

Global Education and Inclusive Strategies in TESOL:

Adapting English Language Teaching for Diverse Learner Profiles,
including LGBTQ+, in Kyoto, Japan

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この論文は、京都における TESOL（外国語としての英語教育）であり、グローバル教育と包括的教育戦略の統合を探索し、特に LGBTQ+ 学生を対象とした学習者のニーズに対応する方法に焦点を当てた。地域文化を活用し、グローバル教育を強化、異文化理解とシティズンシップの促進を論じた。また、LGBTQ+ 学生の課題に対処するため PBL や TBLT、クリティカルペダゴジーなどのアプローチを提案し、包括的で支持的な環境の重要性を強調した。

キーワード：TESOL, Global Education, Inclusive Pedagogy, LGBTQ+ Inclusivity, Kyoto

1. Introduction: Background and Purpose

Given our college's location and the diverse needs of some of our students, alongside our institution's increasing focus on global education, it has become essential to analyse and identify TESOL strategies that adapt English language teaching to varied learner profiles, including LGBTQ+, in Kyoto, Japan, while also addressing the broader imperatives of global education. This paper will propose strategies that can be implemented not only by our college but also by other institutions, to empower students to engage with global issues, foster international understanding, and promote inclusivity within their learning environment. Kyoto, as the old capital and one of Japan's most historically significant cities, is renowned for its preservation of traditional Japanese arts, architecture, and customs while at the same time balancing itself as a modern, global city which attracts people from across the nation and around the world. This juxtaposition of tradition and modernity makes Kyoto an ideal setting for exploring how TESOL can be adapted to meet the needs of Japanese learners, while also addressing global educational goals and inclusivity, particularly in relation to LGBTQ+ students. To provide practical applications, two appendices present a comprehensive TESOL multi-lesson outline for a problem-based learning project on climate change and cultural heritage in Kyoto, as well as a detailed 90-minute lesson plan focussed on understanding LGBTQ+ diversity and inclusion in everyday English.

2. Integrating Kyoto's Cultural Heritage into Global Education

In Kyoto, where cultural heritage is a cornerstone of local identity (Ameli, Mousavi, & Sajjadi, 2017) integrating elements of this heritage into the TESOL curriculum can enhance global education by

providing students with a context that is both familiar and globally relevant. For example, lessons on global issues such as environmental sustainability can be connected to Kyoto's renowned historical gardens, including the pond garden of Tenryu-ji Temple, the moss garden of Saiho-ji Temple (also known as Kokedera), and the dry landscape garden of Ryoan-ji Temple. All of these gardens are classified as UNESCO World Heritage Sites, underscoring their significance as cultural treasures and their roles in representing the rich heritage of Kyoto. Students could engage in English-language projects that explore how these gardens are maintained in harmony with nature, drawing parallels with global environmental practices. This approach not only improves students' English proficiency but also deepens their understanding of how local practices can contribute to global sustainability efforts. Furthermore, Kyoto's cultural festivals, such as the Gion Matsuri and Jidai Matsuri, offer rich opportunities for exploring global themes such as cultural preservation and international tourism. Students could be tasked with researching and presenting in English on how these festivals have adapted to the influx of international tourists while maintaining their traditional essence. This not only fosters global awareness but also highlights the importance of local cultural preservation in a globalised world.

