

Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

128<sup>th</sup>  
Issue

celebrating 128  
issues and 33  
years in print  
since 1990



128



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Check out back issues on our homepage!

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## NEWSLETTER #128

Welcome to our fall issue for 2023! Did everyone survive the summer heat? This edition contains: (1) an essay by Marc Amigone on 7 ways that we can help our students become global citizens, (2) an article by Anna Ito about a *Black in America* EFL unit she devised that introduces students to the experience of African Americans and (3) a description by Bethany Lacy of how she engages students with social issues using picturebooks. The first week of October is *Banned Books Week*. To mark this, we include a section on *teaching about banned books* with case studies, quotes and lists. This issue also features EuroClio history education guides, updates on Ukraine, teaching ideas on the UN, corruption, human rights, Nobel Peace Prize and random acts of kindness plus conference reports on JACET 2023 (Tokyo) and Shin-Eiken 2023 (Toyama). Have a great fall semester!

◆ We offer electronic subscriptions by e-mail. Let us know if you'd like to try this option!

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# A N N O U N C E M E N T S



## Empowering Young Learners

October 8, 2023 (Naha, Okinawa)

<https://jalt-tyl.net>

A one-day conference on *Empowering Younger Learners to Build a Sustainable 21<sup>st</sup> Century* will be held by JALT's *Teaching Young Learners SIG* in Naha, Okinawa on October 8th (Sunday). This special event will feature the following plenaries:

- *Teaching Global Issues in EFL* (Lesley Ito)
- *The SDGs via Storytelling* (Lillygol Sedaghat)

Go to the website above to view the conference handbook and browse their rich set of sessions!



## Learning for Change & Action

Oct. 21-22, 2023 (Gakushuin Univ)

<https://ld30.edzil.la/>

JALT'S *Learner Development SIG* will celebrate its 30<sup>th</sup> anniversary with a weekend conference on *Learning for Change and Action: Making a Difference for the Future*. The event, co-hosted by GILE and the *Teacher Development SIG*, will be at Gakushuin University (Tokyo) with 4 speakers:

- Phil Benson
- Stacy Vye
- Chiyuki Yanase
- Taichi Ichikawa (*201 Countries, 201 Dreams*)

Go to the link above to register or to learn more!



## PGL 2023 Conference

October 29<sup>th</sup> at Toyo University

[sites.google.com/view/pgl2023/home/](https://sites.google.com/view/pgl2023/home/)

This fall's *Peace as a Global Language* (PGL) conference will be held Oct. 29 at Toyo University in Tokyo. The theme is *Empowering Multicultural and Minority Communities*. Do plan to attend this free event. Details on page 7 of this newsletter!

- Registration Deadline: October 14, 2023

## Global Education Events

- **Children as Peacemakers Conference**  
Oct. 7 - 10, 2023 Sarajevo (Bosnia Herzegovina)  
<https://warchildhood.org/children-as-peacemakers-conference/>
- **NAAEE Environmental Education Conference**  
Oct. 17 - 20, 2023 Virtual event online  
<https://conference.naaee.org>
- **NERPS 2024 "Peace in a Complex World"**  
March 6 - 9, 2024 Hiroshima (Japan)  
Web: [https://nerps.org/hiroshima\\_nerps2024/](https://nerps.org/hiroshima_nerps2024/)
  - Proposal deadline: October 15, 2023
- **Transformative Education Conference (ICTE)**  
November 22 - 24, 2023 New Delhi (India)  
Web: [www.globalcitizenshipfoundation.org](http://www.globalcitizenshipfoundation.org)
- **Intercultural Competence & Global Citizenship**  
February 22 - 25, 2024 Tucson (US) & online  
<https://icc.arizona.edu/2024cfp/>
- **Global Citizens Model United Nations 2024**  
Feb. 22 - 24 & March 7 - 9 New York (USA)  
Website: [www.gcmun.com](http://www.gcmun.com)



## "World Game" Simulation

October 21, 2023 in Tottori City

[kipcates24@gmail.com](mailto:kipcates24@gmail.com)

Teachers and students nationwide are invited to join a bilingual *World Game* simulation this fall run by Kip Cates. This free event will be held from 2 - 4:15 pm on Saturday October 31<sup>st</sup> in Tottori City. Participants will get a "world game identity card", become a European, Asian or African, sit on a giant world map and learn together about world issues. For details or to register, contact Kip Cates or visit:

- <https://sites.google.com/site/timetottori/home>

## GILE SIG Website

[www.gilesig.org](http://www.gilesig.org)



Take a look at the new website for our *Global Issues in Language Education* Special Interest Group (GILE SIG). This offers a wealth of teaching ideas and resources plus back issues of our newsletter.

## GILE on Facebook

*Global Issues in Language Education*



Our *Global Issues SIG Facebook* page has a great selection of up-to-date news, events, resources, information and initiatives on global education and global issues. Make sure to check it out!

## Wanted: Contributions!



- Have you created an EFL activity, teaching unit or course on a global issue or global education theme?
- If so, write this up for our GILE Newsletter or give a presentation for a JALT conference or event!

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2023

Here are the 2023 officers for our *Global Issues in Language Education* Special Interest Group (GILE) of the *Japan Association for Language Teaching* (JALT). Let us know if you'd like to join the team!

EXECUTIVE OFFICERS		REGIONAL OFFICERS
<p><b>SIG Coordinator:</b> Jennie Roloff-Rothman Kanda Univ. of Int'l Studies <a href="mailto:roloffrothman@gmail.com">roloffrothman@gmail.com</a></p> <p><b>SIG Treasurer:</b> Anthony Torbert Kobe Gakuin University <a href="mailto:3tony@ba.kobegakuin.ac.jp">3tony@ba.kobegakuin.ac.jp</a></p> <p><b>SIG Membership Chair:</b> Samar Kassim Kyushu Sangyo University <a href="mailto:samark777@gmail.com">samark777@gmail.com</a></p> <p><b>Assistant Membership Chair:</b> Zane Ritchie Rikkyo University <a href="mailto:zane.ritchie@gmail.com">zane.ritchie@gmail.com</a></p> <p><b>SIG Program Chair:</b> Michael Savage Tokyo Women's Christian U. <a href="mailto:savage@cis.twcu.ac.jp">savage@cis.twcu.ac.jp</a></p>	<p><b>Assistant Program Chair:</b> This post is currently vacant. Please contact the coordinator if interested in applying!</p> <p><b>SIG Newsletter Editor:</b> Kip Cates Tottori University <a href="mailto:kipcates24@gmail.com">kipcates24@gmail.com</a></p> <p><b>SIG Publications Chair:</b> Kip Cates Tottori University <a href="mailto:kipcates24@gmail.com">kipcates24@gmail.com</a></p> <p><b>SIG Publicity Chair:</b> May Kyaw Oo Nagasaki University <a href="mailto:maykyaw@gmail.com">maykyaw@gmail.com</a></p> <p><b>SIG Website Chair:</b> Erin Noxon Sagano High School, Kyoto <a href="mailto:erinnoxon@gmail.com">erinnoxon@gmail.com</a></p>	<p><b>Hokkaido:</b> Tim Grose <a href="mailto:tppgrose@hotmail.com">tppgrose@hotmail.com</a></p> <p><b>Tohoku:</b> (vacant) Rep wanted!</p> <p><b>Hokuriku:</b> (vacant) Rep wanted!</p> <p><b>Kanto:</b> Mark Shrosbree Tokai University, Kanagawa <a href="mailto:markshros@gmail.com">markshros@gmail.com</a></p> <p><b>Chubu:</b> Brent Simmonds Meijo University, Nagoya <a href="mailto:brentoldchap@hotmail.com">brentoldchap@hotmail.com</a></p> <p><b>Kansai:</b> Anthony Lavigne Doshisha University <a href="mailto:lavigne.sensei@gmail.com">lavigne.sensei@gmail.com</a></p> <p><b>Chugoku:</b> Tom Fast Notre Dame Seishin Univ. <a href="mailto:fast@m.ndsu.ac.jp">fast@m.ndsu.ac.jp</a></p> <p><b>Kyushu:</b> May Kyaw Oo Nagasaki University <a href="mailto:maykyaw@gmail.com">maykyaw@gmail.com</a></p>

### Fall Message from the GILE SIG Chair

Happy Autumn to you all! Hopefully cooler weather is around the corner as the school year ramps up again. On September 16, we held an ICLE + GILE joint event titled: *Intercultural Awareness and Addressing Global Issues: The Role of the Media in Conflict*. We had about 60 participants in attendance and everyone was lively and engaged throughout the entire day! The plenary by former journalist Takaaki Mizuno was very well-received as were the high quality sessions. Our SIG officers that were in attendance that day are already discussing future opportunities for holding more such events together.



GILE's next co-sponsored event will be LD30: *Learning for Change and Action, Making a Difference for the Future*, a joint collaboration on October 21-22 by JALT's *Learner Development* (LD), *Teacher Development* (TD) and *Global Issues* SIGs at Gakushuin University. There will be 4 speakers: Phil Benson, Chiyuki Yanase, GILE's own Stacey Vye and Taichi Ichikawa, a young social entrepreneur, activist, teacher, and author of the book "We Have a Dream: 201 Countries 201 Dreams with Sustainable Development Goals". It looks like an exciting lineup! There's still time to register for this, so please visit <https://ld30.edzil.la/> for more details. I hope to see you there!

In the coming weeks, you'll receive, by email, links to nominate GILE officers and to vote on candidates for the year 2024. The final voting and announcement of results will be at our combined Annual General Meeting and SIG Forum at JALT2023 in November. We hope you can share your voice regarding the future of the SIG and join us for this conference in Tsukuba. Take care!

- Jennie Roloff-Rothman (GILE SIG Coordinator)

### Projects For Schools and Classes

- **How to Become a Green School**  
[www.greenschools.net](http://www.greenschools.net)
- **Start a School Human Rights Club**  
[youthforhumanrights.org](http://youthforhumanrights.org) (→ action → groups)
- **Take Action on Climate Change**  
[earthday.org/campaign/act-on-climate-change/](http://earthday.org/campaign/act-on-climate-change/)



## Improving EFL Students' Critical Global Literacy in Academic Reading Class

by E Sudarwati, U. Widiati, N. Suryati, & N. Khoiri  
(Universitas Negeri Malang, Indonesia)

This article cites a local study showing that college students lack global awareness and critical thinking, and argues that *Critical Global Literacy* (CGL) is an essential skill for evaluating current events. It describes an Academic Reading course featuring social issue themes designed around a CGL framework by Yoon (2018) consisting of 4 dimensions:

1. Global awareness with a world concept
2. Making connections: personal to global
3. Analysis from global/cross-cultural perspectives
4. Promoting action on global/multicultural issues

The authors discuss the impact of the course and conclude that academic reading on global themes from a CGL approach promotes both world citizenship and more effective language learning.

*Asia TEFL 2022 Proceedings* (May 2023)  
[www.atlantispress.com/proceedings/asiatefl-22/125986881](http://www.atlantispress.com/proceedings/asiatefl-22/125986881)

## Social Issues Shared Through Posters & Videos

by V. Gutierrez-Huancayo (U. Cesar Vallejo, Peru)

This article describes how having college EFL students in Peru design posters on social issue themes promoted improved language learning, language use and creativity. The 18-week project involved study of social issues, the design of creative posters and oral presentations recorded on video in which students explained their issues.

*World Journal of English Language* (13/5) 2023  
<https://ideas.repec.org/a/jfr/wjel11/v13y2023i5p143.html>

## Will Translation Apps Make Learning a Foreign Language Obsolete?

by John McWhorter (Columbia University)

This NYT article describes the impact technology is having on language learning and argues that translation apps are eliminating the need to learn foreign languages for utilitarian purposes such as hotel check-ins, ordering meals and asking directions. It predicts that only a small minority of people will need – or want – to sit down and master a language.

