Promoting Peace Oriented Change Leadership with Agentic Student Activities

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This paper seeks to illustrate how teachers can lead students to go beyond the standard norm of passive citizenship and become more agentic agents in the world, seeking ecological and sustainable goals vocally, visibly, and vulnerably (VVV). Both authors will describe student groups that have blossomed beyond our own expectations to become VVV for socio-ecological causes beyond the norm, presenting themselves and their causes to the world with little, and at times, no teacher intervention. Murphey provides accounts of his students doing class publications written by the students about education problems they have researched and invested time in, two of which became popular YouTube videos, as well as petition efforts sent to MEXT and school authorities. Johnson describes how a small group of students organized themselves into an active student organization that took part in the worldwide protests against land mines and cluster bombs. Both Murphey and Johnson summarize a currently developing project that highlights student interactions with the public as they share and contemplate the connotations and importance of peace.

1. Introduction

Studies of attribution theory (Kalaja, 2004) have demonstrated how there is a relationship between the causes to which people attribute their success and failures and their subsequent behaviors. If people's beliefs form the basis of their behavior, then we need to explore the contexts in which they develop helpful and unhelpful beliefs in order to understand how we can help them develop beliefs that provoke positive behaviors and avoid negative behaviors. Most

acts of agency are normally seen as positive since they usually affirm the presence of autonomy. As Murphey & Carpenter (2008: 17) affirm: "One rich source of data on students' beliefs and perceptions can be found in their own narratives of learning experiences recorded in the form of language learning histories." Such narratives may be a fruitful starting point for students' own understanding of their small acts of agency that they may not even remember at first glance.

In psycho-therapy, researchers also talk of factors that used to be dismissed as 'placebo effect', such as setting, relationship, beliefs and expectancy that have shown themselves to be more important than methodology (Hubble et al. 1999). We would agree and point out that much of what we call "agentic" seems to be spurred by such things as settings, relationships, beliefs, and expectancies, and not necessarily by specific agency promoting methods. More recently the research field is calling these "facilitative structures" (see "sustained flow" below). Murphy (1999: 365), who investigated the efficacy of therapy in educational settings, finds some compelling parallels between the two fields and notes that, "Just as effective psychotherapy requires the client's active participation, the success of teaching rests largely on the student's involvement in the learning process." We concur that empowering individual agency may be the most important element for successes in the two fields.

"Sustained flow" (SF) theory, also known as "directed motivational currents" (DMC: Dörnyei et al. 2014, 2015) proposes three active components: visualization, facilitative structures, and positive affect. A systemic review of 17 empirical articles using this paradigm shows that of these three components, participants rarely mention visualizing and that the main affordance is facilitative structures that guide students to act first in appropriate manners resulting in positive affect. Our explanation for this is that the visualizations and positive affect are generally post hoc attributes.

That is, we perform a good deed because of facilitative structures, e.g. I give to a certain NGO because they are asking for donations at my train station. After doing that I can visualize myself performing altruistically in the past and that inspires me to perform more so in the future (Murphey, in progress). This is perhaps why students telling their language learning histories is such a powerful act: they get to re-visualize and analyze their behaviors and understand how they may have been agentive and somewhat autonomous in ways that they had not realized before. These post hoc visualizations can spur motivation to perform in the future. Visualizing before you have done anything is vague at best. But when presented with facilitative structures to act (without necessarily having knowledge, i.e. unknowingly), we perform in ways guided by the facilitative structures (e.g. we sign a petition) and later we realize that we are supporting a cause, we are agentic, and we may be altruistic. These post hoc visualizations, or understandings, can then guide us, and the world, to a better future and to more positive affect, the 3rd component of sustained flow.

2. From Seeds of Agency to Offering Agency Steps to Leadership: We lead ourselves first!

Agency steps are opportunities that are presented to people (by facilitative structures) in which they can decide to use their unique points of view or attributes to express themselves or shape some sort of action in the world. Early on, Murphey and Carpenter (2008) found seeds of agency in their students' language learning histories (LLHs) when students said they had decided to act autonomously in some way: go to a cram school, watch English movies, sing English songs, etc. The seeds of agency needed to be planted usually by the person, autonomously (although there were certainly facilitative structures around), so that they could feel the potential joy/confusion/power that comes with their decisions. At a

more complex level, seeds become steps in a certain direction with firmer decision-making. They take on more weight and direction as students begin to "lead" themselves and eventually others. Many young people do not realize that they are leading others by leading themselves, but they are; they are becoming Near Peer Role Models for others (Murphey & Arao, 2001; Muir, 2018).

