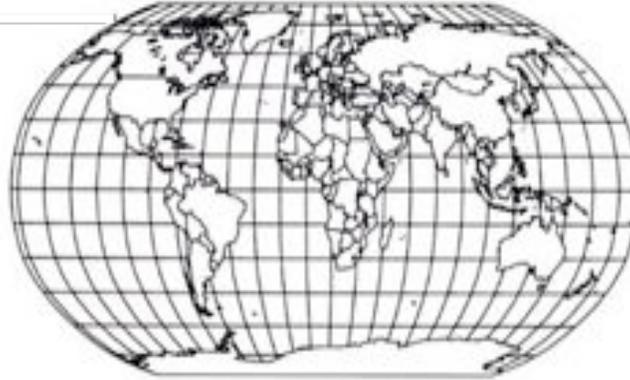


GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

108th
Issue

celebrating 108
issues and 28
years in print
since 1990



108



Kip A. Cates, Tottori University, Koyama, Tottori City, JAPAN 680-8551
E-mail: kcates@rs.tottori-u.ac.jp Check out back issues on our homepage!
Website: www.gilesig.org Facebook: www.facebook.com/gilesig.org

NEWSLETTER #108

Our fall newsletter for 2018 features articles on the following themes: (1) an essay by ELT expert Scott Thornbury on taboo topics in English textbooks, (2) an article by British writer Paul Kaye on the pros and cons of teaching controversial issues in EFL, and (3) a report by Eric Gondree on his research trip to the Middle East to investigate the state of EFL in the West Bank and to interview Palestinian English teachers. Our special feature for this edition is *Teaching about Taboo Topics*. This describes banned themes in various countries (Saudi Arabia, China, Japan), explains the famous taboo topic acronym PARSNIP, summarizes key research in this area and provides suggestions on innovative ways to approach controversial topics in the classroom. We wrap up with a report on this summer's JACET 2018 conference in Sendai, with profiles of useful books and with a round-up of all the latest global education news.

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

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JALT 2018 National Conference

November 23 – 26, 2018 in Shizuoka
 < <https://jalt.org/conference> >

This fall's JALT 2018 international conference will take place over the weekend of November 23–26 in the city of Shizuoka (between Tokyo and Nagoya). The conference theme is *Diversity and Inclusion*. Plenary speakers will include:

- Diane Larsen-Freeman (*Including All Students*)
- Momoko Nakamura (*Gender and Translation*)
- Lindsay Clanfield (*Diversity in ELT Materials*)
- Judith O’Laughlin (*Foster Learner Resilience*)

This year’s featured speakers are:

- Joseph Shaules (*Interculture in Lg Classrooms*)
- Sandra McKay (*Diversity in ELT Texts*)
- Louise Haynes (*Songs of Social Significance*)
- Dat Bao (*Visual Images for the L2 Classroom*)
- Justin Harris (*Task Based Language Teaching*)
- John Hughes (*Critical Thinking in Class*)

For more details, check out the latest conference updates at the JALT 2018 website above.

Global Education Events

- **Critical Pedagogy and Paulo Freire**
 October 18 – 19, 2018 U. South Carolina (US)
 Website: <<https://freire50.com/>>
- **Peace and Conflict Resolution Conference**
 November 5 - 7, 2018 Bangkok (Thailand)
 Website: <www.pcrconference.org>
- **National Council of Social Studies (NCSS)**
 Nov. 20 – Dec. 2, 2018 Chicago (USA)
 Website: <www.socialstudies.org/conference>
- **Int’l Conference on Human Rights Education**
 November 26 - 29, 2018 Sydney (Australia)
 <www.westernsydney.edu.au/equity_diversity/>
- **Earth Charter Education Conference**
 January 29 - 31, 2019 (Costa Rica)
 Venue: United Nations “University of Peace”
 <<http://earthcharter.org>> scroll to page bottom

More global education events are listed at:
www.peace-ed-campaign.org/calendar/

Peace as a Global Language I

October 21, 2018 at Josai University (Saitama)
 < <https://sites.google.com/view/pgl2018> >

Peace as a Global Language (PGL) will hold a 1-day conference on October 21 (Sunday) at Josai University (near Tokyo). The conference theme is *Indigenous Peoples Moving Forward in a Globalizing World*. The conference aims to bring together peace educators, social activists, language teachers and students to meet representatives of indigenous peoples ranging from Ainu and Maori to Canadian First Nations. For details, see the website above. Registration deadline is Oct. 15th.

Peace as a Global Language II

November 11, 2018 at Kobe Gakuin University
 Richard Miller <rdtin@yahoo.com>

Peace as a Global Language (PGL) will hold a second conference on Nov. 11 (Sunday) at Kobe Gakuin University. The conference theme is *Building Peace through Democracy and Understanding*. This event marks the 100th anniversary of the end of World War I. The conference will include a plenary talk, a symposium with African diplomats and poster sessions. To submit a poster, send an abstract to <kansaijpgl@gmail.com> by the October 21st deadline.

GILE SIG Website

www.gilesig.org



Our *Global Issues in Language Education* Special Interest Group (GILE) website offers a wealth of teaching ideas from back issues of our quarterly newsletter. Check all this out on our GILE SIG website!

GILE on Facebook

www.facebook.com/gilesig.org



Check out our *Global Issues Facebook* page for an exciting selection of up-to-date news, events, teaching ideas, campaigns, resources, initiatives and info on global education and global issues.

GILE on Twitter

<https://twitter.com/gilesigjp>



We also run an information-packed *Global Issues Twitter* site which features nonstop news, messages, suggestions, hints and updates on global education teaching ideas, resources, materials and events.

JALT GLOBAL ISSUES SIG OFFICERS FOR 2018

Here are the 2018 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you want to join the team!

ADMINISTRATIVE OFFICERS

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SIG Website / Social Media:

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<m.d.hollenback@gmail.com>

GILE OFFICERS WANTED

- GILE Membership Chair
- GILE SIG Chair

Get in touch if you'd like to help the SIG. Training provided



WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

Don't throw away old textbooks, journals, dictionaries or cassette tapes. Recycle them!

English Books Wanted for Library in Gaza

Mosab Abu Toha hopes to open a public English library in Gaza and has issued an appeal for books to teachers worldwide. Find out more at <<http://libraryforgaza.org>>

"Book Aid" South Africa Library Project

Help black South African kids! Check their site to see what's needed. They mail to South Africa. Chikako Noda <www.taaa.jp/english.html>

Websites to Check for Book Donations

- moneycrashers.com/where-donate-used-books/
- www.ala.org/offices/iro/iroactivities/intlbookdonations
- www.bookaid.org
- asiafoundation.org/what-we-do/books-for-asia
- www.betterworldbooks.com/go/donatebooks

GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

ENVIRONMENTAL INITIATIVES

- **How to Save Paper in School**
www.wikihow.com/Save-Paper-in-School
- **How to Become a Green School**
www.greenschools.net/

CLASS PROJECTS / SCHOOL EVENTS

- **Sponsor a Foster Child Overseas**
<http://plan-international.org> www.plan-japan.org
- **Work to End World Hunger** (click "take action")
<http://actfast.oxfamamerica.org/>
- **Raise Funds to Help Eliminate Landmines**
www.icbl.org www.jcbl-ngo.org
- **Start a School Human Rights Club**
www.youthforhumanrights.org (→ "take action")



Teaching English to N. Korean Tour Guides

by Ronny Mintjens (UK)

In this interview, the author shares his experience of teaching English to trainee tour guides in North Korea. He first visited the country in 2007 and began taking tours there to learn more. In 2016, a North Korean contact invited him to teach a 2-week English course at *Pyongyang College of Tourism*. When he arrived, he was given a donated Cambridge EFL text and asked to teach units on “advertising” and “critical thinking”. The students came from ordinary, not elite, families, and were shy at first to talk to a foreigner. He changed his lectures into activity classes and soon had students discussing movies, explaining (and singing) North Korean songs and giving English presentations. He found North Korea to be incredibly safe and the people to be humble, kind and welcoming. Problems included power cuts and Internet access. He criticizes media stereotypes which demonize North Koreans and invites all those interested to join him as volunteer English teachers. For photos of his experience and for details on joining him to go teach in North Korea, go to:

- www.mihunlimited.com/volunteaching.html

“Feature: *It’s Not a Freak Show*” *EL Gazette*
June 2018 <www.elgazette.com>

Are Exams a Form of Child Abuse?

by Mario Rinvoluceri (UK)

This short article argues that exams are intrinsically unfair and prevent young people from flourishing. The author mentions his brother, an intelligent man who suffered from exam stress. He slept badly the night before, sweated in the test room and couldn’t write well since his hand was shaking. He suffered in life as a result. The author argues that teachers should care about students’ situations. On any day, for example, 1/4 of female test takers will be menstruating and may experience pain that prevents their best efforts. Language testers show no sign of caring for this large minority. He notes the surge of UK youth who phone crisis lines just before exams, cites the *Professional Association of Teachers* which asked “Are exams a form of child abuse?” and suggests that teachers use continuous assessment.

“*Out of the Box*” *EL Gazette* June 2018
<www.elgazette.com>

Incorporating Global Englishes into the ELT Classroom

by Nicola Galloway & Heath Rose

This article discusses the field of GELT (*Global Englishes Language Teaching*), the growing exposure of students to different varieties of English and the authors’ attempts to introduce these to learners. It quotes Baker (2012) who wonders “if English learners would hold ‘native’ English in such high esteem if they were exposed to the plurality of global Englishes.” The authors go on to describe a *Global Englishes* course that they designed and taught at a Japanese university. The course included a task that gave students 2 weeks to research 1 variety of English then give a 10-minute presentation on it in class. Varieties chosen included:

- Australian English
- Egyptian English
- Philippine English
- Saudi Arabian English
- Scottish English
- Singaporean English
- Nigerian English
- Kenyan English
- Malaysian English
- Japanese English

The authors finish their article with an analysis of student reflections, implications for ELT and a list of useful websites that their students accessed for research.

