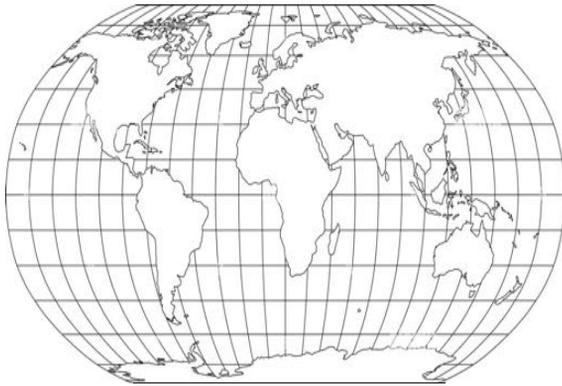


Newsletter of the "Global Issues in Language Education" Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER

*123<sup>rd</sup>  
Issue !!  
celebrating 123  
issues and 32  
years in print  
since 1990*



**Kip A. Cates, 3-351 Kita, Koyama-cho, Tottori City, JAPAN 680-0941**  
**E-mail: [kipcates24@gmail.com](mailto:kipcates24@gmail.com) See back issues on our homepage!**  
**<<http://gilesig.org>> <[www.facebook.com/groups/502815396792441/](http://www.facebook.com/groups/502815396792441/)>**

**NEWSLETTER #123**

As we come to the end of the spring semester, teachers and students in Japan are facing rising temperatures and a new wave of COVID infections. This summer newsletter contains: (1) an article by Jennifer Yphantides describing her work with *Teachers for Ukraine*, (2) a special report on a *Global Peace Path* project that bring students and refugees together, and (3) an article by May Kyaw Oo on how she teaches EFL students about global issues related to fast fashion. Our two special features provide teaching ideas and resources on (1) the shooting of Shinzo Abe and (2) abortion and the overturning of *Roe vs. Wade* in the US. This issue also includes a report on the IATEFL 2022 conference, book profiles plus a round-up of all the latest global education news. Good luck in surviving the rest of the summer!

- ◆ We offer electronic subscriptions by e-mail. Let us know if you'd like to try this option!
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# A N N O U N C E M E N T S



## Shin-Eiken 2022 Conference

Online: July 30-31, 2022

<<https://shin-eikenwakayamataikai.jimdosite.com>>

This year, the national conference of *Shin-Eiken* (*New English Teachers' Association*) will be held (in Japanese) on the July 30–31 weekend as an online event via Zoom. The conference theme is *Connections for the Future: From Japan (Land of Wa) to the World*. For more info, see the site above or go to their main site at: <[www.shin-eiken.com](http://www.shin-eiken.com)>



## JACET 2022 Conference

Online: August 24-26, 2022

<[www.jacet.org/convention/2022-2/](http://www.jacet.org/convention/2022-2/)>

This summer's national conference of JACET (the *Japan Association of College English Teachers*) will be held on August 24–26 as an online event. The conference theme is *Redesigning Language and Culture Education in the Global Process of Digital Transformation*. Plenary talks include:

- *Designing Culturally Responsive Teaching with Technology* (Deborah Healey, TESOL)
- *Teacher Education in the Post-COVID Era* (Wei Keong Too, U. Nottingham, Malaysia)
- *Data & Evidence-Informed Language Teaching* (Hiroaki Ogata, Kyoto University)

See the JACET site above for more information.



## JALT 2022 National Conference

Nov. 11 – 14, 2022 (Fukuoka City)

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

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

## Global Education Events

- ***IPE International Institute on Peace Education***  
July 24 - August 1, 2022 (Mexico City)  
Website: <<https://www.i-i-p-e.org>>
- ***9<sup>th</sup> Gender and Women's Studies Conference***  
July 28 - 29, 2022 NUSS, Singapore  
Website: <<https://womenstudies.info>>
- ***Student Seminar for Global Citizenship & Peace***  
August 3 - 12, 2022 Hiroshima University  
Web: <<https://www.inunis.net/studentseminar/>>
- ***IALIC International Conference Lisbon***  
Sept. 7 - 9, 2022 Univ. of Lisbon (Portugal)  
Theme: *Diversity, Plurality, Interculturality*  
<http://ialic.international/lisbon-2022-conference/>
- ***NAAEE Environmental Education Conference***  
Conference theme: *Educating for Change*  
Oct. 11 - 15, 2022 (Tucson, Arizona, USA)  
<<https://conference.naaee.org>>
- ***Peace and Justice Studies Conference (PJSA)***  
Theme: *The Vocation of the Peacemaker*  
October 13 - 16, 2022 Mt Union, Ohio (USA)  
[www.peacejusticestudies.org/annual-conference/](http://www.peacejusticestudies.org/annual-conference/)
- ***SNU Int'l Conference on Education Research***  
Theme: *Innovative Pedagogies of Coexistence*  
Oct. 20 - 21, 2022 Seoul Nat'l Univ. (Korea)  
[https://icer.snu.ac.kr/sub\\_about/introduction.php](https://icer.snu.ac.kr/sub_about/introduction.php)

## 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.

## 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!

## JALT GLOBAL ISSUES SIG OFFICERS FOR 2022

Here are the 2022 officers for our *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT). Let us know if you'd like to join the team!

EXECUTIVE OFFICERS		REGIONAL OFFICERS
<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> Samikshya Bidari Soka University &lt;samikshya_phele21@kusoed.edu.jp&gt;</p> <p><b>SIG Program Chair:</b> Margalit Faden Tokai University &lt;faden@tsc.u-tokai.ac.jp&gt;</p>	<p><b>Assistant Program Chair:</b> Richard Miller Kobe Gakuin University &lt;rdtin@yahoo.com&gt;</p> <p><b>SIG Newsletter Editor:</b> Kip Cates Tottori University &lt;kipcates24@gmail.com&gt;</p> <p><b>SIG Publications:</b> Kip Cates Tottori University</p> <p><b>SIG Publicity:</b> Riya Kartha (MA Soka Univ.) &lt;kartha.riya@gmail.com&gt;</p> <p><b>SIG Website Chair:</b> Zane Ritchie Rikkyo University &lt;zane.ritchie@gmail.com&gt;</p> <p><b>SIG Japanese Liaison:</b> Masataka Kasai Kansai Gaidai University masatakakasai@hotmail.com</p>	<p><b>Hokkaido:</b> Tim Grose &lt;tppgrose@hotmail.com&gt;</p> <p><b>Tohoku:</b> (vacant) New rep wanted for 2022...</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> Richard Miller Osaka Jogakun University &lt;rdtin@yahoo.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>

### Message from the GILE SIG Chair

Greetings GILers! Spring semesters and academic years are now coming to a close around the globe. I hope you're all managing the summer heat whether you're here in Japan or located somewhere else in the world. This is the 123<sup>rd</sup> edition of our *Global Issues in Language Education Newsletter*. I hope you find this issue's content useful and engaging.

We recently held our annual GILE SIG Forum "live" at the recent PanSIG 2022 conference in Nagano. A report on this will appear in our fall newsletter. Our next major conference events will be the GILE sessions we hold at JALT 2022 this fall.

Take care, stay safe and have a great summer!

- Jennie Roloff-Rothman (2022 GILE SIG Coordinator)



### Projects For Schools and Classes

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>How to Become a Green School</b><br/><a href="http://www.greenschools.net">www.greenschools.net</a></li> <li>• <b>Work to End World Hunger</b><br/><a href="http://www.oxfamamerica.org/take-action/">www.oxfamamerica.org/take-action/</a></li> <li>• <b>Raise Funds to Help Eliminate Landmines</b><br/><a href="http://www.icbl.org">www.icbl.org</a>     <a href="http://www.jcbl-ngo.org">www.jcbl-ngo.org</a></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Start a School Human Rights Club</b><br/><a href="http://www.youthforhumanrights.org">www.youthforhumanrights.org</a> (→ <i>action</i> → <i>groups</i>)</li> <li>• <b>Take Action on Climate Change</b><br/><a href="http://earthday.org/campaign/act-on-climate-change/">earthday.org/campaign/act-on-climate-change/</a></li> <li>• <b>Stop Nuclear Weapons / Help Victims of War</b><br/><a href="http://www.icanw.org">www.icanw.org</a>     <a href="http://www.warchild.org.uk/home">www.warchild.org.uk/home</a></li> <li>• <b>Find Penpals Around the World</b><br/><a href="http://penpalschools.com">penpalschools.com</a>     <a href="http://www.studentsoftheworld.info">www.studentsoftheworld.info</a></li> </ul> |
|--|--|



## Enhancing Language Practice and Critical Thinking through Social Issues

by Stella Oyhamburu <stellamso@gmail.com>  
& Vanesa Polastri <vanepolastri@gmail.com>

This article describes an innovative EFL teacher training course in Argentina designed around SDGs, social issues and the 4 C's of CLIL (content, cognition, culture, communication). The course featured:

- a lesson on Nelly Furtado's song "Powerless" in which students analyze the song, read about the singer, then talk about powerless people in society
- a lesson that has students study and discuss articles about the murder of George Floyd, then connect this to the torture and rape of local indigenous people
- a lesson on the Youtube video *Landfill Harmonic Trailer* about Favio Chavez' orchestra of slum kids using musical instruments made from recycled trash
- a lesson about feminism in which students study Maya Angelou's poetry, Chimamanda Adichie's TED talk and Madonna's 2016 Billboard speech

*IATEFL Voices* #286 May/June 2022 pgs 5-7  
<[https://issuu.com/iatefl/docs/voices\\_286\\_digital?fr=N2FhYzQ5MzY0Mjg](https://issuu.com/iatefl/docs/voices_286_digital?fr=N2FhYzQ5MzY0Mjg)>

## Teachers Forced to Pledge Allegiance in HK

This news article describes a newly introduced law that requires all native English teachers (NETs) employed at government schools in Hong Kong to pledge allegiance to the city or lose their jobs. This is part of the mainland Chinese government's push to have all civil servants swear an oath of allegiance.

*EL Gazette* (June 14, 2022)  
<[www.elgazette.com/hong-kong-nets-must-pledge-allegiance/](http://www.elgazette.com/hong-kong-nets-must-pledge-allegiance/)>

## Anti-War Video Game for English Learners

This article profiles a new English video game titled *This War of Mine* developed by the Polish company *11 Bit Studios*. In contrast to standard war-based video games where participants roleplay soldiers, this has players take the perspective of civilians who have to navigate – and survive – war scenarios. The game, designed for educational purposes, is available for free on the Polish government's website and comes with lesson plans and teaching materials.

