students would be a valuable direction for future research. Furthermore, as I am an English learner myself, this may have influenced the participants' response and my interpretation of the results. Conducting similar research by a native English-speaking researcher might offer an interesting perspective on the issue examined in this paper.

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Connecting Students to the World through Podcasts: Using Podcasts as a Pedagogical Tool for Teaching Global Issues

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Abstract

The rapid growth of SNS has spurred innovative pedagogy, integrating foreign language learning with global communication via technology. This paper introduces a project where Japanese university students learning English create 3-episode podcasts on global issues. Working in groups of 3-4, students select topics under the umbrella term of 'global issues'. Utilizing SNS, news, and research, they produce podcasts lasting 10-60 minutes, inviting classmates from other groups to discuss their chosen issues. This practice then creates a classroom-wide interconnected podcast project where students learn from and teach each other, critically examining their topics through cross-referencing and discussion. These episodes showcase students' understanding of their topics, ability to think critically, and cross-cultural empathy. Through 21st-century technology and classroom collaboration, this practice cultivates globally conscious individuals actively engaged in understanding world cultures and conflicts.

要旨

SNS の急速な成長は、外国語学習とテクノロジーによるグローバルコミュニケーションを統合する革新的な教育学を促進している。 本稿では、英語を学ぶ日本の大学生が地球規模の問題をテーマにした 3 話構成のポッドキャストを制作するプロジェクトを紹介する。 学生は 3 ～ 4 人のグループに分かれ、グローバルな問題に関連するトピックを選択します。 SNS、ニュース、リサーチを利用して、10 ～ 60 分のポッドキャストを作成し、他のグループを招待して、選択した問題について話し合います。 この実践により、教室全体で相互接続されたポッドキャスト プロジェクトが作成されます。 これらのポッドキャスト番組は、生徒のトピックへの理解、批判的に考える能力、異文化への共感を示している。21 世紀のテクノロジーと、教室のコラボレーションを通じて、世界の文化や紛争の理解に積極的に取り組むグローバル意識の高い人材を育成する。

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The rise of podcasting as an educational medium provides unique opportunities for engaging learners in authentic communication. In Japan, where English is often learned in isolation from authentic contexts, integrating podcasts into the curriculum offers a bridge to global communication. By creating podcasts on global issues, students actively engage in research, discussion, and production—fostering not only language skills but also intercultural competence. This paper examines the implementation of such a project, evaluating its potential to align technology, language learning, and global issues in education.

Podcasting as a medium for content delivery and discussion has seen remarkable growth, beginning in 2004 when the term was first coined (Cochrane, 2005) and surging in popularity during the 2020 COVID-19 pandemic (Grunow, 2021, p.132). The concept of incorporating podcasts into education, particularly language learning, is not entirely new, yet it remains underutilized as a staple in the language classroom. With podcasts being widely accessible, an increasing number of teachers are now creating their own podcasts as supplementary lecture material, providing students with opportunities to review course content outside of the classroom (Heilesen, 2010). By offering students additional listening materials, these podcasts enrich the overall input students receive, which is essential for language acquisition.

Research supports the benefits of podcasting for familiarizing students with course material. Jain and Hashmi (2013) demonstrate that students who regularly listen to course-related podcasts become more acquainted with the content, enhancing their test performance and overall comprehension. However, familiarity alone does not guarantee deep learning. As Kozhevnikova (2019) argues, the quality of language exposure, not just the quantity, is crucial for effective language acquisition. Authentic and semi-authentic materials, which mirror real-world language use, are more conducive to meaningful learning than strictly academic or scripted content. This is where podcasts hold a unique advantage: they offer a window into authentic language use, exposing students to native speakers, diverse dialects, and real-world applications of language. For decades, language educators have sought resources that provide this level of exposure, and podcasts are uniquely suited to meet this demand.

Yet, while listening to podcasts undoubtedly bolsters students' listening skills, it may not alone be sufficient for holistic language development. To transition from receptive to productive language skills, students must have opportunities to actively engage with and

produce language. One common solution is to have students discuss the podcast material, perhaps through questions or summaries. A more innovative approach, however, involves asking students to create their own podcasts. This task not only allows students to process and discuss what they have learned but also requires them to apply their language skills in producing a coherent piece of media. Particularly within content-based language learning (CBLL) and content-language integrated learning (CLIL), podcast creation provides a platform for students to demonstrate subject-matter proficiency, encouraging deeper engagement with the topic and fostering connections with other students' work. By integrating podcasting into language education, educators can address critical global issues, fostering an awareness of global interconnectedness while simultaneously developing linguistic and intercultural communication skills.

While podcasting projects offer immense educational benefits, they are not without challenges. Time management emerges as a significant hurdle, as students must navigate multiple phases—research, scripting, recording, and editing—all of which require careful planning and coordination. Additionally, group dynamics and conflicting schedules can make collaboration difficult, particularly when balancing this project with other coursework. Instructors also face a substantial time investment in providing scaffolding and feedback. However, these challenges are outweighed by the benefits: podcasting fosters critical thinking, digital literacy, and intercultural communication skills while encouraging students to engage deeply with global issues. With proper guidance and clear timelines, the collaborative and creative nature of podcasting can transform these difficulties into meaningful learning opportunities.

The interactive, conversational nature of podcasting—often featuring a host-and-guest format—further enhances its suitability for language learning, especially within intercultural communication courses. In discussing global issues, as is the main focus of this particular use of podcasts in education, students gain experience in articulating perspectives, analyzing complex information, and engaging in meaningful dialogue. The act of creating a podcast fosters critical thinking and presents students with an opportunity to slow down and engage deeply with a subject, as opposed to the rapid consumption of information that characterizes much of today's media environment. By producing a well-considered piece of media, students can showcase both linguistic and analytical skills, bridging knowledge with practice in a tangible way.

Podcasting, due to the ubiquity of smartphones and recording devices, is highly accessible to students, offering them a platform to contribute their voices in meaningful ways. By incorporating podcast projects into the curriculum, students have invaluable opportunities to develop skills that extend well beyond the classroom, including digital literacy, media production, and collaborative work. Heilesen (2010) observes that students often perceive podcasting as a beneficial supplement to their regular studies, enabling them to engage with content in a more flexible and self-directed manner. Furthermore, when embedded in courses addressing global or intercultural topics, podcasting may allow students to personalize their learning by selecting subjects of interest and appropriate level (Howland, et al., 2024). This personalized approach fosters a deeper connection to the material and is particularly valuable in language courses, where students can enhance proficiency by exploring topics that align with their personal or professional goals.

Sergis and Sampson (2019) highlight the effectiveness of project-based and problem-based learning strategies in cultivating deep knowledge acquisition. Podcast development incorporates elements of both approaches. Students must research their chosen topics, organize their findings, and articulate ideas in a manner that is both engaging and informative. This process encourages critical thinking while also promoting communicative competence, digital skills, and subject-specific knowledge. As students transition from consumers of information to active creators, they engage in higher-order thinking, applying their research to create original content that reflects their understanding.

While much of the existing literature on podcasting focuses on teacher-produced content as a supplementary learning tool, this perspective overlooks the transformative potential of student-created podcasts. Shifting the focus to student-led production allows educators to foster a more dynamic and interactive learning experience. By creating their own podcasts, students take ownership of their learning, develop a unique voice, and practice language skills in authentic, purposeful contexts. This method also aligns with content-based language learning (CBLL) and content and language integrated learning (CLIL), as it combines subject matter exploration with language development. Podcasting, in this way, becomes a tool not only for language acquisition but also for empowering students with skills that are increasingly relevant in the digital age.

Comparison With Existing Practices

Intercultural communication is vital in today's interconnected world, requiring the ability to navigate cultural differences with empathy and understanding. Studies emphasize the

importance of exposing students to diverse perspectives (Brunell, 2013; Devran, 2010). Incorporating global issues into language learning fosters this skill, aligning with CBLL and PBL frameworks.

Podcasting as an educational tool has been shown to enhance digital literacy, listening skills, and critical thinking (Heilesen, 2010; Azizi et al., 2022). By engaging students in content creation, it also addresses Bloom's higher-order thinking skills (Collins, 2014). Podcasts provide authentic input and encourage meaningful output, bridging the gap between receptive and productive skills (Kozhevnikova, 2019).