ELT Journal Vol. 72/1 January 2018 UK
<<https://doi.org/10.1093/elt/ccx010>>

Mental Health Care for English Teachers

by Phil Longwell (UK)

This article documents the wide varieties of stress that teachers face each day and the stigma attached to talking about mental health. The author urges language teachers to take better care of themselves and suggests a variety of ideas (breathing, meditation, yoga, walks, exercise...) from websites such as the *A-Z of Self Care for Teachers* <tinyurl.com/yalcehaf>

“*Beneath The Surface*” *EL Gazette* June 2018
<www.elgazette.com>

“The Right To Bear Arms” - A Corpus Study

A US linguist has researched the term “bear arms” in an Early American English corpus. The 1,500 instances that he found indicate that the original meaning referred to organized military groups, not to the individual right to own guns for self-defense.

“*Beneath The Surface*” *EL Gazette* July 2018
<www.elgazette.com>

Language Education Events

- **Vietnam TESOL *Industrial Revolution 4.0***
October 12 – 13, 2018 Hanoi (Vietnam)
Web: <<http://viettesolassociation.org/>>
- ***Stand Up, Speak Out! Stand with our Students***
October 27, 2018 Milwaukee (USA)
Website: <<http://witesol.com/>>
- **Korea TESOL Conference: *Focus on Fluency***
October 13 – 14, 2018 Seoul (South Korea)
Web: <<https://koreatesol.org/IC2018>>
- **JALT *Speech, Drama, Debate SIG Conference***
November 2 – 4, 2018 Okinawa (Japan)
<www.elcalendar.com/events/details/7746>
- **JALT *Language & Content Integrated Learning***
November 4, 2018 Kyoto (Japan)
<www.elcalendar.com/events/details/7806>
- **Thai TESOL *Changes and Chances in ELT***
January 18 – 19, 2019 Bangkok (Thailand)
Website: <<http://tesol.conferences.in.th/>>
- **Cambodia TESOL *Teachers as Learners***
February 15 – 17, 2019 Phnom Penh
Website: <<https://camtesol.org/>>
- **JALT Pan-SIG 2019 Conference**
May 18 – 19, 2019 Konan Univ. (near Kobe)
Proposals by: December 22 <www.pansig.org>



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

Darwin College, Univ. of Kent, UK

<www.iatefl.org> <generalenquiries@iatefl.org>

IATEFL 2018 CONFERENCE

IATEFL's 53rd annual international conference will be held April 2 – 5 next spring in the city of Liverpool, England. This will bring together 3,000 participants from almost 100 countries for 4 days featuring 500 sessions. For further details, go to:

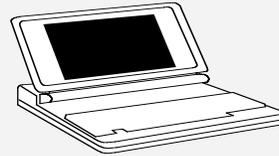
- <https://conference.iatefl.org>

IATEFL's Global Issues SIG

IATEFL's GI-SIG runs a dynamic website featuring global education ideas, resources, activities and e-lessons. At IATEFL 2019 in Liverpool, they plan to hold a pre-conference workshop on April 1st on the topic of *Exploring the ifs, whys and hows of social justice in our practice*. Details at their site:

Linda Ruas & J Schoenmann <gisig@iatefl.org>
GI-SIG Website: <http://gisig.iatefl.org/>

Key Websites on Global Issues and Language Teaching



JALT Global Issues SIG (Japan)
www.gilesig.org

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

TESOL Social Responsibility IS (USA)
www.tesol.org (search for "SR-IS")

ESL Etc. (David Royal: Univ. of South Florida)
www.esletc.com



Teachers of English to Speakers of Other Languages

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

E-mail <info@tesol.org> Web: <www.tesol.org>

TESOL 2019 CONFERENCE

Next spring's TESOL 2019 international convention will be held from March 12–15 in Atlanta, Georgia. This major ESL event will feature 100 exhibitors, 900 sessions and 6,000 participants. Further details can be found online at:

- www.tesol.org/convention-2019

Social Responsibility Interest Section (SR-IS)

TESOL's Social Responsibility Interest Section supports teachers working to integrate social responsibility, world citizenship and awareness of global issues into their teaching, training and research. It seeks to advance social equity, respect for differences and multicultural understanding. Learn more at the website below:

- Chair: Carter Winkle <CWinkle@barry.edu>
www.tesol.org/connect/communities-of-practice

JALT Environmental Committee

<markshinshu@gmail.com>

The Japan Association for Language Teaching has set up an *Environmental Committee* to lessen the carbon footprint of the organization, its annual conference, its chapters and SIGs. To help out or learn more about ways to involve your colleagues and students in environmental awareness and sustainability, contact Mark Brierley above.



The 57th international conference of JACET (the *Japan Association of College English Teachers*) took place in the city of Sendai, Tohoku from August 28–30, 2018. The conference theme was “Assuring Quality Learning Outcomes in Primary to Tertiary English Education for Globalization.” Below is a selection of conference sessions on global themes.



Welcome Messages

This convention highlights the potent roles and social mission of cross-cultural communicative competence and supportive English language education in the contemporary globalized world.

– Hajime Terauchi (President of JACET)

The last JACET conference held in Sendai was in 2010. Half a year later, the Great East Japan Earthquake occurred, with this area being hardest hit. The earthquake and its huge tsunamis bereaved many people of their lives and homes. However, with warm financial, practical and emotional support from other parts of Japan and from all over the world, especially nearby Asian countries, most people have recovered and reconstructed new ways of living. This disaster may have led people in Tohoku to entertain a friendlier feeling towards foreign countries, which is a good motivation for people to convey messages of thanks, sympathy, cooperation, mutual aid and friendship. To improve this relationship between Tohoku and foreign countries, we need to brush up Japanese people’s understanding of and ability in English as a lingua franca.

– Kiyoshi Takahashi (Conference Chair)

Plenaries & Featured Sessions

Preparing Our Students for a Rapidly Evolving World

This plenary discussed the role of *English as a lingua franca* in a world of 1.5 billion non-native speakers and outlined the types of challenges facing English language teachers linked to globalization, the Fourth Industrial Revolution and our digital native students.

Judy Noguchi (Kobe Gakuin University)

Enhancing Quality of Life in Lg. Education

This talk used case studies from Brazil, Japan, Turkey and the UK to show how language learners, teachers, curriculum designers and policy makers can address cultural issues linked to quality of life.

Judith Hanks (University of Leeds, UK)

Conference Presentations

ESD and CLIL in Secondary and Tertiary Ed.

This session reported on content lessons aimed at raising student awareness of *Education for Sustainable Development (ESD)* via group discussion of global issues. Taizo Kudo (Nagoya Gakuin U.)

Are EFL Texts Useful for Culture Knowledge?

This talk analyzed cultural activities in 8 Korean high school English textbooks and surveyed students on which activities they preferred most. Haedong Kim (Hankuk Univ. of Foreign Studies)

English as a Lingua Franca: The Model UN

This talk discussed the advantages of using simulations in EFL, then described the results of a *Model United Nations* that the presenters designed and implemented. Dennis Harmon (Hokuriku U.)

Usefulness of AI in English Language Classes

This talk reported on a study where EFL college students described the kinds of differences they found when talking to human partners versus with AI software. Andrew Thompson (Kyoto Sangyo)

Cultivating Global *Jinzai-rashisa* (?)

This talk took a critical look at *global personnel*, Japanese-ness and at “English for globalization” ideologies, then explored alternative views that prize diversity. Nathaniel Rudolph (Meisei Univ.)

Quality Presentations for Globalized Students

This talk discussed the essential elements of a good presentation: planning, writing, body language, voice, relaxation, visual aids and confidence. Herman Bartelen (Kanda Institute of Foreign Lgs)

Nutrition English & Local Internationalization

This talk described an *English for Specific Purposes* (ESP) course which aimed at training dieticians to promote internationalization in their communities. Akiko Tsuda (Nakamura Gakuen)

Supporting Students for Overseas Internships

This talk described the features of a special EFL interview training program designed to help Japanese students apply for internships at Disney World in Florida. Makoto Sumiyoshi (Setsunan U)

Cultural Exchange Between AGU and NUS

This talk described an exchange program between EFL students in Japan and Japanese language students in Singapore that featured presentations on social issues. Hiroyuki Obari (Aoyama Gakuin U)

“English Can Be Useful for My Kids”

This talk took a critical look at the attitudes of Japanese teachers of English in an era of neoliberal globalization where English is a commodity. Masanobu Nakatsugawa (Otaru U. of Commerce)

World Englishes and Identity in the EFL Class

This talk summarized a 5-year study into the beliefs of Japanese university students towards the different varieties of English they encountered in a *World Englishes* course. Iain Lambert (Kyorin U)

Investigating the Global Mindedness of Students

This talk described how a modified version of Hett’s *Global Mindedness Index* (GMI) measured changes in student attitudes after cultural readings and global research tasks. Mika Ron (Dokkyo U.)

Team Teaching with an International Student

This session described what happened when Japanese teacher trainees were paired up to teach English with foreign students, instead of English native speakers. Atsuko Watanabe (Bunkyo Univ.)