*New York Times* (July 25, 2023) [nytimes.com/](https://www.nytimes.com/)  
or [www.jacklimpert.com/2023/07/will-translation](https://www.jacklimpert.com/2023/07/will-translation)

## Global Education Movement: ESL Teachers' Perceptions of Integrating VUCA in Lessons

by N. Yaccob, M. Yunus & D. John (Malaysia)

This article outlines the need for a global education approach to language teaching that aims at preparing young people to adapt to a globalized world which is characterized by the 4 elements of VUCA:

- V: volatility
- C: complexity
- U: uncertainty
- A: ambiguity

The authors discuss the importance of VUCA and the extent to which ESL teachers integrate VUCA into their lessons. They then describe the results of a quantitative survey of Malaysian English teachers about their opinions and experience of VUCA.

*Frontiers in Psychology* (Vol. 14) March, 2023  
[www.frontiersin.org/articles/10.3389/fpsyg.2023.1007970/full](http://www.frontiersin.org/articles/10.3389/fpsyg.2023.1007970/full)

## The Gap Analysis of Peace Education Components in English Language Classroom

by A. Ozel & A. Yurtsever (Turkey)

This article reviews how peace education is being integrated into language teaching and cites the Turkish Ministry of Education's adoption of CEFR aimed at raising global awareness and action on social issues. It reports research on the gap between policy rhetoric about promoting peace and classroom realities for 7<sup>th</sup> grade EFL students in Turkey, based on an analysis of the curriculum and textbooks plus interviews with English students and teachers.

*Kalem Eğitim İnsan Bilimleri Dergisi* 2023, 13(1)  
[http://kalemacademy.com/Cms\\_Data/Contents/KalemAcademyDB/Folders/SayiMakaleleri/~contents/W4ZJL3PJQJ7Z6YYX/10-23863-kalem-2023-261.pdf](http://kalemacademy.com/Cms_Data/Contents/KalemAcademyDB/Folders/SayiMakaleleri/~contents/W4ZJL3PJQJ7Z6YYX/10-23863-kalem-2023-261.pdf)

## Ukrainian ESL Students Serve Charity Meals

To thank their local community for the welcome and support they've received as war refugees, Ukrainian ESL students in Swift Current, Canada joined local volunteers to serve hot meals to the public at a Salvation Army charity event. Their participation was arranged by ESL teacher Candace Hornung who said, "The students are so grateful to the community and looked for ways to say thank you."

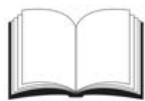
*Salvation Army Canada Blog* (Feb. 28, 2023)  
[www.salvationarmy.ca/blog/ukrainian-esl-students-serve-salvation-army-meals-as-a-thank-you-to-the-community/](https://www.salvationarmy.ca/blog/ukrainian-esl-students-serve-salvation-army-meals-as-a-thank-you-to-the-community/)

## Language Education Events

- **ETA-ROC 2023 Conference in Taiwan**  
November 10 – 12, 2023 Taipei (Taiwan)  
Website: <https://eta.org.tw/2023-conference>
- **Korea TESOL 2023 Multicultural Celebration**  
November 11, 2023 Seoul, Korea  
Website: <https://koreatesol.org>
- **Thai TESOL Annual Conference**  
*ELT Professionals for Global Sustainability*  
January 26-27, 2024 Chiangmai, Thailand  
Website: <https://tesol.conferences.in.th>
- **CamTESOL 2024 Conference**  
*Bring Real Language Into the Classroom*  
February 23-25, 2024 Phnom Penh, Cambodia  
Website: <https://cantesol.org/>
- **RELC 2024 International Conference**  
*Re-humanizing Language Teaching*  
March 11 - 13, 2024 Singapore  
Website: [www.relc.org.sg](http://www.relc.org.sg)

## Global Education Book Sale

[kipcates24@gmail.com](mailto:kipcates24@gmail.com)



Expand your global education library by purchasing great used books at discount prices! 30% of all profits will go to support global issue NGOs. Browse the titles available at the following link:

<https://drive.google.com/file/d/18a7NuJlqFjG8Bj6E-U80J4kGepsDvawF/view?usp=sharing>



## Int'l Association of Teachers of English as a Foreign Language

*The Foundry, Faversham, Kent, UK*  
[www.iatefl.org](http://www.iatefl.org) [info@iatefl.org](mailto:info@iatefl.org)

### IATEFL 2024 Conference

IATEFL's 2024 spring conference will be held April 15-19 in Brighton, England. This will comprise 500 sessions attended by 2,500 professionals from 100 nations. For details, see the congress site:

- [www.iatefl.org/conference/home](http://www.iatefl.org/conference/home)

### Global Issues SIG <http://gisig.iatefl.org>

IATEFL's GI-SIG runs a dynamic site that features global education news, ideas, resources, activities, e-lessons and free downloadable publications for teachers in the UK and around the world.

SIG Coordinator: Rose Aylett [gisig@iatefl.org](mailto:gisig@iatefl.org)

Learn more at: [www.iatefl.org/meet-iatefl-sigs](http://www.iatefl.org/meet-iatefl-sigs)

## Key Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)  
[www.gilesig.org](http://www.gilesig.org)

IATEFL Global Issues SIG (UK)  
<http://gisig.iatefl.org/>

TESOL Social Responsibility IS (USA)  
[www.tesol.org](http://www.tesol.org) (search for "SR-IS")

AGEnT (JACET Global Education SIG)  
[globalenglishteaching.jimdofree.com/jacet-sig/](http://globalenglishteaching.jimdofree.com/jacet-sig/)



## Teachers of English to Speakers of Other Languages

1925 Ballenger Ave, Suite 550,  
Alexandria, VA 22314-6820 USA

E-mail: [info@tesol.org](mailto:info@tesol.org) Web: [www.tesol.org](http://www.tesol.org)

### TESOL 2024 Conference

Next spring's TESOL 2024 conference will be held on March 21–23 in the city of Tampa, Florida. This will be attended by 5,000+ ESL teachers from 100 nations worldwide. For more information, go to:

- [www.tesol.org/professional-development/education-and-events/in-person/tesol-convention/](http://www.tesol.org/professional-development/education-and-events/in-person/tesol-convention/)

### TESOL Groups Engaged with Social Issues

TESOL boasts a wide range of professional groups engaged with a variety of social and global issues. These include a vibrant set of both *Interest Sections* (IS) and *Professional Learning Networks* (PLN):

#### Interest Sections (IS)

- *Social Responsibility*
- *Refugee Concerns*
- *Intercultural Communication*
- *Supporting Students with Disabilities*
- *"Non-native" English Speaker Teachers*

#### Professional Learning Networks (PLN)

- *Global Education*
- *Black Professionals*
- *Palestinian Educators*
- *Womensorship in ELT*
- *Environmental Responsibility*
- *Lesbian, Gay, Bisexual & Trans*
- *Faith in English Language Teaching*

For profiles of each of these groups, go to:

- [www.tesol.org/connect/communities-of-practice](http://www.tesol.org/connect/communities-of-practice)

JACET (the *Japan Association of College English Teachers*) held its 62nd annual national conference this summer at Meiji University in Tokyo on the theme of *Reframing Collaboration in Language Education and Beyond*. Here we list a selection of sample presentations given on global education themes.

### Plenary Talks & Invited Speakers

- *Reframing Notions of Research Collaboration in LT: Why and How* (Ann Burns, Univ. of NSW)
- *Collaboration in ELT Teaching, Researching and Testing* (Supong Tangkiengsirisin, Thammasat U.)
- Invited talks from: RELC, KATE, ETA, ALAK, MELTA, CELEA, Thai TESOL, TEFLIN, JALT

### Conference Presentations

- *Drama “The Little Prince” Understanding Cross-Cultural Issues* (Yasuko Shiozawa, Bunkyo U.)
- *Thinking and Writing Like a Scientist* (Won Kim, University of British Columbia)
- *Collaborative Online International Learning in High Schools* (Ayano Usukura, Chuo University)
- *Japanese Female Academics: Gender, Teaching, Research & Leadership* (R. Yoshihara, Nihon U.)
- *Learning English with “Roman Holiday”: Natural English* (Mayumi Hamada, Nellie’s Books)
- *Helping Students Speak to the World* (Ian Willey, Kagawa University)
- *Teaching Academic English through International Relations* (Ian Wash, University of Tokyo)
- *Vocabulary Acquisition Through CLIL (Content & Language)* (Yukimi Hayafune, Univ. of Tsukuba)
- *Task-Based Needs Analysis for a Hiroshima-Hawaii Exchange* (Namiko Sakoda, Hiroshima U of Econ)
- *Intercultural Communication: Japanese Student Identities* (Adam Christopher, Atomi University)

- *University EFL Issues: Inclusion, Diversity, Unconscious Privilege* (Hiroko Okado, Meijo U.)
- *EFL Textbooks and Intercultural Communicative Competence* (Yuko Igarashi, Ritsumeikan U.)
- *Learning English While Discovering Other Cultures* (Akira Tajino, NUFS / Kinseido)
- *Engaging in Cross-Cultural Exchanges: Discourse in ELT Texts* (Aya Yamamoto, Toyo University)
- *Keyword Analysis of English Speeches by Leaders: Oxford Union & TED* (Yasuo Nakatani, Hosei U.)
- *Cultural Awareness in English in a Japanese Primary School* (Ayano Shino, Tokyo Gakugei U.)
- *Teaching Materials Around Us: Using In-flight Safety Videos* (Katsumi Kiyonaga, Shiseikan U.)
- *Linguistic Inquiries through Movies* (Makoto Kurata, Kyoto University of Foreign Studies)
- *Area Studies and English Education in Chinese Universities* (Hong Chen, East China Normal U.)
- *Language Education Policy in Europe: Post-Brexit UK and 4 EU Nations* (Tomomi Ohba, Tama U.)
- *Psychological Effects of COIL: Japan, California, the Philippines* (Yayoi Anzai, Aoyama Gakuin U.)
- *Initial Encounters in a Digital World: Transcultural Space* (T. Ishikawa, Otaru U of Commerce)
- *Online Teaching Methods for Students with Poor English Using TED Talks* (S. Hasegawa, Uekusa)
- *A Case Study of Poster Presentation Utilizing SDGs* (Misuzu Okada, Nat’l Inst. Of Tech, Ube)
- *Verification of the Effects on CLIL at University* (Satsuki Kojima, Miyagi University)

## 59<sup>th</sup> Shin-Eiken New English Teachers National Conference (Live & Online)

August 5~6, 2023 in Toyama, Japan [www.shin-eiken.com/act/national/index.html](http://www.shin-eiken.com/act/national/index.html)

The 59<sup>th</sup> national conference of the Japanese high school group, *New English Teachers’ Association* (Shin-Eiken), was held on the weekend of August 5~6 both online and in Toyama. Here are a few highlights:

### PLENARY & SYMPOSIUM

- Plenary: *English Education in the Age of AI: Why Learn English?* (Mutsumi Imai, Keio University)
- Symposium: *Making Textbooks Accessible, Meaningful and Enjoyable* (Kitano, Hatano, Ichikawa)

### SAMPLE PRESENTATIONS

- *Small Talk & Childrens’ Language Learning* (Ohta)
- *Overcoming Learner Anxiety* (Fukushima)

- *Studying Peace in English Classes* (Yoshimura)
- *EFL and the Sadako Peace Project* (Akahagi)
- *Express Your Ideas in English Speeches* (Kikuchi)
- *Impact Teaching: 100 Person Workshop* (Fujimoto)
- *Why Learn English? Jr High School Drama* (Arai)
- *Expressing Yourself in Your Own Words* (Mita)
- *You’re Not a Machine! You’re Not Alone!* (Okuchi)
- *Retelling vs. Emotionally Engaging Texts* (Yasuno)



## PREVIEW: JALT 2023 National Conference

November 24 - 27, 2023 in Tsukuba, Japan

<https://jalt.org/conference/jalt2023>



Make sure to mark your calendar for JALT 2023, the 49<sup>th</sup> annual international conference of the *Japan Association for Language Teaching*. This dynamic 4-day event will be held November 24–27 in Tsukuba outside Tokyo. Below is a quick preview of the conference highlights. See the site above for more information.

