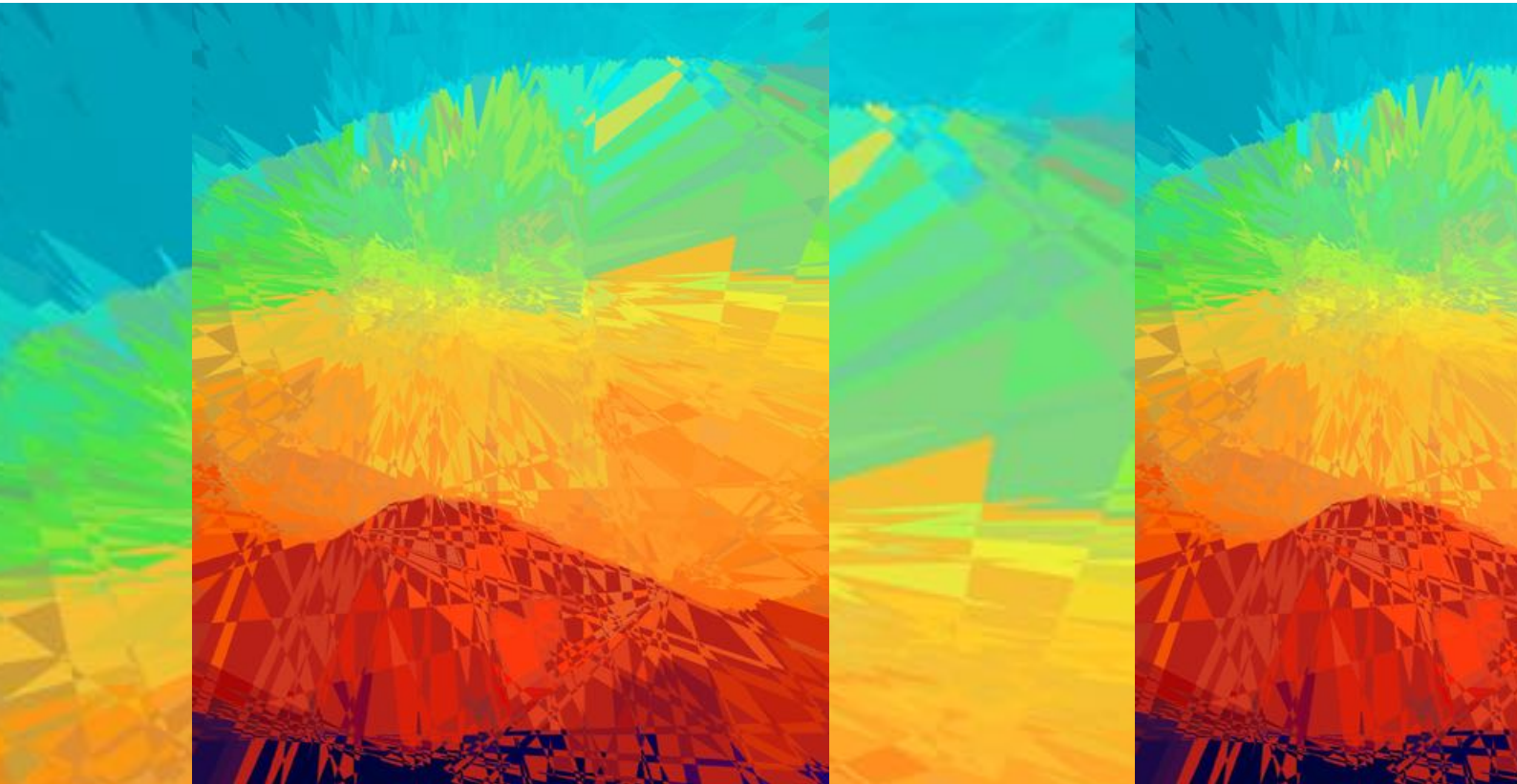


An international journal for teachers and language materials creators

Between the Keys

Volume 32.1 / 2024



Making a Move with LoiLoNote

Conference Report: JALT 2023!