One significant factor negatively influencing student motivation in language learning is the lack of contact with the target language (Doiz et al., 2014). Podcasts provide accessible, authentic, and semi-authentic language input that students can engage with freely, especially as internet access becomes increasingly widespread. Prior to the rise of podcasts, Earp et al. (2006) experimented with student-produced mini-films in a foreign language, yielding varied outcomes, while Frydenberg (2006) and Lazzari (2009) asked students to create summary articles for peer review. These exercises demonstrated that students could creatively step into teaching roles, underscoring their ability to learn through content creation. Building on this, Lee et al. (2008) encouraged senior students to produce podcasts for entry-level students, finding that creative media can be highly effective in peer-to-peer educational settings. However, while such projects foster communication networks among students, they do not inherently address global issues or intercultural communication, two vital areas in today's interconnected world.

Podcasts and Global Issues

In the context of global issues, Brunell's (2013) research highlights a key insight: students become more interested in global citizenship when they are exposed to relevant topics, emphasizing the teacher's role in introducing these themes. Notably, Brunell (2013) found that fewer than 50% of students across various institutions valued discussions about politics or global matters with family, indicating an overall lack of engagement with global issues. This trend may be particularly pronounced in Japan, where history education tends to be generalized, with numerous critiques highlighting the need for improved historical awareness and cultural understanding (Momoki, 2022; Nozaki, 2008). Given this landscape, fostering intercultural communication skills is crucial, as understanding different perspectives is essential in a globalized world (Devran, 2010). For students, this means

recognizing that the interpretation of a message may vary drastically across cultural contexts—a skill that is indispensable in intercultural communication.

The creation of podcasts, particularly when focused on educating peers and researching issues present today, could, therefore, deepen students' engagement with global news. By exploring topics like the UN Sustainable Development Goals (SDGs) through podcasts, students practice articulating ideas about global challenges in culturally sensitive ways, mirroring the skills required for real-world intercultural exchanges. Fernandez et al. (2009) observed a positive correlation between podcast creation and students' confidence in their learning. Extending this logic to global issues, student-created podcasts may help learners better grasp and retain information on topics they research, preparing them for thoughtful, informed discussions. Heilesen (2010) supports this by noting that reformatting information for communication significantly enhances information retention. Collaborative podcast projects in particular, which may involve speaking in a second language, offer equitable benefits for students of varying abilities, as shown by Lucker et al. (1976), who found that interdependent coursework enables lower-level students to improve without negatively impacting higher-level students.

Effective collaboration in podcast projects goes beyond mere participation; it involves actively engaging with peers' ideas and thoughts (Kuhn, 2015). This engagement requires students not only to respond to what has been said but to contribute insights that address gaps or expand on previous points. Such dynamic interaction aligns well with the goals of an interdependent podcast project, fostering both listening and productive speaking skills. Azizi et al. (2022) affirm the positive impact of podcast creation on student knowledge output, listening comprehension, and speaking ability. Thus, students engaged in collaborative podcast projects are not only practicing intercultural communication but are also building expertise in their chosen topics. By crafting and sharing their insights through podcasts, they solidify their understanding and contribute meaningfully to discussions on global issues, demonstrating the profound impact of active, creative learning.

Teacher approval of topics plays a crucial role in ensuring that the podcasting activity aligns with its intended focus on global issues and intercultural communication. By carefully evaluating and approving students' chosen topics, teachers can guide them away from subjects that are overly localized or conducted primarily in their native language. Instead, teachers can encourage students to explore themes that connect to broader global contexts, such as the Sustainable Development Goals (SDGs), cross-cultural perspectives,

or international case studies. This approach ensures that the activity moves beyond the realm of technological skill-building and fulfills its purpose of fostering global awareness and intercultural understanding.

Description of the Practice

This project was developed with the premise that students gain a deeper understanding of complex topics by taking on the role of teachers. Implemented in a Japanese university, it targeted students majoring in intercultural communications or English, who possessed varying levels of English proficiency. The primary goal was to engage students with topics related to global issues, intercultural communication, and the Sustainable Development Goals (SDGs). Given the vast scope of these topics, it would be challenging for an instructor to address them comprehensively in a 15-week semester. To overcome this limitation, the creation of three-episode mini-podcasts allowed students to deeply explore their interests while simultaneously teaching and learning collaboratively.

Each group, composed of three to four students, selected a topic under the umbrella of global issues. Teacher approval of topics ensured alignment with the project's objectives, with students commonly choosing themes such as climate change, gender equality, and poverty. This approach, supported by Lee et al.'s (2008) findings on the educational value of student-generated podcasts, emphasized the benefits of peer-to-peer learning. Although designed for second-language learners, the collaborative and research-driven nature of the activity makes it equally adaptable to native-language contexts.

Overview of the Unit

The project spanned eight to 14 sessions, detailed in Appendix A, and was structured into six phases, as outlined in Table 1. Each podcast episode was approximately 20 minutes long, with durations adjusted to match students' proficiency levels. Collaboration occurred on two levels: within groups, as students worked together to create podcasts, and across groups, through guest appearances and discussions. These interactions simulated intercultural communication on a smaller scale, helping students develop a deeper understanding of diverse perspectives.

The process was designed to accommodate varying student interests and strengths. Group roles—such as hosts, managers, and engineers—allowed individuals to contribute based on their skills, whether in speaking, organization, or technical work like editing. Accessibility was ensured through tools such as smartphones, laptops, and user-friendly software like

Audacity or GarageBand. This minimized technological barriers while fostering creativity through the integration of music, sound effects, and personalized introductions and outros.

Table 1

Project Workflow for Podcasting Activity

Phase	Description
Introduction to Podcasts	The project began with an exploration of podcasting as a medium, introducing students to its potential for education and storytelling. Examples and discussions helped highlight its relevance to global issues and intercultural communication.
Topic Selection	Groups chose topics aligned with SDGs or other global concerns. Teachers guided the selection process to ensure the topics were both researchable and globally significant.
Research and Planning	Students conducted thorough research, structured their episodes, and outlined potential content such as interviews or discussions. The focus was on critical analysis and connecting their topics to broader global contexts.
Recording and Editing	Students used readily available tools to produce their podcasts. This phase emphasized collaboration, as students combined their research and creative skills to craft engaging episodes.
Peer Review and Feedback	Groups listened to each other's podcasts and provided constructive feedback. This step promoted reflection, critical listening, and further refinement of their work.
Final Reflection	Both students and the instructor reflected on the overall process, discussing the challenges and successes of the activity.

Note. SDGs = Sustainable Development Goals.

Podcasting, implemented as a classroom practice over eight or more sessions, provides teachers with an opportunity to tap into the diverse talents and interests of their students (Fernandez, 2009). This activity is designed to cater to different strengths: students who enjoy speaking can take on hosting roles, those interested in organization can focus on managing tasks, and those with creative inclinations can contribute to the technical or artistic aspects, such as editing and sound design. Framed within podcast terminology,

these roles can be classified as hosts, managers, and engineers. Given that most students today have access to smartphones or computers with built-in recording software, this practice is highly adaptable and easily integrated into modern classrooms.

Students are encouraged to choose topics that interest them, provided they align with the instructor's broader umbrella theme. Through in-depth research, students identify connections between their chosen topics and those of their peers, reinforcing the collaborative and interdisciplinary nature of the activity. Once the research is completed, students develop their podcasts, incorporating personalized introductions, outros, and background music. This creative process not only brings enjoyment to the task but also helps students overcome the initial discomfort of recording and listening to their own voices, creating a supportive and engaging learning environment.

Data Collection Procedures During Practice

While the podcast unit was not initially designed for research purposes, data were collected to better understand how students engaged with the unit, the process of podcast creation, and their learning about global issues. The practice was carried out over two rounds with 10 third year university students participating in the first round and 23 students participating in the second round (n=33).

At the beginning of the course, students completed an open-ended survey [Appendix B] detailing their familiarity with podcasts, prior experiences with the medium, and their understanding of podcasts as a tool for cross-cultural communication. Students provided informed consent for their participation to be used for research purposes, with assurances that their consent would have no impact on their grades.