*EL Gazette* (June 29, 2022)  
<[www.elgazette.com/polands-anti-war-game-in-english/](http://www.elgazette.com/polands-anti-war-game-in-english/)>

## Positivity in the Apocalypse: Can a Climate Fiction Novel be Uplifting?

by Lauren James <<https://laurenejames.co.uk>>

This article describes the challenges of writing about climate change, the need to engage youth via fiction, resources offered by the *Climate Fiction Writers League* and the novel *Green Rising* about a group of teens who fight for the planet. The article includes a list of tips for writers who address climate change:

- for prep, read as much climate fiction as possible
- aim to inspire activism, not guilt, gloom and doom
- convey the seriousness of climate change but make sure to stress that this can be solved via action
- show examples of activism around the world
- show that climate change is an urgent crisis happening now, not a vague issue in the far-off future
- use your frustration to drive your writing... but don't write an angry book that people won't read

The author ends by emphasizing the vital role that fiction can play in helping to inspire and generate hope, optimism and action for a better world.

*Climate Fiction Writers League* (Sept. 7, 2021)  
<[climatefictionwritersleague.substack.com/p/positivity-in-the-apocalypse-can](http://climatefictionwritersleague.substack.com/p/positivity-in-the-apocalypse-can)>

## The Integration of Global Competence into Malaysian English-as-a-Second-Language

by Yacob, Yunus, Hashim <[melor@ukm.edu.my](mailto:melor@ukm.edu.my)>

This article outlines the implications of UN global education goals for language teaching aimed at preparing students for responsible citizenship in a multicultural world. It critiques the current UK/US/CEFR-centred approach of Malaysian ESL and calls for the integration of global competence, real-world issues (peace, human rights, gender equality, global citizenship), critical literacy and global engagement.

*Frontiers in Psychology* (June 20, 2022)  
<[www.frontiersin.org/articles/10.3389/fpsyg.2022.848417/full](http://www.frontiersin.org/articles/10.3389/fpsyg.2022.848417/full)>

## UK Schools Provide Free English for Refugees

This brief article describes how the *International Education Association* (IEA) teamed with the NGO *Refuaid* to provide free English language lessons to help refugees rebuild their lives in the UK.

*EL Gazette* (June 18, 2022)  
<[www.elgazette.com/uks-south-coast-educators-offer-help-to-refugees-with-english/](http://www.elgazette.com/uks-south-coast-educators-offer-help-to-refugees-with-english/)>

## Language Education Events

- **Gender-Inclusive Language Conference**  
September 9, 2022 London, UK (online)  
<<https://linguistlist.org/issues/33/33-849/>>
- **ELT and Sustainable Development**  
Sept. 10-11, 2022 MELTA, Malaysia (online)  
<<https://www.meltaconference.com>>
- **2022 Languages Matter Hybrid Conference**  
*Language to Respect Diversity & Ensure Peace*  
September 26 – 27, 2022 Slovenia & Online  
[jeziki-stejejo.si/category/zakljucna-konferenca/](http://jeziki-stejejo.si/category/zakljucna-konferenca/)
- **ETA-ROC 2022 Conference**  
November 12 – 14, 2022 Taipei (Taiwan)  
Website: <<https://eta.org.tw/2022-conference>>

## 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/)



**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 will hold its 56<sup>th</sup> annual conference next spring from April 17 - 21 in Harrogate, England. This will feature 500 sessions attended by 3,000 ELT professionals from 100 countries. The first day will consist of pre-conference workshops organized by IATEFL's 16 Special Interest Groups (SIGs).

- Deadline for submissions: September 21, 2022
- Details at: <[www.iatefl.org/conference/home](http://www.iatefl.org/conference/home)>

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

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

- Check out their e-zine, podcasts and film club!
- Their GI-SIG Newsletter is available to teachers in return for a small donation to IATEFL
- For a report on their most recent activities, go to:  
<[https://issuu.com/iatefl/docs/voices\\_286\\_digital?r=sN2FhYzQ5MzY0Mjg](https://issuu.com/iatefl/docs/voices_286_digital?r=sN2FhYzQ5MzY0Mjg)>

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

### Other Relevant SIGs

IATEFL's 16 SIGS also include such groups as:

- *Inclusive Practices & Special Ed Needs (IPSEN)*
- *Leadership and Management (LEM)*
- *Young Learners and Teenagers (YLT)*

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



**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)

Next spring's international TESOL conference will be held both “live” and online from March 21 – 24 in Portland, Oregon. It will be attended by up to 9,000 language educators from 100 different nations around the world. More details to come at:

- <https://www.tesol.org/tesol-convention>

### TESOL Groups Engaged with Social Issues

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

#### Interest Sections (IS)

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

#### Professional Learning Networks (PLN)

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

For profiles of each of these groups, go to:

- <https://www.tesol.org/connect/communities-of-practice>



# Report on the 55<sup>th</sup> IATEFL International Conference

May 17 - 20, 2022 in Belfast, Northern Ireland

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



The 55<sup>th</sup> annual conference of the *International Association of Teachers of English as a Foreign Language* (IATEFL) was held from May 17 – 20, 2022 in Belfast, Northern Ireland. This is one of the largest EFL conferences in the world attended by 2,000 teachers from 100+ countries. Below is a small selection of presentations on global issue themes.



## GI-SIG PRE-CONFERENCE EVENT (PCE)

### **Access All Areas: Teacher and Student Identity**

IATEFL's *Global Issues SIG* held a joint 1-day PCE with the *Special Education SIG* on the theme of identity, access and representation. Details on their website at: <https://gisig.iatefl.org/pce-2022/>

## PLENARY TALKS

### **Education, English, the Future in Conflict Areas**

This described the harsh conditions of Palestinian teachers in Gaza facing structural barriers, military aggression, stress and marginalization in a conflict zone. Asmaa & Hansa AbuMezied (Palestine)

### **EMI: A Lg Teacher's Leap into the Unknown?**

This talk discussed the growing importance of EMI (*English as a Medium of Instruction*) at universities and outlined the challenges faced by EFL and ESP teachers. Libor Stepanek (Masaryk U, Czech Rep.)

### **Environmental Sustainability and EFL in 2022**

IATEFL's closing plenary featured educators from Kenya, Algeria and Spain who discussed steps they've taken to promote environmental responsibility in their teaching during a global pandemic. Geoffrey Maroko (Kenya), Owain Llewellyn (ELT Sustainable) and Ceri Jones (ELT Footprint)



### **Environmental Measures**

IATEFL implemented a number of steps to lighten their eco-footprint, such as:

- promoting a digital handbook & paperless event
- providing recycling facilities around the venue
- working with EFL exhibitors to reduce waste
- focusing on sustainability in the closing plenary



### **IATEFL 2022 ON-LINE**

Check the website at the top of the page to view or download the conference handbook.

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

- 2023: April 18 – 21 (Manchester, England)
- 2024: March 15 - 19 (Harrogate, England)

## INDIVIDUAL PRESENTATIONS

### **Developing Creativity in Teenagers**

This presentation demonstrated ways to develop students' creative potential, cognitive flexibility and creative problem solving skills using activities from the EFL text *Think 2<sup>nd</sup> (Ed)*. Herbert Puchta (CUP)

### **Incorporating Mediation into Your Teaching**

This practical session introduced EFL classroom activities that teach mediation skills and outlined how to create mediation scenarios using textbook materials. Alex Warren (National Geographic)

### **Around the World in 88 Tales**

This talk introduced a free online resource that has students engage with storytellers from around the world using world artefacts from the Royal Albert Museum in Exeter. David Heathfield (freelance)

### **What About the Fifth Skill of Viewing?**

This talk urged teachers to add "viewing" to the traditional four skills and shared ways to help students become more effective critical viewers of visual texts. Kieran Donaghy (School for Training)

### **The Golden Circle: Inspiring Others To Do Better**

This talk described how the "golden circle" philosophy developed by *Ceibal en Ingles* (CEI) in Uruguay enables teachers to be better educators and to inspire others. Lucia Bustamante (CEI, Uruguay)

### **The Cara Syria Programme**

This talk introduced the work of the NGO CARA (*Council for At-Risk Academics*) which works with UK universities to support academics who have been forced into exile. Sarah Brewer (U of Reading)

### **Exploring Global Citizenship Ed: Ages 2 - 12**

This argued that the lifelong journey to becoming a global citizen begins in childhood and introduced ideas from *Global Stage* and *Doodle Town* that can help in this process. Jonathan Hadley (Macmillan)

### **ELT and the Climate Crisis: Sustainable Students**

This laid out a variety of ways that we as educators can contribute through our teaching to foster sustainable values and a commitment to tackle the climate crisis. Charlotte Ellis (National Geographic)

### ***ESOL for Women in Tourism in Developing World***

This talk discussed how an online EFL program for women in tourism in developing countries benefited local communities while empowering women and their families. Anne McSorley (Belfast URC)

### ***Virtues and Vices in ELT Leadership***

This presentation discussed creativity, hypocrisy and wisdom in *ELT Leadership And Management* (LAM) and suggested ways to consider the ethical implications of our actions. Simon Cox (freelance)

### ***Diversity in Materials: No Room for Single Stories***

This session introduced the concept of social justice education and discussed the positive impact of materials that are designed around diversity, empathy and student needs. Akemi Iwasa (Troika)

### ***Developing Interculturality with Young Children***

This session explored the challenges of integrating intercultural education into language learning for young children in a meaningful, effective and age-appropriate way. Carol Read (Macmillan Ed.)

### ***Teaching English in Nigeria During Insecurity***

This talk described how Whatsapp is being used to promote adult language learning online in Nigeria as a result of schools being shut down due to insecurity. Martha Onjewu (Kaduna Polytech)

### ***Tiny Translators: Pupils as Linguistic Brokers***

This talk discussed the results of a PhD project that looked at how young EAL pupils in N. Ireland served as linguistic conduits between schools, teachers and parents. Maria Stewart (Ulster Univ.)

