

Between the Keys

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The Coordinator's Column

John Daly

Well, folks, lots of stuff to bring to your attention this time, so let me get right to it.

At JALT's National Conference in Shizuoka, Materials Writers SIG will present a Forum entitled "A Panel on Materials Writing" on Saturday, October 8, from 1:40 to 3:15 in Room 908. Representatives of several publishers, including Longman, Thomson, and Intercom Press, will be giving us the publishers' perspective on issues involved in the creation and publication of language materials. There will also be time for members of the audience to meet and talk with the representatives personally, for those looking, perhaps, for some feedback on a project they have in mind. Please join us in a discussion that is sure to illuminate the path to publication.

At 4:20 on Saturday afternoon, again in Room 908, Materials Writers SIG will hold its Annual General Meeting. Somewhere, maybe in *The Language Teacher* or maybe at the JALT website, I saw a small ad for AGMs which urged members to attend their SIG's AGM and volunteer to help the group. Aargh! (is that how Charlie Brown spells it?), I thought, now there's a sure-fire way to guarantee nobody comes (outside of that small circle of duty-conscious officers). Volunteer! A word with all the attractive power of leprosy. So, let me make this clear: the purpose of our AGM is not to draft people into service. The purpose is to talk about what we can do to make MW SIG a better group. Why are we here? (Or "Why is there air?", for any old Bill Cosby fans among us.) What is it that we are looking for in this group? How can we begin to find it? Room 908 is probably pretty big. Lots of room for your voice too. And you may even find some

Pocky or dried squid snacks to satisfy those late afternoon hunger pangs.

Volunteers are welcome, of course. Program Chair, Membership Chair, Newsletter Layout Person, and Coordinator are all positions that are open (as I write this in mid-September). If you'd like to serve in one of those positions, great. Please get in touch. But let's see if we can fill those positions through email correspondence and conversation at the conference and leave the AGM for discussion of things that everybody wants to do.

One place available for conversation at the conference is the MW table in the SIG area (outside the Plenary Hall?). There will be some back

issues of *Between the Keys* that you can pick up for free, plus some remaining

copies of our 1996 opus, *Our Share*, which you can pick up for a nominal fee. We also have a couple of panels, on which you will find a list of materials-related presentations and other notices. Please feel free to make use of these panels to post items that you think may be of interest to people interested in materials writing. And there are chairs, in one or two of which you are likely to find SIG members with whom you can chat and create a pleasant conference memory. And if the chairs are empty, have a seat. Who knows who'll stop by.

I'm writing this hours before the deadline for submissions for our first Materials Writing Contest. I'm happy to report that there are at least ten submissions of work at the contest's Yahoo! site. Thanks to Greg Goodmacher, our Program Chair, for the initiative and effort he provided in making this contest a successful

Coordinator continued on p. 4

From the Editor

Jim Smiley

In this issue, we fulfil something of our mission as a newsletter as well as bring you a wealth of ideas for your perusal. The National Conference is just around the corner and the team here at MW SIG have worked all hours to bring this newsletter to your door in time. The National promises to be a great event for materials writers. Not only do we have 32 presentations on MW-related themes but also we have the announcement (hopefully) of the winner of the first ever MW SIG Materials Writing Contest. Kudos to Greg Goodmacher for setting that up, nursing it and finally seeing it come to fruition.

Kudos, too, to the 11 entrants, all of whom produced very worthy products. Kudos, finally, to the judges who will have to painstakingly sift through the 11 and find the winner. More kudos (did I just say “finally”?) are due, I expect, to the winner, to the entrants, to the observers, and to you, dear readers, for being a part of what keeps the MW SIG ticking. Greg Goodmacher has written a little blurb about the contest for this issue.

We’ve produced a list of all 32 presentations for your pre-conference browsing. Presentations by Jane Nakagawa and Kathy Riley and by Stephen Petrucione and Stephen Ryan provide a foretaste of what’s to come. (Strictly

speaking, Jane’s presentation isn’t MW-related, but she will talk about her latest book, *Gender Issues Today*.)

Our featured articles come from Simon Cooke, and Daniel Droukis and Kiyoshi Yuki-toki. Simon Cooke discusses the types of materials produced by inexperienced teachers and compares them with those by experienced teachers. Daniel Droukis and Kiyoshi Yuki-toki have recently published a coursebook with Sho-

hakusha, and they run through a number of key issues involved in the preparation of the work by presenting their answer to 11 questions crucial

to coursebook publication.

Michiyo Masui offers a method of developing materials around telephone conversation templates which are designed to support top-down methodologies. Kris Bayne adds to Daniel Droukis’s “Top Ten” books in Materials Writing. (printed in the previous edition) by adding a few more from his own bookshelf. His choices may not be ones which scream out as belonging to the materials writer, but Kris makes the case for their inclusion very effectively.

Kris also had a hand in the article I added. A few years ago, a brief flurry of email exchanges

Editor continued on p. 4

*In this issue, we bring
you a wealth of ideas
for your perusal.*

Between the Keys is published by the JALT Materials Writers Special Interest Group (MW-SIG). The editors welcome contributions in the following areas: publishing issues, classroom activities, page layout or desktop publishing, experiences in publishing or materials design, announcements of materials-related meetings or newly published materials, or any other articles focusing on aspects of materials writing or publishing. For information about reprinting articles, please contact the editor. All articles contained in *Between the Keys* ©2005 by their respective authors. This newsletter ©2005 by Materials Writers SIG.

Coordinator continued from p. 2


reality. And thanks to those members who made the effort to create and share their work. I'm sure that all of us could find in that work ideas to spark improvements in our own efforts. Sharing and sparking: that's us at our finest.

Speaking of Yahoo! sites, jaltmwsig is a Yahoo! group that has been set up to facilitate communication among the members of MW SIG. If you have joined our SIG recently, and have not yet received an invitation to join this group, please get in touch, and I'll send you an invitation. Because this newsletter is being

***Volunteers are welcome.
Program Chair, Membership Chair, Newsletter
Layout Person, and
Coordinator are all positions that are open. If
you'd like to serve in
one of those positions,
please get in touch.***

published only three times a year, it's not really a good way to keep members informed of up-to-the-minute news. Whether it be news about contests or research grants, announcements of recently published materials, or questions about where to find certain information, jaltmwsig provides a quick and easy way for us to be in touch.

We can also use the site for uploading files, for listing links to useful materials sites, for creating databases (of books our members have published, for example), and who knows what else. Joining and actively participating in jaltmwsig will make membership in this SIG more valuable to you. And it's free!

Ok. Gotta go. See you in Shizuoka. 

Editor continued from p. 3

revealed that there was precious little in the way of research into rubrics, or activity instructions. In an attempt to set that straight, I've put in a little piece aimed to get you thinking about these little sentences.

Finally, a few perceptive readers noted that there was a printing error in my little guide to adding styles in *Word for Windows*. At one point, I placed two boxes next to each other claiming that there were seven differences between them. In actual fact, the boxes were identical. Here are the two boxes for your comparison.

Box 1: Word standard template



Box 2: Amended style box with seven changes



An Appraisal of 'Home-Grown' Materials in the English Conversation Classroom

Simon Cooke

After textbooks have been plundered for suitable teaching material, many communicative language teachers set about creating their own resources. This article examines the background to the creation of two such resources, examined in light of the teachers' principles of procedure defined by their perceptions of roles in the classroom.

My research in the subject of perception of roles derives from my interest in previous studies of interaction in the communicative classroom, such as those carried out by Kumaravadivelu (1993) and Nunan (1987), in which analyses are made of teachers' actual classroom language against communicative language teaching, or CLT, models to uncover and suggest ways in which CLT teachers might succeed in making their classes genuinely communicative.

