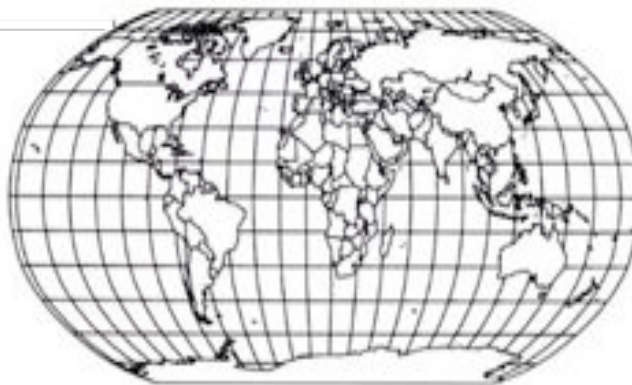


# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

110<sup>th</sup>  
Issue

celebrating 110  
issues and 29  
years in print  
since 1990



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Check out back issues on our homepage!

Facebook: [www.facebook.com/gilesig.org](https://www.facebook.com/gilesig.org)

## NEWSLETTER #110

Our 2019 spring newsletter comes out just in time for the long 10-day *Golden Week Holidays* here in Japan. Articles in this issue include: (1) a description by Louise Haynes about the work that she's done teaching about social issue songs in her university classes and (2) an appeal from the Middle East by TESOL expert Shelley Wong, currently on an overseas Fulbright Fellowship, about the plight of Palestinian language teachers and learners under Israeli occupation in the West Bank. The big news in Japan now is the abdication of Emperor Akihito, the succession to the throne of Crown Prince Naruhito and the start of the new Reiwa imperial era. To mark this historic event, we've included a 4-page special feature on *Teaching about the Emperor and Royal Families Around the World*. This issue also includes highlights of this spring's TESOL 2019 conference in Atlanta plus a round-up of recent news in the area of global education and language teaching.

◆ 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



## Pan-SIG 2019 Conference

May 18 – 19 in Nishinomiya

< <http://pansig.org> >

Our *Global Issues* SIG will join with other JALT Special Interest Groups to host Pan-SIG 2019. This exciting 2-day event will be held May 18–19 at Konan University in Nishinomiya (near Kobe). Do plan to attend! Details at the website above.

### Venue

- Konan University (CUBE Campus)
- located halfway between Kobe and Osaka
- get off at Hankyu Nishinomiya Kitaguchi station

### Schedule

- May 18 (Sat)    9 ~ 9:30 am       Registration  
                         9:30 ~ 6:00 pm       Presentations  
                         6:00 ~ 8:00 pm       Dinner event
- May 19 (Sun)    9 ~ 10 am       Registration  
                         10 am ~ 5:30 pm       Presentations

### Plenary Speakers

- *Stephanie Ann Houghton* (Saga University)  
- intercultural communication, ways to overcome prejudice and discrimination
- *Siew Ming Thang* (HELP University, Malaysia)  
- language learning technology, CALL in Asia, learner autonomy, learning strategies
- *Kensaku Yoshida* (Sophia University, Tokyo)  
- Japan's foreign language education policy, CEFR, communicative competence in English

### GILE Related Sessions (examples)

- *Global Citizenship via the Model UN* (GILE)
- *St. Views on Global Issues & the Media* (Christie)
- *Human Rights in Literature* (Tanaka)
- *Short-term Study Abroad in East Africa* (Miller)
- *VR 360 Video for Global Citizenship* (Rothman)
- *Promoting Environmental Literacy* (Jodoin)

## Global Education Events

- **Going Global 2019**  
May 13 – 15, 2019    Berlin (Germany)  
Registration closes on Friday May 3rd  
Web: <[www.britishcouncil.org/going-global](http://www.britishcouncil.org/going-global)>
- **NAFSA 2019 “Global Leadership & Learning”**  
May 26 - 31, 2019    Washington, DC (USA)  
Website: <[www.nafsa.org](http://www.nafsa.org)>
- **Peace, Conflict and Pedagogy Conference**  
July 2, 2019 Liverpool (UK) at Desmond Tutu Centre for War & Peace Studies <[tutu.hope.ac.uk/events/annualinternationalconference/](http://tutu.hope.ac.uk/events/annualinternationalconference/)>  
Abstract deadline: May 1st
- **Educating for a Just and Sustainable Future**  
NAAEE Environmental Education Conference  
October 16 - 19, 2019    Lexington (Kentucky)  
Website: <<https://naaee.org/conference>>
- **World Environmental Education Conference**  
November 3 - 7, 2019    Bangkok (Thailand)  
Website: <[www.weec2019.org](http://www.weec2019.org)>

More global education events are listed at:  
[www.peace-ed-campaign.org/calendar/](http://www.peace-ed-campaign.org/calendar/)

## JALT 2019: Call for GILE Proposals

Our Global Issues SIG will hold its annual “GILE SIG Forum” at JALT 2019 in Nagoya (Nov. 1 - 4). This allows teachers to give mini-presentations to share their ideas, activities and research. Our SIG is now soliciting proposals for this session.

- Proposal deadline: May 31<sup>st</sup> (earlier is better!)
- For details or to submit a proposal, contact:  
E. Desmarais <[eric.desmarais1234@gmail.com](mailto:eric.desmarais1234@gmail.com)>

### GILE SIG Website

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



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

### GILE on Facebook

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



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

### GILE on Twitter

<https://twitter.com/gilesigjp>



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

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2019

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

### ADMINISTRATIVE OFFICERS

#### SIG Chair:

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Konan University, Kobe  
<m.d.hollenback@gmail.com>

#### SIG Treasurer:

Anthony Torbert  
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Kashima Asahi HS Okayama  
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<brajcich@fukujo.ac.jp>

#### SIG Japanese Liaison:

Masataka Kasai  
Kansai Gaidai University  
<masatakakasai@hotmail.com>

### GILE OFFICER TEAM

- We're entering 2019 with a strong new team of GILE SIG officers all eager to serve!
- Get in touch if you have any questions or wish to help.



### WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

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

#### English Books Wanted for Library in Gaza

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

#### "Book Aid" South Africa Library Project

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

#### Websites to Check for Book Donations

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

### GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

#### ENVIRONMENTAL INITIATIVES

- **How to Save Paper in School**  
[www.wikihow.com/Save-Paper-in-School](http://www.wikihow.com/Save-Paper-in-School)
- **How to Become a Green School**  
[www.greenschools.net/](http://www.greenschools.net/)

#### CLASS PROJECTS / SCHOOL EVENTS

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



## Social Justice Education in the ESL Classroom: Language Learning and Empathy

by Kendra Staley

This article outlines the rationale for incorporating social justice education (SJE) into ESL classrooms and describes successful initiatives from around the world. It defines social justice as a “philosophy, approach and actions that embody treating all people with fairness, respect, dignity and generosity”. The author argues that weaving social justice activities into English lessons increases student interest in the real world, fosters critical thinking about media stereotypes, promotes greater understanding of social problems, creates a safe space to ask questions, and allows students to explore issues of race, gender, class and sexuality. She cites SJE lessons from teachers in countries such as Bangladesh and Colombia that deal with topics such as child marriage, social inequality, linguistic diversity, peace talks and LGBTQA+ issues. She concludes with examples of SJE lessons she has designed on domestic violence and mental health and a student-generated video project designed to counter stereotypes.

*Flatirons Forum* Univ. of Colorado Dec. 19, 2018  
<[www.colorado.edu/flatironsforum/](http://www.colorado.edu/flatironsforum/)>

## Making the Voice of ELT More Equal

by Sue Leather (British Council consultant)

This article notes how the large majority of plenary speakers at ELT conferences worldwide tend to be “older, white, male native-speakers” and asks why more women and non-native speakers aren’t represented. To remedy this, the authors introduce an initiative called EVE (*Equal Voices in ELT*). This group, founded in 2018, promotes diversity, equality and inclusion in plenaries by awarding badges to conferences that achieve parity for gender or native/non-native speaker balance: *purple* badges for gender equality, *green* for L1/L2 equality and *platinum* for both. EVE grew out of *The Fair List* movement to promote gender balance in English language teaching conferences and has a team of educators who evaluate EFL conventions around the world. To learn more about its work, see their online calendar <[evecalendar.wordpress.com/eve-calendar-2018](http://evecalendar.wordpress.com/eve-calendar-2018)> or become a “Friend of EVE” by contacting <[theevecalendar@gmail.com](mailto:theevecalendar@gmail.com)>.

“*Making the Voice of ELT More Equal*”  
*EL Gazette* Nov/Dec, 2018 <[www.elgazette.com](http://www.elgazette.com)>

## Language Learning for Global Citizenship

by Mary Georgiou (University of Nicosia, Cyprus)

This article explores the intercultural and political dimensions of foreign language education and discusses how language teachers can help to develop a sense of global citizenship among their students. It criticizes a narrow classroom focus centered on linguistic competence and calls for teachers to break down stereotypes by promoting tolerance, empathy, cross-cultural skills and critical cultural awareness. It argues that foreign language teaching has a political role to play in fostering social justice. To promote global citizenship among students, the author recommends that teachers use concepts from fields such as citizenship education, education for democracy and human rights education. She concludes by calling for language educators to take a dynamic approach to their work that will promote democratic and active citizenship.

Available on-line at <[www.academia.edu](http://www.academia.edu)>  
In Palaiologou, N. (2019) *Intercultural Education: Paideia, Polity, Demoi* (conference proceedings)

## EFL Students Raise Money for UK Charity

A team of Hungarian students at the SOL (*Share One Language*) English language school in Devon, England have raised 276 pounds for the UK charity *Red Nose Day*. To raise the money, the students set up a charity booth downtown and sold Hungarian food. The money that they donated will support the work of *Comic Relief* to address local and global issues of poverty, refugees, homelessness, children, violence, exploitation, AIDS, human trafficking, mental health and gender inequality in the UK and around the world.

“*Students Raise 276 Pounds for Comic Relief!*”  
<[www.sol.org.uk/news](http://www.sol.org.uk/news)> <[www.comicrelief.com](http://www.comicrelief.com)>

## Offer of Support After Notre Dame Fire

The French Society of Sheffield University has released a statement offering support to students after the recent fire at Notre Dame cathedral in Paris. The note expressed shock at the tragedy and added, “Our thoughts are with the French people, especially the French students here in Sheffield.” The French Society extended its offer of help to all students who are struggling with the tragedy.