### PLENARY SPEAKERS

**Gary Barkhuizen** (University of Auckland)

- *Teacher Mindset Stories and Teacher Identities*
- *Narrative Inquiry for Busy Teachers*

**Judy Noguchi** (Kobe Gakuin University)

- *Learning: The Never-Ending Adventure*
- *Cognitive Apprenticeship for Life-long Learning*

**Kathleen Kampa** (independent)

- *Planting the Seeds of a Growth Mindset*
- *Cultivating a Climate of Growth: Young Learners*

### FEATURED SPEAKERS

**Marcos Benevides** (J.F. Oberlin University)

- *Growth Mindset for Communicative Assessment*
- *In the Age of AI, all Teaching is Task-Based*

**Agnes Bodis** (Macquarie University)

- *Learner Autonomy via Systemic Task Design*
- *A Future-Oriented View of Teacher Development*

**Shannon Sauro** (University of Maryland)

- *Getting Started with Fanfiction in Class*
- *Fanfiction: Digital Wilds to the Classroom*

### INVITED SPEAKERS

**Septina Nur Iswanti** (EF English First Semarang)

- *Smart Gamification: Fueling a Growth Mindset*

**Melodie Cook** (University of Niigata)

- *From Publish or Perish to Publish Your Passion*

### CONFERENCE REGISTRATION

<https://jalt.org/conference/jalt2023/>

Early bird registration fees (until October 31):

- JALT members: ¥20,000 Others: ¥35,000

### GILE SIG FORUM SESSIONS

Saturday Nov. 25<sup>th</sup> (3:50-5:20 pm) in Room 401

- *Intercultural Sensitivity Training & Assessment*  
Brent Jones (Konan University)

This will outline a 15-week course designed to develop intercultural awareness and spotlight issues such as cultural identity, values, bias, and prejudice.

- *Japanese Literature and the Environment in EFL*  
Luke Draper (Kwansei Gakuin University)

This will show how Japanese stories in translation can be used to facilitate discussion of historical and contemporary environmental issues in Japan.

- *World Issues That Engage Multicultural Classes*  
Keith Charles (Hiroshima Shudo University)

This will give advice on teaching about contemporary Japan so that multicultural students can make critical connections with their home countries.

- *Fragile Peace & Sectarianism in Northern Ireland*  
John-Guy Perrem (Muroran Institute of Tech)

This talk will introduce teachers to issues of conflict and peace in Northern Ireland including disputes related to borders, flags and the burning of effigies.

### CONFERENCE SCHEDULE

November 24 (Friday) Pre-Conference Workshops

- Tech in Teaching / Professional Development

November 25 (Saturday) Presentations

- Opening ceremony, sessions, meetings, events

November 26 (Sunday) Presentations

- All day sessions, meetings and events

November 27 (Monday) Presentations

- Sessions, final panel, closing ceremony



## PGL 2023: Peace as a Global Language Conference

*Understanding and Empowering Multicultural and Minority Communities*

October 29, 2023 (Sunday) at Toyo University (INIAD) in Tokyo

<https://sites.google.com/view/pgl2023/home>



This fall's international *Peace as a Global Language* (PGL) conference will be held Sunday, October 29<sup>th</sup> at Toyo University on the theme of *Empowering Multicultural and Minority Communities*. This special event will bring together a diverse group of participants to learn from one another, re-examine colonization and discuss initiatives to break the vicious cycles of ignorance, misunderstandings, discrimination, cultural genocide and injustice. The PGL Committee is proud to invite indigenous peoples, scholars, experts, students and others to join us this October to learn from the past and current injustices and work together towards a future of possibilities, prosperity and peace. For more information, see the website above!

- Deadline for registration: October 14

- Conference fee: No charge (but donations welcome!)



## 7 Ways To Cultivate Global Citizenship in Your Students

by Marc Amigone [www.acis.com](http://www.acis.com)



Day after day, year after year, our world becomes increasingly globalized. Whether we live in a bustling, cosmopolitan city or a secluded country town, we can communicate with and thus make an impact on communities and individuals all over the world. At ACIS, we subscribe to the belief that every time a student's perspective is shifted globally, so does their ambition. We're excited to take part in the global movement to imbue the generation of students coming of age in this era of globalization with a sense of citizenship and perspective such that they'll take their share of responsibility of their global community.

Here are 7 ways to encourage your students to become global citizens:

### 1. Assign a Globally Minded Project

It can be a self-fulfilling prophecy when kids believe they can't affect the problems facing the world. Sometimes all it takes is making them believe they can make an impact to inspire them to do something amazing. No matter what subject you teach, you can assign your students a project that challenges them to find an issue facing the global community (or their local community) and propose a solution that can help make things better. In the words of Henry Ford, "If you think you can, or you think you can't, you're right."

### 2. Volunteer

Volunteering your time to help a worthy cause has a ripple effect throughout a young person's life. From instilling a sense of gratitude and perspective, to meeting new people, to building new skills, the list goes on and on. There are many ways and organizations that provide chances to volunteer abroad, but there are also plenty of ways to volunteer in your hometown. In today's day and age, refugee communities exist all over the country, and organizations exist all over the country to help settle them. Being a global citizen is about playing an active role in your global community. That could be on the micro or macro scale.

### 3. Go to an International Festival

If your students live in a town with a diverse international population, then there are probably annual or semi-annual festivals celebrating the diversity of your community in a variety of ways. Perhaps it's a multi-cultural festival where several different national and ethnic communities are represented, or perhaps it's a single nationality like a Greek or Puerto Rican Day Festival. If you live in

a small town where festivals like those don't happen very often (or at all), there's probably a town within a couple hours drive away where they do. Organizing a group trip could be a great way to build up the momentum among your students to drive global awareness and sensitivity.

### 4. Start a Cultural Awareness Club or Host a Cultural Day at School

Many schools have a French Club, Italian Club or Spanish Club, but some schools take it one step further and have an International Club. Depending on the size of your school, perhaps you could do both, but exploring either path gives your students a chance to celebrate diversity and explore foreign cultures. Organizing events like music/dance performances and themed parties on an ongoing basis or in one large day-long summit are a great way to raise the visibility and profile of the clubs. Giving students the chance to play an organizational role is also a great chance to build leadership skills.

### 5. Go to an Ethnic Restaurant / Host a Potluck

Very few things bridge a cultural gap like food. What more vivid examples of culture exist than a good ethnic meal? I'll never forget the first time I ate Ethiopian food. Eating with my hands and having no idea what to expect was such an enlightening experience. I was so inspired to learn more about Ethiopia, its history and its culture from that one meal! The same effect could happen from a Peruvian restaurant experience, or Korean, Indian, etc. etc.

### 6. Take on a Service Learning Project

Service learning projects take the transformational power of educational travel one step further by giving participants the chance to actively contribute to a local community in a significant way. Service learning educates and engages participants while at the same time helps a community in need. While taking on service learning projects away from your home country and community can be especially transformational, there are plenty of ways to get involved in your own hometown.

### 7. Travel Abroad

There's no better way to become more globally conscious than traveling. It's without a doubt the best way to gain a new perspective on the world at



large as well as your community at home. My first trip abroad was to France when I was in high school and then my second was to Kenya in college. Both trips broadened my perspective in so many ways, and each time, I returned with insights and perspectives about the world and my place in it. As young people grow up, attend college, and think about their careers, traveling abroad can have an exponentially positive influence on their future.

Is teaching Global Citizenship a priority at your school? How do you incorporate it into your curriculum?

*This Feb. 8, 2016 article has been reprinted with the kind permission of ACIS. It can be accessed online at: <https://acis.com/blog/7-ways-to-cultivate-global-citizenship-in-your-students/>*



**American Council for International Studies**

<https://acis.com>

ACIS is a dynamic Boston-based organization that specializes in educational travel. It aims at empowering teachers to introduce students to the world beyond the classroom and inspire the next generation of global citizens. ACIS believes that “travel changes lives” and arranges school trips around the world. Its thematic tours include:

- leadership projects
- STEM-focused tours
- sister school visits
- cultural insider trips
- service learning tours
- languages & homestay

Browse their website to see the variety of travel services they provide and watch their ACIS intro video to learn more about the work they do!

### Shin-Eiken Association

[www.shin-eiken.com](http://www.shin-eiken.com)

## 新英語教育研究会



*Shin-Eiken (New English Teachers' Association)* is a dynamic national Japanese organization that brings together elementary, junior and senior high school EFL teachers. It works actively to promote global awareness, international understanding, human rights, peace and humanistic education. Check out its Japanese website, subscribe to its monthly Japanese magazine (available online), attend one of its regional events in Japan or take part in its annual summer conference.

### “Shin Eigo Kyoiku” (New English Classroom) Magazine

[www.shin-eiken.com/act/magazine/](http://www.shin-eiken.com/act/magazine/) [www.koubunken.co.jp](http://www.koubunken.co.jp)

#### Issue # 647 (July 2023) Theme: *Supporting Real Speaking Skills*

- *Speaking for Intercultural Communication* (Kumiko Torikai)
- *International Languages: English & Esperanto* (Sadao Hiroyama)
- *Let's Give English Speeches about “My Hero”* (Fumika Fujii)
- *Group Task: Let's Plan Our Ideal Trip!* (Kyoko Itoyama)

#### Issue # 648 (August 2023) Theme: *English Teaching & Disabilities*

- *Self-Esteem & the Barrier-Free Classroom* (Kyoko Murata)
- *The Convention on the Rights of the Child in Schools* (Akio Kato)
- *Sadako Origami Peace Crane Messages* (Naomi Yamaguchi)
- *English via Songs: “Symphony” by Clean Bandit* (Natsuo Koike)

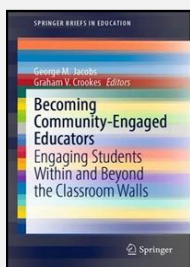
#### Issue # 649 (Sept. 2023) Theme: *Creating Peace in the Classroom*

- *Peace and Hope via International Exchange* (Atsuko Akamatsu)
- *Joint Peace Action: Germany & Japan for Ukraine* (Tomoko Abe)
- *Raising Peacemakers: Stand Up! Take Action!* (Mari Sekine)
- *Creating a Culture of Peace: Elementary EFL* (Hitomi Sakamoto)

### *Becoming Community Educators Beyond Classroom Walls*

by G. Jacobs & G. Crookes (2022)

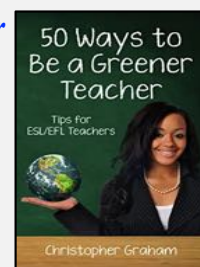
This book features case studies of language teachers engaging with poverty, racism, religion, refugees, environment and LGBT issues.



### *50 Ways to Be a Greener Teacher ~ Tips for ESL/EFL ~*

by Christopher Graham (2022)

This new book is full of innovative teaching ideas, activities & student projects to help English teachers green their classes and schools.



### *Integrating Global Issues in the Creative English Classroom*

Alan Maley & Nick Peachy (2017)

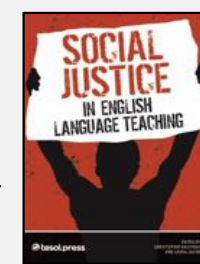
Download this free PDF book on creative ways to teach SDGs from: [www.teachingenglish.org.uk/teacher-development/publications](http://www.teachingenglish.org.uk/teacher-development/publications)



### *Social Justice in English Language Teaching*

by Hastings & Jacob (2016)

Read this great collection of articles about the ways ESL teachers worldwide are working to promote peace, social justice and human rights.





