

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

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

126<sup>th</sup>

Issue

celebrating 126  
issues and 33  
years in print  
since 1990



126



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Check out back issues on our homepage!

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

## NEWSLETTER #126

Welcome to our spring issue for 2023! This edition contains: (1) an article by Brent Simmonds on how to teach about inspiring African youth climate activists, (2) a description by John Guy Perrem of an EFL teaching unit he designed on the issue of homeless children; and (3) ideas from John Carlson of the organization *Kid-Inspired Classroom* (KIC) on how we can create peace in our language classrooms. Our special features include a section on *Teaching about the Eurovision Song Contest*, a description of a Tandem peace exchange project and an update on the Russia-Ukraine crisis. We also share conference reports from Kyoto, the US and Turkey plus new global education books. Have a great spring semester!

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

* Announcements of language teaching conferences and global education events	2
* Special Report: <i>Kyoto JALT DEI Conference</i> (January 29 online)	6
* Conference Report: <i>TESOL 2023</i> (March 21 - 24 live in Portland, USA)	7 - 8
* Report: <i>Social Justice in ELT Symposium</i> (Oct. 21-22, 2022 in Sinop, Turkey)	9
* <i>Teaching about the Other Gretas: Youth Activists in Africa</i> by Brent Simmonds	10 - 11
* <i>Teaching about Urban Child Homelessness</i> by John Guy Perrem	12 - 13
* <i>Five Ways ESL Teachers Can Create Peace</i> by John Carlson (KIC)	14
* Special Feature: <i>Teachable about the Eurovision Song Contest</i>	16 - 17
* Project Report: <i>Peace Tandem – Conflict Prevention via Language Exchange</i>	18
* Current Events: <i>Russia-Ukraine Update for Language Teachers</i>	19
* Language teaching textbooks on global education themes	21
* Book Profiles: <i>Books on peace, justice, youth activists and global issues</i>	22

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

## Empowering Voices: Activism and FLT

April 15, 2023 (Sat) 10 am ~ 12:30 pm online  
< <https://forms.gle/KN99hDaZDtL4yajVA> >

JALT's *Global Issues* SIG will hold a special online event on April 15<sup>th</sup> entitled *Empowering Voices: Activism and Language Learning*. This will feature a dynamic set of four speakers:

- Toru Kubota (documentary filmmaker)
- Nan Thiri May (social activist, Coup&Canvas)
- Somayyeh Mehri (Iranian women's activist)
- Thomas Ash (social issue filmmaker)

To register for this event, go to the link above or contact <maykyaw@gmail.com> for more details.



## PanSIG 2023 Conference

May 12-14 at Kyoto Sangyo U.  
< <http://pansig.org> >

This spring's 2023 Pan-SIG conference will be held on the May 12-14 weekend at Kyoto Sangyo University on the theme of "Looking Forward." Do plan to attend. Full details on their website!



## JALT 2023 National Conference

Nov. 24 – 27, 2023 (Tsukuba)  
< <https://jalt.org/conference> >

The *Japan Association for Language Teaching* will hold its annual fall JALT conference from Nov. 24–27 in Tsukuba (near Tokyo) on the theme of *Growth Mindset in Language Teaching*. Check out JALT's site above for more details!



## Global Education Book Sale

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

Expand your global education library by purchasing great used books at discount prices! 30% of all profits will go to support global issue NGOs.

## GILE SIG Website

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



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

## GILE on Facebook

*Global Issues in Language Education*



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

## Wanted: Contributions!



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

## Global Education Events

- **International Peace Research Conference**  
*Rooted Futures: Visions of Peace*  
May 17 – 21, 2023 Trinidad & Tobago  
Web: <<https://www.ipra2023.org/>>
- **NAFSA 2023 "Inspiring an Inclusive Future"**  
May 30 – June 2, 2023 Washington, DC  
Website: <[www.nafsa.org](http://www.nafsa.org)>
- **ANGEL 2023 Global Ed UNESCO Conference**  
*Global Education for a Just & Peaceful World*  
June 19 - 20, 2023 (Paris, France)  
<[angel-network.net/ANGEL\\_CON\\_2023](http://angel-network.net/ANGEL_CON_2023)>
- **Student Seminar for Global Citizenship & Peace**  
August 1 - 10, 2023 Hiroshima University  
Website: <[www.inunis.net/studentseminar/](http://www.inunis.net/studentseminar/)>
- **NAAEE Environmental Education Conference**  
Oct. 18 - 20, 2023 (virtual event online)  
Deadline for proposals: May 5, 2023  
<<https://conference.naaee.org>>  
More at: <[peace-ed-campaign.org/calendar/](http://peace-ed-campaign.org/calendar/)>

## Global Education Summer Courses

- **University of Geneva Global Issue Courses**  
Summer courses on *global citizenship, human rights, prejudice, health, law, sustainability...*  
<[unige.ch/genevasummerschools/programme/](http://unige.ch/genevasummerschools/programme/)>
- **Global Citizenship Summer EFL Course**  
July 2023 (Internat'l House, Manchester, UK)  
<[ihmanchester.com/global-citizenship-summer-courses/](http://ihmanchester.com/global-citizenship-summer-courses/)>
- **Think Global! Oxford Summer School**  
July & August, 2023 (Earlscliffe, England, UK)  
<[oxfordsummerschools.com/courses/summer-boarding-courses/think-global/](http://oxfordsummerschools.com/courses/summer-boarding-courses/think-global/)>

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2023

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

EXECUTIVE OFFICERS		REGIONAL OFFICERS
<p><b>SIG Coordinator:</b> Jennie Roloff-Rothman Kanda Univ. of Int'l Studies &lt;roloffrothman@gmail.com&gt;</p> <p><b>SIG Treasurer:</b> Anthony Torbert Kobe Gakuin University &lt;3tony@ba.kobegakuin.ac.jp&gt;</p> <p><b>SIG Membership Chair:</b> Samar Kassim Kyushu Sangyo University &lt;samark777@gmail.com&gt;</p> <p><b>Assistant Membership Chair:</b> Zane Ritchie Rikkyo University &lt;zane.ritchie@gmail.com&gt;</p> <p><b>SIG Program Chair:</b> Michael Savage Asia University &lt;savage@asia-u.ac.jp&gt;</p>	<p><b>Assistant Program Chair:</b> This post is currently vacant. Please contact the coordinator if interested in applying!</p> <p><b>SIG Newsletter Editor:</b> Kip Cates Tottori University &lt;kipcates24@gmail.com&gt;</p> <p><b>SIG Publications Chair:</b> Kip Cates Tottori University &lt;kipcates24@gmail.com&gt;</p> <p><b>SIG Publicity Chair:</b> May Kyaw Oo Nagasaki University &lt;maykyaw@gmail.com&gt;</p> <p><b>SIG Website Chair:</b> Erin Noxon Sagano High School, Kyoto &lt;erinnoxon@gmail.com&gt;</p>	<p><b>Hokkaido:</b> Tim Grose &lt;tppgrose@hotmail.com&gt;</p> <p><b>Tohoku:</b> (vacant) New rep wanted for 2023...</p> <p><b>Hokuriku:</b> (vacant) Rep wanted</p> <p><b>Kanto:</b> Mark Shrosbree Tokai University, Kanagawa &lt;markshros@gmail.com&gt;</p> <p><b>Chubu:</b> Brent Simmonds Meijo University, Nagoya &lt;brentoldchap@hotmail.com&gt;</p> <p><b>Kansai:</b> Anthony Lavigne Doshisha University &lt;lavigne.sensei@gmail.com&gt;</p> <p><b>Chugoku:</b> Tom Fast Notre Dame Seishin Univ. &lt;fast@m.ndsu.ac.jp&gt;</p> <p><b>Kyushu:</b> May Kyaw Oo Nagasaki University &lt;maykyaw@gmail.com&gt;</p>

### Spring Message from the GILE SIG Chair

Happy spring, GILers! Here in Japan, it's sakura season, a time of change and beauty. Don't forget to pause for a moment and enjoy the flowers as you get ready for the new school year. I'd like to extend a warm welcome to any new members of GILE and send greetings to our continuing members. Looking forward to another great academic year of sharing global issues education resources!



Just a reminder that our website ([www.gilesig.org](http://www.gilesig.org)) is still up and running. We have a page for resources that we hope to stock with ideas and materials from our members. If you have anything you'd like to share, please email [gile@jalt.org](mailto:gile@jalt.org) and we'll get it linked/uploaded in that section!

We have a few things in the pipeline for the coming year, so please mark your calendars now! On April 15th, we'll hold a special event entitled *Empowering voices: Exploring the intersection of activism and language learning*. The registration link was sent to you all in a recent email bulletin and is also on our Facebook page. At PanSIG 2023 (May 12-14) in Kyoto, GILE will be co-sponsoring a forum with the JALT Environmental Committee entitled *Evaluating & Improving Sustainability Initiatives to Bring to the Classroom*. We hope to see you there!

In the fall, we'll also be co-hosting events with the ICLE SIG (September) and LD SID (October), so keep an eye out for more info on these later. Have a wonderful school year everyone!

- Jennie Roloff-Rothman (GILE SIG Coordinator)

### Projects For Schools and Classes

- **How to Become a Green School**  
[www.greenschools.net](http://www.greenschools.net)

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

# GLOBAL ISSUES IN LT JOURNALS AND THE MEDIA

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

## 5 Global Issues to Watch in 2023

by Megan Roberts (UN Foundation)

This online article from the *United Nations Foundation* gives an overview of world problems that we face in 2023 with a focus on five global challenges:

- *Rescue the UN Sustainable Development Goals*  
- get back on track to achieve the 17 SDGs
- *Take stock of the intensifying climate crisis*  
- rally the world's people to take climate action
- *Manage the fallout from COVID-19*  
- work to aid victims and prevent future pandemics
- *Provide humanitarian aid for conflicts & disasters*  
- assist refugees fleeing wars, floods and quakes
- *Build inclusive systems for international cooperation*  
- urge rival nations to cooperate, not compete

The author calls for support of the 2024 *Summit of the Future* and urges all G7 and G20 nations to work together to address these five global challenges.

UN Foundation (Dec. 20, 2022)

<https://unfoundation.org/blog/post/5-global-issues-to-watch-in-2023/>

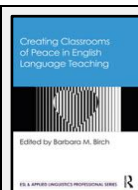
## Examination of Peace Values in Japanese EFL Textbooks for Peace Education

by Koji Osawa (Kyoto Univ. of Advanced Science)

This recent South-East Asian conference talk urged EFL teachers to incorporate ideas, themes and activities from the field of peace education into their classes. The presenter then reported on his analysis of peace values in selected school English textbooks in Japan based on the *language of peace* approach (Oxford 2017) and *systemic functional linguistics* (Halliday, 1994). The session abstract and presenter's video are available at the website below.