ESP for Japanese Football Players Overseas

This talk outlined features of an *English for Specific Purposes* course designed to help Japanese football players and coaches who go overseas for their careers. Masaki Nishijo (Kindai University)

Community Engagement through Story Telling

This workshop introduced activities taken from an 8-week university EFL storytelling project that was carried out by students in a *School of Global and Community Studies*. Kelly King (U. of Fukui)

Requirements for Educating Global Personnel

This symposium made a critical analysis of the factors claimed to be needed by *global personnel* with a focus on language, culture and competence. Tetsuya Kashiwagi (Kitakyushu City University)

Understanding U.S. Society with Disney Films

This session outlined how a study of Disney films in English class can improve students’ English and raise awareness of race, gender & ethnicity in American society. Masaru Yasuda (Kansai Gaidai)

A Learner Centered Approach Using CNN 10

This talk introduced the benefits of using CNN 10 in class to practice English and study topics linked to politics, economics, culture, education and technology. Fuyuhiko Sekido (Dokkyo University)

Intercultural Understanding at Primary School

This session reported on a research study about the interest and attitudes of Japanese elementary school students towards foreign countries, cultures and peoples. Akiko Kano (Sophia University)

Intercultural Proficiency at Elementary School

This presentation examined the challenges of helping Japanese elementary children to develop cultural respect and cultural competence through English. Natsue Nakayama (Bunkyo University)

Comparing Jr High Texts in Korea and Japan

This session featured a comparative study of the structure, content and approach of junior high school English textbooks in Japan and Korea. Katsumi Kiyonaga (Iizuka Nisshinkan JHS)

English Learning Progress in the Philippines!

This publisher’s session described a 3-phase intensive study-abroad program that takes Japanese students to Cebu for 1-on-1 training with local professionals. Kunihito Karasawa (Kirihara Press)

Analyzing the TOEIC Test: A Global View

This session reported on a research project that analyzed the language, genres, phrases and discourse patterns on the TOEIC Listening and Reading exam. Minako Fukui (Kyoto Sangyo U.)

Poster Sessions

Can Modern Students Pass a Meiji Era Exam?

This poster reported on the reactions of modern Japanese college students when presented with English entrance exam questions from the 19th Century Meiji era. Yukiko Banno (Seikei Univ.)

Letting Students Shine in this Global Age

This poster outlined EFL initiatives at a Japanese high school that aimed to globalize students via global camps and homestay visits to Australia and New Zealand. Shigeaki Toda (St Ursula Eichi HS)

Logical / Critical Thinking to Educate Leaders

This poster described a *Super Global High School* where students chose and researched topics linked to global business, world peace and environmental issues. Mihoko Shibata (Yokohama Senior HS)

Intercultural Awareness with a Foreign TA

This poster described the outcomes of an experiment that had an American teaching assistant (TA) help to co-teach a 1-year course for music students. Chiharu Nakanishi (Kunitachi College of Music)

A Study of Apologies by British & Americans

This poster contrasted differences in apology styles between British and American English. Timothy Wilson (Hiroshima Jogakuin University)

JACET SIG Posters

English as a Lingua Franca

Kumiko Murata & Nobuyuki Hino

World Englishes and Cross-Cultural Understanding

Hiroshi Yoshikawa & Yoko Kurahashi

Multicultural Coexistence & English Education

Tomiko Komiya & Toshiaki Kawahara

English for Japanese Scientists

Mitsuko Yukishige & Tomoko Onabe

2019 JACET National Conference

< www.jacet.org >

JACET's 2019 national conference will be held next summer in Nagoya. See their site for more information and application details.

Theme: *Beyond Borderless: English Education in a Changing Society*

Dates: August 28 – 30, 2019

Venue: Nagoya Institute of Technology

Proposal Deadline: February 7, 2019

Shin-Eiken Association

< www.shin-eiken.com >

新英語教育研究会



Shin-Eiken is a dynamic national high school English teachers association that promotes global awareness, peace education, human rights education and humanistic education. Check out its Japanese website, subscribe to its monthly magazine, attend one of its regional events or catch its annual summer conference.

“Shin Eigo Kyoiku” (New English Classroom) Magazine

Sanyusha Press < www.sanyusha-shuppan.com >

A variety of articles on global themes appear in each month's issue.

Issue # 587 (July 2018) “Japanese in the EFL Classroom”

- *Les Miserables: “Do you hear the people sing?”* (N. Takakusaki)
- *Teaching about Earth Day - April 22nd* (Asako Kawashima)
- *Giving Interview Tasks for Class Field Trips* (Masahiro Itoh)
- *Think about Life with the Film “Roman Holiday”* (R. Yamaguchi)
- *Introducing Japanese Games to New Zealand Kids* (I. Koga)
- *Writing English Thank You Letters to ALTs* (Sachiko Takeshima)

Issue # 588 (Aug. 2018) “Bring the World to the Classroom”

- *Think Globally, Teach Locally: A Tottori Report* (Kip Cates)
- *Using Photos of Overseas Schools in Class* (Sachiko Takeshima)
- *Building Bridges from the Classroom to the World* (E. Fukushima)
- *Taking Part in the “Freedom Writers Institute”* (Yoko Nishida)
- *Peace, Human Rights and the Environment* (Keiko Kikuchi)
- *Studying the Messages on Karl Marx's Tomb* (T. Yanagisawa)
- *International Understanding in the English Class* (Y. Hagiwara)
- *Introducing Famous People in English: Malala* (H. Omino)



Peace as a Global Language: Explorations of Peace in Practice

M. Parrish & R. Richardson (2018)

Get this new PGL book on peace education (\$13 on Amazon). Articles include

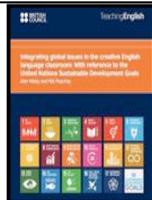
- Talking of Peace in the Classroom

- Non-violence via Experiential Learning
- Peace and Sustainability in the Edo Period
- Critical Thinking: Six Myths about War
- Civil Society: The *Not Lost* Generation
- Crossing the Cyprus Divide
- The Dark Side of Humor
- Conference Report: PGL 2016 in Nairobi

Integrating Global Issues in the Creative English Classroom

by Alan Maley & Nick Peachy (2017)

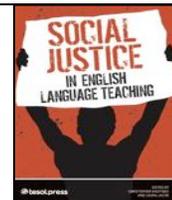
Download this free teachers' guide! <www.teachingenglish.org.uk/teacher-development/publications>



Social Justice in English Language Teaching

by Hastings & Jacob (2016)

Read this TESOL book to learn how teachers can promote peace, human rights and social justice.



A - Z of Global Issues

by Pratten, Ruas, Waldron (2017)

Get a copy of this new photocopiable teaching resource with 26 engaging activities, discussions, role plays and lesson plans on real world themes.



Resource Books for Teachers: Global Issues

by Sanpedro & Hillyard (2004)

Check out the rich variety of great classroom activities in this pioneering UK teacher's resource book





T is for Taboo

by Scott Thornbury <<https://scottthornbury.wordpress.com>>



What have the following got in common?

- mother bringing sandwiches to father as he fixes the roof
- father expressionless or relaxed in trying circumstances
- mother comforting young children
- modern Native Americans working on ranches, in menial jobs, or doing construction work
- people in Africa wearing native dress or wearing westernised versions of African costumes
- Hispanic young people always working on second-hand cars
- old ladies with twenty cats
- modern Asian Americans wearing dark business suits and glasses

They are all images that a leading US publishing group advises its educational authors and illustrators to avoid, since they are likely to reinforce gender, racial and ageist stereotypes and thereby incur the wrath of government watchdogs.

Likewise, the following topics (among many others) are taboo in US textbooks:

- creation myths
- euthanasia
- divorce
- illegitimacy
- lying
- conflict with authority
- controversial people (such as Malcolm X)

This time, the prohibitions are motivated – not by a liberal multicultural agenda – but by right-wing attempts to promote and protect traditional American values.

Either way, educational publishing is subject to massive self-censorship, due to a combination of “left-wing political correctness and right-wing religious fundamentalism”, according to Diane Ravitch in her (2003) book *The Language Police: How pressure groups restrict what students learn*. Ravitch documents the way that

...by the end of the 1980s, every publisher had complied with the demands of the critics, both from left and right. Publishers had imposed self-censorship to head off the outside censors, as well as to satisfy state adoption reviews. Achieving demographic balance and excluding sensitive topics had become more important to their success than teaching children to read or to appreciate good literature. (p. 96)

In ELT publishing the ‘verbal hygiene’ that publishers impose on themselves is motivated less

by a wish to assert multicultural values than by the need to avoid offending potential markets. ELT publishers do have strict guidelines aimed at promoting ‘inclusiveness’, especially with regard to their treatment of women, and of different ethnicities and cultures. Nevertheless, the marketing imperative “means that the progressive and ethical dimension is all too often undermined by the perceived need to sanitize content,” as John Gray (2002) points out.

The sanitizing process is enshrined in the lists of taboo topics that publishers provide to their writers, such as the so-called PARSNIP topics: *politics, alcohol, religion, sex, narcotics, isms* (such as communism or atheism), and *pork*.

It’s this ‘parsnip policy’ that, arguably, imbues ELT books with a certain blandness – what Mario Rinvoluceri characterised as “the soft, fudgy, sub-journalistic, woman’s magazine world of EFLese course materials” (1999, p. 14).

Of course, there are other reasons that publishers (and teachers) might wish to avoid controversial subject matter: for example, that it might disturb, annoy or distract the learners. This argument is typically advanced by those who argue that the language teacher’s job is to teach *language*, not content.

There are others who, like Ravitch, might counter that any censorship of educational materials “should be abhorrent to those who care about freedom of thought, to those who believe that minds grow sharper by contending with challenging ideas” (p. 159).

Given the competing goals of values education, language teaching, and marketing – is the content of ELT coursebooks as good as it will ever be?

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This 2010 article has been reprinted from Scott Thornbury’s blog “*An A-Z of ELT*”. It is available on-line at: <https://scottthornbury.wordpress.com/2010/06/27/t-is-for-taboo/>



Taboo in the Classroom

by Paul Kaye (British Council TeachingEnglish)



In this article, I will review the arguments for and against teaching taboo language and using taboo subjects, then look at practical ideas for teachers who decide to use this area of language.