My own study of the perception and performance of roles in the *eikaiwa*, or 'English conversation' classroom in Japan compared the responses from students and experienced and non-experienced teachers (experience in this case related to term of service in the company). The study, based on a questionnaire, uncovered a distinction between the students' and less experienced teachers' perception of the teachers' role as being the 'leader' or 'director' of a class, and more experienced teachers who suggested that their role lay in helping their students to express themselves in English, in what one teacher referred to as 'negotiation of meaning'. A similar pattern emerged in the materials for the classes created by the two types of teachers.

Whilst the children's classes in the school are curriculum-based, the adult classes do not

follow a set curriculum. Instead, the teacher is expected to shape the pattern of his students' learning by using the resources available and to create his/her own should the need or desire arise.

The catchword for the classes in the *eikaiwa* school featured in the study is 'communication'—a given, it would seem, with *eikaiwa* meaning 'English conversation' as noted above. Howatt (1984) suggests that two versions of CLT exist: a strong version and a weak version. The strong version sees the concepts of interpretation, expression and negotiation at the heart of classes (Kumaravadivelu 1993). These same concepts were echoed in the responses to questionnaires by the experienced teachers, suggesting that the classes conducted by the experienced teachers uphold the principles of the strong version of CLT.

Another view of how classroom principles can be used to uncover methodological stances comes from Clark (1987). He categorises all teaching actions into three ideological frameworks which define the processes of planning, teaching and assessment. Clark labels the classroom actions that Howatt links to the strong version of CLT as 'progressivist', which Clark defines as 'governed by principles of procedure designed to allow learners to negotiate goals, content and method'. The less experienced teacher group's responses in the study seemed to rely upon methods far closer to Clark's 'classical humanist' model, consisting a common top-down teacher-dominated class in which teachers role consists of "transmitting knowledge, culture and standards from one generation to another".

As eikaiwa classes typically do not feature much use of L1 or grammar-translation techniques (partly because more often than not, the less experienced teachers have little or no knowledge of Japanese), the kinds of teaching found more closely match Howatt's weak version of CLT, where product syllabuses inform the majority of the classes. Ironically, the perceptions favoured by the eikaiwa students were more in line with those perceptions stated by the less experienced teachers.

The breakdown of the communicative nature of lessons shown in studies coming from a largely academic institution-based research (see Holliday, 1994; Rojas-Drummond, 2003; Machado de Almeida Mattos, 2003) has been laid at the feet of the teachers and teacher-educators in their inability to design appropriate syllabi. To remedy this, much research has posited a sociocultural explanation of cognitive development, which includes language learning, in which collective thinking, rather than learning through individual discovery, can lead to the creation of what the early twentieth century Russian psychologist Lev Vygotsky termed the 'Zone of Proximal Development'. Vygotsky imagined this zone as being the area between an individual's original achievement level on the one hand and their potential achievement level on the other. The successful navigation of this zone is seen as being assisted by teachers. By denying access to these avenues of interaction, it is argued that this space will not be created and that the opportunity for 'good, appropriate instruction' will diminish.

This idea is echoed in more recent research by Kumaravadivelu (1993) and Thornbury (1996), who talk of the need to create learning opportunities in the classroom—conditions under which the production of language will develop in its own way, by means of the employment of a number of strategies employed to create a 'genuinely communicative' classroom. Let us examine to what extent two documents created by experienced and less experienced

teachers compare with these ideals.

Figure 1 shows a copy of a handout made by one of the less experienced teachers. Echoing the responses to their concept of role in the classroom, it is a highly teacher-centred piece, with no immediately obvious cues for student participation. Consisting of culture specific word-play (questions 1 and 3), rhetorical questions or statements (questions 3, 4 and 5) and high school student science bloopers (question 2), it reads more like a 'funnies' section in a newspaper than as a basis for a communicative lesson. One might assume that pronunciation practice and the meeting of new vocabulary could be salvaged from using such a handout, but little else is apparent in terms of objectives. It is also very much a 'static' handout, offering no or few possibilities for variation for use, such as use for speakers of different levels in other classes.

Figure 1: Deep Thoughts.....

1. One tequila, two tequila, three tequila, floor.
2. If man evolved from monkeys and apes, why do we still have monkeys and apes?
3. Isn't it a bit unnerving that doctors call what they do "practice"?
4. The easiest way to find something that's lost is to buy a replacement.
5. Why do you press harder on a remote control when you know the battery is dead?

In contrast is figure 2, which shows a handout created by one of the more experienced teachers. It is based on a classic 'moral dilemma' theme, in which participants are asked to make value judgements regarding a specific situation. In this case, groups of students are required to discuss and decide upon which two of the eight passengers in an overcrowded lifeboat will be ejected. The students and the class have an objective and a focus—the production of English in expressing a need for

Figure 2: The Lifeboat



A cruise ship, "The Golden Bird" has sunk! There are eight survivors. The survivors are in a small lifeboat. The lifeboat can only safely hold six people! You must choose two survivors to leave the boat! Please choose from the eight people described below.



In your group, you should discuss (in English!) which two people should leave the boat and **why**. All groups will then report back to the class.

1. The ship's captain

Captain Seagull was steering the ship when it sank. He is blind in one eye. He was recently separated from his wife. He has 3 children. He is 60 years old.

2. The nurse

She is a very skilled nurse. She is an alcoholic, but she has not drunk alcohol for 2 weeks. She has 2 children from her previous marriage. She is 55 years old.

3. The prince

The only child of the emperor and the empress of Japan. He is badly injured and has lost a lot of blood. He has only a 40% chance of living. He is 16 years old.

4. The millionaire

The 5th-richest person in the world. She promises to make you rich if you let her survive. She is divorced. She is 45 years old.

5. The student

A student from a very prestigious university in Tokyo. He will graduate next year. He says, "I am too young to die!" He is homosexual. He is 20 years old.

6. The priest

A priest from a large temple in Kyoto. He is a keen fisherman. He enjoys gambling, but is well-known for his charity work for the poor. He is 80 years old.

7. The strongman

A famous body-builder. He is single, with many failed marriages. He is 30 years old.

8. The actress

She was once a very popular actress but now appears only on TV chat shows. She is deeply in debt. She has a 12 year old disabled daughter. She is 50 years old.

participation in the class. It is process-driven approach which replaces the need for 'correct' answers with a focus on the representation of subjective responses.

As Tudor (1993) and Holliday (1994), among others, point out, adopting the position of teacher in a student-centred class requires a reconsideration of the responsibilities and roles on behalf of both student and teacher. In such a class, both the language produced and the content of the class might be rendered more unpredictable, via the acceptance and

incorporation of 'unusual' responses and subject tangents. Whilst the material produced by the experienced eikaiwa teacher demonstrates a willingness to embrace such variations, the handout created by the less experienced teacher relies on 'safer' concepts of role perception and performance.

The respective approaches to learning and teaching which were posited by the teachers in their responses to questions regarding roles in the classroom were reflected in the methods

Home-Grown continued on p. 26

On Becoming a Textbook Writer

Daniel Droukis and Kiyoshi Yukitoki, Kyushu Kyoritsu University

In 2005, we published a textbook, *Go Overseas*, through Shohakusha Publishing Company. While it was the fifth textbook publication for Yukitoki, it was the first experience for Droukis, for whom it represented the realization of a long-time goal. The experience led us to look back at questions Mares (2003) posed about having a textbook published, and how they are related to our experiences.

1. Why do I want to write a textbook?

"Your motivations should stem from a desire to produce materials that you feel would be better for you, your students and other teachers working in a similar environment (Mares)."