SEACE-IAFOR Conference (Feb. 10-13, 2023)

[seace.iafor.org/presentation/submission67442/](https://seace.iafor.org/presentation/submission67442/)



### Creating Classrooms of Peace in English Language Teaching

Ed: Barbara Birch (Routledge 2022)

This great collection of essays brings together the latest ideas from classroom experts on how to promote peace. The book's 14 chapters are divided into three sections:

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

## Japan Renews Push for Global Education

Prime Minister Kishida has announced a new plan to internationalize higher education in Japan over the next 10 years. The plan aims to attract 400,000 foreign students to Japan and send 500,000 Japanese students abroad each year. It will also expand English instruction and education for international understanding. Experts see the plan as a way to rejuvenate Japan's universities after 4 years of COVID and encourage foreign students in Japan to join the workforce. Many educators worry about student motivation. One study found that over 50% of young people in Japan don't want to study abroad, compared to 22% in South Korea and 24% in the US. One expert praised the plan for encouraging students to pursue international experiences, but stressed the need to overcome negative images of study abroad.

Japan Times (March 30, 2023)

[www.japantimes.co.jp/news/2023/03/29/national/international-students-increase-plan-2/](https://www.japantimes.co.jp/news/2023/03/29/national/international-students-increase-plan-2/)

## Afghan Women Banned from Universities

Afghan universities re-opened in March after the winter break... but only to men. Afghan women who'd hoped to attend were told the Taliban's harsh ban prohibiting them from higher education was still in force. Angry women criticized the ban saying they had a right to education and that the Taliban wanted them to remain ignorant. One group wrote an open letter urging male students and professors to boycott classes. Afghan women have been removed from government jobs, barred from parks, fairs and gyms, and forced to cover up in public.

Japan Times (March 7, 2023)

<https://www.japantimes.co.jp/news/2023/03/07/world/women-still-barred-afghan-universities/>

## Blinken Backs English for Uzbekistan

During his visit to Uzbekistan, US Secretary of State Anthony Blinken praised the English skills of local college students. He empathized with their language learning struggles and shared his experiences of learning French in France. "It's a wonderful ability to speak English," he explained. "Learning another language opens your mind." US projects in Uzbekistan include training 10,000 EFL teachers and the provision of teaching materials to 10,000 schools.

EL Gazette (Mar 8, 2023) [elgazette.com/blinken-backs-english-in-uzbekistan/](https://elgazette.com/blinken-backs-english-in-uzbekistan/)

## Language Education Events

- **Korea TESOL Education Exchanges**  
April 29 – 30, 2023 (hybrid)  
Website: <<http://koreatesol.org/ic2023>>
- **JACET 2023 Reframing Collaboration**  
August 29 – 31, 2023 (online)  
Website: <[www.jacet.org/convention/2023-2/](http://www.jacet.org/convention/2023-2/)>
- **AILA 2023 Diversity & Social Cohesion**  
July 17 – 21, 2023 Lyon (France)  
Website: <<https://aila2023.fr/>>
- **AsiaTEFL 2023 Celebrating ELT in Asia**  
Aug. 17 – 20, 2023 Daejeon (Sout Korea)  
Web: [www.asiatefl.org/main/main.php?main=2](http://www.asiatefl.org/main/main.php?main=2)



## 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 2023 CONFERENCE

IATEFL's 56<sup>th</sup> international conference will be held May 17-20 in Harrogate, England featuring 500 sessions and 2,500 teachers from 100 nations.

- For details: <[www.iatefl.org/conference/home](http://www.iatefl.org/conference/home)>

### Plenary Talks

- *Teachers as Allies, Advocates and Activists*
- *Race & Culture: ESL in a post-George Floyd Era*
- *English for the Workplace: Looking for Answers*
- *Lean on me: Coaching, Mentoring, Resilience*

### GI-SIG Post Conference Event (April 22<sup>nd</sup>)

IATEFL's Global Issues SIG will join the *Hands Up Project* for a 1-day post-conference workshop entitled *Learner Voices*. This will feature:

- a focus on listening to the voices of EFL learners
- presentations by a wide variety of speakers from Africa, Europe, Latin America and the Mid-East
- a live link with teen EFL learners in Gaza
- remote performances from kids around the world

For more info, go to: [gisig.iatefl.org/22nd-april-2023-learner-voices-hands-up-project-conference/](http://gisig.iatefl.org/22nd-april-2023-learner-voices-hands-up-project-conference/)

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

IATEFL's GI-SIG runs a dynamic site that features global education news, resources, activities and free PDF publications for teachers around the world.

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

## Key Websites on Global Issues and Language Teaching



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

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

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

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



## Teachers of English to Speakers of Other Languages

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

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

### TESOL 2023 CONFERENCE (hybrid & live)

This spring's conference was held in 2 parts:

- live in Portland, Oregon from March 21 – 24
- as a virtual event online from April 3 – 4

Read our report on pages 7 – 8 or see details at:

- <https://cms-tesol.ae-admin.com/tesol-convention>

### Statement on Turkey-Syria Earthquake

TESOL issued an official statement to express its condolences for victims of the recent earthquakes.

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

TESOL's *Social Responsibility* Interest Section supports teachers integrating social responsibility and global issues into their teaching and research.

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

## JALT Environmental Committee

<[markshinshu@gmail.com](mailto:markshinshu@gmail.com)> >

JALT'S *Environment 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.



**Special Report: JALT Kyoto Online Conference**  
*Development and Globalization in Japanese Education*  
 January 29, 2023 <<https://kyotojalt.org/?p=8661&lang=en>>



Our first GILE event of the year 2023 was a 1-day online mini-conference held on January 29th on the theme of *Development and Globalization in Japanese Education*. This 3rd annual event was part of Kyoto JALT Chapter’s ongoing conference series on *Diversity, Equity, and Inclusion (DEI)* issues in ELT. Below is an overview of the conference along with summaries of the plenary talks and presentations given.

**3<sup>rd</sup> Kyoto JALT DEI Conference**

This year, Kyoto JALT collaborated with Gifu JALT, Kobe JALT and JALT’s *Global Issues SIG* to hold its 3<sup>rd</sup> annual DEI event on January 29, 2023. This one-day virtual event featured two featured speakers and six workshops on practical classroom ideas. The event finished with a plenary discussion led by facilitator Gerry Yokota of Osaka University.

**Background to the Conference**

Japan’s Ministry of Education (MEXT) policy is pushing many educators in Japan towards a more “globalized” or “diverse” education system. This goal is important but many of us have unclear definitions as to what this means and how it will affect us in our roles in our respective fields.

**FEATURED SPEAKER SESSIONS**

**Shifting Paradigm: Integrating Asset-based Culturally Responsive Pedagogical Principles**

This talk discussed the need for teachers to adapt to our new era of ELT and to actively address pandemic disruptions, COVID exhaustion and growing inequality so as to ensure equal access to quality education for disadvantaged students and groups.

Dr. Yilin Sun (Seattle Colleges, USA)

**Globalization and Japanese EFL Textbooks**

This talk discussed MEXT Ministry of Education policies aimed at promoting *global jinzai*, then reported on a quantitative study of how globalization is addressed in senior high school English textbooks in Japan with a critical look at native and non-native textbook characters and English use.

Yuko Igarashi (Ritsumeikan University, Japan)

**Social Justice and LT Working Group**  
 <<https://kyotojalt.org/?p=1074&lang=en>>

This Kyoto JALT working group runs an exciting series of talks and events. Recent topics include:

- *Teaching Social Justice and DEI in the US*
- *Living on the Edge: Finding Home*
- *Teaching Japanese Students about Race*
- *Decolonizing the Syllabus*

**PRACTICAL SESSIONS**

**Bringing DEI Issues, Sustainability & Ethical Travel into an “English for Tourism” Course**

This talk described the content and structure of an *English for Tourism* course that featured role plays, discussions, research and student presentations that were designed to promote ethical travel, DEI and sustainable tourism. Jenny Morgan (Sophia Univ.)

**Global Citizen Workshop**

This session described the concept and practice of “social activism” then discussed ways to promote this in class using petitions, letters to world leaders, PSA posters and resources from the NGO *Global Citizen* <[www.globalcitizen.org/en/](http://www.globalcitizen.org/en/)>. May Kyaw Oo (Nagasaki Univ.) & Gerry Yokota (Osaka U.)

**Teaching for World Citizenship: Global Studies**

This presentation described the design, content and impact of two *Global Studies* courses taught at a national university that engage students in studying about world themes, the world’s regions and important world issues. Kip Cates (Tottori University)

**Black in America**

This session described the design and content of a 1-semester *Black in America* unit that used PPT, video, discussions, interviews and the film *The Hate U Give* to teach Black history, Black culture, BLM & other issues. Anna Ito (Kyoto Gaidai Nishi HS)

**Cultivating Learners As Future Changemakers**

This talk shared insights gained from teaching a *Global Learning Course* designed to encourage and empower students to take action aimed at solving world problems. Ann Flanagan (Ritsumeikan HS)

**Using Universal Design Icons to Develop Cross-Cultural Communication Skills**

This described a 1<sup>st</sup> year English course that had students study socio-economic terms, then use them to make posters comparing world population, life expectancy & more. Alexandra Burke (Shotoku U.)

To learn more about the Kyoto Chapter of JALT, go to their website at: <<https://kyotojalt.org/>>

# CONFERENCE REPORT: TESOL 2023

March 21-24 (live, Portland, USA) & April 3-4, 2023 (online)

<<https://cms-tesol.ae-admin.com/tesol-convention/>>

Hybrid Event



This spring's international TESOL 2023 conference was held as a hybrid event on the theme *Inspiring Innovation, Empowering ELT Professionals*. The live event was held in Portland, Oregon (March 21 – 24) and the virtual event was online (April 3 – 4). Below are sample presentations given on global themes.

