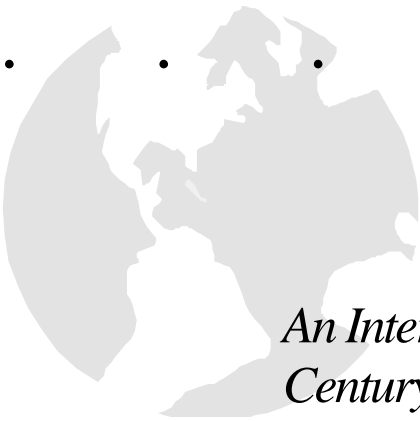




Department of Information Culture

# The CEP Report 2004



*An International Curriculum for the 21<sup>st</sup> Century*



# The CEP Report

*Final Report: 2004-2005*

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## Synopsis

This has been a good year for CEP. First Year CEP Courses continue to be a stable, dependable and robust means for raising the communicative proficiency of first year learners in the Department of Information Culture. The development of teaching materials for the upcoming Advanced CEP course have been trialed with excellent results. The CEP Instructors continue to be motivated and enthusiastic in the discharge of their teaching duties. Han Lee-Yen completed her orientation and settled in quickly to become a very dependable team player and extremely competent teacher. Greg Dunne showed exceptional performance in the area of professional development, and represented the University overseas when presenting his research in Korea and Singapore.

## Objectives

This report covers the following:

- A Review of Last Year's Targets
- An Account of the Significant Issues and Events occurring from April 2004 to March 2005
- Targets for the Next Year in CEP

## Review of Last Year's Targets

Issues raised in the CEP 2003 report were dealt with as follows during the 2004-2005 Academic Year:

- Han Lee-Yen was successfully trained in all the routines and duties of CEP.
- The goals and standards for CEP 1-2 were maintained, but this year we focused a large part of our energy to the development and trialing of the new Advanced CEP course, which will be open for credit to students in 2006.
- Topic Modules for Advanced CEP were created that complemented the topics and concerns of the Department of Information Culture's Upper-Level Seminar-based Curriculum.

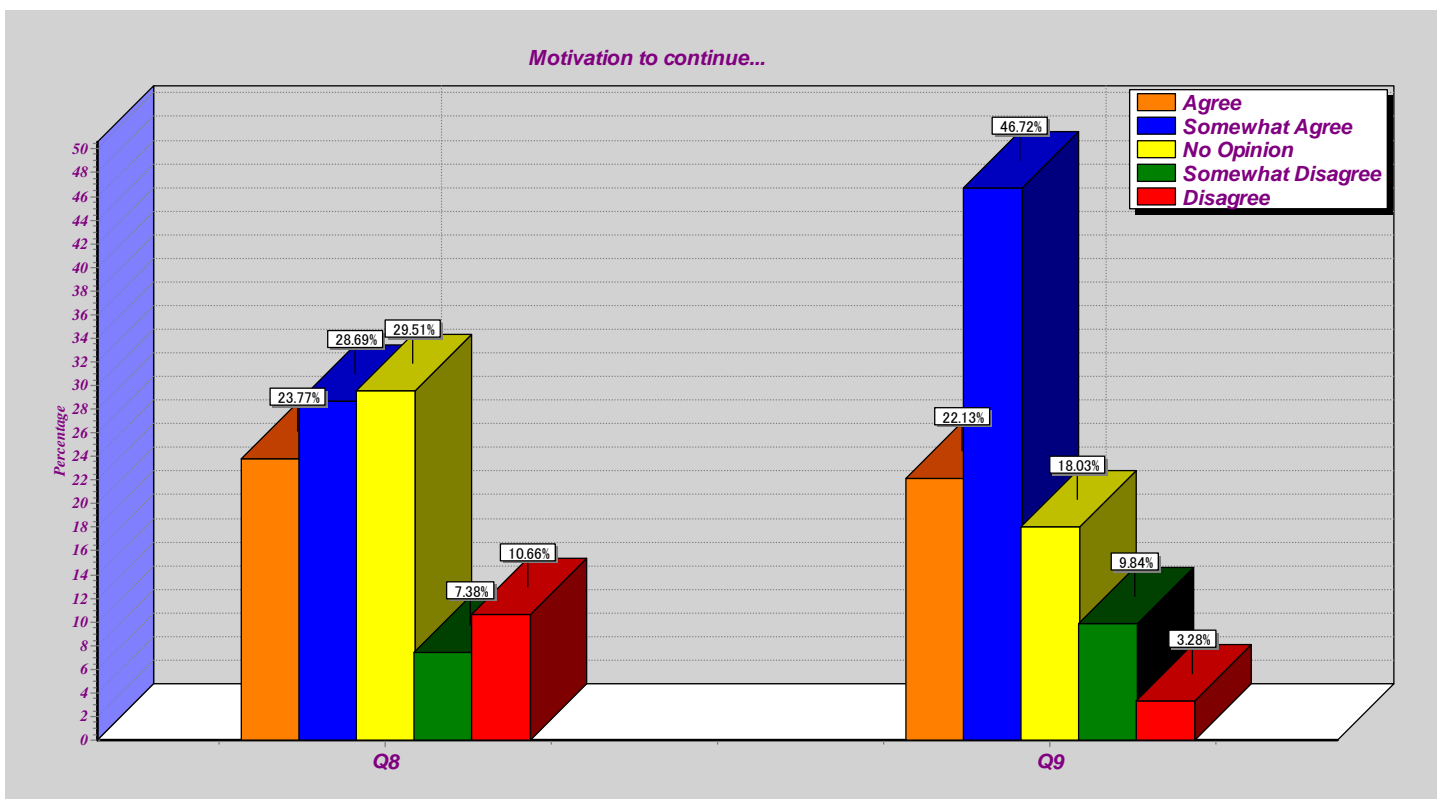
- The effectiveness of the SRA Reading Materials were monitored and this year's research suggests that students are learning as a result of the materials.
- The CEP Instructors were encouraged to set clearer goals for themselves and make their professional development a priority. Greater productivity in this area was observed, but the coordinator came to the realization that more effort is needed to help Instructors focus their efforts during their tenure at NUIS.