3. Fostering Global Citizenship in Kyoto's TESOL Classrooms

Global citizenship is a key component of global education, encouraging students to view themselves as active participants in a global community. Banks (2008) highlights this significance, stressing how it enables students to grasp their roles and responsibilities within the global community, and describes how global education cultivates a sense of belonging to a world that extends beyond their immediate national or cultural boundaries. I found this more important than ever in my classes. In Kyoto, fostering global citizenship within the TESOL classroom involves helping students to understand the interconnectedness of local and global issues and the role they can play in addressing related challenges. For example, TESOL educators in Kyoto might incorporate units on global health, where students explore issues such as the spread of infectious diseases and the global response to pandemics. These lessons can be connected to local historical events, such as the outbreak of diseases during the Edo period and how they were managed within Kyoto's historical context. The mystical creature Amabie, which, according to legend, appeared to warn of impending epidemics and offered people protection, and which gained renewed popularity during the COVID-19 pandemic, serves as a poignant example. By connecting global issues to local history, educators can make global education more relevant and engaging for Japanese students. Additionally, educators can promote global citizenship by encouraging students to engage in cross-cultural exchanges with their peers from other countries. For instance, students could participate in online forums or video conferences with students from English-speaking countries, discussing topics such as cultural differences, global challenges, and international cooperation, such as with our sister-university in Canada. This not only

enhances their English language skills but also helps them to develop a broader, more inclusive worldview.

4. Addressing the Challenges Faced by LGBTQ+ Students in Kyoto

Kim, Kobayashi, Sato, and McKay (2019) explore the challenges and needs of LGBTQ+ students at Japanese universities, highlighting the obstacles they face and the support they require to thrive in academic environments. They find that the presumption of a binary gender framework within Japanese society poses numerous challenges for sexual minority students in academic settings. In 2022, The Mainichi Newspaper reported that nearly half of LGBTQ+ teens in Japan thought about suicide in the past year, finding a significant lack of support and awareness for LGBTQ+ youth both at home and in educational institutions. TESOL educators therefore have a responsibility to address these challenges and to support their LGBTQ+ students. One approach is to incorporate discussions of LGBTQ+ issues into the TESOL curriculum in a way that is both sensitive and relevant to the local context. For example, educators could explore the history and current status of LGBTQ+ rights in Japan, encouraging students to discuss how these issues are perceived and addressed within their own communities. This not only raises awareness of LGBTQ+ issues but also helps students develop critical thinking skills as they engage with complex social issues. In my classes, we compared and contrasted this with other Asian and non-Asian countries, which led to a better insight of the Japanese situation. We can also promote inclusivity by incorporating LGBTQ+ perspectives into the TESOL curriculum. This might involve including texts or materials that feature LGBTQ+ characters, or designing activities that allow students to explore issues related to gender and sexuality in a supportive and affirming environment. For instance, a lesson on narrative writing could involve students creating short stories that feature diverse characters, including those from the LGBTQ+ community. Appendix A outlines a lesson that focusses on understanding LGBTQ+ diversity and inclusion in everyday English language. To effectively integrate global education and LGBTQ+ inclusivity into TESOL in Kyoto, educators must employ pedagogical approaches that are responsive to the needs of their students and the unique cultural context of Kyoto. These approaches include Problem-Based Learning (PBL), Task-Based Language Teaching (TBLT), critical pedagogy, and queer pedagogies, which will be addressed in the following parts.

5. Problem-Based Learning (PBL) in Kyoto's TESOL Classrooms

Problem-Based Learning (PBL) is an approach that engages students in solving real-world problems, using English as a tool for inquiry and communication. Amador, Miles and Peters (2006) offer a detailed guide on how to effectively implement Problem-Based Learning (PBL) in college classrooms, focusing on practical approaches to encourage active, student-centred engagement in learning. Virtue and Hinnant-Crawford (2019) define PBL as doing things that are meaningful in

Project-Based Learning Across the Disciplines. In Kyoto, PBL can be particularly effective for integrating global education into the TESOL curriculum, as it allows students to explore global issues within a local context. For example, a PBL unit might focus on the impact of climate change on Kyoto's cultural heritage. Students could be tasked with researching how rising temperatures and extreme weather events are affecting Kyoto's historical sites, such as the temples and shrines that attract millions of tourists each year. They could then develop proposals for how these sites can be preserved in the face of these challenges, presenting their findings in English. This not only improves their language skills but also encourages them to think critically about global issues and their local implications. PBL also provides opportunities for students to engage with diverse perspectives, which is essential for promoting global awareness and inclusivity. In Kyoto, educators can design PBL activities that encourage students to consider the perspectives of different stakeholders, including local residents, cultural preservationists, and international tourists. This approach helps students develop a more nuanced understanding of global issues and prepares them to engage in cross-cultural dialogue. Appendix B details a TESOL PBL multi-lesson project that explores climate change and cultural heritage in Kyoto.