What are taboos?

Swear words, gay rights, torture, sex, one-parent families, drug abuse, divorce, political freedom, obscene gestures, incest, cannibalism, religious belief, death, alcohol, nudity, suicide, racial abuse, AIDS, terrorism, pregnancy, abortion, polygamy, depression, rape, democracy...

Taboos can be found in words, gestures, topics, social and cultural behaviour, body language and personal space. The Oxford English Dictionary defines them as '*Prohibition... generally of the use or practice of anything*' and in linguistics as '*A total or partial prohibition of the use of certain words, expressions, topics, etc., esp. in social intercourse*'.

Importantly for teachers, taboos vary from culture to culture. For example, the subject of how much you earn is taboo in the UK but not in other cultures, whereas homosexuality is a subject many British people are comfortable with, but a clear taboo in many other countries. Taboos change as societies change, so topics such as divorce and depression, and illnesses such as cancer and AIDS may not be as taboo as they used to be (interestingly, almost no universal taboos have ever been identified, but many are shared by almost all cultures - incest, patricide and cannibalism are three examples).

Both the Oxford Dictionary definitions above are relevant for us as teachers, as we can ask two questions based on this idea of taboo language and taboo subjects:

- Is it right to teach taboo language to learners?
- Is it right to use taboo topics to teach language?

Neither of these questions have a simple answer, or one that people agree on.

Why deal with taboo subjects?

- When we teach a language, we must teach the cultures in which it exists. Taboos are a key element of every culture, so we must teach them, too.
- Learners rarely learn a language for purely academic reasons. They learn so they can communicate with others who speak the language.

In order to do this well, they have to know what language is appropriate and what is not.

- Learners who need English to live and work in a country where it is the first language have to understand both taboo language and taboo topics, as they will encounter both. Not understanding taboo areas is dangerous.
- Learners in the modern world are constantly exposed to taboo language and topics. As teachers we have a responsibility to guide them through this.
- Using taboo topics to teach language can be highly productive, as they often generate high levels of interest and involvement in learners.
- When we teach learners about the taboo language and topics of our culture, we share something special and unique, something they do not see in coursebooks.
- Taboos are a rich area of language. Thinking about taboos means, for example, thinking about euphemisms, slang, formal and informal language, double meanings, body language and politically correct terminology. Discussing sensitive areas means using skills in negotiation, agreeing, disagreeing, explaining opinion, justifying, etc.
- Multilingual classes are multicultural classes. Discussing the taboos of learner cultures together means real communication of genuinely motivating topics.

The arguments against

- Taboos are taboos for a reason. They are areas of language and topics which are prohibited by a society, and when we use them in a classroom we run enormous risks of offending our learners in the most profound ways possible: religious and political belief, sexuality, morality.
- Taboo language is extremely difficult to use correctly and appropriately. By teaching learners this kind of language we are giving them a loaded gun but not showing them how to use it safely.
- Our work as teachers is not to provoke extreme emotional responses from our learners, although we may think that a provocative role is the right one. Our work is to teach the systems and skills of English. There are many effective ways of doing this apart from exploiting areas that learners would never discuss, not even in their own language.

- Taboo topics provoke extreme reactions and in a classroom these kinds of reactions can cause problems, no matter how well we think we can manage the activity. A discussion can turn into a conflict in a moment.

- There are few classrooms in the world where nothing bad has happened to any of the learners, or the teacher. Many have had experiences of areas we classify as taboo, such as death, issues of political freedom and divorce. Discussing these may be involving, yes, but in the worst way for someone in your class.

- When you decide to use taboos, you should ask yourself why. Is it because they support your aims for the class better than other material, or just because they are taboos?

Some acceptable approaches

Even if you are against teaching taboos or using them to teach language points, there may be ways of exploiting this area. Below are some ideas:

- Looking at how taboos are managed in a culture, e.g. euphemism, innuendo, double meaning, formal and informal equivalents.

- Discussing what is appropriate and what is not, both at a language and content level. For example, is it right to ask questions about taboo topics when you meet someone for the first time? Which ones are okay and which not? Who can ask those kinds of questions? Is this language vulgar and impolite?

- Thinking about body language / gestures / personal space. What is acceptable in each learner's culture?

- Looking at modern slang and informal language - rich, challenging and always changing.

- Looking at politically correct language.

- Learner-led discussion. Learners who feel free to express themselves will often start a discussion on an apparently sensitive area if it is important to them. Our role is to facilitate discussion, guide and ensure that there is no negative impact on other learners.

- Talking about your own society's taboos and your own feelings about these (if you are teaching



abroad, in another culture). Even if this is not successful, it may offer you some insights into what you should be asking your learners to do.

- Looking at taboo language in context, e.g. literature readings.

Conclusion

So

- Is it right to teach taboo language to learners?
- Is it right to use taboo topics to teach language?

Before you give an answer to the two questions above, you need to think about your own classes. If you feel your learners' needs are best met by teaching them taboo language, then it is right to look at it. Similarly, if you feel that the best way your learners can achieve the learning aims of a class is by looking at taboo subjects then they can become an important resource. But I feel you should take a long hard look at what you are asking your learners to think about, and respond to, before you make the decision to take taboos into your classroom. It may not be worth the risk.

Further Reading

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Breaking Taboos by Guy Cook, *ETP* April 02

Taboos and issues, Richard MacAndrew and Ron Martinez, *Language Teaching Publications*, 2001.

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Dangerous English 2000!

<http://www.bbc.co.uk/religion/ethics/>

<http://www.idebate.org/debatabase/>

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British Council Website for EFL Teachers

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Background

June 2017 marked the 50th anniversary of the longest military occupation of the post-World War II era: that of the West Bank. The Israeli/Palestinian dispute has been an infamously stubborn and long-lived conflict, bearing witness to numerous explosions of violence and disappointments in a seemingly unending cycle of retaliations and counter-retaliations.

The balance of power, which has been materially and diplomatically supported by an unparalleled strategic partnership with the United States, has overwhelmingly tilted towards Israel throughout the past five decades, which has allowed it to lay claim to additional land in that time. This one-sided advantage will continue to be true well into the foreseeable future of what has been ruled “belligerent occupation” by the Supreme Court of Israel (Kretzmer, 2012).

Meanwhile, the Palestinian National Authority (PNA) is beset with large problems of its own such as power struggles with rival political factions, periodic financial disruptions, corruption and mismanagement. Unfortunately, barring a radical and creative change in the status quo, the seemingly irreversible entrenchment of the current untenable situation could mean that no peaceful solution can come into existence any time soon.

Within this larger context, the topic of English education among Palestinians becomes pertinent because language education will be an important ingredient not only for assisting the Palestinian workforce to more fully enter and thrive in the international economy, but improved English proficiency will also allow Palestinians to benefit more fully from the global information system and use it to articulate their knowledge and perspectives to the rest of the world.

Like so much in the region, the future of Palestinian education is beset with uncertainty and problems. Addressing these concerns has great potential to enrich thousands of lives. Furthermore, a better understanding of these challenges as seen by local teachers themselves may provide insights and inspiration for English teachers elsewhere in the world in addition to guidance for teachers outside of Palestine who may be interested in reaching out to teachers there with the desire to provide greater international supportive contact.

Palestinian education has been subject to instability and repression resulting from the

tumultuous history and political circumstances of the West Bank. Palestinian education has historically been fragmented and confounded by the geographical separation of its population and by different curricula used across different places at different times (Barakat, 2007).

The founding of Palestinian universities in the West Bank in the early 1970s was not forbidden by the occupying power and was, in fact, even seen by Israelis as a preferable alternative to West Bank Arabs pursuing PLO-sponsored or Soviet-sponsored education abroad (Sullivan, 1994). Nonetheless, according to Israeli historian Benny Morris (2001, p. 341), “Like all occupations, Israel’s was founded on force, repression and fear, collaboration and treachery, beatings and torture chambers, and daily intimidation, humiliation and manipulation.” As a result of the ongoing territorial dispute, the realities of the West Bank present a uniquely challenging setting for English education.

Although Palestinian-controlled universities are no longer subjected to the restrictions on academic freedom and censorship which were occasionally present in Israeli-controlled portions of the West Bank prior to the Oslo Accords of the early 1990s (Sullivan, 1994), higher education in Palestine nonetheless “emerged against a backdrop of chronic crisis” (Nicolai, 2007, p. 20). The life of a typical Palestinian student or teacher “continues to be significantly compromised by the presence of checkpoints, the Barrier, military and armed group activities and entry into schools, settler-related incidents, increasing detention of students and lack of infrastructure” (UN Office for the Coordination of Humanitarian Affairs, 2016, p. 33). These problems take place amid other forms of control such as withholding of Palestinian National Authority operating funds, building permits and other restrictions which result in economic underdevelopment (B’Tselem, 2017).

This unique array of repression and attendant effects compound the challenges and obstacles found even in ideal teaching conditions such as crowded classrooms, scarce training opportunities, a lack of resources and low pay (Yamchi, 2004).

Despite heavy media attention on the Israeli/Palestinian conflict, there is a lack of research on the topic of Palestinian teachers beyond scholarly journals focusing on education in the Near East. All of the participants in this project unanimously agreed that greater international contact would be beneficial

for their students, their schools and their communities. This paper aims to address the problems that Palestinian English teachers and students face, and what English teachers elsewhere in the world can learn from the experiences of teachers in Palestine, illustrated by quotes from the teachers themselves.

Methodology:

In March 2017, I had the opportunity to visit three Palestinian educational institutions in three West Bank cities. These included a university near Ramallah, a university in Nablus and a small private language school in Hebron. I wished to meet Palestinian teachers and learn about the challenges they face as well as how they cope in the hope that their stories and practices could provide greater understanding and assistance for teachers who work in other contexts.