“*French Society Offers Help After Notre Dame Fire*”  
Sheffield U April 16 2019 <[forgetoday.com](http://forgetoday.com)>

## Language Education Events

- **The Future of English Language Teaching**  
June 15, 2019 London (England)  
<[store.regents.ac.uk/conferences-and-events](http://store.regents.ac.uk/conferences-and-events)>
- **Asia TEFL ELT for Global Synergies**  
June 27 - 28, 2019 Bangkok (Thailand)  
Website: <<http://asiatefl2019.org>>
- **Shin-Eiken 2019 Humanistic EFL in an AI Age**  
August 3 - 4, 2019 Nagoya Gakuin Daigaku  
Website (Japanese): <[www.shin-eiken.com](http://www.shin-eiken.com)>
- **JACET 2019 EFL: Beyond Borderless**  
August 28 - 30, 2019 Nagoya Inst. of Tech.  
Website: <[www.jacet.org](http://www.jacet.org)>



## JALT 2019 National Conference

Nov. 1 - 4, 2019 in Nagoya

<<https://jalt.org/conference/jalt2019>>

The 45<sup>th</sup> annual international conference of JALT (the Japan Association for Language Teaching) will be held from November 1-4 in Nagoya on the theme of *Teacher Efficacy, Learner Agency*. Plenary speakers will include the following:

- Mari Nakamura (*Teaching Young Learners*)
- David Barker (*Director, English Ctr, Gifu U.*)
- Donna Brinton (*UCLA - Content Based ESL*)
- Oussouby Sacko (*President, Kyoto Seika Univ.*)



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

The Foundry, Faversham, Kent, UK

<[www.iatefl.org](http://www.iatefl.org)> <[info@iatefl.org](mailto:info@iatefl.org)>

### IATEFL 2019 CONFERENCE

IATEFL held its 53<sup>rd</sup> international conference from April 2 - 5 in Liverpool, UK. This featured 3,000 teachers from 100 countries and 500 sessions. A full report will appear in our summer newsletter.

### IATEFL 2020

The IATEFL 2020 conference will be held next spring at a time and place to be announced. Details to come soon on their website: <[www.iatefl.org](http://www.iatefl.org)>

- Proposal deadline: September 2019

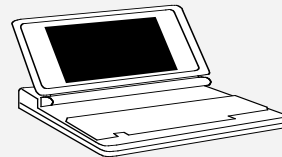
### IATEFL's Global Issues SIG

IATEFL's GI-SIG runs a dynamic website featuring global education ideas, resources and active ties for teachers in the UK and around the world.

Linda Ruas & J. Schoenmann <[gisig@iatefl.org](mailto:gisig@iatefl.org)>

GI-SIG Website: <http://gisig.iatefl.org/>

## Key Websites on Global Issues and Language Teaching



**JALT Global Issues SIG (Japan)**

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

**IATEFL Global Issues SIG (UK)**

<http://gisig.iatefl.org/>

**TESOL Social Responsibility IS (USA)**

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

**ESL Etc.** (David Royal: Univ. of South Florida)

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



## Teachers of English to Speakers of Other Languages

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

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

### TESOL 2020 CONFERENCE

Next year's TESOL 2020 conference will be held from March 31 - April 3 in the mile-high city of Denver, Colorado. The convention will feature 900+ sessions and 6,000 participants. More details to come at: <[www.tesol.org/attend-and-learn](http://www.tesol.org/attend-and-learn)>

- The Call for Papers should appear shortly on their website. The deadline is usually June 1<sup>st</sup>.

### Social Responsibility Interest Section (SR-IS)

TESOL's *Social Responsibility* Interest Section (SR-IS) supports teachers engaged in integrating social responsibility, world citizenship and awareness of global issues into their teaching, training and research. It seeks to advance social equity, respect for differences and multicultural understanding. Learn more from:

- Chair: Carter Winkle <[CWinkle@barry.edu](mailto:CWinkle@barry.edu)>  
[www.tesol.org/connect/communities-of-practice](http://www.tesol.org/connect/communities-of-practice)

## JALT Environmental Committee

<[markshinshu@gmail.com](mailto: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 2019

Atlanta, USA

TESOL 2019, the 53<sup>rd</sup> annual convention of TESOL (*Teachers of English to Speakers of Other Languages*) was held from March 12 - 15 in Atlanta, Georgia on the theme “The Local-Global Nexus”. With 1,000 sessions and 6,500 participants from 100 countries, this is the world’s largest English teaching conference. Below are a few of the many sessions on global themes.



### Conference Plenaries

#### ***Endangered Languages***

This described how half the world’s languages are endangered and may go extinct this century. It outlined the work of linguists to sustain these via digital activism. K. David Harrison (Swarthmore College)

#### ***Expertise in TESOL: Local-Global Considerations***

This plenary discussed how English teachers move between local and global, then outlined the kinds of expertise needed to teach English as a global language. Luciana C. de Oliveira (Univ. of Miami)

#### ***Everyday Teaching, Everyday Liberation***

This talk explained the opportunities that language educators have to challenge everyday injustice and promote inclusion both within and outside their classrooms. Anneliese A. Singh (Univ. of Georgia)

#### ***The Power of Language, The Language of Power***

This plenary examined the ways in which immigrant students are affected by the current political climate and explored what educators can to do promote peace and pluralism. Pedro Noguera (UCLA, USA)

### Pre-Conference Workshops

#### ***Learning Local, Going Global: Multilingual Youth***

This showed how to engage students in local and global communication via media tech to teach for democracy. Deborah Romero (U. of N. Colorado)

#### ***Intercultural Competence: A Toolbox***

This presented language teachers with a set of tools to promote intercultural competence and effective communication. Josiah Parke (Gardner-Webb Univ)

#### ***Supporting Students Living With Trauma & Stress***

This workshop described the growing population of learners living with adversity and set out ways to build safe classrooms that teach to students’ strengths. Debbie Zacarian (Zacarian & Associates)

#### **Future TESOL Conferences** <[www.tesol.org](http://www.tesol.org)>

- 2020 : March 31 – April 3 (Denver, Colorado)
- 2021 : March 23 - 26 (Houston, Texas)
- 2012 : March 22 – 25 (Pittsburgh, Penn.)
- 2023 : March 21 – 24 (Portland, Oregon)

### Social Responsibility IS

#### ***Talk into Action: Social Responsibility in Practice***

This panel, hosted by TESOL’s *Social Responsibility* Interest Section, stressed that “social responsibility” is more than a buzzword, then outlined how teachers around the world are bringing social issues into their classes. Gertrude Sachs (Georgia State)

### Conference Presentations

#### ***Power Issues in Diverse Learning Groups***

This talk described ways to raise the quality of group work in mixed classrooms by making students realize the advantages of collaboration and equal contributions. Sofya Tarabrina (U New Mex)

#### ***Beyond Cross-Cultural Understanding***

This session drew on teacher training work in Indonesia to outline how novice teachers can be prepared to address both language and cultural proficiency in class. Tabitha Kidwell (U Maryland)

#### ***Learners as Ethnographers: Critical Awareness***

This talk introduced student tasks that can help learners of academic English develop critical intercultural awareness. Seyma Toker (Georgetown U.)

#### ***Linguistic Landscapes for Inclusive Schools***

This discussed a class project where students took a critical look at the linguistic landscape of their school then worked to make it more inclusive and multilingual. Rachel Tonnelli (Rhode Island)

#### ***Teaching ELLs in the Context of Political Trauma***

This session shared how ESL teachers dealt with students’ fears, worries and confusion in the wake of executive orders on immigration issued by the Trump White House. Janine Darragh (U. of Idaho)

#### ***The N-Word: How to Engage St. Understanding***

This talk described how to empower students to be socially aware language users by dialoguing with them about the history and social meanings of the N-Word (*nigger*). Kendra Staley (U of Colorado)

#### ***Interrupted Education in Migration Contexts***

This panel outlined factors of interrupted education that affect Arab, African and Latin American refugees. Kara MacDonald (Defense Lg Institute)

### ***Humanizing the Refugee Experience***

This explained how to counter the toxic rhetoric surrounding refugee populations (*swarm, invasion, crisis*) and embrace humanizing practices in our teaching. Raichle Farrelly (St Michael's College)

### ***Global Open Educational Resources***

This explored the legal, technological and practical applications of open education resources and discussed the role teachers can play in the Open Education Movement. Joan Kang Shin (George Mason)

### ***Embracing Social Media to Engage Students***

This presentation showed how teachers can capitalize on our learners' enthusiasm for social media to create authentic, entertaining language learning opportunities. Jennifer Borch (USA)

### ***Cultural Perspectives on Academic Integrity***

This compared Asian and Western academic norms, then presented ways to deal with student plagiarism and cheating. Judy Sides (Penn State Univ./York)

### ***Environmental Sustainability through PBL***

This demonstrated how 1<sup>st</sup> year international students at a US university took part in Project-Based Learning (PBL) for environmental sustainability. Brianna Deering (Univ. of Wisconsin-Whitewater)

### ***Social Issues in the Classroom: Ideas from Africa***

This panel of African teachers shared strategies for addressing social issues such as gender, human rights and economic inequality in compelling ways. Catherine Njau (Ministry of Education, Tanzania)

### ***An Exercise in Empathy: Sociodrama in ESL***

This talk explained the value of using sociodrama to examine social issues in ESL and described how students used sociodrama to explore homelessness in a composition course. Amanda Bent (SF State)

### ***Using Critical Literacy in Resistance Readings***

This talk outlined ways to help students critically analyze texts to find hidden influences, biases and ideology. MaryLynn Patton (El Centro College)

### ***Empowering Global TESOL Leaders***

This workshop introduced activities that empower language teachers to become leaders in their institutions. Kimberly Chilmonik (US Embassy, Egypt)

### ***CBI Techniques to Teach US Legal Rights***

This explained how to help students understand their legal rights by creating English lessons on real-world issues. Sherri Michalovic (Temple U.)

