



GALE SIG Newsletter

Gender Awareness in Language
Education

AUTUMN
2022

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From the Editor and Acknowledgements

GALE members and allies in this edition have worked hard to help fulfil some of GALE's missions, especially in terms of gender in relation to language learning, teaching and pedagogy. Human rights are also explored. **Brent Simmonds** presents terrific ideas on teaching about climate change and female climate change activists in Africa. **Mary Hillis'** review of *Fierce and Fearless: Patsy Takemoto Mink, First Woman of Color in Congress* is a must read. Poems from **Jodie Kathleen Moffat** and **Jane Joritz-Nakagawa** are sure to get you thinking about the identities we hold and those that are thrust upon us (positive, negative and in between).

Alex Sanchez will be the **GALE sponsored speaker** for JALT International, and his presentations look dynamic and compelling. Go to the write-up for more information. Also, a number of GALE members are presenting individually at JALT International. Please check the **GALE presentations of Interest at JALT International** pages. Information on the **GALE forum** is also featured just before this. **Members** have been busy this year, and the PanSIG Forum and the Allyship event were both well attended and important presentations that help effect change and encourage discourse. **General member news** follows on from these reports.

Many thanks to **Gwyn Helverson** for her beautiful cover photo, and the images on pages 11 and 14. And a shout out to **Terry Tuttle** for contributions, layout, feedback and general copyediting. My own photographs appear on pages 2, 8, 12 and 13.

The Newsletter is always looking for guest editors. If anyone is interested in guest editing next year, please contact newsletter@gale-sig.org or publications@gale-sig.org.

Finally, don't forget to ready your submissions for the **2024 GALE journal**. The optimal time for submission is until March 30, 2023, and submission guidelines can be found at <https://www.gale-sig.org/journal>. Usual editorial processes apply.

Thank you to the GALE SIG officers and members for ongoing support and food for thought!

Sue Sullivan
(Tokai University)



Lesson Plan: Africa's Unheard Voices of Youth: Beyond the Greta Effect

Brent Simmonds

Key Language: Climate Justice, Eco-feminist, global heating, climate crisis

Background

If asked to name a young person campaigning to make the world a better place, most people would probably answer Greta Thunberg or Malala Yousafzai. However, while not distracting from their fantastic work, there are countless other Malalas and Gretas worldwide.

Thunberg's speech at the 2019 World Economic Forum brought her to prominence when she told world leaders, "We should act as if our house is on fire" (Workman, 2019). Nobel laureate Yousafzai, who started blogging about girls' education when she was 11, rose to prominence when the Taliban shot her in 2012. Like Thunberg, her powerful catchphrase, "One teacher, One pen, One book" can form the basis for a lesson by itself (Reuters, 2013). Their campaigns focus on two global issues that are intrinsically linked: girls' education and the climate crisis.

Women and young girls will and are experiencing the most significant impacts of climate events as they disproportionately carry the burden of providing adequate food, water, and fuel (United Nations, 2022b). This is a worldwide inequality, not restricted to the global south (Osman-Elasha, n.d.). When searching for solutions, those adversely affected are again underrepresented. Women and indigenous people find themselves on the sidelines (Climate Champions, 2022).

Indigenous people, who protect 80% of the world's remaining biodiversity, have the solutions. However, their opinions are often underreported and only heard on the margins of conferences such as COP 26 (Ibrahim, 2016 as cited in UCLA, 2022). Their role in finding solutions is essential if the world is to overcome its most significant battle. UN Climate Change Executive Patricia Espinos stated, "Indigenous women carry the knowledge of their ancestors while also leading their communities into a resilient future. When indigenous women engage, climate policies and actions at every level benefit from their holistic, nature-focused knowledge and leadership" (United Nations Climate Change, 2021).

Furthermore, although coverage is gradually increasing, climate events in the global south are often underreported (Burns & Harvey, 2021). At the same time, the voices of the countless activists in the global south who are doing fantastic work are not being heard.

What can we do in our classrooms to address the imbalance?

Many students have been introduced to Malala Yousafzai in high school, and have seen Thunberg on TV and other media outlets.

Yousafzai won the Nobel Peace Prize in 2014, and her speeches and interviews provide ready-made material for teachers and students. Her website malala.org contains a wealth of fact-based information which is regularly updated and relatively easily understandable. Similarly, Thunberg

provides opportunities for teachable moments. However, how can we maintain the students' interests and learn about activists from countries most at risk from climate disasters? (McCool, 2022). The answer comes through Twitter, and from two versions of a picture taken at the 2020 Davos WEF conference (see below), and an inspirational speech at the COP 26 summit.