## KEYNOTE SPEAKERS

### ***Biodiversity & Diversity in Bio: What's the Point?***

This keynote talk by a science expert described how diversity causes eco-systems to thrive, how the same principle applies to human systems, then outlined the implications for society and education. Sammy Ramsey <[www.ramseyresearchfoundation.org](http://www.ramseyresearchfoundation.org)>

### ***Language & Power: Linguistics for Social Justice***

This talk noted how negative linguistic ideologies influence our perceptions and described ways that linguistics and psychology can help promote social justice in our work. Rachel Weissler (U. of Oregon)

### ***Demanding Economic Justice for Care Work***

This talk used examples from Palestine and the Middle East to show how the work of teachers and other carers is undervalued, then made recommendations for moving forward. Asmaa AbuMezied

## INVITED SPEAKERS

### ***(In)equity, Privilege and Discrimination in TESOL***

This talk discussed the bitter reality of inequity, privilege, marginalization and discrimination in ELT hiring, salaries and workplaces and offered ideas for how to address this. Ali Selvi (U Alabama)

### ***Tread Lightly: Language Endangerment***

This talk explained why teachers should care about the world's 2,500 endangered languages and how tribal communities in the US are working to restore their native tongues. Robert Elliott (U of Oregon)

### ***Building Links: IEPs and Community Partners***

This outlined how schools can work with local community organizations to build programs that benefit foreign language learners, including displaced Afghan students. John Bunting (Georgia State Univ)

### ***Courageous Conversations: Racism in ELT***

This panel session described the impact of racism and linguicism on ELT, then proposed policy suggestions and community strategies to support affected minorities. Tasha Austin (Kean University)

### ***Decolonization, DEIA and Antiracism in ELT***

This panel discussed how issues of DEIA (diversity, equity, inclusion, access) impact ELT teachers and students, then provided diverse ideas for promoting anti-racism and decolonization. Mary Romney (US)

## ACADEMIC SESSIONS

### ***Social Responsibility through Advocacy in ELT***

This SR-IS session featured a panel of experts who outlined the political, racial and colonial foundations of ELT, the resulting tensions felt by teachers and sample initiatives in four areas of advocacy:

- learner advocacy
  - global issues in education
  - professional learning
  - identity and lg teaching
- Carter Winkle (Barry University, Florida, USA)

### ***Re-envisioning ELT in the Metaverse Era***

This panel featured experts in applied linguistics who addressed the question: How will artificial intelligence and the metaverse shape the future of language education? Tait Bergstrom (Yale-NUS)

### ***Counter-Story Telling: A Social Justice Pedagogy***

This panel shared programs and practices using non-majoritarian narratives that helped students to develop agency, language, work and cultural competencies. Ethan Trinh (Georgia State Univ.)

### ***Equity in TESOL: Antiracism and Ableism***

This session called for teachers to counter racism and ablism, then described a DisCrit framework that can help promote equity and access for diverse students. Caroline Torres (Kapi'olani College, US)

### ***Interculturality and Storytelling***

This panel outlined how new methodologies and approaches to storytelling that use digital and multimedia tools promote intercultural learning and communication. Jennifer Lacroix (Boston U.)

## Professional Learning Networks (PLN)

TESOL's Professional Learning Networks comprise groups organized around particular themes.

### ***Integrating Global Education into Int'l Contexts***

This panel session described how global education is being introduced into national curricula in countries such as Egypt, Pakistan, Colombia and Saudi Arabia. Fayyaz Malik (Al Yamamah Univ.)

### ***Palestinian Educators: Link Hands Across Walls***

This panel featured Palestinian educators who explained how they build solidarity, resistance and peaceful collaborations while teaching English in an occupied context. Anwar Hussein (Birzeit U.)

## Racial Equity, Social Justice and Identity in ELT

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

### INTERSECTION SESSIONS

#### Open Windows to the World through Reading

This panel looked at critical reading and inclusive anti-bias education as ways to teach fiction and nonfiction that highlight native cultures and cultural differences. Amina Douidi (U. of Southampton)

#### From Heteronormativity to Inclusivity in ELT

This panel shared their experiences and research on designing inclusive LGBTQ+ materials and tasks aimed at facilitating respectful inquiry and discourse in ELT. Melissa Ferro (U Texas Austin)

#### Cultural Competence in a Global Techno World

This session discussed methods for teaching intercultural competence, challenges we face in this new techno age and methods/tools for moving forward into the future. Nellie Deutsch (U. Phoenix)

#### Honoring Identity & Diversity: EL Dis/abilities

This panel urged teachers to switch from viewing dis/abilities through a deficit lens to honoring the diverse identities of language learners in contexts of equity & inclusion. Rosa David (UBC, Canada)

## Spotlight on Refugees in Higher Education

This panel highlighted obstacles faced by refugees and displaced people in accessing higher education and ways that educators can assist them to navigate the process. Katherine Hardin (McGill University)

#### Incorporating Queerness in English Classrooms

This panel explored how to broach themes of queerness, allyship and safety in ELT programs despite political climates in different cultures, contexts and societies. Ozge Guney (U. South Florida)

### PRE-CONVENTION INSTITUTES

#### Decoding Misinformation: Media Literacy & ELT

This workshop outlined various ways that English language educators can promote media literacy and teach their students how to analyze fake news and misinformation. Carla Chamberlin (Penn State U.)

#### Techniques for Teaching Content via English

This workshop gave an overview of key techniques that can be used to teach content themes and topics in English language classrooms. Christopher Stillwell (Univ. of California, Irvine)

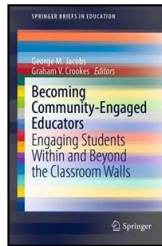
#### Future TESOL Conferences <[www.tesol.org](http://www.tesol.org)>

- 2024 : March 20 - 23 (Tampa, Florida)
- 2025 : March 18 - 21 (Long Beach, CA)
- 2026 : March 24 - 27 (Salt Lake City)
- 2027 : March 16 - 19 (Houston, Texas)

#### Becoming Community-Engaged Educators Beyond Classroom Walls

by G. Jacobs & G. Crookes (2022)

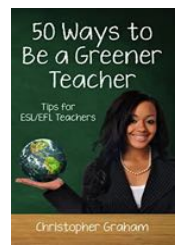
This new book features case studies of global language teachers dealing with poverty, racism, religion, refugees, environment and LGBT issues.



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

by Christopher Graham (2022)

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



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

by Alan Maley & Nick Peachy (2017)

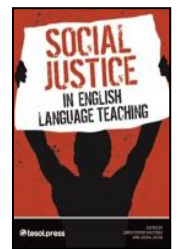
Download this free PDF book on creative ways to teach SDGs from: <[www.teachingenglish.org.uk/teacher-development/publications](http://www.teachingenglish.org.uk/teacher-development/publications)>



#### Social Justice in English Language Teaching

by Hastings & Jacob (2016)

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



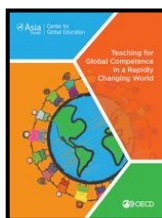
### Books on Teaching Global Competence from the Asia Society (New York)

<<https://asiasociety.org/education/global-competence>>

#### Teaching for Global Competence in a Rapidly Changing World

by Asia Society & OECD (2018)

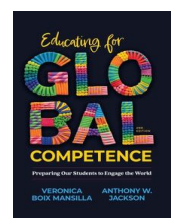
Download for free this great PDF text to get ideas on how to integrate global competence into your EFL courses!



#### Educating for Global Competence

by Mansilla & Jackson (2022)

Get a copy of this new updated book (2<sup>nd</sup> edition) to learn about ways that teachers can prepare their students for world citizenship in a global age.







## 2<sup>nd</sup> International Symposium on Social Justice in ELT

Promoting Social Issues in Language Education

October 21-22, 2022 in Sinop, Turkey

<[www.socialjusticeinelt.com/Home/Symposium](http://www.socialjusticeinelt.com/Home/Symposium)>



*Social Justice in ELT* is a dynamic new project run by Turkish language educators and funded by the US Department of State. The project is based in Turkey and aims to bring social justice issues into Turkish classrooms, schools and teacher training programs. Below are sessions given at their fall 2022 symposium.

### PLENARY SESSIONS

#### Addressing Bullying in Higher Education

This talk cited the high rates of educational bullying found by Lewis (2010) and Lester (2012) and the negative impact this has, then outlined ways to define and address the bullying that goes on in higher ed. Cristyn Elder (U New Mexico, USA)

#### Engaging Educators with Social Justice for ELT

This talk cited the work of Nieto & Bode (2017) and BGG Johannessen (2010), then provided concepts, teaching ideas and resources that can help teachers integrate social justice into English classrooms. Yecid Ortega & Sultan Turkan (Queen's U, Belfast)

### LIVE PRESENTATIONS

- *Global Issues and EFL: Examining Secondary School English Textbooks* (S. Akyasan, Trabzon U)
- *Eco-Pedagogy: An Ecological Perspective in English Classrooms* (R. Pokhrel, Kathmandu U.)
- *Algerian PhD Students in the UK: Issues of Ethnicity and Language* (Ikram Youcef, U of Oran)
- *Humanizing Qualitative Research Methods for In-Service EFL Teachers* (Ufuk Keles, Bahcesehir U)
- *Gender & Nativeness* (N. Sonmez, Mart U, Turkey)
- *Teaching Sustainability in Language Classes but How?* (Arzu Ozcelik, Yildiz Tech U, Turkey)
- *A Critical Perspective on Female and Male Social Actors in EFL Texts* (S. Sogut, Sinop U, Turkey)
- *An Examination of an ELT Coursebook on the Basis of 21<sup>st</sup> Century Issues* (M. Gokmen, Siirt U, Turkey)
- *Representation of Relationships in ELT Materials* (Elizabeth Coleman, Istanbul Medipol U, Turkey)
- *Critically-designed L2 Writing Classrooms: A Systematic Review* (A. Aygan, Ankara, Turkey)
- *Examining Coursebook Content Through Social Justice* (E. Burhan, Yuksek Ihtisas U, Turkey)
- *Preparing English Teachers for Social Issues in the Classroom* (S. Celik, Trabzon U, Turkey)

#### Social Justice and ELT Website

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

Check out this project's great website to access:

- *Events*: past presentations on social justice topics
- *Resources*: past seminars on global issue themes
- *Stories*: profiles and blog pages by members
- *Photos*: photos and videos of their activities