Behaviors and decisions autonomously engaged in by students can be scary at first, but many get used to the thrill and come to love it. The rush of guiding your own life gives them energy and a sense of daring in the end, making the individual a more willing leader. Commonly, it is only in retrospect that students understand their agentic steps in their lives and how they shaped and led themselves and others to succeed. Teachers cannot force agency steps onto students, but they can guide them, through facilitative structures, and thus present options that students explore and expand in various ways.

Thus, asking freshmen students to write their LLHs in the first semester was usually followed up in the second semester with them forming research teams of three to five students and critically investigating the LLHs of their classmates to write critical papers for JHS and HS teachers and MEXT. These second semester class publications are the subject of the next section.

3.　Historical Justification for Class Publications (Tim's voice)

Early on in my career when doing my MA TESOL degree, I happened to have a wonderful supervisor, Dr. Patricia Byrd, who met all the graduate student teachers as a group once a week to find out what we were doing. We would take turns telling everybody what we were doing in our classes and Pat would sometimes say to us, "That sounds really interesting, please write it up and send it to me." And of course, we would and she would edit it a bit and it would go out in one of the two or three newsletters that she was

editing at the time. Then we would get a paper copy of the newsletter in our mailbox and that is when the magic really happened: we would see our name in print! Seeing our name in print somehow made us feel like we belonged to the profession, it wanted us, we counted, and what we were doing mattered. We got a "meaningfulness" rush! Since then I have applied this to many of my classes through doing what I call "Class Publications." I often see the same reaction that I had when I see my students look at their names in our class publications. It is saying "We want your voice and opinion. You matter!"

4.   Three Random Class Publications (Tim's voice)

I have done language learning histories (LLHs) collections with most of my freshman classes and many of my other classes over the years (Murphey & Inoue, 2014). I also have 12 volumes of Song Teaching Case Studies and 5 other subjects online at this link that readers can go to if they like (https://sites.google.com/site/folkmusictherapy/home). There are also a wide range of graduate school booklets that have also been "class" published at the end of terms (Appendix 1 for a list) especially from Hawaii Pacific University and Nagoya University of International Studies.

There is a subset of studies that some undergraduates have done after the LLHs in which students read the LLHs and analyze them to give advice to JHS and HS teachers about how they might improve their teaching. The ones below are some of the ones that I propose to look at more closely for agentic stands. I also will be quoting from a few others in which students seem to have really become strong agents.

5.   Student Voices Loud and Clear

The three undergraduate-class-publications (UCPs) that I will be reviewing here are all from my freshman classes. (Kirk will be

writing about slightly older students' agentic moments.) The names of the three UCPs are: *Real Voice* (2010); *Students Speak Out* (2012); *Reflections on English Education in Japan* (2013). All the individual papers followed a similar outline usually: Introduction, Method, Motivational factors in LLHs, De-motivational factors in LLHs, Recommendations for Students, Teachers, and MEXT, and Conclusion. Students were asked to read their classmates LLHs and to reflect on different aspects they wished to highlight (good activities, good teacher attributes, etc.) in short 2 to 3 page summaries.

Real Voice (2010) had 10 papers of 3 to 4 pages each advocating themes in their titles: English Only, Find Your English Style, Better Environment Better English, Thirty People Thirty Ways, From Riding to Driving the Roller Coaster, Joyful Student Centering, The real Voice of Students in KUIS, Learning from Our Peers, Education Needs Changing, Living English. This was also the class that decided to do a video at the end of the year about their LLHs and research and then put the <u>*Real Voice video*</u> on YouTube (script in Appendix 2).

The 2012 edition of researched LLHs, also by my Freshmen class that year, was called *Students Speak Out: Suggestions for Changing English Education*. The last section of the last paper is below:

> **If we have a chance to talk to MEXT, we want to tell them…** First we want to tell MEXT, please make interesting English textbooks for JHS and HS students. For example, teachers teach English always the same way. Teachers say just memorize grammar and vocabulary. Students feel bored. Second, please make more discussion or conversational English classes. In Japan JHS and HS students have English class at school. However, teachers teach only grammar or vocabularies

so we think students should have more discussion or conversational English classes Students need more speaking and listening skills. Also, through discussion and conversation English classes students can improve pronunciation skills. Finally, please give more chances to go abroad for JHS and HS students because many students want to go abroad. But those students often give up the idea of going abroad.