(Vanessa Nakate, Luisa Neubauer, Greta Thunberg, Isabelle Axelsson, Loukina Tille at 2020 Davos. Associated Press)

In January 2020, Greta Thunberg and fellow activists Luisa Neubauer, Isabelle Axelsson, Loukina Tille, and Vanessa Nakate attended the Davos WEP conference. They gave speeches, spoke to the world's media, and participated in Fridays for Future demonstrations. Nakate, who has recently been appointed UNICEF goodwill ambassador, and is the founder of the Youth for Africa and the Rise up movement, was cropped from the Associated Press photo (Dahir, 2022). Nakate wrote an excellent book, *A Bigger Picture: My Fight to Bring a New African Voice to the Climate Crisis*, about campaigning and the prejudice she has faced. She discusses the hurt she felt from her exclusion from the picture, and the possibilities for a brighter future (Nakate, 2021).

Focusing on such an adverse event in the classroom would be easy, but allowing students to focus on her achievements is probably more productive and might be a way of countering this kind of prejudice. They can examine the reasons for the photo cropping at a later date. In the case of teaching about these issues in my classes, using and building on the material discussed above and following on from some introductory lessons (Appendix), my students followed the five Davos activists and Yousafzai on Twitter as a group task. The activists usually post short videos and photographs which include valuable phrases such as “no climate justice without girls’ education” (Appendix). Periodically during the semester, the groups shared stories reported by their activists, which often overlapped.

The class' progress was assessed by students sharing their activists' media activity, as stated above. In addition, students gave short presentations introducing their activists. As a final presentation, they discussed what they should/could do to tackle a problem associated with the Sustainable Development Goals (SDGs).

Even though one group followed Nakate, the others followed activists from countries with high carbon emissions. As such, the rest of the world needed some representation. There were many candidates, but three stood out: Elizabeth Wathuti, Adenike Oladosu, and Hindou Omarou Ibrahim.

Kenyan environment and climate activist Elizabeth Wathuti was the 2019 African green person of the year and founder of the Green Generation Initiative, which has planted more than 30,000 trees in Kenya (Kennedy, 2022). Her moving COP 26 speech, *Please Open Your Hearts*, introduces key concepts such as climate justice and mitigation (Democracy Now, 2021; United Nations, 2021).

Nigerian activist, Adenike Oladosu, calls herself "The Eco Feminist." She is a passionate campaigner for the restoration of Lake Chad and the founder of the iLeadclimate movement. She believes "that peace is not just the absence of war, it is also the ability to sustain one's livelihood" (Women and Crisis, 2022).

Hindou Omarou Ibrahim is a Chadian environmentalist and geographer working with Indigenous people to map Lake Chad. She is an advocate for Indigenous people around the world. At 15, she founded the Association for Indigenous Women and Peoples of Chad (AFPAT), which focused on women's rights and environmental protection (McCool, 2022).

What can teachers learn?

Learning with your students about these topics and individuals can be a rewarding experience. The world is facing serious problems which require input from many parties to find solutions (Nakagawa interviewed by kuczynskirf, 2016). In my case, learning about Lake Chad and Indigenous people's role in searching for answers was fascinating, and the youth activists' initiatives were engaging. In terms of professional development, exploring ways to facilitate material into the classroom while allowing the students to learn new language structures and explore different ways to find solutions to the problems the world will face in the future has been beneficial.

Further research

The Climate Crisis is not going to disappear shortly, and sadly it will take time for the world to embrace diversity and inclusion—a situation that should encourage further research into the pedagogy that we employ in our teaching context. Three avenues that could be explored to address these matters are the Rise Up Movement, conversations with Indigenous people, and UNICEF's Voices of Youth.

The Rise up movement, which Vanessa Nakate established, and the Green Generation Initiative are two projects that will provide ongoing teaching opportunities to explore issues on the front line of the climate emergency (Rise Up Movement, 2022).

Exploring Indigenous people's narratives provides a historical context while giving voices to those whom the United Nations acknowledge "have retained social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live" (2022a). They have an understanding of the land those of us in the so-called developed world may have lost. However, they face constant problems related to protecting traditional lands.

UNICEF's Voices of Youth, which is available in Arabic, Spanish, and French, is a digital platform that allows students to post their stories and connect with others around the world (Voices of Youth, 2022).