### VIRTUAL PRESENTATIONS

- *How Can Linguistic Diversity in ELT Support Environmental Justice?* (V. Carreao, Brasil)
- *Being a Queer Teacher in Turkey* (Niha Bursali, Ufuk U)
- *LGBTQIA+ Student Perspectives in University EFL Programs in Turkey* (A Akarcay, Sabanci U)
- *The Neoliberal Blow to ELT* G. Romero (Chile)
- *Critical L2 Writing* (Zeynep Bilki, TED U)
- *Multicultural Education in Teacher Education* (Dila Bozkurt, Mart U)
- *Research on Social Justice in Teaching Japanese* (Zoya Erdevig, Tokyo Int'l U)
- *Attitudes towards Social Justice in ELT* (Hakan Suren, Kocaeli U, Turkey)
- *From Sanitized to Situated: Social Justice TESOL Teacher Education* (Ozgehan Ustuk, Balikesir U)
- *Social Justice in Teacher Education: Student Writing Samples* (Cemre Isler, Firat U)
- *Addressing SDGs in Project-based Learning* (Tamari Dolidze, Batumi U, Georgia)
- *Kazakh EFL Teachers' Beliefs about Social Justice* (M. Seitova, Kazakhstan)
- *Impacts of Multiculturalism on Community Development: ETS (Empathy, Thoughtfulness, Security)* (Elena Tsatsua, Ivane U, Georgia)
- *Interculturality as Professional Practice of Activism in ELT* (P. Jimarkon, U Stavanger, Norway)
- *Ensuring Social Justice via Linguistic Integration in Higher Ed* (Nemira Macianskiene, Lithuania)
- *Value Intercultural Competence via Pop Culture in ELT Classrooms* (Samina Rana, Punjab, Pakistan)
- *Culturally Sustainable Pedagogies for Migrant Children* (K. DePietro, Stevenson, USA)
- *Environmental Justice Education in ELT: Teacher Perspectives* (Dolidze, Batumi U, Georgia)

### POSTER PRESENTATIONS

- *Zero Violence Through Language Teaching in Nepal* (M. Paudel, Tribhuvan U, Nepal)
- *How Can Linguistic Diversity in ELT Support Environmental Justice?* (V. Carreao, Brasil)

The proceedings for this 2<sup>nd</sup> international symposium on "Social Justice in ELT" held in Turkey last fall are now available online at the URL above. These include abstracts of all presentations listed here plus complete papers for selected sessions.



# Teaching about the Other Gretas: Youth Activists in Africa


by Brent Simmonds (University EFL Instructor, Gifu/Nagoya, Japan)




## Introduction

When asked to name a young climate activist, many people will answer Greta Thunberg, the famous Swedish teenager. However, there are many other courageous young people like her around the world who are campaigning for change often under difficult circumstances.

This article cannot do justice to all the many youth activists around the world. It will concentrate instead on four inspirational people from two areas of Africa witnessing increased climate-related impacts, the Horn of Africa and Lake Chads region.

 <p><b>The Horn of Africa</b></p>	<p>Located on Africa's east coast, the Horn of Africa is the world's 4th biggest peninsula. It contains diverse cultures, landscapes and languages, and is on the front line of the climate crisis. Rains have failed in this region for several years, while rising temperatures threaten native flora and fauna.</p>
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 <p><b>Lake Chad Region</b></p>	<p>The Lake Chad basin covers 8% of the African continent. The impact of the climate crisis has led to conflict and gender inequalities. Lake Chad has shrunk by 90% since the 1960s due to unsustainable practices threatening the traditional pastoral life of local people. Indigenous people's input is needed to solve the area's problems the area faces.</p>
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## Youth Activists in Africa

Climate events in the near future will impact every human being. However, those impacted the most will come from emerging countries in regions such as Africa. It can be easy to be pessimistic. However, these regions contain many young activists who can inspire your students.

One such person is Ugandan activist Vanessa Nakate, a UNICEF Goodwill Ambassador. Inspired by Greta Thunberg, she established *Fridays for the Future Uganda* in 2019 and co-founded *The Rise Up Movement* to give voices to African activists.

## Marginalized Voices

However, such voices often go unheard. There is disproportionate media coverage of the Global North and Global South. Thunberg and Nakate were among five young activists invited to the 2020

*World Economic Forum* in Davos. However, there was outrage worldwide when Nakate was cropped from a photo. The photo was later amended, but no apology was offered.

Thunberg and Nakate wrote an "Open Letter to the Global Media" demanding greater coverage in the Global South where communities have been devastated by climate-related catastrophes, such as the recent floods in Malawi and ongoing drought in Kenya (Time Magazine, 2021). When they met Scottish first minister Nicola Sturgeon at the 2022 *Glasgow Loss and Damage Conference*, initial media coverage again omitted Nakate. Sturgeon expressed disbelief. This time the press apologized.

In the future, it will be difficult to comprehend why activists from the Global South received such scant coverage. People on the front line of the battle have a right to a seat at the table to find solutions as they know the local environments. In addition to indigenous and other marginalized peoples, the UN has emphasized the need to include young people. (UN Conference of Youth 2021).

## Classroom activities

Many classroom activities could be used in the classroom. Music, food, flags, sport, and culture could be used to introduce the activist's countries. They have recorded videos of varying lengths that can be used to introduce many global issues and environmental vocabularies such as climate crisis, climate justice or indigenous people.

Social media can be used positively to raise students' awareness of environmental issues, inspiring students who may be bewildered or unsure about what they should do in the future.

## Other Activists

We have looked at four brave and inspirational activists, but there are countless others you could introduce in your classrooms. Each year the United Nations nominates Youth leaders and change makers whilst the goal of *She Changes Climate* is greater female participation. Minority groups are still drastically underrepresented.

I'd love to collaborate with other teachers to compile a list of activists around the world and to gather resources on this topic For more information and for further links, see my blog below.

**Brent Simmonds** EFL Instructor, Gifu, Japan  
 E-mail: <brentoldchap@gmail.com>  
 Blog: <[www.othergretas.blogspot.com](http://www.othergretas.blogspot.com)>

## FOUR AFRICAN YOUTH ACTIVISTS



**VANESSA  
NAKATE**

Uganda



**Vanessa Nakate** was Uganda's first *Fridays for the Future* striker in January 2019. She helped establish the *Rise Up Movement* to give voice to African activists and established *Vash Green Schools* which transforms rural schools to solar power. She has won several awards and, in 2021, authored the book "*A bigger picture: My fight to bring a new African voice to the climate crisis.*"

- Twitter [@vanessa\\_vash](https://twitter.com/vanessa_vash)
- Instagram [@vanessanakate1](https://www.instagram.com/vanessanakate1)
- Wikipedia
- Youtube



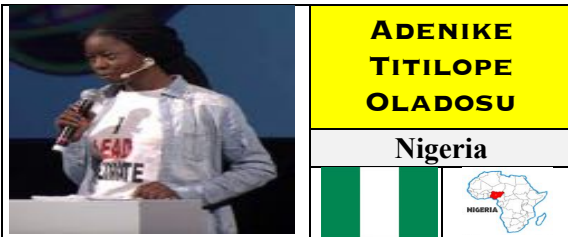
**HINDOU  
OUMAROU  
IBRAHIM**

Chad



Chadian activist **Hindou Oumarou Ibrahim** is older than the others. She has done important work in mapping Lake Chad and raising the profile of local and indigenous peoples. She has spoken at several UN conferences, is coordinator of the *Indigenous Women and Peoples Association of Chad* and cochair of the *International Indigenous Peoples Forum on Climate Change*.

- Twitter [@hindououmar](https://twitter.com/hindououmar)
- Instagram [@hindououmar](https://www.instagram.com/hindououmar)
- [www.afpat.net/](http://www.afpat.net/)
- Wikipedia



**ADENIKE  
TITILOPE  
OLADOSU**

Nigeria



**Adenike Titilope Oladosu** is an eco-feminist who initiated the first *Friday for the Future* school strike in Nigeria. She is leading a grassroots movement called *ILeadClimate*, advocating for the restoration of Lake Chad and for youth involvement in climate justice through education. She is a graduate of the University of Agriculture in Makurdi, Nigeria.

- Twitter [@the\\_ecofeminist](https://twitter.com/the_ecofeminist)
- Instagram [@an\\_ecofeminist](https://www.instagram.com/an_ecofeminist)
- Wikipedia
- Youtube



**ELIZABETH  
WATHUTI**

Kenya



Kenyan activist **Elizabeth Wathuti** asked the world to open their hearts and listen to those suffering during a passionate speech at the COP 27 climate conference. Following on the work of Wangari Mathai, she founded the youth-led *Green Generation* initiative in 2016 "to promote environmental issues through education, tree planting for impact, advocacy and activism."

- Twitter [@lizwathuti](https://twitter.com/lizwathuti)
- Instagram [@lizwathuti](https://www.instagram.com/lizwathuti)
- Wikipedia
- Youtube

### Youth Activists

- UN Voices of Change  
[www.un.org/en/climatechange/voices-of-change](http://www.un.org/en/climatechange/voices-of-change)
- UN 17 Young Leaders 2022  
[www.un.org/youthenvoy/2022/09/united-nations-announces-17-new-young-leaders-for-the-sustainable-development-goals/](http://www.un.org/youthenvoy/2022/09/united-nations-announces-17-new-young-leaders-for-the-sustainable-development-goals/)
- 2022 6 Young Change Makers  
[www.youngactivistssummit.org/2022-activists/](http://www.youngactivistssummit.org/2022-activists/)

### Organizations

- Fridays for Future Uganda (FFF)  
[www.fridaysforfutureug.earth/](http://www.fridaysforfutureug.earth/)
- She Changes Climate [www.shechangesclimate.org/](http://www.shechangesclimate.org/)
- Vash Green Schools. <http://vashgreenschools.org/>

### Articles & Video Clips

- Show Me the Whole Picture, 7th April 2022  
<https://sorrywatch.com/show-me-the-whole-picture/>
- Diverse Young Leaders 16th June 2020  
[www.diverseyoungleaders.com/post/media-coverage-in-climate-activists](http://www.diverseyoungleaders.com/post/media-coverage-in-climate-activists)
- Open Your Hearts Elizabeth Wathuti COP speech  
[www.youtube.com/watch?v=VMvzJu79WG0](https://www.youtube.com/watch?v=VMvzJu79WG0)
- UN Media February 2022  
<https://media.un.org/en/asset/k1k/k1kpfjsjny>
- United Nations Voices of Change  
[www.un.org/en/climatechange/voices-of-change-elizabeth-wathuti](http://www.un.org/en/climatechange/voices-of-change-elizabeth-wathuti)

# Teaching about Urban Child Homelessness: A Growing Global Issue

by John Guy Perrem (Muroran Institute of Technology, Japan)

## Introduction

The global population is becoming more urbanized year by year which is causing many problematic social issues in both developed and developing nations. In this lesson, students will learn about a significant linked problem through exploring urban child homelessness. Unfortunately, this is a growing problem in many cities around the world. The lesson is designed to raise awareness and understanding and to simultaneously encourage students to think critically and to potentially take positive action. Through a strip matching activity, a reading, an audio-visual activity, a discussion, a vocabulary review and a writing task, students will simultaneously develop their English language skills in tandem with their topic knowledge.