Throughout the unit, students collaborated in groups to research, discuss, and produce three-episode podcasts addressing global issues. These activities aimed to foster critical thinking, intercultural communication, and language development. At the end of the unit, students submitted written reflections capturing their learning processes, emotional responses, and overall perceptions of the project.

All survey questions and reflections were open-ended, allowing students to articulate their thoughts freely. The collected data were analyzed to identify patterns in students' experiences, including their growth in understanding global issues, their ability to articulate

these topics, their intentions to remain informed through podcasts, and the perceived pedagogical value of the podcasting project.

Reflections and Outcomes

Student reflections and the instructor's impressions reveal how podcasts created a collaborative environment for the students and gave them a creative space to learn about global issues at their own pace. Student feedback revealed that researching global topics not only improved their language skills but also deepened their understanding of cultural nuances and worldwide challenges.

Student Reactions

Before beginning this project, most students had little to no familiarity with podcasts or the distinction between podcasts and traditional radio. In-class discussions revealed that only a minority of students were aware of podcasts. Out of 10 students in the first round and 23 in the second round of this activity (*n*=33), only 4 reported listening to podcasts regularly. While the university curriculum includes lessons on podcasts as part of modern media, it is unclear whether students retained this information from earlier courses, particularly as this project was part of a third-year class.

Regardless of their prior level of digital fluency, Campbell (2005) argues that digital skills are meaningful only when students can use them to produce conceptually and critically engaging material. In this project, students demonstrated this ability, as evident in their end-of-semester reflections. They frequently praised their peers' creativity and expressed enjoyment in completing the activity, suggesting that the project successfully fostered digital literacy and collaborative engagement. However, not all reviews of the unit were fully positive. Of the 33 students who completed the project, 6 negative reactions were written in the end-of-unit reflection [Appendix A].

One particularly enthusiastic email from a student stands out. After the entire course had finished, one student asked if continuing the podcast outside of class would be possible, and approval was given. Additionally, some recommendations as to where the student could host this podcast were shared. Other students asked if they could invite guest speakers from outside of the class so that they would be able to discuss their chosen topic with an expert in the field. As long as the discussion could be held in English, this request was met with agreement. While the desire to continue their podcasts is unlikely the opinion of the majority of students, the fact that even one student was keen to continue, and that

a few students were interested in inviting real professionals in their topic indicates that the creation of podcasts left a positive impression and was seen as a useful learning tool.

Impressions From the Instructor's Viewpoint

Given the distinctions between group work and collaborative work as defined by Salomon and Gloverson (1989) and Evans (2020), it was anticipated that students in the course would gravitate toward group work to streamline the task. The instructor even recommended that students divide the planning and production processes into separate tasks, allowing each group member to manage a specific segment independently. However, the students demonstrated a greater appreciation for the collaborative potential of podcasts than the instructor had anticipated. Although students were not explicitly assigned "jobs" or "roles" in the podcast creation process, they naturally assigned tasks among themselves, with individuals volunteering to serve as hosts, contact and coordinate with guest speakers, and manage the music and editing.

This unexpected level of organization and collaboration resembled the dynamics of small companies within each group, surprising the instructor. It became evident that this collaborative approach was crucial to the project's success. Had students opted to divide their work independently, as initially suggested, the intercultural element of the project would likely have been diminished or even lost entirely. Instead, students were required to depend on one another to achieve their collective goals, and they even collaborated across groups for interviews and guest speaker arrangements, fostering a truly collaborative classroom environment.

This collaborative environment allowed students to perceive their work as an interconnected effort, where each component was a building block rather than an isolated piece to be later assembled (Evans, 2020). The resulting podcasts, despite minor errors in English usage and occasional unprofessional audio quality, were highly informative and reflected the students' dedication to producing quality work. The instructor found the experience of listening to these podcasts enlightening; the medium allowed students to effectively share their research and insights, creating a vibrant learning experience for both the students and the instructor. The process highlighted the educational power of podcasts in cultivating both collaborative skills and content engagement in a unique and impactful way. Beyond linguistic proficiency, podcasting encouraged students to critically engage with global issues, developing the empathy and communication skills essential for navigating an increasingly interconnected world.

The use of podcasts as a classroom activity appeared to significantly enhance the depth of student engagement and learning compared to traditional methods. Without this medium, students may have missed the opportunity to engage deeply with their chosen topics and develop the level of expertise necessary for meaningful discussions. Podcasting required students to research extensively, articulate their findings, and present their ideas cohesively, which not only deepened their understanding but also encouraged greater interaction among peers. This process mirrored real-world intercultural communication by fostering collaboration and dialogue in a diverse environment, where students shared insights and built upon each other's work.

The reflective nature of podcasting further contributed to its success. Through creating and listening to podcasts, students engaged in discussions that extended beyond the classroom, demonstrating an awareness of the interconnectedness of global issues. Student reflections revealed how this activity allowed them to explore complex topics at their own pace, while the instructor observed a collaborative and dynamic learning environment that supported creative expression and critical thinking. By requiring students to communicate their findings effectively and invite guest speakers, podcasting created a platform that naturally facilitated intercultural communication skills. In doing so, it provided a valuable framework for students to practice the skills they will need to navigate real-world intercultural exchanges.

Outcomes

Podcasting may improve intercultural skills by providing a platform for students to engage in meaningful, reflective communication about global issues. Through the process of creating podcasts and discussing targeted research, students develop the ability to articulate their perspectives while considering diverse viewpoints and synthesized information. This mirrors real-world intercultural interactions, where understanding and navigating differences in communication styles, values, and contexts are essential. When podcast topics center on global issues, students often research and discuss themes that require them to explore cultural nuances and global contexts. For example, a podcast about climate change may involve examining how it disproportionately affects different regions and communities, fostering empathy and a broader worldview.

Further Considerations

Podcasts are an interesting medium in that they cover a wide range of topics with an even wider range of approaches. Their use in second-language classrooms, therefore, is not limited to solely language learning but expands to content learning and general skill acquisition.

Implications

While this activity can have quite varied results depending on the level and dedication of the students, the number of students who enjoyed and found learning value in the activity indicates that this practice can and should be expanded on for use in other classes. While presentations, essays, and exams are very commonly used to check student knowledge, podcasts can operate in much the same way but with an element of creativity not usually afforded to students. In this way, it can be argued that students may better remember the material they engage with in the creation of podcasts than the material they study just to sit an exam.

Challenges and Alternative Suggestions

Of course, an increase in audible input on global topics that students want to engage in is a dream come true for many educators; however, it is not without its negative sides. For second language learners especially, input alone is known to be insufficient for true mastery of subjects, but for students who struggle to understand the input, creating output may be nearly impossible. Therefore, this practice is limited to students who can operate at a B1 level on the CEFR or higher. Ideally, students would have experience with research and be media literate, otherwise scaffolding for these skills would be necessary before the start of this podcast project.

If the classroom does not allow for technology such as podcasting to be used, it is worth noting that the practice could be completed as a series of panel-style discussions in the classroom. While the research aspects remain much the same, the instructor is then able to input ideas and questions into the discussion. However, students lose the chance to become competent with audio editors and to get the added benefit of listening to their own voices. Language students who listen to their voices can self-correct through the practice of their speaking skills outside of the classroom (Pop, et. al., 2011).

On the teacher's side, there may be some unfamiliarity with the technology required for podcasting that leads to hesitation in implementing this practice. However, speaking from

experience, the students are incredibly used to technology, and they can usually figure technological issues out on their own. Very little instruction beyond what a podcast is and how it should sound is necessary.

Ideally, students who engage in podcast creation in a manner that encourages communication, collaboration, and creativity are students who will be able to go out into the world and engage with it in a way that demonstrates empathy, inquisitiveness, and cross-cultural understanding. In addition, these students will hopefully be able to critically engage with SNS and be adept at 21st-century media skills. If students can continue listening to podcasts, it is hoped that they can also form a mindset that favors continuous learning. Future iterations of this activity could expand the emphasis on intercultural communication by incorporating guest speakers from different cultural backgrounds or requiring students to explore how global issues manifest in various regions.