## The Year in Review

The events of the 2004-2005 academic year will be again interpreted through each of the CEP Goals. This is done in order to determine if CEP is reaching its mandate.

### Concentrating on International English

For CEP 1 and 2 this year, we focused on the CEP Instructors being role



**Figure 1** Question 8: I would like continue to study English after my first year of CEP.  
Question 9: The CEP Class has motivated me to learn English.

models for speakers of International English. Han Lee-Yen's hire as a representative of educated Singaporean English has been instrumental in demonstrating that the English language is one of the major languages spoken in various parts of Asia. The international aspect of the English language was also included in the trialed materials of Advanced CEP. Both Greg Dunne and Han Lee-Yen created lessons that introduced aspects of Australian and Singaporean English to the more proficient learners in our program.

### **Motivating Learners**

A dynamic that has been observed in the first year learners is, while at the end of the academic year, a majority of the learners feel that CEP class has definitely motivated them to learn English, few are interested in continuing in the Advanced Levels of CEP in the second year and beyond. This can be seen in Figure One, which is from the results of our annual survey of learner opinions and attitudes. Part of the reason stems from the fact that many students opt for study in Chinese or Korean language courses. We hypothesize that others are satisfied with their level of communicative proficiency after a year in CEP, while for others, the challenge of the course may require more time and effort than they want invest in an elective course.

Because of the smaller number of students presently attending these advanced CEP classes, we are able to find out immediately from learners about their levels of motivation and interest in the course. Students who stayed with the course stated they enjoyed the topical nature of the lessons this year.

### **Valid and Reliable Teaching Practices**

We once again used a Test-Retest Model to determine whether academic progression took place during the year with our learners. Comparing the means between the placement tests taken by the learners in April 2004 to the same test given to them in December 2004, the t-test results suggested that the Post-test scores were significantly higher. This is encouraging, since at most Japanese universities, the students' language proficiency drops rapidly after their first year (Figure 2).

A comparison of the variances also found that we could reject the null hypothesis, and that there was a significant improvement in the variances of the scores of the learners for this year (Figure 3). It must be mentioned that the tests upon which these analyses are based mainly measure the learners' knowledge of grammar and vocabulary attained during the course. There is a listening component to the test, which could be linked somewhat to their oral proficiency. We are presently studying ways and means to adequately measure progression in the learners' oral proficiency, which is an area in which students show the most dramatic observable improvement.

t-Test: Paired Two Sample for Means		
	Pretest	Posttest
Mean	33.1590909	35.6742424
Variance	93.0966343	95.4274231
Observations	132	132
Pearson Correlation	0.85312343	
Hypothesized Mean Difference	0	
df	131	
t Stat	-5.4902876	
P(T<=t) one-tail	1.0026E-07	
t Critical one-tail	1.65656729	
P(T<=t) two-tail	2.0052E-07	
t Critical two-tail	1.97823738	

Calculated Value of t is greater than critical value.  
Null Hypothesis of no difference rejected.  
Posttest scores are significantly higher than Pretest scores

**Figure 2**

F-Test Two-Sample for Variances		
	Pretest	Posttest
Mean	33.1590909	35.6742424
Variance	93.0966343	95.4274231
Observations	132	132
df	131	131
F	0.97557527	
P(F<=f) one-tail	0.44383995	
F Critical one-tail	0.74941031	

Calculated Value of F greater than Critical Value.  
Null Hypothesis of no difference rejected.

**Figure 3**

An analysis of the students' progress in the SRA Reading Component of CEP was more encouraging than last year. Test-Retest of the students' placement test for this part of the course found evidence of significant improvement. The placement test used in this study was designed by the creators of the SRA system. It has two stories. Story A is a short and simple paragraph, while Story B is a much longer and more challenging piece of text. Students are given three minutes to each story, for a total of six minutes. This year, instead of analyzing both stories as one test, the students' results for each story was

considered. We had hypothesized that students would have improved on the posttest of Story A, but not Story B. However, we were pleased to discover that the learners as a group improved on both stories (Figure 4).

t-Test: Paired Two Sample for Means Story A			t-Test: Paired Two Sample for Means Story B		
	Pretest	Posttest		Pretest	Posttest
Mean	2.900900901	3.63063063	Mean	2.540540541	3.36936937
Variance	1.344635545	1.28959869	Variance	0.996068796	1.25323505
Observations	111	111	Observations	111	111
Pearson Correlation	0.089311872		Pearson Correlation	0.16141382	
Hypothesized Mean Difference	0		Hypothesized Mean Difference	0	
df	110		df	110	
t Stat	-4.96371512		t Stat	-6.35410692	
P(T<=t) one-tail	1.27181E-06		P(T<=t) one-tail	2.43641E-09	
t Critical one-tail	1.658822839		t Critical one-tail	1.658822839	
P(T<=t) two-tail	2.54361E-06		P(T<=t) two-tail	4.87282E-09	
t Critical two-tail	1.981766218		t Critical two-tail	1.981766218	

Calculated Value of t is greater than critical value for both Story A and Story B.  
Null Hypothesis of no difference rejected.  
Posttest scores are significantly higher than Pretest scores.