### ***English Pronunciation for a Global World***

This talk urged teachers of pronunciation to shift from the aim of mastering a native accent to helping students to develop international intelligibility and to cope with different accents. Robin Walker (OUP)

### ***Remote Theatre to Build Global Belonging***

This described how students in Palestine rehearsed and performed online plays with peers overseas as part of a *Hands Up Project* at UNRWA schools in Gaza. Amal Mukhairez (Hands Up Project)

### ***Refugee Stories as Visual Narrative in ELT***

This talk explained how books like *Wherever I Go*, *A Story Like the Wind* and *Illegal* can help EFL learners develop empathy for refugees and contemplate ethical issues. Janice Bland (Nord U.)

### ***Harmless Fun or Dangerous Stereotyping?***

This talk rejected the use of gender stereotyping and references to so-called “male-female differences” in our language teaching materials and urged teachers instead to focus on the neuroplasticity of the brain. Carol Lethaby (New School, New York)

### ***Older Adults in Brazilian ELT Coursebooks***

This talk presented the results of an MA dissertation that looked at how older adults are represented in English language textbooks used in secondary schools in Brazil. Heloisa Duarte (Freelance)

### ***The Future of English: Past & Future Predictions***

This talk presented the findings of a research project on trends that will define the role of English in the coming decade and issues facing nations that use English for key aims. Mina Patel (British Council)

### ***Is ELT Guilty of Greenwashing?***

This talk noted the popularity of environmental issues in ELT materials but questioned the scope of such lessons and asked if the true issues we face are being tackled. James Taylor (Taylor Made English)

### ***LGBTI-Inclusive Curricula***

This session examined issues related to LGBTI-inclusive curricula, explored the rationale for this and described examples from Sweden, Holland and France. George Wilson (British Council France)

### ***Collaboration Skills through Social Advertising***

This talk reported on a collaborative learning project where students designed social advertisements designed to raise awareness of social issues like homophobia. Uliana Tykha (Vasyl Stefanyk U)

### ***How Pluricultural is Business English Teaching?***

This talk argued that Business English instructors need to move away from Anglo-American norms to better prepare students to communicate with global speakers in a pluricultural world. Kirsten Waechter

### ***Eco-Linguistics for ELT after COVID-19***

This talk described a framework for increasing awareness of eco-linguistics as an approach to ELT that transforms school teaching, curricula and textbooks. Saloua Mrabet-Abid Loback (HIL, Tunis)

### ***Curriculum Development for Refugees in Greece***

This explored *English as an Addition to the Host Language* (EAHL) as it relates to the experience of refugees who need English to survive in nations like Greece. Jane Mandalios (American College)

### ***Empowering Agents of Change***

This described how an EFL teacher training program in a fragile democracy (Kosovo) transformed teachers from powerless bystanders to productive contributors to society. Blerta Mustafa (U Prishtina)

### ***Images in Textbooks: Meaningful or Decorative?***

This presentation reviewed examples taken from an MA dissertation carried out on the topic of ELT textbook illustrations to ask whether text images are actually effective in promoting better language learning. Craig Meulen (Manchester MU, UK)

### ***Connecting Critical Educators for Social Justice***

This GI-SIG Forum introduced IATEFL's Global Issues SIG, discussed how teachers can advocate for social justice and engaged participants in its annual "Conversations for Change". <[www.gisig.org](http://www.gisig.org)>

### ***ELT and the Social Agenda: Gender Equality***

This talk reported the findings of a research study on gender equality in ELT involving schools in 10 countries and outlined how to reconsider our roles and responsibilities. Vander Viana (U East Anglia)

### ***Insights of Primary Teachers in the Global South***

This discussed the global impact of primary English as well as an *English as a School Subject* project that interviewed teachers in Bangladesh, Malawi, Mexico and Uzbekistan. Sue Garton (Aston Univ.)

### ***Isolated, Excluded, Black: Teachers in Lockdown***

This described a 2020 case study of how teachers of color were marginalized during lockdown and of the need to address social inequalities exposed in the COVID-19 epidemic. Taguhi Sahakyan (U of Leeds)

### ***Using Songs to Promote the Three E's***

This described the potential of thoughtfully selected songs for content and integrated language learning (CLIL) that can empower students for personal and global issues. Chris Walklett (University of Essex)

### ***Native Speakerism in ELT Publishing***

This session gave an overview of common attitudes in ELT to the concepts of "native" and "non-native" speakers based on a series of interviews with publishers, editors and writers. Penny Hands (freelance)

### ***ELT Materials for Internat'l Crisis Management***

This talk explained how the Finnish Defense Forces created its own EFL manual and Moodle website based on the British Council's *English for UN Military Peacekeepers*. Laura Murto (Finland)

### ***Making an Impact: Develop Global Skills in ELT***

This talk, by an author of the text *Get Involved*, discussed the role of teachers in creating global citizens and outlined ways to integrate sustainable development in classes. Kate Pickering (Macmillan)

### ***Women in Coursebooks Now and Then***

This talk explored how the representation of women in ELT coursebooks (images and texts) has changed over the years, then discussed the kinds of changes that still need to be done. Elain Hodgson (freelance)

### ***From Passion to the Talk***

This session described the setting up of a *Public Speaking* TED-Ed Club that helped teenage learners develop their language abilities, self confidence and critical thinking skills as they shared their ideas about issues of global importance. Elena Matveeva

### ***Break Stigma, Build Skills: Mental Illness in ELT***

This talk argued that ELT materials should include the theme of mental illness in order to empower students to understand their own mental health as well as that of others. Lotte Galpin (freelance)

### ***Service Learning & Social Justice in Teacher Prep***

This talk described a study in Chile that had English teacher trainees engage in service learning as a way to understand social justice education in a context of inequality. Michel Sanderson (Univ. Arturo Prat)

### ***Peace Education and the EAL Classroom***

This talk shared the presenter's PhD research into language learning and peace education plus her ideas on integrating conflict resolution and peace-building skills. Nichole McVeigh (EARTH Univ.)

### ***Are We Equipping Sts for 21<sup>st</sup> Century Challenges***

This talk described how coaching techniques can help language teachers enhance their students' communication, critical thinking, problem solving and teambuilding. Palmina La Rosa (CTD - Giga)

### ***Welcome English: Language Support for Refugees***

This talk described a volunteer-led English teaching initiative for refugee families in Northern Ireland and discussed its relevance for contexts elsewhere. Aisling O'Boyle (Queen's University Belfast)

### ***What the Future is Like for Non-Native Speakers***

This talk discussed the lack of equal opportunities for non-native English language teachers in Italy and explored ways to fight back against discriminatory practices. Meri Maroutian (freelance)

### ***Language Therapy for Stuttering Adolescents***

This session described a study of the effectiveness of *Cognitive Behaviour Language Therapy* (CBLT) in helping stuttering school adolescents with severe speech anxiety. Josephine Akabogu (U of Nigeria)

### ***Brave New World of English***

This talk used the text *Ready for Planet English* to show how English can be taught as a means to address global issues of hunger, poverty, gender and pollution. Andrew Cowle (ELT Connections)

### ***ESOL Material on Equality Issues***

This noted that ELT materials rarely depict lesbians, gays, bisexual or transgender people, then reported on student reactions to materials with real stories of LGBT immigrants. Francesca Stella (U Glasgow)

### ***Pick a Cause and Fight For It***

This talk argued that teachers should fight for causes close to their hearts and demonstrated how this can be done via storytelling, class activities and materials writing, using the speaker's book *Tales of Strays* as an example. Margarita Kosior

### ***We Watched 5,000 Online Lessons!***

This talk shared what was found by a team of observers that watched 5,000 online lessons in 1 year and the resulting advice they offer for classroom teaching. David Bish (EF Education First)

### ***Teachers in Low Socio-Economic Environments***

This talk reported on the findings of a qualitative research project that examined how socio-economic status (SES) impacts teachers in deprived areas of Hungary. Fruzsina Szabo (University of Debrecen)

### ***Addressing Bias in Student Writing Online***

This talk described an example of how students were taught to detect bias by analyzing an academic article on the topic of cultural diversity. Natalia Zajackowska (Queen Mary University of London)

### ***Less is more. Slower is better. Small is beautiful.***

This argued that teachers and texts try to include too much content in too little time using bland topics and offered a solution using 7 principles of the *Didactical Design Diamond*. Piet Murre (Driestar U)

### ***Wisdom Stories in Language Teacher Education***

This session outlined the value of using “wisdom stories” such as Zen and Sufi tales in language teacher education as ways to spark deeper thinking and discussion about teaching. Alan Maley (retired)

### ***Building Bridges Across Cultural Differences***

This talk explained how teens belonging to a remote theater club in Gaza shared stories with peers in Argentina that they developed and performed online via Zoom. Haneen Jadalla (Hands Up Project)

### ***Volunteering is Part of Being a Successful Teacher***

This talk described the rewards of volunteer teaching for non-profit organisations and gave examples of teachers who helped socially vulnerable teens via online EFL tutoring. Maria Rondon (freelance)

### ***Guide? Cheerleader? Spy? Role of Digital Teacher***

This talk discussed the role of language teachers online and how the *Principles of Language Learning* can help us to support our students and develop good learner behaviours. Claire Demby (CUP)

### ***Power to the Pupil: Teacher-Learner Dynamics***

This session explained how a “Students vs Teachers” EFL unit had Palestinian teens create science questions that were answered online by volunteer experts worldwide. Rajaa Jasser (Hands Up Project)

### ***Do Global ELT Textbooks Promote Discrimination***

This presentation reported on a recent British study entitled *Global ELT Coursebooks and Equalities Legislation* that exposed a variety of textbook problems that are linked to both UK and global equality laws. Christine Nangy (CLD Glasgow)

### ***Nonviolent Communication and Motivation***

This talk showed how teachers can use the theory of Nonviolent Communication and Positive Discipline to boost student motivation and ensure better communication. Fabiano Muliterno (ACI Sao Paolo)

### ***Teaching Socially-Responsible Learners***

This introduced classroom tasks designed on social responsibility themes that empower learners to tackle global issues. Cristina Gultekin (Gazientep)

### ***Helping Students Find Their Voice in English***

This talk showed how the new text *VOICES* helps students to express themselves in multicultural and conflict situations. Chia Chong (Nat'l Geographic)

### ***How to Develop a Respect for Sustainability***

This workshop provided fun practical ideas for integrating sustainability, climate change and SDGs into EFL in ways that encourage students to live more sustainable lives. Harry Waters (Macmillan)

### ***Using Graded Readers to Explore UN SDGs***

This talk showed how Eli graded readers can engage learners with UN *Sustainable Development Goals* (SDGs). Jane Cadwalladerord (ELi Publishing)

### ***International Projects: A Vector for Growth***

This talk outlined how international projects enrich learning via CLIL content that develops socio-emotional competence. Ligita Ereminaitė (Plunge)

### ***Addressing Equity in the ELT Classroom***

This outlined how *Culturally Responsive Teaching* (CRT) can promote acceptance and integration of diverse voices. Lynn Williams (Bern University)



#### **Music Night: Come Together**

At this event, participants sang songs from around the world that celebrate togetherness.