Lastly, podcasting requires significant time and preparation from both teachers and students. Teachers must provide sufficient scaffolding to ensure that students can manage the technical and research aspects of the project, while students must balance the demands of research, collaboration, and production. Additionally, the extent to which the activity fosters intercultural communication and global awareness may depend on the topics chosen by students and how they interpret their projects' objectives. Despite these challenges, podcasting offers a replicable and adaptable framework that educators can tailor to suit their teaching contexts. By sharing this practice, the paper contributes to ongoing discussions about how innovative uses of technology can promote more engaged and globally conscious learning experiences.

Conclusion

Podcasts have emerged as a powerful medium for communication, bridging audiences worldwide through news, entertainment, and educational content. In a globalized world, equipping students with an understanding of podcasting's value goes beyond language learning; it fosters their development as informed, critical thinkers and global citizens. By engaging in the creation of podcasts, students not only improve their language skills but also deepen their knowledge of relevant topics, gaining valuable experience in researching, analyzing, and presenting complex ideas. This authentic form of media encourages students to take ownership of their learning, developing digital literacy and intercultural competence that are crucial in today's interconnected society. As podcasts continue to flourish, students who embrace this medium will be positioned to contribute thoughtfully

and meaningfully to future societal advancements. Collaborating with peers, including guest speakers or classmates from diverse backgrounds, encourages students to engage in active listening, adapt their communication styles, and appreciate cultural differences. This mirrors the interdependence often required in global and professional settings. By discussing global issues through a podcast format, students learn to frame arguments and ideas in ways that are accessible and relevant to diverse audiences. This skill is critical in intercultural communication, where the clarity and sensitivity of message delivery are paramount. The storytelling and discussion aspects of podcasting require students to present multiple perspectives on an issue. This practice deepens their understanding of others' experiences and encourages critical thinking about how cultural and historical contexts shape viewpoints. Podcasting as a digital medium transcends physical boundaries, allowing students to connect with global audiences and contributors. This reinforces the idea of interconnectedness in today's globalized world and prepares students to navigate the digital landscapes where much intercultural exchange occurs.

Although the findings in this paper are not based on formal research, reflections from students with their permission and reflection from the instructor provide insights into the perceived success of this activity. According to these reflections, students appeared to believe that creating podcasts encouraged collaborative learning and critical engagement with global topics. Many also appreciated the flexibility and creativity that the project allowed, as it gave them space to explore their chosen themes at their own pace. The instructor observed that the collaborative nature of podcasting promoted meaningful discussions and fostered a supportive classroom environment. These reflections suggest that podcasting can be an effective way to enhance students' language skills, critical thinking abilities, and awareness of global issues.

In essence, podcasting serves as a dynamic tool for simulating intercultural communication scenarios, equipping students with the awareness, empathy, and skills to engage effectively in diverse global contexts. Providing students with the skills to create and appreciate podcasts can be seen as an investment in their role as active, informed participants in a globalized world. As the world moves forward and podcasts continue to boom, students who value the authenticity of podcasts will become those who drive society toward the future as well.

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Appendix A

Global Issues-focused Podcast Activity

1. Objectives

Learning Objectives

General Objectives	• To create a podcast that deeply explores a chosen niche • To demonstrate proficiency in researching and verbally integrating researched information with the speaker's opinions
Specific Objectives	• To collaborate and problem-solve creatively through intricate and timely group work • To articulate opinions and research to an audience of peers in unscripted use of the L2 • To utilize recording and editing software such as Audacity or Descript • To illustrate meaning and prioritize information through the use of music and sound effects

2. Activity Context

Students

Number of students	9 Min. 25 Max.

Do students need to use a second language?	Yes
What is the second language?	English
Level(s) in target language:* *** See table at the end of these activities description for reference about these mastery levels.**	Intermediate l CEFR B1 l IELTS 3.5-4.5 lTOEIC 500-700

Comments

University-level or upper-high school students may be able to complete this practice, but students with zero exposure to technology may struggle to meet the technological demands of editing a podcast. Other languages and students' native languages may also be used for this practice.

3. Activity Materials & Prep

Activity Duration

Total duration in minutes:	60–90 minutes
How many sessions?	8-14
Any homework?	At the teacher's discretion

Materials

Material	Devices capable of recording and editing, such as smartphones, laptops, or tablets Software: Audacity, GarageBand, or Descript
Material Type:	Digital device
Material Access:	N/A

Set-Up Instructions

1. Initial class: Prepare an introduction to podcasts including examples

4. Activity Description

Sessions	Activity Instructions
Session1	The teacher introduces podcasts, eliciting student responses about what they know. The teacher outlines project expectations and asks students to choose a topic of interest. Teachers may assign groups or allow students to form groups based on shared interests (the latter option may require additional time). Students are given time to begin researching their chosen topics.
Session 2	Students finalize their topics, and each group gives a short presentation to the class. This allows students to identify potential guests for their podcasts. Groups then outline their three episodes and conduct further research as needed.
Session 3	The teacher introduces podcast intros and outros. Students write their own intros and outros, dedicating time to creativity and collaboration. Students also select music for these segments.
Session 4	Students record episode one. This may take the entire class period due to potential re-recording needs. Alternatively, this session may focus on additional research, with an extra session allocated for recording episode one.
Session 5	Students edit episode one and post it to a shared folder (e.g., Google Drive or Padlet). They then listen to other groups' podcasts and write brief reviews.
Session 6	After listening to other groups' podcasts, students may invite guest speakers from other groups. They can choose an interview or co-host conversational format for episode two.
Session 7	Another day is dedicated to recording and editing.
Session 8	The cycle continues until all groups have completed three podcasts. Groups thoroughly discuss their chosen topics and compare similarities and differences with related topics via guest speakers.

5. Additional Information

Student Testimonials

A few common positive themes in student reflections were as follows: "interesting", "different from [previous projects]", "good for [the] future", and "exciting". Although infrequent, negative themes that appeared included "time-consuming," "hard to think of ideas," and "time management with other groups is challenging."

English Mastery Reference Levels

TOEFL	IELTS	TOEIC	Cambridge exam	CEFR Level	Skill level
Comparison chart of English certificates to European levels					HigherEd me
118-120	9		CPE	C2	
115-117	**8.5**		**CPE**	**C2**	Mastery or proficiency
110-114	8	975-990	CAE / CPE	C2/C1	
102-109	7.5	966-974	CAE	C1	
94-101	**7**	**945-965**	**CAE**	**C1**	Effective operational proficiency
79-93	6.5	900-960	FCE	C1/B2	
65-78	**5.5-6.0**	**785-940**	**FCE**	**B2**	Vantage or upper intermediate
53-64	4.5-5	785-795	FCE	B2/B1	
41-52	4	670-780	PET	B1	
35-40	**3.5**	**550-665**	**PET**	**B1**	Threshold or intermediate
30-34	**3**	**225-545**	**KET**	**A2**	Waystage or elementary
19-29	2.0-2.5	171 -220		A1	
0-18	**1.0 - 1.5**	**120 -170**		**A1**	Breakthrough or beginner

Source: http://www.higheredme.com/2017/04/11/english-test-comparison/

Appendix B

Pre-unit Survey and Post-unit Reflection

Pre-unit Survey

Section 1: Understanding and Use of Podcasts

1. How familiar are you with podcasts? Answers: Very familiar / Somewhat familiar / Not familiar at all (followed by: *Please explain your answer.*)
2. Have you listened to podcasts before? If yes, how often and what kinds of topics or genres do you listen to?
3. What do you think makes a podcast engaging or effective?
4. Do you see podcasts as a useful way to learn or share information? Why or why not?
5. Have you ever created a podcast or similar media content (e.g., a video or audio recording)? If yes, please describe your experience.

Section 2: Global Issues in Modern Media

1. How often do you follow global issues (e.g., climate change, gender equality, poverty) in the media? What sources (e.g., news, social media, podcasts) do you use?
2. Do you think podcasts can be an effective way to communicate and discuss global issues? Why or why not?
3. In your opinion, what role does media play in raising awareness about global issues?
4. Are there any global issues you feel particularly interested in or passionate about? Why?
5. How, if at all, do you think discussing global issues through media, like podcasts, might contribute to cross-cultural understanding?