## Context

I have taught this 90-minute lesson with both upper-intermediate and advanced Japanese learners. The exact content of the lesson can be tailored by the teacher to match the level of the class.

## Lesson Plan

### Step 1. Vocabulary & matching strips (15 mins)

1. Divide the class into pairs.
2. Provide each pair with an envelope filled with the target vocabulary and definitions (below) that have been cut into strips. This requires a bit of preparation by the teacher beforehand but the students really enjoy the activity so it's worth it. To do this, make a worksheet where the left side lists the key vocabulary and the right side has definitions for these. Cut up the key words and definitions and place them inside the envelopes. Students will match these together.

Homelessness
Poverty
Lack of affordable housing
Domestic violence
Foster care
Mental health
Substance abuse
Trauma
Unaffordable rent
Lack of benefits
Social services

The state of being without a permanent residence or place to live.
The state of being extremely poor and unable to afford basic needs.
Insufficient or unaffordable housing options available in the market.
Violence or abuse committed by a family member or partner.
A system of care for children who are unable to live with their biological families.
A state of emotional and psychological well-being.
The excessive or chronic use of drugs or alcohol.
A psychological injury or emotional disturbance caused by an event.
Rent that is higher than what people can reasonably afford.
Inadequate social and financial benefits for children or families.
Government-funded programs that provide assistance to individuals and families in need.

Optional: Depending on the ability of your group, you can also cut the definitions into smaller pieces for a greater syntax challenge.

2. Use images to reinforce the vocabulary. Then have students repeat the words and practice their pronunciation. You can find plenty of images on Google for whatever vocabulary you choose.
3. Ask students to open their envelopes. Have students work in pairs to match the vocabulary words with the corresponding definitions. See which pair can match the most in 7 minutes.
4. Review the vocabulary as a class and answer any questions students may have.

### Step 2. Reading comprehension (15 minutes)

1. Provide students with a selected portion of a reading passage on the topic of urban child homelessness. You can take these from real-world sources to make the topic feel relevant. Here are some articles you could use sections of:
  - [www.apmreports.org/episode/2019/08/14/the-growing-crisis-of-homeless-kids](http://www.apmreports.org/episode/2019/08/14/the-growing-crisis-of-homeless-kids)
  - [www.npr.org/2022/02/15/1073791409/homeless-youth-and-children-are-wildly-undercounted-advocates-say](http://www.npr.org/2022/02/15/1073791409/homeless-youth-and-children-are-wildly-undercounted-advocates-say)
2. Have students read the passage individually and underline any unfamiliar vocabulary or phrases.
3. Next, have them work in pairs to discuss the main ideas of the passage and to share any questions or difficulties they had while reading.
4. As a class, review the main ideas of the passage and answer any questions students may have about difficult words or phrases.

### Step 3: Audio-visual comprehension (10 mins)

1. Explain to the students that they will watch an English video about this topic. I suggest using one of the following two short YouTube clips:

- *Parents and Kids Talk about Homelessness*  
<https://youtu.be/CX4TzWdDAFY>
- *Homelessness from a Child's Perspective*  
<https://youtu.be/0UQEoiPajc8>

2. Ask the students to watch, listen and take notes on any information that they think is important.
3. Play the video a second time, if necessary.
4. Next, have them work in pairs to discuss the main ideas and to share any questions they had.
5. As a class, review the main ideas of the video and answer any questions.

### Step 4: Discussion & vocabulary review (15 min)

1. Review the key vocabulary related to the topic and ask students use them in their discussion.
2. Have students work in small groups to discuss the following questions:
  - What are the causes of urban child homelessness?
  - What are the problems of urban child homelessness?
  - What can be done to help homeless children?
3. Have each group share their ideas with the class.

### Step 5: Writing to the government (20 minutes)

1. Provide students with a prompt asking them to write an email to a government official advocating for more support for children who are homeless in cities.
2. Have students work independently to write their emails and to use the lesson's key vocabulary.
3. Be active in offering help during this activity and in helping students make revisions.
4. Students can send their emails to a real government official if they feel passionately about this.

### Step 6: Conclusion (5 minutes)

1. Summarize the main points of the lesson and review key vocabulary words.
2. Encourage students to continue to learn more about this issue and to take action to make a difference if they are interested. Some resources you can share with students in your conclusion are:
  - <https://www.un.org/en/desa/homelessness-could-happen-anyone>
  - [www.habitatforhumanity.org.uk/who-we-are/](http://www.habitatforhumanity.org.uk/who-we-are/)
  - [www.standupforkids.org/](http://www.standupforkids.org/)

#### John Guy Perrem

Muroran Institute of Technology, Japan

E-mail: <20999403@mmm.muroran-it.ac.jp>

#### Books about Children and Homelessness

- *Homeless to Hopkins* (2023)
- *We're Not Camping: We're Homeless* (2020)
- *I See You: A Story about Homelessness* (2017)
- *Still a Family: A Story about Homelessness* (2017)
- *Rachel & Her Children: Homeless Families* (2006)
- *Lives Turned Upside Down: Homeless Kids* (1996)

#### Movies about Children and Homelessness

[movieflavor.com/type/movies-about-homeless+kids](http://movieflavor.com/type/movies-about-homeless+kids)

- *American Street Kid* (2016) [americanstreetkid.com](http://americanstreetkid.com)
- *How to Steal a Dog* (2014)
- *The Pursuit of Happiness* (2006)
- *Children Underground* (2001)
- *Streetwise* (1984)

#### Shin-Eiken Association

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

#### 新英語教育研究会



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

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

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

**Issue # 641** (Jan. 2023) Theme: *Rethinking our Educational Aims*

- *English Teaching as Peace Education* (Toshiko Sakuma)
- *If I were the leader of our country...* (Sayaka Akaogi)
- *Visual materials on fair trade and child labor* (Kaori Fukuda)
- *What do you want to change for you & the world?* (Tsuneo Nigishi)

**Issue # 642** (Feb. 2023) Theme: *Report from Hokushin'etsu Region*

- *Towards a World Free of War & Nuclear Weapons* (T. Okimura)
- *Introducing Traditional Japanese Events* (Tomoko Ito)
- *Teaching with Songs: “Russians” by Sting* (Hiroo Ishiyama)
- *Social Issues in English: The Minamata Disaster* (Izumi Koga)
- *Teaching “Animal Farm” Using Readers Theatre* (Yumi Onoki)

**Issue # 643** (March 2023) Theme: *Ways to Encourage Thinking*

- *Using Tablets to Make Friends Worldwide* (Atsuko Akamatsu)
- *Sending a message to your future self* (Shizuko Matsumoto)
- *Human Rights: Teaching Black Lives Matter* (Junji Yoshiura)



# 5 Ways ESL Teachers Can Create Peace in Their Classrooms

by John Carlson (Kid Inspired Classroom)



Teaching is probably the world's best profession, but there are a lot of ways it can drive you a little crazy. Chaotic schedules. Chaotic classes. Chaotic bureaucracy.

When I first began teaching, I struggled with all of these. I did the running around to a crazy schedule. I got angry and yelled at my students...a little too often. I wrote mounds of paperwork that no one ever read. The chaos can bleed over into your life and before long you find yourself watching a little too much TV with your hand in a bag of peanut butter mini Reeseys Cups.

Finding a little peace in our lives is difficult and creating peace in our classrooms and schools is even more difficult. One thing is for sure, you can't do the latter without first taking care of the former.

But peace is what we need. In the face of broken families, struggling students, and scant resources; in the face of drug addictions and cyber bullying; in the face of school shootings and suicides... Our students need us. They need us to create peace in our classrooms, sanctuaries where they can get a little help making sense of the world before they have to go out and face it.

So how can we keep the world at bay and still manage to get all of our homework graded? Here are a few thoughts.

## 1. Get right with yourself.

You can't help anyone if your life is a mess. If you need to make some changes in your life and can't find the motivation to do it for yourself, do it for your students. You need to be healthy to be of any help to them. You need to sleep enough, eat well, exercise, take care of yourself. You need to have good friends who help you deal with your issues. Take time to think about life and what you are doing with it. Go for a walk. Find a quiet spot to close your eyes and breathe. You need to have peace in your life before you will ever have a chance of creating peace in your classes.

## 2. Get help.

We are often too proud to admit when we are having problems, especially if we have been teaching for a long time. We don't want anyone to think we are incompetent to do our jobs. But every teacher has problems. We are never perfect and there is always something to learn or improve. Many times, we don't even consider our problems to be problems anymore. We have grown too accustomed to them. We have come to accept them

as a part of the job. We have gotten good at pretending everything is fine, even when it isn't. Talk to other teachers. Be honest. Share each other's burdens. Listen to each other.

## 3. Connect with your students.

The more you understand your students, where they are coming from and what they are struggling with, the more you will see opportunities to speak into their lives. Ten years from now, you will begin to hear back from some of them about the difference you made.

## 4. Be a peacemaker.

Create classroom experiences where you bring out the best in each other, where students encourage each other, respect each other, help each other, celebrate successes together, and work through failures together. Make space for laughing, sharing what's going on, taking pictures together, playing games together. Take time to look into a student's eyes and tell her you believe in her – the class can wait. Stand up for them, stand up for what's right, stand up even when it might cost you.

## 5. Remember that any teacher can make a difference, no matter the subject.

The teachers that make the biggest difference in their students' lives aren't usually remembered for the subject matter they're teaching. Be patient. It will not happen overnight. It takes time. But the more you practice creating peace in your classes, the better you will get at it, and the more your students will remember you and the difference you made in their lives.

I wish you all the best, and if you still find your hand in a bag of mini Reeseys Cups from time to time, no judgment here. I can't control myself with those things either. So, what strategies do you have for creating peace during your classes?