#### **IATEFL Tribute Session**

This session honored the memory of IATEFL colleagues who died over the past year.



#### **Sharing Stories Session**

This event invited teachers to share folk tales, legends and stories from around the world.



#### **Mindfulness Practice Series**

Sessions sponsored by Macmillan were held on mindful breathing, sitting and eating.



#### **IATEFL International Quiz**

This annual event had teams of teachers compete to see what they know about world affairs



# Teaching about Fast Fashion and Global Issues

by May Kyaw Oo (Nagasaki University, Japan)



## Introduction

Fashion is an important aspect of our university students' lives. This lesson introduces the topic of fast fashion and explores the issues surrounding it. By teaching about this topic, we can help our students to understand the impact of their choices in the world. Towards the end of the lesson, they can explore solutions to promote sustainability in the future and discuss alternatives to fast fashion.

## Context

This lesson was introduced over two weeks as part of an EFL reading and writing course for first year university students. The main goal of this teaching unit is for the students to first do research, then write a cause-effect essay on the topic.

## Lesson Plan

My lesson plan consists of 5 separate steps.

### Step 1 (Speaking): 10 – 15 minutes

Students are given a number of discussion questions designed to help them explore the topic:

- About how much money do you spend on clothes a year?
- Do you often buy new clothes?
- Do you prefer to go shopping or just browse?
- Do you know where the clothes you're wearing now are made?
- How long have you had this outfit? Who bought it for you?
- What do you do with your old clothes?

### Step 2 (Listening): 15 – 20 minutes

At this phase of the lesson, teachers can share personal stories related to fast fashion if they have any. These could be about your clothes buying habits or what you look for when you buy clothes. This could also take a more serious tone where the teacher chooses to highlight a recent event related to fast fashion from the news as well. Alternatively, the teacher could show the following YouTube video to students to introduce the topic:

- *Who Made My Clothes?* (4 minutes)  
[www.youtube.com/watch?v=GIItSKHp1g](http://www.youtube.com/watch?v=GIItSKHp1g)

After watching, students can summarize the content of the video to each other. The teacher can give language assistance and vocabulary help if needed.

### Step 3 (Speaking): 10 minutes

During this step, the students will be given a link to calculate their fashion footprint. The teacher can demonstrate how this works first. Give students

some class time to complete this task. The link is:

- *ThredUp Fashion Footprint Calendar*  
<https://www.thredup.com/fashionfootprint>

After students finish their calculations, ask them to discuss their results in pairs or groups.

### Step 4 (Four skills jigsaw task): Time will vary

At this phase, students can be divided into groups of four or five depending on the number of students in the class. Each student is given a different material and is responsible for explaining and summarizing this to their classmates.

- Student A: An infographic on fast fashion
- Student B: A short comic strip story about a garment worker in Myanmar
- Student C: A recent news article related to fast fashion
- Student D: A video resource

If there are more than 4 people in a group, similar additional materials can be provided. Alternatively, weaker students can work together on the same material and explain it to the rest of the group.

**Step 5 (Writing):** After students complete Step 4, the teacher can ask them to reflect on what they learned and write a cause-effect essay on the topic. To further raise awareness and to help students dig deeper into the topic, the teacher can also ask students to think of practical ways that we can tackle fast fashion-related issues as individuals.

### On-line Resources

All the materials and resources for this lesson plan can be downloaded from: <https://bit.ly/3Rq2DKn>

### May Kyaw Oo

Nagasaki University, Japan

E-mail: <[maykyaw@ms.nagasaki-u.ac.jp](mailto:maykyaw@ms.nagasaki-u.ac.jp)>

### Sample Youtube Videos on Fast Fashion

- *The Problem with Fast Fashion* (2 mins.)
- *The Problem with Fast Fashion | Teen Vogue* (5 mins.)
- *Fast Fashion Explained in Under 5 Minutes*
- *The Fast Fashion Problem* (4 mins.)
- *The True Cost of Fast Fashion* (7 mins)
- *Fast Fashion: The Shady World of Cheap Clothing* (42 mins, DW)
- *The True Cost: Who Pays the Real Price for Your Clothes* (51 mins, ENDEVR)
- *Youtube search: ファストファッション*

# FAST FASHION

WHAT IS THE TRUE COST OF THE CHEAP CLOTHING WE BUY?

**2nd MOST TOXIC INDUSTRY**  
Fashion & Textiles are the world's second dirtiest industries after oil.

## THE TOXIC FACTS

**9.7 BILLION**  
The world's population is estimated to reach over 9.7 billion people by 2050.

**120 ITEMS OF CLOTHING**  
The average woman in America has 120 items of clothing in her wardrobe.

**50 BILLION**  
By 2050 women in America will own over 50 billion items of clothing.

**575 BILLION \$**  
The U.S. and Europe are the largest consumers of fashion with the retail market worth 575 billion USD in 2012.

**35% OF ALL CLOTHING & TEXTILES ARE MADE IN CHINA**  
In 2012 over 130 billion USD of clothing was exported from China.

**46.3 BILLION GARMENTS**  
China made 46 billion garments.

**4.63 MILLION CONTAINERS**  
A 20ft. container carrying an average of 50,000 pcs equals 4.63 million containers on ships powered by low grade dirty bunker fuel.

**40% OF ALL CLOTHING IS COTTON**      **2.4% OF THE WORLD'S CROPLANDS**  
Cotton accounts for 40% of all clothing      2.4% of the world's croplands are planted with cotton.

**2.6% OF THE WORLD'S WATER**  
Growing cotton uses 2.6% of our water.

**700 GALLONS**  
To produce a single T-shirt it takes 700 gallons of water.

**17-20% INDUSTRIAL WATER POLLUTION**  
Textile dyeing and treatment accounts for 17-20% of industrial water pollution.

**10% OF ALL AGRICULTURAL CHEMICALS**  
The growing of cotton consumes 10% of all the agricultural chemicals.

**25% OF INSECTICIDES**  
The growing of cotton uses 25% of the world's insecticides.

**4% OF LANDFILLS**  
4% of the world's landfills are filled with clothing and textiles.

<https://visual.ly/community/Infographics/environment/fast-fashion-toxic-facts>

# The Fast Facts on Fast Fashion

Americans buy roughly **20 billion garments** a year—about 64 items per person.

Made in America: 20%      Made in America: 15%  
Made in China: 80%      Made in China: 85%

The U.S. now makes 2% of the clothing we purchase, down from about 50% in 1980.

41% of the clothes purchased in the U.S. are made in China.

Approximately **80%** of the world's garment workers are women.

About **10.5 million tons** of clothes end up in American landfills each year.

By simply re-wearing clothes for an extra 6-8 months, you can reduce the environmental impact of fashion by as much as **20%-30%**.

<https://www.pinterest.com/pin/781093129094232542/>

**The Vicious Circle**      **The Snare**

**THE VICIOUS CIRCLE**  
A farmer's water story

**THE SNARE**  
A farmer's water story

PDF      PDF

<https://bit.ly/3Rq2DKn>

The fashion industry is responsible for **10%** of humanity's carbon emissions.

In America, **10.5 MILLION TONS** of clothing are sent to a landfill each year.

<https://www.pinterest.com/pin/781093129094232542/>

- 10 Facts about Fast Fashion: <<https://spunout.ie/life/climate/10-fast-fashion-facts>>
- 20 Hard Facts and Statistics about Fast Fashion: <<https://goodonyou.eco/fast-fashion-facts/>>

**Introduction**

*Global Peace Path* is an experiment in Intercultural Service Learning that was launched in the year 2018 by university EFL teachers in Germany. The project brings together refugees and local students to write and display poems in multiple languages on the theme of peace. It has now grown into a global network of teachers and learners.

**Project Overview**

The project was developed for foreign language classrooms at the University of Munich (LMU). It encourages students of all ages, educational institutions and their project partners to apply their creative writing skills to participate in a worldwide peace campaign. The project is linked to the United Nations SDG Goal #16: “Promote peaceful and inclusive societies for sustainable development”.

The peace campaign uses poetry as a means of expression aimed at connecting people around the world. Participants from different places reflect on what peace means to them, then create peace poetry that is displayed both locally as well as globally on a shared digital platform. Language skills play a central role in this multilingual project with English as a lingua franca and other languages involved.

**Beginnings of the Project**

The project began in Munich as a collaboration of 22 university students (from Germany, Bulgaria, China, Chile, Hong Kong, Japan, Russia, Serbia, USA) and 19 partners with refugee status (from Afghanistan, Mali, Nigeria, Senegal, Sierra Leone, Syria, Somalia, Pakistan). The participants had a leading role in the project which was completed within one semester (three months).

The project began with two workshops entitled ‘Meet & Write’ and ‘Meet & Mediate’. In the first workshop, they got to know each other and, in mixed groups, wrote the first version of their peace poems. In the second workshop, they translated their poems to make them available in 3 languages: English, German and a language of the participants. This multilingualism emphasizes the idea of intercultural dialog, with English as a lingua franca, German as the local language and the third language as bridge to the participants’ cultures.

The poems were printed on signs and permanently erected along a lakeside near Munich. In addition, the project team organized a public event where they recited the poetry, talked to the press, encouraged visitors to engage in intercultural dialog and invited people to conduct follow-up projects.

**Service Through Advocacy**

The *Global Peace Path* is an example of service through advocacy. It is a response to worldwide wars and conflicts but also to political radicalization and xenophobia which have been exacerbated in Germany and elsewhere due to large migration movements. The project addresses the need for cultural exchange and peaceful relations and has both a local and a global dimension. On the local level, peace was promoted through poetry that was permanently exhibited along a local lakeside and presented at a public event. The collaborative poetry contributed to the refugees’ integration into German society. The global dimension refers to the digital representation of the peace campaign and the expansion of the project to other parts of the world.

