

# Between the Keys

The Newsletter of the JALT Materials Writers SIG © 2002

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Volume X, Number 3

# Writing Material for the Airline Industry

Daniel Droukis

For many years I have been teaching English for students who are looking to a career in the airline industry. Initially I used two different textbooks, which consisted of conversations found in the airline industry along with Japanese translations. There were few additional activities in the books beyond the conversations and some examples of menus, boarding passes and other examples of authentic material, which was often only in Japanese and thus not very useful for the students in these classes. Having the translations so easy to access caused some students to pay less attention to being able to communicate and instead focus on checking the translation to see if they understood or just to get quick explanations without actually being able to use the material. In addition there were English spelling errors within the text, which sometimes forced us to have to do correcting before the lessons began. I struggled with this for a time until I realized that I could give them more by creating my own materials.

## What Areas to Include

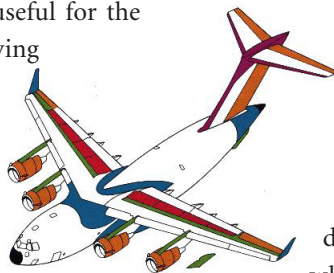
I had discovered over the years that there were many areas that I could cover in class that would be of benefit to the students. First they all needed to be able to produce a reasonable resume in English along with being able to understand and answer the English interview questions they would have to answer. This did not require any additional writing for the teacher except for giving examples of possible acceptable

responses. However, including such questions is a must for these students as they try to get the job, which will then enable them to use the skills they are learning in school.

The textbooks I had been using focused almost exclusively on the communication that takes place on the plane with very little on which happens on the ground. Ignoring this aspect put the students at a great disadvantage. Through looking at the old books, talking to school administrators, hearing from former students and my own flying experience I was able to produce a list of areas to focus on which would be helpful to the students. From that list, a collection of materials has developed and, while it may not be a published textbook, it is a useful collection of materials.

Asking for permission was one of the first areas I felt the students needed to be able to deal with. This needed to involve using phrases in both the airline context and in other less job-related situations. The two airline focused textbooks that I am most familiar with do not deal with this in much detail. Teaching the students how to ask polite questions and respond to *May I...?* or *Is it alright if I ...?*, seems to be an obvious point to focus on for such students. The focus was limited to situations that take place in the air and is something that can easily be demonstrated and practiced in the classroom.

Handling the job on the ground involves



getting passengers through check-in and providing information on the ground regarding the availability of seats, departure and arrival times and other questions which may occur during this process. This is another area where most students have had some firsthand experience as passengers and thus can more easily relate to the situation. Providing the students with time schedules helps them to visualize the situation where textbooks seem to have ignored this aspect of the working environment.

Dealing with numbers on the ground can seem like a fairly straightforward situation but it has sometimes caused problems for students. Students are faced with using numbers in a variety of ways; flight numbers, times, prices and exchange rates all provide for challenges when using numbers in this topic area. I have often found that students can engage in conversations and deal with structures in textbooks but cannot give an address or telephone number in the correct fashion. This will not only be a challenge for the job but also for the English oral interview that precedes getting a job.

Recommendations and suggestions is something people in the travel industry deal with on a daily basis. Providing the students with the opportunity to talk about places that they know gives practice in giving advice to travelers around Japan who may want to know something about Tokyo, Fukuoka or another destination in Japan. Having students from all over the Kyushu area has allowed me to give experiences to the students in talking about a place they are familiar with while providing an experience which may be useful in their working lives.

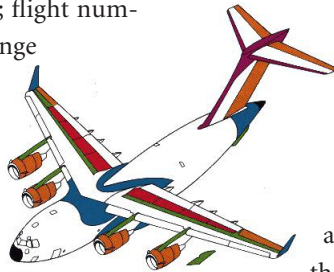
Problems that may occur give the student the opportunity to consider what to do

when things go wrong on the job. In the textbooks I have seen there are **no** problems. Flights are never delayed, computers don't malfunction, there are no typhoons, passengers never become ill, etc. In short, the materials paint a picture of a perfect world leaving the teacher to deliver the bad news. Students have often found this area to be one of the more interesting and those who continue on to become airline employees inform me that they have had experiences where they needed to deliver bad news to foreign passengers. Practice in this area gives them more of a feeling of realism.

Lost and Found is an area of the airport where some of my students have been assigned. In this case they must deal with the frenzied passenger. This type of situation never really works in the classroom because of the familiarity between students and the teacher. However, when the students face this in the real world they have told me that there are problems. The students will need to clearly understand descriptions being given and to respond to the flustered passenger in a calm manner. Having practiced this in Japanese they are well aware of what to do, but using English greatly complicates the situation. The best way to deal with this through the material is to provide them with the ability to ask questions necessary to make the passenger calm down. If they are unable to show that they understand the situation in English it will only cause the passenger to be more difficult to communicate with.

Forms are another problem for the student. Many forms are written in Japanese and English but when the student is dealing with passengers from other Asian countries, the passengers may not completely understand

*Airline continued on page 19*



# The Beach: A Movie Lesson Plan

Simon Howell <simon@simonhowell.com>

## Topics / Themes in this lesson

- Travel, Strange Food and New Experiences.

## Class Level and Timing

- Pre-intermediate or higher. The lesson takes 70–90 minutes.

## Materials

- A copy of the movie *The Beach* (starring Leonardo DiCaprio).