This first point is something few can argue with for it reflects a frustration that many teachers feel when they fail to find a book that suits the particular needs of their students. This was also true in our situation, where we wanted

a book that was better suited to our students. Since we have many students who have little experience with the language, we wanted a book that would put them in a more comfortable situation using language that was not entirely overwhelming. Also, from the perspective of professional development publishing, a textbook is very well received by colleagues and by the institution that you are employed. There is also the sense of personal satisfaction that you receive by working hard to produce a book that others will use and benefit from.

2. How will my coursebook contribute to the market?

"Your coursebook needs to offer something new and different to the market. This could be from the point of view of syllabus, language presenta-

tion, format or activity type (Mares)."

I believe that this is a very sensitive point. What is actually new to the market is a difficult question. Here we have a book about foreign travel, which is hardly something new. Yet as we considered the language abilities of our students, it was clear that they needed to be presented with material that was not culturally threatening and that was suitable for their present language abilities. Many books of this type tend to contain conversations which are too challenging for the students we were writing for. Thus, in this sense we have tried to contribute to the market by meeting the needs of the student who has less confidence in using the language but wants to study using material that is practical and has the potential to be useful in the future.

3. Who will/will not be able to use my coursebook?

"Your coursebook needs to be pitched at a market niche where its projected sales will fall into marketing expectations for a product. To do this there needs to be a clear sense of the target teacher group in terms of their language ability, education, teacher-training experience, willingness to try new things and time available for preparation (Mares)."

On this point, we already had our ideas in place. After many years of teaching university students who were not English majors or had little experience in using the language for speaking, we felt that this type of text would appeal to many other teachers in Japan who either had students who were interested in foreign travel or who needed to have material presented to them on a more basic level.



4. *What will teachers and learners get from my coursebook that they cannot get elsewhere?*
"If your book provides material that is more authentic, activities that work better, practice that is perceived more useful or some extra feature not available in other coursebooks, this will give your book an edge in the market (Mares)."

Since the book is based on actual experiences that are essential in travel activities, it does give the student non-threatening practice. This allows the student to be more comfortable in working with the material. More authentic materials are always desirable in textbooks, but allowing the students to work more on the four skills may be more appropriate for the students we are focusing on. This question is the hardest for the teacher-writer to answer because so many of the books for this level are indeed quite similar. Often, it will be the case that teachers will choose a new textbook because they have simply become bored with the book they have been using for several years and need to make a change to keep their teaching fresh. Perhaps all we can ask from a book is that it provides a good guide for the teacher and the student. Whether the material is different from other books may depend more on the teacher who uses it, how long the teacher uses it and how well the students are able to navigate the different sections of the book.

5. *How will my coursebook be structured?*
"Your coursebook will need to be user-friendly in that teachers should be able to use it within the system they work (Mares)."

When we created the book, we hoped that it would be user-friendly. The amount of material, (ten units) we felt, was reasonable for teaching the students we had within one school year and contained four skills exercises along with vocabulary development activities. We believed that one unit could be done in two class periods (180 minutes). While the structure has

been easy for the students to work with, it has taken a longer time period for some classes to complete the work. This does not seem to be because of the structure but due to a variety of factors that affected the time available for teaching the classes. During the piloting process we had been satisfied that the book was being covered adequately in the time period we had envisaged.

6. *Will my book be part of a series?*
"Coursebooks do better if they are part of a series (Mares)."

This is something that we had not considered. It was not proposed by the publisher, and it does not seem to be the type of book or topic that would be appropriate for a series at this time. However, once the school year has been completed and we have seen one cycle of



the book, we will be able to assess the appropriateness of other additions to this book. It seems like a very ambitious goal to have a series, and it would be interesting to hear future comments from readers on how books in a series come to be developed. It also makes us question which type of book is more desirable: the one that stands alone,

or the ones that are part of a series.

7. *Do I envisage my coursebook requiring teacher guides, workbooks, resource packs, a website?*

"A coursebook seldom exists alone. A teacher's guide is a standard requirement. These guides can come in many forms but they need to provide tape scripts, if not in the coursebook, answers, a description of the unit template and a rationale (Mares)."

These are all provided by a simple teacher's manual, which is very similar to those found with other books of this type. It is essential for the teacher who uses the book in order to make usage smooth and error-free. Books of this type often will not require extensive teacher's guides. Those who are unfamiliar with their use may



be concerned at first with the lack of direction often found in other books. Teachers may soon come to realize that they are not as essential in producing a good lesson as they first thought.

8. *What parts of the writing am I prepared to delegate to others?*

"In instances where assistance is required in the writing of the book, care should be taken to find someone who understands the nature of your coursebook and is sympathetic to your pedagogical approach (Mares)."

This would seem to be quite true but was of little concern to us as we worked on each section of the book together thus making it easier for all the parts to fit together as a whole. Some writers delegate sections to be written which we feel can sometimes lead to an unevenness in the structure of the book. This is can be avoided by working together on each section and coming to agreement on the use or omission of words, phrases or other aspects of the book.

9. *What look do I envisage my coursebook having?*

"The presence of photos or illustrations only or a combination of both will also influence the look (Mares)."

When the book was first sent to the publisher, we had seen what they had done with the books Yukitoki had published with this particular publisher and had a good idea of what to expect. Therefore, the finished product was not a surprise (negatively or positively) in this respect. This aspect of the publication should perhaps be left to the publisher as they have the image of what type of book is selling well at the moment. Of course, how those books are presented will actually come down to how their art department designs it.

10. *What unique features will my coursebook have?*

"Marketers need a selling point, something to point at or show to potential users that will immediately be identified as something they

need (Mares)."

The book that we wrote was unique in that it applied a situation normally challenging to new learners and allowed them to do activities that could be applied to real situations that they would probably be involved in doing in the near future. Rather than portraying the situation as being overwhelming, it depicts the travel experience as something that anyone can do. Rather than being a confidence deflator, it is a confidence builder, which, it is hoped, makes it an excellent selling point.

11. *What type of promotional activity am I prepared to be engaged in?*

"Being willing to appear at conferences, workshops and seminars is a plus. Authors need good visibility (Mares)."

This sounds very intriguing, but also challenging, and would be an interesting activity if the opportunity were ever to present itself.

Conclusion

Publishers are constantly looking for new material. If you are thinking of writing a coursebook, you will need to keep all of these factors

in mind as work on your book progresses. It seems that books need to be unique yet similar to what is currently being published. It also appears that you will have to go beyond thinking about the current book project you are working on and relate it to what you may be producing in the future. In our case, we did not look beyond this book, but perhaps future endeavors will require us to think about what we have written as part of future publications or a series.

References

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Creating Telephone Conversation Templates

Michiyo Masui, Tohoku Bunka Gakuen University, Sendai

Introduction

Telephoning is one of the important skills for successful business communication, but a lot of learners may find it difficult to react and respond appropriately in a foreign language on the phone, especially in formal settings. This is because effective telephoning requires various kinds of skills such as understanding what the speaker says, receiving and transmitting verbal information efficiently and using appropriate language. The aim of this paper is to present an approach to materials production that allows students to explore common English telephone expressions as well as reinforce note-taking skills.

Rationale

In face-to-face situations, the listener has visible information that aid comprehension. On the other hand, telephoning has to be done without any visual aids. This may be perceived as threatening by learners who do not have enough experience in telephoning in a foreign language. Therefore, presenting possible dialogues that are likely to occur in real life may provide learners with some idea in advance as well as give a sense of security before listening to a new dialogue.

However, it should be noted that learning a dialogue is not just learning the words by heart for further practice. According to Ur (1996:15), it is important for teachers to emphasize learners' understanding of the meaning of the dialogue from the beginning and to find ways of stimulating their interest in it through the content of the text itself.

Having said that, presenting a lot of various interesting dialogues cannot be enough. As

Kohonen (1992:26) points out, "the learner's involvement in the task, as well as knowledge about it, is necessary for effective learning." Taking this into consideration, note-taking is likely to be useful to enhance learners' telephoning skills for the following reasons.