The project required civic-mindedness, i.e. “a willingness to contribute actively to community life” and “a sense of solidarity with other people in the community and a willingness to co-operate with them” (Council of Europe, 2018, p. 43). Cultural sensitivity was also needed to work with refugee partners who had fled war, violence and injustice.

Council of Europe (2018) *Reference framework of competences for democratic culture*. (access online)

	<b>Global Peace Path 2018 Info Trailer</b>	
<p>&lt;<a href="http://www.youtube.com/watch?v=h_DNrdz8Wxk">www.youtube.com/watch?v=h_DNrdz8Wxk</a>&gt;</p> <p>To get a better sense of how <i>Global Peace Path</i> works, take a look at this inspiring Youtube video which explains the project, introduces the organizers, highlights the participants, portrays its 2018 kick-off event and shows some of the peace poems that are displayed in Munich, Germany.</p>		

<b>An Invitation to Participate</b>	
<p>Interested teachers and schools are warmly invited to take part in this project! All you need to do is:</p> <ul style="list-style-type: none"> <li>▪ put together a project group, for example students and refugees or foreign residents in your area, to write poems on peace in multicultural teams</li> <li>▪ jointly translate the poems into other languages</li> <li>▪ display these locally through posters or signs</li> <li>▪ send us your poems, photos and report so we can share them with the world through our GPP site</li> </ul> <p>For more details, see the website above or contact Dr. Petra Rauschert at &lt;<a href="mailto:rauschert@lmu.de">rauschert@lmu.de</a>&gt;</p>	

## The Global Peace Path project

### Formal Learning

### Community Service

#### Curricular content

Bavarian curriculum for foreign language (teacher) education:

#### Competences

- intercultural
- communicative
- democratic
- literary
- (pedagogical)

#### Intercultural encounters

Face-to-face: ISL „within one country“



Project participants:  
university students and  
partners with refugee status

Two full-day workshops:  
‘Meet & Write’  
‘Meet & Mediate’

#### Service

Advocacy: peace campaign  
Direct: integration of refugees



Local dimension



Global dimension

### 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 promotes global awareness, international understanding, human rights, peace and humanistic education. Check out its Japanese website, subscribe to its monthly Japanese magazine (available online) or attend one of its regional events in 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 # 632** (April 2022) Theme: *Good Ways to Start Each Class*

- *Teaching about Food and Nutrition* (Yusuke Minami)
- *Food Culture and Cultural Diversity* (Tomoko Ito)
- *Beyond Smart Phones and Digital Fascism* (Sadao Hiroyama)

**Issue # 633** (May 2022) Theme: *Three Point Evaluation*

- *Collaboration: Happy Classroom, Happy Society* (Keiko Emori)
- *Freedom Children: the US Civil Rights Movement* (Junji Yoshiura)
- *A Conflict: Volleyball and Study Abroad?* (Mineko Kashiwamura)

**Issue # 634** (June 2022) Theme: *ICT and Online Teaching*

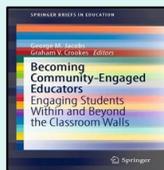
- *Let's Connect Classrooms Using the SDGs!* (Yuri Ichikawa)
- *The Story of Sadako: Build a Peaceful World* (Etsuko Fukushima)
- *Global Perspectives: What Teachers Need to Know* (Manabu Sato)

## Becoming Community-Engaged Educators

~ Engaging Students Within & Beyond Classroom Walls ~

Edited by George Jacobs and Graham Crookes (March 2022)

Springer Press ISBN 9811686440 US \$55 <[www.amazon.com](http://www.amazon.com)>



**New Book**  
Now on sale !!

This new book discusses the concept of community-engaged education, the need for teachers to look beyond the classroom and the importance of teaching to make a difference in the world. It features 7 case studies of language teachers around the globe who are addressing social issues and working to build a better future. The social concerns they deal with range from poverty, racism and religion to refugees, the environment and LGBT issues. The case studies provide a rich variety of class activities, content courses and community projects as well as practical advice on what classroom teachers can do. They are written in an engaging easy-to-read personal style rather than a detached jargon-filled academic manner.

- |  |  |
|--|--|
| 1. <i>Poverty</i> (Anita Lie)              | - a case study of how an EFL teacher worked to tackle poverty    |
| 2. <i>Racism</i> (Joel Jablon)             | - one teacher's experiments using literature to overcome racism  |
| 3. <i>LGBT Identity</i> (Yoshi Grote)      | - a gay teacher describes the benefits of "coming out" in class  |
| 4. <i>Religious Tolerance</i> (Lisa Liss)  | - one teacher outlines a Holocaust awareness project she ran     |
| 5. <i>Helping Refugees</i> (Linda Ruas)    | - the writer explains 3 ways that teachers can assist refugees   |
| 6. <i>Environmental Issues</i> (Kip Cates) | - a report on the writer's work to raise environmental awareness |
| 7. <i>Animal Rights</i> (George Jacobs)    | - one teacher's efforts to work for the rights of farmed animals |



## Working with Ukrainian Refugees

### ~ A Grassroots Initiative ~

by Jennifer Yphantides (Soka University, Tokyo, Japan)



#### Introduction

Like many others, I watched in horror as Russian leaders planned and executed an attack on Ukraine. The news at the beginning of the invasion was shocking and people from all walks of life attempted to play a role in alleviating the pain of Ukrainians displaced by the Russian attack. News stories focused on average Europeans who drove to borders to offer safe transport to Ukrainians on their way westward. People banded together to prepare care packages with food, clothing, toys, and diapers for the refugees and their children. Tech savvy young students from Harvard created an app which connected refugees with those willing to offer them free accommodation as they progressed on their way to more permanent safe havens.

As an English teacher based in Japan, I felt there was little I could do to offer support to the Ukrainian people beyond the usual financial donations. However, shortly after the invasion began, I received a phone call from a former colleague, Kalina Papadimitriou, with whom I had worked at Kanda University of Foreign Studies more than a decade ago. She too was moved by the news pouring out of Ukraine and, as a Bulgarian, she had contacts with a number of people in Eastern Europe, including Ukraine.

#### Tutoring a Ukrainian Refugee

She felt the only thing she had to offer was free English lessons to show that she cared about what was going on. As a result, she began teaching a small number of students at the end of February 2022 and she asked me if I would be willing to take on a student for one hour a week. I complied and began teaching Olana, a serious and studious Chemistry professor from Kharkiv, who had relocated to Chernovskiy, a city near the Romanian border, with her husband, a physics professor, and their two teenaged children.

While I had some experience working with refugees from Sudan who were seeking status in Israel, I was not prepared to work with Olana. I conducted a needs analysis at our first lesson during which my bright new student humorously informed me that her main goal was to speak English better than the teacher. In all seriousness though, I understood her language difficulties lay mainly in oral communication, particularly with pronunciation and a lack of day to day vocabulary.

#### Language Teaching as Moral Support

I meticulously planned our first lessons together but they seemed to fall flat until I discovered that Olana did not really want to practice English. Instead, she wanted to connect with another person similar to her and escape her reality, if only for one hour per week. Lessons became much more lively and more helpful to Olana when I allowed her free reign to speak about whatever subjects were most conducive to helping her take her mind off her situation.

She told me all about her research, no small feat considering I have no background in Chemistry. She took me on a virtual tour of her adopted city, Chernovskiy, and she allowed me to accompany her to her son's flute concert which took place in a gorgeous baroque hall in the center of the city.

#### Expanding the Program

After a number of lessons with Olana, Kalina contacted me again and asked for my thoughts on expanding the program. She thought it might be good to allow students to invite more of their friends to take part in English/Moral Support lessons and I agreed. Kalina suggested to a couple of her students that they post online about a group we called *Teachers for Ukraine* and put the word out that we were offering free English lessons. We didn't expect that we would receive dozens of requests within a couple of hours.

While Kalina communicated with the students, I was responsible for recruiting teachers. To do so, I contacted about 15 well-known teachers and professors in the TESOL field including Jo Mynard at Kanda as well as David Paul and Dorothy Zemach. They were able to spread the word on social media and before long, we had over 500 teachers from all corners of the globe willing to volunteer one hour per week to help a Ukrainian citizen or refugee.

Of course, social media is an incredibly powerful tool and we were aware that using it might put us in a situation that was difficult to manage but we were motivated by our interactions with our students and by the constant stream of news coming out of Ukraine. So, Kalina and I worked hard for all of April to deal with a never ending barrage of email to the google account set up for this purpose as well as dealing with the communication on the Facebook page for the *Teachers for Ukraine* group.

## Matching Students with Teachers

Kalina lives in Canada and has a two-year old son while I work full time in Tokyo. It was difficult for us to sort through all the teacher volunteers and to field requests from students with a variety of different levels and needs. The majority of students had recently been granted refugee status in the UK and a number of others were waiting to travel to England. Many of them spoke some English while others, particularly elderly students, had no English at all. Kalina took on all the responsibility for teacher-student matches and tried to prioritize our neediest cases. She paired them with teachers who could speak either Ukrainian or Russian. The Facebook group she established is a lively place for interaction between teachers from all over the world and is a positive space for trouble shooting and materials sharing.

A project of this size likely needs to be managed by a larger organization, which is the direction that Kalina would like to take the group. It's difficult to background check all teachers and to manage the needs of students without more support. A volunteer from TESOL International now works with Kalina to manage these demands. However, the lessons themselves are already up and running and over a thousand teachers and students have been put into contact. Teachers have been able to play an active role in supporting their students both emotionally and intellectually and to feel that they can actively contribute to make a difference in the lives of Ukrainian people affected by the war.

Students have been encouraged by this outpouring of support for which they have expressed deep appreciation. They have also received vital language support at a time when they desperately needed it. While the UK has been very generous in offering accommodation support to refugees, they do not have the language-education infrastructure in place to help people learn the skills they need to survive in their new environment. It has been fulfilling for so many teachers to be able to contribute to this effort and the group, *Teachers for Ukraine*, is a testament to how successful a grassroots campaign can be.

## Vulnerability, Trust and Safety

Despite this rosy side, there are issues. After the Harvard boys were praised in a number of media outlets for their accommodation app, those with a great deal of experience working with refugees expressed horror at such a hastily assembled program. Refugees are incredibly vulnerable, especially when en route to their destinations. This vulnerability provides an

opportunity for predators to take advantage of them and a number of media stories reported on human trafficking related to the Russian invasion.