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*This article has been reprinted here with the author's permission. It is online at: <https://kid-inspired.com/5-ways-teachers-can-create-peace-in-the-classroom/>*



**Kid-Inspired Classroom (KIC)**

< <https://kid-inspired.com> >

*Kid-Inspired Classroom provides ESL teachers with a rich variety of tips, activities and resources that engage students and make a difference in their lives. Check out their great website and get a copy of John Carlson's book *Kid-Inspired Teacher!**

<p><b>Earth Day</b> April 22<sup>nd</sup></p> 	<p><b>Earth Day</b>, founded in 1970, is an international grass-roots event that invites people around the globe to celebrate the natural world, promote environmental protection and take action to solve environmental problems. Check the sites below to learn about this annual event, how to take part, and what you and your students can do at your school.</p> <ul style="list-style-type: none"> <li>▪ Start out with a Wikipedia / Google / Youtube search for: “Earth Day”</li> <li>▪ Check out &lt;<a href="http://www.earthday.org/earth-day-2023/">www.earthday.org/earth-day-2023/</a>&gt; &lt;<a href="http://www.earthday-tokyo.org">www.earthday-tokyo.org</a>&gt;</li> <li>▪ Sample environmental groups: &lt;<a href="http://www.worldwildlife.org">www.worldwildlife.org</a>&gt; &lt;<a href="http://www.greenpeace.org">www.greenpeace.org</a>&gt;</li> </ul>
<p><b>Tokyo Rainbow Pride Festival</b> April 22 ~ 23</p> 	<p>The <b>Tokyo Rainbow Pride Festival and Parade</b> are held each April with the aim of celebrating Tokyo’s LGBT community, raising awareness of sexual minorities and pushing to achieve equal rights for gay, lesbian, bisexual and transgender individuals and couples. Use the videos and sites below to design a lesson on this topic or consider holding an event in your class, school or community to build awareness and support.</p> <ul style="list-style-type: none"> <li>▪ Do a Google search for “Tokyo Rainbow Pride 2023” to get details of this event</li> <li>▪ Youtube videos: “Tokyo Rainbow Pride” “pride parades around the world”</li> <li>▪ Japanese website for Tokyo Pride Parade and Festival: &lt;<a href="http://tokyorainbowpride.com">tokyorainbowpride.com</a>&gt;</li> <li>▪ To learn more, go to Wikipedia: <i>LGBT pride pride parade pride month</i></li> </ul>
<p><b>King Charles Coronation</b> May 6<sup>th</sup></p> 	<p>The <b>Coronation of King Charles</b> on May 6<sup>th</sup> will be a global media event. This is a great chance to have students not only study about British history, politics and culture but also analyze and discuss political systems, democracy, feudalism, monarchies, the Japanese imperial system and royal families around the world. Check out the sites below to learn more about how to approach this topic in your language classroom!</p> <ul style="list-style-type: none"> <li>▪ Wikipedia: “coronation of Charles III”</li> <li>▪ Google: “teaching about royal families”</li> <li>▪ Youtube: “King Charles coronation” “royal families of the world” “anti monarchy”</li> </ul>
<p><b>Red Cross Day</b> May 8<sup>th</sup></p> 	<p><b>World Red Cross Day</b> celebrates the humanitarian work of the <i>International Committee of the Red Cross (ICRC)</i>, the <i>International Federation of Red Cross and Red Crescent Societies (IFRC)</i> and their national branches around the world. Take this chance to try out their education materials and to teach your students about the important work they do in disaster areas, conflict zones, refugee assistance and first aid.</p> <ul style="list-style-type: none"> <li>▪ Wikipedia/Google/Youtube: <i>World Red Cross Day Teaching about the Red Cross</i></li> <li>▪ Red Cross websites: ICRC &lt;<a href="http://www.icrc.org/en/">www.icrc.org/en/</a>&gt; IFRC &lt;<a href="http://www.ifrc.org">www.ifrc.org</a>&gt;</li> <li>▪ Teaching materials: &lt;<a href="http://www.redcross.org.uk/get-involved/teaching-resources">www.redcross.org.uk/get-involved/teaching-resources</a>&gt;</li> </ul>
<p><b>G 7 Summit in Hiroshima</b> May 19 = 21</p> 	<p>Japan will host this spring’s <b>G7 Summit</b> in Hiroshima, hometown of Prime Minister Kishida. The event will bring together the G7 members (Canada, France, Germany, Italy, Japan, UK, US) plus observers from the EU, 9 invited nations and 7 international organizations. See the sites below to help your students learn about this global event.</p> <ul style="list-style-type: none"> <li>▪ Wikipedia: “49<sup>th</sup> G7 Summit” “G7”</li> <li>▪ Google: “teaching about the G7”</li> <li>▪ Youtube video clips: “What is the G7?” “G7 Hiroshima 2023” “G7 explained”</li> <li>▪ Official English website with details of the event: &lt;<a href="http://www.g7hiroshima.go.jp/en/">www.g7hiroshima.go.jp/en/</a>&gt;</li> </ul>
<p><b>Ryuichi Sakamoto (1952~2023)</b></p> 	<p>Japanese musician <b>Ryuichi Sakamoto</b> passed away on March 28 at age 71. He was a founder of the electronic band <i>Yellow Magic Orchestra</i> and became famous for his award-winning music scores for Hollywood movies such as <i>Merry Christmas</i>, <i>Mr. Lawrence</i> and <i>The Last Emperor</i>. He was also a world citizen and anti-nuclear activist who worked tirelessly for peace, human rights and the environment - a great role model for our students. Why not design and teach an EFL lesson on his life and work?</p> <ul style="list-style-type: none"> <li>▪ Search Youtube for “Ryuichi Sakamoto death” to see video tributes in English</li> <li>▪ Go to Wikipedia “Ryuichi Sakamoto” or look at &lt;<a href="http://www.sitesakamoto.com/home">www.sitesakamoto.com/home</a>&gt;</li> <li>▪ Japan Times: <i>Ryuichi Sakamoto, outspoken peace &amp; environmental activist</i> (Apr 3)</li> <li>▪ For his work on landmines, do a Google &amp; Youtube search for “Zero Landmine”</li> </ul>



## Special Feature

# Teaching about the Eurovision Song Contest



All Japanese students know the *Red-White Singing Contest (Kohaku Uta Gassen)* that brings together the best Japanese singers from across the nation for an annual one-night sing-off between the men's team and women's team on New Year's Eve. However, few students know much about the *Eurovision Song Contest*. This annual competition was established after World War II as a way to build peace among former enemies in Europe. This year's 2023 contest will be held May 9 - 13 in Liverpool. Why not use this chance to strengthen your students' English language skills while promoting peace, global awareness and international understanding?

### Eurovision Website <<https://eurovision.tv>>

Browse the official Eurovision site to learn about:

- the contest, its format, rules and history
- participating nations, their singers and songs

For the latest news, go to: <https://esctoday.com/>

### Wikipedia Eurovision Pages

- *Eurovision*
- *Eurovision 2023*
- *Eurovision winners*
- *Eurovision languages*

### Youtube videos

- *What is Eurovision?*
- *Story of ESC*
- *Eurovision Official Roundup: 37 Songs of 2023*
- *All Winners of the Eurovision Song Contest*

### Class Project: Design an Asia Song Contest!

After studying Eurovision, put students in groups and challenge them to design an international song contest for Asia! Give each group a worksheet like the one below. When they're ready, have each group give a presentation on their contest design.

### Group Task: Create an Asia Song Contest

- What: *an annual song contest for Asian nations*
- Purpose: *to promote international understanding*

Contest name: \_\_\_\_\_  
 Contest logo: \_\_\_\_\_  
 Host country: \_\_\_\_\_  
 Rules & format: \_\_\_\_\_  
 Special features: \_\_\_\_\_



### Teaching Ideas



- Put students in pairs and have them choose a research card below. Have them research the topic they chose, then make a poster, written report or presentation about it to the class.
- Have your students learn about Eurovision by studying the reading passage on page 17.
- Do your own Eurovision contest in class by playing songs from selected nations, then getting students to vote for the best entries.
- Have each student choose one participating nation, research its singer and the song that it entered in the contest, then report to the class

### Books about the Eurovision Song Contest

- *Eurovision: A History of Modern Europe*
- *Inside the Eurovision Song Contest*
- *Postwar Europe & Eurovision Song Contest*
- *Unofficial Guide to Eurovision 2023*

## The Eurovision Song Contest: Student Research Cards

- Put students into pairs or groups. Then, have each team choose one of the research cards below.
- Give them time to research, then have them give a report (oral, written, PPT) on what they learned

What is Eurovision?

When did it start?

Who proposed the idea for it?

Why was it started?

Which nations took part at first?

How many nations join now?

What are the rules?

How is the host nation chosen?

How are the songs judged?

When is it held each year?

Which nations have won?

Which famous singers have won?



# The Eurovision Song Contest: Music for International Understanding

## Introduction

The **Eurovision Song Contest** is an international music competition held each year in Europe. Each country submits a song which is performed on live TV. The participating nations then vote to determine the most popular song.



## Background

After the death and destruction of World War II, the *European Broadcasting Union* (EBU) set up a committee to search for ways to bring together European countries and former enemy nations around an "entertainment program".

At a meeting in 1955, EBU chairman Marcel Bezencon proposed a European song contest for broadcast across Europe. This idea was based on the annual Sanremo Music Festival in Italy.

## History

The first *Eurovision Song Contest* was held in 1956 with just seven European countries. The contest was won by the host nation, Switzerland. Slowly, other nations joined from Western Europe (England, Sweden, Greece, Spain...), Eastern Europe (Poland, Russia, Hungary, Bulgaria...) and elsewhere (Israel, Australia).

## Contest Format

- ◆ Each European country submits its best song of the year to the Eurovision Network.
- ◆ The songs are performed live on a TV show broadcast in Europe and around the world.
- ◆ After the performances, each country gives points for other countries' songs. Nations are not allowed to vote for their own song.
- ◆ The song with the most points is the winner.
- ◆ The winning country becomes the host of the contest for the next year.

## Themes

Each contest has a theme. Recent examples:

- *Come Together* (2017)    ▪ *Join Us!* (2014)
- *Building Bridges* (2015)    ▪ *We are One* (2013)

## Eurovision Week & Youth Contest

The contest takes place in May during *Eurovision Week*. A *Junior Eurovision Song Contest* was established in 2003 for artists under age 16.

## Contest Rules

- ◆ All singers must be at least 16 years of age.
- ◆ Each song has a time limit of 3 minutes.
- ◆ Up to 6 people can perform for each nation.
- ◆ There is no restriction on the nationality of the performers or the songwriters.
- ◆ The performance and lyrics of the songs "must not bring the contest into disrepute".

## Contest Languages

At first, each country had to sing in its own national language. Since 1999, all nations have been free to sing in any language they wish.

- In 1974, Sweden began singing in English.
- In 2003, Belgian used an artificial language.
- In 2019, France's entry used sign language.

## Famous Singers and Songs

The careers of many famous singers were launched at the *Eurovision Song Contest*:

- ◆ Celine Dion sang in 1988 for Switzerland
- ◆ ABBA won the contest for Sweden in 1974
- ◆ Olivia Newton-John sang for the UK in 1974
- ◆ Julio Iglesias represented Spain in 1970
- ◆ Famous Eurovision songs include "Volare"

## Eurovision Today

The 66th *Eurovision Song Contest* was held in 2022 in Turin, Italy on the theme *The Sound of Beauty*. Forty nations took part. The event was watched by 180 million people worldwide. The winner was Ukraine with the song *Stefania*.

