Issue #122 **April 2022** **Tottori, Japan**

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

GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

122nd Issue

celebrating 122 issues and 32 years in print since 1990

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NEWSLETTER #122

A new academic year has kicked off in Japan with many of us finally teaching face-to-face classes! This spring newsletter contains: (1) an article by Jennifer Green on differences between – and student attitudes to – Japanese and English profanity, (2) a report by Luke Draper on how sustainable development can be promoted through the use of literary texts, and (3) an article by Akihiro Saito on a creative project about language policy that he designed for his intercultural understanding course. Our special features provide teaching resources for (1) the Russia-Ukraine conflict and (2) Russia's targeted assassinations of Putin critics. This issue also includes a report on the TESOL 2022 conference, summaries of articles on global education, book profiles plus a round-up of all the latest global education news. Best wishes for a great semester!

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

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

PanSIG 2022 Conference

July 8-10 at Nagano University
< http://pansig.org >

The Pan-SIG 2022 conference will be held on the July 8-10 weekend at the University of Nagano. This annual gathering of JALT's Special Interest Groups will be the first "live" event in two years. The theme this year is *(Re)imagining Language Education*. Mark your calendar and check the site for updates!

JALT 2022 National Conference

Nov. 11 – 14, 2022 (Fukuoka City)
< https://jalt.org/conference >

This fall's 48th annual conference of the *Japan Association for Language Teaching* will be held "live" this fall from November 11–14 in Fukuoka City on the theme *Learning from Students, Educating Teachers*. Check JALT's website above for further updates.

GILE SIG Forum - Call for Proposals

< https://forms.gle/ToZsQUB4WTBHk9XJ6 >

Proposal deadline: May 1, 2022

Each year, our *Global Issues* SIG hosts an idea-sharing forum at the JALT national conference. This features classroom mini-reports and innovative ideas on teaching activities, materials writing and curriculum design. The forum is open to both GILE members and first-time visitors. If you're interested in participating as a presenter, click the QR code or go to the application form at the link above.

Please direct any questions to the Program Chair Margalit Faden at <faden@tsc.u-tokai.ac.jp>.

- Deadline for submissions: Sunday, May 1st

Global Education Events

- ***NAFSA 2022 "Building a Sustainable Future"***
  May 4 – 5, 2022 (Part 1: virtual event) and
  May 31 – June 3 (live) in Denver, Colorado
  <www.nafsa.org/conferences/nafsa-2022>
- ***European Peace Research Conference***
  Em*powering Peace: The Role of Civil Society*
  June 1 – 4, 2022 Tampere, Finland
  <euprapeace.org/2020/12/09/cfp-eupra2021/>
- ***US National Civil Rights Conference***
  June 20 - 21, 2022 (Baton Rouge, LA, USA)
  Deadline for submissions: May 1, 2022
  Web: <https://civilrightsconference.com>
- ***IIPE International Institute on Peace Education***
  July 24 - August 1, 2022 (Mexico City)
  Website: <https://www.i-i-p-e.org>
- ***Student Seminar: Global Citizenship & Peace***
  August 3 - 12, 2022 Hiroshima University
  Application deadline: April 27, 2022
  Web: <https://www.inunis.net/studentseminar/>
- ***NAAEE Environmental Education Conference***
  Oct. 11 - 15, 2022 (Tucson, Arizona, USA)
  Deadline for proposals: April 29, 2022
  <https://conference.naaee.org>

For more: <peace-ed-campaign.org/calendar/>

Global Education Courses

- ***Global Citizenship Education Summer Course***
  May 30 – June 3, 2022 Geneva (Switzerland)
  <www.unige.ch/genevasummerschools/>
- ***Global Citizenship for High School Students***
  July & August 2022 (University of Toronto)
  <https://internationalprograms.utoronto.ca>

GILE SIG Website

www.gilesig.org

Check out the new revamped website for our ***Global Issues*** Special Interest Group (GILE SIG)! This offers a wealth of teaching ideas and classroom resources plus back issues of our newsletter.

GILE on Facebook

www.facebook.com/gilesig.org

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

Wanted: Contributions

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

JALT GLOBAL ISSUES SIG OFFICERS FOR 2022

Here are the 2022 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'd like to join the team!

EXECUTIVE OFFICERS		REGIONAL OFFICERS
SIG Coordinator: Jennie Roloff-Rothman Kanda Univ. of Int'l Studies <roloffrothman@gmail.com>	**Assistant Program Chair:** Richard Miller Osaka Jogakun University <rdtin@yahoo.com>	**Hokkaido:** Tim Grose <tppgrose@hotmail.com>
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SIG Membership Chair: Samar Kassim Kyushu Sangyo University <samark777@gmail.com>	**SIG Publications:** Kip Cates Tottori University	**Hokuriku:** (vacant) New rep wanted for 2022…
Assistant Membership Chair: Samikshya Bidari Soka University <samikshya_phele21@kusoed.edu.jp>	**SIG Publicity** (vacant) Riya Kartha (MA Soka Univ.) <kartha.riya@gmail.com>	**Kanto:** Mark Shrosbree Tokai University, Kanagawa <markshros@gmail.com>
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		Chugoku: Tom Fast Notre Dame Seishin Univ. <fast@m.ndsu.ac.jp>
		Kyushu: May Kyaw Oo Nagasaki University

Message from the GILE SIG Chair

Happy spring, GILE Folks! Here in Japan, it's sakura season, a time of change and beauty. Don't forget to pause for a moment and enjoy the flowers.

We are so happy to be beginning another academic year with all of you returning GILE members! I'd like to extend a warm welcome to any new members for whom this is your first newsletter. This resource has always been one of my favorites in all of JALT, (and I'm not saying that just because I'm the coordinator!), so I hope you find it to be one as well.

- We are thrilled, after a brief hiatus, to introduce our new website! The web address is still the same (www.gilesig.org) but it has been revamped and refreshed (as of April 12). Thanks for your patience while we worked on it. A huge thank you to Publicity officer Rita Kartha as well as GILE member Erin Noxon for your assistance in getting things ready. It couldn't have happened without you!
- We hope to see you at PanSIG2022 in July in Nagano. Our GILE SIG forum will be in person, but all forums will be live-streamed at the conference, so you can join even if you're unable to travel to Nagano. Please check our website and Facebook page for information on upcoming events. We hope to have another GILE gab soon and, hopefully, a GILE SIG retreat in the summertime.

Take care and good luck with the new academic year everyone!

Jennie Roloff-Rothman (2022 GILE SIG Chair)

Projects for Schools and Classes

- **How to Become a Green School**
  www.greenschools.net
- **Work to End World Hunger**
  www.oxfamamerica.org/take-action/
- **Start a School Human Rights Club**
  youthforhumanrights.org (→ *action* → *groups*)
- **Take Action on Climate Change**
  earthday.org/campaign/act-on-climate-change/
- **Find Penpals Around the World**
  penpalschools.com www.studentsoftheworld.info

GLOBAL ISSUES IN LT JOURNALS AND THE MEDIA

Summaries of articles from language teaching journals and the news media.

Language Learning and Global Citizenship

by Nico Eckhardt (November 22, 2021)

This comprehensive article begins with a look at the fields of globalization, cultural education and intercultural competence, then moves on to discuss the nature of global citizenship and the concept of students as global citizens. It then goes on to take a closer look at global education, discusses what knowledge and qualifications EFL instructors will need and finishes by outlining the role that global language teachers can play.

<www.thelaosexperience.com/language-learning-global-citizenship-13-from-intercultural-to-global-education-in-the-efl-context-by-n-eckardt/>

"Sensitive Subjects Should Be Discussed"

by Albert P'Rayan <rayanal@yahoo.co.uk>

This article asks "What should be the role of educators in a time of war?" and provides answers given by Alan Maley, a British ELT expert who has edited an anti-war poetry book to raise money for Ukrainian refugees. Maley argues that the job of educators is to prepare students for the world they'll have to live in and that issues such as war and climate change should definitely be addressed in the classroom. He discusses the power of poetry, emphasizes that teachers are role models, not just technicians paid to deliver facts, and agrees that "teachers cease to be educators when they are silent spectators of injustices happening around them."

The Hindu Newspaper (April 9, 2022)
<www.thehindu.com/education/sensitive-subjects-should-be-discussed/article65295926.ece>

Time Magazine's "Kid of the Year"

This article profiles Time Magazine's *Kid of the Year*, 13-year old Lujain Alqattawi. When COVID kept her at home, she started a charity project *Sparkle* that teaches English to girls in Palestinian refugee camps. With the help of her mother, she creates weekly English lessons, then beams them 6,000 miles via Zoom to a group of 30+ refugee girls in Jordan. She chose Palestinian girls since they're 50% more likely to drop out of school than boys. Her fun chatty lessons and her closeness in age to her students has contributed to the project's success. "I feel like we're producing the next generation of girl doctors and engineers," she commented.

EL Gazette (February 5, 2022)
<www.elgazette.com/kid-of-the-year/>

Why Peace Education is More Urgent Than Ever

by Jennifer Batton & Gary Shaw (GPPAC)

This article argues that teachers worldwide should strive to integrate peace education into their classes in order to counter the negative effects of 2 years of COVID disruption, isolation, anxiety and inequality. It points to how stress, mistrust and loss of self-confidence can lead to bullying, violence and stereotyping of "others" and emphasizes the need for conflict resolution skills and social-emotional learning. It describes GPPAC's work developing peace ed curricula in Serbia, Colombia, Afghanistan and Bosnia, and ends with an urgent call to give children peace education training as schools begin to open.

