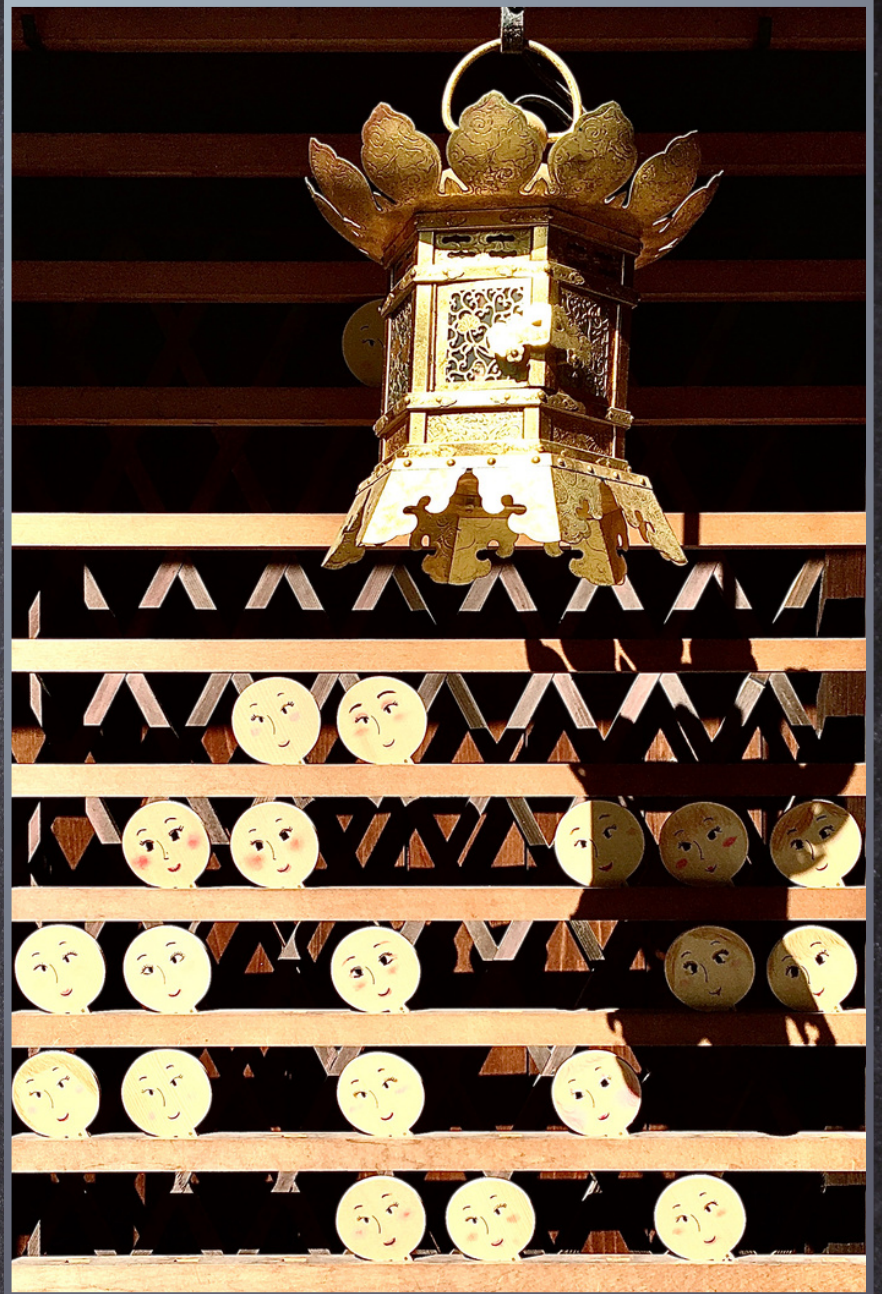


# GALE Newsletter

Gender Awareness in  
Language Education

Autumn 2023

Edited by Amy Toms and Terry Tuttle  
Cover photos by Gwyn Helverson



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## Image credits

**Cover images:** Gwyn Helverson, Specially Appointed Associate Professor at Osaka University, shared these two images embodying gendered themes in Japan. "Kawai Shrine," which has recently been rebranded as a "beauty shrine for women," shows the altar of a local shrine. Pilgrims can decorate faces on wooden votives in the shape of vanity mirrors and offer them up at the altar of the shrine to pray for "ideal beauty." An artistic collective called *yotta* has also created a massive *kokeshi* which speaks, as seen in this image, "Hanako."

Cover design by Terry Tuttle

Photos of PCE and PCAH Conferences provided by Kathleen Brown

## Introduction

Thank you for reading GALE's Autumn Newsletter! GALE members and allies have been generous in sharing their research, practices, and experiences in this issue. First, this newsletter provides information about GALE's two main events at JALT2023 in Tsukuba, Japan. During GALE's Annual General Meeting, GALE officers, members, and prospective members will discuss the SIG's current and future activities and other topics of interests. The GALE Forum contains five fascinating presentations spanning a wide variety of topics related to gender as it relates to teaching, learning, and the lived experiences of those who are teaching and learning in Japan and overseas.

In addition to event information, in this issue Kathleen Brown shares her experiences of presenting at overseas conferences, and Kristie Collins has shared excerpts of her interview with Alex Sanchez, the guest speaker for GALE at last year's JALT conference. In addition to providing editorial context on the interview excerpts, Susan Laura Sullivan also offers an insightful look at GALE member Suzanne Kanata's recently published poetry collection. Isobel Hook and Nikan Sadehvandi each share practical resources that can be used to promote gender awareness to students as well as colleagues. Finally, information about exciting opportunities for GALE members has been generously provided by Kip Cates and Gwyn Helverson.