First of all, taking notes keeps learners focusing on listening. Especially in formal settings, the listener needs to understand what the speaker says so as not to miss any important information. As there is the possibility of miscommunication and misunderstanding, the listener is often required to ask the speaker to repeat, paraphrase or explain in other words to check their understanding. This may help learners to notice that there are several techniques to continue communication.

In addition, taking notes is likely to give learners the opportunity to review the information they hear and to reproduce it more precisely in a written form. In telephoning, the speaker may not speak the way the listener expects, so good listeners (note-takers) need to use a wide range of skills; for example, understanding the main idea, identifying crucial key points and organizing important information clearly for the use of other purposes afterwards.

The next section is a description of my activity that is based on these ideas above.

An Example Activity

The material aims to facilitate note-taking skills and allows learners to explore English telephone conversations in business contexts. The duration of the lesson is 90 minutes, and the target level is lower-intermediate.

Task 1 introduces learners to the topic by

Telephoning Task 1

Read the following conversation and choose the appropriate phrase from the box below and fill in the blanks.

(Business people are talking on the phone)

A: Hello. Could I speak to Mr. Paul Gray, please?

B: _____

A: Who's calling, please?

B: _____

A: He is not here at the moment. Can I take a message?

B: _____

A: Could you tell me your number?

B: _____

A: I'll give him the message.

B: _____

A: Goodbye.

- * Thank you for your help. Goodbye.
- * Certainly. Hold on one moment, please.
- * This is from Cole Greenfield from Texco.
- * Yes, could you ask him to call me back?
- * It's 33—that's the code for France—then 2 51 25 89 74.

focusing their attention on a common telephone conversation which contains several blanks. Learners may not be familiar with telephone English, but this provides a good opportunity to learn new words and expressions, utilizing top-down knowledge by making use of their knowledge and experience in their first language.

Task 2 focuses on note-taking skills. It asks learners to take down a message for another person who is out of office at that time. At this point, teachers should let learners write down notes freely without telling them the purpose

Telephoning Task 2

You need to tell Mr. Paul Gray that there was a call for him while he was out. What kind of message do you leave him? When you are finished, compare your message with other classmates.

of note-taking. When comparing notes, learners find out the differences and similarities which will lead them to think of what an effective note should be like.

Task 3 asks learners to make a template for taking notes during phone calls. This gives learners the opportunity to explore what kinds of items facilitate smooth communication on the phone. If the computers are available, it might be beneficial for students to learn English and computer skills at the same time.

Telephoning Task 3

Think what kind of template is very useful. Make a template for taking a message. (Use Word software.)

Task 4 is a follow-up activity, using some templates learners have made. I have introduced it as a reading activity, but it could also be used

Telephoning Task 4

Example Telephone Message Template

Date: _____ , _____ a.m./p.m.

To: _____

From: _____

Message:

Call back later: _____

Call to TEL No: _____

Fax to FAX No: _____

Email to: _____ @ _____

Other: _____

Notes: _____

By: _____

Read the following 2 conversations and write the message in the template you have made.

Telephone conversation 1 (June 1, 2003)

You: Tony Music Cooperation. Good afternoon.

Caller: Hello. Can I speak to Mr. Miller, please? This is Mr. Brown.

You: I'm sorry, but Mr. Miller is not in at the moment. Can I take a message?

Caller: Please tell him that I will be coming to the meeting on Friday at 9:30 a.m., not at 10:30 a.m. Could you also tell him to send me his email address by fax? My fax number is 061-977-8101.

You: Certainly Mr. Brown.

Caller: Thank you very much. Good-bye.

You: Good bye.

Telephone conversation 2 (June 1, 2003)

You: Star Sports Stadium. Good morning.

Caller: Hello. I'm Jerry Evans calling from Seattle. I would like to speak to Miss Baker, please.

You: I'm sorry, but Miss Baker is not here at the moment. Can I take a message?

Caller: Could you tell her that I'm coming to Oxford on the 7th of June? No sorry, the 9th of June. I'll be arriving on Flight Number TW670, at 15:40 at Gatwick Airport. Could you ask her to meet me there? And to confirm by next Friday?

You: Certainly Mr. Evans.

Caller: Thank you very much. Good-bye.

You: Good-bye.

More for a Materials Writer's Bookshelf

Kris Bayne, International Christian University

In our *BTK* Summer issue (XIII, No. 1), Daniel Droukis introduces ten books “essential for a material writer’s bookshelf” that cover a range of material writing issues. As other readers probably did, I went to my own bookshelf to see how my collection shaped up. I found five of the ten. I also found a number of others that I feel would ‘fit’ somewhere along the spectrum covered by Daniel’s books. Picking up on that excellent start, I would like to introduce them here (in order of publication).

11. *English for Specific Purposes*. Tom Hutchinson and Alan Waters. ISBN: 0-521-26732-3 (hardback), 0-521-31837-8 (paperback). Cambridge University Press, 1987. 183 pages.



“Once upon a time there was a city called ELT.” So starts this ‘classic’ from the early days of ESP. The authors look at four main areas—what is ESP, course design, application, and the ESP teacher.

Especially the two large middle sections, Course Design and Application, cover the road taken from identifying what learner needs to course and material design, and to evaluation issues. I found it very readable (mainly because I had to for my MA) and as universities start to demand more focused subjects to be taught in English it is still a very relevant book.

The eighties were a ‘purple patch’ for David Nunan, and here are two that compliment each other from the ‘negotiated curriculum’-

‘learner-centred’-‘Communicative Approach’ period.

12. *The Learner-Centred Curriculum*. David Nunan. ISBN: 0-521-35309-2 (hardback), 0-521-35843-4 (paperback). Cambridge University Press, 1988. 196 pages.



Much of the drive for the learner-centred curriculum came out of ESL in Australia, working with adult migrants with specific language needs. In Japan, however, the concept of the teacher negotiating a

syllabus with the college learners was often met with a mix of confusion and suspicion (“You mean, you don’t know what to teach us??!”). Still, it is instructive to look back at where we have been, I think, and the book has some interesting sections, particularly the ‘case study’ toward the end of the book. Probably a book more for someone into the research side of materials writing as it doesn’t say that much specifically about writing tasks. Nunan saved that for the next one.

13. *Designing Tasks for the Communicative Classroom*. David Nunan. ISBN: 0-521-37014-0 (hardback), 0-521-37915-6 (paperback). Cambridge University Press, 1989. 211



pages.

[Please ignore whatever feelings you have about ‘communicative.’] In this book Nunan sets out to examine many issues relating to the ‘task’—components of

tasks; relationships to curriculum, learner, teachers; grading, sequencing; teaching of task-craft. It is choca-block with actual examples of tasks and analyses of them supported by thorough, interesting and accessible research, as is Nunan's hallmark. The Appendices alone will make your head spin. If you have been making tasks and materials more out of instinct (which is probably how many of us started), it is a good book to look at to see if you are getting the best out of yourself. [Now available as *Task-Based Language Teaching: A Comprehensively Revised Edition of Designing Tasks for the Communicative Classroom.*]

14. *The Second Language Curriculum*. Robert Keith Johnson, editor. IBNS: 0-521-36156-7 (hardback), 0-521-36961-4 (paperback). Cambridge University Press, 1989. 314

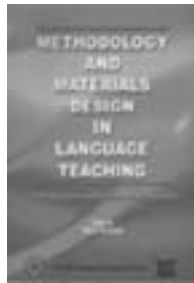


pages.