Global Partnership for the Prevention of Armed Conflict (GPPAC) website Jan. 24, 2022
<https://www.gppac.net/news/why-peace-education-more-urgent-ever>

Australia Turning Away Chinese Students

Australian officials have been repatriating Chinese students and cancelling their visas for not disclosing their military training. Military training is compulsory for all university students in China. Rather than full-on combat training, it aims to engender patriotism and collectivism. In response, China has filed a complaint and called Australia's acts discriminatory. Until COVD, Chinese students made up 1/3 of all foreign students in Australia.

EL Gazette (April 4, 2022)
<https://www.elgazette.com/australia-turning-away-chinese-students/>

English for Ukraine Refugees

This brief article by Liz Granirer describes several British initiatives that are offering free English language lessons to Ukrainian refugees. These efforts range from individuals to schools to state programs and even to language apps (eg Busuu). Examples cited include:

- Tatiana Salvage, a Russian teacher in Winchester who is offering free EFL classes at her school
- the UK College of English which is providing free online classes to kids taught by volunteers
- Ireland's Ministry of Education which is setting up EFL classes for thousands of refugees arriving

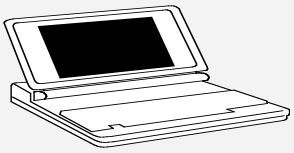
EL Gazette (March 25, 2022)
<www.elgazette.com/english-for-ukraine-refugees/>

NEWS FROM LANGUAGE TEACHING ORGANIZATIONS

Language Education Events

- **29th Korea TESOL International Conference**
  More than Words: Teaching for a Better World
  April 30 – May 1, 2022 (online)
  Website: <http://koreatesol.org/ic2022>
- **JACET 2022 National Conference**
  Theme: *EFL and Global Digital Transformation*
  August 24 – 26, 2022 (online)
  Website: <www.jacet.org/convention/2022-2/>
- **ETA-ROC 2022 Conference**
  November 7 – 9, 2022 Taipei (Taiwan)
  Website: <www.eta.org.tw>
- **Diversity and Inclusivity in ELT Conference**
  Dec. 9 – 10, 2022 Ho Chi Minh (Vietnam)
  Submission deadline: Apr 30, 2022 <diele.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

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

The Foundry, Faversham, Kent, UK
<www.iatefl.org> <info@iatefl.org>

IATEFL 2022 CONFERENCE

IATEFL's 55th international conference will be held May 17-20 in Belfast, Northern Ireland featuring 500 sessions and 3,000 teachers from 100 nations.

- For details: <www.iatefl.org/conference/home>

Plenary Talks

- *English and Education in Conflict Areas*
- *EMI: A Leap into the Unknown?*
- *Reinventing Early English Language Teaching*
- *Environmental Sustainability & ELT in 2022*

IATEFL Global Issues SIG Day (May 16th)
A 1-day pre-conference workshop by the GI and Special Ed SIGs will be held on Access All Areas: Teacher & Student Identity. Topics will include the following. Info at <www.iatefl.org/events/280>.

- *How can we make EFL accessible to all?*
- *How do EFL materials show/exclude identities?*
- *How can we deal with conflicts of identity?*
- *How can we develop institutional policies?*
- *How can we cater to diverse/changing contexts?*

Global Issues SIG <http://gisig.iatefl.org>
IATEFL's GI-SIG runs a dynamic website that features global education news, ideas, resources, activities, e-lessons and free downloadable publications for teachers in the UK and around the world.

- Check out their e-zine, podcasts and film club!
- Their GI-SIG Newsletter is available to teachers in return for a small donation to IATEFL

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 2022 CONFERENCE (hybrid)

TESOL 2022 was held from March 22 – 25 in Pittsburgh, Pennsylvania on the theme Inspiring Innovation. See our full report on pages 6 – 9.

TESOL 2023 CONFERENCE (hybrid)

TESOL 2023 will be held as a hybrid event from March 21 – 24 in Portland, Oregon. The Call for Proposals is now out. Please consider presenting!

- Submission deadline: June 1, 2022
  https://www.tesol.org/tesol-convention

Social Responsibility Interest Section (SR-IS)
TESOL's Social Responsibility Interest Section supports teachers integrating social responsibility and global issues into their teaching and research.

- IS Chairs: Fatmeh Alalawna & Bashar Al Hariri
  https://my.tesol.org/communities/community-home?CommunityKey=ca55369d-6da3-454c-a68f-68fbe03db770

JALT Environmental Committee

<markshinshu@gmail.com>

JALT's *Environmental Committee* works 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.

CONFERENCE REPORT: TESOL 2022

March 22-25, 2022 <www.tesol.org/convention-2022>

Hybrid Event

TESOL 2022 was held as a hybrid event from March 22 – 25 both online and live in Pittsburgh, Pennsylvania on the theme "Inspiring Innovation, Empowering ELT Professionals". The 4-day event featured 900 in-person and 200 virtual sessions. Below are sample presentations given on global themes.

Plenary & Featured Talks

Invisible Immigrant to Advocate
This keynote talk described the work of Gisele Barreto Fetterman, an access and equity advocate who works to reduce waste, eliminate hunger and inspire kindness through her charitable projects.

Creative Spaces for Innovation in a Digital Age
This talk discussed the exciting possibilities offered by digital-age pedagogy and described initiatives by teachers worldwide who are responding to change with reflection and renewal. Helaine Marshall

Bearing Witness to Forced Migration
This talk described the trauma and exclusion experienced by survivors of forced displacement and outlined how teachers as allies can promote inclusion and fight otherness and oppression. Stacy Brown

Culture, Self and "Other" in Stressful Times
This talk by a veteran ESL teacher and anthropologist explained how an ethnographic approach and wisdom from other cultures can help teachers cope and even find wonder in their work. Mary Peacock

White Hegemony? Raciolinguistics and Literacy
This talk outlined the challenges in higher education being mounted to dominant "standard" English(es) and explored theoretical and practical implications linked to racial justice research. Mary Jane Curry

TESOL & 3 Cs: Compassion, Courage, Criticality
This featured talk discussed how *positive language education* aims at teaching both language and life skills simultaneously while promoting the 3 Cs of compassion, courage and criticality. Sarah Mercer

Rendering the Invisible Visible in our Classrooms
This talk critiqued the myth of "neutral" English teaching and discussed how issues linked to the history of language, race, identity, culture and society impact ESL classrooms. Christian Chun

Keynote Performance: Mai Khoi (Artist in Exile)
This performance featured musician Mai Khoi, an exiled activist who fled censorship in Vietnam and promotes freedom of artistic expression from the US

Future TESOL Conferences <www.tesol.org>

- 2023 : March 21 - 24 (Portland, Oregon)
- 2024 : March 19 - 22 (Tampa, Florida)

Academic Sessions

Dis/ability and Equity in ELT
This session looked at dis/ability issues through the lens of social responsibility with panelist talks on disability studies, equity, assessment and critical pedagogy. Ethan Trinh (Georgia State University)

Preparing TESOLers to be Teacher Leaders
This session explained how ESL teachers can support learners beyond the classroom via leader development related to policy, coaching, strategies and curricula. Michelle Benegas (Hamline Univ.)

Building Critical Thinking Skills in ESP
This featured *English for Specific Purposes* experts who discussed how to integrate critical thinking, problem solving and decision-making into ESP classes and curricula. Pamela Dzunu (N. Ireland)

Inclusive Paths: Social & Emotional Programming
This panel stressed the importance of social and emotional learning (SEL) and outlined ways to promote safe, connected and inclusive English classrooms. Christina Cipriano (Yale University)

Professional Learning Networks (PLN)

Perspectives on Illuminating the "T" in LGBT
This LGBT PLN session discussed gender-just pedagogies and outlined how teachers can engage with gender in ways that center and honor trans and non-binary students. Kris Knisely (U. of Arizona)

Criticality, DEI and the TESOL Profession
This session stressed the need to spotlight systemic justice, promote diversity, equity and inclusion (DEI) and take a critical lens to centering DEI in TESOL. Ethan Trinh (Georgia State U. Atlanta)

Challenges Facing Women in TESOL [P]
This panel session explored the lived experiences of non-native female teachers through testimonies that revealed social inequity, discrimination and injustice. Laura Baecher (Hunter College CUNY)

Faith-Inspired Collaboration and Reconciliation
This session highlighted case studies of faith-inspired Buddhist, Christian, Hindu and Muslim collaboration and reconciliation via English and teacher training. Jan Dormer (Messiah U, USA)

Racial Equity, Social Justice and Identity in ELT
This panel addressed the question of how ELT can resist the impacts of racism, colonialism and linguistic imperialism to become a more inclusive profession. R. Figuera (U. of West Indies, T&T)

Intersection Sessions

The Multicultural, Multilingual Classroom
This featured speakers from World Englishes, culturally responsive teaching and translingualism who discussed challenges related to linguistic and cultural diversity. Christopher Jenks (Aalborg U.)