The participants were of varying sexes, ages and experience. They ranged from new, locally educated teachers to more experienced professors with foreign PhDs who had taught in a number of other countries and settings. One participant had been a member of the committees which produced *English for Palestine*, the first English textbook used in schools as part of a Palestinian national curriculum (Dajani & McLaughlin, 2009).

All interviews took place over one week in March 2017 and were conducted in English, as privately as the situations would allow. Recordings were made using a digital recorder; all recordings took place with the signed consent of the interviewees after a briefing on the interview goals and author's background. Optional pseudonyms were chosen by the teachers themselves.

The interview questions (see below) were submitted to participating schools beforehand and reviewed before each session. Due to time constraints, three teachers submitted their answers in writing. After transcribing and studying the responses, the information was categorized into 3 themes which emerged during analysis: *student motivation, study skills and security/safety issues*.

Theme 1: Student motivation

The most frequently-expressed theme which emerged from the interviews was a lack of student motivation for studying English. Statements pertaining to this topic were expressed by 14 of the 17 participants, such as how difficult it is to engage such students and help them advance in their studies. The reasons for low student motivation were ascribed to varied factors by different teachers. For instance, Mahmoud was quick to identify student de-motivation as the most significant problem he encounters:

Students are not motivated... Many students, actually, just, they come to university because they have to. Again, there is no future. Employment future, specifically. So you find only five percent interested students [sic] in all the classes. Regardless if they are major classes or university requirements. Girls are more motivated, generally, than boys. I would say this has to do with the... the situation that we are living in here. No horizons, actually. Students are not into learning by themselves. We don't have this culture at all.

Some participants suggested that students' negative experiences with English in the past were a factor for their lack of willingness in university. Tagreed remarked that some students have come to "hate English" as a result of being forced to study it. Rana believed that her students "live in an environment where most people reject English" while the obligatory nature of many English courses makes students feel that the language is imposed upon them. Rana also observed that her students who majored in English were more motivated than non-majors. Additionally, some scholarship has suggested that some attitudes towards English in the occupied Palestinian territories may be colored by residual anti-British colonialist sentiment and the current American backing of the Israel occupation and revanchist settler movement (Yamchi, 2006).

Fatima believed that many of her less-motivated students who regard English as unimportant to their lives may also feel social pressure to speak Arabic. She speculated that for some students, their lack of motivation may be partially due to a "small-town mentality" in addition to limited opportunities to encounter and speak English outside class. Similarly, Suza stated that she needs to "push" some students to work harder and tries to motivate them by trying to show the relevance of English to their futures:

I talk to them, okay? I tell them that you- it's important that you know those language skills. It's important to learn them because English is an important language. You have to, if you have to move-on forward in life, if you're going to get a scholarship outside of the country, you're going to use English. So it's good to know English, okay? So it's a must nowadays...

Different teachers had different recommendations for addressing student de-motivation. Sparking interest, enjoyable learning and demonstrating the relevance of English to students' lives were common themes. For instance, Tagreed believed that teachers should demonstrate the relevance of English to their students, perhaps by using Internet and social media to

exemplify its use. She argued that technology, especially Internet technology and social media, could be a means of kindling student interest in English.

Othman believed that forming a solid rapport with his students was a key to motivating them.

Teaching is a responsibility and you should feel it. You should touch it. You should sense it and there should be a kind of intimacy to it and to your students. You should feel that they are part of you and you are part of them. You should feel things that make them happy and do much [sic] of them. And you should also guess or expect things that make them annoyed and avoid all these things. I feel it, all the time.

He also believed the most effective way to improve motivation was to “make teaching fun” and offer students the support and guidance they need. Throughout his career, he altered his teaching style to a more student-centered approach in which he sees his role as being a “guide on the side” who facilitates learning.

Anwar, an experienced teacher of 39 years, believed a teacher should “build a bridge of trust” to their students:

Once students love their teacher, they love learning and they come with interest to their classrooms. Once the teacher becomes aloof and... isolated from the teaching environment, the students lose interest and stop becoming interested in the class.

He believed that teachers can best inspire students by being interesting and funny as well as encouraging them to be expressive, independent-thinking and creative. Taking these kinds of steps, he hopes, can make English “fun” to learn.

Theme 2: Study skills

The second category of problems was the lack of preparation for university study which affects many new students when they enter higher education. 8 out of 17 teachers cited this as a leading area of concern. 5 of these teachers mainly attributed the lack of study skills to the teaching methodologies predominating in high schools.

Mahmoud argued that lower-ability students require assistance to develop self-study skills because they “lack the skills to learn by themselves,” a need he often tries to address in the remedial courses he teaches. “Basically they [students] are challenged with the standard of university. They come weak from school. They find it quite difficult to go ahead.” He also suggested that his university could better support its students by offering more courses for learning skills development in their earlier semesters, such as remedial courses or classes focusing on

critical thinking and academic writing:

They need support in basically, I would say, in learning skills. Learning skills... let me talk about pedagogy. Okay, a lot of students actually, they lack the skill to learn by themselves... Self-directed learning.

Anwar charged that public schools are similarly “weak” and that the lack of preparation and struggling in university is a source of student frustration. Andira believed the lack of preparation for university studies and the persistence of a “high school mentality” were handicaps for her students. Rami stated that many incoming students are unaccustomed to the more communicative, student-centered approaches that they encounter at the university level and they have difficulty becoming more active learners. Other teachers who spoke about this topic believed that many students were entering university poorly prepared for being independent and critical thinkers.

Teachers often attributed the problem of poor preparation for incoming university students to the nature of the curricula used in Palestinian-administered high schools, including schools run by the United Nations Relief Works Administration (UNRWA) which educates refugee students. The study of English in these schools is heavily structured towards preparation for the *Tawjihi*, the general secondary examination. This test, which originated in the Jordanian education system, emphasizes information-retention, is notoriously difficult and is a source of great stress for students (Nicolai, 2007).

Because of the heavy focus on *Tawjihi* preparation, high schools frequently rely upon methods of “teaching to the test” and memorization instead of teaching English for communication. For instance, Othman stated that *Tawjihi* preparation means that students primarily focus on grammar during high school and tend to rely heavily upon the limited patterns they are most comfortable in university. Test preparation also impels students to seek additional instruction outside of school if they can afford to do so, such as in private test-focused services akin to cram-schools in Japan. This only continues the tendency for students to lack English for communication.

A variety of other factors were cited by participants to explain the cause of the lack of student preparation. Some argued that one reason was the quality of teachers in high schools, a problem they attributed to corruption or nepotism in the hiring practices of the PNA’s Ministry of Education. Others

mentioned the lack of opportunities for professional development, such as training or conferences. Chronic low pay and interruptions in salary distribution also make teaching in the public school system unattractive, and economic insecurity often requires teachers to supplement their incomes by finding other work.

Indeed, a number of teachers at the Excellence Center in Hebron worked there part-time to make ends meet. Finally, another teacher with many years of experience suggested that an additional factor was the trend of universities to lower their standards for entry in response to financial pressures to increase the number of eligible tuition-paying students.

Theme 3: Security and safety

This third theme concerns security-related issues affecting students, teachers and learning institutions. These range from students being late to class due to checkpoints, disrupted educations from curfews or detention or the effects of periodic episodes of violence. This also includes effects on teachers such as problems in daily commutes, obtaining passports and opportunities for travel within the West Bank, Israel and abroad. This was the most broad of the three themes, but problems in this category were mentioned by 7 out of 17 teachers. Not included were several teachers who mentioned these problems outside of their interviews but not during their interviews.

Safety and security have been recognized for decades as ranking among the most basic of human needs (Maslow, 1943). The entire Palestinian community in the West Bank has suffered from insecurity resulting from the occupation and its effects. According to a report by Human Rights Watch (2017):

Whether it's a child imprisoned by a military court or shot unjustifiably, or a house demolished for lack of an elusive permit, or checkpoints where only settlers are allowed to pass, few Palestinians have escaped serious rights abuses during this 50-year occupation.

It is unsurprising that these negative effects impact campuses and classrooms; Nabil stated that one of the major challenges he faces is working with “traumatized students who are scarred both physically and emotionally by the occupation.”

Palestinian universities are intermittently subjected to IDF raids targeting offices, dormitories, laboratories and student organizations, which amounts to another issue of concern. These incursions are referred to as “attacks” and deceased students as “martyrs,” who are frequently memorialized by the

schools after their deaths. Security incursions into Palestinian-controlled areas typically happen at night, often with the assent of the Palestinian National Authority, as allowed under various security agreements following the Oslo Accords. PNA security forces conduct similar security activities on college campuses as well, in part due to the fact that groups like Hamas and Palestinian Islamic Jihad (PIJ) are rivals for political power. The possibility of security raids is a regular feature of life at all institutions of higher education within the Palestinian territories.

Among the security issues facing students, detentions were cited as an occasional impediment. During the school year, some students or their family members may be detained for security reasons, including suspected links with terrorist organizations like Hamas and Palestinian Islamic Jihad. Teachers who mentioned this confirmed that such groups had a presence on campus or sympathizers among students. A number of teachers testified that some students had been detained for long periods of time and had difficulty completing their work as a result. “Administrative detention” by the Israeli military system may involve a (renewable) detention without trial of up to 6 months (B’Tselem, 2017 Jan 9). As a result, a number of teachers remarked that helping to complete the education of students who had missed semesters due to disruptions to their studies was a regular feature of their jobs.

Mahmoud recalled one difficult semester from the early 1990s in which he had been assigned to teach prisoners who had been detained in Israeli jails during their early adulthoods. As a result of their incarcerations, they had received incomplete educations and possessed minimal English skills. He regarded this experience as a memorable challenge because it required teaching students who missed significant learning opportunities in their formative years and lacked basic knowledge. He recalled that educational opportunities for Palestinian prisoners in Israeli jails had improved in the following years due to activism.