- 1 copy of each worksheet per student:

Worksheet 1: *The Beach*:

Watching The Movie

Worksheet 2: *The Beach*:

Snake Blood & New Experiences

Worksheet 3: *The Beach*:

Different Experiences

## Lesson Overview

- Activity 1: Travel Talk
- Activity 2: Describing the Movie to a Partner
- Activity 3: First Listening
- Activity 4: Listen & Fill in the Blanks
- Activity 5: Speaking Questions
- Activity 6: Snakeblood Sequence
- Activity 7: Strange Food (“Gross & Yummy”)
- Activity 8: Experiences Find Someone Who

## Activity 1: Before Watching the Movie: Travel Talk

Write the topic “Travel” on the blackboard. Divide students (Ss) into groups and give them a few minutes to make some questions related to the topic “Travel”. Give some examples first. Some possible example questions:

- Do you like traveling? Why? Why not?
- Have you ever been abroad? Where did you go?
- Have you ever done a homestay? Did you enjoy it? Why? Why not?
- Where have you been in Japan? Which place did you like the best? Why?
- Where is the best place you’ve ever been? Why do you like it so much?

- If you could travel anywhere in the world, where would you go and why?

After the Ss have had some time to make their own questions, ask a student from each group to write some of their questions on the board. All Ss can then use any of the questions on the board to interview their partners/group members. Remind them to ask follow-up questions!

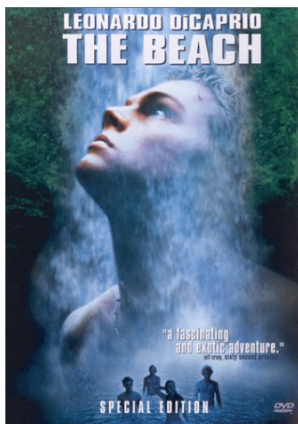
As the movie is set in Thailand, you might want to find out if anyone has been to Thailand. You could ask them to share some of their experiences.

## Activity 2: Describing the Movie to a Partner

Divide Ss into groups or pairs. Ask Ss to *jan-ken* or flip a coin to decide who is the “Teacher”. Ss who are not teachers must turn around and look at the back of the classroom. They may not watch the movie.

“Teachers” may watch the movie and will later have to tell their partners as much as they can about what they have seen.

This activity can be quite challenging



depending on the level of your students. To make it easier, you can divide Ss into bigger groups and increase the number of Teachers. The Teachers can then help each other to explain the movie to the Ss who have not seen it. You could also skip this activity if you feel your Ss would not be able to handle it.

Switch the **sound off**. Play the first part of the movie, from the beginning up to the point where Richard (Leonardo DiCaprio) finishes drinking snake blood.

Stop the movie, switch off the monitor and ask the Teachers to tell their partners as much as they can about what they've seen. Monitor and be ready to help.

After finishing this activity, play the movie again with no sound so that everyone can see it.

Ask Ss to quickly ask each other, "Does this movie look interesting? Why? Why not?"

### Activity 3: First Listening

**Switch the sound on.**

Play a very short section from the movie, just Richard's introduction speech—the same speech you'll see on the Listen and Fill in the Blanks worksheet.

Don't give the worksheet to the students yet! Ask the Ss to quickly note down any key words they hear. They can choose their own key words, whatever they feel is important.

Ss compare keywords with a partner. Play the movie sequence again to give Ss another chance to collect keywords.

Variations: You could also set some listening questions.

Possible Questions:

- What is the man's name?
- What three things is he looking for?
- How long was he on the plane?

- Where is he now?

### Activity 4: Listen & Fill in the Blanks

Give Ss a copy of Worksheet 1. Ask Ss to listen and fill in the blanks. Remind them that some of their keywords may help them. Ss can work together to check their answers. You'll probably need to play the movie more than once.

Notes: Ss usually have trouble with the words "dumb" and "plastic meals". You'll need to explain the vocabulary.

Option: If you are using DVD, switch the English subtitles on.

Play the section of the movie again and Ss can check their answers from the subtitles. This is also an excellent chance to point out that Ss can use DVDs to help learn English from their favorite movies.

### Activity 5: Speaking Questions

Ss do the speaking questions on Worksheet 1.

### Activity 6: Snakeblood Sequence

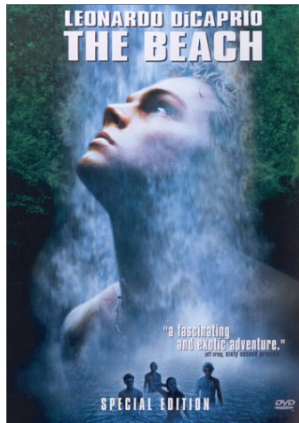
Give Ss a copy of Worksheet 2. Play the rest of the movie sequence up to the point where Leonardo has finished drinking snake blood. Ss can follow part of the conversation on their worksheets if they wish.

Ss then do discussion questions on their worksheet.

You'll probably need to explain the expression "outstay your welcome".

### Activity 7: Strange Food ("Gross & Yummy")

Strange Food is usually a very interesting

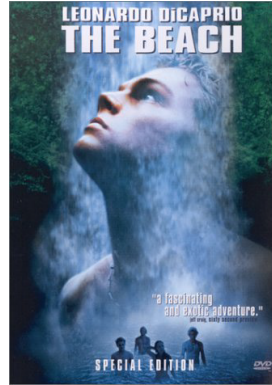


topic. Ask the Ss to write some of the strange foods they've eaten on the blackboard. It's also a good chance to introduce some of the "unique" foods from your own country. I'm Australian, so I usually talk about "Vegemite". You can also introduce vocabulary such as: "gross" and "yum"/ "yummy".