Leadership, Advocacy and Community
This talk outlined misconceptions about forcibly displaced groups in education, research, outreach and policy, then examined root causes and critical needs. Alia Hadid (Rhode Island College, US)

Exploring Barriers NNESTs Face in TESOL
This session discussed the barriers that NNESTs face in ESL/EFL employment both in the US and around the world. Fares Karam (U. Nevada, Reno)

Teacher's Leadership through Advocacy
This session focused on the areas of leadership via advocacy, teacher well-being/social responsibility and taking actions despite political and academic restrictions. Heather Linville (U. of Wisconsin)

Open Ed. Resources for Intercultural Learning
This panel described the need for high-quality intercultural learning materials in EFL textbooks and how this need can be met by open educational resources. Najma Janjua (Kawasaki Med School)

Dis/ability and the Global South
This session looked at the work of scholars across 4 continents to highlight disability and inclusion in ELT as seen from World English contexts outside Western scholarship. Rosa David (UBC, Canada)

Discriminatory Hiring against NNEST
This dealt with the problem of "native superiority" and discussed how Non-Native English Speaking Teachers can fight discrimination and achieve equality. Sunyung Song (Athens State U, Greece)

Regular Sessions (Live)

Advanced Skills Through Creating E-Newspapers
This presentation showed how to use free technology and current events to have students create individual digital newspapers for a PBI (*Project-Based Instruction*) ESL unit. Shelynn Riel (USA)

Speaking about the Real World via Documentaries
This workshop shared exciting ways to use documentary films as a way to provide content for speaking activities and paraphrasing practice in ESL classes. Christienne Woods (U. of Delaware)

Nutrition Topics in the ESL Classroom
This talk criticized typical nutrition units taught in adult ESL programs and argued for a more critical inclusive approach focused on healthy living. Chelsea deLeo (Tuscarora Intermediate, USA)

Teaching for Global Competence and Thinking
This workshop introduced strategies for teaching global competence using Boix-Mansilla's global thinking routines that stimulate K-12 curiosity and empathy. Kathleen Ramos (George Mason Univ.)

Unaccompanied Minors: Truth and Implications
This presentation countered common myths and presented actual facts related to undocumented immigrants and unaccompanied minors in K-12 classrooms. James Cohen (Northern Illinois U.)

Post-Pandemic Food Insecurity & Social Justice
This talk showcased how an integrated EAP skills curriculum was revised to focus on the issue of rising food insecurity of immigrant students and their families. Rashi Jain (Montgomery College)

Today's Noticiero: Advocacy in Action
This session described how teachers advocating for immigrant English learners transformed their high school's morning announcements into multilingual newscasts. Monica Garcia (Passaic Schools, USA)

The Marriage of Employability Skills and ELT
This session explored how employability skills can be taught in English language courses in order to better prepare students to compete in the global workplace. Irene Frankel (Pearson, USA)

Fighting Against Native Speakerism and Racism
This session addressed issues of native-speakerism and racism in ELT as well as how to create more inclusive environments for minoritized teachers. Elizabeth Chan (Northern Virginia College, USA)

A Culturally Responsive Approach to St Trauma
This talk addressed the role that culturally responsive pedagogy plays in mitigating trauma and bolstering well-being within diverse student populations. Louise El Yaafouri (DiversifieED)

Strategies for Humanizing Education
This panel introduced strategies, techniques and dilemmas arising from their work to create equitable environments that promote holistic student flourishing. Joshua Detherage (Campbellsville U.)

Meaningful Writing in Simple English Wikipedia
This session demonstrated tools from *Wiki Education* that allow teachers to create assignments that have students write articles for the *Simple English Wikipedia* website. Gregory Hartley (U. of Alaska

Social Justice Materials for Belongingness
This talk demonstrated techniques (learner profiles, interest inventories, interviews, bios, posters) that help students explore identity, diversity, justice and action. Nicole Brun-Mercer (Boise State U.)

Overcome Linguistic & Cross-Cultural Failures
This session described the preparations needed by study abroad participants in order to overcome linguistic, pragmatic and cross-cultural failures overseas. Zeynep Koylu (U. of Basel, Switzerland)

Global Competence with "Humans of New York"
This talk unveiled a toolkit of activities for use with the *Humans of New York* Facebook page to improve communication skills and global awareness. Anara Tazhibaeva (Osh State U, Kyrgyzstan)

DICE: A High-Impact CLIL Course
This talk explained how DICE (*Diplomacy and International Communication in English*) promotes conflict resolution, mediation skills and globalization. Sassie Yonah (Ministry of Education, Israel)

Addressing Social Justice Issues through Comics
Panelists from India, Pakistan and the US looked at how materials writers can use comics and superheroes to teach topics such as child labor and sex trafficking. Ruth Goode (US Dept of State, India)

Let's Give Them Something to Talk About!
This session demonstrated how culturally diverse literature, scaffolded language, writing models and globally inclusive photos can promote successful language learning. Kate Norton (Nat'l Geographic)

An Eco-Linguistics Approach for ELT
This talk introduced an eco-linguistics framework used in Tunisian EFL classrooms that transforms teaching practices, curricula and textbooks. Saloua Mrabet-Abid (University of Carthage, Tunisia)

Language of Power or White Hegemony?
This session showed how ideas from racial justice research are challenging conventions and disrupting the dominance of "standard" English(es) in higher education. Mary Jane Curry (U. Rochester)

English as Access for Syrian Refugee Students
This presentation examined how Syrian refugees studying in Turkish universities leveraged their English knowledge to help them attain future goals. Melissa Hauber-Ozer (George Mason University)

EFL Teachers Work Locally for the Global Good
This session described a project funded by the US Mission Turkey that had pre-service EFL teachers engage in social justice ventures in their local contexts. Servet Celik (Trabzon University, Turkey)

Roleplay and Simulations for Critical Thinking
This explored how critical thinking skills can be nurtured through role-plays and simulations using scenarios such as non-profits, campus issues and community issues. Gavin Nelson (Rogers School)

Practical Steps to Decolonize the EL Classroom
This talk introduced teachers to decolonial theory, then outlined ways to design socially just, anti-biased, decolonized approaches to ESL. Sean McClelland (Community College of Baltimore)

Building Community in an Age of Isolation
This session introduced tools and strategies to use with middle school up to adult ESL learners that build community, belonging and hope in this isolating digital age. Meg Eubank (Bucks County)

Using Public Service Announcements to Inspire
This talk described how Public Service Announcements (PDAs) can be used in multimodal ESL speaking and writing units to inspire and empower students. Sharon Graham (Fort Hayes State Univ.)

USA Learns Citizenship: A Free Online Course
This talk explained how the free resources offered by *USA Learns Citizenship* <www.usalearns.org> can help learners master the English needed for the US citizenship test. Andrea Willis (Sacramento Ed)

Authentic Content: Nurturing Global Citizens
This session explored how working with authentic content that connects students with the wider world can nurture global citizenship and social- emotional learning. J. Boylan (National Geographic)

It Takes a Village: Foster Global Communication
This talk explained how *Level Up Village* (LUV) promotes global competence and intercultural communication by pairing students with peers in other countries. Paula Van Ells (Lg. Testing Int'l)

Service Learning: A Pedagogical Method
This presentation outlined how needs-based and curriculum-based service learning projects can enhance teamwork, decision making and problem solving skills. Urmimala Das (Bal Mandir, India)

Critical Awareness with Indigenous Educators
This talk explained how engaging teacher trainees with indigenous teachers and languages helped them understand and value the intersection of language, culture and identity. Anny Case (Gonzaga U)

Intercultural Learning with Literature & Films
This presentation showed how ESL class activities designed around contemporary literature and film clips can enhance students' intercultural learning. Barbara Lapornik (LSF Preferen, Italy)

Heroic Journeys
This explained how to empower foreign students by having them write their own "hero journeys" and credit the achievements and struggles that have given meaning to their lives. D. Ransdell (U Arizona)

Enhance Composition with Music-based Writing
This talk showed how to energize academic writing using topics and authentic language generated from classroom-appropriate thought-provoking songs. Laurie Barton (Orange Coast College, USA)

Bringing the World Together Through Discord
This session described a social network platform called *Discord* that allows students from more than 5 countries to meet and have weekly conversations. Linh Phung (Eduling International Academy, US)

Sustainable Development Topics in ELT Class
This workshop introduced class activities that raise students' awareness of sustainable development. Anara Tazhibaeva (Osh State Univ, Kyrgyzstan)

Social Justice Language Ed in Digital Spaces
This presentation described how teachers can integrate social justice issues into digital learning spaces. Deniz Hart (Middlebury at Monterey, US)

Misrepresentations of Immigrants in Pop Culture
This discussed the negative images of immigrants in US pop culture and discussed how to counter stereotypes. James Whiting (Plymouth State U.)

Regular Sessions (On Demand)

Creating Community: A Class Photo Journal
This presentation explained how engaging students in the collaborative experience of creating class photo journals can build community via shared meaningful events. Lydia Fass (Columbia Univ.)