If you like the two Tomlinson books in Daniel's list then you will like this one. In many ways, it is a fore-runner to those two volumes and contributors include some very

big names in the field. Like a number of the books in this list, it deals mostly with the context in which the products of material writers exist, i.e. the curriculum. According to the blurb, though, "The 'curriculum' is taken to mean all the factors which contribute to the teaching and learning situation" so it is wide open, and in five sections, the book covers curriculum development to program evaluation. There are a number of articles of particular interest to material writers, including one of my favourites by Littlejohn and Windeatt.

15. *Methodology and Materials Design in Language Teaching*. Willy A. Renandya, editor. ISBN: 9971-74-085-0 (paperback). SEAMEO Regional Language Centre, 2003.



222 pages.

The Singapore-based RELC group produces a collection of articles on the theme of their annual conference, which in 2002 was 'Methodology and Materials Design in Language Teaching'. It contains an eclectic set of articles under three very general headings: Materials Design and Evaluation in Language Teaching, Methodology and Text, and Materials Use in Southeast Asia. Most of the contributors are locals and they have some interesting and up-to-date angles on materials and their use: IT, textbook evaluation and use, materials adaptation, etc. These are often much more in tune with day-to-day classroom issues than many of the academics in the texts above. (Available at <<http://www.marketasia.com.sg/index.shtml>>.)

16. *Designing Language Teaching Tasks*. Keith Johnson. ISBN: 0-333-98486-2 (paperback), 0-333-99047-1 (hardback). Palgrave Macmillan, 2003. 196 pages.



This title should actually be 'DesignERS OF Language Teaching Tasks' as it is concerned not so much with the materials but the people who make them. It emphasizes the 'procedural analysis', looking at what design-

ers do at various stages and situations. It is not a 'hands on' book, much of it being research reports, and it is not a gripping read. It does, though, have some more interesting sections (Chpt 7: The Good Task Designer: Some Hypotheses, and the Appendices) and it is interesting to read how others write their materials. Like Nunan above, it might be 'educational' in the sense of seeing how you shape up (not so much your materials). BK

Forwarding a Theory for Activity Instructions Little Sentences, Big Meanings

Jim Smiley, Tohoku Bunka Gakuen University

*“The passive should be avoided
if at all possible.”*

The irony in Nunan’s professed favourite activity instruction provides a chuckle to some materials writers and an admonition to others (Nunan 1998: 103). However, a deeper irony may be observed: Nunan’s opus represents one of the most prolific and comprehensive bodies of work in modern ELT, especially in relation to materials creation, yet nowhere does he offer anything but the most rudimentary and incidental comments on activity instructions. He is not alone in neglecting instructions; even the collected texts in “Materials Development in Language Teaching” (Tomlinson 1998) offer only a single advisory sentence¹. Activity instruction writing as a device may well be the most under-investigated area of materials development theory.

Why this is so is perhaps understandable: Materials development (MD) as a separate discipline within ELT is relatively new. As such, much effort has been expended in breaking away from the traditional placing of MD as a component of curriculum studies and in developing its own research agenda based on its own concerns. MD also comprises a practical aspect which has taken up a great deal of the energies of those writing about it. It is of little wonder that the tiny sentence, appended to the bread-and-butter activity, has not yet come into prominence. This article aims to address this neglect by proposing a continuum-based theory of activity instruction.

Activity instructions (AI), or rubrics², serve a number of functions, each of which points to separate issues in pedagogy and, in their realisation, requires choices from the materials devel-

oper. Four functions will be explored: AI’s role as a procedural in-text support for teachers and students; its ability to compound activities to encourage deeper interaction with the activity itself; its potential to guide metalanguage development to support learning processes; and its development to provide more language input possibilities.

The most immediate role of AI is that of the primary interface between the teacher, the student and the activity. The first decision to be taken involves the inclusion or not of AIs. If Tomlinson’s claim that “most teachers adapt materials every time they use a textbook” (1998: xi) is accurate, serious questions are raised about actually providing AI or not. Underpinning Tomlinson’s assertion lies the belief that most teachers are able (either due to their experience or position) to adapt materials. With this ability, can we also assume their ability to see through any activities whose goals (without recourse to AI) are opaque, and must we accept that experienced teachers are likely to use any given printed activity to support their own, potentially different, goals?

The reality is, of course, that there are many inexperienced teachers, many non-native teachers who are unsure of their abilities and many self-study learners who require procedural information about each activity. This is a practical matter. Allied to this is the aesthetic that informs every published textbook: it would seem unnatural if no AI were to be printed. At the theoretical level, however, MD decisions to apply AI at all require the tacit acceptance that boundaries and values will be placed on the activity. The continuum runs from no AI through suggestions about what might be done,

via concrete instructions to complete AI.

If the same activity can be used for different purposes, the materials writer has the option of providing multiple AI each time. Although conventional wisdom dictates that AI should be short, or “efficient and effective” (Jolly & Bolitho 1998: 93), there is no research or logic to support this claim. Jones is perhaps one of the most vocal of authors who write compound AI for most activities (see the *Let's Talk* series 2002). Utilizing the same base material for different pedagogic purposes assists vocabulary recycling, grammar structure proceduralisation as well as allows students to practice transfer skills as they see the same language units exploited in different situations. The materials writer has the option of providing many AI, a few, or just the one.

AI may be used to inform learners not only about the immediate purpose of the activity but also of wider issues in language learning. When Helgesen et. al. invite students to “Listen. Repeat silently. Then repeat out loud” (2004), their choice to encourage the practice of a subvocalisation technique extends beyond the usual practice and into strategy training. Helgesen et. al. chose not to label their strategy (at least in the student’s book), but such labeling is common in grammar activities. Soars & Soars inform students that “each sentence has a mistake” (1996: 65) before asking them to find and correct it. This provides learners with some metalanguage to describe incorrect sentences, a technique common in grammar activities but not in other types. MD has the option of realizing metalanguage fully in AI, partially, or not at all.

The final continuum discusses the possibility of using AI to teach language. Willis & Willis endorse AI as a vehicle for language input, “We aim to give learners a very rich ‘input’ of natural English . . . including the textbook rubrics” (1987: 16). Higgins makes the same point in relation to second language acquisition, “Acquisition, however, may be at work

in ways which the teacher and learner do not perceive directly, for example through rubrics” (1985: 167). Shaules et. al. take pains to include new vocabulary from earlier reading passages into the AI of the succeeding activities (2004), promoting vocabulary and concept recycling. Materials writers may recycle earlier items, introduce new ones or avoid repetition to a greater or lesser extent.

This short exposition outlined only four aspects of AI theory. A fuller account would set up research questions which aim to empirically test the efficacy of the various options, and it would present a discourse on the respective practical, commercial and aesthetic aspects of AI.

Notes

1. Jolly & Bolitho wrote, “Part of effective pedagogical realisation of materials is efficient and effective writing of instructions, including the proper use of metalanguage; poor instructions for use may waste a lot of valuable student time” (1998: 93).
2. ‘Rubrics’ as a term is used in North American ELT in the more limited sense of ‘category label’, whereas in Britain, it also refers to what is called AI in this article.

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Little Sentences continued on p. 27

Conference Feature

Materials Writing Contest

Greg Goodmacher

As of writing this on September 13, seven people have entered the materials writing contest, and I think that that is absolutely fantastic. I expect a few more to arrive in the remaining days. We should congratulate every author for having the guts to put their work out for others to see. For many people, including myself, putting one's writing out for others to evaluate makes one feel vulnerable.

Professionalism, in my opinion, includes the characteristic of being dedicated to helping others in one's profession without expecting a material reward. I consider those who have helped with this to have that spirit and to be professionals in our field. I would like to express my gratitude towards the author Marc Hegelson for reading

and making constructive comments, and both the judges, Sean Bermingham from Thomson

Publishing and Heidi Nachi from Ritusmeie-ikan. This project has already taken and will continue to take up a lot of their personal time in the next few weeks.