As we come to the close of the year, GALE will be considering its next steps as a SIG. I hope our members can attend our AGM to share their thoughts and hopes for the future, as well as participating in our officer nomination and election process, which will begin during the AGM and run through the new year. Those who are interested in acting as officers and/or volunteers can use the nomination form included in the officer & volunteer role descriptions, or email [coordinator@gale-sig.org](mailto:coordinator@gale-sig.org) for more information.

In addition to our other SIG activities, our flagship publication, the *GALE Journal*, is currently accepting submissions for its 2025 issue, with a preferred submission deadline of before March 30, 2024. Submission guidelines can be found at <https://www.gale-sig.com/journal>. Usual editorial processes will apply.

I would also like to thank Gwyn Helverson and Kathleen Brown for providing beautiful photos, and to Amy Toms for co-editing this issue.

Terry Tuttle

Newsletter editor & GALE Coordinator

# Agenda for the GALE SIG Annual General Meeting @ JALT2023

Sunday, November 26th

10:25 AM - 11:10 AM (45 minutes)

Room 301

## Agenda items

1. Reminder: All meeting participants agree to follow the JALT Code of Conduct ([link](#))
2. Annual election kick-off: nomination period begins, discussion of officer roles (see [officer and volunteer role descriptions](#) below)
3. Volunteers needed:
  - PanSIG volunteers
  - Translators
  - Hybrid & asynchronous participation support
  - Web designers & contributors
4. Annual Report & Reflection
  - How do we measure GALE's success? How can we improve in the coming year?
5. Ideas for future events
6. Upcoming administrative tasks & discussions:
  - Admin/JALT organizational details: Constitution rewrite, BoJ Award Selection, etc.
  - Community building: more community events, bringing value to members, strategies for increasing online participation, etc.
  - Discussion: February EBM motion (singular "they")
  - Discussion: Facebook moderators & community standards

**Note:** follow-up meeting planned (date/time TBD, but ideally near the end of the nomination period on December 17<sup>th</sup>).

# GALE Forum Presentations @ JALT2023 in Tsukuba, Japan: Encouraging Gender Awareness in Language Teaching

Sunday, November 26th  
13:20 PM - 14:50 PM (90 minutes)  
Room 303

## Raising Gender Awareness through Discussions in an Academic University Class

Jackson Koon Yat Lee (he/him), Specially-appointed Lecturer at Toyo University

The presentation will focus on a heterosexual cisgender male lecturer's approach to introducing gender topics into an academic university English class. The session will include an approach of a discussion-focused class with several resources that are relatable to most Japanese university students, such as public data, music, and discussion ideas. Such resources link to topics of gender gap, representation, and LGBTQ+ while allowing students to respectfully generate ideas and share them together. Through the presentation, the audience will hopefully get some new practical ideas or materials on how the topics can be brought into lessons to make students more aware of their surroundings and to (re)consider how they approach gender diversity and inclusion.

## Mass Female Exodus: The Working Holiday as a Gateway to Opportunity for Japanese Women

Antonija Cavcic, Toyo University

Although students suspending their studies for economic or personal reasons is hardly a new phenomenon, there has been an uptick in numbers in the last decade. In a post-Abenomics context of stagnant wages which continues to normalize excessive overtime work, there has been a trend among students, especially female students, who either delay employment or explore different avenues to boost their credentials and employability for highly competitive, well-paid positions. For some it involves studying abroad or embarking on a working holiday rather late into their degrees. This presentation reveals the underlying factors influencing this phenomenon based on testimonials of female students who suspended their studies to take a gap year or working holiday. Through discourse analysis of both working holiday testimonials/interviews, and media discourse surrounding the subject, this presentation sheds light on several factors influencing the trend and explores the psychological gratifications of taking a gap year and its potential to shift attitudes towards more flexible work/study options in a time of staggering socio-economic uncertainty.

## The Gender of Anger

Dr. Herrad Heselhaus, University of Tsukuba, Faculty of Humanities and Social Sciences

Afghanistan, Iran, but especially the U.S. showed us how precarious the rights of women are even in democracies. With a sense that we need to continue to claim women's rights and discuss women's conceptions and constructions of themselves, I have been teaching recently on definitions of "women", on literary examples of the fight of women for rights, focusing especially on the expression of anger. At GALE, I would like to present on my and my students' findings, focusing on gender- and power-oriented constructions of "anger", "rage" and "wrath" as they are reflected in medico-biological and psychological discourses as well as creative and critical literature by Olga Tokarczuk and Elfriede Jelinek.

## Exploring Queer Literacies Through an Online Book Club

Chelanna White, Reitaku University

In this case study, I examine the experiences of participants in a queer, feminist, online book club through a literacies framework. I was particularly interested in how the participants made meaning of the text and negotiated the online environment of the meetings. Through one-on-one interviews, participants shared their understanding of 'literacy', how they engaged with the text and format of the book club, and how the club helped their personal and professional development. While the participants were not necessarily language educators, their insights have implications for all educators, including language educators.

## Countering Sexism in Textbooks

Melodie Cook, University of Niigata Prefecture

Drawing on my previous research on representation (or lack thereof) of women in textbooks, I will first demonstrate how women are depicted (or not) in English textbooks which deal with the topic of inspirational people. I will show that generally, females are neglected when that topic comes up and that I counter this lack by doing an activity which engages students with inspirational Japanese women. I will show an activity that I use in which students randomly choose from 10 inspiring Japanese women, make a PowerPoint about their choice, and present their findings to the class, thus educating and inspiring each other.