**Figure 4** Results of t-test for SRA Reading Materials after one year.

We remember the recommendation that SRA course materials should be used several times a week in order to reinforce what the students are learning in class. Time constraints in CEP's schedule will not allow this, and while students' reading skills appear to be improving, "Reading" is consistently ranked as the least popular part of CEP by students (Figure 5). Although educational decisions should not be influenced simply by what is popular and what is not, it students' dislike of the reading component as it is taught presently in CEP suggests that we may need to reconsider changing some aspect of how we are using with the SRA materials.

*What would you like to do more of in CEP Class?*

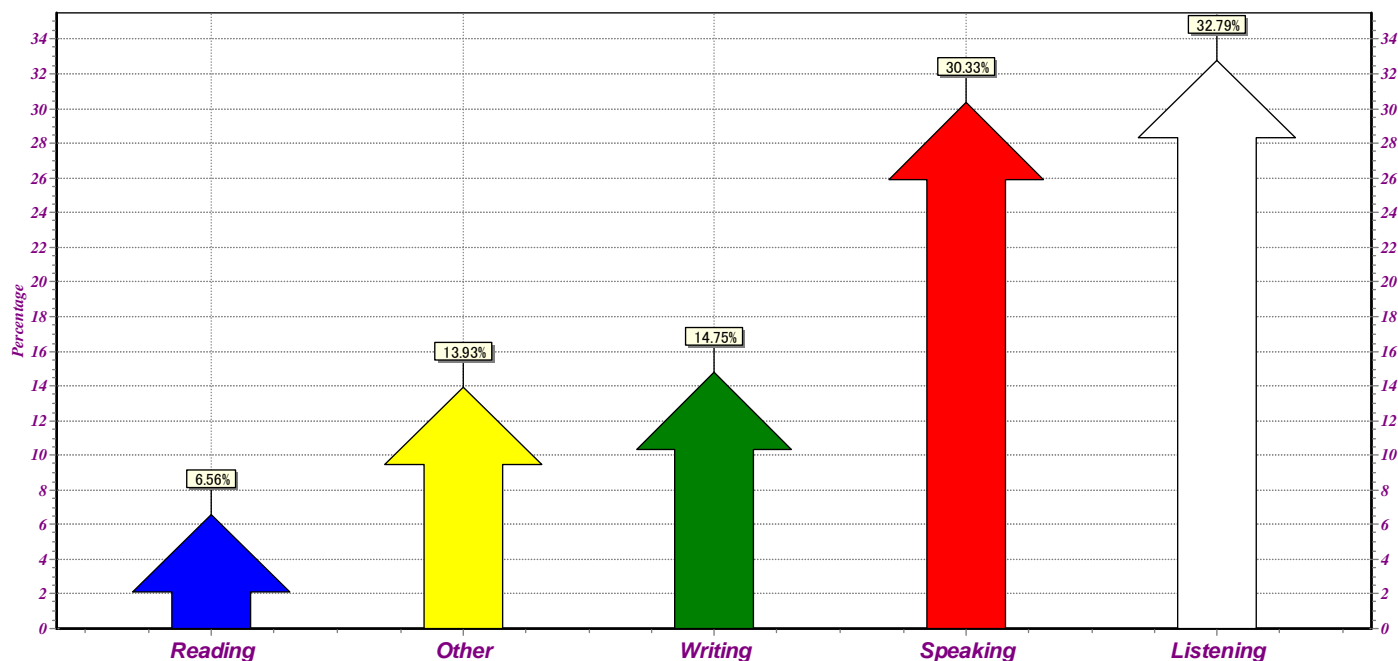
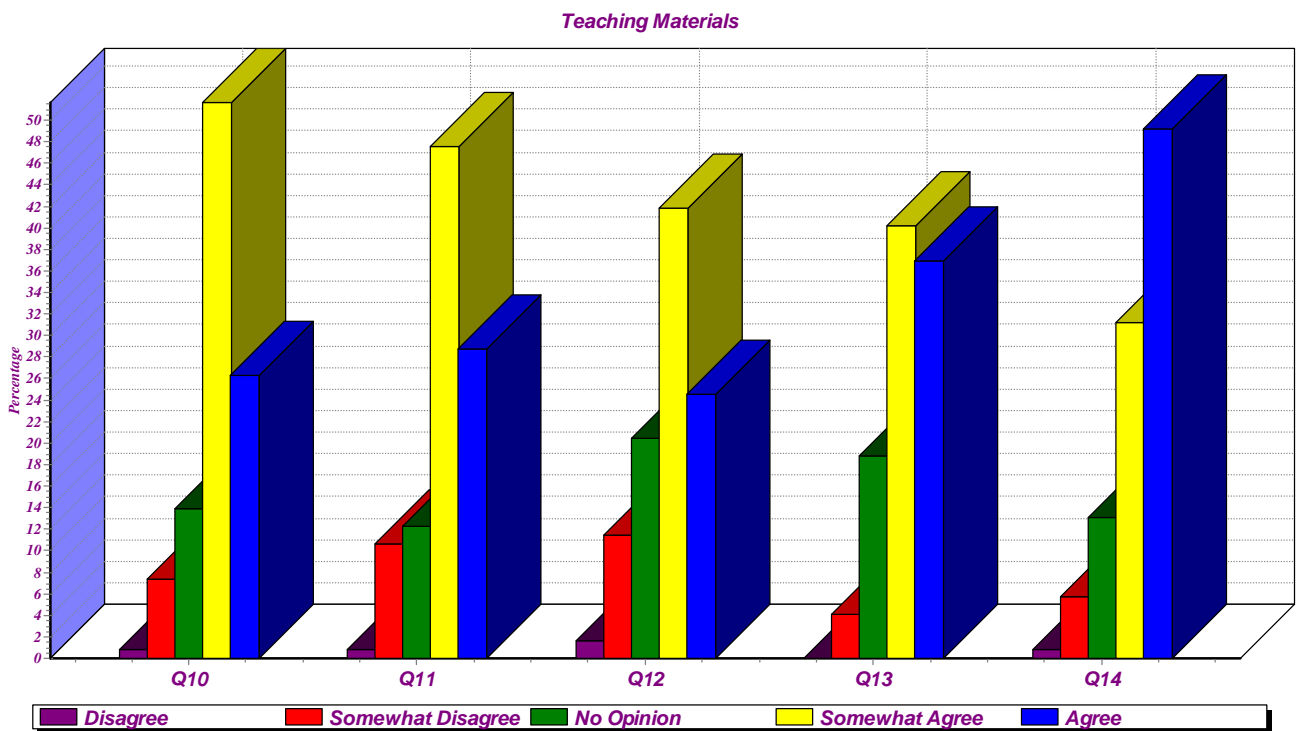