My hope is that our group will continue to establish an atmosphere of trust, cooperation and sharing that will lead to all of us becoming better material writers. Perhaps in the future, we can have more such events. One person mentioned to me the idea of having contests related to specific types of materials, such as materials for teaching children or materials for teaching grammar, etc. Another person suggested that the judges and reviewers be other members of our group. These are good

ideas, and they only need your enthusiasm to change the ideas into realities. Are you ready to organize the next contest? Are you willing to participate?

(Editor's note: Here's what Greg sent to the Yahoo!Group on the 16th.)

Greetings Materials Developing Wizards,

Eleven, count them, eleven, entries, eleven, that's more than ten and way more than five. I am overjoyed.

Read them, listen to them, talk to them, and please give the authors some feedback. If you want to see their work, you must join the site of the contest. Go to <http://groups.yahoo.com/group/materialswritingcontest/>, click on the word "files" that is on the left side of the page.

The entries should become visible.

You can click to view or download.

Thomson can provide a

set of photocopiable teacher resource books as a prize for the best entry—not to mention the fame, the glory, and all of the worship that goes to people who develop great lessons.

I hope that the judging will not take up too much time. Since the judges are volunteers, I cannot push them. In theory, I would like to announce the winner at the Materials Writing SIG Panel Presentation at the latest and ask Thomson to give the prize to the winner then, if that is possible. Maybe the winner won't even attend the conference. We will take care of the prize awarding someday or other. I will be in touch.

IK



Conference Feature

Materials Writing-Related Presentations

What Learners Want! Tailor-Made Activities

Stephen Petrucione & Stephen M. Ryan

Poster Session Saturday, 11:10 AM
120 min Tenji Hall

This poster will display easy to make, original, information gap activities that are useful for improving learners' speaking skills. They are made after consultations with learners as to the content, length, and difficulty so are tailor-made for learners. Teachers can see various examples and talk about how to create similar ones that are fun for both teachers and learners. These activities are on topics such as sightseeing spots, taking trains and asking impressions of recently seen movies.

Successful Collaboration in Team-teaching

William Matheny

Poster Session Saturday, 11:10 AM
120 min Tenji Hall

The presenter, a municipal ALT, will tell the story of two especially successful collaborations with local EFL teachers. Both of the collaborations involved play projects. The scripts which were written by the presenter will be displayed with related materials—photos, flyers advertising one of the plays, and comments from students (in Japanese with English translations). Conference attendees will be able to inspect the materials and hear firsthand how two successful working partnerships evolved.

100 Questions to Ask Before You Publish a Textbook

Kim Bradford-Watts

Poster Session Saturday, 11:10 AM
120 min Tenji Hall

This poster presentation will outline options for publishing a textbook in Japan and will provide a list of 100 questions that writers should answer, or seek answers to, prior to committing to any pub-

lishing endeavor. The questions arose while the presenter was co-authoring their first textbook. The presenter would like to share these insights with participants during the presentation.

EPCM: An Easy to Use Fluency Building Method

Matthew Reynolds

Workshop Saturday, 11:10 AM
60 min Room 908

The purpose of this workshop is to introduce the fluency-building English-Please! Correction Method (EPCM), to demonstrate it working, and to discuss how it can be integrated into classes in colleges, schools or conversation schools. It relies on the premise that story telling motivates the learner more than textbooks, role-plays or open conversation. Qualitative and quantitative results from use over three years show that EPCM students have improved faster than those receiving textbook-based lessons.

Vocabulary Teaching and Textbooks

Dale Brown

Short paper Saturday, 1:05 PM
25 min Room 908

The last twenty-five years has seen a huge amount of research into vocabulary learning and teaching, but has it actually made any difference to the way vocabulary is taught? The presenter will report on his research into this question which compared three textbooks published in the early 1980s with three currently popular textbooks. The study found that textbooks have improved in some ways, but are still lacking in others.

A Panel on Materials Writing

Greg Goodmacher

Forum Saturday, 1:40 PM
95 min Room 908

This panel presentation is for teachers and materials writers who want to understand the process

of materials development from the standpoint of publishers and to make contacts that could lead towards being published. Japan-based and international textbook publishing company representatives will discuss subjects such as proposing textbooks, cultural issues in textbook development, CALL and materials development, etc. Attendees will be able to directly ask questions and to make contacts for submitting book proposals.

Materials Writers SIG Annual General Meeting

John Daly

Meeting *Saturday, 4:20 PM*
60 min *Room 908*

Members and other interested persons are cordially invited to attend the annual meeting of the Materials Writers Special Interest Group. This is a chance for members to suggest how the SIG can be more beneficial to them, and to discuss what new activities we might undertake in the coming year. Nonmembers are welcome to bring questions they may have about the SIG or about materials writing in general.

The Creative Commons and Educational Materials

Ted O'Neill

Workshop *Saturday, 4:55 PM*
60 min *Room 901*

Unauthorized copying of protected materials is a serious problem for teachers, publishers, students, and educational institutions. One cause of illegal copying is the use of inflexible and outdated conventional copyright. The presenter will describe Creative Commons Licenses <<http://creativecommons.org>>, which is free to creators, publishers, and users of teaching materials to share materials to their mutual benefit. The presenter will also show how CC-licensed material is already a rich resource for authentic language and teaching materials.

Successful Discussions: Getting the Students There

Robert Hewer & Douglas Jarrell

Workshop *Saturday, 5:30 PM*
60 min *Tenji C*

The presenters will introduce a learner-centered

generic task sheet designed to facilitate discussions. It requires individual student input and sets clear goals for output. The ongoing evaluation system feeding back to the student each lesson also helps to boost student performance. Results of a survey of 10 classes show that a large majority of students perceived improvements in their communicative abilities and even in their linguistic abilities at the end of a year-long course.

Stories from a Textbook Writer

Dale Fuller

Workshop *Saturday, 5:30 PM*
60 min *Room 908*

How can I get my materials published? What exactly do publishers expect to receive in addition to sample chapters? When is the best time to submit a proposal to a publisher? What kind of royalties can I expect? What does a contract look like? These are some of the questions the presenter will answer based on his experience as a teacher and writer, and one who also works at the office of a local publisher.

Teaching Language and Cultural Content

Asako Kajiura & Greg Goodmacher

Promotional *Saturday, 5:30*
60 min *Room 906*

The presenters, who are the authors of *This is Culture*, will share stories regarding teaching English and culture. They want students to understand that culture is much more than superficial differences in clothing or eating styles. The presenters approach is to teach self-awareness, knowledge of culture-general elements, and various intercultural communication skills. Workshop participants will engage in several enjoyable activities that teach language and cultural content. They will leave with ideas for their own classes. The Attendees will experience materials designed to teach both language and content.

Helping Students to Enjoy Discussing Serious Issues

Greg Goodmacher

Promotional *Sunday, 09:05*
60 min *Room 1001-1*

Students enjoy discussing serious social issues

when teachers use a variety of enjoyable methods and materials. During this workshop, participants will examine *Topic Talk Issues*, written by Kirsty McLean, and experience how the presenter stimulates, supports, and encourages students to think critically and express opinions. The attendees will leave the workshop with fun communicative activities and ideas for use in their reading, listening, and conversation classes.

Developing Class Activities for Movies

Miyoko Maass

Poster Session Sunday, 9:05 AM
120 min Tenji Hall

At this poster session the presenter will outline six general categories of class activities that can be adopted to teaching any movie. Examples of various tasks developed for each of these categories for the movie *Stuart Little* as well as examples of language boxes to aid the students' communication in English when engaging in these activities will also be presented.