## Expanding My Corner in the World of Interdisciplinary Conferences: PCE and PCAH 2023 in Paris, France

Kathleen A. Brown, EdD, Kurume University

In my postgraduate years of career building, attending conferences was vital to networking and deepening my knowledge on my specific areas of research. This led to years of attending international conferences on language testing (LTRC), evaluation (AEA), foreign language learning (AAAL, TESOL, SLRF, IGALA) in addition to



the annual JALT, JACET, and JLTA conferences offered here in Japan. It wasn't until later in my career that I decided to venture out into the world of the interdisciplinary IAFOR conferences, and in doing so, found a different world of networking and knowledge bases that further expanded my horizons as an educator and researcher.

In June 2023, I had the opportunity to attend and present at two concurrent conferences: The Paris Conference on Education (PCE) and the Paris Conference on Arts & Humanities (PCAH). Held in the same venue, the historic *La Maison de la Chimie*, the conferences hosted onsite and online participants from more than 65 countries over a four-day period. Although a latecomer to the world of IAFOR conferences, I quickly came to appreciate this expansive pool of researchers coming together to learn from each other on a broad range of topics. My four most salient takeaways from the conferences were:

1. The joy in learning from others outside my own lane. On the first day of the conference, the opening panel discussion, entitled "Diplomatic Tables: Food, Wine, Politics and Culture," included the amazing Jeannie Cho Lee, the first Asian Master of Wine, Harvard graduate, professor at Hong Kong Polytechnic University, and international wine consultant. As the only woman on a four-person panel, she delighted the participants with her extensive knowledge on wine and the intricacies of wine as a diplomatic medium. This was not your average language testing conference! I was enthralled from the very first day.

2. The joy in learning from young and upcoming academics beyond my Japan network. In conjunction with my own presentation on women's leadership and executive presence, I had the honor of chairing our collective session, "Ethnicity, Difference, Identity," which included three outstanding doctoral students who introduced their work. Ke Ma, from the University of Amsterdam, spoke about her research into how race and whiteness are embodied in China's fashion industry. Ridwa Horreh, a student at the University of Nottingham, took us through narratives of Black women's perceptions of self-representation and identity juxtaposed with the world of social media. And Wan Chen, from the University of Wales Trinity Saint David, brought us into the world of young Chinese artists and how art might play a role in transforming their cultural identity from one of "discontinuity" to "reconstruction."
3. The joy of seeing my own research as part of a bigger global context. My presentation on a very localized curriculum program development project was followed by a group of enthusiastic educators from the Nunavik region of Canada who have been working on incorporating a curriculum in the first language, Inuktitut, into the local school system. It was refreshing and reaffirming to remember the deep implications and impact that work in curriculum development can carry.

In both of my presentations, I fielded questions that forced me to expand my own constructs, right there in real time. After introducing the coordinated curriculum programme that we have developed at my home university, one participant asked me to speak to how this curriculum model might be achievable on a larger scale (i.e., a university network with tens of thousands of students). The next day, at my presentation on women's academic leadership, a nonbinary participant asked if and how my model of executive presence might be applicable to those who do not identify as women. In both instances, I experienced paradigm-breaking, thought-provoking questions that I wanted to handle in that moment — to challenge myself to dig deeper into my own constructs in an authentic, humbling, and engaging way — right there on the spot. Those lightning moments offered more clarity into my own paradigms than hours of reading and writing alone in my own corner.

4. The joy of finding new Japan-based connections whilst overseas. One of the biggest surprises of the conference happened before the conference dinner, held at the immeasurable dining spot, Le Precope. Still suffering a bit from jetlag and overall disorientation, I arrived at the venue well ahead of the scheduled dinner time. As I walked up to the doorway of the restaurant, I heard the locutions of a language that I



could actually understand (in contrast to my barely functional French), and I quickly introduced myself to a Japanese participant, Dr. Kikue Kotani, who was also early to the venue. Through the course of our dinner, I came to learn that Dr. Kotani lived and worked in Chiba but had completed her doctorate on a little-known poet, Hara Saihin, who lived an extraordinary and controversial life and whose works have been hidden away in archives just a short drive from my home in Fukuoka (Akizuki area). She was able to complete her research through multiple visits to Akizuki having been given access to original works of poetry from the mid-1800s. What an incredible gift it was to meet this academic, who had been traveling to an area near my home, while sharing dinner at the most historic restaurant in Paris.

The world of IAFOR conferences is extensive and has drawbacks (e.g., expense) in addition to its many benefits, but I am a late-to-the-table fan of interdisciplinary conferences. When we are able to see ourselves as researchers and educators as part of a larger global community, we are able not only to expand our views and challenge our own paradigms, we can also contribute to shifts in others' as well. For those interested in exploring an IAFOR conference closer to home, the next Japan-based conference, The 15th Asian Conference on the Social Sciences (ACSS2024), will be held from May 23 – 27 in Tokyo, and for anyone interested in following in my Paris footsteps, the 3rd Annual PCE/PCAH Conferences will be held in Paris from June 13 – 17, 2024.