As institutions, universities possess symbolic importance in this conflict. Bir Zeit University was shut down for 4 years starting in 1988 during the First Intafada, halting all classes. In response, some teachers secretly organized underground classes off-campus at risk to themselves (Birzeit University History, 2017). One teacher felt the IDF may have a particular dislike for her university due to the strong resistance and nationalistic symbolism that it and the surrounding community had shown in the First and

Second Intafada. Anwar stated that problems stemming from the occupation, such as restrictions on movement and checkpoint delays, were the most significant sources of hardship that he and his students faced:

As you know, we are living under Israeli occupation and we have too many disruption [sic]. Sometimes we start a normal semester. All of a sudden, things change as a result of Israeli closures and Israeli curfews and Israeli restrictions on movement from one city to another, from one place to another. So, in fact, the Israelis are creating too many obstacles for us. And this would prevent us from going ahead with the teaching process as smoothly as we want... Some students come from Jerusalem and, you know, there is a permanent checkpoint near Qalandiya which prevents them sometimes from coming to university. The Israeli occupation is a... is a major problem in our lives, in our educational lives.

One teacher in Hebron directly connected the safety of his students to their need for English. Ibrahim Z, a public middle-school teacher and private part-time private instructor, stated his hope that English could prevent disaster in his students' interactions with IDF soldiers:

I teach in H2 [the IDF-controlled section of Hebron] and there is, you know, Israeli occupation and it's really important for them [students] to speak English there. Because sometimes, because of the misunderstanding with the soldiers, some catastrophes happen. So, for example, if the soldier asks them to stop in Hebrew and they didn't understand... so, you know, the Israeli soldier, he will suspect them. After that, he might, just, shoot them because he's afraid of them... so I think English is really important for them.

This takes on special importance in a tense divided city like Hebron where a miscommunication with ideological settlers or IDF personnel could result in arrest or violence.

One teacher remarked that an emphasis on organized protest, which is commonplace in modern Palestinian society, can affect students' behavior at university, with demonstrations and strikes being a regular fixture of some students' lives. They suggested that some students too easily resort to protest as a response to disagreements over how their university is run, resulting in disruptions to class and the academic year. As an illustration of this dynamic, on my second day of interviews at Bir Zeit, the midday lunch hour was the setting for a large crowd

of students who had gathered in an organized, peaceful demonstration.

This was a protest over the killing of a Palestinian, Basil al-Araj, by Israeli forces in Ramallah during a gunfight on the morning of March 6, 2017 (Cohen and Khoury. 2017). The day following the violent incident, which was carried out with the consent of the PNA, similar protests took place elsewhere in Ramallah. Violent confrontations are common in the occupied Palestinian territories and protests are regular events in Palestinian life, both in and outside of university.

Conclusion:

In this analysis of guided interviews with West Bank Palestinian English teachers, it was possible to identify three broad themes that were most frequently self-reported by Palestinian teachers of English as affecting their work. Two of these themes dealt with low student motivation and helping students make adjustment to university life; the third theme was about student security and safety stemming from the occupation and its effects. Although the bulk of these issues involved practical matters of managing a classroom and diverse student needs, the context of the occupation and its restrictions upon Palestinian life clearly add an extra and confounding dimension of insecurity and risk for students and teachers alike.

In such a complex and seemingly intractable situation, an outside interviewer can try their utmost to be assiduously apolitical in their inquiry, but this unique setting makes it nearly impossible to separate the challenges of teaching from the politics affecting the surrounding communities in which the students and teachers live. This is especially the case when the interviewees themselves unambiguously identify this conflict as a major source of their main professional difficulties and those of their students. Although an individual teacher can do their utmost to create an environment which is conducive to learning in their classrooms, life in the classroom is nonetheless linked to life outside of it regardless of how talented or skilled the teacher may be. Whether it is a demonstration on campus, a teacher who is late to class due to delays at security checkpoints or the limited horizons of students' futures, the security and political dimension renders it nearly impossible to maintain a stance which can be kept apolitically separate.

Despite all of these difficulties, every participant in these interviews expressed their belief that learning English holds great promise for their students, that their schools and communities would benefit from increased international contact and that optimism

was an asset in their work. They described English as a “passport to the 21st century,” “a window to the world,” or “the global language” which is a virtual requisite for students’ future job searches, a necessary skill for accessing global information media or a means of enriching their lives through travel and communicating with foreigners. Outside observers have noted that Palestinian culture has placed a high value upon education; one western English teacher who spent years working in West Bank universities commented, “Palestinians have traditionally regarded education as the one investment which cannot be confiscated.” (Sullivan, 1994).

Captured in these interviews, the voices of Palestinian English teachers were practical, pragmatic and oriented towards the future; with the help of these education professionals, Palestinian learners will hopefully become better-equipped to articulate their voices to the rest of the world.

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This article has been reprinted in edited form from *THT Journal: Teachers Helping Teachers Vol. 5 (2017)*. The original article, as well as a PPT, can be downloaded from <http://eric.gondree.com/>.

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E-mail: <ericg@nufs.ac.jp>

Interview Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Please tell me about yourself? Your preferred name, where you are from, where you have lived, your education and work experience? 2. When and why did you start teaching English? 3. What kinds of teaching do you do? 4. Can you tell me about your classes? How would you describe them? 5. What kinds of materials do you use in class? 6. Please describe your typical teaching day? Including preparation, grading, etc.? 7. What are some other responsibilities you have? | <ol style="list-style-type: none"> 8. How would you describe your school and classes? 9. What are the biggest challenges that you face in your teaching? 10. What kinds of challenges do your students face? 11. What kinds of support do you think that you and your students need for the future? 12. What do you enjoy the most about your teaching and your school? 13. How do your students hope to use English in the future? How and why do you think English education is important for the future? 14. Tell me about an interesting or memorable teaching experience that you have had? |
|---|---|



Special Feature

Teaching About Taboo Topics



Many educators argue that the mission of schools is to directly address – not avoid – controversies and taboos such as the 7 famous PARSNIP topics.

P	Politics		leaders, policies, parties, values...
A	Alcohol		wine, beer, rum... (Islamic taboo)
R	Religion		Islam, Judaism, Christianity...
S	Sex		kissing, dating, sex, LGBT...
N	Narcotics		marijuana, heroin, cocaine, LSD...
I	Isms		capitalism, feminism, atheism...
P	Pork		pork is taboo for Muslims and Jews

Teaching Ideas

- Teach students how to agree and disagree, then organize class debates on controversial topics
- Address controversial issues using the phrase “used to” to compare, for example, the roles of women in the past with their lives today.
- Engage students with global issues by practicing Conditionals such as “If I could change the world, I would...” or “If I had been alive then, I would have...”
- Try a class role-play on a controversial theme. One student could represent a large timber corporation while the other plays the role of a conservation NGO such as Greenpeace
- Use contrasting headlines from different news-papers to generate students’ critical thinking
- Deconstruct stereotypes through alternative pictures, videos and readings that get students thinking about images and their impact

Source: Townshend, 2006 (see pg 19)

Taboo Topics in Selected Nations

Main source: M. Gobert (2014) See page 19.

The 3 Taboo Topics of Polite Conversation

- Never talk about *sex, politics or religion*.

4 Taboo Topics of EFL (Bell & Gower, 1998)

- 1 sex 2 drugs 3 religion 4 death

Taboo Topics for Muslims (Zaid, 1999)

- | | | |
|-------------------|-------------------|------------------|
| 1 boy/girlfriends | 6 hugging | 11 sexism |
| 2 dating | 7 breasts | 12 superstitions |
| 3 bikinis | 8 fortune telling | 13 guns |
| 4 alcohol | 9 the cross | 14 teen suicide |
| 5 dancing | 10 churches | 15 birth control |

7 Things You Can’t Talk About in China

<www.pri.org/stories/2013-06-03/7-things-you-cant-talk-about-china>

- | | |
|--------------------|--|
| 1 Universal values | 5 Historical mistakes of the Communist Party |
| 2 Press freedom | 6 The financial/political elite |
| 3 Civil society | 7 Judicial independence |
| 4 Citizens’ rights | |

Taboo Topics in Japan (Alex Case, 2008)

”Cultural Differences” <www.tefl.net>

- | | |
|---|-----------------------|
| 1 The Royal Family (criticism of the Emperor) | 3 The Burakumin issue |
| 2 Rightwingers (<i>uyoku</i>) | |

Oxfam Guide “Teaching Controversial Issues”

www.oxfam.org.uk/education/resources/teaching-controversial-issues

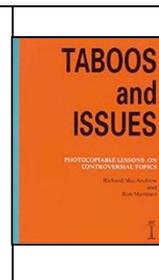
This PDF handbook outlines key classroom strategies and practical activities for teaching controversial issues.



Taboos and Issues Photocopiable Lessons on Controversial Topics

MacAndrew & Martinez (2001)

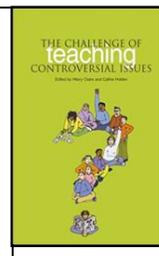
This EFL activity book provides 40 photocopiable lessons on themes such as nudity, torture, gay rights, guns, swearing, abortion and death.



The Challenge of Teaching Controversial Issues

by H. Clair & C. Holden (2007)

This UK book provides guidelines on how to use drama, literature and more to teach hot topics such as war, democracy, racism and the hijab.



Articles about Teaching Taboos and Controversial Issues

Taboo Topics in the ESL Classroom in the Gulf Region

by M. Gobert
Intercultural Communication with Arabs (2014)

www.academia.edu/31255363/Taboo_Topics_in_the_ESL_Classroom_in_the_Gulf_Region_M_Gobert

This comprehensive chapter from a recent book on intercultural communication defines taboos, gives an overview of taboo topics in ESL, then focuses on controversial or taboo topics in Arab nations belonging to the *Gulf Cooperation Council* (Saudi Arabia, United Arab Emirates, Oman, Kuwait, Bahrain, Qatar) where Islam is the official religion and 95-100% of the national population is Muslim.