6. Task-Based Language Teaching (TBLT) and Inclusivity in Kyoto

Task-Based Language Teaching (TBLT) is another effective approach for promoting global education and inclusivity in the TESOL classroom. TBLT emphasizes the use of meaningful tasks. Willis and Willis (2007) present a practical guide to implementing TBLT, emphasising the use of real-world tasks to enhance language learning through student engagement and interaction. Nunan (2004) offers an in-depth exploration of TBLT, detailing its core concepts and methods for using authentic tasks to facilitate effective language learning in the classroom. Shehadeh and Coombe (2010) discuss the effective use of TBLT in TESOL, highlighting how this approach engages students in meaningful communication tasks to enhance their language learning experience. TBLT promotes the development of critical thinking and discussion skills, which are essential for global education. Educators can design tasks that require students to engage in discussions about global issues, encouraging them to think critically about the world around them. For instance, a TBLT activity might involve students debating the merits of different approaches to sustainable tourism in Kyoto, requiring them to use English to articulate their ideas and engage with diverse perspectives. TBLT can also be used efficiently to address issues related to LGBTQ+ inclusivity by designing tasks that encourage students to explore topics such as gender identity and sexual orientation. For example, a TBLT activity might involve students creating an English-language website that provides resources for LGBTQ+ individuals in Kyoto. This approach not only improves language skills but also promotes inclusivity and social justice by encouraging students to engage with important issues in their community.

7. Critical Pedagogy and Empowerment in Kyoto

Critical pedagogy is an approach that encourages students to question dominant ideologies and engage in social justice activism. Shor (1992) emphasises the importance of an educational approach that fosters student empowerment by incorporating critical pedagogy and promoting social change, thereby challenging conventional classroom power structures. In Kyoto, where I find that traditional values often coexist with progressive movements, critical pedagogy can be used to empower students to challenge societal norms and advocate for change. For example, educators could use critical pedagogy to explore issues related to LGBTQ+ rights in Japan. This might involve analysing media representations of LGBTQ+ individuals or examining the legal and social challenges faced by the LGBTQ+ community in Kyoto. By encouraging students to critically engage with these issues, educators can help them develop a deeper understanding of social justice and the role of English as a tool for advocacy. Critical pedagogy also emphasises the importance of student voice and agency in the learning process. In Kyoto, educators can create opportunities for students to take an active role in their own learning by encouraging them to choose topics that are meaningful to them and to use English to express their ideas and perspectives. This approach not only enhances language learning but also fosters a sense of empowerment and self-confidence in students.

8. Queer Pedagogies and LGBTQ+ Inclusivity in Kyoto

Queer pedagogies have gained increasing attention in TESOL as they aim to create inclusive and supportive learning environments for LGBTQ+ students. Lawrence and Nagashima (2021) explore this concept in their article, "Exploring LGBTQ+ Pedagogy in Japanese University Classrooms," published in the *ELT Journal*. A central tenet of queer pedagogies is the challenge to heteronormativity within the classroom, a principle that Neto (2018) explores queer pedagogy, advocating for educational practices that challenge heteronormativity and support diverse gender and sexual identities. Similarly, Nelson (2009) discusses how queering language education confronts conventional linguistic norms, thereby creating a more affirming environment for LGBTQ+ identities in educational contexts. In Kyoto, this might involve questioning the assumptions that underlie traditional teaching practices and creating opportunities for students to explore diverse identities and experiences. For example, educators might include texts or examples that feature LGBTQ+ characters or themes, or they might encourage students to discuss issues related to gender and sexuality in a safe and supportive environment. In line with the "safe zones" mentioned above, queer pedagogies also promote the creation of such safe spaces for LGBTQ+ students, recognising the importance of environments where these students can express their identities without fear, both physically and emotionally. An inclusive curriculum is a central component of queer pedagogies. In Kyoto, this can involve designing lessons and activities that reflect the experiences and identities of LGBTQ+ students and that promote understanding and acceptance among all students. By creating a