Ask Ss to ask each other:

- What is something gross you've eaten recently?
- What is something yummy

you've eaten recently?



### Activity 8: Experiences Find Someone Who

Give Ss a copy of the "Experiences: Find Someone Who" Worksheet. Ask Ss to add three questions of their own into the last three boxes. Ss need to talk to as many different Ss as possible and should use follow up questions to get more information for each question. **IK**

## Worksheet 1: "The Beach": The Beginning

Listening: Please fill in the blanks.

My name is \_\_\_\_\_. So what else do you need to know? Stuff about my family or where I'm from. None of that matters. Not once you cross the ocean, and cut yourself loose looking for something more \_\_\_\_\_, something more \_\_\_\_\_ and yes, I admit something more \_\_\_\_\_. So after \_\_\_\_\_ hours on the back of an airplane, three \_\_\_\_\_ movies, two \_\_\_\_\_ meals, six \_\_\_\_\_ and absolutely no sleep, I finally \_\_\_\_\_ in Bangkok.

### Speaking Questions

- Do you like flying? Why? Why not?
- What do you usually do to "kill time" when you are on a plane?
- How do you think the man feels about flying? Why do you think so?
- What do you think about airplane food? Why?
- Would you like to be a flight attendant? Why? Why not?
- Would you like to be a pilot? Why? Why not?
- When you travel, what kind of places do you like to go to? Why?
- Would you like to go to Bangkok? Why? Why not?

## Worksheet 2: "The Beach": Snake Blood & New Experiences

Man: You wanna drink snake blood?

Richard: Wait a minute. Did you say snake blood?

Man: Oh Yeah,

Richard: No thanks

Man: What is wrong with snake blood?

Richard: I just don't like the idea

Man: Maybe you're scared. Afraid of something new.

Richard: I just don't like the idea.

Man: Like every tourist. You want it all be safe. Just like America.

Richard: So never refuse an invitation. Never resist the unfamiliar. Never fail to be polite. Gentlemen, that was excellent. Never outstay your welcome

### Speaking Questions.

- Would you like to try snake blood? Why? Why not?
- In the beginning, Richard didn't want to drink snake blood. Why do you think he changed his mind?
- Why do you think people drink snake blood?
- Is Richard telling the truth when he says "that was excellent"? Why do you think so?
- What's the strangest food you've ever eaten? Tell your partner about it.
- What is the most delicious food you've ever eaten? Tell your partner about it.
- Are you afraid of new experiences? Why? Why not?
- What kind of new experiences would you like to try? Why?
- Have you ever overstayed your welcome? Tell your partner about it.

## Worksheet 3: "The Beach": Different Experiences

Find Someone Who...	Name	More Information
... has been overseas recently	_____	_____
... has been to a lot of places in Japan	_____	_____
... would like to be a flight attendant	_____	_____
... is afraid of snakes	_____	_____
... has eaten a really strange food	_____	_____
... has done something dangerous	_____	_____
... has been to Thailand	_____	_____
... has done a homestay	_____	_____
... has overstayed their welcome	_____	_____
... has said "it's delicious" even though something tasted really bad	_____	_____

# Executive Board Motions for JALT2002

Here are nine motions which will appear on the agenda of the Executive Board Meeting at JALT 2002. One submitted by Dave Magnusson, Acting Director of Publicity; six submitted by Bob Sanderson, Osaka Chapter President and Treasurer; and one submitted by Peter Wanner, Acting Director of Treasury. Any which pass will be presented at the Ordinary General Meeting for ratification. Some of these are the fruits of the Ad Hoc Committee on JALT Restructuring, in some cases submitted by individual proponents because the group as a whole could not agree on which alternative to recommend. Please consider them carefully and decide how to vote at the Ordinary General Meeting at the upcoming JALT2002 Conference.

## Magnusson

Motion: Moved that a "Logo" committee be created to help create a new logo for JALT. The committee will provide several samples for board members to choose from. Final decision to be made by voting at the January 2003 board meeting.

Rationale: The organization needs a new image. Having a new logo will help create a "new" image of JALT. It will be good for public relations.

## Sanderson #1

Motion: That National JALT members may choose to not be a member of any chapter but to instead join one SIG of their choice as their primary group within JALT, and that 15% of each member's annual dues shall go directly to the SIG or chapter of their choice regardless of where, when, or how the member pays their dues.

Rationale: There are members who are uninterested in chapter services for various reasons. Those members' dues money should be serving them more nearly as they wish to be served. This will allow for that to happen and will provide a much needed financial incentive for chapters to serve their members well, and to maintain and increase membership.

## Sanderson #2

Motion: That if the above motion passes (and members have a choice of which chapter or SIG the first 15% of their dues goes to), then all additional chapter grant money, if any, shall simply be divided evenly among all eligible chapters that wish to receive more funds.

Rationale: Way too much time and energy have gone into figuring out chapter grants. This proposal will greatly simplify things, which will allow people to focus on other matters instead.

In recent years total chapter grants have typically averaged about 3000 yen per chapter member.

If the first 1500 yen of a chapter's funds came directly from each members' dues this would constitute 50% or so of the total "grant" money, which was the case in this year's grant formula. The national organization could quite easily adjust the amount of autonomy or dependence it wanted chapters to have simply by adjusting the amount of the total grant money in the national budget. If the national organization wanted chapters to become completely independent financially, it would simply reduce that remaining total annual grant money to zero.

1500 yen is a nice figure also because it



happens to be what SIGs charge for annual membership, which will keep things simple and convenient.