## References

IAFOR Conferences site:

<https://iafor.org/conferences/>

2nd Annual PCE/PCAH Conference Programme:

<https://iafor.org/archives/conference-programmes/pce/pce-programme-2023.pdf>

Upcoming researchers:

Ke Ma (University of Amsterdam). <https://www.china-white.org/>

Ridwa Horreh (University of Nottingham). <https://www.linkedin.com/in/ridwa-horreh-393142174>

Wan Chen (University of Wales Trinity Saint David). <https://www.researchgate.net/profile/Wan-Chen-24>

Inuktitut curriculum project:

<https://urfdema.uqat.ca/en/>

Research on Hara Saihin:

<https://gssc.dld.nihon-u.ac.jp/wp-content/uploads/journal/pdf13/13-039-050-Kotani.pdf>

Jeannie Cho Lee:

<https://www.jeanniecholee.com/>

For the Gourmand:

<https://www.procope.com/en/>



## Excerpts from A Conversation with Alex Sanchez, GALE’s 2022 JALT Conference Featured Speaker

Interview by Kristie Collins, Reitaku University

Opening and closing paragraphs by Susan Laura Sullivan, Tokai University

Alex Sanchez was GALE’s 2022 featured speaker at the international conference. As last year’s newsletter reported, he is the author of ten novels, including the American Library Association “Best Book for Young Adults” *Rainbow Boys* and Lambda Award-winning, *So Hard to Say*. His novel *Bait* won the Tomas Rivera Mexican-American Book Award and the Florida Book Award Gold Medal for Young Adult fiction. His latest work, *The Greatest Superpower*, came out in 2021. An immigrant to the US from Mexico, Alex serves on the faculty of the Vermont College of Fine Arts MFA program on Writing for Children and Young Adults and as a Writer’s Studio Instructor for the University of Chicago Graham School. Find out more at: [www.AlexSanchez.com](http://www.AlexSanchez.com) (Photo Credit: Simon & Schuster).

Alex’s talk in Fukuoka was warm and informative, and GALE member Kristie Collins interviewed separately on the major themes in his creative works, ranging from sexual identity to the immigrant experience to what it means to have representation and no representation. It’s a zinger of an interview, so please look out for it in the next edition of the GALE Journal.

Another topic Kristie and Alex touched upon was audio books! Please read below for an engaging discussion on this underappreciated form of media.

◇◇◇

K: Now this one I didn’t even write down, but I LOVE audiobooks. It’s about an hour and a half for me to get to campus, so I’m constantly listening to audiobooks, so are any of your books available on audio?

A: The first eight are. The last two, the graphic novel, it’s available as an e-book, but not on audio, and *The Greatest Superpower* hasn’t yet, but maybe...

K: Cool! Do you read them?

A: No, I haven’t read any of them!

K: Is it one narrator, or multiple voices?

A: For *Rainbow Boys*, I really love the narrator, and he does great voices. All three of the characters, he just really nails it. The other books, *So Hard To Say* they have two voices, the boy

and the girl, you know, since they were alternating chapters. And for *Boyfriends With Girlfriends* they have four narrators, and for *Bait* and *Getting It* there's a single narrator doing voices.

K: Cool! I'll be checking them out!

A: Yeah, the *Rainbow* books especially, I loved what he did.

K: So great! It's funny, I have this perpetual kind of conflict that, when people are like 'What have you read recently, or what are the best books you've read this year?' and I always feel a sense of guilt with audiobooks, like "Did I read it? I listened to it." And I don't know why this is a hang up of mine, because I think it's still the same— I have obviously still consumed the book! I don't know why there's this guilt attached to it, because I actually think there's something special about the experience of being read to, and I have these wonderful memories of, as a kid, being read to every night and I cherish those stories. So I think I need to resolve my guilt around these issues, because sometimes, I think the audiobooks may generate a different response from me and maybe I internalize the stories MORE if they're read to me than if I page through books. What do you think?

A: I love listening to books, and I listen to them more than I read them. So I'm reading a lot of memoirs now.

K: Me too! Interesting!

A: I read one that you might like called *Solito* by Javier Zamora, and it's about a Salvadorian, who crossed a border undocumented and he was nine years old. And it's told from the voice of the nine year old. So I loved listening to it, and there were so many passages where, wow... he's a poet, and so it comes out in his prose, and the imagery is just so beautiful. So, now I'm **reading** it. And reading it, it's the first time— I've maybe done it before, but it's been years— and reading the book now, especially since I know this story, I've listened to it, I get to savor it. Like every sentence, and see "how did he do that?" And so, hopefully, it's enriching my own writing now. So yeah, I do think there's a difference between listening and reading.

K: I think so too. And it's the same thing with rereading. I have some books that I just go back to and reread every couple of years because I just love them so much. I think you bring something new every time you read a book.

A: Now I'm reading a lot of graphic novels and I just love, love those. And graphic memoirs. Love them. And when I was in Bangkok, I didn't read many books, because they were so hard to get a hold of, whereas now, being in Rochester, we have a phenomenal library system and access

to just so many books. I'll bring home, you know, a stack of books every couple of weeks from the library. I'm loving it.



*You brought me the ocean* is Alex's graphic novel mentioned above, and it is illustrated by DC transgender illustrator, Julie Maroh. Which ways do GALE members prefer reading? There's merit in a number of different forms, as discussed by Kristie and Alex. For expansion on Alex's wide-ranging experience, wisdom and creativity, please make sure you read the interview in *GALE Journal*, Volume 16, due for publication early 2024.

*Waiting*. Suzanne Kamata. Kelsay Books, 2022. 48 pp.

Susan Laura Sullivan, Tokai University

Within *Waiting*, orange juice and beloved pets (Gent, the cocker spaniel) disappear, as does a teenaged girl. The first action causes discomfort but not harm, the second triggers care and worry for both the dog and the protagonist's younger brother, and the third sparks re-evaluation of personal and societal values and actualities for the same, young adult, female protagonist-narrator:

Shira Bates  
is  
dead.  
Gent has been missing  
for nine days.  
There is  
no  
orange  
juice. ("The next morning," p. 34)



In GALE member Suzanne Kamata's novella-in-verse, the protagonist-narrator yearns to escape a soon-to-go-to-university-path and a soon-to-get-married-and-pinned-by-societal-conformity-future. She yearns to explore the world away from her home, her choices reflecting what she has (good and bad), as well as the opportunities possibly not available to those who might be affected by her future dreams.