The 2013 edition was called *Reflections on English Education in Japan.* In addition to the critical group papers, I thought it would be nice for them to remember what they really loved about their education and each student wrote a positive paragraph about their JHS or HS education about something they really liked and enjoyed. For example, one student wrote about a novel activity to write short stories and then act them out.

I love to make a short story, and act it in English. When I was in high school, I did this activity once a month. It was a very nice experience for me, because when I made a story I had to think of characters' lines in English. I learned natural English conversations with this activity. It was also helpful for me to act a short story in English. After I wrote lines in English, I had to remember it, and say it in front of my classmates without any papers. I was very shy, so it was embarrassing for me, but when my classmates enjoyed our group's story, I was glad. It was a nice practice to speak English without hesitation. In addition, it was also nice practice to listen to English when I watched other groups' stories.

The point is that writing their LLHs might reveal to students some of their agentic moments so they could visualize them better later and have some positive affect about them which might inspire them

in the future to take more similar steps. Remember however that for their research papers they had to read everyone's LLH to get their data and they began to understand agentic actions on the part of others. And indeed, writing these papers and asking for better education for the next generations is a big agentic move (and we did send copies of their booklets to MEXT each year, although I have never heard back from MEXT). I have continued to send them and distribute them to JHS and HS teachers when I give presentations. I believe that leading themselves to write these things, implies that they can lead others as well once they have done it. Writing about something is an agentic act that brings things to life and makes them much more possible in the future.

A year after the first video, another class of 3rd and 4th year students decided to make a second video criticizing the job-hunting system and the lack of study abroad options and to ask for some changes: *Real Voice #2* (https://www.youtube.com/watch?v= C9CYaUhqEdw) (script in appendix 3). Many teachers have told me that they use the videos in their classes to spark discussion and conversation.

I have also almost every year given petitions to students to sign to ask for better/easier ways to go abroad, to add Ride and Read to the gymnasium, and to stop wasteful single-use plastics on campus. These too could have sparked many students sense of agency. The act of adding your name to a petition is a small and vital act of agency. In 1976, Erich Fromm wrote, "Our spirit of conquest and hostility has blinded us to the facts that natural resources have their limits and can eventually be exhausted, and that nature will fight back against human rapaciousness (p. 8)." With global warming we are facing one of the greatest challenges in human history and yet the majority still insists on consuming ourselves to death. This is a time, if ever there was, when great degrees of agency are needed with our youth. Recent TED talks by younger children are showing

that they are indeed assuming their positions of agency: Greta Thunburg, from Sweden (https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate?language=en) and the sisters Melati and Isabel Wijsen in Bali who attend the Green School Bali (https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali).

6. Graduate School Students on Leaders

Two of my graduate students, Chysa Gumbs and Michael Quinn, wrote about "Approaches to building student leaders" in a graduate school booklet that we put together in 2013 (Gumbs & Quinn, 2013). They mention that if "armed with leadership techniques, students could share the chores of instructing, motivating, and challenging each other... This paper contends that teachers and academic advisors are the best situated for developing student leaders" (p. 20). The authors site Archard (2013, p. 341) who did a focus group study with students and found that:

> The majority of the students in the focus groups defined leadership as having "a positive influence over others" and "leading others by example." Other participants believed leadership is about community involvement. In addition, leadership was described as being *at the front of the pack* and encouraging those *in the back*, all while standing by defined and believed values. (p. 20)

The definitions and descriptions of leaders and leadership varied widely in the second focus group. Some students defined leadership as management; a leader is a manager who ensures everything runs smoothly. Others meanwhile defined a leader as a motivator who ensures people are actively inspired to work together. Leadership as a process of engagement with other students, with a named subset

of skills and attributes was also discussed (p. 342). For example, one of the focus group students believed that 90% of leadership skills are based on instinct and upon being an effective communicator. Listening skills were determined invaluable as, "Leadership is about listening to peers and a community." Finally, one student broadly stated that leaders build relationships so groups can achieve some kind of goal.