Discussing the Unspeakable: A Study on the Use of Taboo Topics in EFL

by Mustafa Tekin (Turkey, 2011)
<http://dergipark.gov.tr/download/article-file/63232>

This research article by a Turkish educator gives a great overview of taboo topics in EFL. It aims to investigate the value of using controversial topics in English speaking classes and reports on a survey of Turkish student reactions to lessons on homosexuality and adultery/pre-marital sex. His appendix includes pre- and post- questionnaires with *strongly agree/agree/disagree/strongly disagree* items like:

- “I enjoyed and learned a lot about homosexuality”
- “I felt embarrassed to discuss this in my group”
- “Discussing this improved my speaking skills”
- “Seeing a video about gay people disturbed me”

Embrace the PARSNIP!

by Luke Meddings

The Guardian (January 20, 2006)

www.theguardian.com/education/2006/jan/20/tefl4

This *Guardian* article criticizes the bland nature of EFL texts and the dynamics of global publishing which work to sanitize textbook topics. Excerpt:

The ELT coursebook is a victim of its global success. Why? Because to be bankable, it must be homogenised. Economies of scale mean most books are rolled out across the globe with the grim determination of a Mariah Carey album. If you've ever wondered why texts can seem so anodyne, it's because they're designed to be. Sensitivities to potential offence rule out whole areas of human experience which is why learners get units on travel and weather. The mafia relies on the omerta – a vow of silence. ELT publishing swears by Parsnip.

Stay Away from PARSNIP! The Politically Correct English Teacher

by Loren Townshend
(University of the Witwatersrand, South Africa)
www.witslanguageschool.com

This article discusses the challenges of teaching controversial issues in English classrooms. It outlines the different dynamics that apply to:

- EFL instructors who are expats teaching English to students in a foreign country
- ESL instructors who are teaching foreign students in their own country

It outlines the benefits of addressing taboo topics when done in a culturally appropriate manner and provides suggestions of how to teach these issues in class (see the box on page 18). Excerpt:

Teachers should consider the merit of using controversial topics. They can promote conversation about these issues in a safe space benefitting students' language skills and making their lessons more authentic and meaningful.

But That's Not My Job!

by Chia Suan Chong
English Teaching Professional (March 2014)
www.etprofessional.com/but-thats-not-my-job

This lays out the author's thoughts on taboo topics in EFL and describes the reactions to her class discussions about corruption, ideology and sex.

But what's wrong with getting into a discussion about politics, sex and alcohol with a group of adult learners? We all learnt a lot from each other through the class discussion. What was apparent was that because everyone in the class had a fairly strong opinion about what was being debated, they were all motivated to get their point across in English and actually try and negotiate meaning about something they passionately wanted to say, rather than have a forced conversation about their holidays so as to practice the Present Perfect.

Other On-Line Articles

- *Taboo Topics in the Classroom* – J. Jorgensen
- *Teachers Should Address Controversial Issues in the Classroom* – J. Zimmerman (*The Atlantic*)
- *Teacher Taboos for ESL* – www.englishclub.com
- *Why Teach Controversial Issues?* – Flinders U.
- *The Benefits of Bringing Controversial Issues into the Classroom* – Judith Pace (2016)

RESOURCES AND INFORMATION

<p style="text-align: center;">Pro / Con < www.procon.org ></p> <div style="text-align: center;">  </div> <p><i>ProCon</i> is a dynamic website that lays out the <i>pros</i> and <i>cons</i> of controversial issues ranging from school uniforms, euthanasia, prostitution and handguns, to marijuana, abortion and gay marriage. Check its Teachers Corner!</p>	<p style="text-align: center;">ESL Brains - Global Issues eslbrains.com/global-issues/</p> <div style="text-align: center;">  </div> <p><i>ESL Brains</i> (formerly TED4ESL) provides teachers with thematic English lessons on video themes. Their “Global Issues” page covers topics such as gender inequality, fake news, war and the environment.</p>	<p style="text-align: center;">Learning to Give < www.learningtogive.org ></p> <div style="text-align: center;">  </div> <p><i>Learning to Give</i> is a US educational group that helps K-12 teachers educate, equip and empower their students to be caring citizens. Check out their online lessons, teaching ideas and educational resources.</p>
<p style="text-align: center;">Peace Boat < www.peaceboat.org ></p> <div style="text-align: center;">  </div> <p><i>Peace Boat</i> is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!</p>	<p style="text-align: center;">Oxfam Education <www.oxfam.org.uk/education/></p> <div style="text-align: center;">  </div> <p><i>Oxfam Education</i> is a dynamic UK global education website for teachers and students featuring a rich selection of information, news and resources about global issues, international themes and world citizenship.</p>	<p style="text-align: center;">Better World Website < www.betterworld.net ></p> <div style="text-align: center;">  </div> <p><i>Better World</i> is a peace education website which features 5,000 free resources on heroes, quotes, dates & issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</p>
<p style="text-align: center;">Facing the Future < www.facingthefuture.org ></p> <div style="text-align: center;">  </div> <p><i>Facing the Future</i> is a great global education website that features a variety of classroom curricula and textbooks with titles such as <i>Big World</i>, <i>Small Planet</i> and <i>Engaging Students Through Global Issues</i>.</p>	<p style="text-align: center;">Global Dimension <www.globaldimension.org.uk></p> <div style="text-align: center;">  </div> <p><i>Global Dimension</i> is a dynamic UK resource designed to help teachers introduce a global dimension to their schools. Click on its “Curriculum Subject” tab to find some great global education resources for teaching.</p>	<p style="text-align: center;">Better World Links < www.betterworldlinks.org ></p> <div style="text-align: center;">  </div> <p><i>Better World Links</i> is an amazing global education resource which lists links to 80,000 different websites on dozens of global issues ranging from war, peace, human rights and health to media, gender, culture and youth.</p>
<p style="text-align: center;">Green Teacher < www.greenteacher.com ></p> <div style="text-align: center;">  </div> <p><i>Green Teacher</i> is a great educational website and magazine which provides teachers with nifty classroom ideas, activities and resources to promote environmental awareness in schools.</p>	<p style="text-align: center;">Global Issues <www.globalissues.org></p> <div style="text-align: center;">  </div> <p><i>Global Issues</i> is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.</p>	<p style="text-align: center;">Global Issues at ESL Etc. < www.esletc.com ></p> <div style="text-align: center;">  </div> <p><i>ESL Etc.</i> is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!</p>

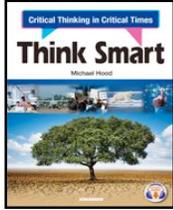


LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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.

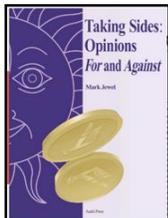


- (1) **"Think Smart: Critical Thinking in Critical Times"** by Michael Hood (2018, ¥1900)
Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



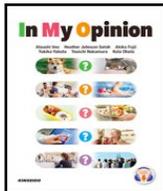
This all-English 90-page EFL textbook promotes critical thinking about global issues and students' own lives. Its 15 units deal with topics such as: *study abroad, nuclear power, immigration, the social safety net, global warming, women at work, Saturday schools, food labels, digital etiquette, merit-based pay, US military bases in Japan, taxes, living together before marriage, animal rights and the Olympics*. Each unit includes a warm-up activity, a thinking skill, a reading passage, a listening exercise and discussion/reflection tasks.

- (2) **"Taking Sides: Opinions For and Against"** by Mark Jewel (2018, ¥1900)
Asahi Press, Tokyo <text-e@asahipress.com> <https://text.asahipress.com/english/>



This 90-page EFL text trains Japanese students to analyze social issues and express their opinions about them. Its 15 units focus on the following themes: *animals in zoos, security cameras, customer service, digital textbooks, womenomics, extreme sports, casinos and gambling, spouse hunting, space exploration, World Heritage sites, driverless cars, lay judges, artificial intelligence, life-prolonging medical treatment and trusting statistics*. Each 6-page unit includes two 1-page essays (one *for* / one *against*), Japanese notes, comprehension questions, vocabulary tasks and a final "taking sides" exercise.

- (3) **"In My Opinion"** by Atsushi Iino, Heather Satoh, Akiko Fujii, Yukiko Yabuta et al (2018, ¥1900)
Kinseido Press, Tokyo Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>



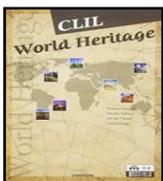
This EFL listening text gives students 15 either-or topics to debate. Its wide variety of themes include: *dogs or cats, dubbing or subtitling, individual or group travel, paper or plastic, online music or CDs, living alone or with family, team sports or individual sports, on-line or store shopping, professional training or liberal arts, self-driving or human cars, manga or novels and foreign workers: yes or no*. Each 6-page unit features a listen & talk introduction, a listening-for-information task, a 1-page reading, a role-play plus writing task and presentations.

- (4) **CLIL: Content and Language Integrated Learning** (a 3-book set for content based EFL)
Sanshusha Press Tel: 03-3405-4511 Fax: 03-3405-4511 <www.sanshusha.co.jp>



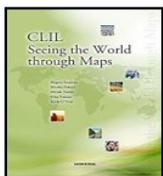
CLIL "Global Issues" by Shigeru Sasajima, Makoto Ikeda et al (2017, ¥1900)

The 14 units of this content-based English textbook cover the following global issues: *stereotypes and racism, cell phones, fashion and society, health, food waste, recycling, global warming, energy, coral reefs, endangered species, foreign aid and the United Nations, war and peace, human rights and global citizenship*.