1 Albania	15 Georgia	29 Norway
2 Armenia	16 Germany	30 Poland
3 Australia	17 Greece	31 Portugal
4 Austria	18 Iceland	32 Romania
5 Azerbaijan	19 Ireland	33 San Marino
6 Belgium	20 Israel	34 Serbia
7 Bulgaria	21 Italy	35 Slovenia
8 Croatia	22 Latvia	36 Spain
9 Cyprus	23 Lithuania	37 Sweden
10 Czech	24 Malta	38 Switzerland
11 Denmark	25 Moldova	39 Ukraine
12 Estonia	26 Montenegro	40 United Kingdom
13 Finland	27 Netherlands	
14 France	28 N Macedonia	

## Music and International Understanding

*Eurovision* is a unique example of a global music event designed to promote peace. Let's create more of these international song contests! What about Asiavision or Africavision or ... ?



**Introduction**

*Tandem* is a unique approach to language education that was developed in Europe. It uses language and culture exchange to promote language learning, cultural awareness and international understanding. *Tandem* takes its name from the tandem bicycle (a bicycle built for two). Just as a tandem bicycle is one on which two people make an effort to move forward together, so *Tandem* language exchanges bring individuals and groups together to move forward in terms of language proficiency, personal friendships and mutual understanding.

**The Tandem Method**

Tandem exchanges are applicable to all ages from children to seniors. They can be used in nursery, primary and secondary schools, vocational training, youth groups, universities, teacher training, adult education, companies and immigrant centers, both locally, across borders and on the Internet.

Tandem has been used in at least 23 languages including Albanian, Arabic, Basque, Bulgarian, Catalan, Czech, Chinese, Danish, English, French, Galician, German, New Greek, Hungarian, Italian, Japanese, Latvian, Polish, Portuguese, Serbo-Croatian, Slovenian, Spanish and Turkish.

**Types of Tandem**

There are a variety of Tandem exchange types:

- *Peace Tandem* which involves exchanges between individuals and groups in conflict areas
- *Special Purpose Language Tandem* which gives students a chance to practice specialized language
- *Intercultural Tandem* which focuses on promoting cultural understanding via exchanges
- *Multilingual “Babylonia” Tandem* which engages partners in multilingual interactions
- *Interkultur “Anti-Racist” Tandem* which aims to eliminate racial stereotypes and prejudice
- *e-Tandem* which focuses specifically on virtual language exchanges online via the Internet

**Tandem Website**

The Tandem website provides a range of information and resources for interested teachers:

- an explanation of Tandem and its approach
- a guide to “who’s who” in the Tandem world
- an overview of Tandem’s history with a timeline of language exchanges from 1800 until today
- links to their magazine “Tandem News”
- free downloads of Tandem documents

**Peace Tandem**

*Peace Tandem* is a method of language learning based on peace education principles that can be used in areas of ethnic or religious conflict. It employs individual, pair, group and school exchanges to promote insights into the partners’ cultures and to weaken enemy stereotypes. Since 2019, the ‘Dialogue/Peace-Tandem’ project has been used in regions around the world to prevent violent conflict, maintain bridges and initiate reconciliation between hostile parties afterwards.



**Teachers’ Manual: Conflict Prevention and Resolution through Language Exchange**

A key resource that *Peace Tandem* provides is a *Handbook on Conflict Prevention and Resolution through Language Exchange*. This is available in English, German, French and Russian. It combines an introduction to conflict with practical advice on how to apply the tandem method in conflict situations. It is intended for peace activists, language teachers and researchers, and can be used with all age groups from kindergarten up to retirement homes. *Peace Tandem* projects have ranged from inter-community radio stations to student exchanges to online bilingual courses on the topic of conflict resolution. These projects been carried out in places such as the Central African Republic, Democratic Republic of the Congo, Egypt, India, Pakistan, Italy, Nicaragua, Northern Macedonia and Ukraine. There are free online trainings on how to apply the method. The current 5<sup>th</sup> version of the handbook can be downloaded as a PDF from the link above. An updated 6<sup>th</sup> version should be ready by this summer.

**An Invitation to Participate**



Interested teachers, schools and language learners worldwide are warmly invited to take part in this unique exchange project! All you need to do is:

- learn about the Tandem method at their website
- contact the organizers to explain your situation
- join their Tandem network of schools

For more details, see the website above or contact Jurgen Wolff at <[contact@tandemcity.info](mailto:contact@tandemcity.info)>



## Russia's On-going War on Ukraine and its People (April 2023) Teaching, Learning and Supporting Ukraine



### Teaching about a Year of War in Ukraine

[www.nytimes.com/2023/03/02/learning/lesson-plans/teaching-about-a-year-of-war-in-ukraine.html](http://www.nytimes.com/2023/03/02/learning/lesson-plans/teaching-about-a-year-of-war-in-ukraine.html)

This NY Times *Learning Network* article provides teachers with a rich set of ideas, activities and resources to help students learn about the past year of Russia's brutal war on Ukraine. Key themes:

- **Understand through images:** engage students with photos of Russia's war, its impact & victims
- **Share your thoughts with teens worldwide:** read and discuss the feelings expressed by teenagers around the world about Putin's war
- **Hear from Ukrainians on life during wartime:** listen to the experiences of people in Ukraine who are struggling to cope with Russia's invasion
- **Consider how the war has changed the world:** fill out a group worksheet to find out how the war has impacted food, energy, inflation and more
- **Review the roots of the crisis:** read and discuss a summary of the reasons why Russia invaded
- **Learn about refugees:** explore the plight of Ukrainian refugees and learn about nations like Poland that have accepted millions of them
- **Research Putin's attacks on Ukrainian culture:** learn how Russia is destroying cultural heritage
- **Analyze Kremlin control of public opinion:** read how Putin uses propaganda to brainwash ordinary Russians into supporting his brutal war
- **Predict what might come next:** study recent news and predict what may happen in the future
- **Discuss how the war might end:** discuss different ideas on how to end the war and make peace
- **Have students be "witnesses to history":** have students research and write on aspects of the war

### IATEFL GI-SIG Ukraine Resources

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

- Articles, worksheets, resources on the crisis
- Alan Maley's "Pity of War" Ukraine book
- Kip Cates' Ukraine Bulletins & class activities

### Russia & Ukraine: Online Articles

- *Language a barrier for Ukrainians in Japan*
- *In photos: Young Ukrainians in Japan (Mainichi)*
- *Russian father convicted for criticizing war*

### Statistics on Ukrainian Refugees Overseas

[www.statista.com/statistics/1312584/ukrainian-refugees-by-country/](http://www.statista.com/statistics/1312584/ukrainian-refugees-by-country/)

Most Japanese students know little about how many Ukrainian refugees have fled their country and how many live in nations overseas. Try out this classroom task to have students research and report on Ukrainians who are displaced overseas. This is also a great way for them to practice how to say large numbers!

**Group Task:** Guess how many Ukrainians these nations have accepted. Then go online to find out!

- |          |           |          |          |
|----------|-----------|----------|----------|
| ▪ Poland | ▪ Germany | ▪ Czech  | ▪ the UK |
| ▪ Italy  | ▪ Spain   | ▪ France | ▪ Japan  |

**Answers:** (Statistica.com as of March / April 2023)

- |                      |                   |
|----------------------|-------------------|
| ▪ Poland: 1,577,289  | ▪ Italy: 173,213  |
| ▪ Germany: 1,056,628 | ▪ Spain: 171,865  |
| ▪ Czech: 503,698     | ▪ France: 118,994 |
| ▪ the UK: 191,900    | ▪ Japan: 2,256    |

### Russia & Ukraine: Recent Youtube Videos

Check out the videos below to learn more about the impact of the war in Russia, Ukraine and Japan.

- *Japanese prime minister visits Ukraine*
- *Japanese celebrity supports Ukrainian clinics*
- *Ukrainian singer holds charity concert in Tokyo*
- *Ukraine's online battle for truth (NHK World)*
- *Japanese man becomes local hero in Ukraine*
- *Russia deleting Ukraine from school books*
- *How Russia pressures schoolchildren*
- *Russian citizens keep up anti-war protests*

### Ukrainian Woman Helps Fellow Evacuees Overcome Japanese Language Barrier

<https://japannews.yomiuri.co.jp/society/general-news/20230324-99307/>

The March 24<sup>th</sup> article notes the language barrier experienced by Ukrainians who fled to Japan in the wake of Russia's invasion, then describes the efforts of Iryna Derhachova, a Ukrainian woman who is teaching Japanese to fellow Ukrainian refugees in Tokyo. Derhachova majored in Oriental linguistics in Kyiv, worked in Japan, then returned to Ukraine when COVID hit. When Russia invaded, she and her mother had to flee Kharkiv. She arrived in Japan in April 2022. She currently teaches Japanese online to 20 Ukrainians living all over Japan. Despite feeling guilty for leaving her home country, she is eager to help her fellow Ukrainians survive here.

# RESOURCES AND ORGANIZATIONS

## 80,000 Hours

<[80000hours.org/problem-profiles/](http://80000hours.org/problem-profiles/)>



*80,000 Hours* is a dynamic site that encourages altruism, ethical careers and action to make a better world. Check out their *problem profiles* to see their top 8 list of global issues, how to tackle these plus further ideas on their site and podcasts.

## The Hands Up Project

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



The *Hands Up Project* connects Palestinian young people to the wider world via online interaction, drama and stories that promote English and mutual understanding. Browse their site to read stories, learn more & see how you can help.

## Green Action ELT

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



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

## World Geography Games

<[world-geography-games.com/](http://world-geography-games.com/)>



*World Geography Games* provides a great range of educational quizzes for students (and teachers!) to test and improve their geographical knowledge about the world's flags, nations, capitals and regions!

## Peace Boat

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



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

## Global Issues

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



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

## Oxfam Education

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



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

## ELT Sustainable

<<https://eltsustainable.org>>



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

## Better World Website

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



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

## Green Teacher

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



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

## Global Dimension

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



*Global Dimension* is a great UK resource designed to help teachers bring a global dimension to their schools. Click on "Resources" to browse topics such as women's rights, empathy, oceans and slavery.