Developing Self-access Materials: An Idiot's Guide

Jon Rowberry, Paul Joyce, Anneli Hapiola, Robert MacIntyre, David Leaper, Jonathan Brickman, Gene Thompson, & Anthony Picot

Poster Session Sunday, 9:05 AM
120 min Tenji Hall

This presentation focuses on how teachers can develop learning materials that pay more than lip service to the concept of learner autonomy. A team of 'amateur' materials developers working in the self-access centre of Kanda University will be on hand to highlight some key issues to consider when producing such materials and propose appropriate strategies for confronting them, as well as to share skills, resources and ideas with any EFL practitioners interested in materials development.

Using a Corpus to Write Better Books for Learners

Patrick Gillard

Workshop Sunday, 9:05 AM
60 min Room 908

The presenter will show how corpus data is used

by Cambridge University Press to write better books for learners of English. A corpus is a very large electronic database that can be searched to see how English is used by native speakers and by learners. The presentation will include a demonstration of the 700-million word Cambridge International Corpus and the 20-million word Cambridge Learner Corpus.

Karaoke in Your Classroom!

Doreen Gaylord & Kent Matsueda

Workshop Sunday, 10:15 AM
60 min Room Tenji C

Want to bring music into your classroom but don't quite know how? Looking for an alternative to standard cloze exercises? Using *PowerPoint*, you can create engaging, dynamic karaoke-like song presentations to teach grammar, vocabulary, culture, etc. It also makes an exciting student project. Easy-to-follow instructions and suggested follow-up activities will be provided. Student and teacher-created presentations will be shown. A sample song on CD will be available to take back and play in your classroom.

Finding and Making Good Teaching Materials for Older Learners

Emi Itoi & Tadashi Ishida

Forum Sunday, 1:05 PM
95 min Room 901

The participants will be discussing the issues related to teaching materials to older learners. Most of the commercially published books for learning or teaching English target only young learners. We should have suitable teaching material for older learners who have been increasing in number. In this forum, we will discuss the present condition of teaching materials including English books, dictionaries, websites, etc. for older learners and talk about ideal teaching materials for them.

Using Extended Oral Fluency Practice in Class

Kenneth Biegel

Discussion Sunday, 1:05 PM
60 min Room 908

This discussion will explore ways to get students to discuss in English for extended periods of time.





The facilitator will begin by introducing a technique and what he observed when he used it in the classroom. Issues discussed will be guided by the following: What are the benefits in using extended oral fluency practice in class? How to get students to discuss for extended periods in class? Are there any drawbacks to these techniques?

Reflections on the Scrutiny of Textbooks in Taiwan

Hsi-nan Yeh

Short paper

Sunday, 2:15 PM

25 min

Room 908

This paper presents how an EFL textbook for elementary or high schools was and is scrutinized by the Ministry of Education in Taiwan. It outlines the changes of the textbook scrutiny systems in Taiwan, details the procedures involved, and further examines the soundness of such a system from the perspective of an experienced member of the MOE scrutiny committee. Problems regarding the curriculum guidelines, the scrutiny system, and textbook writing and the solutions are discussed.

From Collaborative Research to a Writing Textbook

Lesley Riley & Robyn Najjar

Short paper

Sunday, 2:50 PM

25 min

Room 908

Developing academic writing skills continues to be a challenge to both teachers and learners. The presenters will trace a story spanning five years of pedagogical, student-teacher and research partnerships. The story begins with the realization for a new writing curriculum and traces the steps taken to reach a published academic writing text, including a focus on content, process, methodology and assessment. The paper examines perspectives and values that helped promote successful teaching and learning environments.

CBI: Using Video to Teach Anthropology and English

Debra Occhi

Short paper

Sunday, 4:20 PM

25 min

Room 908

This presentation will describe two specific uses

of video for content-based instruction. The first part of the presentation focuses on teaching the modal+HAVE+past participle. This structure is often used in archaeology to discuss conclusions based on evidence. The second part of the presentation deals with specific structures that are used to write descriptive paragraphs.

ICON-Getting Students and Teachers on the Same Page

Kathleen Graves

Workshop

Sunday, 4:20 PM

60 min

Room 1001-2

This presentation will introduce ICON, co-authored by Donald Freeman, Kathleen Graves and Linda Lee, McGraw-Hill's new four level integrated skills series for adults and young adults. Based on research with teachers about successful use of course books in classrooms, the series is built around high-interest topics, personalized communication activities, conversation strategies and interactive reading and writing.

Teaching English Grammar through Local Culture

Edizon Angeles Fermin

Workshop

Sunday, 4:55 PM

60 min

Room 908

This workshop session will involve participants in an exploration of various aspects of local culture as native games, folk beliefs, delicacies, textiles, and others as resources for teaching English grammar. Following the concept of curriculum indigenization, the sample and model activities and materials that will be shared are envisioned to empower teachers to make the most of the local learning environment while at the same time encourage learners to think of global dimensions of social experience.

Environmental Awareness in English Education

Robert Baines & Ellen Kawaguchi

Workshop

Sunday, 5:30 PM

60 min

Room B-2

English language instruction incorporating interdisciplinary, supplementary conservation, geology, geographical, and environmental action projects may complement classroom education

for kindergarteners through the elementary grades. This paper will present projects, and methods for evaluating and assessment within a conceptual framework.

Sharing Fun and Practical Activities

Conrad Matsumoto & Matthew Miller

Sheltered English WS Sunday, 5:30 PM
25 min Room 909

Fun ideas for speaking, listening, reading, and writing activities which require minimal preparation time and that are adaptable to almost any age, level, and classroom will be presented and demonstrated. A handout will also be provided listing the motivating and practical classroom exercises illustrated in the presentation.

Exploring the Power of Picture Books

Mari Nakamura

Workshop Sunday, 5:30 PM
60 min Rehearsal Hall

Good quality picture books have enormous potential as a tool for English language teaching. However, it often feels daunting to design a curriculum around a storybook. In this fun and interactive workshop, the presenter demonstrates how to design a four skills program using a popular children's story as a springboard. By participating in the designing process and trying out several fun classroom activities, the audience will see the picture book with a whole new light.

Infomercials: A Must for Oral Presentation Courses

Christopher Weaver

Short paper Sunday, 6:05 PM
25 min Room 908

Although the value of infomercials on late night television may be debatable, they are fertile grounds for second language development. This presentation will show why infomercials are a must in any class focusing on oral presentation skills. A good infomercial requires students to attend to numerous aspects of the English language. Moreover, the examples of students' work will demonstrate how enjoyable the whole process of writing and presenting an infomercial can be. *A Framework for Implementing Effective Com-*

munication

Yoko Hirata

Poster Session Monday, 9:05 AM
120 min Tenji Hall

The presenter will explain the primary benefits of introducing communication tasks based on interactive activities into the classroom. The focus will be placed on the task sequence which enhances the students' motivation and improves their communication skills. The presenter will also emphasize the importance of student evaluations which are necessary for successful realization of the task.

Motivating Young Adult Learners to Communicate

Roberto Rabbini & Robert Diem

Poster Session Monday, 9:05 AM
120 min Tenji Hall

How to motivate students to talk and build confidence is essential to the success of any English conversation program. One of the most important factors in achieving this goal is the type of materials and classroom tasks to be adopted by the teacher. In this presentation, the authors will display and share a variety of student-centered activities that generate real communication and enhance conversational skills and strategies.

Helping Learners Share Their Stories

Sarah Haas

Workshop Monday, 9:05 AM
60 min Room 1001-2

This workshop is for teachers who teach writing classes to university students. The presenter will share materials and activities that have been successful as they are designed to lead learners to discover for themselves the importance of concepts like writing-for-fluency, peer-editing, crediting sources, and organizing ideas. Participants in the workshop will work through the activities in small groups, and evaluate whether or not they would be useful in their own writing classes.