### ***Student Generated Documentaries***

This session discussed how student documentaries force learners to explore new topics, go off-campus, interact with the community and improve language skills. Scott Duarte (Univ. of Delaware)

### ***Integrating Int'l Students into Public Speaking***

This presentation reported on efforts to integrate international ESL students into a university public speaking course focused on intercultural communication. John Rothgerber (Indiana University)

### ***Social Justice: Women of Color in Academia***

This panel of six experts shared the results of 16 years of scholarship on the institutional context in which women of color working in the field of TESOL operate. Ryuko Kubota (UBC, Canada)

### ***Global TESOL Professionals of African Descent***

This panel explored the experiences of researchers and teachers of African descent and their struggles related to their value, credentials and legitimacy as professionals. Lavette Coney (Fessenden School)

### ***Universal Design for Learning***

This talk described the *Universal Design for Learning* (UDL) framework and the ways that it can support ESL learners both with and without disabilities. Caroline Torres (Kapi'olani College)

### ***"Learning to Argue" and "Arguing to Learn"***

This talk presented a number of approaches to teaching and assessing argumentative writing that are designed around the concepts of "learning to argue" and "arguing to learn". Alan Hirvela (Ohio State)

### ***EFL Learners' Perceptions of English Accents***

This presentation investigated the different kinds of perceptions that EFL learners' have of various English accents and discussed implications for the classroom. Oguzhan Tekin (N. Arizona University)

### ***What I Wish My Teachers Knew***

This argued that the more teachers know about students (learning style, gender spectrum, TCK), the more they can provide social, emotional, educational support. Alyssa Kolowrat (International School, Prague)

### ***Locating "What Matters" in Healthcare***

This talk discussed ways to become aware of the importance of culture in healthcare practice, featuring research on what health professionals value. Tim McNamara (University of Melbourne)

### ***The Cultural Bridge: Remote Teaching with Peru***

This session described a teaching-learning model that was used to connect a language center in Peru with a US university through the use of video-conferencing. Leonardo Mercado (Euroidiomas, Peru)

### ***An ESL Lesson in Political Correctness***

This presentation discussed the difficulties that new immigrants to the United States face in navigating issues of political correctness, then shared an ESL lesson that dealt with free speech vs. hate speech. Noga Laoc (Long Island University)

***Do Talk to Strangers: Contact for Confidence***

This presentation noted that, for ESL students, talking to strangers can be scary, but that real life actually requires it. The presenter then shared four real-world interview activities that work to boost students' self-confidence. Alice Llanos (Rice University)

***Cultural Inclusion: Be a School Cultural Broker***

This talk provided a framework to train teachers and students as cultural brokers who can work to ensure equal educational opportunities in their schools. Jill Harris (Rochester City Schools, USA)

***When Scammers Target Your Students***

This talk explained financial scams that target ESL learners and ways to help students avoid them. Cindy Liebes (US Federal Trade Commission) <[www.consumer.gov/section/scams-and-identity-theft](http://www.consumer.gov/section/scams-and-identity-theft)>

***Teaching Sts How to Think, Not What to Think***

This workshop introduced activities that encourage students in underprivileged or politically unstable contexts to think critically and become active, responsible citizens. B Mustafa (U. Prishtina, Albania)

***East Meets West: Teaching Asians and Arabs***

This session outlined the cultural and educational background of Asians and Arabs, then provided practical ideas for navigating cultural challenges in the ESL classroom. Lisa Craven (Rice University)

***Race and TESOL: Difficult Conversations***

This talk argued that ESL teachers are afforded valuable opportunities in these challenging times to engage students in dialogues about race, identity and social justice. Beth Clark-Gareca (SUNY)

***Studying English with Variety and History***

This talk discussed ways to help students appreciate different forms of English in the world and to see language change as a reason to love English. Nico Wiersema (Tec de Monterrey, Mexico)

***Decolonizing ELL Teacher Identities***

This presentation explored how a study abroad program that engaged indigenous knowledge in Mexico helped to decolonize the identities of ESL teachers in US schools. Sue Kasun (Georgia State)

***Hot Topics and Policy Updates from SEVP***

This US Government session provided ESL classroom teachers with recent visa policy and program updates from the United States Department of Homeland Security. Frances Westbrook (USA)

***The Humanizing Power of Counterstories***

This talk explored how counterstories of migration and daily life for immigrants in the US can help to transform teachers' understandings of students in high poverty rural settings. Maria Coady (U. Florida)

***Preserve the Tower of Babel: Linguistic Diversity***

This panel session shared ideas about what we can do as ESL advocates, researchers and classroom teachers to preserve linguistic diversity through promoting indigenous languages and teaching World Englishes. Keith Graham (Texas A&M University)

***Embedding International Experience in Courses***

This workshop explored ways to make international experience part of ESL programs by providing students with opportunities such as study abroad or virtual exchanges. Sarah Dietrich (SE Missouri State)

***Local & Global Citizenship via Translanguaging***

This session explained what translanguaging is and gave examples of how it can help to empower ESL students in their growth as communicators and democratic citizens. Danling Fu (University of Florida)

***Peace Corps TEFL***

This talk described how 2,400 Peace Corps TEFL volunteers in 36 countries worldwide strengthen the skills of their teacher counterparts in Asia, Africa and Latin America. Brock Brady (US Peace Corps)

***Exploring Movies to Enhance Empathy***

This talk described how movies in various content areas can add to the ESL classroom experience as well as promote compassion and cultural understanding. Heidi Sackreiter (Augustana University)

***A Grammar of Thrones: Students & Pop Culture***

This presentation described how students practiced grammar via cloze activities, error identification and listening activities based on the popular first novel from *Game of Thrones*. Molly Kelley (Univ. of Iowa)

***Driving the "English on Wheels" Bus Project***

This talk outlined the *English on Wheels* Bus Program which introduces students in underserved regions of Sri Lanka to American culture through hands-on activities. Aruni Peiris (US Embassy, Sri Lanka)

***Promoting Equity through Authentic Materials***

This session described the benefits of authentic materials and open educational resources, then shared a textbook-free course designed around social justice topics. Sara Osmons (Community College Baltimore)

***Reduce the Teaching of Fake Grammar***

This talk asked if teachers are teaching necessary grammar or just fake grammar, then showed how native speakers actually use 3 common grammar points in writing. Keith Folse (U of Central Florida)

***How to Connect: Facing Occupation/Repression***

This session outlined ways that TESOL educators can work together to form alliances that support EFL colleagues working in repressive or occupied nations. Anastasia Khawaja (University of South Florida)

### ***Dealing with Accent Prejudice***

This presentation cited insights from socio-linguistic research in the areas of World Englishes and students' language attitudes to address the issue of accent prejudice, propose solutions and highlight good classroom practice. Nancy Elliott (U. of Oregon)

### ***Hats Off: Teaching Critical Thinking Skills***

This presentation showed how to adapt Edward de Bono's *Six Thinking Hats* in ESL as a way to promote critical thinking and creative problem solving. Amy Christensen (New Mexico College)

### ***Incorporating Global Englishes***

This session introduced classroom-based research showing how educators have incorporated Global Englishes into language classrooms and teacher training programs. Heath Rose (Oxford University)

### ***Promoting Educational Equity for Learners***

This panel session discussed ways to support vulnerable and under-served student populations (disabled, LBGTQ, financially disadvantaged) through promoting equity. Thomas Tasker (U. of Oregon)

### ***Moana and Beyonce Teach ESL: Pop Culture***

This presentation showed how ESL instructors can promote cultural understanding in their classes by teaching about pop culture (Moana, Avengers, Beyonce, T. Swift). Ashley Jennings (Univ. of Iowa)

### ***Critical and Creative Thinking: Nat'l Geographic***

This session explained how to challenge learners at all levels to think critically and creatively using examples from the new editions of *World English* and *Life*. John Hughes (National Geographic Learning)

### ***Newcomers: In Their Shoes***

This enabled workshop participants to encounter the experience that zero-English newcomers have in the all-English classroom by reliving every minute of it. Evgenija Kuka (Carolina TESOL)

### ***Teaching about Plagiarism to Student Writers***

This stressed the importance of teaching students about plagiarism explicitly through activities that strengthen their voices in local classrooms and global platforms. Felicia Potter (U. Pennsylvania)

### ***Distance Learning: Global Training, Local Class***

This panel of speakers shared their results with examples of using distance education via MOOCs, webinars and online courses in their classrooms, schools and communities. Maria Snarski (US Embassy, India)

### ***Developing Materials for Social Responsibility***

This panel shared ideas about how to develop ESL teaching materials for equity and social justice focused on social responsibility, reconciliation and representation. Jan Dormer (Messiah College)

### ***Local and Global Stories of Peacebuilding***

This session provided a glimpse into local and global classrooms that are actively promoting peace-building through the use of stories in diverse settings such as ESL, EFL, K-12 school programs, refugee programs and universities. Jan Dormer (Messiah College, USA)

### ***Digital Literacy: Bringing the World Together***

This presentation demonstrated how students can find and evaluate digital information and how teachers can prepare their students to perform in a digital world. Colin Ward (Lone Star College)

### ***Teaching Critical Thinking: Semantic Hedges***

This talk described the value of teaching students to identify semantic hedges, abstract words that speakers / writers use to avoid taking responsibility. Stephanie Farah (Notre Dame University, Lebanon)

### ***Historically Black Universities and TESOL***

This panel highlighted challenges and success of ESL programs at three historically Black universities in promoting skill-building and learning beyond the classroom. Kisha Bryan (Tennessee State University)

### ***Strangers in a Strange Land: Supportive ESL***

This session highlighted challenges faced by ESL students in societies that seem less than welcoming as well as techniques for fostering supportive classrooms. Christopher Stillwell (College of the Sequoias)

### ***Role Plays to Raise Cultural Awareness***

This session discussed how contextualized role-plays with young learners can help to promote autonomy, tolerance and cultural understanding of "the Other". Nermine Koth (British Council, Egypt)

### ***"Teacher, It's Me": Email Etiquette for ELLs***

This noted how learners may not know proper e-mail etiquette due to cultural differences and proposed an approach to teach this in university ESL classes. Heather Reichmuth (Michigan State University)

### ***Truth or Lie? Icebreakers for Critical Reading***

This presentation demonstrated how a truth-or-lie icebreaker can introduce reading strategies that transform students from passive into active critical readers. John Rucynski (Okayama University)

### ***LGBTQ+ Identities in Vietnam ESL Classrooms***

This talk described the total exclusion of LGBTQ+ in Vietnamese EFL classrooms, then recommended ways teachers can address this through inclusive content and research. Vu Tran-Thanh (Phu Hoa HS, Vietnam)

### ***The Human Library and Cultural Exchanges***

This session described how a *Human Library* curriculum project enabled international learners in the United States to share their cultures with others. Maya Ramirez (Army Navy Academy USA)

### ***Decision-Makers Consider Social Justice Taboo***

This session explored how to respond to hostile authority figures who treat social justice topics in their schools as taboo. Molly Kelley (Univ. of Iowa)

### ***Using Smartphones for Learning English***

This presentation outlined ways to unleash the power of smartphones in class using tools provided by Cambridge University Press. Glenn Mathes (CUP)

### ***Culture Chat: Discussions to Unite Students***

This talk explained how “culture chats” that allow college students to meet and share culture help to alleviate the disconnected feelings ESL students often feel on campus. Carolyn Brown (Webster University)

### ***Holy Cow! Time to Teach Swearing in ESL***

This talk argued that avoiding the teaching of swearing is a disservice to learners and discussed ways that ESL instructors can deal with this topic so as to benefit their students. Ryan Kaduce (U. of Iowa)

### ***Skills-Focused Volunteering and Fundraising***

This talk described 4 successful projects that demonstrated the value of engaging students in volunteering and fundraising projects in order to build English skills. Nancy Overman (Georgetown Univ.)