Post-unit Reflection

Section 1: Understanding and Use of Podcasts

1. How has your understanding of podcasts changed after completing this unit?
2. What did you learn about creating a podcast that surprised or challenged you?
3. Do you see podcasts differently now as a tool for learning or communication? If so, how?
4. What aspects of creating a podcast (e.g., research, scripting, recording, editing) did you find most rewarding? Which were the most challenging?
5. Do you think you will continue to listen to or create podcasts in the future? Why or why not?

Section 2: Global Issues in Modern Media

1. How, if at all, has this unit changed your understanding of global issues?

2. What did you learn about communicating global issues through podcasts?
3. How did working on a podcast help you engage with and think critically about your chosen global issue?
4. Do you think podcasts are an effective way to share and raise awareness about global issues? Why or why not?
5. How, if at all, did this project impact your perspective on the importance of global issues in today's world?
6. How, if at all, did collaborating with your group and listening to other groups' podcasts influence your understanding of global issues?
7. What emotions, reactions, and/or realizations did you experience while researching, creating, and/or discussing global issues?

Author's Biography

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SDG use in Japanese University EFL: Internationalization and Classroom Practice

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Abstract

The Ministry of Education of Japan has incorporated principles of the United Nations' Education for Sustainable Development (ESD) into its educational targets since 2016, influencing university English language classes and the teaching of "global issue" topics such as the SDGs (Sustainable Development Goals) (Edwards & Ashida, 2021; Enkhtur & Rakhshandehroo, 2024). However, the adaptive demands of this directive can leave EFL educators wondering if they have done enough, or questioning how (or if) their teaching facilitates ESD, and the suitability of their specific classroom practices. This paper presents a reflective action research in university academic contexts; conducted between 2017 and 2024, and concerning two specific classroom practices involving the teaching of SDGs. Relevant background of Japanese educational standards and university internationalization is considered. Conclusions indicate that, in the academic settings studied, the SDGs were a positive, useful tool in the accomplishment of language-related goals, but only about half of MEXT's ESD targets were consistently achieved due to various common limitations. Implications for improvements to classroom practice in line with global education are discussed.

要旨

日本の文部科学省は 2016 年以降、国連の「持続可能な開発のための教育（ESD）」の原則を教育目標に取り入れ、多くの日本の大学で起きている国際化の長い軌跡に影響を与えている（Brown, 2017; Kobayashi, 2021）。この国際化は、大学の英語授業にも及び、SDGs（持続可能な開発目標）のような「グローバル・イシュー」を話題に取り上げることも多い（Edwards & Ashida, 2021; Enkhtur & Rakhshandehroo, 2024）。しかし、このような広範な国際化プロセスに参加することで、EFL 教育者は、自分たちは十分なことができたのだろうかと疑問を抱き、自分たちの教育が ESD をどのように促進するのか（あるいは促進しているのか）、また、自分たちの具体的な授業実践が適切なのかどうか、疑問を抱くことになる。大学の教育背景における本省察アクションリサーチは、2017 年から 2024 年にかけて、著者自身の勤務先において、SDGs に関わる 2 つの具体的な授業実践について行われた。日本の教育水準と大学の国際化に関連する背景を考察する。結論として、調査された教育環境において、SDGs は言語関連の目標を達成する上で前向きで有用なツールであったが、様々な共通の制約により、文部科学省の ESD 目標の約半分しか一貫して達成されなかったことが示された。グローバル教育に沿った授業実践の改善への示唆が議論される。

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Should the educational goals of an English language class include producing engaged, global citizens? Perhaps surprisingly, according to the Ministry of Education's explicit statement of Education for Sustainable Development (ESD) principles in 2016, the answer is yes (MEXT, 2016). Japan has been a forerunner and partner with the United Nations in the international approach to education for a sustainable future, requiring elementary through high school curriculum to adopt ESD perspectives in a systemic, top-down program. Some of the goals laid out (Figure 1) include imparting a global worldview, with "fairness, cooperation, [and] responsibility" (MEXT, 2015). While these national curriculum standards stop at the high school level, the university setting in Japan has several further reasons to desire internationalization, which in theory includes producing engaged, global citizens (UNESCO, 2014; Rose & McKinley, 2018).

Figure 1.

MEXT "Aims of the ESD"

(1) Teachers and students elicit issues related to building a sustainable society, centering on the "six perspectives" that constitute the building a sustainable society. **Concepts of sustainable society-building**	(2) Teachers and students acquire the "seven competencies and attitudes" necessary to solve problems in order to build a sustainable society **Competencies and attitudes to be emphasized in ESD**
1 Diversity (variety exists) 2 Interdependence (relating to each other) 3 Limitation (limits exist) 4 Fairness (valuing everybody) 5 Cooperation (cooperating with others) 6 Responsibility (taking responsibility)	1. Ability to think critically 2. Ability to plan with anticipation of a future scenario 3. Ability to think in multidimensional and integrative ways 4. Ability to communicate 5. Ability to cooperate with others 6. Attitude to respect relations and connections 7. Attitude to participate proactively

(MEXT, 2015)

However, these descriptors of students may not align with the actual experiences of EFL educators; in fact, in this author's estimation, true accomplishment of these targets would be a rare feat. I have worked for years in various Japanese university contexts, specifically in the instruction and design of content-language integrated (CLIL) English with global issues as a focus. In coordinating such curricula for nearly a decade, I have experimented with pedagogies, outcomes, and materials in the classroom. This paper discusses classroom settings that are in two completely separate, private universities in different areas of Japan,

where I have taught and designed courses in EFL roughly between the years of 2017 to 2024. Both universities' English programs feature SDG-focused classroom practices. In other words, this paper is being written on the basis of having had first-hand experience in contending with these issues, and my positionality as an author is contextualized by my own experience in assessing to what extent my featuring of SDGs in my classroom constitutes teaching students to "think in multidimensional and integrative ways" (MEXT, 2015)?

In this sense, through the medium of reflective action research, this paper attempts to answer some of the questions that arise in a university EFL classroom awash in SDGs and, sometimes, pressured to appeal to an internationally focused administration. Specifically, why do intermediate-high level university EFL classes so commonly use the United Nations' Sustainable Development Goals (SDGs)? Also, does the practice of teaching the SDGs in a university EFL class meet the goals MEXT has laid out, specifically imparting responsibility and connectedness? To properly investigate these questions, I posit that the context of the classroom, the university itself, and the adaptive demands towards internationalization that MEXT imposes on them, must first be considered.

Internationalization in Japanese Higher Education

"Internationalization" can be summed up as the process of making something more international, but in educational practice this is far from simple. In a review of internationalization in higher education, Rose and McKinley (2018) state that internationalization has been seen both negatively and positively. A negative perspective might point out the financial benefits to universities in attracting foreign students for their tuition, then enjoying their presence on campus without truly offering multi-lingual or multi-cultural perspectives in their curriculum. On the other hand, the positive side of internationalization showcases the universities' improvements in diversity, academic reputation, teaching quality, and graduate employability (Rose & McKinley, 2018). Kobayashi (2021) points out that Japanese internationalization efforts since the 1970's have focused primarily on "welcoming students" from various nations, with the result that internationalization on campus is often equated with student diversity. As the debate about the true nature of internationalization continues, how do these globalizing university environments influence the English language classrooms on their campuses?

Educational Frameworks

The ESD goals put forward by MEXT in 2016 were in many ways sensibly grounded in

various pedagogical theories. From 2005-2014, the United Nations promoted a "Decade of Education for Sustainable Development," with targets such as "critical and systemic thinking, collaborative decision-making, and taking responsibility" (UNESCO, 2014). In 2016, after ESD was officially adopted as part of the national curriculum standards, the Japanese government's guidelines required that students "acquire [...] [the] ability to communicate [...] [and] cooperate with others" (MEXT, 2016). These educational goals, especially for young learners, are valued by various pedagogical frameworks such as Outcome-Based Education, Constructivism, Multiple Intelligence Theory, and not least of all, Global Education. The latter is a language-teaching ideology that aims to combat apathy, foster intercultural connections, and "to enable students with the knowledge, skills and commitment required by world citizens to solve global problems" (Cates, 2002). Teachers like myself who encounter indifferent, sheltered students use global issues content, such as the SDGs, to increase motivation for learning; I have found that genuine interest in solving problems for which we share responsibility can lead to increased engagement. Global issues language education specialist Cates (2002) explained the desired outcomes of Global Education as 1) awareness/knowledge of international issues and cultures, 2) skills with which to engage and communicate internationally, 3) an attitude of cooperation and shared responsibility, and 4) participation/action toward global goals in a community. These pillars have a very familiar ring to them when compared with MEXT's stated educational goals.