Musings on Marketing



Between the Keys 32.1

Table of Contents

Letter from the Publication Chair	3
by Joel Neff	
Feature: Making a Move with LoiLoNote	4
by Andrew Lankshear	
Conference Report: JALT 2023	14
by Stephen Bridge	
Musings on Marketing	23
by John Carle	
Messages: Recent Additions to the MW SIG Showcase	26
Call for Submissions	27
Acknowledgements	29
Links & Resources	30
Copyright Statement	31

Letter from the Publication Chair

Joel Neff

Dear Readers,

New years bring new opportunities and new challenges, but they're also a way to reflect on what the previous year brought and how it has affected us and those around us. We here at Between the Keys and the Materials Writers SIG hope that the changeover from 2023 to 2024 has been joyful, hopeful, and enthusiastic for all the events yet to come.

We begin this issue with an article by Andrew R. Lankshear about a new tool that has begun to see wide adoption in Japan, LoiLoNote. His work takes us through just what the tool is, how it has been used, and asks for more research into how it can and should be used

Then we take a look back at the most recent JALT conference with a conference report by Steve Bridges and a special version of our regular "Musings on Marketing" column by John Carle which explains just what the MW SIG Table & Showcase are and how you can be a part of it.

We finish things out with some interesting items from the showcase and a page with clickable links for all the different parts of the Materials Writers SIG.

Thank you for your membership and support of The Materials Writers SIG. We have a lot planned for 2024 and we do hope that you will be a part of it.

Joel Neff

Winter 2024

Feature

Making a Move with LoLoNote for Schools: Manipulation of Digital Items for Creating Activities in Elementary English Lessons

by

Andrew R. Lankshear

Feature

Making a Move with LoiLoNote for Schools

Abstract:

LoiLoNote for Schools is a cloud-based digital desktop app which has been adopted by more than 30% of ICT-enabled schools in Japan. Its widespread adoption is due to its ease of use in the classroom for sharing, displaying, presenting, recording, and communicating with and between students. Research into its efficacy has been conducted in Japan with positive results. For English language education this has included its usefulness for facilitating presentations and co-writing activities. The author argues for a further advantage of LoiLoNote to be considered – the tool whereby language items and images can be freely moved around within a digital card, thus creating the ability to create information gap activities and sentence ordering activities. The author calls for research into this latter activity to evaluate LoiLoNote’s effectiveness in facilitating the construction of sentences for communicative purposes through manipulation of items externally on the screen as a precursor to doing this mentally at a later stage.

Keywords: *online tools, ICT, CALL*

Feature

Making a Move with LoiLoNote for Schools

1. Introduction

This brief essay introduces some of the key features of LoiLoNote for Schools (henceforth LoiLo), a cloud-based learning platform produced by LoiLo Inc. who are headquartered in Tokyo. The purpose of this essay is to highlight a significant feature of LoiLo, which is the ability to move language items and/or images from one place on a screen to another, thus enabling the creation and easy use of language activities in the elementary school classroom (and higher educational levels, also). This feature is not unique to LoiLo (it is possible to do this on Keynote or PowerPoint), however, when combined with LoiLo's other features, it enables the easy creation, sharing and actioning of language activities for speaking, reading, listening, and writing. I begin by providing a summary of LoiLo and its key features. I then briefly note some of the research that has been undertaken in Japan into LoiLo's effectiveness in the classroom. Previous research has found that the use of LoiLo in schools has led to positive outcomes. However, the benefits identified by previous research can be categorized into one or more of the five tools of ICT proposed by Toguchi (2020) – namely, display tools, sharing tools, presentation tools, recording tools, and communication tools. In this essay, I propose that a sixth tool is warranted – a manipulation tool – and that the use of this tool for facilitating learning merits some empirical research to measure its efficacy in assisting students to learn language items and phrases.