### ***Sts’ Perspectives on Controversial Social Issues***

This session reported on a 2-year-long survey which looked at how ESL students in the US perceive a number of social issues important in American society. John Stasinopoulos (DuPage College)

### ***Effects of Bullying-Victimization on EL Attitudes***

This explored the link between bullying-victimization and ESL student attitudes to L2 speakers, then used mini-drama scenarios to create anti-bullying strategies. Hilal Peker (Bilkent University, Turkey)

### ***Culture to Class: Queer Eye Discussion Circles***

This talk explained how the TV show *Queer Eye* (2018) was used in ESL classes to build English language skills, address social issues and support LGBTQIA+ students. Andrew Lewis (Univ. of Iowa)

### ***Preparing for the Future in Palestine***

This talk introduced the design of a content-based career development curriculum for high school students in Palestine. Gena Rhoades (Monash Univ.)

### ***World Englishes and SLA: Common Research***

This called for greater collaboration between the fields of World Englishes and Second Language Acquisition (SLA). Peter de Costa (Michigan State)

### ***Sustaining Dialogs on Race and Gender in the Gulf***

This panel discussed the reputation of Arab nations in the Persian Gulf for racism and sexism, then shared some personal experiences of South and SE Asian women. Yogesh Sinha (Sohar University, Oman)

### ***Integrating Mental Health and Self-Care in ESL***

This presentation encouraged English teachers to incorporate mental health and self-care skills into their ESL curricula. Maria Puccio (U of N Carolina)

### ***Empowering Learners by Using Wikis***

This talk demonstrated how wikis can develop critical thinking skills for learners in the soundbite generation. Kerri Rizzotto (The New School, US)

### ***Language Training for Disaster Relief via CBI***

This described how a Content-Based Instruction approach can help train disaster relief officials in effective communication strategies when lives are at stake. Lisa Donohoe (Middlebury Inst. Monterey)

## **POSTER PRESENTATIONS**

***Cultural Collaboration: One Georgia to the Other***  
Melanie Robbins (West Carolina University)

***Increasing Female Teachers’ Participation***  
Ishwor Kadel (Surya Bhakta College, Nepal)

***Develop a Global Mindset via Community Actions***  
Trisha Dowling (Eastern Michigan U.)

***Teach English as a Lingua Franca via Folktales***  
Aanchal Arya (Learning Links Foundation, India)

***Children’s Literature to Address Life Challenges***  
Marsha Chan (Sunburst Media & Mission College)

***Turning CSI into CBI: True Crime for ESL***  
Jennifer Grode (U. Southern California)

***Bringing Egyptian and US Teachers Together***  
Christopher Stillwell (College of Sequoias)

***ESP Protecting World Heritage in Cambodia***  
Kitty Johnson (EL Fellow Program, USA)

***Global Buddies: Int’l and Domestic Students***  
Soyoung Burke (Saint Francis University, USA)

***Immigration: Exploring the Past for the Present***  
Michael Eskayo (Harold Washington College)

***Intangible Cultural Heritage in ESL Classrooms***  
Anu Adhikari (Nepal ELT Association)

***English That Makes Teen War Survivors Laugh***  
John Silver (US Embassy, Kyiv, Ukraine)

***An Educator in Palestine under Occupation***  
Anastasia Khawaja (University of South Florida)

***Develop Global Students: Cultural Competence***  
Kyoungson Park (Purdue University)

***English via Theater for Young Students in Syria***  
Aida Alid (Ministry of Education, Syria)

***Education for Sustainability in ESL***  
Melissa Aberle-Grasse (Georgia Inst. of Tech.)

***Social Justice, Stereotypes and Taboos***  
Debra Snell (Georgia State University)



## A Brief Look at the Topical Song in Language Teaching

by Louise Haynes (Nagoya City University, Japan)



Engaging students with social issues can sometimes seem overwhelming to both the student and the teacher. An interesting, useful, and enjoyable way to approach such issues is through the use of the topical song. This article briefly explains why a teacher might include such songs in the English language classroom, how songs can be used to develop critical thinking skills, and how to work with various levels of students.

Topical songs deal with social issues ranging from poverty to environmental issues to conflicts inside a country and between nations. These are songs that, among other things:

- 1) send a message to the listener in order to encourage some sort of change in the society,
- 2) encourage members to maintain solidarity,
- 3) commemorate a specific event or person in history that signifies an important part of that country's struggle for social justice.

Including such songs when possible is important for several reasons.

- First, this gives a voice to students in our classes who may not be able to openly express opinions or personal experiences. Examples include songs that deal with the questioning of gender roles, DV, or problems with after-school jobs. Such songs can acknowledge these students' experience without focusing class attention on individual students.
- Second, this allows the instructor an opportunity to help students themselves set limits on the discussion. Teaching the difference between a "conversational question" (personal, individual) and a "discussion question" (general, not directed at anyone in particular) and asking students to stick to discussion questions allows students to use a phrase such as, "Sorry, that's personal. I'd rather not answer that." This puts control of the choice of discussion into the hands of the students. In addition, including such songs is a way to offer perspectives that students might not have considered.
- Finally, analysing lyrics and their context encourages students to think about how they might have participated in or resolved a conflict or problem that occurred in the past.

In my course, *Songs of Social Significance*, I begin with a short history of how important the

invention of the phonograph (1877) was. This machine eventually became small enough to be carried and was taken aboard ships as they made their way to the colonized ports of South America, the African continent, Hawaii, and other places around the world. In this way, music was recorded and spread around the world faster than ever before. More and more people began buying and listening to music, yet fewer were creating their own.

We then talk about controversy in music. Plato said, "*Any alteration in the modes of music is always followed by alteration in the most fundamental laws of the state*" (Ross, 2007, p. 572). I invite students to think about the meaning of this. Was he saying that music was dangerous? If so, why?

There has always been controversy, even in classical music. In a symphony, sudden changes in chords or even notes could bring an angry audience to its feet. Some operas, for example, pushed the boundaries of "common decency" by boldly showing illicit sexual relationships, leaving audiences gasping in astonishment. In the late 1800s, there was "furor over operatic spectacles of Richard Wagner" (Denning, 2015).

In the second week, we look at songs from or about the Spanish Civil War (1936-1939). At first, students may not see how this is related to today's world. Many have not studied world history. Before class, they are given a handout with a brief history of the Civil War and asked to do further reading on the Internet. Each student in a group of four is given one song with certain lyrics underlined which they are to look up and report back on in their group the following week. In class, I project discussion questions to have them think about the impact of the situation on both (or various) sides of the conflict.

In discussing one song, *L'estaca* by Lluís Llach, students learn that after the war, people in Spain were not allowed to use any language but Castilian Spanish, and that using a language such as Catalan or Basque could get you arrested.

This leads students to consider the question, "If you were not allowed to speak your own language, what would happen to your culture, your literature, or your history, and how would you pass these down to future generations?" We also talk about the current controversy over whether or not Catalunya should become independent from Spain.

Subsequent classes deal with the *nueva canción* in Latin America, songs that were popular during or that commemorate the fall of Allende on 9-11 in

1973, the Civil Rights Movement in the U.S., student uprisings in France, Mexico, and the United States in the 1960s, the Vietnam War, Iraq War protest music, anti-globalization, women's rights, LGBTQ issues, and, importantly here in Japan, nuclear power.

One thread that runs through the classes is the song *We Shall Not Be Moved*, a spiritual from the early 1800s in the U.S. which ended up being translated and sung during the Spanish Civil War, during the Allende period, during labor movements, war protest movements, and is still being sung today. A history of this song has been written by David Spener, who has made the book available free online as a pdf. He also accompanies the book with a website which includes photos and videos related to each chapter. It is a fascinating story of how one song traveled through so many eras, countries, and social contexts and continues to unite people around their particular cause.

### Level-appropriate songs

The first challenge for the teacher is the fact that students aren't familiar with the historical background of the songs. Choosing a song such as *Blowin' in the Wind* by Bob Dylan might be a good place to start for lower level students because it may be more familiar. Once they have read or watched a video on the history of the period, another song such as *Hole in the Ground* by Thom Parrott (The Best of Broadside 1962–1988, Disc 4) could be introduced. The lyrics are simple as it is a story told by a 10-year-old Vietnamese boy whose “daddy lives in a hole in the ground.” Discussion could center around how the boy lives, how he comes to be friends with the nice soldiers, and why, at the end of the song, the soldiers no longer look at him or want to talk to him.

For intermediate students, the teacher might choose songs that explain certain events in history. Examples include Woody Guthrie's *The Ludlow Massacre*, Bob Dylan's *Death of Emmett Till*, Steve Goodman's *Penny Evans*, David Rovics' *Santiago* or *Saint Patrick's Battalion*. By comparing Phil Ochs' *I Ain't Marchin' Any More* and Bob Dylan's *Masters of War*, students see two very different songs that deal with the same question of who is responsible for starting wars (according to these musicians).