How University Context Influences the Classroom

Around the same time as the new ESD standards, the Ministry of Education announced the Top Global University Project (TGUP) , a ranking system through which universities' global initiatives could be compared around the world, with the explicit goal of "enhanc[ing] the international compatibility and competitiveness of higher education in Japan" (Japan Society for the Promotion of Science; Rose & McKinley 2018). Increasingly, SDGs are mentioned in annual TGUP reports (Enkhtur & Rakhshandehroo, 2024), as part of joint programs between university departments, new institutes or centers, or a theme for international events. This can be seen as a direct link between university rankings and internationalization campaigns. Rakhshandehroo (2023) points out that promoting globally-minded Japanese university students has been one of the main objectives of recent internationalization initiatives at Japanese universities. Even though this objective has appeared in numerous university policy statements, it has been mostly associated with enhancing the English proficiency skills of students. (p. 313)

While this may not be true of every university, this potential increased pressure can influence English curriculum and content bias. University-wide "action plans for SDGs" sometimes amount to internationalization strategies, which in turn might be summed up as "accept more international students" and "use more English" (Edwards & Ashida, 2021). Then, this obligation for internationalization might fall disproportionately to the language or liberal arts departments. How much English is on display in the halls? How many English presentation contests, model United Nations, or multicultural festivals can be promoted? What "globalized" classes are being offered, and to whom?

This trend continues as Japanese universities are joining other institutions worldwide that feature increasing English-Medium Instruction (EMI), partly in an attempt to appeal to international students in new ways (Brown, 2017). However, despite funding from MEXT and university rankings being twined together with increased offering of EMI courses (Rose & McKinley, 2018), there is a disconnect between the "belief that EMI automatically leads to language proficiency in English for domestic students" and the reality that many Japanese students are not being prepared for EMI instruction (Brown, 2017; Brown, 2014). While EMI is not offered at every university, and internationalization strategies differ by institution, it is clear that the amount of globalization is only going up, as student populations decrease and many Japanese universities struggle to maintain their enrollment. Thus, classroom practice involving SDGs cannot be examined on merits alone; the wider context of the university is essential to understanding the successes/limitations of, and the pressure imposed on SDG use in EFL practice.

Critical-Emancipatory Action Research of my SDG and EFL Teaching Practice

This study is structured in the vein of what Burns (2009) describes as the *critical-emancipatory* wing of action research, "an empowering approach … addressing broader socially constituted educational structures at the local level." Critical theory, when incorporated into action research, aims to question the social and systemic underpinnings of a practice or its history, in this case, SDG teaching and the internationalization of Japanese universities. Hence, the analysis that henceforth follows contains the expo facto reflections of my own SDG teaching practice in the context of the adaptive demands imposed by both the Universities where I taught as well as the overarching internationalization and ESD pressures from MEXT. The key questions that this reflection is aiming to answer are: 1) Why my universities use SDGs so much, and 2) Are the implicit goals of Japan's Ministry of Education are being met? The following summary compares the settings, students, practices and outcomes of both institutions side-by-side to

understand their value, suitability, and institutional restrictions. At the end, a conclusive reflection that gives tentative answers to the abovementioned guiding questions will be presented.

Considering the University Settings

While this critical reflection is based on only two universities -- "A" and "B" -- both can be considered "typical" regarding several of their features, notably teacher content regulation. My depth of experience at both universities was limited to one or two departments, which is again typical; anecdotally, many educators have shared my experience that departments in Japanese universities are largely isolated from each other. A student or teacher in Department X will generally never meet students or teachers in Department Y. In such an atmosphere, the departments of International Studies, Language, English, Liberal Arts, etc. had complete authority over their own English language instruction content and methods. Another consistent similarity was teacher content deregulation, or non-coordinated curricula. Instructors in many departments in University A, and many (but not all) at University B, had leeway to structure and fluctuate content in their classes as best suited them and their students, within English learning guidelines (sometimes just class titles) established by departmental leaders. This teacher-driven approach often meant sporadic, unpredictable appearances of SDGs in the coursework, as one teacher might elect to use, for example, human rights as a project topic, while others might use photography.
In addition to SDGs scattered across the main curriculum, University A put a great deal of effort into promoting awareness of the SDGs among students through posters, donation drives, recycling campaigns, and week-long themed events. The university also offered SDG-focused extracurricular programs to local high schools as part of its recruitment strategy. Because of the existence of programs like these, the university could be described as "SDG-promoting" despite not requiring any classroom instruction concerning them to the majority of its students.

In contrast, University B had a more student-driven approach to festivals and promotions, rarely showcasing anything but student club efforts or department-sponsored individual research showcases. Departments' approaches to requiring the SDGs in any courses varied; however, just as in University A, the SDGs began to feature more and more in mandatory coursework from 2020-24.

Considering the Students

The students in University A and University B were very similar, as private school students

hoping to graduate with a specialized degree and work in a target field, usually highly variable by department. Classes at both universities tiered students into similar skill levels for a 2-year mandatory English program, starting in first year, ending in second. This intense English requirement for non-language majors, such as economics majors, might have been necessary to equip students for the high amount of EMI content being featured in that department. In summary, all students at both universities were required to take these English classes, and most showed willingness to complete the coursework, perhaps in spite of their lack of interest.

Considering the Educational Targets of Specific SDG-focused Classroom Practices

At University A, I used a project-based learning approach and built the instruction of SDGs into a research presentation assignment for intermediate-high level EFL students. The learning targets I designed for were language-oriented; there was no explicit assessment of students' knowledge of SDG-related information, only their ability to read, research, organize ideas, write sentences, utilize vocabulary and deliver a spoken presentation. There were many preparation and practice lessons designed to develop fluency and oration skills. A rubric (Figure 2) was used to assess students on their final presentations.

Figure 2

University A Presentation Assignment Goals / Assessment

Final Presentation Grading:

	100%	90%	80%	70%	60%	50%
Contents	**Always really interesting!** Includes **A) introduction + facts,** B) comparison to another current issue, C) your analysis and opinions on the future of this situation. **Part "A" is 50% at most.** Your vocabulary is appropriate.	Interesting, but 1-2 small problems. Includes A-B-C. Part "A" is 50% at most. Your vocabulary is appropriate.	Includes A-B-C. Interesting, but 3-4 small problems. **Part "A" is 60% at most.** Your vocabulary is appropriate.	Interesting, but **1 part (A, B, or C) was definitely shorter**/less important/very weak. Your vocabulary is appropriate.	Includes A-B-C. However, 1 part was definitely shorter/less important/very weak. **The organization of ideas was confusing.** Your vocabulary choices are hard to understand.	1 part of the presentation is missing ; it seems to be not included. Even if the vocabulary or ideas are good, **the presentation did not fulfill the requirements of research and analysis.**
Presentation Skills	**90%+ eye contact with the audience, and great energy.** You speak clearly, and have a relaxed tone of voice. The speed of the presentation is natural. You never struggle to pronounce words.	80% eye contact. You speak clearly, and have a relaxed tone of voice. The speed of the presentation is natural. You never struggle to pronounce words.	70% eye contact; you looked at the slides a lot! You speak clearly. The speed of the presentation is mostly natural, but you become slow when you pronounce some words.	60%+ eye contact. **You mostly speak clearly,** but your speed is sometimes slow, like reading.	<60% eye contact. **You speak rigidly, like you are reading aloud.** Some words are pronounced strangely.	**<40% eye contact.** You speak rigidly, like you are reading aloud. Many words are pronounced strangely.