LoiLo, Inc. was established in 2007 by two Japanese software engineers and has become one of the key service providers for Japanese educational institutions (and a past recipient of the Prime Minister's Award – School Division) for creating, maintaining, supporting, and updating a platform that can facilitate learning on tablets. The platform that was developed was entitled LoiLoNote for Schools and was created in 2014. About 30% of ICT-enabled schools in Japan have thus far subscribed to its service (LoiLo, 2023). This large uptake of LoiLo within schools in Japan is partly due to the policy known as the GIGA (Global and Innovation Gateway for All) School Initiative which was implemented in Japan by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2019 with funding to provide a tablet for each public-school student throughout the country, as well as the ICT infrastructure and systems to support its use (Fujida, 2022).

Feature

Making a Move with LoILoNote for Schools

LoiLo was well placed at that time as a proven platform to provide the software to complement the government's heavy investment in hardware and infrastructure. Given the funding and its rapid uptake in Japan, LoiLo Inc. has expanded into foreign education markets also, and has been adopted in schools around the world including the USA, Korea, Malaysia, and Germany. More than 10,000 schools have already adopted it worldwide (Loilo, 2023). The students within my own private elementary school in Koriyama, Fukushima prefecture have each had a tablet (iPads) since 2021 and we have used LoiLo since 2019 which they originally used on shared iPads provided by the school. My school became a LoiLoNote for School-Accredited School in 2022, and I also became a LoiLoNote for School-Accredited Teacher in that same year.

What has made LoiLo so attractive to many schools, including my own, is its simple-to-use software. LoiLo is a cloud-based desktop app within which you can save information within multimedia cards, each one much like a slide in PowerPoint or Keynote. These



Figure 1. LoiLoNote Desktop

Feature

Making a Move with LoLoNote for Schools

multimedia cards can store video, website links, PDFs, audio, text, and/or images. In addition, the cards can be stacked, connected, imported, resized, and moved freely both around the desktop and within other, larger cards. I find this latter feature of dragging smaller images or cards within larger cards to be extremely useful. It enables my students to move language items from one place to another (e.g., a selection of animals from within a larger set can be moved onto an image of a zoo within the same card, thus making it possible for students to customize their own zoo). This feature makes it possible for each student to differentiate their chosen items from other students, which they then must find out what that difference is by communicating – i.e., an information gap activity. Points can be given for shared items (in the example above, students with the same animal in their zoos get a point), thus gamifying the activity. These activities on cards are contained within a desktop-like platform for each separate class within separate folders, which enables me to easily store and retrieve materials for future use. It is also easy to share cards with



Figure 2. LoLoNote Speaking Activity

Feature

Making a Move with LoiLoNote for Schools

students (and other teachers) who are registered to each class by sending the data wirelessly to each student's tablet. Audio can also be recorded directly onto each card so I can provide a dictation of text or the pronunciation of a particular word or letter for my students. As it is possible to sequence the cards, I can create resources for a whole unit, share these with my students, and then use them to complement the content of our textbooks.

Given its ease of use and wide-spread uptake, research into the efficacy of LoiLo in the classroom has been increasing. Within Japan LoiLo use has been researched within a variety of subjects and for a variety of topics within those. These have ranged from metacognitive development in mathematics (Tateishi, 2023), to facilitating the education of taste awareness (Kobayashi, Akiyama, & Kawabe, 2022). Research has also been conducted across all levels of English language education, such as within elementary schools (e.g., Matsushita, 2023), high schools (e.g., Komai & Okumura, 2021) and universities (e.g., Uchida & Nakajima, 2022), and has been the focus of collaborative research conducted by educational researchers and teacher trainers in universities (Tateishi, 2023; Fujida, 2022), and teachers in collaboration with researchers (Komai & Okumura, 2021). Overall, these studies suggest that LoiLo is an effective tool for promoting student engagement and learning, particularly for giving presentations (Matsushida, 2023) and co-writing (Komai & Okumura, 2021). However, to date, this research has been limited in two ways. The first is that most research and reporting regarding LoiLo in Japan have been published in Japanese and English-medium articles remain few in this context. The second is that the cause of the effectiveness for learning can be traced to one or more of the five tools of ICT espoused by Toguchi, (2020); display tools, sharing tools, presentation tools, recording tools, and communication tools. For example, Matsushida's (2023) research reflects the benefits offered by presentation tools, while Komai & Okumura's (2021) research reflects the benefits offered by communication and sharing tools. Lankshear (2023) is one article that has been published in Japan in English and which suggests a sixth tool is warranted - the manipulation tool. The author explains how to use the manipulation feature of the platform (the ability to freely move and place images within cards, and smaller cards with words or letters within larger ones) to create information gap exercises such as bingo board games and partner interview activities, as well as letter and word sequencing activities such as phonics boards and word ordering exercises (See Figure 3). To date, manipulation