Figure 5

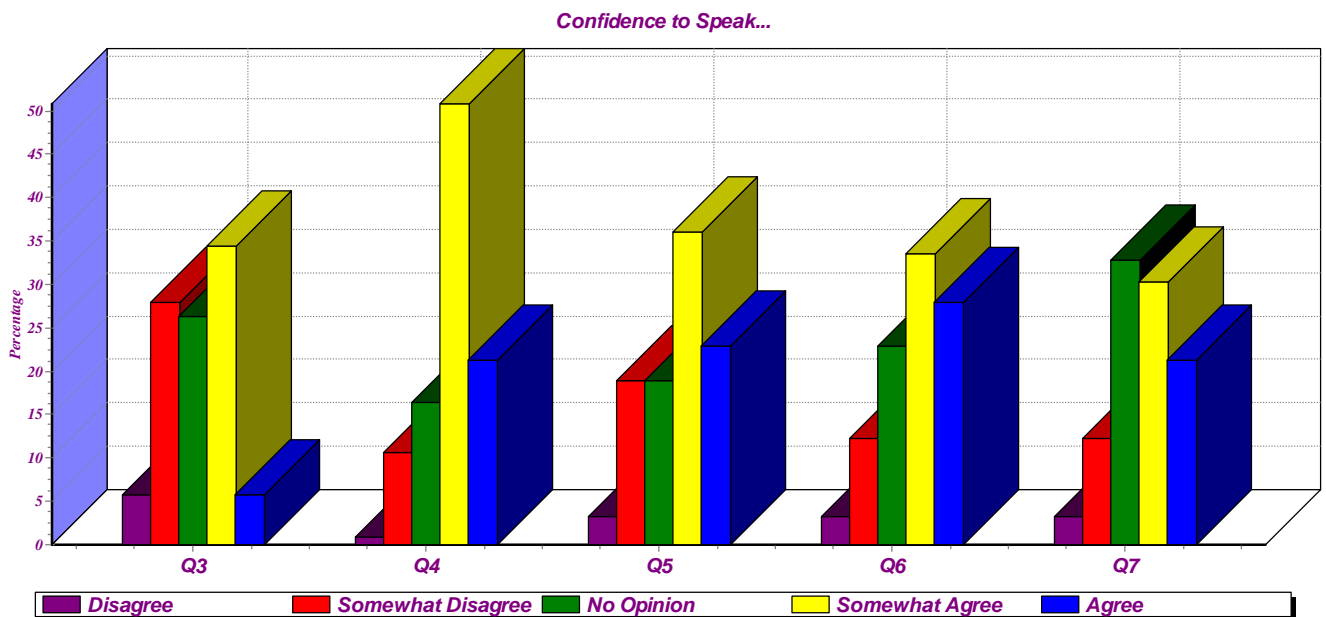
**Fostering a Healthy Environment for Learning and Development**

The student dynamic in CEP 1 and 2 was similar to years past, in that three groups of students emerged by the end of the first semester: A smaller group of proficient and/or enthusiastic learners, a large middling group of average learners, and a lower group of students who suffered from a variety of social and academic problems. Attendance was good until the middle of the second semester, when attendance and grades for many students began to trail off. The Winter Intensive Course had fifteen students who needed to do either remedial work or make up the time lost earlier in the year from absences. In the survey for 2004-2005, students in CEP seem to agree strongly that the overall learning experience in class helps them to better acquire English (Figure 6, Question 14), this seems to be motivated externally by the Participation Points System, which awards learners points when they are on-task and attempting to communicate in a meaningful way. Students indicated in the survey that the teaching materials are helpful in the process of learning, and even stated that the homework assignments, which come from the textbook, were helpful. This is a great improvement over earlier years, when students did not see the purpose for homework assignments (see Warwick and Jeffrey 2003:27-32 at <http://www.nuis.ac.jp/~hadley/publication/relcar/action-research.pdf>).



**Figure 6** Question 10: The Textbook Helps me Learn English  
 Question 11: The Video Helps me to Learn English  
 Question 12: The Homework Helps me to Learn English  
 Question 13: Class Participation Helps me to Learn English  
 Question 14: The CEP Classes Help me to Learn English

Students had mixed feelings when it came to their level of confidence with using English. Most first year CEP students did not feel confident when speaking English in class, but this is probably indicative of their earlier educational experiences with the language before coming to NUIS. This is opinion is justified by our interpretation of the response to Question 4 (Figure 7), which suggests that students did have more confidence in their language proficiency than before they entered the program. Question 6 is most encouraging, showing an openness to using English as an International Language with other Asians. In past years, students had not been as keen to communicate with Asians using English as a common language. This maybe reflective of other social and political dynamics taking place in the region, as Japan turns its attention back towards China and Korea and away from the West. The responses to Questions 5 and 7, however, show that this group of learners still have room for growth in their use of the language and with whom they choose to communicate.