For more advanced students, there are many songs that invite deep discussion around issues of human rights and current affairs, such as John McCutcheon's *Let's Keep it Straight*, (CD: Hail To The Chief! and other short shelf-life classics, 2003) which deals with LGBT service members in the U.S.

military before 2010, David Rovics' *Spanish Journalists Strike* (CD: For the Moment, 2005) which reports an event in which the U.S. military shelled a hotel in Baghdad where foreign journalists were staying, and Ismael Serrano's *Papa cuéntame otra vez* (CD: Atrapados en azul, 1997) in which the singer is asking his father to tell him about the father's experiences during the 1968 Paris student uprising.

Using topical songs in the English language classroom is an enjoyable way to promote the development of students' thinking and questioning skills while fostering grammar and vocabulary acquisition. Equally important is the fact that some students may find support in the songs they hear that they can use in their own lives. They may also learn from history that songs play a role in helping us to create a better and more just world.

### Resources

Denisoff, S. (1972). *Sing a Song of Social Significance*. Bowling Green University Popular Press, Ohio.

Denisoff, S. and Peterson, R., eds. (1972). *The Sounds of Social Change*. Rand McNally & Company, Chicago.

Denning, M. (2015). *Noise Uprising: The Audiopolitics of a World Musical Revolution*. Verso Books, London.

Kutschke, B and Norton, B., eds. (2013). *Music and Protest in 1968*. Cambridge University Press.

Lynskey, D. (2011). *33 Revolutions per Minute: A history of protest songs, from Billie Holiday to Green Day*. HarperCollins. New York.

Manabe, N. (2015). *The Revolution Will Not Be Televised: Protest Music After Fukushima*. Oxford University Press, New York.

Ross, A. (2007). *The Rest is Noise: Listening to the Twentieth Century*. Picador, New York.

Shaw, L., ed. (2013). *Song and Social Change in Latin America*. Lexington Books, Maryland.

Spener, D. (2016). *We Shall Not Be Moved/No nos moverán: biography of a song of struggle*. Temple University Press, Philadelphia. Website: [http://faculty.trinity.edu/dspener/no-nos-moveran/home\\_english.html](http://faculty.trinity.edu/dspener/no-nos-moveran/home_english.html).

**Louise Haynes** (Nagoya City University, Japan)

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## Resources for Teaching “Songs of Social Significance”

Check out this song list recommended by Louise Haynes. Most are available on Youtube (with lyrics).

### Human Rights

*Indian Reservation* - Paul Revere and the Raiders  
*Sister Rosa* by The Neville Brothers (Rosa Parks)  
*Long Live Palestine* - Lowkey  
*It Does Get Better* by the L Project (LGBT)  
*Let's Keep it Straight 0001* (LGBT in the military)  
*Globalisation - The Pirate Song* by Seize the Day

### Media

*Television – The Drug of the Nation*  
*The Revolution Will Not Be Televised* - G Heron

### The U.S. Union Movement

*The Ludlow Massacre* by Woody Guthrie  
*Bread and Roses* – from the film *Pride*

### Other

*We Didn't Start the Fire* – Billy Joel  
*The Internationale Documentary* - Peter Miller

### Peace and War

*War* by Bob Marley  
*Andorra* - Pete Seeger  
 自衛隊に入ろう 高田渡 (*Let's Join the Self- Defense Forces!*) anti-war song by Wataru Takada

### Iraq

*Didn't Know I was UnAmerican* by Ian Rhett  
*Depleted Uranium is a War Crime* - Anti-flag  
*Dear Mr. President* by P!nk  
*United States* by Seize the Day

### Nuclear Weapons / Nuclear Power

*Never Again: The A Bomb* - Pete Seeger (1963)  
*Power - No Nukes Concert* 1974

### Donald Trump

*Nasty Man* by Joan Baez (2017)  
*We Didn't Pick the Liar* by Don Caron

### TEFL TUNES: Songs to Teach ESL Topics

<<https://tefltunes.com/songs-to-teach-elt-topics/>>

This ESL website provides a thematic list of songs on a variety of topics. Check out its categories for:

- wealth and poverty                      ▪ school and bullying
- the environment                        ▪ homelessness
- war and peace                            ▪ depression and suicide

### So\*Just: Social Justice Songs

<[www.sojust.net/songs.html](http://www.sojust.net/songs.html)>

The website *So\*Just* provides a unique collection of historic speeches, songs and poetry on social justice themes. Check out their list of 150 songs, including:

- *Abraham, Martin and John* - Dion
- *Biko* – Peter Gabriel
- *Bury My Heart at Wounded Knee* - B. St. Marie
- *Get Up, Stand Up* – Bob Marley
- *Peace Train* – Cat Stevens
- *Universal Soldier* – Donovan

### Other On-Line Resources

- *69 Songs about Changing the World* – spinditty.com/playlists/Songs-About-Changing-the-World
- *15 Inspiring Songs that Encourage a Better World* – [www.travelfordifference.com](http://www.travelfordifference.com)
- *Music That Has Changed the World* – [www.globalcitizen.org](http://www.globalcitizen.org)
- *50 Greatest Protest Songs* – [www.radiox.co.uk](http://www.radiox.co.uk)
- *Teaching with Protest Music* – New York Times
- *10 Songs for Social Change* – Amnesty Internat'l
- *Protest Song / Antiwar Songs* – Wikipedia.org
- *Global issue songs* – Youtube.com playlist

### “Sounds of Change” Lesson Plan

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

This on-line lesson plan from *Teaching Tolerance* provides activities that challenge students to:

- research a song, its topic, message and context
- share their thoughts and responses to the song
- say if the song's message is still relevant today

Songs suggested for teaching include:

- *Roar* (Katy Perry, 2013)
- *Born This Way* (Lady Gaga, 2013)
- *Waiting on the World to Change* (John Mayer)
- *Streets of Philadelphia* (Bruce Springsteen)
- *Where is the Love?* (Black Eyed Peas, 2003)
- *We Shall Overcome* (Joan Baez, 1962)
- *What's Going On?* (Marvin Gaye, 1971)
- *Imagine* (John Lennon, 1971)

### Influential Songs That Changed the World

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

1. *A Change is Gonna Come* – Sam Cook (1964)
2. *Do They Know It's Christmas* – Band Aid
3. *War* – Edwin Starr (1970)
4. *Strange Fruit* – Billy Holiday (1939)
5. *Imagine* – John Lennon (1971)
6. *Same Love* – Macklemore & Lewis (2012)
7. *Sunday, Bloody Sunday* – U2 (1983)

### Other GILE Articles on Global Issue Songs

1. *War Protest Music in EFL* – Louise Haynes  
 <[gilesig.org/newsletter/59protestmusic.htm](http://gilesig.org/newsletter/59protestmusic.htm)>
2. *Global Issue Songs in the English Classroom*  
 - Sunao Shimizu <[gilesig.org/35Songs.htm](http://gilesig.org/35Songs.htm)>

## Palestine: A Call for Non-Violent Action to Achieve a Just Peace

by **Shelley Wong** (George Mason University, USA now on a Fulbright Fellowship in Palestine)

### **NEWSFLASH:** *Israeli Occupation Forces Demolish School in Palestinian Refugee Camp*

“Among the constant injustices, big and small, perpetuated on the Palestinians, those that affect children are the most difficult to bear.”

Ma'an Development Center <[www.maan-ctr.org](http://www.maan-ctr.org)>

On March 19, 2019, without warning, Israeli troops arrived at a school in the Shuafat refugee camp and forced teachers and students to evacuate. Then, as the children watched, they destroyed the school leaving only a pile of rubble. Teachers who asked the Israeli military to stop the demolition were beaten (MEMO, 2019).

The Israeli authorities do not give any building permits to the Palestinians, especially in Jerusalem. They also don't issue permits to enlarge or renovate, forcing Palestinians to build without permits. The effect on children of the destruction of their homes and schools leaves long lasting emotional pain and trauma (Meade, 2011)

Shuafat is a Palestinian refugee camp in East Jerusalem. The refugees who live there came from 55 different villages within what is today the state of Israel. Shuafat was established in 1965 by the *United Nations Relief and Works Agency for Palestine Refugees in the Near East* (UNRWA).

The population of the Shuafat refugee camp today consists of 12,000 officially registered residents. However, UNRWA estimates that there are 24,000 people crammed into a small space of 0.2 square kilometers <[www.unrwa.org](http://www.unrwa.org)>.

The camp is overcrowded because Palestinian refugees are not issued permits to build new houses or enlarge their present homes. They are also not permitted to return to their original homes. Many of these refugees still have the keys to their family homes from 1948. When these refugees fled their homes for safety from military attacks, many took only what they could carry with them, never realizing they would not be able to return. These original Palestinian refugees are now grandparents and even great-grandparents, living with their children and grandchildren in extended families in the densely populated camp.

Many Palestinians do not have the right to travel freely. Life under occupation means there are Israeli-only roads and Israeli-only tunnels that Palestinians are restricted from entering. Refugees in the Shuafat refugee camp have Jerusalem IDs,

which allow them to enter Jerusalem from the West Bank. However, they must enter through checkpoints. They are not allowed to return to their homes in their original towns and villages and their lands have been confiscated without compensation. Today many of the Palestinian refugees with Jerusalem IDs are in constant fear that they will lose their Jerusalem Identities. If they move the “center of their life” to another part of the country, they lose their Jerusalem ID which means they will not be able to enter Jerusalem again to see their friends and families there.

The *Right of Return* for Palestinians has been established by international law both through *United Nations Resolution 194* and through the *Universal Declaration of Human Rights* which provides the right of all refugees to return to their homes. However, this right has never been recognized by the State of Israel (Wong, Nasser, & Berlin 2011; OCHA, 2017). As educators we can engage in learner-centered healing stories and dialogue, and support efforts for peace and justice in Palestine by becoming informed and by linking our communities (Deeb & Weintin, 2011).

### ~ Teaching about the Rights of Children ~ ***Kumi Now: An Inclusive Call for Nonviolent Action to Achieve a Just Peace***

*Kumi Now* is a call for action sent out by *Sabeel*, a Palestinian Liberation Theology project. The word “Kumi” means “rise up.” My colleagues and I reached out to 48 faith-based and secular organizations in Palestine to introduce the work of the many grassroots and community organizations, their videos and publications, and to invite people of conscience around the world to support their efforts for nonviolent action for human rights and social justice. They have created a year of weekly activities for nonviolent action. These activities and informative lessons are clearly written with poetry, interviews and news reports that are appropriate for university English classrooms.  
<<https://kuminow.com/launch-manual/>>

The resources from MENA, the non-profit Palestinian non-governmental organization for sustainable futures, focus on the human rights for children. The resources they provide include a short excerpt from a report “Facebook Posts Land Palestinian Teens in Administrative Detention.”