ELT Teacher Attitudes Toward World Englishes
This talk introduced a research study that examined the attitudes and perspectives of Filipino and Chinese EFL teachers to World Englishes. Alexander Tang (Seattle Central College, USA)

A Critical Inquiry: English as Gendered Capital
This talk reported on an inquiry of how the power of English proficiency was valued as a form of gendered capital by bilingual Indian women in the US. Kelly Metz-Matthews (Univ. of San Diego)

Social Justice Partnerships: A Summer Program
This talk described the design of an ESL summer program designed around community social justice projects that positioned English learners as agents of hope. Puja Jullins (Lincoln Schools, USA)

Media Literacy & Language Teacher Education
This talk argued that media literacy education should be an integral part of language teacher training. Carla Chamberlin (Penn State Univ, US)

Teach Against Prejudice: Human Rights in ELT
This talk introduced a variety of activities from the field of human rights education including a human rights quiz, minority rights, women's rights and 10 types of prejudice. Kip Cates (Tottori U, Japan)

Demystifying Literature from Foreign Cultures
This presentation showed how the use of flipped reading and mimicry assisted English learners in dealing with literature from different cultural contexts. Judith Ogweno (State House HS, Kenya)

Writing about a Peacemaker: A Museum Poster
This session described an ESL writing activity based on peace education principles that had students profile a peacemaker in a museum poster format. Jimalee Sowell (Indiana U. Pennsylvania)

Pre-Recorded Sessions (Q&A)

The Politics of ELT in a Saudi College Program
This talk looked at US-Saudi relations and the politics of ELT as seen in the language policies and teaching approach of a Saudi college English program. M. Alzahrani (King Saud U. of Health)

Countering Anti-Black Racism in Language Ed
This explained how New Jersey TESOL rethought its ideas and beliefs regarding anti-Black racism, then introduced changes to its policies, institutions and communities. Tashia Austin (NJ TESOL)

Teaching Social Justice Online: ESL Library
This presentation explained how ESL Library's digital lesson plans, flashcards and resources can engage students in meaningful ways with social justice issues. Tammy Wik (ESL Library, Canada)

Justice for All: Sustainable Development EAP
This talk demonstrated how issues of sustainable development can be built into *English for Academic Purposes* (EAP) curricula, activities and materials. Steph Mielcarek (U. of Illinois, Chicago)

Fostering Global Citizenship: Paired Courses
This talk gave examples of how ESL, when paired with courses in *Business* and *Interpersonal Communication*, can promote a sense of global citizenship. Heather Johnson-Taylor (Sinclair College)

Critical Race Theory: What It Is, What It Isn't
This introduced teachers to critical race theory and discussed how its approach to race, privilege, power, equity and inclusion apply to TESOL research and practice. Elisabeth Chan (N Virginia)

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Profanity, Swear Words and EFL: Cultural Attitudes and Pragmatic Uses in Japanese vs English

by Jennifer Green (Miyagi Gakuin Women's University, Japan)

Introduction

Words that are considered profane are found in both English and Japanese, and serve the primary purpose of eliciting a strong emotional reaction in the listener. However, from there, differences emerge in the pragmatic uses of profanity in both languages. These differences in turn affect learners' attitudes to profanity and impact how such language is learned.

Pragmatic Uses: Japanese & English Profanity

Maynard (1997, p. 97-102) describes Japanese taboo language as being reserved for those in "inner" relationships, while its direct use is hidden in "outer" relationships, replaced with verbal cues in tone of voice, use of second personal pronouns, and sentence tag particles that indicate the emotion of the speaker. In some ways, the former is similar to English profanity, which is used more often with those in socially close relationships.

In "outer" relationships, however, there are some differences in what is deemed acceptable. An example can be seen with public figures, where those speaking in English may use taboo language to promote a positive image of themselves as "down-to-earth" (Horan, 2013, p. 287). In Japan, similar use of taboo language by a public figure would usually be condemned by the vast majority. This relates in part to the general system of formality in the Japanese language which divides casual, formal, and honorific language grammatically.

Maynard also notes that Japanese profanity is generally used to express negative or antagonistic emotions towards something or someone. While there is at least one counterexample of this with the Japanese word "kuso" (similar in meaning to "shit") being used as an intensifier for positive expression (as in "kuso-oishii," similar in meaning to "fucking delicious"), almost all Japanese profanity is used in negative expression. This is not to mean that usage is always socially negative. Negative expressions can be used in socially positive ways, such as venting to an empathetic party, jokingly insulting something with an interlocutor of similar opinion, and so on. Instead, it means that the words are generally used to express a negative emotion. This is quite different from English, where there are many uses of profanity that express positive emotions (e.g. "hell yes" and "fucking awesome").

Finally, Maynard describes the further restriction of Japanese profanity by gender, with fewer ways to use taboo language in feminine speech (1997, p. 98) and a feeling of personal restriction from use, a sentiment also shared in personal accounts from Japanese women (Stoffman, 1998, p. 61; Dewaele, 2010, p. 606). The only exception to this that Maynard notes is among "delinquent female cliques" that use masculine language as a mark of in-group status. In English, gender also affects profanity use. Gauthier and Guille (2017) found that women swear less often and select certain profane words at different rates compared to men on Twitter. However, the use of profanity itself is not inherently gendered in English as it is in Japanese, meaning that the difference in use between the sexes is likely greater in Japanese, though a formal study would be needed to confirm this assumption.

Attitudes on English Profanity

Overall, with the use of Japanese profanity generally being limited to negative expression and with stronger restriction of its use by social relationship and gender, attitudes towards profanity are more likely to be negative for Japanese speakers as opposed to English speakers, which may extend to English profanity by Japanese EFL learners. While no direct study has been done to confirm this speculation, I found some evidence of such negative attitudes towards English profanity in a recent study I carried out among first-year English-majors at a women's university in Japan (Green 2021). The students disagreed with the idea of English profanity use with peers, with anyone in general, the idea that it made them look cool, and the idea that it helped them be accepted by peers. In turn, they agreed with the idea that it is best to avoid people who use English taboo language. Despite these attitudes, 56% of participants reported interest in English taboo language, and 77% agreed that knowledge of English profanity was necessary. Perhaps their interest was out of curiosity rather than desire to use the language considering their overall attitudes and their agreement in thinking it best to avoid users of such language.

Though little formal research has been done on attitudes of Japanese EFL learners to English profanity, and the 2021 study I carried out was done with only female participants, making it less generalizable,

it is reasonable to assume that at least a fair number of Japanese EFL learners have similar attitudes to those that I found in my 2021 study. These negative attitudes may contribute to a gap in English learning for these learners as opposed to those with more neutral attitudes.

While interest was reported in English profanity, and Japanese students felt that it was necessary to learn this, they are less likely to search for resources on this type of language or to actively work to understand it when encountered as opposed to other areas of language that they had more neutral or positive attitudes to. Multiple scholars have found that negative attitudes inhibit second language acquisition (e.g. Kębłowska, 2012; Dewaele, 2015; AlMansour, 2016).

While this research has not been directed towards negative attitudes on a specific set of vocabulary, it may be that the same underlying principle remains true. This barrier for these learners is compounded by the fact that profanity is not discussed in most formal educational settings. This leaves learners to search on their own resources about this language or to learn incidentally, both of which have their drawbacks.

Implications for Pedagogy

While this article does not presume to suggest that teachers start making courses that teach students how to swear, it does highlight that some students may not have enough knowledge about English profanity and how its uses are less restricted than Japanese profanity. For these students, it may be worth discussing how profanity is used pragmatically in English. This will empower students to make their own choice as to whether or not they wish to hold the same attitudes towards profanity in their L1 and L2, rather than keeping L1 attitudes on the assumption that the L2 functions similarly.

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EFL & Swear Words: Sample On-line Articles	EFL & Swear Words: Sample Youtube Videos
▪ *Oh @#$! Swearing and Taboo: To Teach or Not* - by Joshua Wedlock (2021) in "#AusELT" ▪ *Teaching Swear Words* - by DDeubel (October 5, 2015) ▪ *Teaching Profanity in the Foreign Lg Classroom* - by Steve Mullen (April, 2018) ▪ *Swear Words: Do They Have a Place in EFL?* - Stefan Chiarantano (2005) UsingEnglish.com ▪ *Linguistic Taboos and Swear Words in EFL* - Jone Martinez (2022) online research article ▪ *Teaching about Taboo Language in EFL/ESL* - by Joshua Wedlock (ORTESOL #37, 2020)	▪ *Teaching Swearing in EFL & ESL Classes* <www.youtube.com/watch?v=NKin_fDIyn4> - a 7-minute clip from JoshESL.com (2017) ▪ *Teaching Swear Words to Japanese People* <www.youtube.com/watch?v=T9-OWfS2Vy4> - a 9-minute clip from *Abroad in Japan* (2014) ▪ *Japanese React to English Swear Words* <www.youtube.com/watch?v=T9-OWfS2Vy4> - a 10-minute clip by *Asian Boss* (2018) ▪ *Fun Guide to Japanese Swear Words* <www.youtube.com/watch?v=bysHo6zHj0w> - a 6-minute clip by *Studyin Daily* (2021)

Reading for a Brighter Future: Literature and Sustainable Development in the Language

by Luke Draper (Kwansei Gakuin University, Japan)

Introduction

For the JALT 2021 conference, I spoke about the benefits of using literature in the language classroom. Literature that responds to the United Nations' global campaign of actioning 17 *Sustainable Development Goals* (SDGs) can be especially engaging material for any classroom.

The incentives for using SDGs as a teaching tool are manifold. First, I have always been impressed with many of my students' efforts to involve themselves in humanitarian work, both locally and internationally. Recently, a former student talked about nuclear disarmament at the Council of Delegates of the Red Cross. Previous study abroad students have gone on to work for NGOs and NPOs around the world. Even aspiring students in university entrance interviews can articulate their ambition to be changemakers within a community in lieu of specific career goals.

Why Literature?

Sustainable development is a very teachable topic. The seventeen goals, purposely broad and interdependent, facilitate learner autonomy through unrestricted exploration. Students can select a goal that appeals most to their general curiosity and narrow it down further to a specific area of study relevant to their interests. The goals are especially applicable to EAP courses that aim to develop learners' academic communication, critical thinking and research skills. They lend themselves to structures common to academic tasks, such as cause-effect and problem-solution. To illustrate, a group of learners on a UK pre-sessional course I taught studied *Goal 14: Life Below Water* and focused on the issue of non-dissolvable plastics in the oceans. They went on to produce a highly informative poster presentation about local football clubs whose kits were fabricated from recycled plastic bottles.