Appendix

GALE Activist Introductions and language. <https://tinyurl.com/yck7xkcm>

Twitter Handles

Vanessa Nakate @vanessa_vash
Elizabeth Wathuti @lizwathuti
Hindou Omarou Ibrahim @hindououmar
Greta Thunberg @GretaThunberg
Malala Yousafzai @Malala
Luisa Neubauer @Luisamneubauer
Isabelle Axelsson @isabelle_ax
Loukina Tille @loukinatille

Useful links

Malala fund <https://malala.org/>
Rise up movement <https://www.riseupmovementafrica.org/>
Green Generation Initiative <https://www.queenscommonwealthtrust.org/inspiration/green-generation-initiative-ggi-kenya-environment-conservation/>

Ted Talks.

Hindou Oumarou Ibrahim "Indigenous knowledge meets science to take on climate change."
https://www.ted.com/talks/hindou_oumarou_ibrahim_indigenous_knowledge_meets_science_to_take_on_climate_change

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<https://www.voicesofyouth.org/>.

Brent Simmonds, a part-time university teacher, has been involved in English education for 17 years in China and Japan. Having held several positions in JALT, he helped establish the Environmental Committee and the Code of Conduct. Research interests include gender, diversity and inclusion, and youth activism.



Photo: *Suruga Sky*: Susan Laura Sullivan

***Fierce and Fearless: Patsy Takemoto Mink, First Woman of Color in Congress* by Wendy Mink and Judy Tsu-Chun Wu. New York University Press, 2022. 456 pages**

**Reviewed by Mary Hillis,
Ritsumeikan University**

“If you could research any politician from the United States, who would you choose?” This is a question my daughter asked me after receiving an assignment from her high school government teacher. After considering trailblazing figures such as Geraldine Ferraro, Shirley Chisholm, Sarah McBride, and Alexandria Ocasio-Cortez, I chose Patsy Takemoto Mink. She is most remembered for her role in Title IX which was enacted in 1972. Upon her death in 2002, it was renamed The Patsy Takemoto Mink Equal Opportunity in Education Act, and it states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.... (The United States Department of Justice, 2000).

In addition to having significant impacts on elementary, secondary, and university education, Title IX is responsible for increasing the rate of women’s participation in sports. This year, the fiftieth anniversary of Title IX was commemorated in the United States, and the most gender-balanced Olympic Games in history were held in Tokyo (*Patsy Mink: The Untold Story*, 2022). Inspired by my daughter’s question, I decided to do some reading of my own over the summer vacation, and it was in this context that I read *Fierce and Fearless: Patsy Takemoto Mink, First Woman of Color in Congress* by Wendy Mink and Judy Tsu-Chun Wu (2022).

Family and professional photographs are included throughout the book. My personal favorite—a 1967 candid of Representatives Mink, Charlotte Reid, and Catherine May standing in front of a “Members Only” sign on the gym door—demonstrates how they cleverly protested unfair access to their workplace exercise facility. As an Asian American woman from Hawai‘i, Mink had often found that doors were closed to her. For example, as an undergraduate student, she was denied dormitory housing and told to stay at the university’s International House, and after she graduated from the University of Chicago Law School, no law firm would hire her. As a result, Mink, along with her husband and young daughter, moved back to Hawai‘i where she became involved in the Democratic Party—a step which would shape the rest of her professional life.

The biography follows the story of Mink’s life chronologically, from her birth in 1927 to death in 2002. It is divided into four parts: (1) *The Party of the People*, (2) *A Great Society at War*, (3) *Oceans and Islands*, and (4) *A National Reckoning*. Each of the ten chapters begins with a story to provide personal insight into the historical events that are written about in detail later in the chapter. In this way, the co-authors’ areas of expertise are accentuated: Wendy Mink, daughter of Patsy and John Mink, and Wu, professor and historian.

Part One describes Patsy Mink’s family history and upbringing in Hawai‘i, and the next part covers her opposition to the Vietnam War and nuclear testing in the Pacific, in addition to the

compelling story of Title IX. In part three, the focus shifts to Mink's roles outside of Congress: as U.S. Assistant Secretary of State where she worked on environmental issues, then as president of the Americans for Democratic Action (ADA), and finally as a member of the Honolulu City Council. The final section begins with her opposition to Clarence Thomas's nomination to the Supreme Court and continues with a chapter on poverty and welfare reform, and another on immigration policy. Throughout her career, Mink focused on creating a more equitable society.