# Teaching African American History and Current Events

by Anna Ito (Kyoto Gaidai Nishi High School, Japan)



## Introduction

In January, I gave a presentation at Kyoto JALT's 2023 conference on "ELT and DEI" (*Diversity, Equity, and Inclusion*). The subject of my talk was a unit I had taught at a Japanese high school called "The African American Experience." This article will share some ideas and resources from my unit. My goals for the students were for them to learn about what life is like for African Americans today, acquire related vocabulary, and be able to answer critical thinking questions on the information they learned in class. In my unit, I tried to use a variety of primary sources such as interviews, songs, and a movie. I also used a number of Powerpoints and YouTube videos.

## Song Analysis Summer Homework

To raise awareness, stimulate student interest and introduce them to racial issues, I had them listen to songs by Black artists about race and then write song analyses for their summer homework. I chose songs written by both female and male artists, some older and some more recent. We had previously written song analyses in class, so students already knew how to do this. The songs that I had my students analyze were:

- "We Gotta Pray" by Alicia Keys
- "They Don't Care About Us" by Michael Jackson
- "Black Girl Magic" by Empire Cast
- "Say It Loud, I'm Black and I'm Proud" by James Brown
- "Freedom" by Beyonce
- "Welcome to America" by Lecrae

Most students already knew Michael Jackson and Beyonce, so they enjoyed the songs by these familiar artists. The other artists were new to most of them. "Black Girl Magic," "Say It Loud, I'm Black and I'm Proud," and "Freedom" are all empowering, positive songs that help to balance out some of the other heavier songs.

## Content Instruction

To teach content for this topic, I used a mixture of PowerPoints and YouTube videos to outline the basics and introduce foundational vocabulary such as *prejudice*, *segregation*, *discrimination* and *racism*. Students often got confused about how the meanings of these words differed, so we reviewed these concepts repeatedly throughout the unit.

Some of the topics we covered in my unit were:

- African American history
- Black Lives Matter
- mass incarceration
- code-switching
- police brutality
- Black hair

Other important topics that I recommend incorporating in this kind of unit include *racism in Japan* and *African American accomplishments*.

## Video Resources

The following list shows some of the YouTube videos I used for my unit in 2019. These range from topics related to Black history and culture (language, fashion) to social issues facing Black Americans (racism, incarceration and BLM). I recommend integrating more recent videos as well.

- "A Conversation about Growing Up Black"
- "Walking While Black"
- "Portraying Code-Switching"
- "100 Years of Black Hair"
- "Mass Incarceration, Visualized"
- "#BlackLivesMatter: a Look Into the Movement's History" (NBC News)
- "Trayvon Martin's Legacy and Black Lives Matter" (BBC News)

## Interview Projects

When I taught this unit, I was lucky to have an African American colleague at school who was open to being interviewed by students. Halfway through the unit, students wrote interview questions for her and we then narrowed them down as a class. Preparing this interview after learning some content in the unit helped students to think of more relevant questions. She had another class during the period that this course was being taught, so I arranged to ask her my students' questions at a convenient time and recorded her answers as a video interview.

Many Japanese have few opportunities to interact with African Americans, so I think this was an important experience for them. She emphasized that she was sharing her own personal experiences and opinions and couldn't speak for all Black people, which is always a good reminder. Examples of the questions that my students wrote include:

- *Do you feel discrimination in Japan?*
- *Do you get more discrimination as a Black woman than a Black man would?*
- *At what age did you start to notice being discriminated against?*

- *Have you ever done anything to fight discrimination?*
- *What words should we use to refer to Black people, and what words shouldn't we use?*
- *What do you think about discrimination these days?*
- *How did discrimination change when Obama was elected as president?*
- *Are you sad or angry when asked about racism?*
- *Are you proud of being Black?*

### “The Hate U Give” Movie

As a good resource for teaching about police brutality, I sincerely recommend “The Hate U Give,” both the book and the movie. The main character, Starr, is a high school girl that my students found very relatable. Starr is in a car driving with her childhood friend when they are pulled over and he is shot by the police. It takes a lot of courage for Starr to be able to speak up about what happened. The book requires a higher English level, though reading short portions of the book would be a way to make it easier. The movie is available in Japan with Japanese subtitles, though my students were able to follow along with English subtitles. I showed the movie in 5 sections, introducing new vocabulary for each section before watching, and then allowing discussion time after.

### Evaluation

Student learning was evaluated in multiple ways, including a character poster project, paper tests, class participation, and weekly journals. For the character poster project, students chose a character from any of the movies they watched during the semester, including movies from other units. Their poster included a drawing or picture of the character, a paragraph describing the character, and a paragraph comparing and contrasting the character with themselves. Starr was one of the most popular characters chosen for this project.

Students were also asked to write weekly journal entries. Journal prompt examples included:

- What do you know about African Americans? What do you want to know?
- What do you know about racism? Where is racism a problem in the world today?

- What did you learn about African Americans today? What are you interested in learning more about?
- What are the themes in the movie that you’ve seen so far?

### Reflections

Through this unit, students further developed critical thinking skills and their English vocabulary. They learned about important current events and some of the historical events that influenced them through a variety of primary sources. Students were introduced to Black culture and some of the issues that Black people face. It is my hope that when they interact with the Black community in Japan or abroad that they will have greater understanding and awareness of the Black experience.

If I were to teach this unit again, I would use fewer Powerpoints and try to integrate more active learning activities. I would also like to activate students’ background knowledge before starting the unit by discussing racism in Japan and by sharing some examples of this from YouTube clips or newspaper articles. Additionally, I received some helpful feedback after my JALT presentation in Kyoto. I would like to encourage anyone teaching about police brutality to make sure that their unit also addresses the significant accomplishments of African Americans.

### Conclusion

In conclusion, I encourage fellow educators to consider teaching about African American culture, history and current events, as there are many primary sources available and it is a topic both interesting to students and very relevant in helping them to become world citizens.





### References

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- Book: Thomas, A. (2017). *The Hate U Give*.
- DVD: *The Hate U Give*.

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	<p><b>HALLOWEEN, LANGUAGE TEACHING &amp; GLOBAL EDUCATION</b></p> <p>Halloween is a great chance to teach for global awareness and international understanding! Why not try out some of the following ideas in your class?</p>	
	<ul style="list-style-type: none"> <li>▪ have students do online research then report about <i>Halloween around the world</i></li> <li>▪ hold a Halloween class or school charity event to raise money for global NGOs</li> <li>▪ get students to devise ways to hold Halloween safely in Japan without problems</li> <li>▪ discuss the issue of Halloween costumes, identity and cultural appropriation</li> </ul>	

# Visual Narratives: Utilizing Picturebooks to Address Social Issues

by Bethany Lacy (Juntendo University, Japan)

## Introduction

Picturebooks represent a largely untapped educational resource within university environments, particularly for addressing social issues. Their visual narratives, coupled with straightforward text, can foster enhanced empathy toward diverse communities (Dolan, 2014). While proven effective in enhancing comprehension in native languages (Alexander, 2011), picturebooks can also benefit learners of additional languages (Mourão, 2015). Though prior research has investigated the use of picturebooks for teaching social issues to young learners (Koltz & Kersten-Parrish, 2020; Norris, 2020) and adult learners (Meyerson, 2006), their usage in EFL university curricula remains underutilized, especially when combined with real-world applications. This study aims to contribute to filling this gap by exploring how picturebooks can be paired with hands-on learning activities to illuminate social issues for EFL students.

## Study Context

Conducted from December 2022 to January 2023, this study involved 22 first-year university students, participating in weekly one-hour sessions spanning eight weeks. All students were enrolled in an intensive CLIL-based program, with this picturebook class being a type of limited seminar that they volunteered to attend.

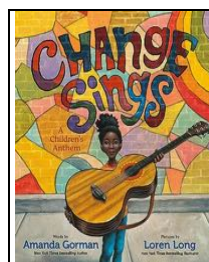
## Class Structure

During each class, the emphasis was on visual literacy and discussion, rather than vocabulary. Students, in pairs or small groups, initially actively viewed and discussed textless images from the picturebooks. This was followed by a short vocabulary session and a collective reading of the picturebook. Discussions post-reading centered on the book's connection to social issues. However, the true measure of students' connection to the books was evaluated using RIA homework assignments.

## Reading in Action Assignments

To ground the picturebooks in real-world localized contexts, students undertook 'Reading in Action' (RIA) homework assignments. These tasks required students to engage with various Japanese communities, encompassing both familiar and unfamiliar territories. Many RIA assignments engaged students in taking photos relevant to the picturebooks, while others were research-driven. Details on the picturebooks and RIA assignments are elaborated upon in the subsequent sections.

## Picture Books and RIA Assignments

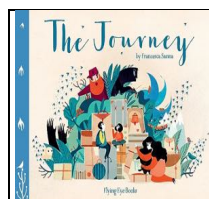


### *Change Sings: A Children's Anthem*

- Written by Amanda Gorman
- Illustrated by Loren Long
- Viking Books for Young Readers (2021)

Written by US poet laureate Amanda Gorman, *Change Sings* is a picturebook that champions community involvement. The main character and her diverse group of friends work together to help disadvantaged people in their community and to make their neighborhood a more vibrant place. The RIA assignments reflected this focus on community involvement, in which students were required to:

- 1) Take 3 photos of things they dislike about their neighborhoods
  - ◇ Describe why they disliked those items
  - ◇ Write a reflection on how those issues could be resolved
- 2) Take a photo of one thing they love in their neighborhood
  - ◇ Describe why they love that thing
- 3) Take a photo of a community bulletin board
  - ◇ Write a summary of one item featured on the community board



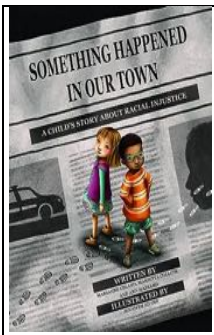
### *The Journey*

- Written and illustrated by Francesca Sanna
- Flying Eye Books (2016)

*The Journey* follows a refugee family as they try to escape from their war-torn country and find safety in a northern country. More so than the other books in the study, this picturebook required a deeper level of visual literacy to understand the heartbreaking perilous situation the family was forced into. To bring the family's situation closer to Japan, the students were given one photo-based assignment and one research-based assignment.

- 1) Take a picture of 4 things that could help the refugee family if they came to Japan
  - ◇ Write an explanation for why they chose those items and how they would help the family adjust to life in Japan

- 2) Visit the website of the *Japan Association for Refugees* (JAR)
  - ◇ Write two questions that they would like to ask refugees living in Japan
  - ◇ Write a reflection about 2 interesting or shocking facts they found on the JAR site

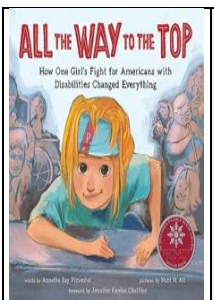


***Something Happened in Our Town: A Child's Story about Racial Injustice***

- Written by Drs. Marianne Celano, Marietta Collins and Ann Hazzard
- Illustrated by Jennifer Zivoin
- Magination Press (2020)

Before the events in the book, local police officers shoot and kill a Black man during a traffic stop. The two protagonists, a White girl and a Black boy, discuss this event with their respective families. To connect the picturebook more closely to racial discrimination in Japan, motivational speaker and picturebook author Kinota Braithwaite was invited to speak to the students. He shared his personal experiences of experiencing discrimination in Canada and the challenges his Black-Japanese daughter faced in a Japanese school. Students were asked to complete 'before and after' RIA assignments tied to Kinota's talk.

- 1) (Before) Write two questions they would like to ask Mr. Kinota
- 2) (After) Write a reflection about what they learned from Mr. Kinota's presentation



***All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything***

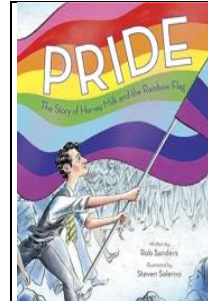
- Written by Annette Pimentel
- Illustrated by Nabi H. Ali
- Sourcebooks Explore (2020)

This nonfiction picturebook tells the story of how a young Jennifer Keelan, a wheelchair user with cerebral palsy, crawled to the top of the Capitol Building in an effort to make public facilities more accessible to all. While *All the Way to the Top* highlights the creation of the *Americans with Disabilities Act* (ADA), the topic and RIA assignments could easily be related to accessibility issues in Japan.