When [...my boyfriend...] graduates  
I'll be far away  
in the Peace Corps  
or  
backpacking through Southeast Asian jungles  
or  
teaching English in a refugee camp somewhere  
Anywhere

but

here. (“Monday afternoon,” p. 16)

The supposed epitome of the abovementioned conformity, seen through the narrator’s insecure and questioning teenaged standpoint, is Shira Bates, a young adult who is compared to “...a Barbie / with silky blonde hair / smooth skin / wearing the latest fashions,” (“Shira,” p. 13, lines 12-15), who “...fell in with the cheerleaders / became star of the chorus / girlfriend to Number One Hottie / Greg Shealy / found God” (p. 13, lines 18-21).

She is based on real life Sharon Faye “Shari” Smith, who in 1985 at age 17 was abducted, most likely raped and murdered by Larry Gene Bell (Kamata, Acknowledgement; Migas & Anon, 2023a & 2023b). Within Kamata’s work, the protagonist wonders if Shira also tried to escape her ordeal (p. 36), the stakes obviously much higher and terrifying when overt choice has been removed.

The horror of Shira’s death brings with it concern from parental figures and the protagonist herself, as doors and windows are triply secured and checked, despite Shira’s disappearance being a public abduction. Warnings are voiced from a mother with a supernatural knack for grisly visions, and implied from a father ignoring the warm climate when urging his daughter to wear a heavy jacket in the name of perceived modesty (“Going out,” pp. 31-33). But the protagonist fights the captivity of projected anxiety, especially because she can in a way that Shira cannot. She fights the hypervigilance that many women employ and are conditioned to employ in attempts to secure their own safety (Goecker, 2019).

Inside the house

a prisoner

I want to scream.

I need to get out of here

be alone

me, only me

away from the clatter of dishes

the drones of the TV

the six o’clock news

Mom’s voice, insistent as a

mosquito. (“Trapped,” p. 37).

Earlier worries about being pinned like a butterfly and the text implying concerns about possessiveness if the narrator remains with her current boyfriend, and follows paths expected of many younger women of the era, inform the text (“The boyfriend,” p. 19; “Next year,” p. 21). She struggles to define, discover and maintain her identity as an individual throughout the poems. Juxtaposing this is Shira who was not seen as an individual, and who suffered the most heinous outcome of objectification; who was only viewed by her murderer as a way to fulfil his desires. This is a role that many women still find themselves expected to uphold, although generally not to the extremes outlined in the poems.

In the aftermath of Shira’s death, the narrator goes running, leaving a recommended can of mace behind a pot plant on the front porch, and passes her brother still waiting with hope for the family’s dog to return (“Two weeks later,” pp. 38-39). She avoids populated spaces and runs in a pine forest, disregarding that Shira’s body was found in (other) woods (“Part-Time job,” p. 35), and dismissing no-trespassing signs, as is her habit (“Two roads,” p. 40; “Running,” p. 41). Edicts serve as warnings, but also as limitations, and many are worth discounting. Moralistic judgements feed the underbelly of the narrative as any woman, young or old, in such circumstances would wonder if breaking traditional boundaries—which could be as innocuous as running in a secluded area, or collecting mail from the family’s letter box (Migas & Anon, 2023a)—could result in paying the ultimate price: loss of life, loss of freedom. The protagonist feels that loss of physical freedom and living in fear is too strong a price to pay for supposed safety.

While sitting peacefully in the woods away from populated areas, the odour of decay wafts towards her, and in fear she scatters and discovers the decomposed body of the family’s dog. (“Among the pines,” p. 42; “What the breeze brings,” p. 43). Her panic is evident. Has she been stupid to step outside of the lines that define and sometimes confine? Was she wrong all along? And was the reciprocal argument the right one?: That traditions were such for good reason. She breaks down, and the discovery of Gent is upsetting, but the reader feels that the narrator also cries for the freedom taken from Shira, and the freedom denied to so many women, in particular, due to the double-standards women are often expected to abide by to live safely; double-standards that often value male lives and wants to the detriment of women’s own needs and survival (p. 43, Goecker, 2019).

The novella-in-verse finishes with the protagonist appearing in front of her brother again. He asks why she’s crying and she hugs him. He clumsily pats her as a form



of affection and acknowledgement. He asks again what is wrong, “his shiny eyes filled with faith” (“Benjamin,” p. 44, line 16). She reassures him that nothing is wrong and sits next to him to wait for Gent (p. 44).

The last poem powerfully reinforces the idea that the natural human condition is generally one of care (Herman & Chomsky, 1988), but that some lies of omission might be necessary to keep that empathy intact for the young who will shape and be shaped by the present and future. On the other hand, lies of omission can also contribute to not only the perpetuation of aggression, but at times its condonement.

*Waiting* is a skilful coming of age story set in personally and somewhat societally dark times. The protagonist has choices although she needs to buck a system of gendered conditioning. Shira’s coming of age will not eventuate, and possibly occurred due to perverse application of assumed gender roles. The narrator’s family wait for the return of a pet who is not coming home, and nurture a form of innocence for some that was possibly never known until it was lost.

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- Herman, E. S. & Chomsky, N. (1998). *Manufacturing consent: The political economy of the mass media*. Pantheon Books.
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**Susan Laura Sullivan** is published across a wide variety of genres. Her poetry has most recently been featured in *Limina: A Journal of Historical and Cultural Studies*. She co-edited the award winning anthology, *Women of a Certain Age* (Fremantle Press, 2018) and her research areas include creativity, communication, cultural studies and student autonomy.