As English teachers, we tend to trust each other but Kalina was particularly concerned about ensuring the safety of our students. Despite efforts made, it is nearly impossible for two people to ensure that all teachers are safe and that all students are legitimate refugees from Ukraine or actively seeking refugee status. Larger organizations have far more stringent policies in place to background check each participant in their programs while grassroots efforts do not. Therefore, it's a good idea to have the group supported by a larger organization.

## Optics and Sustainability

Another issue which arose in conversations with Joe Haldane, the head of the *International Academic Forum* (IAFOR) who contacted me and offered his support, was what he termed the "international optics" of this type of project. As has been discussed in the media on a number of occasions since the war began, it seems as if the collective negative reaction in support of Ukraine has been very strong. This has not been the case with other conflicts including Sudan, Syria, and Afghanistan. In order to expand as an organization and to become more viable, the issue of offering support to one group and not to others was brought to my attention.

At the outset, Kalina and I were able to harness the immense outpouring of concern towards refugees from Ukraine into a relatively large group. However, it was not lost on either of us that this urgency will fade and it was not present for other groups that also need just as much support.

## Making a Difference & Moving Forward

While the issues of ensuring safety and equitable access to resources like language education cannot be solved by two people, there are, of course, the positive aspects to this grassroots effort. To this day, hundreds of individuals are helping and being helped, and this is the essence of a grassroots movement, put into motion by a small number of people without official power or organizational experience.

Moving forward, I have chosen to concentrate on Olena and her family. She has been in Chernovskiy for the past four months. At the outset, Olena and I both assumed that this war would be short lived and that she would be able to return to her normal life in Kharkiv. However, it seems as if another course of the war is possible now, one that is prolonged and offers no respite. As a result,

Olena and her children have now begun a very difficult process; convincing themselves that it might be better for them to apply for refugee status in Canada than to stay in Ukraine. At this stage, my support for her is mostly listening to her concerns and walking her through the application process, offering her as much information as I can about my home country.

### Conclusion

The game is different now than it was at the beginning. It is one that requires more than skills as an English teacher. Here I and the many other

teachers in our group are required to exercise a sensitivity and understanding that is not usual in our daily lives. Our students/fellow human beings are facing painful choices that disrupt the flow of their lives. They need to make decisions that will change how they will live for the next number of years, if not the course of their entire lives. In this, there is challenge but there is also opportunity.

### Jennifer Yphantides

Soka University, Tokyo, Japan

E-mail: <yphantides@soka-u.jp>

	<h2>The “Teachers for Ukraine” Initiative</h2> <p>&lt;<a href="http://www.teachersforukraine.org">www.teachersforukraine.org</a>&gt; &lt;<a href="mailto:teachersforukraine@gmail.com">teachersforukraine@gmail.com</a>&gt; &lt;<a href="https://www.facebook.com/groups/390157956275633">https://www.facebook.com/groups/390157956275633</a>&gt;</p>	
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*Teachers for Ukraine* connects qualified volunteer English language teachers from around the world with Ukrainians affected by the war for one hour of free, online, one-to-one, weekly English language classes. Each volunteer teacher is paired with a Ukrainian student for individualized online instruction. All teachers are responsible for assessing their students’ needs and preparing appropriate teaching materials. Our goal is to use our knowledge and skills as English language educators to help Ukrainians in need and to show our support for Ukraine. All teachers and administrators in the *Teachers for Ukraine* initiative are volunteers. For more information, see our website, Facebook page or contact us at the e-mail above.

- **Our Teachers:** Our volunteers are TESOL qualified experienced teachers from all over the world.
- **Our Students:** Our students are Ukrainians affected by the war - both refugees and those still in Ukraine. We offer classes to adults – no children or minors. All classes are online.
- **To Volunteer:** Teachers who wish to join our team of volunteers can write to us at the email above. You’ll need to fill out our registration form and sign our Code of Conduct.

### IATEFL GI-SIG Ukraine Resources

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

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

1. Article: *Should teachers talk about the war?*
2. Ukraine Bulletins and teaching activities
3. Lingua House worksheet on Ukraine
4. The GI-SIG’s “War and Peace” resources

### Online Ukraine Support Groups

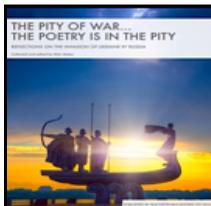
Check out these other Ukraine support groups:

- *Tutors for Ukraine* <[www.tutors4ukraine.org](http://www.tutors4ukraine.org)>
- *Teach for All Ukraine Project* (Facebook)
- *Educational Support for Ukraine* (Facebook)
- *Teachers for Peace in Ukraine* (Facebook)
- *Ukraine Volunteer Teachers* (Facebook)
- *Help Ukraine UK* <<https://helpukraine-uk.com>>

### On-line Articles



- *Ukraine Refugees Say Free English Lessons are Helping Them Settle* (June 8, BBC)
- *Calls for More Funding for English Classes for Ukrainian Refugees* (June 30, Guardian)
- *Babbel Supports Ukrainian Refugees with Language Courses* (March 21, Babbel)
- *Japanese Language Support from JSUS:* <<https://www.jsus.info/en/about-jsus/>>
- *Government Begins Online Japanese Classes for Ukrainians* (May 18, Japan Times)
- *16 Japan Universities Team Up to Accept Students from Ukraine* (June 14, Mainichi)



### *The Pity of War: Reflections on the Invasion of Ukraine*

Edited by Alan Maley (UK) <<https://payhip.com/b/uPZO4>>

This collection of anti-war poetry contributed by English teachers worldwide includes 20 tips for language teaching. The book costs \$4. All proceeds will go to humanitarian support for Ukrainian refugees. For more information: <[yelamoo@yahoo.co.uk](mailto:yelamoo@yahoo.co.uk)>



## Special Feature #1: Current Events in Japan



# Teaching about the Assassination of Shinzo Abe

People in Japan – and around the world – are still reeling from the shocking news of former Prime Minister Shinzo Abe’s assassination in Nara during the recent national election campaign. Help your students to understand – and discuss – this tragic event in your classroom using activities such as the following 11 tasks.

### [1] Basic Facts

Start by putting students in groups and having them brainstorm the basic facts about this incident:

- What: \_\_\_\_\_
- When: \_\_\_\_\_
- Where: \_\_\_\_\_
- Who: \_\_\_\_\_
- How: \_\_\_\_\_
- Why: \_\_\_\_\_

### [2] Paragraph Summary

Next, have students put these facts into a paragraph summary:

On July 8, former Prime Minister Shinzo Abe was shot and killed while giving an election speech in Nara. Abe was shot by a former SDF member with a home-made gun. The shooter said he killed Abe because Abe supported a religious cult that took his mother’s money.

### [3] Key Vocabulary

Then, have students make a list of all the relevant vocabulary needed to understand this tragic news:

- election, campaign, speech...
- kill, shoot, murder, assassinate...
- protection, security, guards...
- tackled, arrested, investigated...
- injured, ambulance, helicopter...
- tragedy, funeral, condolences...
- religious cult, revenge, attack...

### [8] Guns: Japan & Abroad

Have sts research statistics on gun ownership and shooting deaths:

- How many guns are there?
- How many shooting deaths?
- in Japan, the US, UK, Europe..



### [4] Timeline

Have students create a timeline:

- 1991 ▪ Killer’s mother joins cult
- 2002 ▪ Mother goes bankrupt
- 2020 ▪ Abe resigns his PM post
- 2022 ▪ July 8: Abe shot & killed
- July 12: Abe’s funeral

### [7] Prevention

Put students into groups and have them brainstorm ways to prevent similar killings in future, eg:

- Increase security for politicians who take part in public events
- Stop religious groups from extorting money from followers
- Send more social workers out to help angry or frustrated people
- Other ideas...

### [6] Religious Cults

Have students do research and give reports on the Unification Church and other religious cults:

#### The Unification Church

- what is it, when was it founded, what do they believe, how many members, why is it criticized

#### Cults in General

- how they pressure, brainwash or scare followers into giving money

### [5] Profiles: Victim & Killer

Have students research, create and present profiles (oral, written, posters or Powerpoint) of:

#### The Victim: Shinzo Abe

- his background, life and work
- his links to Unification Church

#### The Killer: Tetsuya Yamagami

- what kind of life he had
- why he decided to kill Abe
- why he hated the religious cult

### [9] Assassinations in Japan

Research past killings in Japan:

- Ito (1909)    ▪ Inukai (1932)
- Hara (1921)    ▪ Asanuma (1960)
- Hamaguchi (1931)    ▪ Ito (2007)

### [10] Reactions / Tributes

Find out how people reacted to Abe’s death and what they said:

- Japan: media, street interviews...
- Overseas: leaders, media, people..

### [11] Shinzo Abe’s Legacy

Research and report on Abe’s:

- achievements: Olympics, Quad...
- policies: Abenomics, women...
- scandals: Moritomo, parties...

### Youtube Video Clips

- *Remembering Shinzo Abe* (Guardian)
- *Tributes pour in for Shinzo Abe*
- *Shinzo Abe death: World leaders react*
- Gravitas: *Shinzo Abe’s killer claims cult link*
- *Shinzo Abe’s funeral sees crowds* (BBC)

### Books about Shinzo Abe (Amazon)

- *Time Magazine Tribute: Shinzo Abe* (July 2022)
- *The Iconoclast: Shinzo Abe* (Harris, 2020)
- *The Abe Legacy* (Brown & Delamotte, 2021)
- *The Assassination of Shinzo Abe* (Yua, 2022)
- *Inside Story of Shinzo Abe’s Assassination* (2022)

## Teaching about Roe vs. Wade and Abortion

People in the US and around the world were stunned on June 24<sup>th</sup> when the US Supreme Court overturned the 1973 Roe vs. Wade ruling that granted American women the right to an abortion. Reactions were divided as anti-abortion supporters celebrated and pro-abortion activists protested. Join your students to explore this controversial topic, understand the complex issues behind it, discuss the implications and compare the situation to Japan.

## Teaching Ideas

- Introduce students to abortion vocabulary with a task like the fill-in-the-blanks warm-up below.
- Have students research pro- and anti-abortion views using a chart like the one on page 19.
- Use the discussion activities on page 19 to have students think about and debate different opinions.
- Have students do a class, school or community survey of people's opinions on abortion.

## Abortion: Vocabulary Warm-up

Write the correct words in the blanks.