**Figure 7** Question 3: I am confident when speaking English in class  
 Question 4: CEP has given me more confidence to speak English  
 Question 5: I will try to speak English to Native English Speakers if I meet them  
 Question 6: I will try to speak English to other Asians when I can't speak their native language  
 Question 7: It feels natural to talk to my English teachers outside of class

The objectives for the Advanced CEP courses were stated last year as:

- To encourage Students to Communicate on Topics that are of Interest to Them
- To create Opportunities for Communication with Non-Japanese Asians in English
- To link CEP 3-8 to Information Culture Curriculum Development
- To provide Concrete Examples of International English

We believe that we accomplished all of these goals during this year. Advanced CEP is being designed to encourage full student involvement from the very earliest stages of coursework. The coordinator worked with students and classroom instructors to identify the learners' perceived language learning needs, and balanced this with the needs and resources of the teachers facilitating the classes. This approach seems to be in line with the concerns of the Japanese government, which has called for learners and teachers to foster life-learning and life affirming dispositions for language growth and for personal development. The dispositions that we have encouraged in class are:

1. asking questions and being inquisitive,

2. guessing and being curious,
3. being compassionate and showing empathy,
4. being less judgmental and prejudicial,
5. making decisions,
6. being more independent and self-reliant,
7. being less competitive and more cooperative,
8. tolerating ambiguity and difference,
9. sharing explicit and implicit understandings,
10. being more flexible and adaptable.

Advanced CEP's curriculum and classroom materials were based on the topics found in their third and fourth year graduation seminars that are taught by full-time faculty who in the department. These faculty members are not language teachers, and teach a variety of subjects in their graduation seminars such as peace studies, environmental awareness, gender issues, and regional dialog with Northeastern Asian countries. Students self-select these graduation seminars with this member of the Japanese faculty, and bring a sense of curiosity as they explore both personal and social issues with their teacher-mentor.

Although the possible topics available to the class were limited mostly to the topics offered in the graduation seminar, the students in the Advanced CEP class decide which topics they wish to discuss. Materials are then created in modular form by the coordinator and the CEP Instructors. An example of the materials created can be found in the Appendix of this report.

The non-language teaching faculty members who teach the seminars, and the CEP instructors, are provided with these materials beforehand to prepare for the course.

Students were required to do much of their work outside the classroom, and as much as possible, interact with English speakers who were not part of the university or the course in order to help them develop their opinions (for example, friends that they made when participating in the American Overseas Program). Students were encouraged to bring these thoughts and experiences to class when we conducted lessons in trial Advanced CEP course. Faculty members teaching the seminars who were fluent in English were also regularly invited to class to participate with the students, during the times when their the topic of their seminar class was discussed in class. Debates in English on these class topics were held regularly. During this time, the values and opinions of all the students and faculty were considered in an open forum,

and through this dialogue, a new sense of community built on tolerance, and cooperation was created.

New initiatives such as the type seen in Advanced CEP are not without unique challenges. One problem that has continued to plague the upper levels of CEP has been the development of closed communities. Students who have invested their time studying in Advanced CEP become tight-knit groups, and new students who do not “fit in” socially with this established group drop out of the class. As well, language improvement in terms of proficiency seems to be much less pronounced than during the students’ first year of CEP. One reason is because since the learners come to the class with a higher level of proficiency than when they started CEP 1, it is natural to see less-dramatic improvement in such pre-intermediate learners. However, it is also the case that the positive affective factors of the group mitigate a necessary element of pressure needed to encourage students to push themselves once they have attained a certain level of communicative competence.

Despite these concerns, we feel the positive results observed in our trial version of Advanced CEP have outweighed most of these weaknesses. We’ve seen that students have truly taken ownership of the class. Integration of CEP into other parts of the overall curriculum has helped students to connect their studies to English Language Learning in an immediate and meaningful way. We have observed that students seem to be living with English outside the classroom as they wrestle with complex issues. Many students also seem to be gradually linking English language learning experiences with their own personal identities, and this suggests that they may well be on the path towards a lifetime of language learning.

In 2003, a CEP Representative System was implemented in order to maintain better contact with learners, and to help improve the learning environment. Students last year were doubtful about the efficacy of this system. This year, we gave the representatives more responsibility, and asked them to more actively gather information from their fellow students. We also acted quickly on classroom or individual student issues that the representatives brought to our attention. The extra effort seems to have paid off. More students in this year’s group found the CEP Rep System to be helpful (Figure 8).

Finally, in terms of professional development of teachers, Greg Dunne showed exceptional professional development this year when represented the University while presenting his research in Korea and Singapore.