### **Sanderson #3**

Motion: That Article V.9 of the Bylaws be revised as of April 1, 2003 to read:

“A chapter is considered active if all of the following things are true:

- 1) It has 5 or more meetings per year.
- 2) It has 4 or more officers.
- 3) It has 30 or more National JALT members.

A chapter shall be given one year to remedy the situation if only two of the above are true but shall become dormant immediately if fewer than two of the above are true. A dormant chapter’s money would be put into the chapter reserve and its members would choose which other chapter to join or, if a member did not respond, would be placed in another chapter by the chapter officers and JALT National. If the situation is remedied, the chapter books could be reopened and the chapter would be active once again.”

Rationale: The way Article V.9 reads now, only two of the three above criteria need to be met in order to remain active as a chapter. These criteria are too lax for a number of reasons. It is currently possible to have large chapters with at least four officers that never hold meetings, or a large chapter that has five or more meetings but no officers. It is also now theoretically possible to have a chapter that has only four National JALT members that are each chapter officers and that meet five or more times per year as a group of four. That theoretical chapter with only the four officers would not only have the same voting rights as a chapter that has hundreds of members, but they could also receive a chapter grant in excess of the amount that their total membership of four paid in dues. The current bylaws’ criteria are too lax. They are far more lax than the criteria to become a chapter in the first place, which

should not be the case.

There has been a lot of talk about reducing the costs of EBMs by reducing the number of chapter representatives that would need to attend, and of reducing the administrative hassle of dealing with so many chapters. One way to start addressing both of these issues is to reduce the number of chapters. This proposal would allow this to happen organically, or it would promote an increase in membership, either of which would be good for JALT. Currently, 15 of the 37 chapters have fewer than 30 members, eight of which have fewer than 25, and two of which even have fewer than 20 members. (The average chapter membership is 60, while the largest chapter currently has about 275 members.) If some of the smaller chapters were to combine with others, we would begin to see less administrative hassle, reduced costs of EBMs, and more fair representation of members throughout JALT.

Our main concern should always be for what is fair to JALT members, not to geographic areas per se. As in the U.S. where more populous states have more representatives in the House of Representatives than do geographically large but less densely populated states, so too should JALT expect to consist of some geographically large chapters with comparatively few members and some chapters that might be small geographically but with more members.

### **Sanderson #4**

Motion: That National JALT Members may be charged an admission fee to attend chapter meetings, and will always pay less than non-JALT members.

Rationale: “Pay for Play” and “Self-Sufficiency” are the principles behind this. Some members may choose to attend many meetings throughout the country while others attend few or none. They should pay something each time as a token of appreciation and support for the efforts made and costs expended to organize



the event. JALT members pay to attend the national conference, they pay to attend SIG meetings, and they should also pay to attend chapter meetings.

### **Sanderson #5**

Motion: That admission fees to regular chapter meetings be standardized throughout all chapters as follows:

National JALT regular chapter members and local chapter members shall be charged at least 500 yen for regular chapter meetings while Student members shall be charged at least 300 yen. Non-JALT members shall be charged at least 1500 yen for chapter meetings, while non-members that are students shall be charged 1000 yen or more for meetings. Chapters may charge more, but may not charge less for their minimum of five regular meetings per year. Non-members shall always be charged more than members, and students shall always pay less than regular members or regular non-members.

Rationale: Some standardization of pricing needs to be in place to help maintain more cohesion throughout the organization, while maintaining a certain degree of autonomy in each chapter. Those who attend meetings should “pay for play” and be more self-supporting than they currently are. (Currently, too much chapter grant money that is used to fund chapter meetings comes from sources other than attendees’ admission fees and each chapter’s members’ dues.) Non-members should always pay more than members as an incentive for them to join and a reward for members for having joined. Non-members who are students should get a discount from regular non-members while still paying more than members. The prices should be somewhat standardized throughout the country to help promote a greater sense of unity, financially and otherwise, throughout JALT. While it may appear to some that a chapter’s money is

“theirs”, much of “their” money has actually been coming from sources other than that chapter’s members’ dues and money that it has raised on its own. Smaller than average sized chapters’ grants in particular have been, in effect, subsidized by the dues of members in other larger than average sized chapters and by funds raised by the national conference, advertising, and other sources.

### **Sanderson #6**

Motion: That membership dues will no longer be reimbursed to anyone in JALT. Where membership dues are currently being reimbursed, the reimbursement shall henceforth be referred to as a “stipend” rather than “reimbursement of membership dues”.

Rationale: As language professionals, we in particular should realize the tremendous impact that language makes on perceptions of meaning. As an organization of volunteers, everyone serving in any capacity should pay for their own membership dues. This motion will make a subtle but significant psychological difference that will hopefully help the organization tremendously while not costing anything.

### **Wanner**

Motion: Moved that JALT should implement the WIN plan in order for national office, chapters, and SIGs together to survive in a win-win situation.

New plan of revenue distribution among chapters and SIGs:

The Wanner-Ishida New (WIN) plan

1. Chapters

a. Each chapter will receive a yearly grant of 100,000 yen to act as a safety net for the chapter to survive on, assuming they hold at least 6 meetings a year.

b. If a chapter collects yearly membership fees of 10,000 yen from members at the chapter meetings, they can retain 3,000 yen per member. The rest (7,000 yen per member) will be taken

via their postal accounts on a quarterly basis by the JALT Central Office (JCO).

c. Auditing Requirements

1) Memberships that are paid within the fiscal year at chapter meetings need to be sent to Central Office by April 10 for all meetings ending before March 31, of that fiscal year so that membership registrations at the office match the amounts recorded as being collected. This is the responsibility of the Chapter to make sure the membership chair or someone else meets these requirements so JALT can meet NPO Auditing regulations.