- unborn      ▪ abortion      ▪ controversial
- choose      ▪ law      ▪ Supreme Court

- 1 Roe vs. Wade was an American \_\_\_\_\_.
- 2 It guaranteed women the right to an \_\_\_\_\_.
- 3 This law was overturned by the US \_\_\_\_\_.
- 4 Abortion in the US is very \_\_\_\_\_.
- 5 Anti-abortion supporters say that all \_\_\_\_\_ children have the right to life.
- 6 Pro-abortion supporters say all women should have the right to \_\_\_\_\_ an abortion.

## Sample Online Articles &amp; Websites

- Wikipedia: ▪ abortion    ▪ Roe v. Wade  
 ▪ US anti-abortion movement
- Articles: ▪ *What the Roe v. Wade Reversal Means for Educators, Schools and Students*  
 ▪ *Majority Don't Want Roe Overturned (PBS)*  
 ▪ *40 Years of Attacks on Abortion Clinics*  
 ▪ *How parents can talk to kids about abortion (Vox)*

## Online Teaching Resources

- Google Search: *abortion infographic*
- Google Search: *teaching about abortion in EFL*
- *How to Educate about Abortion (IPPF)*
- *How to Talk to Young People about Abortion*

## Quotes about Abortion

- *Abortion should be safe, legal and rare.*  
 – Bill Clinton
- *No woman can call herself free who does not control her own body.* – Margaret Sanger
- *The greatest destroyer of peace is abortion because it is a war against the child* – Mother Teresa
- *Radical Christians kill abortion doctors. Radical atheists write books.* – Hemant Mehta
- *How come when it's humans, it's an abortion. But when it's chickens, it's an omelette.* – George Carlin
- *I think it's important that Roe v. Wade remain legal for medical and other reasons.* – Laura Bush
- *If the Constitution doesn't mention a woman's right to abortion, I'm damn sure it doesn't say anything about the rights of the unborn.* – Israel Morrow
- *Is masturbation murder? When an unfertilized egg is expelled, has someone died?* – Carl Sagan
- *Hitler killed 6 million Jews. The feminists have killed 50 million innocent babies.* – Mike Adams
- *I like to believe that all the babies who died in the womb are with all the mothers who died giving birth.*  
 – Nicki Rowe
- *Abortion is legal almost everywhere, not because people all over the world love killing babies for fun, but because a fetus is not a baby.* – Oliver Malloy
- *The abortion debate is more about power and control than the fate of a zygote.* – Thor Benson
- *Those who protest abortion but dine regularly on the bodies of chickens, pigs and calves can hardly claim to have concern for "life".* – Peter Singer
- *If men could become pregnant – or be raped – you would soon see them change their tune about abortion.* – Christina Engela
- *Having the right to choose determines whether women find an equal place at life's table, whether children are valued and whether personal liberties, privacy and bodily integrity will be safeguarded against the ideology of the right.* – Gloria Feldt

## Sample Youtube Videos

- *Roe v. Wade Homework Help*
- *What is an abortion?*
- *Protests erupt around nation amid Roe v Wade*
- *Roe v Wade explained*

**US Abortion Research Task** Form 2 teams (anti & pro), then do research to fill out the chart below.

	ANTI-ABORTION	PRO-ABORTION
Slogans		
Focus		
Beliefs		
Supporters		
Groups		

examples	ANTI-ABORTION	PRO-ABORTION
Slogans	▪ pro-life    ▪ the right to life	▪ pro-choice    ▪ the right to choose
Focus	▪ the unborn child (the foetus)	▪ pregnant women
Beliefs	▪ Abortion is murder. ▪ Unborn babies have a right to life.	▪ Abortion should be available to everyone. ▪ Women have a right to control their bodies.
Supporters	▪ evangelical Christians, conservatives, Republicans, midwest and southern states	▪ mainstream Christians, liberals, Democrats, east & west coast states
Groups	▪ National Right to Life    ▪ March for Life	▪ Planned Parenthood    ▪ Guttmacher Institute

**What do you think?** Should women have the right to an abortion? Check your opinion, then discuss.

	Yes	No	Not sure	
1				A 10-year old elementary schoolgirl is raped by a family member.
2				A 15-year old girl has sex with her boyfriend, then discovers she's pregnant.
3				A college student gets pregnant but wants to study and isn't ready for a baby.
4				A 25-year old woman accidentally gets pregnant but wants to build her career.
5				A woman learns that her unborn child is damaged and will be handicapped.
6				A mother's life is in danger and she may die if she continues her pregnancy.
7				A poor single mother of 4 children gets pregnant but can't afford another baby.
8				A middle-class mother with 2 kids gets pregnant but doesn't want a third child.

**Abortion: True or False** Discuss these statements with your partner, then circle True (T) or False (F)

- (1) T F Since 1977, "pro-life" supporters have murdered 8 people and bombed 45 abortion clinics.
- (2) T F All American Christians are against abortion and believe that unborn babies have rights.
- (3) T F Most American citizens (over 60%) didn't want Roe vs. Wade to be overturned.
- (4) T F Nearly one in four American women will have had an abortion by the age of 45.
- (5) T F The Supreme Court's 2022 decision on Roe vs. Wade bans all abortions in the USA.

Quiz Answers: (1) True (2) False (3) True (4) True (5) False

**Discussing Different Opinions** Study the views below, then discuss them with your partner or group.

	The United States is a democracy, right? So, how can 3 unelected conservative judges appointed by a president (Donald Trump) who lost the popular vote by 3 million votes in 2016 work to overturn a 50-year old law that's supported by a majority (61%) of all Americans?
--	---

Pro-abortion supporters talk about the rights of women. But what about the rights of unborn babies? Don't they have a right to be born and to enjoy life? Many pro-abortion supporters are against the death penalty. So, why are they in favor of murdering innocent unborn children?	
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# RESOURCES AND ORGANIZATIONS

<p><b>NY Times “Global Issues”</b> &lt;<a href="https://www.nytimes.com/spotlight/learning-lessons-global-history">nytimes.com/spotlight/learning-lessons-global-history</a>&gt;</p> <p></p> <p>This <i>New York Times</i> site provides info and resources for teaching a variety of global issues and world events. Browse through its list of topics from Russia’s invasion and Ukrainian refugees to human rights, current events and COVID.</p>	<p><b>ellii Global Issues Page</b> <a href="http://ellii.com/collections/global-issues">ellii.com/collections/global-issues</a></p> <p></p> <p>This <i>Global Issues</i> resource page on the website of <i>ellii (ESL Library)</i> has a rich database of teacher-submitted lesson plans on themes such as COVID-19, aging, gender equality, peace, law and order, politics, social justice and the environment.</p>	<p><b>ELT Sustainable</b> &lt; <a href="https://eltsustainable.org">https://eltsustainable.org</a> &gt;</p> <p></p> <p><i>ELT Footprint</i> shares resources and materials among English teachers that promote environmental awareness, knowledge and action. Check their website above for ideas on designing eco-friendly lessons, schools and conferences.</p>
<p><b>Global Education Australia</b> &lt;<a href="http://www.globaleducation.edu.au">www.globaleducation.edu.au</a>&gt;</p> <p></p> <p><i>Global Education</i> is a great Australian website that provides classroom resources that encourage a global perspective. Check out its country profiles, case studies, global issues, videos and activities.</p>	<p><b>Peace Boat</b> &lt; <a href="http://peaceboat.org/english/">http://peaceboat.org/english/</a> &gt;</p> <p></p> <p><i>Peace Boat</i> 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!</p>	<p><b>Global Issues</b> &lt; <a href="http://www.globalissues.org">www.globalissues.org</a> &gt;</p> <p></p> <p><i>Global Issues</i> 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.</p>
<p><b>Oxfam Education</b> &lt;<a href="http://www.oxfam.org.uk/education/">www.oxfam.org.uk/education/</a>&gt;</p> <p></p> <p><i>Oxfam Education</i> is a dynamic UK global education website designed for teachers and students that features a wealth of information, news and resources about global issues, international themes and world citizenship.</p>	<p><b>ELT Footprint</b> &lt; <a href="http://eltfootprint.org/materials/">eltfootprint.org/materials/</a> &gt;</p> <p></p> <p><i>ELT Footprint</i> shares resources and materials among English teachers that promote environmental awareness, knowledge and action. Check their website above for ideas on designing eco-friendly lessons, schools and conferences.</p>	<p><b>Better World Website</b> &lt; <a href="http://www.betterworld.net">www.betterworld.net</a> &gt;</p> <p></p> <p><i>Better World</i> is a peace education website which features 5,000 free resources on heroes, quotes, dates &amp; issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.</p>
<p><b>Green Teacher</b> &lt; <a href="http://www.greenteacher.com">www.greenteacher.com</a> &gt;</p> <p></p> <p><i>Green Teacher</i> 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.</p>	<p><b>Global Dimension</b> &lt;<a href="http://www.globaldimension.org.uk">www.globaldimension.org.uk</a>&gt;</p> <p></p> <p><i>Global Dimension</i> is a great UK resource designed to help teachers bring a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.</p>	<p><b>Better World Links</b> &lt; <a href="http://www.betterworldlinks.org">www.betterworldlinks.org</a> &gt;</p> <p></p> <p><i>Better World Links</i> 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.</p>



## LANGUAGE TEXTBOOKS ON GLOBAL THEMES

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

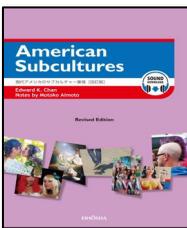


- (1) **"Ready for Planet English"** EFL textbook series by Claire Moore & Valentina Chen (Italy, 2019)  
ELI Publishing Group <[www.elionline.com/english-elt/2997-ready-for-planet-english/](http://www.elionline.com/english-elt/2997-ready-for-planet-english/)>



This 3-level EFL course from Italy uses a global approach to introduce students to the language they'll need to function in a multicultural world. The series consists of 3 levels: elementary, pre-intermediate and intermediate. Each level has a student book, workbook, teacher's guide plus video, online resources and worksheets that address the 2030 Agenda SDG goals. Each book consists of ten 10-page units. The elementary text touches on topics such as *English as a global language, countries of the world, eco-clothing, soccer in Soweto, valuing other cultures and endangered languages.*

- (2) **"American Sub-Cultures (revised edition)"** by Edward Chan (2022, ¥2000)  
Eihosha Press (Tokyo) Tel: 03-5833-5870 Fax: 03-5833-5872 <[www.eihosha.co.jp](http://www.eihosha.co.jp)>



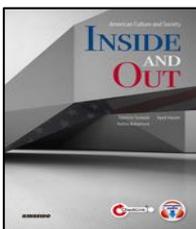
This 76-page reading text builds students' English language skills as they learn about a variety of sub-cultures in the United States. Its 12 chapters start with an intro on *What is a sub-culture?* followed by chapters profiling 11 different communities: *Star Trekkies, American cosplay, comic books, punk rock, hip hop, heavy metal, street gangs, beauty pageants, LGBT+, surfing and skateboarding.* Each 5-page unit consists of a vocabulary warm-up task, a 2-page reading with Japanese notes, a set of T/F and short answer comprehension questions plus a language focus (eg *prefixes / suffixes*).