Teaching sustainable development through literature offers even more opportunities for students to explore English. It has long been argued that literature presents a rich source of language learning material (Widdowson, 1983; Lazar, 1993). Much like standard academic reading, ideas are presented within a range of lexicogrammatical constructs in literature for teachers to call attention to and learners to study. With literary forms like short stories and novels, those constructs are stylistically engineered to support a creative narrative purposely designed for enjoyment. Literature activates a learner's schema (Giovanelli & Mason, 2018) in ways academic texts cannot through its use of literary devices such as scene-setting, characterization, plot and dialogue. Literature is also often a sociohistorical time capsule of sorts. It presents the author's abstract experiences of times and events which capture the reader's imagination and elicits emotions. With a topic as urgent as sustainable development, reaching students on a level that encourages creative exploration *and* solutions is paramount.

What Literature?

Choosing the correct text for learners is a difficult task. Many teachers select titles from the vast range of graded readers on offer, and for elementary-level learners this is a sensible decision. For learners closer to the intermediate level and beyond, unabridged texts may offer the learner the challenge of negotiating a text in its unsimplified and uncensored form. Not all books that respond to sustainable development are appropriate, even for advanced learners. When introducing full novels or lengthier stories into a classroom, the principles of extensive reading - fluent reading of longer texts for general comprehension - still apply. This means that outstanding books that are recommended for responding to specific SDGs such as *The Hate U Give* by Angie Thomas (*SDG 10: Reduced Inequalities*), at an estimated 116,000 words, may be an overwhelming task for learners, even though the language of the book is targeted at young adults.

Even more likely to cause a dip in motivation are literary novels such as *The Handmaids Tale* by Margaret Atwood (*SDG 5: Gender Equality*) and *The Kite Runner* by Khaled Hosseini (*SDG 1: No Poverty* and *10: Reduced Inequalities*), which adopt literary

language and style that may be impenetrable for many English language learners and are ripe for grading. Clearly, teachers must be conversant with any ungraded text they choose, as these types of text obviously do not offer level or headword information to inform of its suitability.

There are two texts I recommend, though with slightly different approaches. First, to develop extensive reading skills and stimulate dialogue on the topic of sustainable ecosystems and biodiversity is *The Man Who Planted Trees* by Jean Giono (1953). The story is an allegorical tale about a shepherd's lifetime effort to re-forest a desolate valley in Provence. At four-thousand words long, it is short enough to be comfortably read in one sitting and is written in a conventional allegorical style that is simple to read though occasionally contains vocabulary that may challenge the reader. It is also rich enough to discuss from a range of perspectives. The main story responds to *SDG 15: Life on Land* and stimulates discussion on possible solutions to land degradation and the efforts we can individually make to support the protection of our natural environment. In addition, a subplot sees the narrator return to the valley with Post-Traumatic Stress Disorder from fighting in the First World War to the sight of the young saplings thriving. The peace and beauty of the valley and its impact on the narrator's recovery can be read as an anti-war parable and thus responds to *SDG 16: Peace, Justice and Strong Institutions*.

The second recommended story was selected due to its familiarity to my Japanese students. *Hey…Come on Out!* is a short story written by Shinichi Hoshi (1971) and is often taught at Japanese high schools. It is omnisciently narrated and tells a story about a seemingly bottomless hole that suddenly appears in a village. The villagers cannot fathom the logic of the hole appearing and soon accept a concessionaire's suggestion to turn it into a disposal site. The business the hole generates allows the village to develop into a thriving city, until eventually the hole resurfaces in the sky above the city and returns the waste.

The use of Japanese literature in the classroom, especially literature that the learner is already familiar with, can be divisive. Arguments can be made that teaching 'local' literature denies learners the opportunity to study global perspectives, and that revisiting literature does not teach anything new. However, to have that foundation means that the learners' schemata are already activated, and they are primed to discuss the story from a position of agency and authority. When in-class motivation and engagement is hard to generate, Japanese literature is a valuable resource. *Hey…Come on Out!* Responds to *SDG 11: Sustainable Cities and Communities*, and *13: Climate Action*.

The scope of this article prevents the discussion of the types of activities and assessments this literature complements. Maybe that is a discussion for another article, or maybe you, the reader, have ideas. How can a command of these texts be assessed, and what activities facilitate engagement, comprehension and above all, dialogue with literature that responds to sustainable development? We welcome any response to this inquiry.

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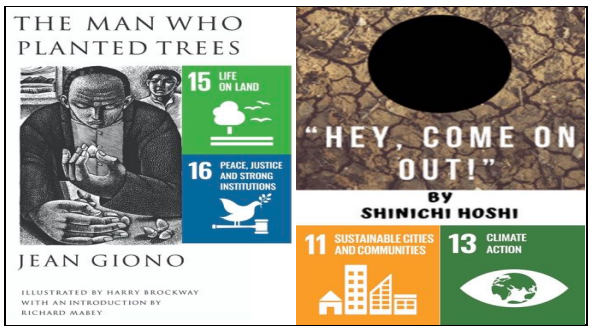

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Luke Draper is an Associate Lecturer at Kwansei Gakuin University's School of Policy Studies. He has an MA in Creative Writing from Chichester University, UK and uses creative writing and literature to augment English language teaching in his classes. He is the publicity chair for the JALT Literature in Language Teaching (LiLT) SIG. His research interests also include writing workshops, literary linguistics and global citizenship.

Literary Works on Global Issue Themes ~ A Small Selection ~

Environment

- *Walden* – Henry David Thoreau (1854)
- *The Old Man and the Sea* – Ernest Hemingway (1952)
- *The History of Bees* - Maja Lunde (2015)
- *Solar* – Ian McEwan (2010)
- *Odds Against Tomorrow* – N. Rich (2013)
- *The Man Who Planted Trees* - Jean Giono (1953) The story of one shepherd's long and single-handed effort to re-forest a desolate valley in the foothills of the Alps throughout the first half of the 20th century.

Gender Inequality

- *The Handmaid's Tale* – M. Atwood (1985)
- *Kim Jiyoung, Born 1982* – Cho Nam-Joo (Trans. Jamie Chang) (2016)
- *Things Fall Apart* – Chinua Achebe (1958) A novel set in a Nigerian village that shows the negative social effects of what may be termed "toxic masculinity"

Human Rights

- *Animal Farm* – George Orwell (1945)
- *Brave New World* – Aldous Huxley (1932)
- *The Crucible* – Arthur Miller (1970)
- *Fahrenheit 451*– Ray Bradbury (1953)
- *1984* – George Orwell (1949)
- *The Trial* – Franz Kafka (1970)

Racism

- *Huckleberry Finn* – Mark Twain (1884)
- *The Color Purple* – Alice Walker (1982)
- *To Kill a Mockingbird* – Harper Lee (1960)
- *Beloved* – Toni Morrison (1987)
- *The Hate U Give* – Angie Thomas (2017) A YA novel about an African American teen who stands up for what's right after witnessing the shooting of her best friend by police. Excellent classroom material and perfect for adapting to a graded reader.

Social Injustice

- *Grapes of Wrath* – John Steinbeck (1939)
- *Oliver Twist* – Charles Dickens (1838)
- *The Kite Runner* - Khaled Hosseini (2003)

War and Peace

- *All Quiet on the Western Front* (1929)
- *Catch 22* – Joseph Heller (1961)
- *On The Beach* – Nevil Shute (1979)
- *Slaughterhouse Five* – Kurt Vonnegut (1969)
- *War and Peace* – Leo Tolstoy (1869)
- *Twenty-Four Eyes* – Sakae Tsuboi (translation by Akira Miura) (1952)
- *The Boat People* - Sharon Bala (2018) A timely novel about a group of Sri Lankan refugees who survive a perilous ocean journey only to face the threat of deportation and accusations of terrorism.

- 28 Life Changing Books: <https://www.epicreads.com/blog/life-changing-social-books/>
- 12 Novels: <https://blog.socialstudies.com/12-contemporary-novels-with-social-studies-themes>
- Also: <www.colorincolorado.org/booklist/digging-deeper-books-about-social-issues-middle-grades>

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Shin-Eiken (*New English Teachers' Association*) is a national Japanese high school organization that promotes global awareness, international understanding, human rights, peace and humanistic education through English language teaching in Japan. Check out its Japanese website, subscribe to its monthly Japanese magazine (available on-line at the site at right) or attend one of its many regional events in Japan.

"Shin Eigo Kyoiku" (New English Classroom) Magazine

<www.shin-eiken.com/act/magazine/> <www.koubunken.co.jp>

Issue # 629 (Jan. 2022) Theme: *Creating Teaching Materials*

- *Listening to Indigenous Victims of Radiation (Chisako Takeshima)*
- *Let's Contact Elementary Schools Overseas! (Kosuke Yuzawa)*
- *Youth Voice: Things Good and Bad for Health (Atsuko Akamatsu)*

Issue # 630 (Feb. 2022) Theme: *A Bridge Over Troubled TEFL*

- *Talking with Students about Animals in Danger (Asami Kondo)*
- *A School Exchange Project with Kyrgyzstan (Naoko Nakagaki)*
- *Guiding Student Presentations on Earth Day (Miwako Natsume)*
- *Studying Martin Luther King Jr's 16 Minute Speech (Naoko Abe)*

Issue # 631 (Mar. 2022) Theme: *Beyond Global Human Resources*

- *Ways to Protect Children from Digital Fascism (Haruo Erikawa)*
- *Give Sts Language to Express Their Dreams (Rieko Takamatsu)*
- *Teaching a Lesson on "The Ainu and the Fox" (Masaya Oguchi)*

Hello, Future! Fostering Participatory Agency in a Language Policy Development Project

by Akihiro Saito (Tokyo University of Science, Japan)

Introduction

Foreign language education has been continually reimagined per the flux of the world's physical conditions (Haidar & Fang, 2019; Yazan, 2018). As global human migration has become a commonplace phenomenon, more corners of the world have begun to realize the increasingly diverse composite of the local community they inhabit. The growing awareness about this reality has induced responses in both institutions and social relations within a nation-state society, and Japan's language policy mirrors such perception.