A woman of color, ... [Mink] pursued intersectional lawmaking, which always asked how a given policy would affect marginalized or disadvantaged women. This approach considered how race, gender, class, and immigration status interacted to shape women's lives and sought to deploy government resources to address women's diverse needs. (p. 258)

The information on Mink's tenure as an assistant secretary of state with the Bureau of Oceans and International Environmental and Scientific Affairs was most interesting. In this role, she endeavored to see the environment through the lens of the people who lived there, as "...a way to advocate for human rights..." (p. 210), and strove to protect the rights of women and Indigenous populations. In fact, this chapter, *A Pacific Environmentalist*, is also the favorite of co-author Wendy Mink. In an interview with Hawai'i Public Radio, she shared her affinity for it by stating that her co-author Wu clearly demonstrated differences in the workings of the State Department and ADA. "And the result is a fascinating story of sort of two sides of the American political process, really, if you want to step back and look at the big picture" (interviewed by Cruz and McCullough, 2022). This is one of the strengths of the book, connecting Mink's life with the larger social and political context, making it accessible to readers who may not be familiar with the intricacies of American government.

Teachers may be able to incorporate information about Patsy Mink into the language learning curriculum, especially in writing, presentation, or discussion classes. This is because there are several current issues related to Title IX, such as discrimination in university admissions processes and participation of transgender athletes in competitive sports. Completing teacher-created short reading passages or listening activities on Mink's life would be another possibility for general language courses. Further lesson plan ideas can be found online, for example from the website The Asian American Education Project.



By unknown (Congressional Portrait File, Prints and Photographs Division, Library of Congress, LC-USZ62-122137) - Patsy T. Mink Papers at the Library of Congress, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=7788103>

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Mary Hillis teaches English at Ritsumeikan University in Kyoto. She is an Educational Arm Assistant at *Asymptote* and is currently serving on TESOL's Membership Professional Council. Her research interests are literature, writing centers, and professional development.



Photo: *tea/cloud/sky*: Gwyn Helverson

Poetry: Jodie Kathleen Moffat

suburban servant

fell

in love with a moment that resides
inside the shape of another who

misunderstood this husbandry

thin fibrous and spidery
skin of wives racked to
dry eyes unlashed before
sink and neon pontooned aisle
the rows of sordid groceries
the skewered ends of hair
dull as smudged glass
the automatic limbs the
lips skimmed of smiles
the commendations and condemnations of schools
in which her children lie and she
does not

oh, she is
the goddess warrior in her
chariot killing romans
oh, she is
the goddess mother in her
womb creating all
oh, she is the goddess sorcerer in her
force beyond our reckoning

she's just forgotten where she parked it

inheritance for girls

the way we peg clothes to the line
drain clean washed spoons concave
over
rinse clean washed glasses in hot
water
and air dry how we tuck corners in the
bed
clothes, pillows outside the spread
or not stir the sugar after the teabag's
out
or not the way we talk to our lovers
or let them talk to us all this is given
from our mothers

and from our fathers
how we treat her



Photo: *Suruga Streets*, Susan Laura Sullivan

Jodie Kathleen Moffat spent six years travelling through Australia and Asia, including Japan, in the nineties. She married, had kids, and then became a lawyer in her forties. In 2018, she co-edited an anthology of older women's narratives called *Women of a Certain Age* along with Maria Scoda and Susan Laura Sullivan. Who knows what she will do now?