## Better World Links

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



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



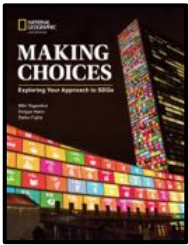
## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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



(1) **"Making Choices"** by Miki Tagashira, Fergus Hann and Reiko Fujita (2023, ¥2640)

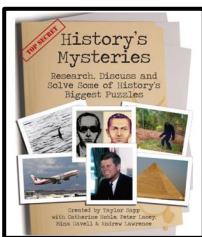
National Geographic Learning / Cengage <<http://cengagejapan.com/elt/>>



This 136-page English communication text engages students in exploring local and global issues linked to the UN's *Sustainable Development Goals* (SDGs). Its 17 units deal with: *poverty, hunger, health & wellbeing, quality education, gender equality, water & sanitation, clean energy, decent work, industry, inequality, sustainable cities, responsible consumption, climate action, life below water, life on land, peace & justice* and *global partnerships*. Each 6-page unit has warm-up tasks, key vocabulary, academic tips, a reading plus shadowing task, comp questions and extension activities.

(2) **"History's Mysteries"** by Taylor Sapp and team (2021, ¥2,750 / \$22)

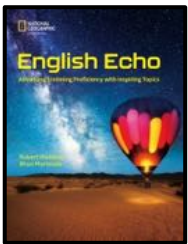
Alphabet Publishing Company <[www.alphabetpublishingbooks.com/book/history-mystery/](http://www.alphabetpublishingbooks.com/book/history-mystery/)>



This 282-page text promotes reading, writing, speaking, research and critical thinking skills by having students investigate, analyze and discuss historical mysteries and controversies. The book's 8 sections (*monsters, heroes & villains, unsolved crimes, disappearances, aliens, conspiracies, crimes, miscellany*) engage students with topics such as: *Who assassinated JFK? Is the Loch Ness monster real? How would you stop Adolf Hitler?* Each unit has background info, discussion questions and writing prompts. See a book report at: <[www.elgazette.com/learning-through-the-unknown/](http://www.elgazette.com/learning-through-the-unknown/)>

(3) **"English Echo"** by Robert Hickling and Shun Morimoto (2023, ¥2420)

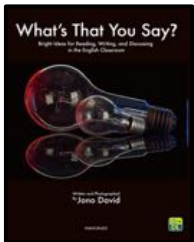
National Geographic Learning / Cengage <<http://cengagejapan.com/elt/>>



This 128-page listening proficiency text uses high interest topics to develop students' listening skills. Its 15 units deal with: *digital detox, the sharing economy, clothes & fashion, animal intelligence, the power of grit, telework, smart cities, historical sites, sports & the brain, poetic justice, hot springs, living with less, street food, going cashless* and *English as a global language*. Each 8-page unit has a photo warm-up, grammar and vocab previews, a dialog with comp questions, a monolog with recap and retell tasks, tips for listening and speaking plus speaking and discussion prompts.

(4) **"What's That You Say?"** by Jono David (2023, ¥2640)

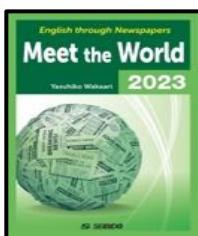
Nan'undo Press Tel: 03-3268-2311 <[www.nanun-do.co.jp](http://www.nanun-do.co.jp)> <[nanundo@post.email.ne.jp](mailto:nanundo@post.email.ne.jp)>



This glossy 108-page text builds English self-expression skills through high interest topics. Its 15 units cover: *first impressions, why learn English, photography, gender inequality in Japan, social media & the Internet, indigenous peoples of the world, great people in history, the road less traveled, food culture, freedom & responsibility, love, money & finance, careers, if Earth was a tomato* and *taking risks*. Each 5-page unit has a photo talk intro, vocab prep, a 1-page reading with comprehension questions, skill building tasks, a smart-phone research quiz plus a final set of famous quotations.

(5) **"Meet the World 2023: English Through Newspapers"** by Yasuhiko Wataari (2023, ¥2,310)

Seibido Publishing Co. Ltd. (Tokyo) Tel: 03-3291-2261 <[www.seibido.co.jp](http://www.seibido.co.jp)>



This 128-page EFL text builds student English skills via current events in the news. Its 20 chapters deal with: *social media, beer breweries, Chinese athletes, Egyptian mummies, space junk, ransomware, NFT museums, tiger breeding, early blossoms, tech export controls, island tourism, quake guidelines, disabled artists, US Civil War artifacts, Bucha war crimes, fake social media, CO2 storage, airline profits, nuclear reactors* plus *COVID & democracy*. Each 6-page chapter has key vocab, a pre-reading intro, a 1-page reading, during-and-post reading activities and a Japanese info sidebar.



## Books on Peace, Justice, Youth and Global Issues

Browse the titles below to learn about education for peace and justice, youth activists changing the world and new books on global issue themes.

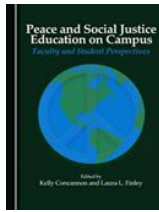


### New Books on Peace and Justice

#### Peace and Social Justice Education on Campus

by Finley & Concannon (2015) \$91

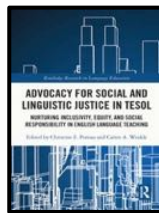
This features case studies of teachers and students promoting peace and justice on college campuses.



#### Advocacy for Social and Linguistic Justice in TESOL

by Poteau & Winkle (2021) \$152

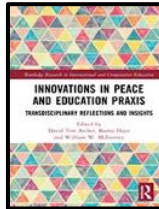
This book addresses issues such as equity & inclusion, learner identity, global citizenship and human rights.



#### Innovations in Peace and Education Praxis

by D. Archer et al (2023) \$152

This academic text presents innovative examples of transdisciplinary peace education and research.

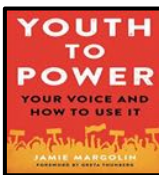


### Sample Books on Youth Activists

#### Youth to Power

by Jamie Margolin (2020) \$13

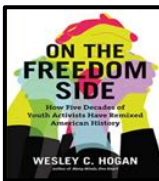
This essential guide to youth activism features advice, ideas and interviews on making a difference.



#### On the Freedom Side

by Wesley Hogan (2019) \$29

This book documents the inspiring history of youth activism in the US from civil rights right up till today.



#### Never Too Young

by A. Weintrabu (2018) \$9

This profiles 50 inspiring young people from Anne Frank and Kelvin Doe to Serena Williams and Malala.



#### Teen Activists: Youth Changing the World

By Barbara Sheen (2022) \$33

This book profiles inspiring young people from around the world who are working for a better future.



### Our Values Level 3 (Grades 5 ~ 8)

<https://crabtreebooks.ca/shop/show/11260>

Check out this great set of 12 illustrated books on key global issue themes (\$10 each). Available at the Crabtree website above or at Amazon.com.

#### Peace & War

An overview of war, peace and conflict that profiles types of war, case studies (eg Syria), the impact of war as well as groups working for peace.



#### Media & the News

A guide to how media impacts our daily lives, with a focus on media diversity, fake news and a historical timeline of media developments.



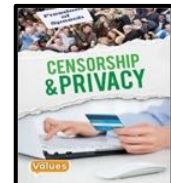
#### Activism & Volunteering

An inspiring look at how to make the world a better place by speaking up, donating time and volunteering for social causes that you believe in.



#### Censorship & Privacy

An informative book that explores freedom of speech, freedom of the press, privacy laws around the world plus a history of censorship.



#### Relationships & Consent

A timely look at the concepts of consent and personal boundaries as they apply to social relationships.



#### Terrorism & Extremism

A look at types of terrorism, from cyber attacks to bombings, with ways we can counter extremism.



#### Body Image & The Media

An overview of how images we get from movies, magazines and social media can affect our self-esteem.



#### Other Titles in the Series

- Rights & Responsibilities
- Law & Justice
- Change & Resilience
- Medicine & Illness
- Fair Trade & the Global Economy



# GLOBAL EDUCATION RESOURCES & MATERIALS



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

## Breaking News English

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



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

## Related JALT SIGs

Check out these other SIGs!

### Critical Thinking SIG

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

### Gender Awareness SIG

▪ <https://gale-sig.org/>

### Intercultural Comm SIG

▪ <https://jalticle.org>

## Fair Trade Goods

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

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

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

▪ [www.tenthousandvillages.com](http://www.tenthousandvillages.com)

## Global Education Maps

For your classroom or school

▪ [manywaystoseetheworld.org](http://manywaystoseetheworld.org)

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

## Japan University English Model United Nations (JUEMUN)

July 7 – 9, 2023 in Kobe

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



This summer's JUEMUN conference will be held at Kobe City University of Foreign Studies on the theme of "Children's Rights and UNICEF". See their site above for details or contact the committee to observe.

## Japan English Model United Nations (JEMUN)

July 15–17, 2023 in Osaka

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



This summer's JEMUN 2023 event will be held at Kindai University in Osaka on the theme "Socially Responsible Business". Check their website for full details. Online applications close on May 1, 2023.

## COMING EVENTS CALENDAR

April	12	Int'l Day for Street Children <sup>1</sup>	May	8	World Red Cross Day <sup>5</sup>
April	22	Earth Day (April 15-16 in Tokyo) <sup>2</sup>	May	13	World Fair Trade Day <sup>6</sup>
April	22-23	Tokyo Pride Parade (LGBTQ+) <sup>3</sup>	June	5	World Environment Day <sup>7</sup>
May	3	World Press Freedom Day <sup>4</sup>	June	20	World Refugee Day <sup>8</sup>

1 Street Children: <streetchildrenday.org> <street-child.org> <gskinitiative.org> <streetchildunited.org>  
 2 Earth Day: <www.earthday.org> <www.earthday-tokyo.org> <worldwildlife.org> <Wikipedia/Youtube>  
 3 Pride: <Wikipedia: pride parade> <tokyorainbowpride.com/> <www.hrc.org> <June = Pride Month>  
 4 Press: <Wikipedia> <https://rsf.org/en> <www.wan-ifra.org/microsites/press-freedom> <www.ifex.org>  
 5 Red Cross: <www.icrc.org/en/> <www.redcross.org.uk/get-involved/teaching-resources> <Wikipedia>  
 6 Fair Trade: <schools.fairtrade.org.uk> <fairtradefederation.org/wftd/> <fairworldproject.org> <Wikipedia>  
 7 Environment Day: <Wikipedia> <www.greeningtheblue.org> <www.unep.org> <Youtube: Earth Song>  
 8 World Refugee Day: <www.unrefugees.org> <www.unhcr.org> <www.japanforunhcr.org> <Wikipedia>  
 More dates: <awarenessdays.com> <happydays365.org> <globaldimension.org.uk/calendar/> <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 January 2023)

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

### NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES

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

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