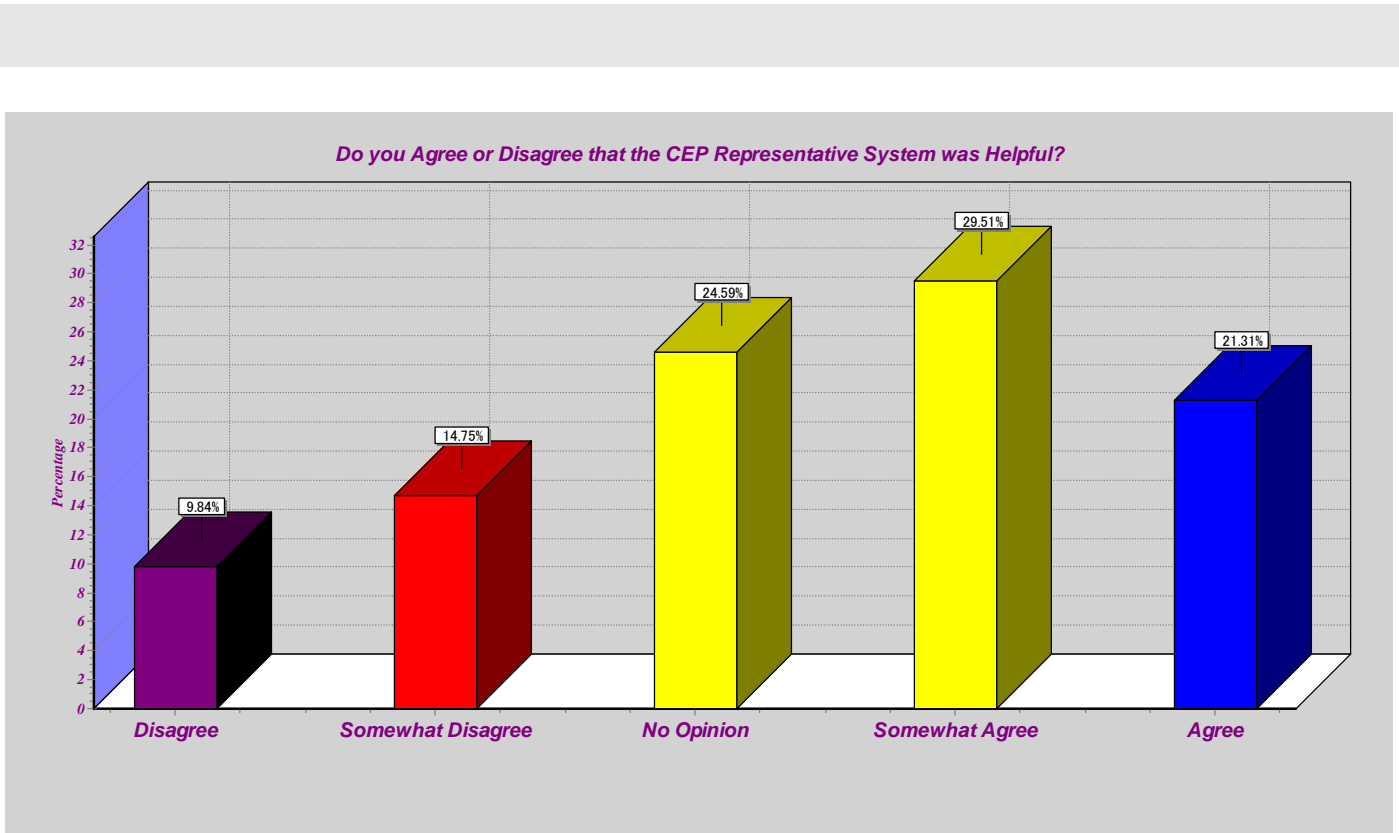


Figure 7

### Upholding Clear and Fair Standards

We continued to maintain clear and fair standards for students in 2004-2005. As well, CEP Instructors continued to carefully monitor data in the Super Giant Monster File (SGM), and there were no major problems to be reported in grading or assessment of learners.

One area in which we could improve would be finding a way to provide feedback to learners after their speaking tests, and offer advice or learning strategies that would help them improve.

### Targets for Next Year

The following are possible targets for the 2005—2006 academic year:

- Consider additional methods for teaching reading in CEP, or varying the classroom experience in order to maintain student interest.

- Develop a better defined method of goal-setting and evaluation for CEP Instructors.
- Continue the development of course materials for the new Advanced CEP Course.
- Discover a way to evaluate student progression on Speaking Tests.
- Create a means for teacher feedback to students on the Speaking Test.

## Appendix One: CEP 2 Survey Sheet

### CEP Student Survey

Please Answer all of the Questions Below

#### Q1. What Class are you in?

CEP 2A

CEP 2C

CEP 2E

CEP 2B

CEP 2D

CEP 2F

#### Q2. What is your gender?

Male  Female

#### Q3. Confidence to Speak...

	Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Agree
Q3.1. I am confident when speaking English in the CEP class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3.2. CEP has given me more confidence to speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3.3. I will try to speak English to Native English Speakers if I meet them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3.4. I will try and speak English to other Asians when I can't speak their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3.5. It feels natural to talk to my English teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Q4. Motivation to continue...

	Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Agree
Q4.1. I would like to continue to study English after my first year of CEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4.2. The CEP class has motivated me to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q5. About the Teaching Materials...**

	Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Agree
Q5.1. The textbook helps me learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5.2. The video helps me to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5.3. The homework helps me to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5.4. Class participation helps me to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5.5. The CEP classes help me to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6. The CEP Representative System was Helpful.**

Disagree                       Somewhat Disagree                       No Opinion  
 Somewhat Agree                       Agree

**Q7. What do you want to do more of in your CEP class?**

Speaking                                            Listening                        
Reading                                            Writing                        
Other  Students Want More

## Appendix Two: Sample Advanced CEP Materials

# Terrorism, Terrorists and Terror

*Talking about the World after 9-11...*

### Brainstorming

#### Task One

Read the questions. Write your answer. Then ask two partners. Write their answers. Share your opinions with your partners.

Questions	Your Answer	Partner One	Partner Two
Do you think Japan is a safe country? Why or why not?			
What kinds of terrorism are increasing these days?			
List three countries are you afraid to go to because of terrorism.			
What can you do to protect yourself from terrorism?			
What is a terrorist incident that has happened recently in the news?			
Do you ever feel afraid of terrorism? If yes, when?			

## Reading

### Task One

Read the Story. Answer the questions.

## *Hostage!*

**Taro has taken Flight 144 many times. It was always long and boring. But this time, something has happened**

I check my watch just after takeoff and see that the flight is about 10 minutes behind schedule. That's nothing new, but the pilot always manages to land on time, in about five hours. So I close my eyes to rest a bit before the meal service.

Suddenly, loud shout comes from the front of the plane and startles me out of my nap. I hear more shouts, angry and threatening, and then a scream. I start to go forward to see what's wrong when a masked man waving a gun runs down the aisle, screaming at everyone to stay seated.