Poetry: Jane Joritz-Nakagawa

NATURE IS GOD

how many of my
tears will fit into
the shadowy underbrush

if i could kiss my
two stoma i would
but bending forward

is not my strong suit
these days there
is a cold draft

between my legs and
a large lump
of tissue where

my anus and
rectum used
to be this
is a serenade
to my post cancer
body in part

so i kiss the warm
grass and roll
in the sun carefully

listen to the
melodies of winds
and trees

an old woman
living alone
in the countryside

when asked if
she believed in
god she replied

she did but that
she spelled it differently:
n a t u r e

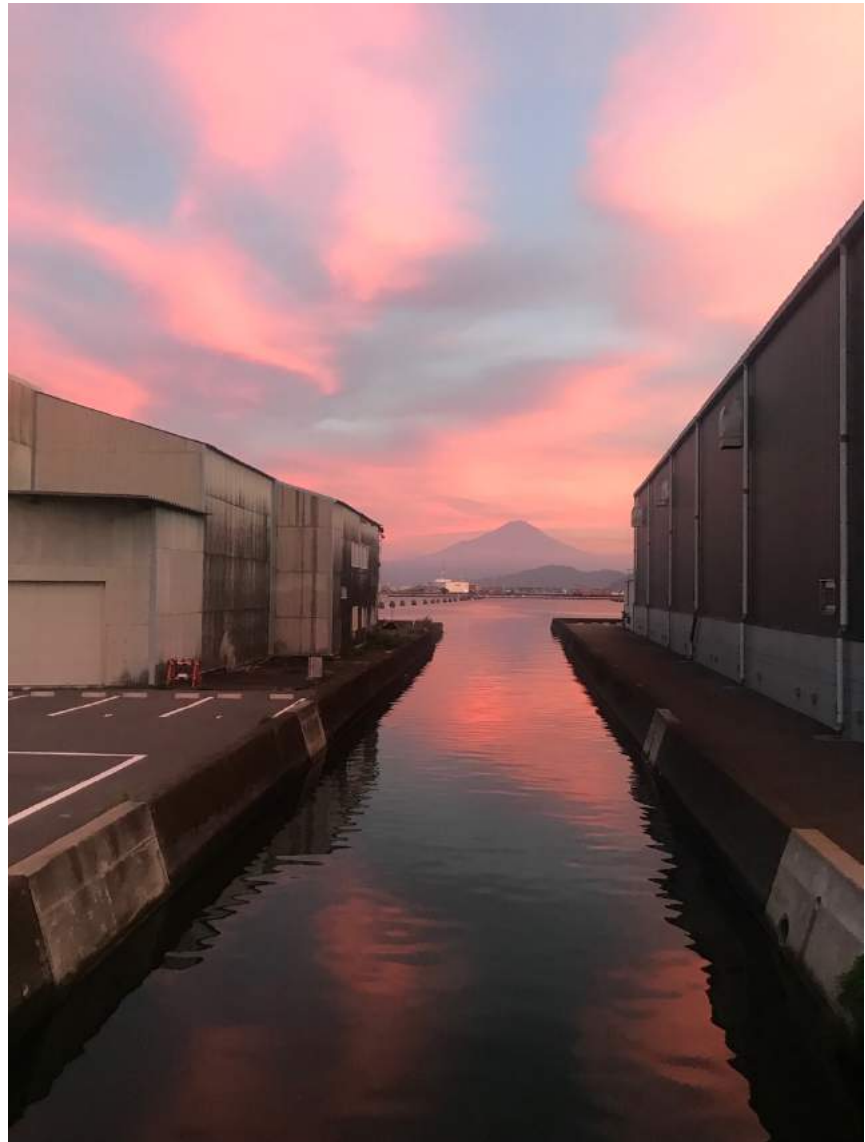


Photo: *Fuji Sunset*: Susan Laura Sullivan

Poetry: Jane Joritz-Nakagawa

UNHEROIC

i live inside
the apostrophe

the day is wet
and full of remorse

how much time the sky has wasted

crying i wonder if i
can be a comma instead

endlessly enumerating
each breath



Photo: Gwyn Helverson

Jane Joritz-Nakagawa's tenth poetry book, *Plan B Audio*, features photography by GALE member Susan Laura Sullivan. Jane has published in all genres, and her poems are widely published in about a dozen countries. Currently she teaches English and The History of American Literature at Shizuoka University. Email is welcome at janejoritznakagawa@gmail.com

Alex Sanchez: GALE SIG Featured Speaker: JALT International 2022



Alex Sanchez is the critically acclaimed 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. *You Brought Me the Ocean*, Alex's graphic novel from DC Comics, was illustrated by Julie Maroh. His latest book, *The Greatest Superpower*, came out in 2021. His books have been translated into Thai, Mandarin, German, Italian, and Spanish. An immigrant to the US from Mexico, Alex received his master's in guidance and counseling and worked for many years as a youth and family counselor. He now 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 Photo Credit: Simon & Schuster

Promoting Inclusiveness Through LGBTQ Texts

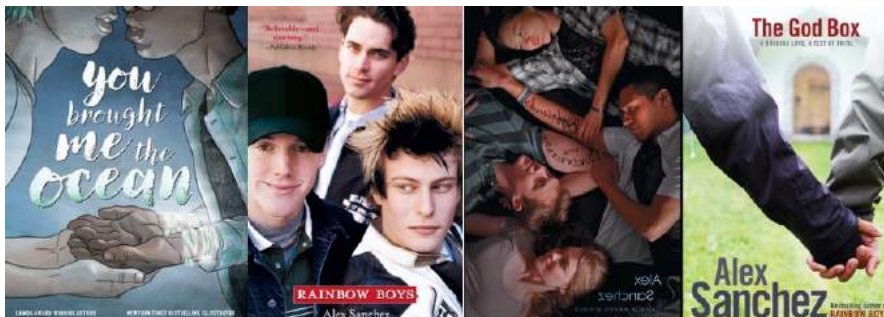
Saturday, November 12, 12:10-12:35 Room #501

The millennium has brought out more and more texts addressing LGBTQ young people's experiences. We will survey some of the more noteworthy texts and discuss how we can use them to learn from our students and as tools to educate and promote inclusiveness of all students regardless of gender identity or sexual orientation. We will explore how teachers can help foster attitudes of openness and acceptance of gender and sexual difference and be agents of social change. Participants will leave with practical ideas for classroom use.