Archard (2013) also discovered that students in the focus groups believed that leadership is about being a strong representative, such as someone who can speak up for a group, and an overall role model. A leader is also of service to others… Bowman (2013) finds that in the 21st century, leadership development is being "in influence" rather than being "in control." Advancing the interests of their peers and listening intently to frame concerns should be core qualities of an individual in a student leadership position.

Bowman (2013) asserts that memorable leaders change lives by thinking and acting collaboratively on good ideas to accomplish goals. Therefore, the best way to construct leadership is to allow students to engage in their environments naturally and feel fully seen, listened to, and trusted to contribute (p. 61).

7.　From Classroom Studies to Social Activism (Kirk's voice)

The following exemplar will detail the formation and development of a student global issues circle that focused on the campaign to ban land mines and later cluster bombs. This section will focus on how students took action with a class topic to create and sustain a campaign for four years. The purpose is to show how student agency can flourish and expand to new horizons beyond the classroom and class assignments.

I started teaching my content-based class for 3rd and 4th year English majors at KUIS in 2003. Within a year, I noticed a pattern of particular concern with one topic we covered. The issue of

landmines and the effect that these weapons of terror had on people unfortunate to live in areas contaminated by them evoked strong responses from many students both in class conversations and in their written output: online interactive forums, reflective journals and class evaluation comments. The passion these students felt truly inspired me as an educator and that led to direct contact with various NGOs organized against landmines, both within Japan and internationally based. Yet, it still caught me off guard when two students asked me for 15 minutes of class time without me present. During this time, students dialogued over a course of action they might take. These two students had decided that just studying was not enough for them. In the end, they decided as a class to make a donation to a Japanese based NGO that we studied about in class that was actively fighting to expand the global ban on landmines as well as to advocate for landmine survivors. What this exposed was that the students were not just identifying or studying about an issue; they were instead identifying with the issue or making an empathetic connection which beckoned them to take some form of action. Johnson and Murphey (2017) found that having available facilitative structures in place could be utilized to help students make stronger connections with an issue and even take actions beyond just classroom learning. The leadership of those two students and action of that class along with two years of student verbal and written comments made me realize that a structure for students to become active and seek agency was truly needed. This came the next year with the school festival. I took the initiative to sign up for a landmine awareness display at the KUIS school festival and about eight students took this structure and facilitative opportunity to construct and present the display for those attending the school festival.

Something that became clear as an educator working with these students was that guidance and structures to envision the

opportunities available were necessary but once options became clear, student agency would often take things in an unexpected direction or even enthusiastically expand the action. With the structure for action in place, these students could visualize themselves as agents of action and thus create positive change. It was quickly decided that the action at the school festival would go on next year even if most of the core members were forced to retire due to job hunting. With new recruits in hand, the group made a choice to work more closely with the NGO, the Japan Campaign to Ban Landmines (JCBL), which led to a relationship with a professional photographer who had spent some time in a Cambodian rehabilitative hospital for landmine survivors. Having professional photographs created a special atmosphere for the display but the students involved had decided they wanted more. Based on the previous festival experience and theme of images of victims surviving to the best of abilities, the students decided to fundraise with the goal of raising money for the purchase of prosthetic limbs for survivors. At the end of the two-day festival, the NGO we donated the money to informed us that the amount collected would provide for nearly two prosthetic limbs. But this led to acts of agency that I had not expected. Up to this point, I had been involved in direction and decision making regarding our actions. It was collaborative and the students were taking various forms of leadership to accomplish the goals, but I was leaned on for direction and connections. So, I was somewhat surprised when the students told me they were continuing fundraising and creating a display at a community event in Funabashi and later at the nascent Makuchari event at KUIS. The students involved now seemed to view themselves as agents of change, or student activists if you like, with the desire and the confidence to share their passion and knowledge with the general public.

Back to the school festival event the next year, the core group of

returnees with a few new recruits shifted the focus from landmines to cluster bombs as the same civil society groups involved in banning landmines were at that time actively pushing for a new global treaty to ban cluster bombs. So, our global issues group became conversant with the nuances of cluster bombs and in addition to a display and fundraising, added an open to the public die-in action to the festival. A die-in is a symbolic protest to create an observable action against violence and war. Almost 100 people at the school festival participated in the action and the photo generated was included in the worldwide collage of events calling for governments to sign the new treaty.