# What Is LGBTQAI+?: A Presentation for Pride

Isobel Hook, Kyoto Notre Dame University

## Quick Guide

**Keywords:** LGBTQAI+, discussion, Pride month, vocabulary

**Learner English level:** Elementary to Upper-Intermediate

**Learner maturity:** University level

**Activity time:** 30-40 minutes

This presentation was given at a small, Christian women’s university in Kansai as part of the June Pride Month celebrations in the university’s Self-Access Learning Center (SALC). The SALC is a space for students to practice their second language and access resources, staffed by student staff and one coordinator. It was decided to celebrate Pride Month in the SALC as the university has a higher-than-average student population that self-identifies as LGBTQAI+ yet does not host any events or related activities. Two events were held in June, “What is LGBTQAI+?” and “Pride Around The World”. Both presentations focussed on English vocabulary, international state of affairs, and discussion topics to align with the SALC’s goals. The events were held during the lunch break and attendance was voluntary, with participants consisting of a mix of first-year to Master’s program students including regular SALC attendees and first-time attendees. Attendees included not only students from the Department of English Language and Literature (英語英文学科), who are around 60% of participants for most SALC events, but also students from the Department of Japanese and Global Cultures (国際日本文化学科), Department of Child Education (こども教育学科), and the Department of Psychology (心理学科). This article will focus on the first of these two events, the “What is LGBTQAI+?” presentation.

Please note that simplified language was chosen throughout this presentation to cater to students’ various levels of English proficiency. While this does overly simplify some topics such as gender identity, gender expression, and sexuality, it was decided that simplified language would foster greater discussion and understanding among students who may be unfamiliar with the topic. It was noted by the coordinator that during the discussion time, some students seemed familiar with the topics of gender, sexuality, and identity while others were new to these concepts. This presentation was also discussed from the perspective of an ally, not a member of the LGBTQAI+ community to reflect the coordinator’s positionality.

## Preparation

The event was advertised through social media, posters, and the university's LMS along with other SALC events and programs. Students joined the audience and sat, or were placed, in small groups of 3-5 students along with a student staff member to help facilitate discussions. The presentation was given in English, with some Japanese translations displayed. Translations were provided by Japanese speakers working in the SALC with discussion around intent and nuances of meaning. Students were encouraged to use English when discussing the topics but were permitted to use Japanese when necessary.

## Procedure

The presentation was given by the SALC coordinator, with brief descriptions and time for group discussions.

Slide number	Information provided	Slide text, notes, and discussion questions
1	Slide:	What is LGBTQAI+?
	Speaker's notes:	Introduce myself and the presentation
2	Slide:	"Pride Flag - 自分自身に誇りを持つ!"
	Discussion questions:	"Have you seen this flag before? Do you know what it is?" "Where have you seen this flag?"
	Speaker's notes:	Short introduction of the flag and how it is used.
3	Slide:	"Progress Flag - 進化中"
	Discussion questions:	"What about this flag? What is different?" "Why do you think there are more colours?" "What do you think it represents?"

	Speaker's notes:	This is a newer form of the Pride Flag, it's used to represent new parts of the community that are being understood and celebrated.
4	Slide:	Colour symbology
	Speaker's notes:	Explain any difficult words on the screen, briefly explain How people's identities across a range of categories (race, religion, gender expression, etc.) will lead to a range of lived experiences and that this results in a need for additional support and representation.
	Discussion questions:	"Do you think any colours should be added? What colours and what would they represent?"
5	Slide:	"Let's talk about these words L - , G - , B - , T - , Q - , A - , I - , + -"
	Discussion questions:	"Do you know what any of these letters stand for? Let's guess."
6	Slide:	"Let's talk about these words L - Lesbian (A woman who loves a woman) G - Gay (A man who loves a man) B - Bisexual (Someone who loves both men and women) T - Transgender or Trans (Someone who was born in a body they feel does not match them) Q - Queer/Questioning (Queer- a general term, Questioning - someone who doesn't know yet) A - Asexual (No sexual attraction) I - Intersex (Someone born in between a man and a woman) + - There's more! Example: Non-binary"
	Speaker's notes:	Discuss these terms, focussing on those the groups could not guess. Highlight the differences between sexuality and gender identity.
7	Slide:	"Pronouns John watched a movie. Then __(1)__ ate lunch.

		<p>Susan loves shopping but __(2)__ doesn't have money.</p> <p>The student came to the office. __(3)__ wanted to talk about the classes.</p> <p>Hello, my name is Jackie. My pronouns are she/her. Excuse me, what are your pronouns?"</p>
	Discussion questions:	<p>"What pronouns go in these blanks?"</p> <p>"Why did you use that pronoun?"</p>
	Speaker's notes:	<p>Discuss how the singular pronoun "they/them" can be used when the gender of the subject is unclear or unknown. Explain that some people might prefer to use "they/them" instead of "he" or "she". Discuss how it is not commonplace, but people sometimes introduce their pronouns when you meet them. This can also be seen in social media bios.</p> <p>Students can practice introducing themselves in their groups while including or asking for preferred pronouns.</p>
8	Slide:	<p>"Why is it important? Words have power."</p>
	Speaker's notes:	<p>Discuss how it's kind to use the correct words and that by having a more thorough understanding of the language surrounding this topic means we can understand each other better.</p>
	Discussion questions:	<p>"Has anyone ever said your name wrong? Or read your kanji incorrectly?"</p> <p>"How does it feel? Why?"</p>
9	Slide:	<p>"But I'm not LGBTQAI+...</p> <p>If you are not LGBTQAI+, but you want to support other people... You are an ally(味方)!!"</p>
10	Slide:	<p>" 'Come out (of the closet)' "</p> <p>Telling people the truth about yourself.</p> <p>Sharing with your friends or family that you are LGBTQAI+</p> <p>How can I be a good ally?</p> <p>What can I say?"</p>