2) If Memberships paid in the fiscal year are not processed by March 31 of that year, then the chapter will be penalized 3000 yen for those membership applications they turn in after the deadline. This provides incentive for Chapters to process applications with JALT central office within the fiscal year they are processed. By processing applications within the fiscal year when they are paid, the bookkeeper can balance the books and meet requirements set up by NPO.

d. Total chapter grant = 100,000 yen x 37 chapters = 3,700,000 yen.

In FY 2000, the chapters combined collected membership fees of 10,000 yen from a total of 370 members at chapter meetings. Thus, in this case, the total amount retained by chapters would have been:

$$370 \times 3,000 \text{ yen} = 1,110,000 \text{ yen.}$$

Therefore, the total money chapters would have received =

$$3,700,000 \text{ yen} + 1,110,000 \text{ yen} = 4,810,000 \text{ yen}$$

e. Advantages:

1) JALT will save money

Comparison

Total Actual Chapter Grants in fiscal 2000  
= 7,150,000

This plan = 4,810,000

Savings to JALT = 2,340,000

2) JALT will save time

Time is money. Budgeting, from a national level, is simplified and easily planned for. The EBMs do not have to waste time deciding the amount of yearly grants to chapters as happens now every year. In fact, this year, it took nine months for chapters to finally decide the amount of grant money to be distributed to each chapter. If we have an agreed upon grant distribution plan, we can concentrate our time and effort on other important areas for strengthening JALT instead of spending a long time discussing grant distribution every year.

3) Chapters would realize that collecting membership fees at chapter meetings is another way to get extra money in addition to the 100,000 yen so they would be encouraged to recruit new members.

4) Chapters would ask more current members to attend chapter meetings throughout the year. Chapters would realize that well organized presentations can lead to a marked increase in attendance. They might even ask members to bring non-member friends to chapter meetings to try to recruit new members that way. All these activities would help the revitalization of chapters.

5) Chapters may be willing to increase their involvement with SIG-sponsored mini-conferences since they will be able to recruit new members at the registration desks.

6) This plan would lead to a membership drive. The more members chapters recruit, the more money (7,000 yen per member) the national organisation gets. Chapters could help the national office, so to speak. This is a win-win situation.

7) Chapter finances do not depend on the result of the Conference.

8) JCO does not have to spend any extra time calculating how much money chapters need over what they do now.

9) The motion does not create any problems

*Motion continued on page 17*

# JALT2002 Materials-Related Presentations

## Written Instructions in ELT Materials

Presenter: Bayne, Kristofer (Kris)

Time: Fri 22nd, 1:00–4:00

Place: To Be Announced

Format: Featured Speaker Workshop

Focus: A balance of Classroom activities and research

Abstract: This workshop will examine how rubrics, or written instructions, are treated by the participants in the act of using textbooks and printed materials: materials writers and publisher represented in the text itself, teachers, and learners. Textbooks, and the tasks, within are the dominant aid and medium for foreign language acquisition, practice and use. As teachers or coordinators selecting texts we carefully scrutinize the tasks and accompanying

materials, however the role that the written instructions will play in the classroom is perhaps undervalued or even overlooked. After a general introduction to the topic and research in this area, the workshop will follow the progression of written instructions from materials writer and publisher to teachers and to learners. Participants in the workshop will be encouraged to bring into play their experience as teachers, materials writers, publishers and perhaps learners through a variety of group activities.

Part One of the workshop will examine the variety of approaches and conventions used in textbooks by materials writers and publishers. Examples of rubrics will be examined and

participants will be asked to consider alternatives. Part Two focuses on teachers' verbal treatments of written instructions, providing the opportunity to compare and analyse examples of actual written instructions and verbal treatments of them by teachers. Part Three looks at how students actually understand what to do when using textbook tasks, with activities enabling participants to appreciate the range of strategies learners employ. The session will conclude with the opportunity for further discussion and feedback.



## Creativity And Conformity In English Teaching

Presenter: Widdowson, Henry

Time: Fri 22nd, 1:00–4:00

Place: To Be Announced

Format: Featured Speaker Workshop

Focus: A balance of Classroom activities and research

Abstract: Generally speaking, the learning of English, or any other foreign language, is thought to be a matter of the learner conforming to norms of correctness as represented by the input of teachers and textbooks. Learners, however, tend to be non-conformist in their uses of language and these 'erroneous' or 'deviant' uses have been taken as evidence of interlanguage development, involuntary reflexes of the psycholinguistic process of learning. But these abnormal uses can also be considered, somewhat differently, as expressions of natural creativity. If this is the case, then we might seek to exploit this creative

instinct more systematically, and bring it under more conscious control, by activities in class which call for creative responses, but are at the same time are designed to further the language learning process. In this workshop we explore this idea by proposing certain activities with literary texts for participants to engage in. Some of these activities will involve the manipulation of existing texts, and others the composition of original pieces of verbal art. What these activities are expected to show is the extent to which literature and language teaching can be inter-related, and the necessary relationship between creativity and control in the learning of language.

### **Creating the Conditions for Real Communication**

Presenter: Lyddon, Paul

Time: Sat 23rd, 10:00–10:45

Place: 901

Format: Workshop

Focus: Classroom Activities/  
Tasks

Abstract: Many students, especially in large classes, show minimal oral proficiency gains

because they only “practice” language without ever processing it in any truly meaningful way. In this workshop, pairs of participants will analyze and compare speaking tasks with similar objectives to determine what makes one more deeply communicative than another. Later, they will devise strategies for increasing student involvement and try them out on a sample activity before sharing their thoughts with the other participants.