In 2017, Japan's ministry of education issued a policy document called "The Core Curriculum," which specified the requirements for English as a foreign language in the teacher training curriculum (MEXT, 2017). The Curriculum's modules included intercultural understanding. Intercultural understanding aims are for teacher trainees to:

- understand the status quo and problems related to the cultural diversity of the world's population and intercultural communication;
- understand the cultural diversity and significance of intercultural interaction through hands-on experience of interacting with people from culturally diverse backgrounds; and
- understand the general historical, societal, and cultural backgrounds of countries and regions where English is a primary language.

This curriculum policy reflects the perception that as the Japanese population becomes more geographically diverse, there emerges a need for individuals to cope with intercultural issues on a day-to-day basis. As such, the course content must be connected to the real world. According to the *Better Life Index* (OECD, 2020), although Japan ranks above average in income, personal security, and educational attainment, it is below average in terms of civic engagement, subjective well-being (life satisfaction), and social connections. As more and more global issues penetrate Japanese local communities, sound civic commitment and sound community building and well-being are vital to respond to real-world problems in the day-to-day, localized context. Described in this article is a project that I developed as a systematic attempt to foster students' experience and skills needed for global citizens to participate in creating a more culturally inclusive community of residence.

Context and course

The course is mandatory for the English-language teacher training program for undergraduate students at a private university in eastern Japan. However, non-teacher trainee students at the university can also take it as an elective. Each academic year includes three course iterations, and each class has 30–50 enrollments each year. Most of the course-takers are first-year students. Others include sophomores and juniors. The course's overarching focus is intercultural understanding. At the same time, it also focuses on area studies that highlight the social, historical, and cultural backgrounds of certain English-speaking countries and regions (Table 1). The area studies section is followed by topics and activities related to intercultural awareness raising based on Harasawa's work (2013). The course ends with the language policy development project. Due to space constraints, this article discusses only the final in-class project.

Project: Language policy development

The project involves the simulation of a policy aimed at paving a way forward to a linguistically and culturally inclusive Japanese society based on grass-root policy development concerning students' chosen communities to which they belong, such as their university or neighborhood in a city or town. With the goal of developing Japan's future language policy, students form a group of three or four and work together to make a poster presentation in the final four weeks of the course. By Week 11, students have ample opportunity to work closely with peers in various intercultural, communication-oriented activities, such as Pedersen's "Outside Expert" and "Frame within a frame" (McGreavy et al, 2016). These opportunities are aimed at building their confidence and willingness to work with others in a group format. Two rounds of preparatory classes are conducted over the final two weeks before the Poster Presentation. This ensures that every group has adequate time and opportunity to meet and work face-to-face and present their end-product—the poster.

During the last 20 minutes of Week 11, the instructor announces the project's goal and demonstrates exemplar posters from the course's past iterations as examples of the end-product students are expected to produce. The instructor also explains the

theme of the project, "The policy to build a culturally inclusive, future community." In Week 12, students brainstorm ideas by sitting around an A3-size sheet of paper. They use stickers to track ideas generated within the group and set aside their feasibility (Figure 1). After 20 minutes of this activity, small-group rounds begin per the World Café Method, which fosters whole-class dialogue (Löhr, Weinhardt, & Sieber, 2020).

The process involves two members of each group who move from one group to another—one member moves clockwise and another counter-clockwise—in the classroom for three 10-minute rounds of dialogue. At the end of the 10 minutes, the member moves to another group. Each group's remaining member(s) welcome members from other groups and inform, in brief, the ideas shared in previous rounds. Members are then invited to share ideas and insights from their conversations with the rest of the class while recording new insights to their pool of ideas for the policy.

In Week 13, each group collates their key ideas according to possible common themes around which they can organize many ideas. In other words, students summarize their ideas to create a future policy in which three to four key themes are loosely joined. The final posters are handwritten with color pens, and students decorate them in various ways using fancy letters and graphics, graphs, photographs, illustrations, diagrams, tables, and flow charts. Following poster preparation, students craft a seven- or eight-minute-long coherent story about their policy. For some groups, members take turns to tell the story while others take up different roles at their discretion, such as that of a narrator, scriptwriter, poster-pointer, and timekeeper. They rehearse and revise the narrative several times before the Final Presentations.

Figure 1: *Students at Work and the Poster Session*

Table 1: Course Schedule

Week 1	Course overview, icebreaker	**Assessment Items** Discussion contribution and participation 10% In-class quizzes 20% Project 20% Term exam 50%
Week 2	Countries and regions where English is primarily used – Great Britain	
Week 3	Countries and regions where English is primarily used – The USA	
Week 4	Countries and regions where English is primarily used – Australia	
Week 5	Countries and regions where English is primarily used – Singapore	
Week 6	What is culture? The iceberg theory	
Week 7	Parent culture, subcultures, and memberships	
Week 8	Models of cross-cultural adaptation	
Week 9	Simulation "Outside Expert"	
Week 10	Cross-cultural perceptions	
Week 11	Communication game "Frame within a frame" (using the wordless picture book "Zoom" by Istvan Banyai) Explanation of the project	
Week 12	Project preparation I	
Week 13	Project preparation II	
Week 14	Project: Final Presentations I	
Week 15	Project: Final Presentations II	

Presentations

Students present their posters in Weeks 14 and 15 (Figure 1). Groups are divided into Sections A and B. The presentation procedure is as follows: In Week 14, Section A presents their posters and explains their policy, while Section B listens, and vice versa in Week 15. Each section's groups are matched with the groups of the other section, and they present their poster for eight minutes, followed by a two-minute question and answer session.

Each group repeats its presentation as many times as the number of groups in the other section. For instance, if there are 10 groups in class, each group repeats their presentation five times as there will be five groups in the other section. At the end of the final round of presentations, students from the other section go to the groups they liked the most and add some small, round stickers on their poster. The group that receives the highest number of stickers is awarded a prize, such as small sweets or *dagashi*.

Findings and Conclusion

Overall, I have found that students have achieved the intended learning outcomes explained earlier by delivering the presentation following the above format and procedure. Students' feedback demonstrates that they have enjoyed the course. They also reported various changes they underwent during the 15 weeks.

- *The best part was the final poster presentation class. We all enjoyed discussing the various opinions and ways to learn about different cultures, which was fun and educational.*

- *What was good was the need to think for ourselves. At first, I found the poster presentation's theme challenging and felt that there would not be much in terms of policy, but all the groups had different ideas, and the presentations were excellent. I think that we can gain a lot if we believe and act on something, instead of simply assuming from the beginning that it will be difficult.*

- *It was a great experience for the group to think about the theme of "Japan's Future Policy" for realizing a multicultural society. Creating such a society through cooperation and dialogue was also an excellent opportunity to face real issues.*

- *Through this activity, I was able to gain new insights and discover ideas I would not have thought of on my own.*

On a personal note, I found it highly rewarding to see the comment that a student found it difficult to come up with a policy because it may have seemed grandiose at first but ultimately managed to come up with something with the help of other members in the group. Although this is a simulated project, I hope that it provides students with some community-building experiences and works as a vehicle to nurture participatory agency among young generations.

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Special Feature # 1

Teaching Resources on Russia - Ukraine

On February 24th, Vladimir Putin launched an illegal war on Ukraine just days after a global event - the Olympics - devoted to world peace. As socially-responsible language teachers, we have a duty to stand up, address this issue in our classrooms, work to stop the war and assist the victims of the conflict. The resources listed here should help you to teach about the crisis and engage your students.

Ukraine Bulletins and Teaching Activities

https://gisig.iatefl.org/ukraine-2022/
https://www.gilesig.org/about-4

Since the start of Russia's invasion in February, Kip Cates has been issuing a series of "Ukraine Bulletins" for foreign language teachers. These have all been uploaded online and include:

- resources for teaching about the crisis
- news of teachers & students affected by the war
- teachable websites, video clips and charity sites
- a "Japan Page" with info on Japan initiatives

<> Six Ukraine bulletins have been issued so far.
<> You can access these at the websites above.

▪ Bulletin #6 (Apr 5)	▪ Bulletin #3 (Mar 8)
▪ Bulletin #5 (Mar 28)	▪ Bulletin #2 (Mar 3)
▪ Bulletin #4 (Mar 18)	▪ Bulletin #1 (Feb 27)

IATEFL GI-SIG Ukraine Resources

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

The Global Issues SIG of IATEFL has created a special Ukraine page containing these resources:

1. An article by Katherine Bilsborough on "Should we talk about the war with students?"
2. A LinguaHouse worksheet on Ukraine
3. The GI-SIG's "War and Peace" resources
4. Information on the "Pity of War" e-book below
5. Ukraine Bulletins and teaching activities

Sample Groups Collecting Funds for Ukraine:

- UNHCR
- For Ukraine
- Direct Relief
- UNICEF
- Rescue.org
- Save the Children

Online Documents & Classroom Activities

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

All the documents and teaching activities below can be accessed and downloaded from the link above.

Ukraine Statements by LT Groups

A list of official statements about Ukraine issued by 20 + language associations.

An Open Letter to EFL Teachers in Russia

An open letter about the war on Ukraine sent to our EFL colleagues in Russia.

10 Songs for Ukraine

A list of 10 songs of protest and solidarity (with lyrics) to teach your students.