Learning From LGBTQ Students to Become Authentic Educators

Sunday, November 13, 15:25-16:25, Room #501

This presentation focuses on what we as educators can learn from Lesbian, Gay, Bisexual, Transgender, and Queer students and the value and importance of making LGBTQ-themed texts available to all readers, regardless of sexual orientation or gender identity, as a way to create inclusiveness in classrooms. Through email testimonials we will hear experiences of LGBTQ students, and we will discuss how being our authentic selves as teachers, and especially as international educators, can bring a different and important lens to the classroom.



GALE Forum at JALT International

Saturday, November 12, 12:45 - 14:15, Room #402



Who Should Do the Dishes?: Japanese University Students' Perceptions of Gender and Household Tasks

Kamata, Suzanne - Naruto University of Education; Kita, Yoko - Notre Dame University

Japanese working women who are married with children still bear the brunt of childcare, housekeeping, and caring for elderly relatives. Furthermore, they are left with little time for career development activities which might lead to advancement. In this session, we would like to share the results of a survey conducted to investigate the attitudes of current Japanese university students toward domestic tasks and determine whether there has been a generational shift in attitude toward who is responsible for domestic work, and how we might adjust our teaching in response to these findings.

Gender-Neutral Pronouns: Japanese University Students' Attitudes toward and Exposure to Singular They

Smith, Cynthia - Niigata University of International and Information Studies; Thukral, Lily - Shirayuri University

Singular they (ST) is a generic third-person singular pronoun, as in the sentence "If a student comes, give *them* a handout." ST is endorsed by many dictionaries, style guides, and universities, and is the generic pronoun of choice by native English speakers in many contexts (rather than generic he or he/she). However, in Japan ST is often omitted from textbooks and English lessons, putting students at a disadvantage both linguistically and socio-culturally.

This study examined the exposure to and attitudes toward ST by 55 Japanese university students. Results indicate that although participants believed ST was useful and could reduce gender bias, they also held negative perceptions of it, stemming mainly from lack of exposure and from grammatical beliefs that conflicted with ST. Despite this, 74% said they wanted to try using ST more. We will discuss the implications of the results and the need to incorporate ST instruction in classes and materials.

(Continued next page)

GALE Forum at JALT International (cont.)

Saturday, November 12, 12:45 - 14:15, Room #402

Modeling Allyship in a Japanese University Classroom

O'Donnell, David Patrick - Tokyo University of Foreign Studies

Initiating and maintaining meaningful and frank discussions on LGBTQ+ issues can be challenging for straight CIS instructors. Despite increased queer representation in media, heteronormativity still pervades most mainstream culture, and the vast preponderance of EFL textbooks are “straight” by default. This situation can inadvertently make classrooms uncomfortably biased and hostile places for LGBTQ+ students. On the other hand, attempts to introduce LGBTQ+ units, if done without sensitivity and thought, might cause equal or even greater discomfort, if queer students are made to feel overly or inappropriately focused on, or if someone is outed in the class. This presentation will explore one straight CIS instructor's cautious attempt to include LGBTQ+ awareness and allyship exercises and activities in a university classroom in Japan. This presentation will be pre-recorded with a real-time Zoom Q&A.

*The above presentations will be followed by the **GALE SIG Annual General Meeting**. Current and prospective members are invited to remain and discuss topics related to current and future GALE endeavors, including our upcoming officer nominations and elections.*

GALE Presentations of Interest at JALT International

Saturday, November 12

How Non-binary Singular "They" Is Implemented in US Universities

Nyui-Kozuka, Akie - Rikkyo University; Oda, Kyoko - Sugino Fashion College

11:00 - 12:30, 2nd Floor Lobby

What if...? Graded Readers Were More Gender Inclusive?