	Speaker's notes:	Explain that coming out means telling people your sexuality and/or gender identity, and sometimes people come about different parts of their identities, through different means, to different people.
	Discussion questions:	<p>"Why might someone not come out?"</p> <p>"If someone comes out to you, what can you say?"</p> <p>"How can you be a supportive ally?"</p>
11	Slide:	<p>"You can say..."</p> <p>"I love you - 好きだよ"</p> <p>"You don't have to tell me everything now - 話したいことだけ話してくれたら十分だよ"</p> <p>"What pronouns should I use? - なんて呼んだらいい?"</p> <p>"I'm proud of you - 誇りに思うよ"</p> <p>"I care about you - 大切に思ってるよ"</p> <p>"What can I do to help you? - 私に何が出来るかな?"</p> <p>"I'm here to listen - いつでも話聞くよ"</p> <p>"Thank you for trusting me - 私を信頼してくれてありがとう"</p> <p>"I support you - サポートするよ"</p> <p>"I won't tell anyone if you don't want me to - 誰にも言わないよ、もしあなたが望まないなら"</p> <p>"This doesn't change anything. I love you the same as always - 何にも変わらないよ。今までと変わらずあなたは大切な人だよ"</p>
	Discussion questions:	"Even if you are not LGBTQAI+, these are supportive words. So turn to someone in your group and practice saying them now!"
12	Speaker's notes:	Briefly discuss any upcoming Pride-related events and explain that allies are welcome to attend.
13	Speaker's notes:	<p>Display and discuss available resources with students.</p> <p>Provide relevant links and QR codes through print-outs or other means.</p>

## Variations and Extensions

Variations will invariably need to be made to adapt to lesson time, English proficiency, and familiarity with the topic. This presentation chose to focus more on the vocabulary rather than on the specifics of gender identity, gender expression, and sexual preferences as there was a wide range of English proficiency levels in attendance. However, care should be taken to promote an intersectional approach, making note that there are many aspects of someone's identity including their race, sexuality, gender identity, religion, or nationality which could affect how they identify, view the above topics, or wish to be recognised. These are topics which could be explored through a follow-up presentation or other activities. It would certainly be possible to build on this presentation for a group of students with a more narrow English fluency range, asking students to research and explore films, television shows, novels, or news articles on changes to Japanese laws relating to LGBTQAI+ topics.

## Conclusion

The participation of a wide variety of students in addition to their engagement with the topic led me to believe that this is an area of interest for students. During the discussion points, students were able to bring personal experiences and questions to their group in a supportive environment. Students were particularly interested in the topic of how to respond to someone who "comes out" to them and how to use the singular "they" in a sentence, asking "...should I say: they *are* going to the shops, or they *is* going to the shops?". This presentation allowed students to learn some English-language expressions and vocabulary surrounding this topic while understanding how English is growing and developing in tandem with our understanding of gender and sexuality.

## Appendix

The appendix will be made available at <https://www.gale-sig.org>.

# Humans of New York: Examining the Portrayal of Women on Instagram

Nikan Sadehvandi, Kyoto Notre Dame University

Based on my experience, emphasizing gender awareness can be effectively achieved through collaborative group projects. In one of my classes called "Introduction to Media", an ESL undergraduate class aiming to enhance ESL learners' competency in reading and interpreting digital and print media content, I assigned several class sessions on exploring Instagram's potential for productivity and positive use. While my primary objective was to guide students in utilizing Instagram for educational purposes, my secondary goal was to promote gender awareness through examining the portrayal of women on Instagram. Specifically, I delved into the analysis of the "Humans of New York" Instagram page, boasting over 12 million followers, which features captivating photos of real New Yorkers along with their compelling stories and profound messages (Figure 1).

I purposefully focused on stories of New York women facing various challenges and engaged students in thoughtful discussions about the implications of the women's experiences on their lives. The intention was to encourage students to look beyond conventional roles of women as mothers or wives and recognize the diverse roles that women play in their society.

To consolidate students' learning, I concluded the activity by assigning mixed-gender groups to collaborate on a class project. The task involved creating a new Instagram page, where students shared photos and stories of remarkable women from their community. The students thoroughly enjoyed this experience, expressing that the discussions and collaborative project not only inspired them to utilize Instagram for educational purposes but also heightened their awareness of the significant roles women play in society.

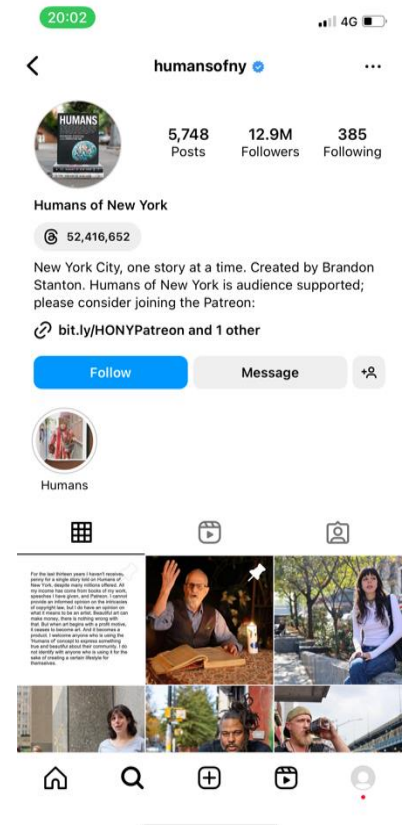


Figure 1. A screenshot of "Humans of New York" Instagram page



## A Brief Summary of Officer & Volunteer Positions

Nominations will be open from November 26 until December 17, 2023.