A hijack! The plane has been taken over by terrorists!

The terrorists are telling everyone to stay calm. They say that nothing will happen to us if the pilot flies the plane to another country. They say that they do not want to kill innocent people.

After three long, terrible hours, the plane lands in the country where the terrorists want to go. But then nothing happens. We sit in the hot plane for hours, waiting to be released.

The pilot announces that the terrorists have two demands. First, the government must free some prisoners. Second, they want another plane so they can fly to a secret location. At first, I am happy, thinking that we will all be free shortly. But the pilot

says the government will not do that. The terrorists have made a mistake and have landed in a country whose government refuses to talk to terrorists. Its president says it will never yield to criminals and terrorists.

Our chances do not look good. There is no way that we can overpower the terrorists. They are heavily armed and watch us carefully. It is impossible to escape from the plane.



So here we sit, hostages in a life-or-death situation. The terrorists don't care about our lives. They are threatening to kill us, one by one. But the government says it will never talk to terrorists. They don't seem to care about our lives, either.

Will I get out of this situation alive?

### Questions

1. What was the man doing when the terrorists hijacked the plane?
2. What were the demands of the terrorists?
3. Will the government meet the demands of the terrorists? Why or why not?
4. Do you think Taro will get out of the situation alive? Why or why not?

### Discussion

What do you think is the best thing to do? Draw lines to the views that you agree with.



The plane should be allowed to fly to some other country whose government will talk to the terrorists



The police or army should secretly attack the plane and kill the terrorists



The government should talk to the terrorists. The passengers' lives are the most important thing

**What is the Best Thing to Do about This Situation?**



Another organization, like the United Nations, should talk to the terrorists.



The government should never give in. If they give in to the terrorists, more hijackings will occur in the future

### Task One

Discuss your opinions with a classmate. Remember to support your opinion with at least two or three reasons.

### Task Two

Read about the following situation:

The International College of Nagata (ICN) has an Overseas Program with a school in America. Every year, many students go to study English and American culture at the school, and it is an important part of the University's curriculum. ICN has spent a lot of money to create the program. It must maintain the program with the American school, otherwise, it will have to spend large amounts of money to create a new program. Recently, a terrorist organization threatened to place a dangerous biological weapon on airplanes flying to America. The teachers have a meeting to decide what to do. Various opinions were voiced by the teachers:

We should cancel the program for this year. If something happens to the students, we will have a bad reputation in the community, and we will lose students in the future.



Tetsuo Tawarayama

If we cancel the program this year, we will make the American university angry, and we will have to look for another program next year. Also, we should not change our lives because of terrorist threats



Sagosuke Baba

We should tell the students about the possible danger, and let them decide. That way, we are not responsible if something happens



Gumpei Soga

There is no clear danger yet. Let's see what other Japanese Universities are doing, and follow their example.



Keiko Harayama

## Discussion

- Which opinion do you agree with the most? Why?
- Can you form a better plan than the teachers above?

## Task Three

Form two teams. One team will support sending students to America for the Overseas Program. The other team will be against sending students to America. Make several reasons for and against sending student to America. A couple of examples have been provided for you below:

### Pro

- ◆ The risk is too great to send students to America

### Con

- ◆ Changing your life because of terrorist threats means the terrorists control your life.

## Project

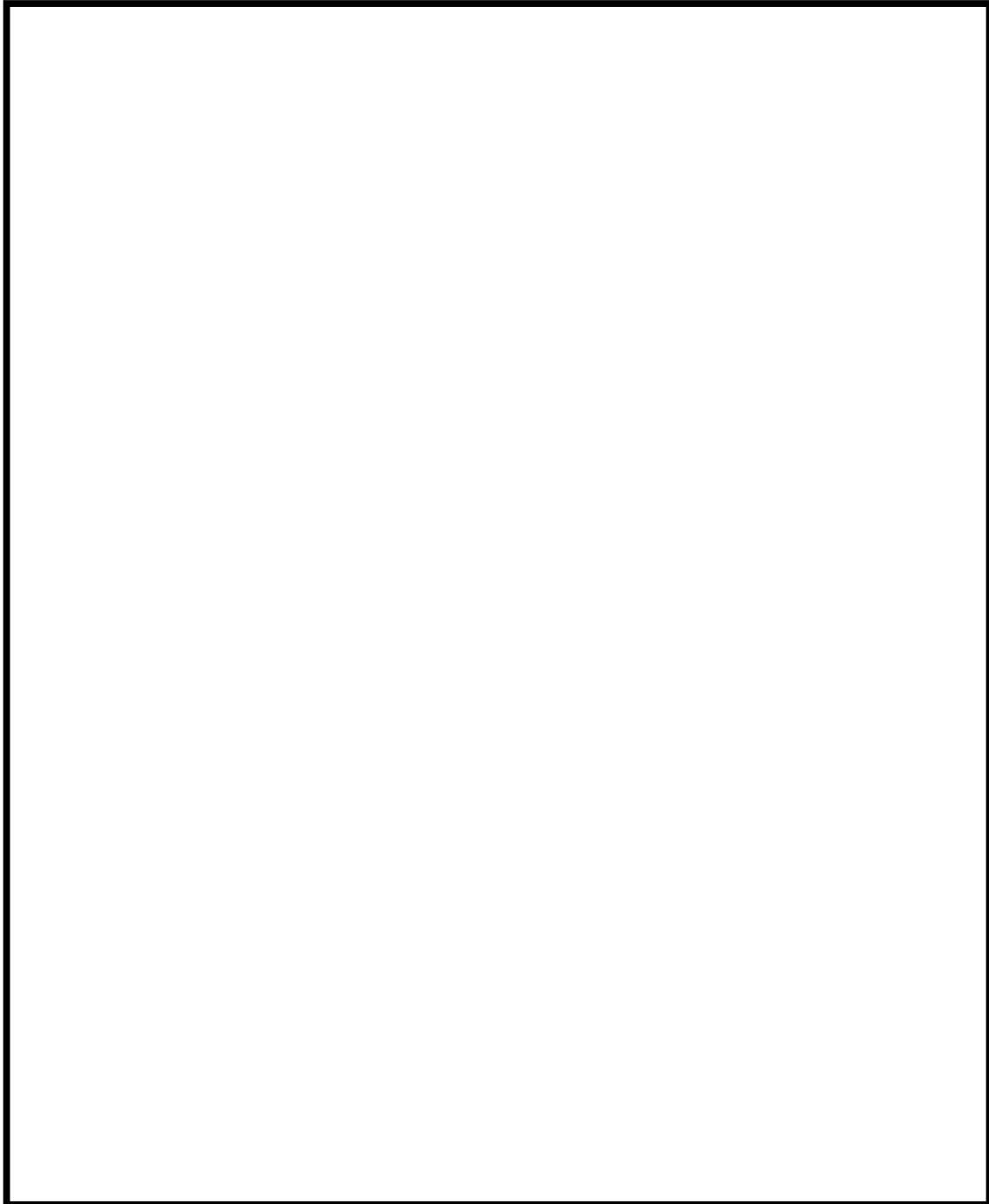
Make a group of three people. Choose one of the following:

- Before the next class, do research on a terrorist group. What is their political agenda? Who are they fighting against? Why are they fighting? Present your findings to the rest of the class.
- Search through the Internet to find various definitions of the term “Terrorism.” Present your findings to the rest of the class.

## Brainstorming

### Task One

Think for a moment about the word “Terrorist”. In the box below, draw a picture of the type of person that comes to your mind when you think of a terrorist.



## Task Two



Look at the pictures above. Which ones are closest to your drawing in Task Two?

Discuss the reasons with others in a small group. Write some of your reasons in the box to the right. Don't be afraid to share your ideas with the class.

## People in the Pictures

1. Fidel Castro, Leader of Cuba
2. Wafa Idris, Palestinian Suicide Bomber
3. Yasser Arafat, former Leader of the Palestinian Liberation Organization (PLO)
4. Mohammad Aidid, Former Somalian Warlord
5. Fusako Shigenobu, Leader of the Japanese Red Army
6. Timothy McVeigh, Oklahoma City Bomber
7. Subcommandante Marco, Mexican Zapatista Leader
8. George Bush, President of the United States ☺

## Video

### Task One

Watch the video. Fill in the words missing in the script.

Since the terrible events of September 11, 2001, with the attacks on the World Trade Center and the Pentagon, the subject of \_\_\_\_\_ has been \_\_\_\_\_ in the \_\_\_\_\_ across the world.

United States President George W. Bush has \_\_\_\_\_ a \_\_\_\_\_ against terrorism. The United States is now using its money and power to end terrorism in America and the world. Yet, in spite of these \_\_\_\_\_, it is clear that countries are not only \_\_\_\_\_ about what to do about terrorism, but they are also \_\_\_\_\_ about how to define it.

The term "terrorism" is \_\_\_\_\_. It is a very \_\_\_\_\_, because terrorism usually means killing and hurting innocent people. No country wants to be \_\_\_\_\_ of \_\_\_\_\_ terrorism or helping terrorist groups. At the same time, no country wants the use of

\_\_\_\_\_ to be considered terrorism.  
As the old saying goes, "One person's terrorist is another person's freedom fighter."

Today, there is no definition of terrorism that everyone can accept. Countries define terrorism according to their own beliefs. "Terrorism" is often used to describe actions that are against their own \_\_\_\_\_.

International organizations try to make a definition that supports the interests of their \_\_\_\_\_. College teachers define terrorism according to their own political points of view.

European countries and the United States try to \_\_\_\_\_ terrorism \_\_\_\_\_. They want to make sure that the term "terrorism" applies only to the acts of \_\_\_\_\_. They see terrorism as an attempt by politically weak groups to use violence against innocent people, in order to \_\_\_\_\_ governments to listen to their political or religious demands. In other words, terrorism \_\_\_\_\_ violence \_\_\_\_\_ to get a government to change its policies or political \_\_\_\_\_.

Another definition of terrorism was made by the Iranian religious scholar, Ayatollah Khomeini. After reading many Islamic materials about terrorism, Khomeini defined terrorism as an act that tries to \_\_\_\_\_ an \_\_\_\_\_ or \_\_\_\_\_.

Terrorism is a \_\_\_\_\_ of any kind to \_\_\_\_\_, and terrorism is a violation of people's natural \_\_\_\_\_ and their \_\_\_\_\_.

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Under this definition of terrorism, even countries could be guilty. Taskhiri \_\_\_\_\_ the United States of being the "mother of international terrorism" by \_\_\_\_\_ peoples, strengthening \_\_\_\_\_, and \_\_\_\_\_ the \_\_\_\_\_ of territories and \_\_\_\_\_ on civilians. Naturally, the United States and other countries would likely \_\_\_\_\_ this definition of terrorism. We can see that it is difficult to define the term "terrorism", and there are many differences in what people think is terrorism, and who is guilty of it.

### **Task Two**

Discuss the questions at the end of the video clip. Choose a person in your group to represent the opinions expressed in the group.

### **Task Three**

Discuss the following questions in a small group:

1. What do you think about security rules at airports that give police the power to search and question any Middle Eastern travellers?
2. Since the 9-11 World Trade Center attack in 2001, terrorism has increased in the world. List three ways that your life has changed as a result of terrorism?