CLIL "World Heritage" by Shigeru Sasajima, Miyako Nakaya (2018, ¥2000)

The 14 units of this content-based English textbook profile the following World Heritage sites: *Himeji Castle, the Grand Canyon, the Great Wall of China, Machu Picchu, Goreme and Cappadocia, the Statue of Liberty, the pyramids, Shiretoko wildlife park, Angkor Wat, Uluru (Ayers Rock) and the Sagrada Familia church in Barcelona*.



CLIL "Seeing the World Through Maps" by Shigeru Sasajima (2017, ¥1800)

The 12 units of this content-based English textbook teach about: *Europe (the EU), Africa (Masai Mara), the Middle East (holy places), South Asia (India and Afghanistan), Russia (St. Petersburg & the Ukraine), East Asia (Korea), South East Asia (Indonesia), North America (the United States), Central America (the Panama canal), South America (Rio de Janeiro), the South Pacific (Antarctica) and Australia/New Zealand (unique animals)*.



Resources for Teaching about Palestine and Taboos



Take a look at the following books and resources for ideas on how to teach about Palestine and deal with controversial “taboo” topics in class.

PALESTINE

The Palestinian People

by B. Kimmerling (2003) \$10

This balanced and insightful book outlines the history of the Palestinians from the 19th Century to today.



The Israel-Palestine Conflict

by James Gelvin (2014) \$30

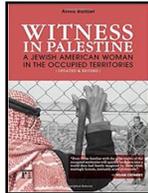
This key book provides a compelling intro to the 100 years of conflict between Israel and Palestine



Witness in Palestine

by Anna Baltzer (2007) \$25

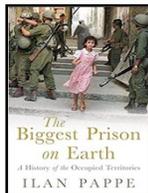
This relates the experiences of a Jewish-American peace activist and her fight for Palestinian rights.



The Biggest Prison on Earth

by Ilan Pappé (2016) \$20

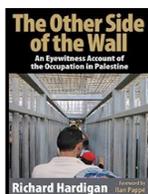
This book, by an Israeli historian, documents the history and current state of the Occupied Territories.



The Other Side of the Wall

by Richard Hardigan (2018) \$18

This new book describes the suffering and injustices imposed on Palestinians in the West Bank.



Other Books

- *Palestine: Peace Not Apartheid* - Jimmy Carter
- *Preventing Palestine: A Political History* (2018)
- *Boycott, Divestment, Sanctions* (2011)
- *Palestine (a graphic novel)* – Joe Sacco (2014)

JALT Articles on Palestine

- *From Palestine to the Classroom* - Anna Baltzer
jalt-publications.org/files/pdf-article/featured.pdf
- *Hot Potato: Israeli-Palestinian Peace Process*
<http://gilesig.org/newsletter/33hot.htm>

Palestinian Schools Visited by Eric Gondree

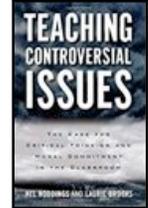
- *Bir Zeit University* <www.birzeit.edu>
- *An-Najah Nat'l University* <www.najah.edu>
- *The Excellence Center* <excellencecenter.org>

TABOO TOPICS

Teaching Controversial Issues

by Nel Noddings (2016) \$20

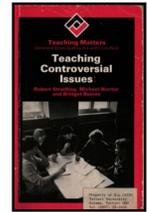
This book argues that teaching controversial issues such as race, gender, religion, class and media promotes dialog, critical thinking & moral commitment.



Teaching Controversial Issues

by R. Stradling et al (1984) \$2

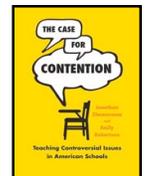
This classic UK handbook outlines the what, why and how of teaching controversial issues such as sexism, poverty, unemployment and nuclear weapons.



The Case for Contention

by J. Zimmerman (2017) \$20

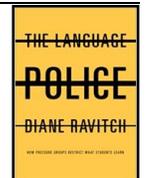
This book urges US schools to directly address controversial issues in class, including evolution and sex education.



The Language Police

by Diane Ravich (2003) \$5

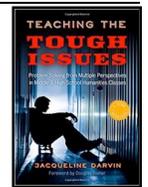
This critical book documents how both schools and publishers are co-opted to sanitize their textbooks and materials.



Teaching the Tough Issues

by Jacqueline Darvin (2015) \$36

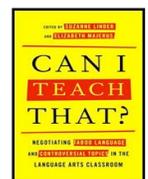
This introduces a principled approach to teaching hot topics and sensitive issues that promotes critical thinking.



Can I Teach That?

by Suzanne Linder (2016) \$37

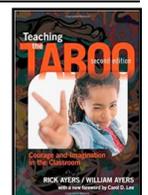
This book provides guidelines on how to approach controversial topics and taboo words in language classrooms.



Teaching the Taboo

by R. & W. Ayers (2014) \$16

This book explains how to create open, questioning classrooms which actively engage students with hot social issues.





GLOBAL EDUCATION MATERIALS AND RESOURCES

Take a look at the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.



Breaking News English

www.breakingnewsenglish.com



Check out this great EFL website, by webmaster Sean Banville, with its database of free lessons on news and current events ranging from Syria to Mali to Japan to Brazil.

JALT Critical Thinking SIG

Check out JALT's CT SIG to learn how to promote critical thinking in your classes.

▪ www.jaltcriticalthinking.org

The World Around Us

Get a copy of this great Canadian ESL text on social / global issues.

* Cost: ¥1500 (Kip Cates)

Fair Trade Goods

Bring Third World goods into your school at "fair trade" prices:

▪ www.peopletree.co.jp

▪ www.peopletree.co.uk

Global Education Maps

Decorate your classroom or your school with these great global ed maps. < <http://odtmaps.com/>>

Amnesty International (AI-USA): books, reports, videos on human rights and human rights education
Amnesty International USA, 322 8th Avenue, New York 10001, USA Web: www.amnestyusa.org

Anti-Defamation League of B'nai B'rith: teaching resources on ethnic minorities and prejudice reduction
Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA Website: www.adl.org

International Education Resource Center (ERIC): Japanese resources on global education / global issues
ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023 Web: www.eric-net.org

National Geographic Society: books, maps, DVDs and CD-Roms on global awareness and world cultures
National Geographic, Box 98199 Washington, D.C. 20090-8199 US www.nationalgeographic.com

New Internationalist: maps, atlases, books, posters, CD-Roms on world development and global issues
New Internationalist, Box 1143, Lewiston, New York 14092 USA Website: www.newint.org

Oxfam Education Catalog: teaching packs, posters and games on Third World and development issues
Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK Web: www.oxfam.org.uk/education/

Peace Education Foundation: primary and secondary texts on peace education and conflict resolution
Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US Fax 305-576-3106 www.peace-ed.org

Peace Resource Project: bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues
Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA Website: www.peaceproject.com

Social Studies School Service: global education catalog of books, videos, software, posters & maps
Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 USA
Tel: 310-839-2436 or 800-421-4246 <access@socialstudies.com> Web: www.socialstudies.com

Stanford Program on Int'l & Cross-Cultural Education: texts on world cultures & global issues
SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA
Tel: 415-723-1114 or 800-578-1114 Fax: 415-723-6784 Website: <http://spice.stanford.edu/>

U.N. Bookstore: books, videos, posters, maps on global issues, world cultures, int'l understanding
UN Bookstore, New York 10017 USA www.un.org/Pubs/CyberSchoolBus/bookstor/index.html

WWF (World-Wide Fund for Nature): books, teaching packs and videos on environmental issues
WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Website: www.panda.org

Teaching Against Prejudice

<www.teachersagainstprejudice.org>

Teachers Against Prejudice (TAP) is dedicated to fighting against prejudice, discrimination and intolerance through education. It aims to promote understanding and respect for all through critical thinking about media. Check out its list of films, books and essay contest!



The Nobel Peace Prize

< www.nobelpeaceprize.org >

This year's two 2018 *Nobel Peace Prize* winners are:

▪ Nadia Murad ▪ Denis Mukwege

Check out the Nobel Peace Prize site above to learn more about the work these two figures have done to fight against sexual violence and war.



COMING EVENTS CALENDAR

Oct. 16	World Food Day ¹	Dec. 1	International AIDS Day ⁵
Oct. 21 - 28	One World Week (OWW) ²	Dec. 9	International Anti-Corruption Day ⁶
Oct. 24	United Nations Day ³	Dec. 10	International Human Rights Day ⁷
Nov. 13	World Kindness Day ⁴	Dec. 10	Nobel Peace Prize Ceremony ⁸

1 World Food: <www.worldfoodayusa.org> <www.worldfooday-japan.net/> <www.fao.org> <[wikipedia](#)>
 2 One World Week: <www.oneworldweek.org> <[Wikipedia: One World Week \(development charity\)](#)>
 3 United Nations: <www.un.org/en/events/unday/> <www.kidzworld.com/article/1462-united-nations-day>
 4 Kindness: <www.randomactsofkindness.org> <www.theworldkindnessmovement.org> <www.kindness.jp>
 5 AIDS: <www.worldaidsday.org> <www.worldaidscampaign.org> <www.japanetwork.org> <www.avert.org>
 6 Anti-Corruption Day: <[wikipedia.org](#)> <www.un.org/en/events/anticorruptionday/> <www.transparency.org/>
 7 Human Rights Day: <www.youthforhumanrights.org> <www.amnestyusa.org> <www.hrea.org>
 8 Nobel Prize: <http://nobelprize.org/nobel_prizes/peace/> <<http://nobelprizes.com/nobel/peace/>> <[wikipedia](#)>
 * More dates: <www.cute-calendar.com> <www.earthcalendar.net/> <www.national-awareness-days.com>

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.

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

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