- 1) Take a picture of 3 things that make things or places inaccessible to people with disabilities

- ◇ Write a reflection about how these things hinder a disabled person's mobility and how they can be corrected

- 2) Take a picture of one thing that makes something/somewhere more accessible to people with disabilities
  - ◇ Write a reflection about how this thing benefits people with disabilities



***Pride: The Story of Harvey Milk and the Rainbow Flag***

- Written by Rob Sanders
- Illustrated by Steven Salerno
- Random House Books for Young Readers. (2018)

*Pride* is a biographical picturebook about politician Harvey Milk's legacy and the rainbow flag's symbolism for the LGBTQ+ community. It covers his aspirations, assassination, and post-humous events like the U.S. legalization of same-sex marriage. Given the book's mix of triumph and tragedy, the RIA assignments aimed to deepen students' connection to the LGBTQ+ community's joys and struggles. The students were given links to two specially curated playlists featuring LGBTQ+ musicians: one contained English songs while the other contained songs by Japanese musicians. They were also given a link to *Marriage for All Japan's* website, which is run by an organization that lobbies for same-sex marriage equality in Japan.

- 1) Listen to both playlists.
  - ◇ Take a screenshot of three songs they like
    - Write a reflection on what they thought the song was about and why they liked it
  - ◇ Take a screenshot of one song they dislike
    - Write a reflection about what they thought the song was about and why they disliked it
- 2) Visit the *Marriage for All Japan* website
  - ◇ Write a reflection about what they already knew about the LGBTQ+ community
  - ◇ Write down three large legal issues that same-sex couples in Japan face
  - ◇ Write a reflection about what they learned from the website

**Conclusion**

Each student's reflections revealed enriched perspectives on both their immediate community and Japan at large. The RIA assignments were

instrumental in this development. They not only sharpened the participants' English skills but also cultivated a deeper empathy for diverse communities within Japan and worldwide. The findings underscore the profound educational potential of picturebooks and advocate for their increased utilization in higher education settings.

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*Russia's On-going War on Ukraine and its People (October 2023)*

## Teaching, Learning and Supporting Ukraine



As we begin our fall semester here in Japan, Vladimir Putin and his Russian forces continue to inflict death, destruction and misery on Ukraine and its people, old and young, teachers and students. Check the links below to follow what's happening and explore ways for your students and schools to help support Ukraine.

### Youtube Video Clips



- *Ukrainian Student Embraces Japanese Life* (4 minutes, June 2023, NHK World News)
- *The War Makes its Way into Russian Schools* (7 minutes, July 2023, TV Rain Newsroom)
- *Ukrainian Teachers Giving Classes from the Front Line* (4 minutes, July 2023, France 24)
- *Japanese Student Sets Up Day Care for Ukrainian Kids* (1 min, July 2023, Nippon TV)
- *How Russia Pressures Schoolchildren to Support War in Ukraine* (7 minutes, DW)
- *Refugee Teacher Helps Ukrainian Children Learn English* (4 mins, WKOW News)
- *Japan Welcomes Ukrainian Refugees Seeking Shelter from War* (3 mins, July 2023, VOA)

### Articles



- *For Ukrainians Isolated by War, English Lessons Offer a Lifeline* (July 14, Wash. Post)
- *Teaching and Learning in Difficult Times Summer Course* (March 2023, British Council)
- *UNESCO Supports 50,000 Ukrainian Teachers Amid War* (July 27, UNESCO)
- *Everything Changed: The War Arrives on Russians' Doorstep* (June 4, Japan Times)

### Learning and Supporting Ukraine

- *Teachers for Ukraine* [teachersforukraine.org](http://teachersforukraine.org)
- *Alan Maley Book* <https://payhip.com/b/uPZO4>
- Video: *Voices from Ukraine Story of 4 Refugees*

### Resources for Teaching the War on Ukraine

<https://gisig.iatefl.org/ukraine-2022/>

Check out the ideas on this special Ukraine page put together by IATEFL's Global Issues SIG.



## Special Feature

# Teaching about Banned Books



The freedom to read is a basic human right. Yet, throughout history, dictators, governments, schools and religions have censored, banned or burned books that challenge their authority or deal with “taboo” topics. This fall’s *Banned Books Week* presents a chance for language teachers and students to address the topic of book bans and censorship, and to stand up for everyone’s freedom to read.

### Teaching Ideas

- Ask your students “What famous books have been banned?” and have them brainstorm ideas in class. For homework, have them go home, research the topic and report next week
- Cut the banned book profiles on page 16 into separate cards. Put students into groups of 3 or 4 and give each one a different card. Have them study their book profiles, then take turns explaining their cards orally to their group.
- Give students a list of famous banned books. Have them choose a book from the list, research why it was banned, then present their findings to the class in a poster or powerpoint.
- Have your students make a “History Timeline of Banned Books” showing which books have been censored when, where and by who.
- Have students research & report on the topic “books that have been banned in my country”
- Celebrate *Banned Books Week* by having your students make class posters or a school display about censorship and banned books.
- For more teaching ideas, do a Google search for: “teaching about banned books”

### Movies That Deal With Book Banning

- *Storm Center* (1956)    ▪ *Paper Brigade* (2018)
- *Fahrenheit 451* (1966 and 2018)

### Banned Books Week (October 1 ~ 7)

<https://bannedbooksweek.org>

*Banned Books Week* is an annual US campaign held in late September / early October. It highlights the value of free access to information and the dangers of censorship. It began in 1982 and is promoted by the *American Library Association* and by the human rights NGO *Amnesty International*. This year’s theme is “Let Freedom Read!”

### Relevant Wikipedia Pages

- *book censorship*            ▪ *book burning*
- *list of books banned by governments*

### US Organizations Fighting Book Bans

- *American Library Association*  
[www.ala.org/advocacy/bbooks/](http://www.ala.org/advocacy/bbooks/)
- *United Against Book Bans*  
<https://uniteagainbookbans.org/>
- *Freedom to Read Foundation*  
<https://www.ftrf.org/>
- *Pen America* <https://pen.org/issue/book-bans/>
- *National Coalition Against Censorship*  
<https://ncac.org/>
- *National Council of Teachers of English (NCTE)*  
[ncte.org/resources/ncte-intellectual-freedom-center/](http://ncte.org/resources/ncte-intellectual-freedom-center/)

### Youtube videos to check out

- *The books deemed too dangerous to read* (18 m)
- *The fight over banning books* (8 m) CBS
- *US book bans: 10 most-challenged titles* (6 min)
- *Top 20 books that were banned* (20 m) Mojo
- *The books getting banned from schools* (5 min)
- *Mother’s mission to ban vulgar books* (8m) BBC
- *Librarians fight back against book bans* (5 m)
- *Nazi Book Burning* (9 m) US Holocaust Museum
- *How the Nazis first burned books* (22 min) DW

## Book Bans and Censorship: Sample Activities for Your Classroom

### Banned Book Research Task

Name of book: \_\_\_\_\_  
 Author: \_\_\_\_\_  
 Date of publication: \_\_\_\_\_  
 Where it was banned: \_\_\_\_\_  
 Why it was banned: \_\_\_\_\_  
 Your comments: \_\_\_\_\_

### Role Play

Put students in pairs and do the following role play:

- Person #1 wants all books with sex and violence banned
- Person #2 says teens should be free to read what they want

### Class Debate

Form two teams, do research, then debate a topic such as:

*Books should be censored or banned to protect young people*

- Team 1: Pro (for the motion)
- Team 2: Con (against)

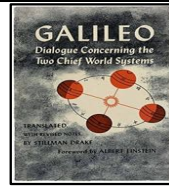
## Banned Book Case Studies: A Small Selection from History



### The Bible

- 1<sup>st</sup> English version (W. Tyndale)
- Banned: 1520-1530 in England
- Why? for religious reasons

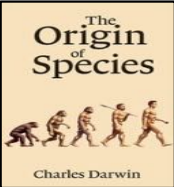
In medieval Europe, it was illegal to translate the Bible into modern languages. When William Tyndale printed an English translation in 1526, his books were burned and he was executed.



### The Two World Systems

- 1632 science book by Galileo
- Banned: by the Catholic Church
- Why? for religious reasons

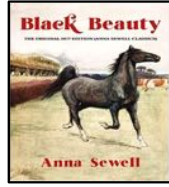
In *The Two World Systems*, Galileo outlined the new theory that the Earth orbited the Sun. He was quickly arrested and his books were banned. Pope John Paul II finally apologized for this in 1992.



### The Origin of Species

- 1859 book by Charles Darwin
- Banned: in the US, UK, Europe
- Why? For religious reasons

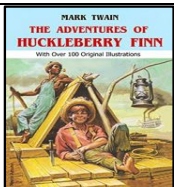
Darwin's classic text on the theory of evolution was banned as anti-Christian by Trinity College (Cambridge), by Yugoslavia (1935), by Greece (1937) and by several US states (1925~1967).



### Black Beauty

- 1877 novel by Anna Sewell
- Banned: in South Africa
- Why? for racial reasons

*Black Beauty* is a famous novel about a young girl and her black horse. During the racist apartheid era in South Africa, it was apparently banned for placing the words "black" and "beauty" together.



### Huckleberry Finn

- 1884 novel by Mark Twain
- Banned: 1885 ~ 2020s
- Why? for racist language

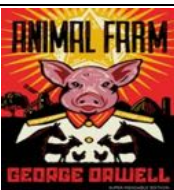
*The Adventures of Huckleberry Finn* is a classic of American literature with a strong anti-racist theme. However, it has been banned in parts of the United States for its dated language, its racial stereotypes and its use of the word "nigger".



### "Un-German" Books

- by Jews, socialists, pacifists...
- Banned: 1930s in Nazi Germany
- Why? Nazi hatred & prejudice

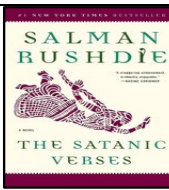
In the 1930s, Adolf Hitler and the Nazis banned all books written by socialists, pacifists, liberals and Jews (Marx, Freud, Einstein, Lenin, Helen Keller...). Many German school students joyfully joined public burnings of "un-German" books.



### Animal Farm

- 1945 novel by George Orwell
- Banned: in the US, USSR, UAE
- Why? for political reasons

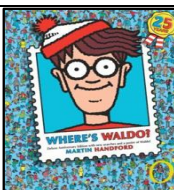
*Animal Farm* is a classic novel that uses barnyard animals to parody dictators and totalitarian states. It's been banned in the US for promoting communism, in the USSR for satirizing Joseph Stalin and in the UAE for featuring talking pigs.



### The Satanic Verses

- 1988 novel by Salman Rushdie
- Banned: in multiple countries
- Why? perceived as anti-Islam

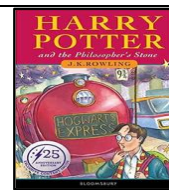
*The Satanic Verses* was condemned in Iran for insulting Islam and a *fatwa* issued for the author's execution. The Japanese translator was murdered in 1991. It's been banned in countries including India, Kenya, Sudan, South Africa and Malaysia.



### Where's Waldo?

- children's puzzle book
- Banned: early 1990s in the US
- Why? partial female nudity

*Where's Waldo?* challenges kids to find Waldo in various scenes. One of the books was banned in some areas when worried US parents found a woman, partially topless, on a crowded beach.



### Harry Potter

- children's series by JK Rowling
- Banned: 1990s ~ 2020s
- Why? for promoting witchcraft

*Harry Potter* books deal with magic, witches and spells. They've been banned in China, Mexico, Russia, the UAE (anti-Islam) and America (anti-Christian) including 6 book burnings in the USA.