Over the four years that the group existed, students collaborated with various NGOs and professionals, marched with landmine and cluster bomb victims/survivors and their allies in public rallies, created community awareness displays, raised funds for donation and invited guest speakers to come and speak at the university. One student from this group did a short internship with the JCBL and another took a job with Peace Boat. Additionally, one founding member along with myself wrote an article documenting our perspectives for the JCBL newsletter.

Using the examples above is not a claim that students can become activists for a cause. Activism is not necessarily unusual to university students in Japan contrary to stereotypes, but these successions of actions flourished merely from the focus of our class studies, along with the creation of a little scaffolding and some opportunities, which the students themselves helped construct. The students involved created an atmosphere of action and leadership from which came transformative changes by the students themselves to create a better world. These students chose to become part of a global movement that has led to two widely ratified global treaties banning and stigmatizing two weapon systems. Unfortunately for the group the students created, an infrastructure to maintain

sustainability over the attrition rate of student graduation was not established and thus the group disbanded after four years. The process of students taking action outside the classroom probably needs to be regarded as something to be organically nurtured and grown by willing students. Like social movements themselves these cannot just be constructed. There are numerous variables in play, but most certainly some facilitative scaffolding and support networks will need to be put in place.

8.　Building Peace Walls to Break Down Walls (Kirk's voice)

I'll state what should be obvious to anyone involved in education, inspiration is a multidirectional street. It was the actions that my students took with their campaign against landmines that made me want to see something similar happen again. A few years back, it seemed the climate was set for another opportunity. Over a few terms of teaching a new class on Building a Culture of/for Peace, I recognized a particular curiosity and passion that many students expressed with the manifestations of peace and the coursework for the class. Discussing this with Tim, the co-author of this paper, we decided to put a plan into action using the same venue, the Hamakaze school festival at KUIS that takes place in late October every year. However, viewing the project as a success in terms of agency and leadership would be if students, not only volunteered to take part in the action, but would also take ownership of the project itself. So, has this lofty goal happened yet? The short answer is no, but short answers don't allow for the depth needed to evaluate the valued experiences and leadership that have been realized by the project volunteers. What follows in this brief summary is a synopsis of the way in which students have taken agency to shape the projects to date and what we hope develops in the future along with some factors that we believe are structural and cultural realities restricting greater acts of agency and ownership of the project.

I was sure that a core group of students would volunteer as it had happened in the past; and as expected, a core group of volunteers have stepped forward each year to do the project. The Peace Wall Project has now been constructed five times in a four-year period; four of these were at the KUIS school festival and the other at the JALT National Conference at Tsukuba in 2017. Within each Peace Wall exhibition, students have been the main interlocutors with participating guests. The Peace Walls are structured to be an interactive experience, but the theme changes each year. The first incarnation asked visitors to share their understanding of one of the following four terms: Peace is ～, Love ～, Activism is ～, Altruism is ～. The second manifestation asked, "What is your one step to peace?" The goal was to have people contemplate something truly needed to substantiate a sustainable peace with the hope that the experience sticks with at least a few of the visitors. The third Peace Wall theme focused on hopes. Visitors were asked to elaborate on a hope for one of five themes: educational, ecological, social, personal or global. Responses ranged from personal goals to desires for collective progress. Standard to all Peace Walls, a response can be given in the language of choice or in the form of illustrations. To date over 600 messages have been collected. A foundational premise of the Peace Wall Project is that if we truly want positive peace in our communities and greater world, then we need to be proactive in making the structural needs visible and kept awake in our conscious thoughts and actions. These peaceful actions are an attempt to reverse the expression, out of sight, out of mind. Positive peace is defined by Johan Galtung (1969) as more than just a lack of direct violence, but also the mitigation of structural violence and restoration. Positive peace accounts for the presence or process of working to ascertain the dynamics of equality, equity and justice.