**Nominate yourself here:** <https://forms.gle/xoZUEMR8bjkctsmq9>

### Officer positions

*Elected, one person per position (usually; co-officers are also possible). Officers are expected to join Basecamp for asynchronous communication.*

#### Coordinator

Within the SIG, the coordinator should understand all the activities of the SIG and keep in good contact with the other SIG officers to ensure that the SIG functions smoothly and efficiently. The coordinator should bring other members into the group of officers.

- The coordinator is the main contact between the SIG and other groups and positions within JALT. The coordinator is also the "face" of the SIG and an ambassador for JALT to people and organisations outside JALT; therefore, the coordinator should be prepared to publicise the SIG and answer questions from people and organisations outside JALT.
- Attends the EBM Executive Board Meetings (3 per year) or delegates another officer to stand-in as proxy.
- Fills out the SIG Coordinator's Report on time each year (The deadline for submission is December 31st and must be submitted to the SRL)
- Submits a presenter for the Michelle Steele Best of JALT if their SIG has decided to nominate one
- Submits a non-vetted forum for the JALT International Conference and PanSIG Conference if the SIG chooses to take part in this opportunity
- Fills in for Other Officers: If other officers cannot fulfil their duties, the coordinator should assume these duties until a new officer can be found.

#### Treasurer

- Maintains a bank account for the SIG.
- Keeps up-to-date financial records.
- Reimburses other officers for expenses.
- Pays honoraria and other bills.
- Submits all treasurer's reports to JALT Central Office (JCO) and to SIG Coordinator.

### Program Chair

- Plans the JALT Conference and PanSIG SIG Forums.
- May plan other special programs, such as mini-conferences.
- Coordinates with the Publicity Chair to publicize upcoming events.

### Membership Chair

- Receives and corrects JCO computer lists of SIG members.
- Encourages JALT members to join the SIG. (Actually, this is a task for ALL officers!)
- Liaises with SIG members.

### Publications Chair

- Coordinates the creation of the *GALE Journal* and newsletters.

### Publicity Chair

- Creates promotional materials about SIG activities (forums, events, etc.) for advertising on GALE's website and social media.
- Forwards publicity requests from the JALT Publicity Liaison to GALE platforms.

### Volunteer positions

*No limit on numbers*

#### Members at Large

- Attend officer meetings.
- Assist in officer duties on an as-needed basis.

#### Moderators (Facebook group)

- Check the GALE Facebook page regularly.
- Complete periodic moderator trainings.

- Maintain internal records and incident reports.
- Respond by consensus to issues within the Facebook group, and contact GALE officers for additional guidance as needed.

#### Newsletter Editors

- Coordinate with Publications Chair and the Publicity Chair to create a semi-annual newsletter (digital publication) before major JALT conferences.
- Possible coordination of a more regular, simplified email newsletter to notify members of upcoming events.

## Global Education Book Sale

Expand your library with classic global education books while supporting international NGOs working to solve world problems!

### Global Education Book Sale (Fall 2023)

- Kip Cates (Tottori University) is pleased to announce his fall global education book sale.
- This includes: [1] English books, [2] Japanese books, and [3] Japanese educational book sets.
- Themes covered: global education, international understanding, language, culture, gender, society, war & peace, human rights, religion and more.
- All books are in near-new, very good or good condition at great discount prices.
- 30% of all sales will go to global issue NGOs (*Amnesty International, Save the Children...*)

### Browsing the Books

Check the links below to see the list of books for sale:

[1] English Books / 英語の本

<https://docs.google.com/document/d/1ERJ4AFCE5rqtcN6iyJhGp7y2ncNljZNT/edit>

[2] Japanese Books / 日本語の本

[https://docs.google.com/document/d/1mHdU\\_ZnDy1TbGU1qhHXbbT1I407FpoHP/edit](https://docs.google.com/document/d/1mHdU_ZnDy1TbGU1qhHXbbT1I407FpoHP/edit)

[3] Japanese Book Sets / 日本語の国際理解シリーズ

<https://docs.google.com/document/d/1WbvlaHIU9cfkT25fmglPr4j-DSYsfHMB/edit>

### Book Purchases: What to Do

1. Send an e-mail to <[kipcates24@gmail.com](mailto:kipcates24@gmail.com)> listing:  
(1) the book(s) you want (2) your postal address for shipping.
2. Wait for a confirmation e-mail that your books are still available (first come, first served).
3. After confirmation, make your payment by bank transfer to:  
San'in Godo Bank (Koyama branch 108)  
Regular Account # 3752673  
Name: "GILE"

4. Books will be sent when payment is received. A shipping fee will be added to cover postal costs.

販売の 30%が NGO へ：アムネスティー、*国境なき医師団*、*セーブザチルドレン*...

⑩ <> 割引の価格！ほとんどの本 = 半額！ほぼ新品、非常に良いまたは良い状態です。

⑩ <> 様々なテーマ：グローバル教育、国際理解、地球問題、言語、文化、平和、  
人権、ジェンダー、宗教...

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3. 注文が確認されたら、銀行振込でお支払いください。

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**April 2024 - International Art Exchange for Peace**  
*Anyone can participate - individuals and groups, adults and children!*  
Join thousands of artists, musicians, poets and performers  
around the world. For details visit [www.globalartproject.org](http://www.globalartproject.org)

Art created for the Global Art Project for Peace by Lora Jost, Lawrence, KS USA

*Joyously Creating a Culture of Peace*

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*through Art*

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

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Tucson, Arizona 85717 USA  
Tel: 1 (520) 628.8353  
[peace@globalartproject.org](mailto:peace@globalartproject.org)

The Global Art Project for Peace group organizes international exchanges of art with participants from around the world. They are connected to the various peace museums in Japan. It's a fun project for language schools in Japan, and GALE members may be interested in participating. More information is also available at their website: <https://www.globalartproject.org/>