**BANNED BOOKS: SAMPLE QUOTES AND SELECTED TITLES**

- *Only cowards ban books.* – Alex Kingsbury
- *Where people burn books, they will in the end burn human beings.* – Heinrich Heine
- *Banning books gives us silence when we need speech, closes our ears when we need to listen, makes us blind when we need sight.* – S. Chbosky
- *There are worse crimes than burning books. One of them is not reading them.* — Joseph Brodsky
- *Don't join the book burners. Go in your library and read every book...* — Dwight D. Eisenhower
- *If printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed.* — Ben Franklin
- *Books and ideas are the most effective weapons against intolerance and ignorance.* — Lyndon B Johnson
- *Censorship is the child of fear and the father of ignorance.* – Laurie Anderson
- *Any book worth banning is a book worth reading.* —Isaac Asimov
- *If a public school were to remove every book because it contains one word deemed objectionable to some parent, there would be no books in our public libraries.* —Peter Scheer
- *Think for yourselves and let others enjoy the privilege to do so, too.* — Voltaire

- *Censorship and the suppression of reading materials are rarely about family values and almost always about control.* – Stephen King
- *What is freedom of expression? Without the freedom to offend, it ceases to exist.* —Salman Rushdie
- *Libraries should be open to all—except the censor. Let us welcome controversial books and controversial authors.* – John F. Kennedy
- *You can't know something's missing if you don't know it exists. And that, to me, is the greatest tragedy* – Mark Oshiro (on the removal of LGBTQIA+ books from libraries & classrooms)
- *Reading trains our minds to think critically and question what you are told. This is why dictators censor or ban books. It's why it was illegal to teach slaves to read. It's why girls in developing countries have acid thrown in their faces when they walk to school.* – Karin Slaughter
- *There is more than one way to burn a book. And the world is full of people running about with lit matches.* – Ray Bradbury
- *Censorship grows out of fear, and because fear is contagious, some parents are easily swayed. Book banning satisfies their need to feel in control of their children's lives.* – Judy Blume

**Books Banned on Political Grounds**

<i>All Quiet on the Western Front</i>	<i>Manifesto of the Communist Party</i>
<i>Andersonville</i>	<i>Mein Kampf</i>
<i>Animal Farm</i>	<i>1984</i>
<i>Areopagitica</i>	<i>The Prince</i>
<i>Black Boy</i>	<i>The Rights of Man</i>
<i>Doctor Zhivago</i>	<i>Slaughterhouse Five</i>
<i>The Grapes of Wrath</i>	<i>Spycatcher</i>
<i>Gulag Archipelago</i>	<i>The Ugly American</i>
<i>Johnny Got His Gun</i>	<i>Uncle Tom's Cabin</i>

**Books Banned on Social Grounds**

<i>The Adventures of Huckleberry Finn</i>	<i>Diary of Anne Frank</i>
<i>Another Country</i>	<i>Fahrenheit 451</i>
<i>The Bell Jar</i>	<i>Howl &amp; Other Poems</i>
<i>Black Like Me</i>	<i>Leaves of Grass</i>
<i>Brave New World</i>	<i>Naked Lunch</i>
<i>The Canterbury Tales</i>	<i>Of Mice and Men</i>
<i>Catch 22</i>	<i>One Flew Over the Cuckoo's Nest</i>
<i>The Catcher in the Rye</i>	<i>The Scarlet Letter</i>
<i>A Clockwork Orange</i>	<i>To Kill a Mockingbird</i>

**Books Banned on Religious Grounds**

<i>The Age of Reason</i>	<i>The New Testament</i>
<i>The Bible</i>	<i>Oliver Twist</i>
<i>Dialog Concerning Two World Systems</i>	<i>The Origin of Species</i>
<i>Harry Potter</i>	<i>Popol Vuh</i>
<i>The Koran</i>	<i>The Satanic Verses</i>
<i>The Last Temptation of Christ</i>	<i>The Sorrows of Young Werther</i>
	<i>The Talmud</i>

**Books Banned on Sexual Grounds**

<i>The Arabian Nights</i>	<i>Lady Chatterley's Lover</i>
<i>The Bluest Eye</i>	<i>Lolita</i>
<i>Candide</i>	<i>Madame Bovary</i>
<i>The Decameron</i>	<i>Moll Flanders</i>
<i>Fanny Hill</i>	<i>Peyton Place</i>
<i>Forever</i>	<i>Tropic of Cancer</i>
<i>Jude the Obscure</i>	<i>Ulysses</i>
<i>The Kama Sutra</i>	<i>Women in Love</i>

**Books Currently Being Challenged or Banned in the USA**

- Gender Queer
- All Boys Aren't Blue
- Lawnboy

- Flamer
- This Book is Gay
- Out of Darkness

- The Hate U Give
- Looking for Alaska
- Perks of Being a Wallflower

### Content Teaching and Other Academic Fields

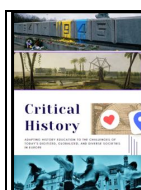
Content areas addressed by global language teachers include fields as varied as geography, science, politics, sociology and cultural studies. History is another field language teachers deal with that can involve units on historical figures (Gandhi, Columbus, Martin Luther King, Anne Frank...), historical events (Pearl Harbor, 9/11, the Holocaust...) and broad historical themes (WWII, the slave trade, imperialism, women's suffrage...).

### EuroClio

One great resource for language teachers dealing with historical themes is *EuroClio* (the *European Association of History Educators*). This dynamic group was established in 1992 to build bridges between history educators in Europe. It's now an international network of 83 associations in 47 countries that enables European historians and history educators to share their experiences, discuss controversial issues and implement innovative learning. Euro-Clio gives its mission as promoting:

- multiple perspectives and transnational history
- critical and independent thinking
- deconstruction of historical myths & stereotypes
- a responsible approach to addressing sensitive and controversial issues.
- projects in cross-border and conflict settings
- open access to information and resources

This page introduces a few of EuroClio's projects. See their website above for more information!



### Study Guide: Critical History

A practical teacher's guide to designing and teaching history lessons for today's digitized, globalized and diverse world.

- global perspectives in history education
- public history and cultural heritage
- the role of the Internet in history education



### Education Kit on Fake News and Disinformation

A free downloadable interactive kit that prepares students for critical thinking in an age of disinformation.

- a history of fake news and disinformation
- present day examples of fake news
- infographic: How to spot fake news

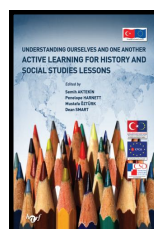


### RETOPIA: A Project to Promote Religious Peace and Tolerance

<https://retopea.eu/s/en/page/clippings>

A rich set of ideas for promoting religious tolerance and understanding.

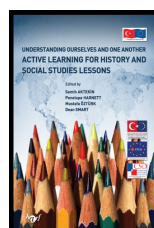
- 400 lessons arranged into 12 key themes such as tolerance, discrimination, stereotypes, conflict..
- available in English, French, German, Spanish...



### Active Learning for History and Social Studies Lessons

A downloadable guidebook that promotes civil dialog, democracy, critical thinking & multiple perspectives.

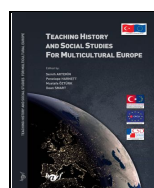
- Myself and the world
- Studying about local heroes
- Active learning: *Do facts lead to the truth?*



### Dealing with Parents about Sensitive Controversial Issues

A downloadable guide on how to promote respectful teacher-parent dialog related to controversial topics.

- whole-school & teacher-centred approaches
- includes a set of conflict-resolution strategies
- teacher self-reflection check-list and report form



### Teaching History and Social Studies for Multicultural Europe

A downloadable teacher's guide on how to promote multicultural values.

- active learning, teaching controversial issues
- education for inclusion, awareness and tolerance
- case studies: Turkey, England, Wales, the EU



### More EuroClio Resources

Check out these other teacher guides!

- *Documentaries and Online School Exchanges*
- *Learning from the Holocaust: A Teachers Guide*
- *Teachers Guide: Learning to Disagree*
- *Examples of Discrimination in Football (soccer)*
- *Discovering Diversity: The History of Migrants*
- *Understanding a Shared Past: Ed for the Future*
- Film: *Books not bombs – Rebuilding during war*

<p><b>World Food Day</b> October 16<sup>th</sup></p> 	<p><b>World Food Day</b> (October 16<sup>th</sup>) aims to raise awareness of issues such as hunger, malnutrition, food waste and food security. Take a look at the resources, videos and websites below for ideas on how to introduce food issues to your students, encourage them to learn more and inspire them to take action for a world without hunger.</p> <ul style="list-style-type: none"> <li>▪ Check out the Wikipedia pages on: <i>World Food Day / hunger / malnutrition</i></li> <li>▪ Google: “teaching about food and hunger” to find school lessons and class activities</li> <li>▪ Do a Youtube search: <i>world hunger what we can do / food waste / causes of hunger</i></li> <li>▪ Research NGOs like <i>WFP, Oxfam, Food First, Hunger Project, Meals on Wheels...</i></li> <li>▪ Browse the sites: <a href="http://fao.org/world-food-day/en">fao.org/world-food-day/en</a> <a href="http://worldfoodday-japan.net/english/">worldfoodday-japan.net/english/</a></li> </ul>
<p><b>United Nations Day</b> October 24<sup>th</sup></p> 	<p><b>United Nations Day</b> is held each year on October 24<sup>th</sup> to celebrate the founding of the UN in 1945. Why not devise an EFL unit that introduces your students to the UN, its history, its agencies and the work it does worldwide to promote peace &amp; human rights, fight poverty &amp; hunger, cure diseases, assist refugees and protect the environment?</p> <ul style="list-style-type: none"> <li>▪ Do a Wikipedia/Google/Youtube search: “United Nations” “United Nations Day”</li> <li>▪ Sites for teaching about the UN: <a href="http://www.un.org/en/teach">www.un.org/en/teach</a> <a href="https://teachun.org">https://teachun.org</a></li> <li>▪ Study about UNESCO, UNICEF, WHO... &amp; browse the site: <a href="http://www.un.org/en/un75">www.un.org/en/un75</a></li> <li>▪ Sample Youtube clips: <i>United Nations Quiz (Kip Cates) / United Nations for Kids</i></li> </ul>
<p><b>World Kindness Day</b> November 13<sup>th</sup></p> 	<p><b>World Kindness Day</b> began in 1998 as a way to promote altruism, compassion, friendship and peace by encouraging people to carry out good deeds and random acts of kindness in their daily lives. Use this day, celebrated on November 13<sup>th</sup>, to teach your students about the <i>World Kindness Movement</i>, to study actual acts of kindness around the world and to promote kindness and good deeds in your school and community.</p> <ul style="list-style-type: none"> <li>▪ Do a Wikipedia / Youtube / Google search for “World Kindness Day”</li> <li>▪ See: <a href="http://randomactsofkindness.org">randomactsofkindness.org</a> <a href="http://theworldkindnessmovement.org">theworldkindnessmovement.org</a> <a href="http://kindness.jp">kindness.jp</a></li> <li>▪ Check out online lists such as: “50 random acts of kindness you can do today”</li> </ul>
<p><b>World Anti-Corruption Day</b> December 9<sup>th</sup></p> 	<p><b>World Anti-Corruption Day</b> is held each year on December 9<sup>th</sup> to raise awareness of the problem of corruption, report on the effects of bribery and promote the work of activists, policies and NGOs worldwide that are working to stop this. Check out the sites below to learn more about this issue or to design a language lesson on this topic.</p> <ul style="list-style-type: none"> <li>▪ Transparency Int'l: <a href="http://transparency.org">transparency.org</a> ▪ <a href="http://www.un.org/en/events/anticorruptionday/">www.un.org/en/events/anticorruptionday/</a></li> <li>▪ Wikipedia: <i>anti-corruption / Corruption Perceptions Index / Global Corruption</i></li> <li>▪ Youtube: <i>Ways young people can fight corruption / 10 ways to fight corruption</i></li> </ul>
<p><b>International Human Rights Day</b> December 10<sup>th</sup></p> 	<p><b>International Human Rights Day</b> is celebrated on December 10<sup>th</sup>. And this year, 2023, marks the 75<sup>th</sup> anniversary of the UN’s 1948 <i>Universal Declaration of Human Rights</i>. This is a great chance for you and your students to learn about human rights, stand up against human rights violations in Japan and abroad and support NGOs like <i>Amnesty International</i> and <i>Human Rights Watch</i>. Check the sites below to learn more!</p> <ul style="list-style-type: none"> <li>▪ Great Youtube videos: <i>The Story of Human Rights / 人權の物語</i> (日本語字幕版)</li> <li>▪ NGOs: <a href="http://www.amnesty.org/en/">www.amnesty.org/en/</a> <a href="http://www.hrw.org">www.hrw.org</a> <a href="http://humanrights.com">humanrights.com</a> <a href="http://hurights.or.jp">hurights.or.jp</a></li> <li>▪ Youtube: <i>Human Rights Day</i> ▪ <a href="http://hreusa.org/hre-library/topics/udhr/lesson-plans/">hreusa.org/hre-library/topics/udhr/lesson-plans/</a></li> </ul>
<p><b>The Nobel Peace Prize</b> October 6<sup>th</sup> December 10<sup>th</sup></p> 	<p>This year’s <b>Nobel Peace Prize</b> winner will be announced October 6<sup>th</sup> (Friday) with the ceremony to be held December 10<sup>th</sup> in Oslo, Norway. Join your students to learn about the peace prize, its history, past laureates and this year’s winner. Check out the sites below to learn more, to design a lesson and to inspire your students as peacemakers.</p> <ul style="list-style-type: none"> <li>▪ Online article <i>Teaching about the Nobel Peace Prize in ELT</i> (downloadable PDF): <a href="https://www.peace-ed-campaign.org/teaching-about-the-nobel-peace-prize-in-elt/">https://www.peace-ed-campaign.org/teaching-about-the-nobel-peace-prize-in-elt/</a></li> <li>▪ Website: <a href="http://www.nobelprize.org/prizes/peace/">www.nobelprize.org/prizes/peace/</a> ▪ Wikipedia: “Nobel Peace Prize”</li> <li>▪ Youtube: <i>Nobel Peace Prize ノーベル平和賞</i>. ▪ <a href="http://nobelprizes.com/nobel/peace/">nobelprizes.com/nobel/peace/</a></li> </ul>