Let's return the focus to how students have applied agency and leadership on the project to date. In 2016, we created a quiz that

would complement the messages that the guests created for the wall. The quiz challenged our guests to match the names and actions on the quiz sheet to the photos of activists and peacemakers on the wall. The volunteers not only made the quiz in Japanese, they also suggested some of the names that were ultimately included in the activity. In the 2018 version of the Peace Wall, a group of students from KUIS Goods joined our project in a collaboration of efforts. Their focus was selling Certified Fair-Trade drinks to visitors at the festival, but some members of the group wanted to do more. They wanted to share the values of Certified Fair-Trade so people might take home with them a better understanding of what Fair-Trade meant. Certified Fair-trade is essentially the values of positive peace in action: a guaranteed minimum price that pays a living wage to producers, a premium payout for communal improvements, no forced or child labor, no hazardous conditions and chemicals and more. Seeing how our projects intersected, our two projects worked out a win-win situation from our groups and we believe the visitors to our respective projects benefited. We provided the space on the wall for the informative quiz that they constructed. People who took the quiz could then go to their booth for a free piece of Certified Fair-Trade chocolate and a short explanatory student created pamphlet if they wanted. Two of the Fair-Trade project members also joined our group for a short time as Peace Wall interlocutors. This example of student leadership is also worth noting, as about 50% of our project volunteers were already members of other groups at the school festival. They were busy but felt the project was important enough to participate in what was their free time. On a separate note, a very pleasant surprise with our first Peace Wall effort was that three of the original anti-landmine campaigners from the project detailed in this paper returned to help for a few hours.

So far, we believe that the project does set a framework for

students to take agency and assume acts and roles of leadership. However, the overall themes to date have been set by the two authors of this paper. We would like to see this changed and are actively looking into possibilities that might not only provide ownership, agency and leadership opportunities, but also help make the project more sustainable. One mitigating factor is that almost all our volunteers so far have been 3rd or 4th year students and when these volunteers do join the project, the decision making for the core elements of that year's project have already been set. Each year is like starting from step 1 in respects to student participants. The project clearly lacks the structures needed for its long-term sustainability. As we believe that having chances to actively contemplate and interact with the dynamics of peace, we hope the project does find the necessary foundations to continue into the future.

The following three photos (taken by Kirk Johnson) are from the Hamakaze Peace Wall Projects from 2016 to 2019.

Figure 1: Hamakaze Peace Wall Project in 2016

Figure 2: Hamakaze Peace Wall Project in 2017

Figure 3: Hamakaze Peace Wall Project in 2018

Figure 4: 2019 Hamakaze Peace Wall Project in 2019

9. Conclusion

Peace oriented change leadership is asking for more equity and sensitivity towards life changes all around us as we all hopefully become more vocal, visible, and vulnerable (VVV) in our democratic societies. Being vocal and visible is easy to comprehend in conjunction with agency and leadership, but we want to accentuate the important role of vulnerability as well. When students take chances to enact change and challenge systems, they place themselves in the position of being ignored, maligned or marginalized. Add to this the common feeling of imposter syndrome and it is easy to comprehend how change leadership makes one vulnerable. Thus we see vulnerability as needing recognition. Students taking on leadership and agency should be aware that they are susceptible to negative feedback and also that their outcomes may not be as they hoped, but that this is not equivalent of failure. As teachers we are well situated to help students become aware of their own acts of agency by writing their language learning histories (LLHs) and then supporting them in group projects like the videos, petitions, and events as we described in this paper. In

StudentVoice#1, students wrote and spoke about the inequalities in English education in Japan and mapped out suggested changes and problems that MEXT could initiate and promote for future generations. We sent all these class publications over the years to MEXT as well (but have yet to receive a response: "We can accept failure, but we cannot accept not trying."). In StudentVoice#2 they looked more closely at their problems of wanting to study abroad but feeling the restrictions of doing job-hunting and how poorly the system was responding to these apparent needs and how they seemed to be caught in a Catch-22 (You should go abroad! But you should also, in a timely manner, do job-hunting!) A graduate student paper was cited about "leadership" and many other graduate school class publications were also organized to "create the student advocate" in their own worth. At the same time undergraduates were regularly offered the chance to sign petitions for changes that they and others wanted.

In Kirk's classes, students studied about the horrific realities of landmines and cluster bombs. From this exploratory start, more than a dozen students went on to become international advocates for banning landmines and cluster bombs. These students took these agentic steps on an issue which was actually quite distant from their own personal life experiences because an opportunity was presented to them and they seized it. The fact that a well-structured and enthusiastic global movement existed helped these students understand that they were not alone in their action but instead part of a tremendous team of empowered people and organizations. On an even broader scale we think that students as they grow become more attuned to more international and global/ ecological problems and the taking of action to change them, e.g. a la Greta Thunberg (2018) and the Banning of Plastic in Bali by the Wijsen sisters (2019). These young women are notable exemplars of leadership and agency and thus should be real time role models for

their generational peers, which includes our students. There are of course a great number of today's youth becoming agents of positive change. The problems of our modern world necessitate actions for systemic changes. Some major hurdles to overcome are the common feelings of helplessness and disinvestment along with a lack of feeling social connection. It may be a cliché but knowledge is power. And the knowledge that students are not alone or powerless, but instead are connected with class peers and others beyond is an essential step for setting an atmosphere for agency and leadership to develop and thrive. The question should then be asked, what is the role of educators to provide opportunities for their students to better understand the world around them and what people are doing to make better outcomes? We believe second language educators have a role in providing opportunities for agency, leadership and personal growth within the class curriculum.