Benevides, Marcos - J. F. Oberlin University

13:20 - 13:45 PM, Room #409

Sunday, November 13

Revisiting Native-Speakerism: A Duoethnography of Foreign Female NNESTs

Natasha Hashimoto & Mahboubeh Rakhshandehroo

15:25 - 15:50 PM, Room #407

Monday, November 14

Anti-oppressive Pedagogy in ELT

Carroll, Shawna M. - Okayama University; Masson, Mimi - University of Ottawa

12:15 - 12:40, Room #402

Past GALE SIG Events

GALE Allyship

GALE teamed up with ALL SIG, Yokohama JALT and Kyoto JALT for the **Active Allyship** event in April, hosted by Kyoto JALT. Details of the event (including abstracts) can be found at: <https://kyotojalt.org/?p=2246>

May Kyaw Oo (Nagasaki University) was sponsored by GALE and presented on *Responding to Microaggressions and Racial Bias in ELT Workplaces*

Gerry Yokota presented on *Allies and Accomplices: An Intersectional Approach*
A video of the presentation is available here: <https://youtu.be/bi7hr200Fd0>

Yuzuko Nagashima (Yokohama City University) and **Luke Lawrence** (Toyo University) presented on: *Becoming an LGBTQ+ ally in the Japanese university*
A video of the presentation is available here: <https://youtu.be/5fCl3yolCE8>

Katrina Persons-Nishi (Keira College, student): *Observations & Experiences of a College Student: Awareness in Diversity*

Summaries of each presentation can be found on the following pages.



The poster features a background of colorful, wavy lines in shades of blue, green, yellow, and purple. At the top right, there is a QR code with the text "Registration and more information here!". The main title "active allyship" is written in a mix of lowercase sans-serif and cursive fonts, with "active" in a smaller font above "allyship". Below this, "in ELT" is written in a bold, sans-serif font. To the right of the title, the event details are listed: "APRIL 17th 1pm - 5pm", "Held on Zoom", and "Free admission". At the bottom left, there is a JALT logo and five small portrait photos of the speakers. At the bottom right, the text reads "JALT GALE SIG" and "co-sponsors: ALL SIG, and the Kyoto and Yokohama JALT Chapters".

active
allyship
in ELT

Registration and more information here!

APRIL 17th 1pm - 5pm
Held on Zoom
Free admission

JALT

Gerry Yokota
Osaka U.

Yuzuko Nagashima
Yokohama City U.

Luke Lawrence
Toyo U.

May Kyaw Oo
Nagasaki U.

Katrina Persons-Nishi
Keira College (student)

JALT GALE SIG
co-sponsors: ALL SIG, and the Kyoto and Yokohama JALT Chapters



**May Kyaw Oo (Nagasaki University):
Responding to Microaggressions and
Racial Bias in ELT Workplaces**

Tips for allies



- + Speak less, listen more.
- + Elevate yourself from bystander to action-doer
- + Acknowledge your own privileges
- + Be mindful if your 'help' is actually wanted
- + Understand that everyone is on their own 'allyship' path
- + Be firm, but pick your battles

Dealing with emotional labor



- + Confronting microaggressions can be demanding: learn when to let things go
- + Make sure your own lifevest is on before trying to help others!
- + Sharing responsibility reduces the Emotional Labour required by your marginalized peers

Actions



- + Talk up your marginalized colleague's work
- + Give interpersonal support: actively listen and cheerlead
- + Let students know they're more likely to meet a 'non-native' English speaker than a 'native' one
- + Join committees to initiate change from within

Actions



- + File complaints when it's safe to do so
- + Bring theory and expertise (data) into the discussion
- + Practice compassion: colleagues may have good intentions
- + Know when it's time to say goodbye to a toxic workplace



**Gerry Yokota: Allies and Accomplices: An
Intersectional Approach**

Defining Allyship



- + Terminology can be problematic
- Working definitions:
 - + Ally: opposing discrimination on an individual level
 - + Accomplice: opposing discrimination on a systemic level

Allyship with Students



- + Games: connect the dots
- + Media literacy (mainstream vs independent media)
- + Traditional and popular culture (e.g., SDGs, music, petitions)
- + Storytelling and self-disclosure
- + Student involvement: explicit discussions on your pedagogical practice

Allyship with Colleagues



- Develop reflective partnerships:
 - + Partner with individual colleagues
 - + Brown bag lunches
 - + End-of-semester reviews
 - + Mentoring → accountability partnership

Changing the System



- If you are in a secure position:
 - + Hold committees accountable
 - + Confront unfair hiring practices
 - + Engage in professional development: JALT, DEI, GALE, ALL; study groups; student clubs; guest lectures



Yuzuko Nagashima (Yokohama City University) and Luke Lawrence (Toyo University): Becoming an LGBTQ+ ally in the Japanese university

Explicit Classroom Activities



- + Use introductions
- + Avoid value judgement questions
- + Focus on heteronormativity
- + Be careful not to essentialize LGBTQ+ people
- + Integrate with curriculum on social/justice/critical thinking