### **Task-based Learning Revisited**

Presenter: Willis, Jane

Time: Sat 23rd, 10:00–10:45

Place: Chu Hall

Format: Short Paper

Focus: Classroom Activities/Tasks

Abstract: After brief definitions of the terms ‘task’ and ‘task-based learning’, Jane will take some questions that people commonly ask about task-based learning and explore possible responses. If you have a comment or a question on TBL that you would like to be addressed, please write it down on a slip of paper - not more than three lines - and hand it to Jane before the start of the session.

(Please use a separate slip for each comment or question if you have more than one.)



### **Designing “Out of the Box” Listening Activities**

Presenter: Helgesen, Marc

Time: Sat 23rd, 11:30–12:15

Place: 1001-1

Format: Demonstration

Focus: A balance of Classroom activities and research

Abstract: Why is there so often a “sameness” in so many textbook activities? In this session, we’ll work through a set of tasks designed to help teachers write listening activities that are different, unique and engaging. Lateral thinking is encouraged. The tasks were developed by the presenter for the listening course in the Columbia University Teachers College Japan MA/TESOL program. The presenter is the author of the popular

**Do you have something to say? Say it in Between the Keys! Submissions are now being accepted for the Autumn issue. Send your articles or lesson ideas to Jim Swan <swan@daibutsu.nara-u.ac.jp>. Deadline: 2/28/2003.**

Active Listening series and will, at the end of the session, show examples of “out of the box” activities from the series.

## Communicative Games and Warm-ups

Presenter: Hughes, Mary et al

Time: Sat 23rd, 11:30–12:15

Place: B-1

Format: Workshop

Focus: Classroom Activities/Tasks

Abstract: This workshop is for teachers who want to liven-up the classroom with fun games and warm-ups that students love. The activities demonstrated can be used in junior high, high school, university and adult classrooms. Participants will walk away with minimal preparation activities that can be put to use immediately in their own classes. It will be a valuable learning experience for the new teacher as well as the seasoned veteran.

## Toss ‘n Talk: A Conversation Card Game

Presenter: Gibson, Don R.

Time: Sat 23rd, 11:30–12:15

Place: B-2

Format: Workshop

Focus: Classroom Activities/Tasks

Abstract: Toss ‘n Talk is a card game that can be used in mixed level EFL/ESL classes to generate lively sustained conversations. It is a student centered activity that can increase participation, cooperation, and enthusiasm. In this workshop, the presenter will demonstrate the basic conversation pattern that inspired Toss ‘n Talk, and explain how the game is played. Participants will then form small groups and play a hand of Toss ‘n Talk.

## Rethinking Exercises, Activities and Tasks

Presenter: Sandy, Chuck

Time: Sat 23rd, 1:15–2:00

Place: 1001-1

Format: Demonstration

Focus: A balance of Classroom activities and research

Abstract: How are activities different from exercises and tasks? What role does each play in the learning process? In what circumstances might exercises be reworked into tasks or activities into tasks? What sort of scaffolding can be added for support? The presenter refers to the literature and classroom research to explore these questions and uses examples from Passages and New Interchange to demonstrate how any textbook activity, exercise, or task can be adapted, reworked and re-engineered.



## Now You're Talking

Presenter: Elvin, Chris

Time: Sat 23rd, 2:10-4:05

Place: Tenjin

Format: Poster Session

Focus: Classroom Activities/Tasks

Abstract: In this commercially sponsored presentation, the author will display a variety of activities that have been developed to enhance the language learning goals of his communication course book for young learners, Now You're Talking. The activities on display will include solo, pair and group work, and student-generated quizzes and presentations.

## Expressing Oneself Through Projects

Presenter: Fuller, Dale

Time: Sat 23rd, 2:10–4:05

Place: Tenjin

Format: Workshop

Focus: Classroom Activities/Tasks

Abstract: Most of what we learn and retain is accomplished through “doing.” Project-based learning allows students to be creative and express themselves about topics of high personal interest, develop critical thinking skills and learn more about themselves in the process. More importantly, students gain a real sense of accomplishment as a result of projects. This poster session will provide examples of student projects that can be adapted to various textbooks. Student feedback will also be available.

### **Developing an ESP Dictionary for Law Students**

Presenter: Sadykova, Inobat

Time: Sat 23rd, 2:10–4:05

Place: Tenjin

Format: Poster Session

Focus: Research/theory—advanced audience

Abstract: The poster session will discuss the main principles involved in compiling an English-Russian-Uzbek law dictionary of legal terms. This is a first attempt at codifying U.S. and British legal terminology for Uzbek students of Law. Emphasis is on the approach to choosing and codifying the terms.



### **Asking The Right Questions in Language Classes**

Presenter: Sandy, Chuck

Time: Sat 23rd, 2:45–3:30

Place: 1001-1

Format: Workshop

Focus: A balance of Classroom activities and research

Abstract: Questions are central to any classroom, yet most non-academic English language classes and textbooks rely heavily on literal comprehension questions and inquiries

designed to illicit personal responses. The presenter argues that critical thinking can be promoted by a shift in focus and an awareness of question types. Participants will examine texts and questions from several popular textbooks and be guided through the process of adapting and formulating questions to promote higher-level thinking.