In conclusion, *peace oriented change leadership* seems to be something we need more of and hope that other educators will also dare to plant the seeds of student agency, critical thinking, and advocacy early on so that they can expand and increase the ways and opportunities for students to find their voices, make a stand, and improve the world. This cultivates students that can, in later educational environments and beyond into the working world, find strength in their own voice so they may stand up to injustices and inequalities, and realize that the opportunity to make a difference is something they possess.

Postscript by President John F. Kennedy
"What kind of a Peace do we seek. I'm talking about genuine peace. The kind of peace that makes life on earth worth living. Not merely Peace in our time, but Peace in all time. Our problems are man-made. Therefore they can be solved by man. For in the final analysis, our most basic common link, is that we all inhabit this

small planet, we all breath the same air, we all cherish our children's future, and we are all mortal."

(At the end of the movie, 13Days, at the end of the Cuban Missile Crisis)

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Murphey, T. & Students (eds. 2019). Interrogating Media-Me In-Progress: Critical Abstracts of Change and Preparation. Aoyama Media English and Advanced Writing classes publication.

Appendix 1. Additional Graduate School Class Publications Led by Tim Murphey Over the Years at Hawaii Pacific University (HPU). Nagoya University of International Studies (NUFS), Nanzan University, Etc.

Graduate School Working Papers/Class Publications (10 booklets)

1. Murphey, T. (2015). *Sociocultural theory in TESOL: An introduction through narratives(I)*. A Nagoya University of Foreign Studies Class Publication. (9 students) (NUFS)

2. Kume, Y., Kassim, S., Wallace, S., Hill, R., Shibata, N., Koiseggm K., Bowyer, D., Murphey, T. (2017). *Sociocultural Theory in TESOL: An introduction through narratives II*. (NUFS)

3. Kanzaki, J., Zoni Upton, J., Walters, J., Bradford, C. & Murphey, T. (2018, editors/authors). *Sociocultural Theory in TESOL: An introduction through narratives III*. (NUFS)

4. Oshika, E., Yoshieda, M., Wada, J., Fatthi, H., & Murphey, T. (2019). *Sociocultural Theory in TESOL: An introduction through narratives IV*. (NUFS)

5. Murphey, T.+12 students (2013). *Stringing*. Honolulu, Hawai'i Pacific University, Class Publication. (HPU) (cited in present paper 2019 Gums and Quinn)

6. Watkins, S., Wang, D., Lin, W., Taraza, R., Ratanaprukpan, M., Kirkoski, S., Blair, J., & Murphey, T. (2011) *AhHah! Collaborative papers from the group dynamics class*. Honolulu, Hawai'i Pacific University, Class Publication. (HPU)

7.   Gonzales, K., Prober, J., Saunders, M., Gwanpua, A., Chan, H. & Murphey, T. (2009) *The Juggling Papers*. Honolulu, Hawai'i Pacific University, Class Publication. (HPU)

8.   Bentowski, E. Chou, H., Ino, M., Jeremie, J., Kusutani, S., Lawson, J., Murphey, T., Noordhiuzen S., Ono, T., Sung, H., Wai, L., & Yamaga, M., (eds.) (2006). *Affinity spaces and learning ecologies*. Honolulu: Hawai'i Pacific University Class Publication. (HPU)

9.   Carruthers, S., Edwards, J., Kato, K., Lee, C., Mehring, J. & Murphey T. (Eds.) (2005), *Materials for Teaching Out of the Box* TESL MA Working Papers #3 Honolulu: Hawai'i Pacific University. (HPU)

10.   Murphey T., Kawano, S., Manigoda, T., Perlman R. & Siu, Y. (Eds.) (2004). *Learning hybridity, group dynamics, & Language acquisition*. Hawaii Pacific University TESL Working Papers #1. (HPU)