At University B, the program-wide curriculum was EAP (English for Academic Purposes) and

the course goals *did* include SDG content assessment. High-intermediate students were required to attend a weekly Lecture in scaffolded, level-appropriate English about the global problems, causes, and potential futures associated with the SDGs. Remembering and integrating this content into their other weekly English courses was essential to achieving learning outcomes; in this way, the combined weekly English courses served as a CLIL course (Content and Language Integrated Learning), with both language targets and content targets. The 3-4 person, 12-minute speaking exam was an assessment (Figure 3) following both lectures about SDG content, and task-based lessons practicing various interactive speaking skills such as turn-taking and fluency.

Figure 3

University B Graded Discussion Goals / Assessment

Graded Discussion Teacher Version Rubric (edited for viewing)

	Excellent		Good	Acceptable	Below Expectation	Failing
	25	**22**	**20**	**18**	**15**	**12**
Interaction (25%)	Maintains and develops the discussion and **negotiates toward a consensus.** Uses a **wide range of interactional strategies** (see below) spontaneously to **initiate and respond** appropriately, without inter-turn pausing.	(mixed)	Maintains and develops the discussion with attempt at consensus. Uses a range of interactional strategies (see below) spontaneously. **Initiates** and responds appropriately, with little inter-turn pausing.	...	...	Contributions are often not sufficiently related to the previous turn. Reactions to others are muted and infrequent. Pauses notably on "their turn."
	25	**22**	**20**	**18**	**15**	**12**
Fluency (25%)	Speaks exceedingly fluently throughout, with no hesitation or false starts. Complex speech causes no dysfluency.	(mixed)	Speaks fairly fluently throughout although occasional language-related hesitation, repetition or false starts. Can generally produce complex speech without slowing down.			Frequent and/or extended pauses interrupt even simple utterances.
	50	**45**	**40**	**35**	**30**	**25**
Content & Criticality (50%)	Contributions demonstrate deep understanding of the topic and research, with some attribution. Vocabulary and grammar are both complex and accurate, and **speaker can readily rephrase for clarity.** Can incorporate topic card ideas into the discussion seamlessly. **Links relevant contributions and evaluates one's own and others' ideas.**	(mixed)	Contributions show evidence of both research and understanding. Often attempts complex vocabulary and grammar forms with **mixed flexibility.** Can incorporate topic card ideas into the discussion. Demonstrates thoughtful critical evaluation of one's own and others' ideas.			Contributions may be tangential, repeating directly from Lecture, or so vague as to leave the listener in doubt of intended meaning. Language forms are always basic. Reads the topic card aloud without support. Critical evaluation is not attempted.

Considering the Outcomes

The students in University A had a high degree of teacher support, with schedules and lesson content completely within teacher discretion, allowing for extended preparation and washback. As a result, many students could achieve a high score as described in the presentation assessment tool. As students gave their presentations, listening students became aware of their peer's research about a different SDG-related issue, and shared their reactions in written or spoken learning reflections. Presentations about the history and

ethical perspectives of whaling shocked some students. Presentations about the Chernobyl disaster sparked curious discussions. Presentations about civil war in Sudan mostly engendered a kind of silence born of pathos which my students struggled to express in English.

University B's discussion exam also featured a reasonable degree of academic success, considering that the content was more challenging due to the EAP and CLIL requirements. The average grades in these assessments were lower than the average at University A. Students rarely introduced moving or shocking research into the discussion; instead, students debated about solutions to various SDG-related issues in global society, such as how to combat gender inequality, or the merits and methods of transition to renewable energy. These discussions, while difficult, were most engaging for the students when they had exposure or experience regarding an issue. Students became more fluent and used more academic vocabulary when expressing their opinions on issues they cared about, such as the availability of mental health care. This characteristic varied greatly from person to person.

While these responses might indicate some achievement of MEXT goals, I would argue that only half of the pillars of Global Education were truly happening: 1) awareness was certainly raised, and 2) communication skills were imparted by the rigorous study and practice among students. However, the goals of 3) an attitude of cooperation and 4) participation in local or global community action were not evidenced in these projects. The visceral reaction many of us have to learning about traumatic events cannot be equated with that difficult target of a demonstrable, robust spirit of "collaborative decision-making and taking responsibility" (UNESCO, 2014). Simply put, I did not have time in an English-language education setting to allow the students to explore their communities and engage in community action, nor did I find the resources to connect my students in a meaningful way to other cultures which could have influenced their attitudes more profoundly. The SDGs, as a topic and material, were a gateway to the goals of ESD, but not the entire path.

Figure 4

Summary of Outcomes of Comparing two SDG-focused Classroom Practices

	Setting	**Content Regulation**	**Students**	**Task**	**Assessment**	**Results**
University A	Private university **Frequent** university-driven promotion of SDGs in events outside class	Teachers self-selected unit topics **Task-based**	High-intermediate **Required** English class with communication emphasis Motivation levels varied	1-2 person research **presentation on SDG issue**	Language skills only	Academic success; high degree of teacher support Global Education goals **50% success**
University B	Private university **Not much** SDG awareness / presence outside class	**SDG topic/content required** for all teachers **EAP**		3-4 person group **discussion on SDG issue**	up to 25% of assessment related to SDG content, 75% language skills assessment	Some academic success Global Education goals **highly variable % success**

Conclusive Reflection

As discussed earlier, this reflective analysis of my own SDG/EFL teaching practice is ultimately guided by two key questions: 1) Why my universities use SDGs so much? and 2) Are the implicit goals of Japan's Ministry of Education are being met? Herein my tentative answers:

Question 1: About the Prevalence of SDGs in EFL

My first insights lead me to believe that that SDGs are popular at the university level for two reasons, and the first is because they serve their purpose well. Divided into 17 interwoven concepts, the SDGs frame vast global problems so as to make solutions more concrete and specific, making them useful tools for educators trying to break down issues for students. They have been translated into dozens of languages and have myriad data resources in Japanese for students to research, to scaffold toward understanding. Global education about genuine, meaningful issues is a way to increase learner motivation, academic outcomes, and connect English lessons to the world outside the classroom (Cates, 2002; Cheng & Cheng, 2012). Like many other educators, I have found that high-intermediate students often self-select SDG topics over such un-controversial ones as "travel" or "media analysis."

The second reason SDGs are so prevalent is the reinforcement from without, as seen in particular at University A. The progress of internationalization is undeniable at many Japanese university campuses, and in more and more cases, the university administration may require English classes to include SDG content, such as at University B. Furthermore, MEXT has had ESD requirements for ages 6-18 in place since 2016, so there is a high likelihood that incoming students have seen and even studied SDGs before. Educators might choose to take advantage of this prior knowledge and connection to the outside world to deepen the impact of learning.

The term "SDG-washing" has been applied recently to initiatives that claim to promote sustainability but are instead merely garnering attention for seeming so. I would disagree with labeling any of the universities described here as such, because the internationalization efforts made by Japanese higher education predate the SDGs, stretching back decades (Kobayashi, 2021), and their funding has been tied to MEXT standards for just as long. Rather, it might be claimed that some Japanese universities are "English-washing" as a stand-in for internationalization, although this claim must be balanced against meaningful developments such as diverse curriculum and multilingual course offerings (Rose & McKinley, 2018). There is evidence that universities may promote EMI classes and EFL programs as the stand-in for sustainability education, implying that improving one's spoken fluency will make a person globally minded and inclined to activism (Brown, 2017; Edwards & Ashida, 2021). As university administrations and MEXT work through various cultural and institutional challenges toward true international cooperation and shared responsibility, the doors are open for educators to take up these principles in our classes.

Question 2: About MEXT's Global Education Goals

Why are the highest ESD goals of imparting responsibility, connectedness, and participation (Cates, 2002; MEXT, 2015) so difficult to reach? These quasi-personality traits are already challenging targets for students in standard language education; adding content-learning goals such as global poverty rates and changing weather patterns makes achieving engaged, global citizenship even harder. It is not surprising that my students failed to exhibit multicultural sensitivity or activism in both universities. There are several limitations in place that I believe stop me, and others like me, from achieving the full range of ESD goals: course scope limitations, time limitations, and lack of teacher expertise. Firstly, educators are rarely given free rein to change a language course into a content-based instruction (CBI) or CLIL course. Students enrolled in a class called "English Writing 4" might expect to use English, but they would perhaps complain to university administration if their

teacher asked them to do research into local plastic recycling startups or join a fundraiser to reduce hunger. Secondly, in cases where a motivated educator does integrate genuine, responsibility-imparting tasks into their English coursework, those tasks are inevitably superseded by language goals. Time and priority must be given to English aptitude development, and teachers often choose to give their students every opportunity to pass tests. The final reason these goals are rarely attempted, and even more rarely achieved, is that language educators are specialized in linguistics and pedagogy but may feel out of their depth when teaching geopolitics, climate science, sociology or any number of fields that the SDGs touch on. In my experience teaching environmental science as a CLIL course in various universities, I have felt this kind of impostor syndrome, as I lacked a degree in the topic I was eager to teach about. This worry, however, is the least of the hurdles for educators to overcome if they want to teach toward true global education outcomes. Demonstrating the communicative capacity to ask questions, seek answers through valid research methods, and admit to not having authority on something, is a much more valuable characteristic in an educator than many realize.