The Kumi action is to have a Hummus gathering – in a school, community center or place

of worship to talk about education in Palestine and to watch videos and discuss the rights of children in Palestine. The action is to take a photo of the potluck gathering and to share it on social media.

### Hummus Recipe

#### Ingredients:

About 2 cups of dried chickpeas soaked in water for 8 hours  
Cloves of garlic (to your liking)  
1 tsp baking soda  
Juice squeezed from 1-2 lemons  
1 ½ tsp salt  
½-¾ cup tahini  
1 cup cold water  
Optional: pine seeds, mint leaves or parsley  
Toppings: olive oil, cumin, soaked paprika, za'atar

#### Steps:

1. Soak chickpeas: Add your dried chickpeas to a large bowl and cover with water. Make sure you add enough, as the beans will double/triple in size as they absorb water.
2. Cook chickpeas: Drain and rinse the chickpeas (do not use the same soaking liquid), then place them in a large pot or pressure cooker and cover with water. You're also going to add in 3-5 cloves of garlic (if you like) and some baking soda which helps to loosen the "skin" of the beans and makes them easier to peel.
3. Peel chickpeas: this is optional, but you need to peel chickpeas, if you want smooth hummus.
4. Make a chickpea puree: Add the peeled chickpeas and cooked garlic to the food processor, then seal it shut. Slowly pour a mixture of lemon juice and salt into the processor while it is running; this will help turn the chickpeas into a puree. (Optional: You may add thinly cut parsley and mint leaves.)
5. Mix tahini and cold water: Tahini quality matters too - it should be smooth and runny.
6. Top the hummus and enjoy: Spread your Hummus onto a plate and top with whatever you'd like. Traditionally, hummus is topped with olive oil and a few whole chickpeas. However, you can also add some smoked paprika, cumin, za'atar, parsley leaves, tahini sauce, pine seeds and/or fresh herbs! Anything goes here -it's your hummus, after all!

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Wong, S., Nasser, I. & L.N. Berlin (2011) Where is the hope? A call for action. (pp. 233-240) In Nasser, Berlin & Wong (Eds.) *Examining education, media and dialogue under occupation: The case of Palestine and Israel*. Multilingual Matters.

#### The MA'AN Development Center

<[www.maan-ctr.org](http://www.maan-ctr.org)>

[www.facebook.com/MAANDevelopmentCenter/](https://www.facebook.com/MAANDevelopmentCenter/)  
[www.youtube.com/user/MAANDevelopment](https://www.youtube.com/user/MAANDevelopment).

MA'AN is a non-profit organization located in the West Bank with offices in Ramallah, Gaza, Khan Younis, Tulkarem and Jenin. It aims to create self-reliant initiatives for sustainable development.



#### Kumi Now <[kuminow.com](http://kuminow.com)>

Kumi Now is a new grassroots project set up with help from Palestinian, Israeli and international supporters that aims to overcome the oppression, frustration and hopelessness felt by Palestinians through actions to end the occupation and build peace using principles of justice, inclusion and non-violence.

#### Defense for Children International - Palestine

<[www.dci-palestine.org](http://www.dci-palestine.org)>

DCIP works to promote and protect the human rights of Palestinian children by offering free legal aid, documenting violations of international law and advocating for greater protection.

#### Shelley Wong (George Mason University)

E-mail: <[swong1@gmu.edu](mailto:swong1@gmu.edu)>



## Teaching about the Emperor and Imperial Family



Japan's biggest event this year is the abdication of Emperor Akihito and the ascension to the throne of his son, Crown Prince Naruhito. This marks the transition from the *Heisei* era to the *Reiwa* era.

This event provides a great opportunity for students to practice their language skills as they learn about the Emperor, discuss Japan's imperial system and study about royal families around the world. It's also a chance to help students develop critical thinking skills by going beyond narrow nationalism, government propaganda and slavish media worship to think critically about issues of power, tradition, gender, religion, equality, money and freedom linked to Japan's imperial system.

## Teaching Ideas

- Have students try out some of the classroom activities listed here on pages 16 - 19
- Have students do a pro-and-con debate about the Emperor and the Imperial Family
- Have students interview classmates, friends and family about their views of the Emperor.
- Have students choose one of the world's royal families, research it, then give a report.
- Have students study countries that gave up their royal families (France, Russia, USA...)

## On-line Lesson Plans

- *Japan's Imperial Family* - Stanford Univ. SPICE (2004) <[spice.fsi.stanford.edu](http://spice.fsi.stanford.edu)>
- Google: *Teaching about the Royal Family*
- *Royal Family Worksheets*  
<[www.teacherspayteachers.com](http://www.teacherspayteachers.com)>
- *Royal Family* <[teachingenglish.org.uk](http://teachingenglish.org.uk)>

## USEFUL WEBSITES

- Wikipedia: *Imperial House of Japan*  
*2019 Japanese Imperial Transition*  
*Akihito Naruhito Masako*
- Royal Family <[factsanddetails.com/japan/](http://factsanddetails.com/japan/)>  
- great overview with lots of good info
- Imperial Household Agency <[kunaicho.go.jp](http://kunaicho.go.jp)>  
- the official Japanese government website

## YOUTUBE VIDEOS

- ✧ *Inside the Lives of Japan's Royal Family*  
- a look at imperial family people and issues
- ✧ *Activities of Their Majesties the Emperor and Empress of Japan* - official government publicity video
- ✧ *Emperor of Japan Enthronement Ceremony*  
- video of Akihito's 1990 Heisei ceremony
- ✧ *10 Things You Didn't Know about the Japanese Emperor* - basic information about the Emperor of Japan
- ✧ *Inside the Lives of Royal Families*  
- video series that profiles royals in the UK, Thailand, Holland, Dubai, Spain and Saudi

**BOOKS** Check out the books listed on page 22.

## ON-LINE ARTICLES

1. *Five Things to Know about Japan's Emperor and Imperial Family* (New York Times, 2016)
2. *The Life of the New Emperor*
3. *Book Lifts the Lid on Emperor's High Living*
4. *If the Emperor Wore a Kimono* (NY Times)
5. *Meet the World's Richest Royal Families*

## Key Vocabulary for the Emperor and Royal Families

- Study the vocabulary below. Then practice with your partner: "How do you say \_\_\_\_\_ in English?"

king	王様	royal family	王室	era / period	時代	to inherit	継承する
queen	女王様	imperial family	皇室	era name	年号	to reign / rule	統治する
emperor	天皇	monarchy	君主制	hereditary	遺伝的	to abdicate	退位する
empress	皇后	royal status	王位	tradition	伝統	to be crowned	戴冠する
crown prince	皇太子	dynasty	王朝	crown	冠	take the throne	王位を取る
princess	姫, 王女	aristocracy	貴族	throne	王座・王位	his/her majesty	陛下
royalty	王族	commoner	平民	chrysanthemum	菊	Long live __!	__ 万歳!

## Let's Study! *Japan's Emperor and Other Royal Families*

### QUIZ ABOUT THE EMPEROR !!

#### I Basic Data

- 1 How many Emperors has Japan had in total?  
a 84                      b 126                      c 207
- 2 How many of these Emperors were women?  
a 0                        b 3                        c 8
- 3 The Imperial Family currently has \_\_\_ members.  
a 4                        b 18                        c 37

#### II Emperor Akihito (Heisei)

- 1 When he was a boy, Emperor Akihito studied for four years with a private tutor who was...  
a a Japanese military expert from Kyushu  
b a French journalist who spoke Japanese  
c an American librarian who was a Christian
- 2 At university, Emperor Akihito majored in...  
a history                  b politics                  c biology
- 3 Akihito met his wife, Empress Michiko, at a ...  
a restaurant              b tennis court              c garden party
- 4 How many countries has Akihito been to?  
a 14                        b 27                        c 51

#### III Naruhito and Masako (Reiwa)

- 1 Naruhito studied overseas for two years at ...  
a Stanford University in the USA  
b Oxford University in the UK  
c the University of Toronto in Canada
- 2 What global issue is Naruhito concerned about?  
a refugees                  b water                      c energy
- 3 Before she married Naruhito, Masako was...  
a a diplomat                  b a teacher                  c an actress
- 4 How many languages can Masako speak?  
a 3                            b 4                            c 5

#### IV True or False?

- \_\_\_ 1 The Emperor of Japan has only 1 name.
- \_\_\_ 2 He travels overseas but has no passport.
- \_\_\_ 3 The imperial family has Korean roots.
- \_\_\_ 4 Before WWII, the Emperor was a god.

### ANSWERS TO THE QUIZ ABOVE

- I Basic Data: 1 (b) 2 (c) 3 (b)
- II Akihito: 1 (c) 2 (c) 3 (b) 4 (c)
- III Naruhito: 1 (b) 2 (b) 3 (a) 4 (c)
- IV True / False: 1 (T) 2 (T) 3 (T) 4 (T)

### Royal Families Around the World

- |           |                |            |
|-----------|----------------|------------|
| 1 Holland | 4 Saudi Arabia | 7 Thailand |
| 2 Sweden  | 5 Bhutan       | 8 Malaysia |
| 3 Spain   | 6 France       | 9 the UK   |
- \_\_\_ a This country has 9 different royal families. Every 5 years, they take turns and put a different ruler on the nation's throne.
  - \_\_\_ b From 1890 until 2013, this nation was ruled by 3 queens. The royal color is orange. The royal family likes to ride bicycles in public.
  - \_\_\_ c The royal family has 15,000 members. The king is 83 years old. In 2017, he allowed women to drive cars. He has 13 children.
  - \_\_\_ d This country had a king until 1789. Then, there was a revolution, the monarchy was abolished and the king was executed.
  - \_\_\_ e The previous king died recently at age 88. The new king, his son, likes to spend time in Germany. The royal color is yellow. People who criticize or insult the king are arrested.