### **Harry Potter, Resources and Activities**

Presenter: Shaw, Judith

Time: Sun 24th, 10:00–10:45

Place: B2

Format: Demonstration

Focus: Classroom Activities/Tasks

Abstract: This demonstration is for teachers interested in using the Harry Potter books in their EFL classes. The presenter will provide a resource list including web pages, books, tapes and other teaching materials available in Japan to use with this popular series. The presenter will also demonstrate activities suitable for high school through university level reading, writing

and oral classes. Handouts are provided, and participants are invited to share activities they have used successfully as well.

### **A Self-Managed On-Line Support Program in EAP**

Presenter: Dashwood, Ann

Time: Sun 24th, 10:00–10:45

Place: 1001-1

Format: Short Paper

Focus: Classroom Activities/Tasks

Abstract: Social presence in written on-line EAP support is integral to the learning process in undergraduate support and in course design. At the University of Southern Queensland (USQ), CAP (Communication

for Academic Purposes) on-line and on CD integrates cognitive strategies, learner-centeredness, social presence and interactivity, elements which Gunawardena and Zittle (1995) identify as key design features in on-line teaching. Students develop English language skills and self-management of their own learning as appropriate for the Australian University environment.

### **Working Without a Net: Action Research into Textbook Rubrics**

Presenter: Bayne, Kristofer (Kris)

Time: Sun 24th, 10:55– 11:20

Place: 902

Format: Short Paper

Focus: Research/theory - General Audience

Abstract: This presentation will describe the rationale, development and results of action research into textbook rubrics, or written instructions. Rubrics were removed from self-study materials with two groups of learners in order to gauge the actual necessity of the instructions and to identify more clearly the strategies used by learners to access and complete tasks. It will be seen that learners are very adept at drawing on a variety of clues and sources to complete activities.



### **A Framework for Task Selection**

Presenter: Jamall, Maurice

Time: Sun 24th, 11:30–12:15

Place: 1002

Format: Short Paper

Focus: Research/theory - General Audience

Abstract: In order to select the appropriate materials, teachers must make certain assumptions about their learners. This presentation proposes a framework for task and materials selection as it applies to “courses-in-progress”

rather than at the macro, “pre-course” level. Three key areas will be exemplified; systemic, schematic and interpersonal assumptions which broadly translate as the criteria that the learner(s) must satisfy if the task is to be productive or “successful”. The session will include some audience participation.

## **9th Annual “My Share-Live!” Materials Swap Meet**

Presenter: Daly, John

Time: Sun 24th, 2:10–3:30

Place: B-2

Format: Swap Meet

Focus: Classroom Activities/Tasks

Abstract: As advertised in *The Language Teacher*, this is your chance to give and receive tried and true classroom materials. To participate, bring 50 copies of an original lesson or classroom activity to the Materials Writers SIG table anytime before the swap meet. Sign a copyright release form attesting that your submission is of your own cre-

ation, and you will receive a swap meet admission ticket, allowing you to take copies of materials others have submitted.

*My Share—Live! will be following by the Annual General Meeting for the MW-SIG. Please plan to attend!*

### **Adapting Materials for the Web**

Presenter: Dixon, Duncan

Time: Sun 24th, 4:35–5:55

Place: 1202

Format: Short Paper

Focus: Classroom Activities/Tasks

Abstract: More and more teachers are beginning to use their own Web sites on the Internet to supplement their teaching. However,



the Web has unique characteristics that require teachers to adapt materials before they can be used for a class Web-site. This presentation will explore some of the characteristics

of writing for the Web and ways materials can be adapted for on-line use. *Note: This is not a presentation about how to create a Web site.* BK

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with the postal furikae payments. Members wishing to pay through the postal furikae can continue to do so.

## 2. SIGs

a. Any JALT member shall be given one free SIG membership if the member renews his or her JALT membership before expiry.

b. No SIGs receive yearly grant from National Office.

c. Every month, all the active SIGs receive from Director of Membership a list of members whose expiry date will come within two months so that they can alert and recapture their SIG members by sending out newsletters and event announcements to them in advance.

d. In January members who have let their membership lapse for less than one year will be mailed an invitation to reinstate their membership and receive one free SIG membership. The deadline for reinstatement is January 31, 2003.

## e. Advantages

1) JALT members who are not interested at all in chapter activities would have good reason to join and stay in JALT.

2) This plan would lead to a membership drive. JALT members who are wondering whether they should stay in JALT or not would make up their mind and renew their JALT membership after they get newsletters/announcements from SIGs. SIGs could help the national organization, so to speak. This is a win-win situation.

3) This plan would strengthen SIGs. SIGs are important for JALT as a viable teachers' organization in the coming years. Stronger SIGs better serve their missions of supporting

language teachers' professional improvement—providing publications and venues for presenting research and teaching methodologies to teachers.

Rationale: There are many members who are not interested in chapter activities and therefore have never attended either chapter business meetings to elect officers or regular chapter meetings. Why are chapters necessary for those members? Why should they have to pay 10,000 yen, which includes grant money payable to chapters which don't represent them? Why should big chapters ask for more grant money only because they have more members in their area even if many of them are not interested in chapter activities? The WIN plan would respond to some of these questions.