Limitations and Further Recommendations

This study has a number of fundamental limitations, which are mainly due to (a) its qualitative nature and (b) its action-research, self-reflective nature. First of all, my collected data, observations and reflections casted a wide net, spanning a diverse range of aspects of my class practice. This is a result of the exploratory, undefined, questing nature of the study (which, actually, is an essential characteristic of all action research) on which the researcher must simultaneously look for causes and effects. However, this, in turn, could also be construed as a necessary foundational step, because exploratory action research has the potential to set the stage for more precise observations later (Burns, 2009, 2015). Secondly, my very limited cross-confirmation (triangulation) with colleagues might be curtailing the generalizability of my conclusions. I used peer networks to discuss several of the techniques mentioned here and noted when observations were corroborated, but it was done informally. Admittedly, a more systemic triangulation could lead to more robust conclusions. Lastly, this study was done under the premise of using written reflective practice as a key component of critical analysis, on which I constantly questioned my beliefs, practices and professional growth (Farrell, 2018). Nonetheless, the fact that this was perhaps the main method for gathering data about my own teaching is both a strength and a weakness of this study, because the inherently introspective nature of this method cannot possibly account for all relevant aspects to of the studied phenomena.

Regardless, as above-mentioned, the limited nature of the conclusions of this research is a common occurrence of all action research (Burns, 2009). Nevertheless, another key characteristic of this type of research is its cyclical nature; which invites new iterations, possibly in more participatory frameworks, perhaps next time querying the effectiveness of a specific global issues classroom practice, perhaps next time with more systemic triangulation procedures in place. Therefore, the results of this study must be seen merely as the beginning of a conversation about the nature of SDG education.

Under this context, further research is recommended in order to discover the most effective methods of accomplishing all ESD goals at the university level, but a number of educational frameworks offer a foothold from which to get started. For example, Jodoin (2019) recommends a "Language Education for Sustainable Development" approach, which incorporates real world examples, mixed media, and challenging student values & beliefs to bolster their own agency (p.99). The key component of interrogating individual student values could be expanded upon by teaching values and beliefs from other corners of the world. Exposure to other cultures should be as authentic and unfiltered as possible, and reflective questions should encourage students to mentally connect their own life experiences to others' (Cates, 2002; Jodoin, 2019). In addition to propitiating multicultural connections, lessons on shared responsibility and participation in real-world initiatives may not be out of reach. Assigning, or better yet guiding students to conduct their own community-based research or lead their own humanitarian projects outside the classroom may not be a traditional part of English curriculum, but this could be accepted by administrators given the fundamental MEXT and ESD targets. As a possibility, a "Global Citizen" project could assign students reflective English-writing journals as they document their experiences investigating, participating in or promoting community projects. One class per semester could be conducted outside, challenging students to document biodiversity in English and keep tabs on their chosen species. Using video-chat services, students could be partnered with language students in different countries to exchange opinions, correct each other's writing, and reflect on their similarities. In other words, this study sets the stage to showing the way by which the goals of Global Education could become achievable in an internationalized university context, with lessons and activities that integrate learning language and learning to be a global citizen.

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Author's Biography

Katherine de Veas has worked in English language teaching at various levels between early childhood and university, in both the United States and Japan. As a researcher, her focus has been on projects related to learner motivation, global education (especially environmentalism) and curriculum development.

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ICLE GILE 2023 Conference Schedule

Sep 16, 2023

9:45- 10:00	**Opening Remarks (8-116)** Intercultural Awareness and Addressing Global Issues: The Role of the Media in Conflict		
10:00-10:55	**Plenary (10 min QnA) Takaaki Mizuno** *Kanda University of International Studies* Journalism as a Deterrent to War: How to Convey Messages from "People in Distant Lands" (「遠い世界の人々」からのメッセージをどう伝えるのか) *This former war-diplomatic correspondent will reflect on his experiences as a journalist and how it informs his practice as a teacher. He will also offer suggestions to teachers who want to bring such topics into the classroom.* Takaaki MIZUNO (水野孝昭) is a former correspondent of the daily Asahi Shimbun, currently professor of Kanda University of International Studies, board member of the Global Peace Building Association of Japan. As one of the founding members of refugee assistance NGO, Japan Volunteer Center (JVC) in Bangkok, he worked as a coordinator for displaced persons along the Thai-Cambodian border in 1980. As a Hanoi correspondent of the daily, he covered the Gulf War and its aftermath, the civil war in Afghanistan, and the Cambodia peace process in early 1990s. Later from Washington DC and New York, he covered the Sino-US relationship and the US foreign policy toward the Asia-Pacific region. MIZUNO graduated from Tokyo University, holds an M.A. from the Paul Nitze School of Advanced International Studies of the Johns Hopkins University. Former visiting scholar at the East-West Center in Honolulu and the China Institutes of Contemporary International Relations(CICIR) in Beijing.		
	Room 1 (8-106)	**Room 2 (8-107)**	**Room 3 (8-108)**
11:00-11:25	A cross-cultural language course with different degrees of media virtuality **Masahito Watanabe** *Yokohama National University*	Media Literacy for Cross-cultural Understanding **Sachiko Nakagome** *Komazawa University*	Higher education curriculum design for sustainable development: towards a transformative approach **Philip Cardiff, Malgorzata Polczynska, & Tina Brown** *Kanda University of International Studies*
11:35-12.00	Media makes history real **Kazuya Asakawa** *Global Campaign for Peace Education Japan*	Teaching vocabulary and conflict resolution through songs in Hindi and Urdu **Dr. Nivedita Kumari & Dr. Shweta Chandra** *Tokyo University of Foreign Studies, Amity University Patna*	Between the SDGs: What are we teaching? **Kate deVeas** *Kwansei Gakuin University*
12:00-12:45	**Lunch**		

12:50-13:15	Native-Speakerism in Students at an English-Medium University in Japan: Contradictory Beliefs and Emerging Counter-Native-Speakerism Discours **Ying Zhou** *Akita International University*	How Media Literacy Can Help Bridge Political Differences **Suprateek Chatterjee** *Hitotsubashi University*	Fostering self-determination in virtual international exchange **Olaf Fors & Emily Marzin** *Kanda University of International Studies*
13:25- 13:50	Understanding the Contact Hypothesis through Film **Elizabeth Dow** *Tsuda University*	Using Social Justice Advertising to Foster Debate in a College Composition Course **Chris Carl Hale** *Akita International University* **& Chrystabel Butler** *Queensland University*	
14:00- 14:55	**Workshop: Panel (8-116)** *"Developing Intercultural Competence and raising awareness about Global issues in Classrooms."* **Moderator:** Gabriela Schmidt & Michael Savage **Panelists:** Prateek Sharma, Roxana Sandu, Kazuya Asakawa, Jennie Roloff Rothman (All are ICLE & GILE Officers and members)		
14:55- 15:20	**Coffee Break**		
15:20- 15:45	Teaching Students How to Identify Bias in Media **Sharon Sakuda** *Asia University*	Unraveling Northern Ireland's sectarian bonfires **John-Guy Perrem** *Muroran IT*	
15:55- 16:20	Connecting Students to the World through Podcasts **Ashton Dawes** *Kanda University of International Studies*	Teaching Intercultural Communication to L2 Students from the Hard Sciences **Javier Salazar** *University of Tsukuba*	
16:20- 16:45	**Closing remarks and announcements**		