### Opinion Poll Results

- 1 What % of people in the UK over age 75 want to keep the British Royal Family? \_\_\_\_\_ %
- 2 What % of UK people age 18-24 want to abolish the Royal Family and be a Republic? \_\_\_\_\_ %
- 3 What % of people in Japan think women should be allowed to become Emperor? \_\_\_\_\_ %

### Debate Topics: Pro and Con

- 1 Japan's Imperial Family should be abolished.
- 2 Women should be allowed to take the throne.

### Discussion Questions

- 1 The Emperor is the symbol of Japan. Yet, no modern emperor has appeared in public wearing a kimono. Why?
- 2 The Emperor and Empress both speak fluent English. But the media never shows this. Why?

### ROYAL FAMILY QUIZ ANSWERS

- (a) Malaysia                  (c) Saudi Arabia                  (e) Thailand  
(b) Holland                  (d) France

- POLL** (1) 90%                  (2) 47%                  (UK Ipsos Mori 2016)  
(3) 73%                  (2003 data at factsanddetails.com)

# THE EMPEROR OF JAPAN AND JAPAN'S IMPERIAL SYSTEM

Let's compare different opinions!

Here are 10 people with 10 different opinions about the Emperor of Japan and Japan's imperial system.

- (1) Which opinions do you agree with? Which opinions do you disagree with? Why?
- (2) What do you think about the other opinions listed? Explain your own opinion.
- (3) Survey task: Interview 10 people about their opinions, then report to the class on what you find.



I really respect the Emperor and the imperial family! They work non-stop for the good of Japan. They travel constantly to meet ordinary people and disaster victims all over the country. We should thank them deeply and appreciate their work!



I feel sorry for the Emperor and the imperial family. They have no rights at all! They can't express their opinions. They can't travel freely. They always have to obey orders from *Kunaisho*, the imperial household agency. They're like prisoners!



The rich-poor gap in Japan is growing wider every year. 16% of Japanese children live in poverty. Yet, we pay millions of dollars from our tax money to support the Emperor. That's immoral! We should abolish the royal family and use that money for poor families.



The imperial family could be a great way to bring foreign tourists to Japan. Just look at England! They make millions of dollars every year from royal tourism. We should be more active in using the Emperor as a tourist attraction so we can earn more money for Japan's economy.



I'm really not very interested in the Emperor or the royal family. They seem like nice people, I guess, although they're kind of boring. All they do is write poetry, smile, wave at people and visit different places.



I can't believe that we still have kings, queens and emperors in countries around the world. It's so unsuitable. This isn't the 16<sup>th</sup> Century. It's the 21<sup>st</sup> Century! Royalty has no place in an age of democracy and equal rights.



I'm amazed at how rich the Imperial Family is! The Emperor can spend \$200 million a year of public money. They have a staff of over 1,000 people. It costs \$60 million a year for 900 police to protect them. I wonder if that's right?



I don't like the imperial system because it's sexist! The Japanese government says that it values sexual equality and that it wants a society where women can shine. However, only men are allowed to become Emperors, not women. It's not fair!



The Emperor is a sacred symbol of Japan and the true *yamato* spirit. He should be worshipped by everyone! His photo should be in every classroom, office and store. Anyone who criticizes or insults him should be arrested and put in jail for treason!



The Emperor is a strong believer in peace but the government wants to use him for nationalism and militarism. He'd be a great peacemaker! He should visit Korea to meet forced laborers from World War II and apologize in person to the comfort women.



## Profiles of Eight of the World's Royal Families



There are royal families in 27 countries around the world. Here are profiles of 8 of these families

### Group Card Game

- Put cards face down w/ country name on back
- Sts choose a card/nation then guess the monarch
- Turn over, read the info
- Discuss info in groups

### Research Task

- Sts choose 1 nation, then research & report

### Guess the Royals

- Sts use the card info to have others guess



### Saudi Arabia

King Salman  
Prince Mohammad



Salman bin Abdul-Aziz (age 83) became king in 2015. His son, Prince Mohammad bin Salman (MBS), is linked to the murder of Saudi journalist Jamal Khashoggi. There are 15,000 members of the royal family, worth \$1 trillion in total.



### United Kingdom

Queen Elizabeth II  
Husband: Prince Philip



Elizabeth II (age 93) became Queen in 1952 and is the world's longest serving monarch. She is a lifelong queen and refuses to abdicate to her son, Prince Charles. Her image appears on the money of Canada, Jamaica, Australia and New Zealand.



### Sweden

King Karl Gustav  
Queen Sylvia



Karl Gustav became king in 1973 and married in 1976. Queen Sylvia's father is German; her mother is Brazilian. The king is chair of the World Scout Foundation. In 1980, Sweden changed the law to allow royal daughters to take the throne.



### Holland

King Willem-Alexander  
Mother: Queen Beatrix



The Dutch royal family is known as the "bicycle monarchy" since they carry on the national tradition of riding bicycles in public and mixing with their subjects. After a reign of 33 years, Queen Beatrix gave up her throne in 2013 to her son Willem-Alexander who is the current king.



### Japan

Heisei: Akihito  
Reiwa: Naruhito



Emperor Akihito abdicated his post on April 30, 2019 to end the Heisei Era. Crown Prince Naruhito became the new Emperor on May 1<sup>st</sup> to start the Reiwa Era. By Japanese law, only men are allowed to take the Chrysanthemum Throne.



### Thailand

King Vajiralongkorn  
Father: Bhumibol



King Bhumibol was highly respected but died in 2016 at age 88. His son, Vajiralongkorn, has been divorced three times and is worth \$30 billion. Anyone who criticizes or "insults" the Thai royal family can be put in prison for up to 35 years.



### Bhutan

King Jigme Wangchuk  
Queen Jetsun Pema



King Jigme (age 39) and Queen Jetsun (age 28) are Bhutan's power couple. He became *Dragon King* in 2006 when his father abdicated. Bhutan is famous for valuing *Gross National Happiness* (GNH) over *Gross National Product* (GNP).



### Malaysia

New: Sultan Abdullah  
Old: Sultan Mohammad



Malaysia has 9 royal families that take turns to rule the country for 5 years each. The current king is Sultan Abdullah. He took over in January 2019 after Sultan Mohammad V abdicated early in order to marry a Russian beauty queen.



### Other Royal Families

The nations below also have royal families.

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Norway</li> <li>Denmark</li> <li>Belgium</li> <li>Liechtenstein</li> <li>Luxemburg</li> <li>Monaco</li> <li>Spain</li> </ul> | <ul style="list-style-type: none"> <li>Morocco</li> <li>Jordan</li> <li>Kuwait</li> <li>Bahrain</li> <li>Qatar</li> <li>Oman</li> <li>U.A.E.</li> </ul> | <ul style="list-style-type: none"> <li>Brunei</li> <li>Cambodia</li> <li>Tonga</li> <li>Lesotho</li> <li>Swaziland</li> </ul> |
|---|---|---|

## RESOURCES AND INFORMATION

### Teaching Social Justice

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



Check out *Resources for Teaching Social Justice* at *cultofpedagogy* to learn what social justice is, find out how to include it in your classes and browse through a wide variety of great teaching resources.

### Students for High Impact Charity (SHIC)

< <https://shicschools.org/> >



**SHIC (Students for High-Impact Charity)** helps students discover how to make a difference in the world by studying global issues, then applying the principles of effective altruism! Read their website to learn more!

### Global Giving

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



**Global Giving** connects schools, companies, fundraisers and donors to non-profit organizations around the world to help them access the money, tools, training and support that they need to be more effective.

### Peace Boat

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



**Peace Boat** is a Japanese NGO which organizes multiple round-the-world cruises each year to study world regions and global issues. They also run programs for college students. Encourage your students to join!

### Oxfam Education

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



**Oxfam Education** is a dynamic UK global education website for teachers and students featuring a rich selection of information, news and resources about global issues, international themes and world citizenship.

### Better World Website

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



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

### Facing the Future

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



**Facing the Future** is a great global education website that features a variety of classroom curricula and textbooks with titles such as *Big World*, *Small Planet* and *Engaging Students Through Global Issues*.

### Global Dimension

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



**Global Dimension** is a dynamic UK resource designed to help teachers introduce a global dimension to their schools. Click on its "Curriculum Subject" tab to find some great global education resources for teaching.

### Better World Links

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



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

### Green Teacher

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



**Green Teacher** is a great educational website and magazine which provides teachers with nifty classroom ideas, activities and resources to promote environmental awareness in schools.

### Global Issues

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



**Global Issues** is an informational website with over 500 articles on global issue topics from military spending and racism to poverty, the environment and the arms trade.

### Global Issues at ESL Etc.

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



**ESL Etc.** is a cool site featuring great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!



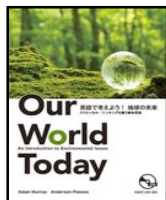
## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

*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) **"Our World Today"** by Adam Murray and Anderson Passos (2019, ¥1800)

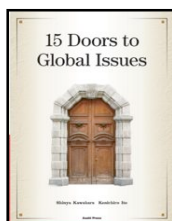
Nan'undo Press <[www.nanun-do.co.jp](http://www.nanun-do.co.jp)> <[nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp)> <[www.LifeTopics.com](http://www.LifeTopics.com)>



This 95-page four-skills all-English EFL textbook features short readings about environmental issues. Its 15 units deal with topics such as: *climate change, energy, waste, population growth, pollution, water, deforestation, hydroelectricity, solar panels, wind turbines and nuclear energy*. Each 6-page chapter features an overview of the unit's aims, a vocabulary prep exercise, sentence writing, a 1-page reading with questions, a listening task, pair/group discussion questions and a unit review.

- (2) **"15 Doors to Global Issues"** by Shinya Kawahara and Kenichiro Ito (2019, ¥1800)

Asahi Press, Tokyo <[text-e@asahipress.com](mailto:text-e@asahipress.com)> <<https://text.asahipress.com/english/>>



This 86-page intermediate EFL text aims to promote students' global awareness and English communication skills. Its 15 units deal with topics such as: *Nelson Mandela, World Englishes, the Isle of Man, artificial intelligence, climate change, Japan's food culture, baths around the world, modern art, the history of Hanukah, religious conflict in Ireland, the uses of literature plus marriage and happiness*. Each 5-page unit features a Japanese topic introduction, a 3-page reading passage with questions and a summarizing task (in Japanese) plus a related theme for writing or discussion.