Feature

Making a Move with LoLoNote for Schools

of vocabulary items is a tool which has been often omitted in many online platforms offered by major EFL publishers to support the learning offered in their textbooks, and having this feature in LoLo is enormously beneficial as it enables the easy creation of information gap activities as described above, as well as letter and word sequencing activities.



Figure 3. Sentence Building Activity from *LoLoNote*

Conclusion

I concur with previous research regarding how LoLo facilitates the learning of English but note the positive results can be categorized within one or more of Toguchi's (2020) established five tools of effective ICT. In this essay, I have argued for recognition of a sixth tool, the manipulation tool. LoLo provides this feature and, along with its other tools, this platform offers simple access to and manipulation of multimedia resources which can be easily shared and presented within class and outside of the set class time. This makes the

Feature

Making a Move with LoiLoNote for Schools

creation and sharing of activities and resources smooth and seamless and not confined to the classroom space or the classroom 'hour' (thus facilitating flipped classroom activities). Examples of this have been briefly outlined here and in Lankshear (2023). They include listening to and recording the students' reading of texts and using the manipulation feature to create and share information gap exercises and sentence arranging activities. Regarding this latter activity, I call upon researchers and educators to undertake research as to how word manipulation to form sentences using LoiLo or a platform that offers a similar function (e.g., Keynote) facilitates their acquisition of syntactical knowledge and word knowledge, and their ability to create original sentences that meet their immediate communication needs. The assumption that needs to be evaluated is that if students first manipulate words to form a sentence (or question) on their screens, then this will be an effective precursor and catalyst to being able to do it more accurately mentally at a later stage. A study that can measure students' degree and range of language use when compared to traditional, paper-based approaches would be very welcomed. Finally, this brief essay does not offer a comprehensive description of all the features of LoiLo. I therefore encourage curious readers to research more broadly on the platform and, if possible, to try it out themselves.

Feature

Making a Move with LoiloNote for Schools

References

- Fujida, K. (2022). GIGA suku-ru kousou ni taiyou shita eigo kyouiku to kyouin yousei. [English Language Education and Pre-service Teacher Training Corresponding to the GIGA School Concept]. *Transactions of the Institute for Cultural Studies, Aichi Gakuin University Ningen Bunka* 37, 165-184. <http://id.nii.ac.jp/1724/00003891/>
- Kobayashi, Y., Akiyama, R., & Kawabe, J. (2022). Shogakkou ni okeru mikakukyouiku ni kansuru kenkyu – roiro noto suku-ru wo katsuyoushite. [Research on taste education at elementary school]. *Hokkaido Kyouiku Daigaku Kiyou: Kyuikuka Gakkuhen* (72), 249-258. <https://doi.org/10.32150/00007104>
- Komai, K. & Okumura, N. (2021). ICT wo katsuyoushita kyoudouteki eigo raiteingu. [Cooperative English writing using ICT]. *Nagano Houken Iryou Daigaku Kiyou* (7), 37-44. <https://doi.org/10.20841/00000046>
- Lankshear, A.R. (2023). Using LoiloNote for improving lesson flow and student engagement in elementary English lessons. *The Language Teacher* 47(4), 49-53.
- Loilo (2023). [LoiloNote School: An App for an Interactive Classroom] (Brochure). https://assets.loilo.tv/loilonote/pdf/LNS_Pamphlets_en.pdf
- Matsushida, D. (2023). Gaikokugo ni okeru ICT no koukateki na rikasyou ni kansuru ichijisen: hanasu koto (happy) ryouiki ni okeru roiro no-to no katsuyou wo toshite. [A report into the effective use of ICT in Elementary School English: Using Loilo Note for Speaking (Presentation)]. *Saga Daigaku Kyouiku Jissen Kenkyu* (41), 249-255. <https://doi.org/10.34551/00023429>
- Tateishi, K. (2023). Hitori ichidai debaisu wo katsuyou shita sansuka jyugyouzukurui no hitotsu kousatsu. [A study of making math lessons using one device per person]. *Saga Daigaku Kyouiku Jissen Kenkyu* (41), 111-119. <https://doi.org/10.34551/00023415>
- Toguchi, T. (2020). *Shogakkou eigo X ICT – “Tanoshii!” wo hikidasu katsudou aidea 60*. [Elementary English X ICT: 60 activity ideas that make your students say, “It’s fun!”]. Meiji Tosho Publishers, Tokyo.