curriculum that reflects the diversity of the student population, educators can create a more inclusive and affirming learning environment. Finally, queer pedagogies seek to empower LGBTQ+ students by giving them a voice in the classroom and encouraging them to take an active role in their own learning. This might involve creating opportunities for LGBTQ+ students to share their experiences and perspectives in events or College festivals.

9. Conclusion

The integration of global education and inclusive teaching strategies in TESOL represents a significant shift towards creating more equitable and engaging learning environments for students in Japan. In Kyoto, where the intersection of tradition and modernity offers unique opportunities for language learning, these approaches are particularly relevant. By embedding global issues into the English language curriculum, educators in Kyoto can foster international understanding and global awareness, preparing students to be active and informed global citizens. Simultaneously, adopting teaching strategies that cater to diverse learner profiles, including LGBTQ+ students, ensures that all students are respected and supported in their educational journey. The context of Kyoto, with its blend of historical significance and contemporary challenges, provides a rich backdrop for implementing these strategies in a way that resonates with students' lived experiences and cultural contexts. While the concepts discussed here are applicable to educational institutions both within Japan and beyond, focusing on Kyoto highlights how specific aspects of language teaching and learning can be effectively tied to a particular location. This approach makes the learning experience more relevant and accessible to students, as it is more grounded in their immediate cultural and geographical context. As the field of TESOL continues to evolve in Japan, educators should remain attuned to the latest developments in global education and inclusivity. By embracing these approaches and continually reflecting on their practices, educators in Kyoto can create more meaningful and effective learning experiences for their students. The ongoing dialogue around global education and inclusivity in TESOL in Japan highlights the field's commitment to meeting the diverse needs of all learners and advancing towards a more just and equitable world.

10. Appendix A: A 90-Minute TESOL Lesson Plan on Understanding LGBTQ+ Diversity and Inclusion in Everyday English

This TESOL lesson is designed to foster a supportive, inclusive learning environment where all students, including LGBTQ+ learners, can engage with English language learning in a way that respects and acknowledges their identities. It carefully balances language objectives with content objectives related to diversity and inclusion, ensuring that students not only improve their English skills but also develop the intercultural competence needed to use the language effectively in a diverse world. The beginner lesson would focus on teaching foundational vocabulary related to

identity, emphasising the use of simple, respectful sentence structures and introducing basic inclusive language concepts such as gender-neutral pronouns. Through activities like role-play, matching games, and discussions, students learn the importance of using language that respects diverse identities and begin developing intercultural awareness. The advanced lesson would guide students to critically engage with complex language related to identity, diversity, and inclusivity. It involves analysing how language shapes societal norms, particularly in relation to LGBTQ+ issues, and encourages students to apply inclusive language in professional and social contexts. Through activities such as role-plays, critical discussions, and reflections, students explore the intersection of language, identity, and culture, while developing strategies to use inclusive language effectively in diverse settings. Both lessons aim to build language skills, but they differ significantly in content complexity, instructional methods, and educational goals. For example, in a beginner lesson, the teacher introduces basic sentences for describing others (e.g., “This is my friend,” “They are a student”) and explains the use of “they” as a gender-neutral pronoun when a person’s gender is unknown. In an advanced lesson, students might also be asked to write one or two sentences using “they” or another inclusive term they have learned, while discussing how inclusive language is perceived and applied across different cultures, particularly by comparing Japan with Western countries. This discussion fosters critical thinking and helps students explore cultural nuances in language use. As a more advanced assignment, students could write a 300–500-word essay on a real or hypothetical situation where inclusive language plays a significant role, examining the cultural context and the language choices involved.