Research Tasks on Russia-Ukraine

- 10 research tasks for students to do
- 10 letters for students to read & write
- 10 opinions for students to discuss

Class Activities I on Russia-Ukraine

- What NGOs & UN agencies are doing
- Anti-war protests by Russian people
- Global street interviews about the war

Class Activities II on Russia-Ukraine

- Brainstorming the effects of the war
- Before and after photos of Ukraine
- Schwarzenegger's message to Russia

On-Line Articles on Russia-Ukraine

- *Talking to Kids About the War in Ukraine*
- *10 Resources for Teaching the Ukraine Crisis*
- *Teaching about the War in Ukraine (NEA)*
- *Teaching Emotive And Controversial History*

The Pity of War: Reflections on the Invasion of Ukraine

https://payhip.com/b/uPZO4

This collection of anti-war poetry, contributed by English teachers worldwide and edited by ELT expert Alan Maley, is on sale at the site above. It includes 20 tips on using the poems for English language teaching. The book costs $4. All proceeds go to humanitarian support for Ukrainian refugees. For more information, contact Alan Maley <yelamoo@yahoo.co.uk>

Special Feature # 2

Teaching about Murdered Putin Critics

All attention is currently on Vladimir Putin and his brutal war on Ukraine. His brutality, however, extends beyond invading countries, destroying cities and bombing civilians. Ever since he came to power, his rivals, critics, journalists and defectors have kept turning up dead. To learn more – and to teach your students about – his covert program of targeted assassinations, check out the information listed here and the victim profiles shown on page 20.

Teaching Ideas

- Put students in pairs and have them choose a name card below. Have them do research on the person they chose, then make a poster, written report or presentation to the class.
- Have students choose one of the profiles of Putin critics on page 20. Give them time to read and/or memorize the information, then explain their person to their partner or group.
- Have students make a chart or time line listing
  * all the dead Russian critics and journalists
  * who they were and what they did
  * how, when and why they were killed
  * what happened as a result of their deaths

On-line Articles

- *A Brief History of Attempted Russian Assassinations by Poison* <foreignpolicy.com>
- *Devilish Art of Assassination: Why Russia Eliminates Its Enemies* <nationalpost.com>
- *Here are 10 Critics of Vladimir Putin Who Died Violently* <washingtonpost.com>
- *Russian Assassinations Send Chilling Message of Impunity* <atlanticcouncil.org>

Relevant websites

- Wikipedia: *List of journalists killed in Russia*
  List of Russian Assassinations
  Names: *Nemtsov, Skripal, Navalny…*
- *Here's a list of Putin critics who ended up dead* <www.businessinsider.com/list-of-people-putin-is-suspected-of-assassinating-2016-3>
- *Journalists Attacked and Killed in Russia* <https://cpj.org/data/location/>
  - Select "Russia" on this *Committee to Protect Journalists* database to see a list of victims

Youtube Videos

- *The Chilling Way Putin Deals with his Enemies*
  www.youtube.com/watch?v=M3GLVeEQqvg
  - a 2020 expose by *Inside Edition* of Putin's campaign of targeted assassinations (9 mins)
- *Russian President Putin Has Killed People*
  youtube.com/watch?v=wayaMjyqOp4&t=333s
  - a 2018 MSNBC overview of journalists and Putin critics who died mysteriously (7 mins)
- *Alexander Litvinenko's Murder: The Inside Story*
  youtube.com/watch?v=wayaMjyqOp4&t=333s
  - a 2015 BBC report on the death by radioactive poisoning of Litvinenko in London (20 mins)
- *The Poisoning of Sergei & Yulia Skripal*
  www.youtube.com/watch?v=yz09tu-TGq0
  - a 2018 *Russia Des*k report on the shocking Novichok poisoning in Salisbury, UK (11 mins)

Books Check out the books listed on page 22.

Student Research Task: Russian Critics, Journalists and Defectors

- Put students into pairs or groups. Then, have each team choose one of the Russian people below.
- Have students either: (a) do their own research on who the person is and find out what happened to them.
  (b) read the profiles on page 20 and discuss the information about their person
- Finally, have students do a report (oral, written, Powerpoint) on what they learned and on what they felt.

Anna Politkovskaya	Alexi Navalny	Alexander Litvinenko	Sergei Yushenkov
Boris Nemtsov	Sergei Skripal	Vladimir Kara-Murza	Galina Starovoitova

Putin's Russia: Murdered Rivals, Critics, Dissidents and Reporters

Galina Starovoitova

- Nov. 20, 1998
- St Petersburg
- Liberal politician, KGB critic

Starovoitova was an elected Russian politician, a democratic reformer, a human rights advocate and a critic of the KGB. She was brutally gunned down by two hitmen at the entrance to her apartment.

Sergei Yushenkov

- April 17, 2003
- Moscow
- Liberal politician, gov't critic

Yushenkov was an elected Russian politician, reformer and government critic. He was shot dead outside his house just hours after registering his *Liberal Russia* party for parliamentary elections.

Andrei Kozlov

- Sept. 13, 2006
- Moscow
- Banker, anti-corruption reformer

Kozlov was a high-ranking Russian banker and a crusader against corruption and money laundering. He was shot dead by two gunmen at a Moscow parking lot. He was married and had three children.

Anna Politkovskaya

- Oct. 7, 2006
- Moscow
- Journalist, human rights activist

Politkovskaya was a fierce critic of Russia's war on Chechnya. She kept on working despite death threats and published the book *Putin's Russia*. She was brutally murdered in her condo's elevator.

Alexander Litvinenko

- Nov. 23, 2006
- London, UK
- Putin critic, defector to England

Litvinenko was a Russian FSB agent who defected to the UK and became a prominent critic of Vladimir Putin. He was poisoned at a London hotel by a cup of tea containing radioactive polonium.

Boris Nemtsov

- Feb. 27, 2015
- Moscow
- Liberal politician, Putin critic

Nemtsov was a popular liberal politician devoted to building a free Russia who planned to expose Vladimir Putin's lies about Crimea. He was shot dead near the Kremlin two days before a big peace rally.

Survivors: Four People Who Survived Assassination Attempts by Poison

Viktor Yushchenko

- Sept. 6, 2004
- Ukraine
- Ukrainian liberal politician

Yushchenko was a rival to Putin's candidate for leader of Ukraine. He was poisoned with dioxin and luckily survived, but with a disfigured face.

Vladimir Kara-Murza

- May. 26, 2015
- Moscow
- Russian politician, Putin critic

Kara-Murza was poisoned, went into a coma and almost died. He was poisoned again in 2017. But he's still working for human rights & democracy.

Sergei Skripal

- March 4, 2018
- Salisbury, UK
- Russian spy who defected

Skripal had been a spy for Russia's GRU but defected to the UK in 2010. He and his daughter were poisoned with the nerve agent Novichok.

Alexei Navalny

- August 20, 2020
- Tomsk
- Russian anti-corruption activist

Navalny, Putin's harshest critic, was poisoned with Novichok in 2020 but flown to Germany for treatment. He was jailed on his return to Moscow.

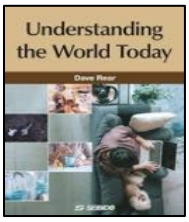
More Murdered Russians			
▪ Igor Domnikov	▪ Sergei Ivanov	▪ Dmitry Popkov	▪ Nadezhda Chaikova
▪ Sergei Novikov	▪ Oleg Sedinko	▪ Maksim Borodin	▪ Nikolai Andrushchenko
▪ Iskander Khationi	▪ Yury Shchekochikhin	▪ Natalya Estemirova	▪ Valery Ivanov
	▪ Alexei Sidorov	▪ Paul Klebnikov	▪ and dozens more…

- Wikipedia: *List of journalists killed in Russia*
- Committee to Protect Journalists <https://cpj.org/>

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) "**Understanding the World Today**" by Dave Rear (2022, ￥2090)
Seibido Publishing Co. Ltd. (Tokyo) Tel: 03-3291-2261 <www.seibido.co.jp>

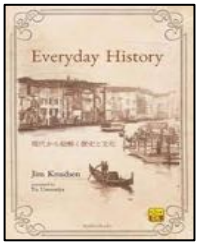


This 128-page text promotes reading, listening, discussion and critical thinking skills. Its 20 units deal with: (1) *Economy & Work* (100-yen shops, work-life balance, Japanese firms, universal basic income, remote work), (2) *Culture & Society* (retail tricks, computer gamers, social media, Japan singles, happiness), (3) *Language & Learning* (English dialects, child prodigies, mentalism, lg. origins, memory) and (4) *Science & Tech* (solar power, vaccines, space station, aging, robots). Each 6-page unit has key vocab, a 3-page reading, T/F questions plus summary & opinion writing.

(2) "**VOA News: Readings for Cross-cultural Understanding**" by Yukiko Taki et al (2022, ￥2000)
Eihosha Press (Tokyo) Tel: 03-5833-5870 Fax: 03-5833-5872 <www.eihosha.co.jp>

This 104-page text fosters English skills and cultural understanding via articles from *Voice of America* (VOA). Its 15 chapters cover such topics as: *love in a foreign language, Japanese K-Pop artists, Malala Yousafzai, Iceland's beer ban, Naomi Osaka, music & culture, Native American mascots, sky farms, Kenya's deaf rugby team, corona greetings, Cameroon tree worms, comedian Maz Jobrani, Finnish happiness, women in New Zealand* and *political cartoons.* Each 6-page unit has a 2-page reading, vocab tasks, comprehension questions, grammar, a dialog and cultural info.