Implicit Classroom Activities



- + Avoid heteronormative language
- + Reading activities: characters just happen to be LGBTQ+
- + Make diversity a natural part of your materials, not the special focus

Allyship inside the classroom



- + Create safe space for all students (materials, curriculum)
Think about intent versus impact
- + Give students information about events (e.g., pride parade)

Allyship in the workplace



- + Lead by example in interactions with colleagues
- + Call out coworkers
- + Point out heteronormativity in institutional processes and demand change



Katrina Persons-Nishi (Keiwa College, student): Observations & Experiences of a College Student: Awareness in Diversity

Students' sensory challenges



- + Teacher's speaking volume
- + Sudden loud sounds (clapping, attention getters)
- + Music during class time (solution=headphones)
- + Illegible handwriting, colour choices (blue chalk on green chalkboard), font choice, size, spacing, crowding

LGBTQ+ students

- + Teacher's lack of knowledge on issues, misinformation
- + Unconsciously misgendering students
- + Materials: topics outdated, asking students to agree/disagree with value statements



Social/cultural issues



- + Be careful when using social media for coursework
- + Be aware of inappropriate physical or verbal interactions which may differ depending on your students' backgrounds

Considerations



- + How can you support closeted students?
- + How can you take accountability for the topics you introduce in class?
- + What can you do to consider sensory preferences?
- + What can be done to make students comfortable communicating issues to teachers? (e.g., Anonymous Google Form)

GALE at PanSIG

July 10

The GALE Forum at the PanSIG in July featured **Anna Walker**, **Ellen Rettig-Miki**, and **Terry Tuttle** (Quenby Aoki was unable to participate, unfortunately).

GALE's mission is to research gender and its implications for language learning, teaching, and training; to improve pedagogical practices, develop language teaching material; to raise awareness of workplace and human rights issues related to gender for language professionals; and to increase networking opportunities among language professionals interested in teaching, researching, and/or discussing issues related to gender and language education.

Forum speakers represented a wide range of research and perspectives on gender awareness in language education within the SIG and the organization of JALT as a whole reflecting GALE's mission above. Presenters engaged in discussion of the importance of gender issues within the language teaching profession.



Announcing

The GALE Forum

Sunday, July 10
10:00-11:30
Room E21 (Hybrid)

with
Anna Walker
Ellen Rettig-Miki
Quenby Hoffman Aoki
Terry Tuttle

followed by
Q&A and SIG meeting
Remote participation welcome!

See you there!

Gender Awareness in Language Education SIG

Member News

Suzanne' Kamata's hi/lo book for literacy learners, *Bake Sale* (Gemma Open Door) was published in October. Featuring a women's studies professor at a fictitious Tokyo university, it addresses gender equity in a light-hearted manner.



Furthermore Her novel, *The Baseball Widow* (Wyatt McKenzie, 2021) won a NYC Big Book Award in the category of Multicultural Fiction.

Dr. Gerry Yokota was interviewed by OTJtv in April. She expounded upon PARSNIP (the so called EFL taboo topics of politics, alcohol, religion, sex, narcotics, -isms, and pork), and intersectionality, tying in to many interests shared with GALE, GILE and DEI SIGS. The video can be accessed at <https://youtu.be/FucuvN6-5Q0>

Dr. Gerry Yokota
Do you like PARSNIPs?

How can PARSNIPs benefit students?
Why do you like PARSNIPs so much?
Are PARSNIPs gendered?
What other ingredients go well with PARSNIPs?
Are there PARSNIPs in the SDGs?

June 18
Saturday 10:00 am
(GMT+9)

Join us at Online Teaching Japan on Facebook to access this OPEN CONVERSATION

OTJ TV #40

Jane Joritz-Nakagawa was one of two scheduled plenary speakers in October for a joint JALT Nagoya-Gifu-Toyohashi conference, on Sunday October 16th at the International Center in Nagoya. Jane's short stories, *Early spring*, and *A long winter* were published in the spring edition of *The Font*. She is currently at work on her eleventh poetry collection which will include poems published in or forthcoming in *A Glimpse Of*, *Haiku Universe*, *is/let*, *Noon: a Journal of the Short Poem*, *Otoliths*, *Persimmon Tree*, *Word for Word*, *Wordgathering*, and elsewhere. Email is welcome at janejoritznakagawa@gmail.com.

Susan Laura Sullivan published in the spring edition of *White Enso* and presented at the Niigata NEAR Language Education Conference in August.