Chapters do not always represent their members but they are necessary for JALT to increase overall membership. Even small chapters can act like arms to get new JALT members who live near them as long as they function as branches of JCO. In this context, the grant of 100,000 yen to small chapters can be considered as an investment even if a chapter has fewer than 30 members. The WIN plan is looking to the future. The WIN plan expects the officers of small chapters to recruit new JALT members by holding attractive presentations and events for them. SIGs also can increase their membership from among JALT members recruited by chapters. National organization, chapters, and SIGs are all in the same boat. They should help each other in a win-win situation. This is the philosophy of the WIN plan. We strongly believe that the WIN plan can help us move forward and request your support in this proposal. BK

# From the Desk of ... the Chair

Jim Swan

Greetings, fellow materials writers

As of this writing we are down to our last month before the JALT2002 Conference. Several dedicated JALT members stepped in to fill the positions vacated by the mass National Officer resignations in June, and have been doing yeoman's work to prepare everything for the conference. So much effort that most of us never see goes on behind the scenes! If you happen to bump into any of these selfless folks at Shizuoka, I hope you'll all be sure and give them a special word of thanks.

Things have been fairly quiet on the **JALT politics** front, and I'm looking forward to a relatively uneventful Executive Board Meeting. One area of possible interest will be the recom-

mendations of the Ad Hoc Committee on JALT Restructuring. The former National Officers were particularly concerned with alleviating the financial strain on JALT, and at the January EBM David Neill presented a sweeping proposal to restructure JALT along the lines of TESOL. I'm perhaps projecting my own thoughts onto David's plan, but I perceive his purpose as two-fold: not only to enormously relieve JALT's budgetary woes by "menuizing" JALT's services and cutting

off financial support to the chapters, but also to ease the burden on JALT National Officers by distributing the administrative work around JALT more evenly. The Ad Hoc Committee was formed at that same January EBM, charged with the task of examining David's plan and making official recommendations.

I didn't get involved in the committee's deliberations until shortly before the fateful June EBM. By that time, it had already been determined that

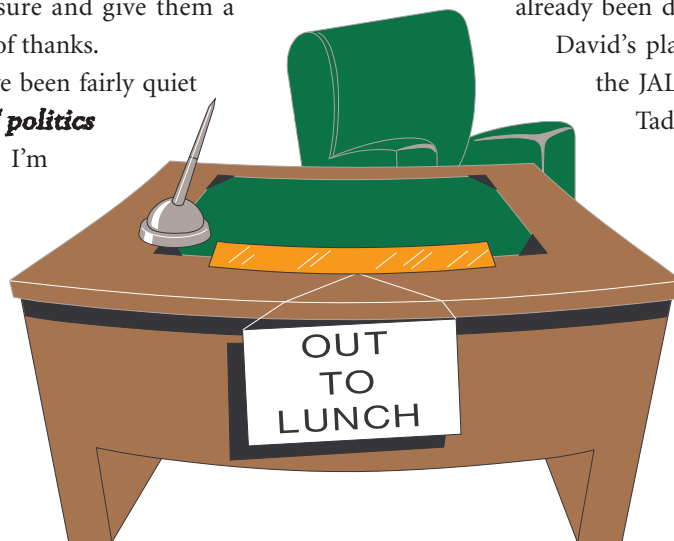
David's plan contravened the JALT constitution,

Tadashi Ishida had already consulted with the Tokyo metropolitan government and found out that no constitutional amendments would be permitted,

and alternative action plans had already been suggested. Although the constitution may not legally be changed, Tadashi reported that the government would be willing to accept redefinitions of some key terms, and the committee's discussions have all centered around the theme of interposing a regional-level representative council to administer the chapters and coordinate grant funding. Each representative unit of this newly created superstructure would inherit the designation

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MW's Between the Keys



of *Chapter* and would have a vote on the JALT Executive Board. (What to call the current local-level groups from whom the title “chapter” would be appropriated has been a topic of some discussion; I have suggested several possibilities, including “verses”—what do you think?)

The only hitch with this grand scheme is that the (currently-named) chapters have traditionally opposed all such proposals to interpose a regional-level administration between the local and the national levels. For the sake of austerity, the chapters have acceded to having two of our three constitutionally-mandated annual Executive Board Meetings limited to “delegate” EBMs rather than “full” EBMs, but the chapters have always rejected the idea of permanently codifying this arrangement into the organizational structure. So it will be interesting to see what recommendations the Ad Hoc Committee’s

10-month deliberations finally lead to, and how these recommendations will be received. Predictably, the three possible outcomes are (1) radical change, (2) incremental change, or (3) no change.

Any bets? Stay tuned.

One of the main purposes of this issue of *Between the Keys* is to let everybody know what MW-related presentations are being offered at this year’s conference. I hope the schedule of events is helpful to you and that you manage to get into all your top choices. Thanks to all who contributed, and I hope to see all the SIG members at Shizuoka. I’ll probably be spending a good hunk of my time at the SIG Hospitality area, as usual, and I encourage those of you whom I haven’t met yet to please stop by and introduce yourselves.

Out for now.

Jim

BK

*Airline* continued from page 3

the English forms. Giving the passenger forms in Japanese is of no help so they must be able to explain certain vocabulary on customs forms in easier English and cannot use Japanese to make the task easier. Students who have some experience dealing with forms will be better prepared for the time when a foreign non-native speaker of English is having difficulty.

## Conclusion

There are many more areas that we should

concern ourselves with when trying to produce material for the travel industry. These are just some of the areas I have had to write material for to help better prepare my students for a future in this industry. I would be very much interested in hearing from others who are dealing with similar situations but one point has become clear: If I am going to help my students prepare for this line of work I will need to provide more and varied material than what is presently commercially available.

BK

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The Materials Writers SIG is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and in all media, whether for general consumption or for individual classroom use. The editors encourage participation from colleagues using new media or teaching languages other than English.