Feature

Making a Move with LoiLoNote for Schools

Uchida, K. & Nakajima, D. (2022). Roiro no-to wo shiyoushita supotsu no ondimando jyugyou ni kansuru hitotsu kousatsu. [Using Loilo Note for Teaching Sports Skills: A Report on On-demand Classes]. Kyoto Seikou Jyoshi Ddaigaku Tanki Daigakubu Kenkyu (59), 75-82. <http://id.nii.ac.jp/1108/00001053/>

Column

**Conference Report:
JALT 2023 Tsukuba - Growth Mindset
in Language Education**

**by
Stephen Bridge**

Conference Report

Growth Mindset in Language Education

The JALT 2023 International Conference was held at the Tsukuba International Congress Center from Friday, November 24th through Monday, November 27th with the theme of Growth Mindset in Language Education.

The conference kicked off on Friday afternoon with Technology in Teaching and Professional Development workshops, and then there was a reception in the evening, where Site Chair Forrest Nelson gave a welcoming speech, and attendees enjoyed a chance to eat, drink, and socialize in an informal setting.



Forrest Nelson welcomes everyone.



The Materials Writers SIG Officers make a toast

On Saturday, Tsukuba hosted us with some beautiful fall weather, and the morning conference check-in went smoothly with a quick QR scan and dozens of friendly, helpful pink-shirted student interns, guiding attendees to anything they might need, including a 7-11 across the street. These eager and spirited young people have our deep gratitude as they worked tirelessly both front and center and behind the scenes to make all of the moving parts mesh to keep the JALT Conference machine running smoothly from start to finish.

The conference had an impressive array of resources scheduled and set up for those with any and all interests. The Congress Center's spacious Multipurpose Hall hosted

Conference Report

Growth Mindset in Language Education

the JALT SIGs' display tables around the perimeter, including the CALL, CEFR and Language Portfolio, College and University Educators, Extensive Reading, Materials Writers, Study abroad, and many more. It also housed the Job Information Center (JIC), which provided information for those seeking employment in Japan, and the JIC's representatives conducted a workshop on Sunday as well. Publishers' display tables were spread throughout the venue, including the Educational Materials Exhibition on the 2nd floor, and on the 3rd and 4th floors, including the familiar international textbook publishers such as Cambridge, Oxford, Pearson, etc. and Japan-based ones including ABAX, English Books Japan, EnglishCentral, Kinseido, and Nellie's. There were also English education services such as GoFluent, which representative Kentaro Okawa said has many corporate clients and is looking to be adopted by schools and universities. There was even a Mind and Body Space with a variety of sessions involving games and activities like a Taiji Chuan workout.