Nontraditional and Extreme Story Telling Activities

Manfred Cannegieter

Presentation Schedule continued on p. 26



Conference Feature

Selected Presentations in Detail

Panel On Materials Writing

A Panel On Materials Writing will take place on Saturday from 13:40 to 15:15 in room 908. I believe that the information to be discussed will be of great interest to many members of our group. Panelists will include editors from Longman, Thomson, Intercom Press, and probably ABAX Ltd. will participate as well.

You may remember my asking our group members what they would like publishers to discuss. I compiled everyone's comments and discussed them with the publishing representatives. With their help, we have put together a panel that will discuss the following points:

1) *Submitting a Proposal*

What's involved, and what tips do publishers have for getting a foot in the door? (How much to submit, what to include, tips on # of units to plan for, length of units, etc.)

2) *What Publishers Want*

What are some trends in the market, and there are particular areas of ELT where materials writers should be focusing? (Could touch on issues like whether content-based material, controversial topics, ESP, adult education are areas worth looking at.)

3) *Market-Specific or International?*

Pros and cons of making a proposal specific to Japan vs trying to give it broader appeal.

4) *The Publishing Process*

What stages are there once a proposal has been submitted and accepted, up to the point where it's published?

5) *The Author/Editor/Publisher Relationship*

Potential problems, what happens if there's disagreement, etc.

6) *Author Royalties vs Fees*

Pros/cons of being a royalty-based author vs

'work-for-hire freelancer'.

7) *Future of ELT Materials*

Role of e-learning, web-based content, etc.

This is a very good chance to not only learn important information but to also make personal contacts with editors who are both professional and friendly.

Critical Thinking about Gender Issues

Jane Nakagawa and Kathy Riley

Saturday

The presenters for this year's GALE Forum are long-time residents of Japan, knowledgeable about and experienced in incorporating gender issues and critical thinking in innovative, student-centered ways in EFL classrooms.

Although the presenters will come prepared to explain and demonstrate theory and practice relative to gender issues, critical thinking, and alternative pedagogies such as student-centered cooperative learning and transformative learning, rather than merely comprise a panel of speeches, the presenters intend to involve the audience in a dialogue about the forum topic, consonant both with the JALT 2005 Conference theme "Sharing our Stories" and with pedagogical approaches such as those to be included as part of this forum which situate the learner as teacher and teacher as learner. Thus, this forum will assume the shape of a guided discussion with the attendees.

Both presenters contributed to a multi-author textbook called *Gender Issues Today*. Among the materials we will display will be excerpts from this textbook, which can be used to introduce gender issues to university students in a student-centered way following a

MW-SIG Officers

Coordinator

John Daly is the head man. All ideas go through him.

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Note: MW SIG is looking for volunteers to take over the following positions: Program Chair, Membership Chair, Newsletter Layout Person, and Coordinator. Please contact John Daly for further details.

IBK

**Check out the MW website at:
[http://uk.geocities.com/
materialwritersig/
index.html](http://uk.geocities.com/materialwritersig/index.html)**

critical literacy approach.

What Learners Want! Tailor-Made Activities

Stephen Petrucione, Osaka Institute of Technology and Stephen Ryan, Eichi (Sapientia) University

Poster Session, Tenji Hall, Saturday, October 8th, 13,05–15.05

The presenters will demonstrate how to

improve learners' speaking skills with easy to make, original, information gap activities.

They are made after consultation with learners as to the content, length, and difficulty so are tailor-made for learners. The presenters will show teachers how to create similar activities that are fun for both teachers and learners. The activities demonstrated will be on topics such as sightseeing spots, taking trains, and asking impressions about recently seen movies. IBK



Home-Grown continued from p. 7

applied in the development of materials for use therein. Reflection on the methodology and materials employed in teaching by experienced and less experienced teachers might open the way for a more principled and pragmatic development of alternative methods, rather than those based on pre-conceived ideas of role perception and performance in the eikaiwa classroom. By applying such methods in the development of their own materials, a greater learning and teaching potential might be realised.

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Presentation Schedule continued from p. 23

Workshop *Monday, 9:05 AM*
60 min *Rehearsal Hall*

A 55 word story? Is that really possible? The presenter will illustrate several story telling activities that range from interview-based true ghost stories to narrative stories originating from instrumental music to survey-based summarizations regarding home-stays, job interviews and marriage. The presenter also hopes to explore additional ways how to encourage students to go further out of their comfort zones to collect information from nontraditional sources.

A Unique Method for Generating Short Story Ideas

Melodie Cook
Workshop *Monday, 10:15 AM*
60 min *Room 1202*

When asked to write short stories, students may have difficulty coming up with original ideas in a specified time period. However, if offered choice and scaffolding at the same time, they can produce creative stories. In this workshop, I would like to offer a unique, fun, and challenging method for helping students short stories topics; by using this method, teachers can set possible story choices, and students have parameters within which to work creatively.

Portfolio use in College English Courses in Japan
Eric Rambo & Noriko Okura

Short paper *Monday, 11:25 AM*
25 min *Room 902*

This presentation looks at how portfolios are currently employed at some Japanese universities, and how widespread portfolio use is across Japan. In addition to the familiar writing course portfolio, the portfolio approach can also be used in integrated skills and other English classes to challenge students to become more engaged with their learning and more accountable for the coursework. The presenters will discuss several of these portfolios in use at specific university programs in Japan.

Improving the Visual Appeal of Classroom

Presentation Schedule continued on p. 27

as a listening or a speaking activity.

Materials Development

In the previous section, I presented one of the ways to help learners improve note-taking skills as well as increasing their vocabulary by focusing on a particular situation. The tasks form an extended template which can be developed into a series of materials by focusing on other skills, lexical areas, or learning processes. For example, as giving numbers clearly in English seems difficult for learners, further sets of materials may be developed that concentrate more on the presentation and practice of numbers. Role-playing can offer students practice in listening and speaking without seeing each other. This provides another possibility for students to find out by themselves what is important in conveying messages clearly and efficiently.

The important point of this activity is to give learners the opportunity to design effective templates through exploring given texts. This is surely more challenging for learners rather than having ready-made fill-in-the-blank templates from the beginning. This also emphasises the learning process, which can be a useful tool in promoting better learning.

Template-related texts are usually associated with business contexts: e.g., business correspondence, application forms, faxes, etc. (Lougheed, 1993; Pierre and MacLeod 2000; Watson-Delestree, 1992) and their basic elements are almost the same. Therefore, showing different texts with the same theme enables students to discover the organization of certain texts. Once learners are familiar with those texts, their ability to provide and catch important key points increases.

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Handouts

Cameron Romney

Workshop
60 min

Monday, 12:00 PM
Room 908

Microsoft Word is a more than a word processor: It includes a host of desktop publishing features. Yet, most users do not understand these features. The presenter will show how to use the advanced, but easy to use, desktop publishing features of *Microsoft Word* to create more interesting classroom documents. Participants will learn how to use lines, shapes, wordart, textboxes, as well as some suggestions for dos and don'ts with fonts and clipart. **BK**

On the Inside

The Coordinator's Column	2
From the Editor	3
An Appraisal of 'Home-Grown' Materials in the English Conversation Classroom <i>Simon Cooke</i>	5
On Becoming a Textbook Writer <i>Daniel Droukis and Kiyoshi Yukitoki</i>	8
Creating Telephone Conversation Templates <i>Michiyo Masui</i>	11
More for a Materials Writer's Bookshelf <i>Kris Bayne</i>	14
Little Sentences, Big Meanings: Forwarding a Theory for Activity Instructions <i>Jim Smiley</i>	16
Conference Feature	
Materials Writing Contest	18
Materials Writing-Related Presentations	19
Selected Presentations in Detail	24
MW-SIG Officers	25

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.