11.   Murphey T., (editor 2003) *Narrativizing Teaching: Socializing Ourselves into Practice* (ed) Hsin Chu: South Mountain Press. Tsing Hua University (Taiwan)

12.   Murphey T., (editor 3rd revised Edition 2000) *The Medium is the Message: Japanese Teachers of English Using English in the Classroom*. Nagoya: South Mountain Press. (Nanzan University)

Appendix 2: Real Voice #1 Script

The Real Voice of Japanese Students 2010 — University Student Comments on their English language learning in JHS and HS. (video script — read on Dec. 21 2009 for a YouTube Video by students)

Our Language Learning Histories

And our research / show that
Learning English in Japan / is not always
easy
Many JHS / and HS students in Japan
Study mainly grammar /
for entrance exams
And end up / not being able /
to use English
After *many* years of study.
This is the inconvenient truth: / *Honne not*

Tataemae
While most JHS and HS teachers mean well
And some of our teachers have been really
great!
The truth is, many teachers are force-feeding
grammar
This IS the inconvenient truth: | *Honne not*
Tataemae
A bit of grammar,
At the point of need,
Can be useful
But too much, is too much!
Its BORRRRR ING (say slowly)
We want to TALK more (excited)
Use English!
Talk to our classmates
SING SONGS! (Everybody sing it!)
Give presentations
Write our own ideas
Think seriously
bout improving our world
In short …
Do things with the language
Not just listen to teachers …
Talk in Japanese
When students speak English
We still use grammar / like now
We learn vocabulary
In language learning
You "use it or lose it."
Narau yori nareyo
Asking may be a moment's embarrassement
Not asking is a lifelong regret.
Kiku wa itoki no hadji, kikanu wa isho no
hadji.
We ASK for CHANGE
In English education in Japan

For future generations
Students want to USE English
Less testing and grammar
We think our teachers need a break
from teaching to exams
We think Mombusho could help
By changing the exam system
Our exams are literally killing some of us
You know, this may not work…
It's OK, / "We can accept failure,
but we cannot accept not trying"
We dare / to hope for change
Thanks for at least trying
To improve education
For future generations
Arrigato gozaimasu (Real voice)
(TM Changed Font from 11 to 12)

Appendix 3: The Real Voice of Japanese Students 2: Study Abroad 2010 (11 to 12)
Videoing for YouTube done Thursday Dec. 9 2010, posted in Jan 2011 (11 to 12)

The number of Japanese university students (TM Changed Font from 11 to 12)
going abroad to study
went down 15% last year
Research actually shows
that students who DO go abroad
are more creative
are more innovative.
The Japanese government WANTS
more students to GO ABROAD.
Ino naka no kawazu, taikai wo shirazu*** (all voices)
However, TWO things
STOP students from going abroad
and the government could CHANGE them.

1st, most Jap. students have to pay
TWO universities at ONE time!
Their Japanese school AND the one abroad.
this is NOT DONE in other countries
The Asahi Shimbun announced in September
that KEIO University students
don't need to pay Keio
when they study abroad
We think Monbusho should make this a regulation
For ALL universities in Japan
ALL UNIVERSITIES *** (all voices)
SECOND, the job hunting system
keeps many students in Japan
Job hunting begins in our 3rd year
So basically, We are only getting
a TWO-year education
We hunt for jobs the last 2 years
And we CAN'T go abroad
Because we are AFRAID of not finding a job
Thus, students LEARN LESS
and companies GET EMPLOYEES
with LESS knowledge
HEY GUYS, WE ARE SHOOTING OURSELVES IN THE FOOT
We WANT to say
"Let us LEARN when we are learning"
"We can HUNT for jobs later
in our FOURTH year only"
When students return from abroad
they ENRICH "The Diversity Bank of Japan"
THIRDLY, STUDENTS need to ACT.
We can't just blame a slooooow government
Or the OOOOOUT-DATED job-hunting system
Or universities who act like they OWN us
We need to be BRAVE,
To step up to BAT,
take a GAP year,
take a TRIP,

find our OWN study abroad programs
for a summer, semester, or a year!
This is our LIVES, let's LIVE now!
Ima wo ikiteiru*** (all voices)
GO see the world! (Show Globe)
TRAVEL!
Arrigato gozaimasu*** (all voices)