Below is a 90-minute TESOL lesson plan tailored for intermediate English language learners in Kyoto, Japan. Extensions/adaptions are provided at the end for mixed-level classes.

Lesson Plan: Understanding Diversity and Inclusion in Everyday English

Lesson Title: Exploring Identity and Inclusion in Everyday Conversations

Grade Level: Intermediate English Language Learners (College students)

Duration: 90 minutes

Lesson Objectives:

- **Language Objectives:**
 1. Students will be able to use inclusive language in everyday conversations.
 2. Students will expand their vocabulary related to identity and inclusion.
 3. Students will practice constructing sentences that respect diversity, including LGBTQ+ identities.
- **Content Objectives:**
 1. Students will understand the concept of identity, including gender and sexual orientation, and its importance in inclusive communication.
 2. Students will discuss and reflect on the importance of inclusivity in language and society.

3. Students will develop intercultural competence by exploring how different cultures approach identity and inclusion.

Materials:

- Projector and computer for videos/slides
- Handouts with vocabulary lists and example sentences
- Worksheet with scenarios for role-play activities
- Video clip from a relevant, culturally sensitive source discussing inclusion and diversity (e.g., a short TED Talk or a documentary excerpt)
- Cards for a matching game with inclusive terms and definitions

Lesson Outline:

1. Warm-Up (10 minutes)

- **Activity:** Identity Circles
 - Students receive a worksheet with several circles labelled with categories like “gender,” “nationality,” “hobbies,” “values,” etc.
 - They fill in the circles with words or phrases that represent their identity.
 - In pairs, students share their identity circles and discuss one or two aspects of their identity that are important to them.
- **Purpose:** This activity introduces the concept of identity and helps students reflect on their own identities as a foundation for discussing diversity.

2. Introduction to Inclusive Language (15 minutes)

- **Discussion:** What is inclusive language?
 - The teacher introduces the concept of inclusive language, explaining its importance in ensuring that everyone feels respected and acknowledged in conversations.
 - The teacher highlights examples of inclusive vs. non-inclusive language, focusing on terms related to gender, sexual orientation, and other aspects of identity.
- **Vocabulary Building:**
 - Introduce key terms such as “inclusive,” “diversity,” “gender-neutral,” “cisgender,” “non-binary,” and “LGBTQ+.”
 - Use a matching game where students match terms with their definitions.

3. Watching a Video (10 minutes)

- **Activity:** Viewing and Reflecting
 - Students watch a short video clip that discusses the importance of diversity and inclusion, particularly focusing on LGBTQ+ issues.
 - After watching, students are asked to write down one key takeaway from the video.

- **Purpose:** The video contextualizes the lesson's content and provides real-world examples of how inclusivity is applied in language and society.

4. Group Discussion (15 minutes)

- **Prompt:** How does language reflect our understanding of identity?
 - In small groups, students discuss how language can include or exclude people based on their identity. The teacher circulates, providing guidance and support.
- **Discussion Questions:**
 - Why is it important to use inclusive language?
 - How does language address (or not address) issues of identity and inclusion?
- **Purpose:** This discussion encourages critical thinking about the role of language in society and how it can be used to promote inclusivity.

5. Practice Activity: Role-Play (20 minutes)

- **Activity:** Inclusive Language in Action
 - Students are given scenarios that involve everyday situations (e.g., introducing someone, discussing family, talking about relationships) where they must use inclusive language.
 - Examples of scenarios:
 - "You are introducing a friend who uses they/them pronouns to someone new."
 - "You are talking about a friend's partner without knowing their gender."
 - In pairs or small groups, students role-play the scenarios, using the inclusive language they have learned.
- **Debrief:** After the role-plays, students share their experiences and discuss any challenges they faced in using inclusive language.
- **Purpose:** The role-play activity allows students to apply their new language skills in a practical, real-world context, building confidence in their ability to use inclusive language.