# RESOURCES AND ORGANIZATIONS

## Educators 4 Social Change

< <https://educators4sc.org/> >



*Educators4SC* aims to equip teachers with resources that promote social responsibility and active citizenship. Check out the great list of social issues on their *Topic Guide* page as well as their *Classroom Practices* and *Classroom Projects*.

## Voice of America News

< [learningenglish.voanews.com/](http://learningenglish.voanews.com/) >



*VOA News* is a dynamic ESL website run by *Voice of America* that focuses on English, culture, social issues and current events. Browse the rich variety of topics on their site, then scroll down to check out their section on “news literacy”.

## Green Action ELT

< <https://green-action-elt.uk/> >



*Green Action ELT* (formerly *ELT Footprint*) emphasizes the role that English teachers can play in protecting the planet. It provides great ideas, resources, materials and actions that promote eco-friendly lessons, schools and conferences.

## News Decoder

< <https://news-decoder.com/> >



*News Decoder* is a great new global education news service for young people. Check out its *Youth Voices* section, its *Learning Tools* (with student quizzes) and its *Newsfeed* menu with global issue links.

## Peace Boat

< <http://peaceboat.org/english/> >



*Peace Boat* is a Japanese NGO that organizes 3-month round-the-world cruises each year to study world regions and global issues. Send your students or volunteer yourself  
 ■ Teachers needed for next cruise!

## Global Issues

< [www.globalissues.org](http://www.globalissues.org) >



*Global Issues* is an informational website that features over 500 articles on global issue topics ranging from military spending, racism and poverty to air pollution, racism and the arms trade.

## Oxfam Education

< [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/) >



*Oxfam Education* is a dynamic UK global education website designed for teachers and students worldwide. It features a wealth of information, news, resources and activities on global issues, international themes and world citizenship.

## ELT Sustainable

< <https://eltsustainable.org> >



*ELT Sustainable* helps teachers to integrate environmental activities in their classes by providing them with free articles, resources, lesson plans, training materials, a newsletter plus an online course entitled *Language Teaching for the Planet*.

## Better World Website

< [www.betterworld.net](http://www.betterworld.net) >



*Better World* is a peace education website which features 5,000 free resources including peace heroes, peace quotes, a peace calendar and peace issues. It was set up in memory of murdered peace activist Emily Silverstein by her father.

## Green Teacher

< [www.greenteacher.com](http://www.greenteacher.com) >



*Green Teacher* is a great website and educational magazine based in Canada that offers classroom ideas, activities and resources to promote environmental awareness in the world’s classrooms and schools.

## Global Dimension

< [www.globaldimension.org.uk](http://www.globaldimension.org.uk) >



*Global Dimension* is a great UK resource designed to help teachers bring a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.

## Better World Links

< [www.betterworldlinks.org](http://www.betterworldlinks.org) >



*Better World Links* is an amazing global education resource which lists links to 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.

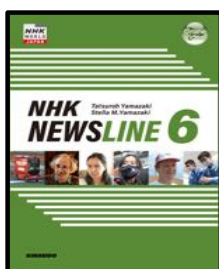


## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

Publishers are invited to send in sample copies of new books for publicizing in the newsletter. Readers interested in writing reviews of books should contact the editor.



- (1) **"NHK Newline 6"** by Tatsuro and Stella Yamazaki (2023, ¥2640)  
Kinseido Press (Tokyo) Tel: 03-3263-3828 < [www.kinsei-do.co.jp](http://www.kinsei-do.co.jp) > < [text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp) >



This 104-page EFL text uses NHK video clips to introduce students to current events. Its 15 units cover: *inventions, artisans from abroad, world travelers, international volunteers, public servants, Hiroshima hibakusha, disaster-hit communities, climate change activists, tech for pets, independent hairdressers, global farming, green tea, Jeans Town, 9.11 fire fighters and city farms*. Each 6-page unit has a topic info box and graphic, a preview exercise (vocabulary), a set of video viewing tasks, a gap-fill summary, listening tasks, key expression review and student discussion questions.

- (2) **"Our Science"** by Hiroaki Tanaka, Hiroyuki Yamanishi and Bill Benfield (2023, ¥2,530)  
Seibido Publishing Co. Ltd. (Tokyo) Tel: 03-3291-2261 < [www.seibido.co.jp](http://www.seibido.co.jp) >



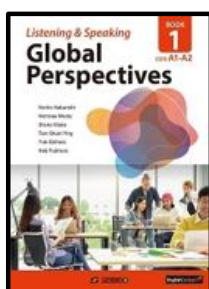
This 90-page college text builds English skills while engaging students with cutting edge science. Its 15 units deal with: *carless cities in Spain, underwater cities, air conditioners, cultured meat, the ozone hole, lost wallets, cyborgs & humans, wireless power, myopia cures, why zebras have stripes, the placebo effect, intelligent crows, fake data & pseudoscience, 3D-printed food and the science of lying*. Each 6-page unit includes a thematic photo plus warm-up, vocab intro, a 2-page reading with comprehension questions, a writing exercise, a listening passage and discussion points.

- (3) **"Let's Find a Solution"** by Miwa Akao, Sari Nishigaki. Mitsuko Yukishige et al (2023, ¥2200)  
Nan'undo Press Tel: 03-3268-2311 < [www.nanun-do.co.jp](http://www.nanun-do.co.jp) > < [nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp) >



This 90-page EFL text builds English proficiency and problem solving skills using a Problem-Based Learning (PBL) approach. Its 15 units include: *smartphone addiction, cafeteria congestion, infectious diseases, universal design, student stress, black part-time jobs, older drivers, plastic waste, overtourism, esports, sleep deprivation, and artificial intelligence (AI)*. Each 6-page unit has a vocab warm-up, a 1-page dialog for listening, a summary gap-fill, a 1-page reading with comp questions, sentence writing, useful expressions, a group problem solving task plus writing and speaking activities.

- (4) **"Global Perspectives: Listening & Speaking"** by N. Nakanishi, N. Musty et al (2023; ¥2750)  
Seibido Publishing Co. Ltd. (Tokyo) Tel: 03-3291-2261 < [www.seibido.co.jp](http://www.seibido.co.jp) >



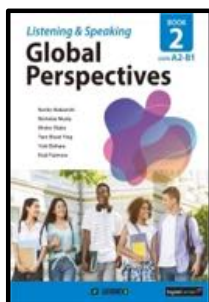
*Global Perspectives* is a content-based series set at Basic CEFR A1-A2 level that's designed to improve students' English listening and speaking skills. The 2-book set features *World English* dialogs with native and non-native speakers in countries around the world - from the US, UK, India and Singapore to Russia, Brazil, Egypt and China. Each 6-page unit has a thematic photo, a warm-up, a vocab prep exercise, listening tasks, comprehension questions, pronunciation tips, a monologue and speaking outline.

### Global Perspectives Book 1

Each 96-page book in the series addresses a range of social issues, current events and world problems. The 12 thematic units in Book 1 deal with the following topics: *college life, copyright, cyber bullying, tourism, foreign encounters, entertainment, international affairs, technology, our future, personal finance, health and diversity*.

### Global Perspectives Book 2

The 12 thematic units in the second book of the series cover topics such as: *academic research, social issues in Japan, personal safety, gender, religion, business, careers, Japanese culture, law and peace, ethnicity, science & scientists plus styles of writing*.





## Resources for Teaching about Banned Books

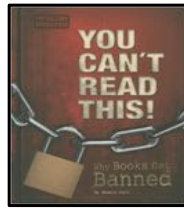


Take a look at the titles below to learn more about the topic of banned books and to teach issues linked to free speech, censorship and book burnings.

### You Can't Read This!

by Pamela Dell (2010) \$6

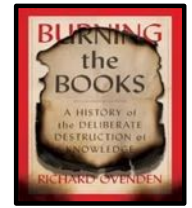
This illustrated guide for teens is a great intro to banned books from the Bible to Galileo to Harry Potter.



### Burning the Books

By Richard Ovenden (2022) \$18

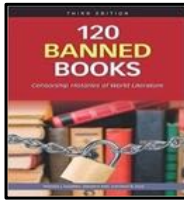
This classic describes the deliberate destruction of books and libraries from ancient times up to the present.



### 120 Banned Books (3rd Edition)

by Nicholas Karolides (2022) \$25

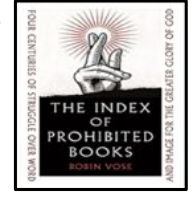
This classic text provides detailed info on 120 key books banned for political, religious & sexual reasons.



### The Index of Prohibited Books

By Robin Vose (2022) \$30

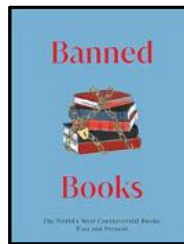
This documents how the Catholic Church applied its infamous index over 400 years to ban "bad" books.



### Banned Books: The World's Most Controversial Books

by DK (2022) \$15

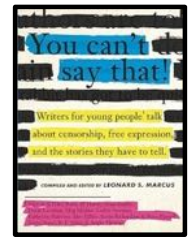
This new text explores the stories behind famous literary classics and scientific books that were banned.



### You Can't Say That!

By Leonard Marcus (2021) \$12

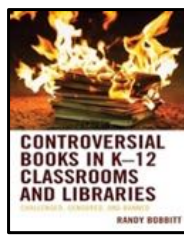
This features interviews with 13 writers who discuss their thoughts on censorship, free expression and writing fiction for young people.