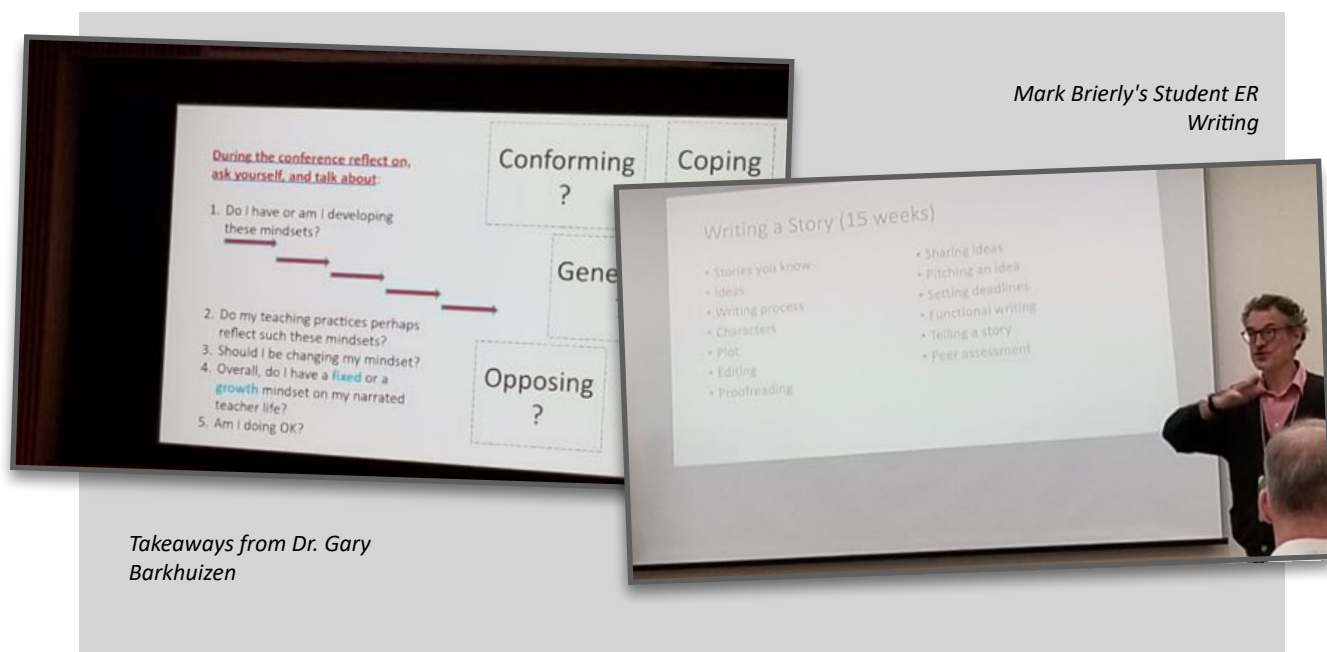
Before Saturday morning's plenary, there was an address from JALT president, Clare Kaneko, and a Japanese representative of Warm Hearts Coffee, a Malawi aid group, introduced their organization and made an appeal to all attendees for donations to help the people of that eastern African nation. Warm Hearts had their counter set up outside the Main Hall, and their volunteers seemed to be busy throughout the conference, serving up their dark, delicious brew and taking generous contributions to help their cause.

Conference Report

Growth Mindset in Language Education

The first plenary speaker, Dr. Gary Barkhuizen of the University of Auckland, was introduced by Conference Chair Takaaki Hiratsuka and gave a thought-provoking talk, “Teacher Mindset Stories: What Happens When Teacher Identity and Teacher Mindsets Meet?” Dr. Barkhuizen shared some fascinating and enlightening stories from teachers, and he expressed the ideas that teacher mindset and teacher identity involve generating, coping, conforming, opposing, and resisting. He explained that fixed and growth mindsets are at opposite ends of a continuum, and he encouraged the audience to reflect on who we are, what we do, and what our mindsets are about both in our teaching.