- (3) **"Expanding Horizons: Critical Thinking / Authentic Video"** – Browne & Tanabe (2022, ¥2860)  
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 130-page 4-skills EFL text builds critical thinking and language skills via authentic video clips selected to meet CEFR goals. Its 15 units deal with: *sustainable shopping, high-tech high schools, plogging (jogging while picking up litter), debating, Tutankhamun, saving rivers, race to the poles, the science of light, family businesses, food problems, cops on the job, learning from failure, native American powwows and wildlife filmmaking.* Each 8-page unit contains a warm-up, vocab building, pre- and post-video tasks, video shadowing, key quotes, critical discussions and CLIL projects.

- (4) **"Inside and Out: American Culture & Society"** by Tsukada, Nakamura, Hasian (2022, ¥2000)  
Kinseido Press (Tokyo) Tel: 03-3263-3828 <[www.kinsei-do.co.jp](http://www.kinsei-do.co.jp)> <[text@kinsei-do.co.jp](mailto:text@kinsei-do.co.jp)>



This 128-page EFL text focuses on social issues, trends and controversies in the US. Its 15 units cover: *gun control, Trump's border wall, Occupy Wall Street, racism in America, Obamacare and the fear of socialism, native American struggles, women's rights movements, US evangelicals, the student loan crisis, dirty tricks in Congress, shale gas, ocean plastic, genetically-modified food, Big Tech (GAFA & BATH) and globalization.* Each 8-page unit features a vocab warm-up, a 4-page reading text with comprehension questions, a summary task plus Japanese notes on US cultural themes.

- (5) **"日本語 x 世界の課題を学ぶ：日本語で PEACE [Poverty 中上級]"** by 奥野由紀子 (2021, ¥2640)  
*Global Issues in Japanese: Peace & Poverty* <[www.bonjinsha.com/goods/detail?id=13671&pt=3](http://www.bonjinsha.com/goods/detail?id=13671&pt=3)>



This 160-page intermediate JSL text is the first book in a new series on teaching global issues in Japanese. The 5 books in the series each deal with a different topic: **P**overty, **E**ducation, **A**ssistance, **C**ooperation and **E**nvironment (= PEACE). This first book on poverty contains 10 units on broad themes such as: *If the world were a village of 100 people, monoculture and poverty, Sierra Leone (the nation with the world's shortest life expectancy), initiatives to end poverty (fair trade, poverty in Japan, Alazi Dream Project) and What we can do.* Each 10-20 page unit consists of reading passages, language activities, research tasks, class presentations, discussions and vocab lists.



## Books on Abortion and on Global Education



Take a look at the books below to learn more about the issue of abortion and to read up on some of the latest initiatives in the field of global education.

### ABORTION

#### The New Handbook for a Post-Roe America

by Robin Marty (2021) \$15

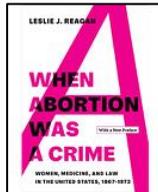
This comprehensive manual outlines practical ways that American women can cope in the post-Roe era.



#### When Abortion Was a Crime

by Leslie Reagan (2022) \$27

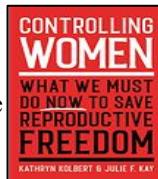
This must-read book gives the definitive history of abortion in the United States from 1867 up to 1973.



#### Controlling Women

by K. Kolbert & J. Kay (2021) \$24

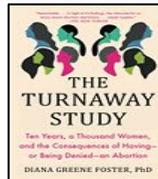
This gives a definitive account of the US fight for reproductive freedom plus strategies for moving forward.



#### The Turn-Away Study

by Diana Foster (2021) \$16

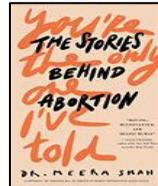
This reports on a 10-year study of 10,000 US women who either had an abortion or were turned away.



#### You're the Only One I've Told

by Meera Shaw (2020) \$26

This book combats common myths by relating compelling stories about women who have had an abortion.



#### Jane Against the World

by Karen Blumenthal (2022) \$13

This book gives a riveting history of abortion in the US from the 19<sup>th</sup> century right up to Roe vs. Wade.



#### 中絶がわかる本

*Chuzetsu ga Wakaru Hon* (2021)

This illustrated Japanese book for teens of all ages explains everything they need to know about abortion.



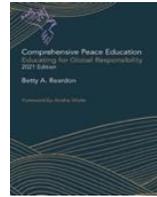
- Abortion Rights: For & Against (2017)
- The Ethics of Abortion: Pro-Life vs Pro-Choice (2001)
- Pro-Life Answers to Pro-Choice Arguments (2000)

### GLOBAL EDUCATION

#### Comprehensive Peace Education ~ Educating for Global Responsibility ~

by Betty Reardon (2021) \$15

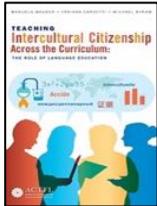
This updated version of the classic 1988 text gives an overview of the field of peace education, discusses the roots of violence and war, and provides practical classroom ideas on teaching for peace across the curriculum.



#### Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education

by M. Wagner et al (2020) \$16

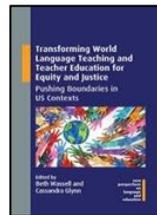
This new Kindle book outlines ways that language instructors can plan for, teach and assess aspects of intercultural citizenship in their second and foreign language classrooms.



#### Transforming World Language Teaching and Teacher Education for Equity and Justice

by Wassell & Glynn (2022) \$48

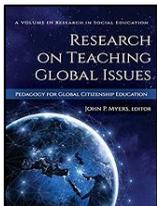
This new book addresses the challenges of promoting social justice, human rights, critical thinking, access and equity in K-12 schools, universities and teacher training.



#### Research on Teaching Global Issues

by John Meyers (2020) \$46

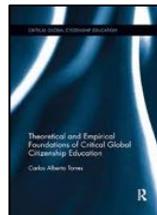
This key text summarizes research on teaching global issues and outlines how teachers and schools can engage their students with social issues ranging from climate change to world poverty to human rights.



#### Theoretical and Empirical Foundations of Critical Global Citizenship Education

by Carlos Torres (2019) \$43

This comprehensive text describes the aims, content and methods for promoting global citizenship education in schools.





# 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 website by Sean Banville with its database of free lessons on news and current events ranging from North Korea to Ukraine.

## Related JALT SIGs

Check out the other SIGs that deal with international themes

### 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

Decorate your classroom or school with global ed maps:

- [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> >

## Youth for Human Rights

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



*Youth for Human Rights* is an active international website that works to promote knowledge, awareness and action on human rights among young people. Make sure to check its resources for educators and voices on human rights!

## Teachers Against Prejudice

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



*Teachers Against Prejudice (TAP)* is a dynamic organization based in the US which is dedicated to fighting against hate, prejudice and discrimination through education. Check out the variety of films, books and contests that it offers!

## COMING EVENTS CALENDAR

Aug. 6 - 9    Hiroshima Day / Nagasaki Day <sup>1</sup>	Sept. 11      21 <sup>st</sup> Anniversary of 9-11 Attacks <sup>5</sup>
Aug. 9        Int'l Day of Indigenous Peoples <sup>2</sup>	Sept. 17      World Clean-up Day <sup>6</sup>
Aug. 15       Anniversary of the End of WWII <sup>3</sup>	Sept. 21      International Day of Peace <sup>7</sup>
Sept. 10      World Suicide Prevention Day <sup>4</sup>	Oct. 5         World Teachers' Day <sup>8</sup>

1 Hiroshima/Nagasaki: <hiroshima-remembered.com> <hpmmuseum.jp> <hiroshimaforpeace.com> <wikipedia>  
 2 Indigenous: <www.survivalinternational.org> <www.un.org/en/observances/indigenous-day> <Wikipedia>  
 3 WW II: <ww2history.com> <www.nationalww2museum.org> <Google: WWII Japan> <Wikipedia>  
 4 Suicide Prevention: <www.afsp.org> <www.iasp.info> <www.stampoutsuicide.co.uk> <www.save.org>  
 5 September 11<sup>th</sup>: <911memorial.org> <911tributemuseum.org> Search: *9/11 in the Classroom Teaching 9/11*  
 6 Cleanup: <Wikipedia: World Cleanup Day> <www.worldcleanupday.org> <www.nationalcleanupday.org>  
 7 International Day of Peace: <www.peaceday.org> <www.internationaldayofpeace.org> <Wikipedia>  
 8 Teachers' Day: <wikipedia> <www.teachersday.com> <en.unesco.org/commemorations/worldteachersday>  
 \* More dates: <national-awareness-days.com> <happydays365.org> <cute-calendar.com> <earthcalendar.net/>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

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

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

**JALT GLOBAL ISSUES SIG**                      The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT) aims to promote:  
 (a) the integration of global issues, global awareness and social responsibility into language teaching  
 (b) networking and mutual support among language educators dealing with global issues  
 (c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

**NEWSLETTER SUBSCRIPTIONS (JALT Members)**    JALT members get 1 free *Special Interest Group* as part of their membership. Those who already have a free SIG but wish to add our "Global Issues" SIG can make their ¥1500 payment on-line via the JALT website 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 March 2022)  
 \* JAPAN SUBSCRIBERS: GILE SIG / JALT (~115)    GLOBAL ISSUES NETWORK (20) = 135  
 \* 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.

*Global Issues Newsletter* c/o Kip Cates, 3-351 Kita, Koyama-cho, Tottori City, JAPAN 680-8551  
 Tel/Fax: 0857-28-5385    E-mail: <kipcates24@gmail.com>    GILE Website: <www.gilesig.org>

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