### Controversial Books in K-12 Classrooms and Libraries

by Randy Bobbitt (2021) \$42

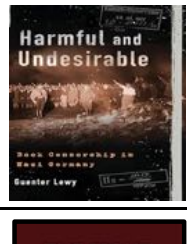
This text provides a great summary of how controversial books have been dealt with in American schools.



### Harmful and Undesirable

By Guenter Lewy (2016) \$31

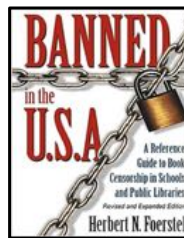
This history text gives an overview of Adolf Hitler and the Nazi book burnings of the 1930s and 1940s.



### Banned in the USA: A Guide to Censorship in Schools

by Herbert Foerstel (2006) \$42

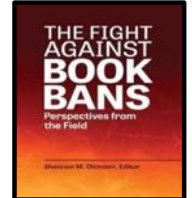
This text gives a great overview of the issue of book censorship in American schools and public libraries.



### The Fight Against Book Bans

By Shannon Oltman (2023) \$60

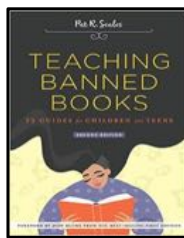
This highlights the views & experiences of US librarians & academics on book bans and library challenges.



### Teaching Banned Books: 32 Guides for Children & Teens

By Pat Scales (2019) \$39

This guide outlines ways to teach banned books that promote critical thinking and intellectual freedom.



### On Censorship

By James LaRue (2023) \$17

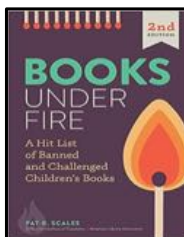
This brand new book by a noted US librarian examines the complex issues of freedom, censorship and cancel culture in American society.



### Books Under Fire: A Hit List of Banned Children's Books

By Pat Scales (2021) \$55

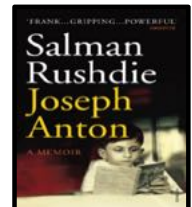
This new guide surveys children's books that have been banned, censored or challenged in the USA.



### Joseph Anton

By Salman Rushdie (2013) \$10

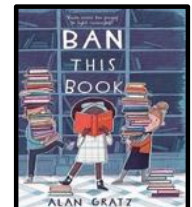
This powerful memoir recounts the 20 years that Salman Rushdie spent in hiding from a fatwa on his life.



### Ban This Book: A Novel

By Alan Gratz (2018) \$9

Join your students to read this wild story about how a 4<sup>th</sup> grade US girl fights censorship at her school.



#### Sample Japanese Titles

- 発禁本：明治・大正・昭和・平成 (1999)
- 英米文学にみる検閲と発禁 (2016)



# GLOBAL EDUCATION RESOURCES & MATERIALS

Plug into the amazing wealth of global issue teaching resources offered by the global education initiatives, groups and organizations shown below.



## Breaking News English

[www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)



Check out this great EFL site with its database of free lessons on current events ranging from North Korea to Ukraine.

## Related JALT SIGs

Check out these other SIGs!

### Critical Thinking SIG

▪ [www.jaltcriticalthinking.org](http://www.jaltcriticalthinking.org)

### Gender Awareness SIG

▪ <https://gale-sig.org/>

### Intercultural Comm SIG

▪ <https://jalticle.org>

## Fair Trade Goods

Bring Third World goods into your school at fair trade prices.

- [www.peopletree.co.jp](http://www.peopletree.co.jp)
- [www.peopletree.co.uk](http://www.peopletree.co.uk)
- [www.tenthousandvillages.com](http://www.tenthousandvillages.com)

## Global Education Maps

For your classroom or school

- [www.worldmapsonline.com](http://www.worldmapsonline.com)

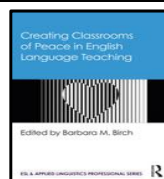
<b>Amnesty International (AI)</b>	▪ books, reports, videos and campaigns on human rights and human rights education <a href="http://www.amnesty.org/en/">www.amnesty.org/en/</a> <a href="http://www.amnestyusa.org">www.amnestyusa.org</a>
<b>Anti-Defamation League</b>	▪ resources for teaching about bias, prejudice reduction, hate groups, bullying, cyber-bullying and holocaust education < <a href="http://www.adl.org">www.adl.org</a> >
<b>International Education Resource Center (ERIC)</b>	▪ wide range of books, lesson plans and teaching resources on global education and global issues (all in Japanese) < <a href="http://www.eric-net.org">www.eric-net.org</a> >
<b>National Geographic Society</b>	▪ magazine, articles, photos, books, videos and resources on global awareness and world cultures < <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> >
<b>New Internationalist</b>	▪ magazine, articles, books, calendars, maps, atlases, posters, DVDs on world development and global issues < <a href="http://www.newint.org">www.newint.org</a> >
<b>Oxfam Education</b>	▪ books, lessons, teaching packs, posters, games on global citizenship and development issues < <a href="https://www.oxfam.org.uk/education/">https://www.oxfam.org.uk/education/</a> >
<b>Peace Education Foundation</b>	▪ books, curricula, peace education training, violence prevention, mediation, bullying and conflict resolution < <a href="http://www.peace-ed.org">www.peace-ed.org</a> >
<b>Peace Resource Project</b>	▪ bumper stickers, posters, buttons, T-shirts, pins, patches, magnets, flags, cards with peace and global themes <a href="http://www.peaceproject.com">www.peaceproject.com</a>
<b>Social Studies School Service</b>	▪ comprehensive catalog of global education books, videos, posters, maps, games, curricula and resources < <a href="http://www.socialstudies.com">www.socialstudies.com</a> >
<b>SPICE Stanford Program on Int'l &amp; Cross-Cultural Ed</b>	▪ lesson plans, teaching guides, videos, simulations, books and webinars on world cultures & global issues < <a href="http://spice.stanford.edu/">http://spice.stanford.edu/</a> >
<b>Learning for Justice &amp; Southern Poverty Law Center</b>	▪ magazine, lessons, articles, posters and resources to promote tolerance and fight hate < <a href="http://learningforjustice.org">learningforjustice.org</a> > < <a href="http://www.splcenter.org">www.splcenter.org</a> >
<b>United Nations / UNESCO</b>	▪ books, magazines, reports, data, information and articles on global issues and world themes <a href="http://shop.un.org/subjects">shop.un.org/subjects</a> <a href="http://www.en.unesco.org">www.en.unesco.org</a>
<b>WWF (World-Wide Fund for Nature)</b>	▪ books, teaching packs, lesson plans, quizzes, stories and videos on environmental issues <a href="http://www.panda.org">www.panda.org</a> <a href="http://www.worldwildlife.org">www.worldwildlife.org</a>

## CNN Global Heroes

< [cnn.com/specials/cnn-heroes](http://cnn.com/specials/cnn-heroes) >



Have students browse this CNN site to study and discuss people around the globe who are doing extraordinary things to change the world. Video clips feature activists who are helping Ukrainians, stopping food waste, feeding refugees, recycling computers and working to empower women.



## Creating Classrooms of Peace in English Language Teaching

Ed: Barbara Birch (Routledge 2022)

This book's 14 chapters feature great ideas by ELT experts on promoting peace:

- Part 1: Policy and implementation for peace
- Part 2: Teacher education for peace
- Part 3: Content & lesson planning for peace

## COMING EVENTS CALENDAR

Oct. 16	World Food Day <sup>1</sup>	Nov. 18 / 25	White Ribbon Day <sup>5</sup>
Oct. 24	United Nations Day <sup>2</sup>	Dec. 9	International Anti-Corruption Day <sup>6</sup>
Nov. 13	World Kindness Day <sup>3</sup>	Dec. 10	International Human Rights Day <sup>7</sup>
Nov. 16	International Day of Tolerance <sup>4</sup>	Dec. 10	Nobel Peace Prize Ceremony <sup>8</sup>

1 World Food: <Wikipedia> <Youtube> <[fao.org/world-food-day/en](http://fao.org/world-food-day/en)> <[worldfoodday-japan.net/english/](http://worldfoodday-japan.net/english/)>  
2 UN Day: <Wikipedia> <Youtube> <[www.un.org/en/observances/un-day](http://www.un.org/en/observances/un-day)> <[www.un.org/en/un75](http://www.un.org/en/un75)>  
3 Kind: <Wikipedia> <Youtube> <[randomactsofkindness.org](http://randomactsofkindness.org)> <[theworldkindnessmovement.org](http://theworldkindnessmovement.org)> <[kindness.jp](http://kindness.jp)>  
4 Tolerance: <Wikipedia> <Youtube> <[www.toleranceday.org](http://www.toleranceday.org)> <<https://tolerance.tavaana.org/en/>>  
5 White Ribbon: <Youtube> <[whiteribbon.org.au](http://whiteribbon.org.au)> <[whiteribbon.ca](http://whiteribbon.ca)> <[whiteribbon.org.nz](http://whiteribbon.org.nz)> <[whiteribbon.org.uk](http://whiteribbon.org.uk)>  
6 Corruption: <Wikipedia> <Youtube> <[www.un.org/en/events/anticorruptionday/](http://www.un.org/en/events/anticorruptionday/)> <[www.transparency.org](http://www.transparency.org)>  
7 Rights: <Wikipedia> <Youtube> <[hurights.or.jp/](http://hurights.or.jp/)> <[amnestyusa.org](http://amnestyusa.org)> <[humanrights.com](http://humanrights.com)> <[ohchr.org/en/](http://ohchr.org/en/)>  
8 Nobel Prize: <Wikipedia> <Youtube> <[www.nobelprize.org/prizes/peace/](http://www.nobelprize.org/prizes/peace/)> <[nobelprizes.com/nobel/peace/](http://nobelprizes.com/nobel/peace/)>  
More dates: <[awarenessdays.com](http://awarenessdays.com)> <[happydays365.org](http://happydays365.org)> <[globaldimension.org.uk/calendar/](http://globaldimension.org.uk/calendar/)> <[earthcalendar.net/](http://earthcalendar.net/)>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

### WHAT ARE GLOBAL ISSUES?

Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism and environmental destruction as well as to concepts such as peace, justice, human rights, world citizenship, social responsibility and international understanding.

### WHAT IS GLOBAL EDUCATION?

Global education is a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

### JALT GLOBAL ISSUES SIG

The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT) aims to promote:

- the integration of global issues, global awareness and social responsibility into language teaching
- networking and mutual support among language educators dealing with global issues
- awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

### NEWSLETTER SUBSCRIPTIONS (JALT Members)

JALT members get 1 free *Special Interest Group* as part of their membership. Those who already have a free SIG but wish to add our "Global Issues" SIG can make their ¥1500 payment on-line via the JALT website or via a postal "furikae" form.

### NEWSLETTER SUBSCRIPTIONS (Non-JALT)

Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US \$15.

- In Japan, send your ¥2000 payment to: 山陰合同銀行 (湖山支店 108) 普通 銀行口座 3752673 San'in Godo Bank (*Koyama branch 108*) Regular Account # 3752673 "GILE Newsletter"
- Overseas subscribers should pay in US dollars (make personal checks out to "Kip Cates" on a US bank) Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

### JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of January 2023)

- \* JAPAN SUBSCRIBERS: GILE SIG / JALT (117) GLOBAL ISSUES NETWORK (23) = 140
- \* INTERNATIONAL FOLLOWERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 40

### NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

The *Global Issues in Language Education Newsletter* is published 4 times a year (January, April, July, October). Those interested in contributing concise articles (1-3 pages in length) on topics related to global education, global issues and language teaching are invited to send these in by e-mail.

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Tel/Fax: 0857-28-5385 E-mail: <[kipcates24@gmail.com](mailto:kipcates24@gmail.com)> GILE Website: <[www.gilesig.org](http://www.gilesig.org)>

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