(3) "**Everyday History**" – Jim Knudsen & Yu Umemiya (2022, ￥1980)
Nan'undo Press Tel: 03-3268-2311 <www.nanun-do.co.jp> <nanundo@post.email.ne.jp>

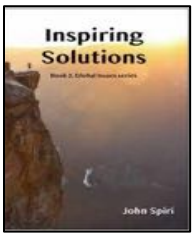


This 66-page 4-skills college EFL textbook aims to bolster students' English proficiency through high-interest stories of historical people and events. Its 15 lessons touch on topics such as: *the 1918 Spanish flu, stolen artifacts in museums, bans on tattoos, tear gas at BLM protests, disappearing UK pubs, Agatha Christie, the Berlin Wall, Queen Victoria's black god-daughter, the history of golf, the Amazing Randi, sinking Venice, Banksy's art, space exploration, the history of zoos* and *Olympic issues.* Each 4-page unit has reading prep questions, a 1-page reading passage, a. list of comprehension questions, writing prompts, vocabulary exercises and a listening task.

(4) "**Insights 2022**" by J Murao, A Miyama, T Tsujimoto, K Yokoyama & A Moore (2022, ￥1900)
Kinseido Press (Tokyo) Tel: 03-3263-3828 <www.kinsei-do.co.jp> <text@kinsei-do.co.jp>

This 136-page EFL text builds English skills via topics related to culture, society, science, business, economics and tech. Its 20 chapters include: *flying cars, libraries on wheels, English sub-titles, the Olympics, the water business, pet shelters, zero-waste lifestyles, melting ice, missions to Mars, e-sports for seniors, Nara deer, microcosmic worlds, teen fitness, male-female equality, urban farming in Singapore, design* plus *Tonga & Kyoto.* Each 6-page chapter has key expressions, background info, newspaper English, a 1-page reading, a summary task and comp questions.

(5) "**Inspiring Solutions: Global Issue Series Book 2**" by John Spiri (2022, ￥2420)
English Books <www.englishbooks.jp/> or Global Stories Press <globalstoriespress.com>



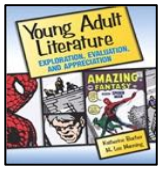
This 96-page 4-skills text profiles inspiring individuals working for peace, justice and the environment. Its 15 units include: Environment (*environmental destruction, nonviolent protest, resource depletion, tree huggers),* Poverty *(microloans, giving gardens, hunger, UNICEF ambassadors),* Social Issues *(alienation, discrimination, FGM, crime, rehabilitation),* War & Peace *(refugees, Sugihara, weapons, landmines, bikes not bombs)* and Information *(misinformation, Reporters Without Borders, corruption, whistleblowers, ignorance, education).* Each 5-page unit has picture prompts, vocab work, reading passages, listening tasks, matching and writing topics.

Books on Literature, Profanity & Russian Murders

Take a look at the books below to help you learn – and teach – about young adult literature, English swear words and Russia's targeted assassinations.

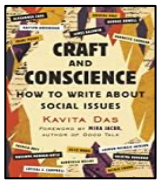
LITERATURE and READING

Young Adult Literature
by Katherine Bucher (2013) $10



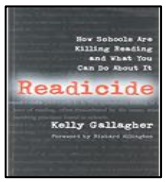
This teacher's guide to young adult literature shows teachers how to engage their students in reading fiction.

Craft and Conscience
by Kavita Das (2022) $18



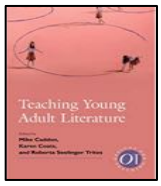
This new book, due out in October 2022, is a guide for all those who would like to write about social issues.

Readicide
by Kelley Gallagher (2009) $24



This book argues that schools are helping to kill the habit of reading and offers ways to help fight this trend.

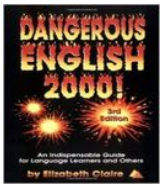
Teaching Young Adult Lit
by Mike Cadden (Ed) (2020) $34



This essay collection shows high school and college teachers how to integrate YA lit into their courses.

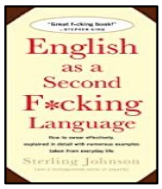
ENGLISH SWEAR WORDS

Dangerous English 2000
by Elizabeth Claire (1998) $13



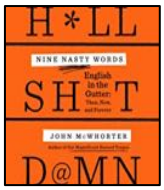
This classic guide for ESL teachers gives a solid overview of swear words, profanity & taboo language.

English as a 2nd F*cking Lg
by Sterling Johnson (1996) $12



This book introduces students to basic English profanity and explains how to use swearing effectively.

Nine Nasty Words
by John McWhorter (2021) $15

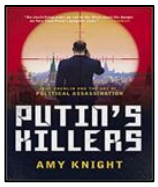


A historical and cultural analysis of 9 popular swear words written by a noted American sociolinguist.

- *How to Swear Around the World* – Sacher (2012)

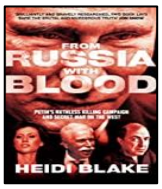
MURDERS IN PUTIN'S RUSSIA

Putin's Killers
by Amy Knight (2019) $24



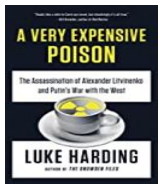
A full report with chilling case studies on how Vladimir Putin's rivals and critics somehow keep turning up dead.

From Russia With Blood
by Heidi Blake (2020) $19



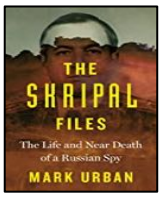
A gripping overview of Putin's ruthless assassins and his brutal decades-long campaign of targeted killings overseas.

A Very Expensive Poison
by Luke Harding (2017) $16



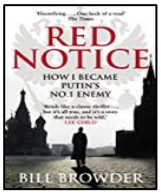
A detailed account of how Russian assassins poisoned a Putin critic in England with radioactive polonium.

The Skripal Files
by Mark Urban (2019) $18



A UK journalist's account of how a Russian defector in Salisbury, England was poisoned with Novichok nerve gas.

Red Notice
by Bill Browder (2015) $15

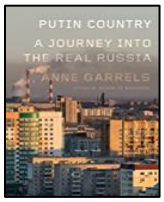


The dramatic story of how a US businessman fought back against bribery, corruption and torture in Putin's Russia.

Putin's People
by Catherine Belton (2022) $14

A gripping account of how Vladimir Putin, his KGB colleagues and his Kremlin clique wield power in Russia.

Putin Country: A Journey
by Anne Garrels (2017) $18



The report of a trip to middle Russia that details the lives of yuppies, mafia, activists and others in Putin's Russia.

- Putin's World
- All the Kremlin's Men
- The New Tsar.
- Putin's Master Plan
- Winter is Coming
- Putin's Russia

GLOBAL EDUCATION RESOURCES & MATERIALS

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

Breaking News English

www.breakingnewsenglish.com

Check out this great EFL site by Sean Banville with its database of free lessons on news and current events ranging from Syria to North Korea.

Critical Thinking SIG

See JALT's CT SIG for ideas on promoting critical thinking

- www.jaltcriticalthinking.org

Gender Awareness SIG

Go to JALT's GALE SIG for ideas on how to teach gender

- https://gale-sig.org/

Fair Trade Goods

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

- www.peopletree.co.jp
- www.tenthousandvillages.com

Global Education Maps

Decorate your classroom or school with global ed maps:

- manywaystoseetheworld.org

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

Japan University English Model United Nations (JUEMUN)

June 24–26, 2022 in Okayama

juemun.org/juemun-2022/conference-information/

JUEMUN 2022 will be held at Notre Dame Seishin University on the theme "Securing World Heritage". See their site or contact them to observe.

Japan English Model United Nations (JEMUN)

July 16–18, 2022 in Osaka

< www.jemun.net >

JEMUN 2022 will be held at Kindai University on the theme "Business for a Better World". Check their site for details. ▪ Applications close on May 9, 2022

COMING EVENTS CALENDAR

April	22	Earth Day (April 16-17 in Tokyo) [1]	May	31	No Tobacco Day [5]
May	3	World Press Freedom Day [2]	June	5	World Environment Day [6]
May	8	World Red Cross Day [3]	June	20	World Refugee Day [7]
May	14	World Fair Trade Day [4]	July	18	Nelson Mandela Day [8]

1 Earth Day: <www.earthday.org> <www.earthday-tokyo.org/> <www.worldwildlife.org> <Wikipedia>
2 Press: <Wikipedia> <https://rsf.org/en> <www.wan-ifra.org/microsites/press-freedom> <www.ifex.org>
3 Red Cross: <www.icrc.org/en/> <www.redcross.org.uk/get-involved/teaching-resources> <Wikipedia>
4 Fair Trade: <schools.fairtrade.org.uk> <fairtradefederation.org/wftd/> <fairworldproject.org> <Wikipedia>
5 No Tobacco: <tobaccofree.org/> <www.bhf.org.uk/smoking> <www.who.int/tobacco/en/> <Wikipedia>
6 Environment Day: <Wikipedia> <www.greeningtheblue.org> <www.unep.org> <Youtube: *Earth Song*>
7 World Refugee Day: <www.unrefugees.org> <www.unhcr.org> <www.japanforunhcr.org> <Wikipedia>
8 Mandela: <Wikipedia: *Mandela Day*> <www.mandeladay.com> <www.un.org/en/events/mandeladay/>

* More dates: <national-awareness-days.com> <happydays365.org> <cute-calendar.com> <earthcalendar.net/>

GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

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

(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

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

NEWSLETTER SUBSCRIPTIONS (Non-JALT) Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US $15.

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

JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP (as of March 2022)

* JAPAN SUBSCRIBERS: GILE SIG / JALT (~115) GLOBAL ISSUES NETWORK (20) = 135
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 40

NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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

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