6. Reflection and Homework Assignment (10 minutes)

- **Reflection:**
 - Students are asked to reflect on what they learned during the lesson and how they can apply inclusive language in their daily lives. They can write down their thoughts or discuss them in pairs.
- **Homework Assignment:**
 - Write a short paragraph about an experience where inclusive language was important. Students should describe the situation and how inclusive language was (or could have been) used.

- **Purpose:** Reflection helps students consolidate their learning and think about the practical applications of the lesson content.

7. Closing (10 minutes)

- **Review:** Summarise the key points covered in the lesson, emphasizing the importance of using inclusive language and being mindful of diversity in communication.
- **Questions and Answers:** Open the floor for any final questions or comments from the students.
- **Final Thought:** Encourage students to continue exploring and practicing inclusive language beyond the classroom.

Assessment:

- **Formative Assessment:**
 - Teacher observation during group discussions and role-play activities to assess students' understanding and use of inclusive language.
- **Summative Assessment:**
 - The homework assignment will be used to assess students' ability to reflect on the importance of inclusive language and apply it in writing.

Extensions/Adaptations for mixed-level classes:

- **Advanced Students:** Could be challenged to explore more complex issues related to intersectionality and language, perhaps researching how other aspects of identity (e.g., race, disability, religion) intersect with gender and sexual orientation in language use.
- **Lower-Level Students:** Vocabulary and scenarios can be simplified, and more visual aids or gestures could be used to help convey meaning.

Reflection for Teachers:

- After the lesson, reflect on the effectiveness of the activities in promoting inclusivity and whether students were able to engage with the material in a meaningful way. Consider any adjustments needed for future lessons.

11. Appendix B: TESOL PBL Project: A Multi-Lesson Exploration of Climate Change and Cultural Heritage in Kyoto

Students will enhance their English through collaborative research and problem-solving of real-world problems as they investigate the impact of climate change on Kyoto's cultural heritage sites and propose solutions to protect them. This project fosters critical thinking while developing language skills in reading, writing, speaking, and listening.

Project Objectives (Language and Contents):

- Develop academic vocabulary related to climate change, cultural heritage, and problem-solving.
- Improve research and reading comprehension skills by engaging with authentic English texts

and online resources.

- Strengthen writing skills by creating reports and presentation scripts.
- Practice oral communication through group discussions and presentations.

Project Phases:

1. Introduction and Vocabulary Building:

- The teacher introduces the topic of climate change using simple definitions and visual aids. Short English texts, provided by the teacher, introduce key vocabulary (e.g., “global warming,” “heritage sites,” “conservation”). Students practice these words through various activities, e.g., matching exercises, gap-filling activities.

2. Research and Collaboration:

- Students are divided into small groups. Each group selects a Kyoto cultural site (e.g., Kinkaku-ji, Fushimi Inari) and researches its history and significance using online resources or the college library. They also gather information on how climate change is affecting the site.

3. Problem-Solving and Writing:

- Each group discusses and writes down the specific challenges their site faces due to climate change, using comparative structures (“The temperatures are higher than before...”) and cause-and-effect language (“Because of climate change, the site...”). The teacher guides students through their brainstorming sessions.
- Groups create simple proposals for solutions. They practice writing formal sentences using modals (“We should...”, “It might be possible to...”) and report their findings to the class in short paragraphs.

4. Presentation, Reflection and Language Review:

- Students prepare a final group presentation, using slides and visuals, to explain the impact of climate change on their selected site.
- Groups give their presentations to the class, focusing on clear pronunciation and using visuals to support their ideas. Class discussion follows.

Assessment: Teacher observation of students’ performance throughout the project and the final presentation.

Outcome: By engaging in this project, students will enhance their English language proficiency across all skills—speaking, listening, reading, and writing. They will also develop confidence in presenting ideas in English while learning about the global impact of climate change on local cultural heritage. This project fosters collaboration, critical thinking, and the application of English to real-world issues.

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