Saturday morning’s sessions featured a number of engaging and informative presentations covering a wide range of topics. For those interested in materials writing, graded readers, and extensive reading Mark Brierly’s “Writing a Series of Graded Readers” described the process of university students writing stories in a creative writing class. Brierly said that creative writing is better than academic writing for these students because



they are using their imagination and that while academic writing often requires students to write above their level, with creative writing, they write at their level, and they can develop their own narratives. Brierly’s course has an extensive reading component (20 minutes per lesson), and in ER, he emphasizes learner autonomy in that students choose their own

Conference Report

Growth Mindset in Language Education

books and they do not use textbooks. His 15-week course goes through the whole process of writing the stories, with the first semester focusing on writing a story and the second semester on writing a series, and students give a sort of “elevator pitch,” after which they vote on the best story ideas. Brierly emphasized that the series are important because publishers are interested in something “with legs.” His students came up with some wonderfully imaginative story ideas, including a magic bakery, an avocado-human hybrid, and a space war. The students came up with some good stories, and he hopes that some of them may be published on Xreading.

Another Saturday session for writing and publishing graded readers was the ER and MW SIG’s forum about the GRAPE (Graded Readers Authorship and Publication Experience) project. This project is a collaboration between the Extensive Reading and Materials Writers SIGs, and it began back in March at Temple University in Osaka with a day-long series of presentations from Dr. Rob Waring and several other writers of graded readers. Participants then formed groups for critiquing and revising their story synopses and drafts, and they are now at various stages of the process. During the first part of the forum, John Carle introduced the project, and then he and three of the participants gave short presentations on various aspects of their experiences with the project, including writing and revising the books, taking into account genre-specific considerations, tailoring them to to the target readers, checking the CEFR level, and creating accompanying audio and illustrations. In the second part of the forum, participants Susan Meiki, Joel Neff, Stephen Bridge, Rachel Patterson, and Pat Conoway reflected on their experiences with the project so far, especially learning from so many experienced authors, working with their peer groups of fellow participants, and receiving valuable feedback from Dr. Waring. All had very positive comments on their involvement, recommended the experience to others, and expressed interest in participating in a possible future GRAPE project.

For lunch breaks during the conference, attendees were able to walk a short distance to two food trucks and enjoy a kebab from Ali’s Kebabs or a burger from AND Burger. Ali’s offered delicious lamb, chicken, beef, or vegetarian kebabs with different sauces (the spicy chicken kebab was terrific!), and the AND Burger truck served up beef and meatless burgers, pulled pork sandwiches, and fries. Over the weekend, both trucks

Conference Report

Growth Mindset in Language Education

were busy, and popular items sold out on both Saturday and Sunday, so a third option may have been just right, making for more options and shorter wait times. Although there was a light rain on Sunday, that didn't stop people from heading out to the food trucks for lunch and chatting with fellow attendees while they waited to order or receive their meals.

As expected, there were a number of presentations related to AI or Chat GPT, including "In the Age of AI, all learning is task-based" with Marcos Benevides of (Oberlin University) Tokyo, "AI and Spoken English Learning: From Read Aloud to ChatGPT" with EnglishCentral Japan's Alan Schwartz, "How to deal with ChatGPT and Bard in Writing Skills Courses" with Javier Salazar (University of Tsukuba), "ChatGPT: An Initial Response from Language Teachers in Japan" with Antoine Alm (University of Otago) and Louise Ohashi (Gakushuin University), "ChatGPT & AI: Threats and opportunities for teachers and learners" with Mark Brierly (Shinshu University) and Gary Ross (Kanazawa University), "ChatGPT's potential as a tool for learners and teachers" with Daniel Teuber (Osaka Sangyo University), "AI and ChatGPT in Education: Prospects and Threats" with Robert Dykes (Sojo University), Robert Swier (Kindai University), and Tood Cooper (University of Toyama). It was interesting to see the multiple takes on the advent of this new technological development in ELT, such as the observation of Marcos Benevides that "the more linguistic tasks are, the more they can be subverted by AI," and the "Prospects and Threats" presentation and discussion brought up some provocative ideas, including the imperative of teachers learning to use these tools because our students already are, and an ominous prediction of Robert Dykes, CALL SIG Chair: "I think this wave of AI development represents the beginning of the end for SLA."