- (3) **"15 Topics for Tomorrow's World"** by Aya Miyamoto (2019, ¥1900)

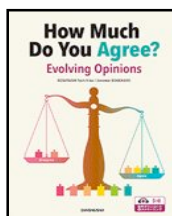
Shohakusha Press Tel: 03-3230-4813 <[info@shohakusha.com](mailto:info@shohakusha.com)> <[www.shohakusha.com](http://www.shohakusha.com)>



This 90-page EFL text builds English reading skills through the study of social and global issues. Its 15 units deal with topics such as: *artificial intelligence, the sharing economy, plastic garbage, big data and crime, obesity, sex education and LGBT, elderly drivers, the FIFA e-World Cup, Snapchat photos, nutrition education, basic income, climate change and IPS cell therapy*. Each 6-page unit contains a Japanese topic introduction, a vocabulary warm-up, a 2-page reading passage, Japanese notes, reading skill building, translation exercises (Japanese to English) and a final listening summary.

- (4) **"How Much Do You Agree?"** by Toshihiko Kobayashi and Jeremie Bouchard (2019, ¥2000)

Sanshusha Press Tel: 03-3405-4511 Fax: 03-3405-4522 <[www.sanshusha.co.jp](http://www.sanshusha.co.jp)>



This 138-page reading and listening text promotes critical thinking and discussion through 15 debate topics. These topics include: *club activities at school should be banned, study abroad should be required, Japanese companies should use English, school uniforms should be abolished, foreign tourism should be limited, tobacco should be illegal, school kids shouldn't use smartphones and married women should be allowed to keep their family names*. Each 8-page unit has warm-up tasks, an input section (listening and reading), language practice tasks, pro & con ideas, free speaking plus useful vocabulary.

- (5) **Reading Trek!** by Noriko Kurihara and Anthony Allan (2019, ¥1900)

Kinseido Press, Tokyo Tel: 03-3263-3828 <[www.kinsei-do.co.jp](http://www.kinsei-do.co.jp)> <[text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp)>



This 80-page EFL reading textbook features stories about life, success and heroes from India, Jordan, Germany, Zimbabwe, China, the United Kingdom and the USA. Its 15 units include topics such as: *medical miracles, Stonehenge, J.K. Rowling, thalidomide babies, empowering the disabled, assisting burn victims, fighting religious prejudice and Arabs in Petra*. Each 5-page unit includes a vocabulary matching task, a 1-and-a-half page reading passage, comprehension questions, useful expressions and responses to the topic.



## Resources for Royal Families and Protest Songs

Check out the following books for ideas on how to teach about social issue songs and about the world's royal families in your language classes.

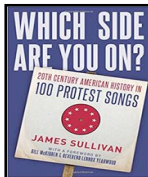


### SOCIAL ISSUE SONGS

#### Which Side Are You On?

by James Sullivan (2019) \$14

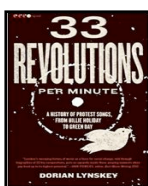
This brand-new text gives an overview of modern American history as seen through 100 protest songs.



#### 33 Revolutions per Minute

by Dorian Lynskey (2011) \$21

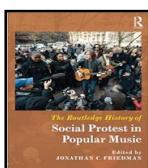
This classic book profiles the history of American protest songs from Billie Holiday right up to Green Day.



#### The Routledge History of Social Protest in Pop Music

by J. C. Friedman (2016) \$40

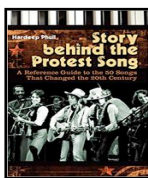
This text outlines the key role pop music has played in social protest.



#### Story Behind the Protest Song

by Hardeep Phuli (2008) \$72

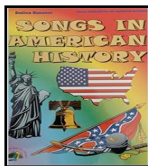
This guide profiles the stories behind the 50 most influential protest songs in American history.



#### Songs in American History

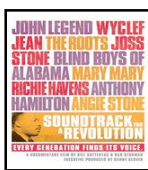
by Dusica Kunaver (2017) \$3

This kindle book gives an overview of American history as seen through songs from Yankee Doodle to today.



#### DVD: Soundtrack for a Revolution (2010) \$20

This DVD explores the US civil rights movement through the stirring songs that inspired a generation.



#### Other Books

- *Songs of Work and Protest* (2012)
- *Songs of America: Patriotism & Protest* (2019)
- *We Shall Overcome: The Story of a Song* (2013)

#### Other DVDs

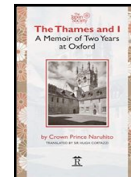
- *John & Yoko: Give Peace a Song* (2006)
- *Let Freedom Sing! Civil Rights* (2009)

### ROYAL FAMILIES

#### The Thames and I

by Naruhito & Cortazzi (2019) \$20

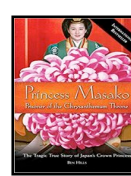
Read this book to learn about the two years the new Emperor spent as a student at Oxford University in England.



#### Princess Masako

by Ben Hills (2007) \$14

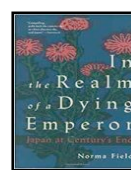
This bio, based on 60 inside sources, profiles soon-to-be Empress Masako and her marriage into the royal family.



#### In the Realm of a Dying Emperor

by N. Field (1993) \$13

This chronicles the final days of Emperor Hirohito and the issues involved in moving from Showa to Heisei era.



#### 2018 Reporters Guide to the Royal Families of Europe

by Daniel Willis (2018) \$15

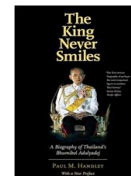
This reference book lists key facts on all of Europe's royal family members.



#### The King Never Smiles

by Paul Handley (2017) \$25

This biography by an Australian journalist relates the dramatic life of King Bhumibol. It's banned in Thailand.



#### All Hail the Queen

by Jennifer Lewis (2019) \$16

This book gives illustrated profiles of 20 royal women from Cleopatra to queens in Europe, Africa, Asia and Hawaii.



#### Other Books

- *The Yamato Dynasty: The Secret History* (2011)
- *Hirohito and the Making of Modern Japan* (2000)
- *The Eight Female Emperors of Japan* (n.d.)
- *World Royal Families* (2009)
- 皇家のしくみ —五味 *The Imperial Family*
- 天皇家の財布 —森 (2003) *Imperial Finances*



## GLOBAL EDUCATION MATERIALS AND RESOURCES

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



### Breaking News English

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



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

### JALT Critical Thinking SIG

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

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

### The World Around Us

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

\* Cost: ¥1500 (Kip Cates)

### Fair Trade Goods

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

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

### Global Education Maps

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

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

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

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

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

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

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

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

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

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

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

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

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

### Japan University English Model United Nations (JUEMUN)

June 22–23, 2019 in Kobe

<<https://juemun.org/juemun-2019/>>



This year's 10<sup>th</sup> anniversary JUEMUN will be held at Kobe City University of Foreign Studies on the theme of "social justice, decent work". See their site for details or contact the committee to observe this.

### Japan English Model United Nations (JEMUN)

July 13–15, 2019 in Osaka

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



This summer's JEMUN 2019 event will be held at Kindai University in Osaka with participants from around Japan and overseas. Check their site for details or contact them if you'd like to observe.

## COMING EVENTS CALENDAR

May 3	World Press Freedom Day <sup>1</sup>	June 4	Tiananmen: 30 <sup>th</sup> Anniversary <sup>5</sup>
May 11	World Fair Trade Day <sup>2</sup>	June 5	World Environment Day <sup>6</sup>
May 27 – June 3	National Reconciliation Week <sup>3</sup>	June 20	World Refugee Day <sup>7</sup>
May 31	World No Tobacco Day <sup>4</sup>	July 18	Nelson Mandela Day <sup>8</sup>

1 Press: <Wikipedia> <<http://en.rsfs.org>> <[www.wan-ifra.org/microsites/press-freedom](http://www.wan-ifra.org/microsites/press-freedom)> <[www.ifex.org](http://www.ifex.org)>

2 Fair Trade: <Wikipedia> <[wfto.com/fairtradeday2019/](http://wfto.com/fairtradeday2019/)> <[schools.fairtrade.org.uk](http://schools.fairtrade.org.uk)> <[fairworldproject.org](http://fairworldproject.org)>

3 Reconciliation Week (Australia): <[www.reconciliation.org.au/national-reconciliation-week/](http://www.reconciliation.org.au/national-reconciliation-week/)> <Wikipedia>

4 No Tobacco Day: <Wikipedia> <[nosmokingday.org.uk](http://nosmokingday.org.uk)> <[anti-smoking.org](http://anti-smoking.org)> <[www.who.int/tobacco/en/](http://www.who.int/tobacco/en/)>

5 Tiananmen Massacre: <Wikipedia: 1989 Tiananmen> *Tank Man* Documentary <[www.pbs.org](http://www.pbs.org)> <Youtube>

6 Environment: <Wikipedia> <[greeningtheblue.org/events](http://greeningtheblue.org/events)> <[unenvironment.org](http://unenvironment.org)> <Youtube: *Earth Song*>

7 World Refugee Day: <Wikipedia> <[www.unrefugees.org](http://www.unrefugees.org)> <[www.unhcr.org](http://www.unhcr.org)> <[www.japanforunhcr.org](http://www.japanforunhcr.org)>

8 Mandela: <Wikipedia: *Mandela Day*> <[www.mandeladay.com/](http://www.mandeladay.com/)> <[www.un.org/en/events/mandeladay/](http://www.un.org/en/events/mandeladay/)>

\* More dates: <[www.national-awareness-days.com](http://www.national-awareness-days.com)> <[www.cute-calendar.com](http://www.cute-calendar.com)> <[www.earthcalendar.net/](http://www.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 or via a postal "furikae" form.

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

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

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of April 2019)

\* JAPAN SUBSCRIBERS: GILE SIG / JALT (160) GLOBAL ISSUES NETWORK (20) = 180

\* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 25

### 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.

*Global Issues Newsletter* c/o Kip Cates, 3-351 Kita, Koyama-cho, Tottori City, JAPAN 680-0941  
Tel/Fax: 0857-28-5385 E-mail: <[kipcates24@gmail.com](mailto:kipcates24@gmail.com)> GILE website: <[www.gilesig.org](http://www.gilesig.org)>

Subscriptions: JALT = ¥1500 Non-JALT = ¥2000 Overseas = US \$15 (checks to "Kip Cates")