The Saturday evening reception was very well attended, and President Clare Kaneko honored the following members with JALT 2023 awards: Early Career Excellence (Natsuho Mizoguchi and Chhayankdhar Singh Rathore), Mid-career Scholar for Teaching (Ann Mayeda), Mid-career Scholar for Research (Gregory Paul Glasgow), and Lifetime Achievement (Kathleen Brown). Everyone enjoyed eating, drinking, and socializing with so many colleagues and co-members from all over Japan, and the buffet tables were loaded with various types of onigiri, edamame, pinwheel wraps, potatoes, karaage, and even French toast! They finally ended up kicking everyone out at 9pm just after many people enjoyed the last dance to the disco throwback sounds of the Bee-Gees.

Conference Report

Growth Mindset in Language Education



*"Boogie Fever," Sat.
Evening Reception*

*Materials Writers SIG
Members at AGM*



On Sunday morning, the Materials Writers SIG held its AGM with seven members attending. At the beginning, JALT's Grant Osterman stopped in to confirm that MW SIG is meeting its requirements and as to points on the rubric for peer reviewed publications, he said that MW SIG is exceeding those. During the meeting, the nominations and confirmations for the officer positions were held as follows:

- **Coordinator:** John Carle (new, taking over from Adam Murray)
- **Treasurer:** Marcus Grandon (continuing)
- **Program Chair:** Adam Murray (new, taking over from John Carle)
- **Publications Chair:** Joel Neff (continuing)
- **Membership Chair:** Stephen Bridge (new, taking over from Forrest Nelson)
- **Members-at-Large:** Barry Keith, Robert Carl Olson, Kinsella Valies, Bob Jones, and Adam Littleton

Adam Murray emphasized that the key for MW SIG is publications, but the SIG has held a number of events, including the GRAPE workshop in Osaka and the recent symposium in Okinawa. Joel Neff reported that the Between the Keys columns are going well, but he would like more writing contributed, and he would like to send out a request through the Membership Chair for proofreaders for BTK.

Conference Report

Growth Mindset in Language Education

One interesting presentation early Sunday afternoon was "Japanese Student Perspectives to Study Abroad Programs" by Luke Shotter (Apsley Business School, London). Shotter spoke about a survey looking into Japanese students' attitudes prior to study abroad (non-English majors). What he found was that psychological and English language issues were not rated by Japanese university students as major worries before embarking on study abroad programs in England, but crime and safety were the top concerns, and diet and lifestyle were the next highest. The study showed that greater empathy with students and parents is needed, and professors should be focusing on issues within their control as educators, such as country-specific pre-SA programs, JASSO, and sponsorship. Shotter also emphasized the importance of assessing returning SA students' perspectives on preparedness, implementing mentor/buddy systems, doing further research on students' motivation and apprehension, and increasing contact with local people through engaging in activities like volunteering and internships.

Sunday afternoon's plenary speaker Kathy Kampa's "Planting the Seeds of a Growth Mindset" was a high-energy audience-participation event with a young learners' focus in mind but with broadly applicable gardening analogies and messages for any of us teaching in secondary schools or universities. Kampa's infectious enthusiasm went a long way with the participants, and she emphasized a positive outlook and can-do attitude to instill in students so that they will think that anything can be interesting, there are skills that they may not be good at...yet, but they can improve by working hard, and failing should be seen as the first attempt in learning as their knowledge will grow from their mistakes. Kampa had the participants interact with their neighbors, and she included fun chants and rhymes to help students (and us) remember key ideas. All audience members were given a brightly-colored handkerchief, which we bunched up into the "seed" of our hands. Then we counted the two "leaves" of our thumbs, opened the "bud," and allowed the "flower" of our handkerchief to expand and bloom like the growth that it symbolized.

As with all of the JALT International and PanSIG conferences, at this one in Tsukuba, there was such an abundance of rich professional development and personal and professional growth opportunities! Although there were many interesting-looking presentations that we had to miss, we were enriched by all of the ones that we chose to

Conference Report

Growth Mindset in Language Education

attend—sometimes at the last minute! We had a chance to catch up with friends that we hadn't seen maybe since the last conference and made some new friends and possible collaborators to work with going forward. Surely, you collected a few “meishis,” so before too much time goes by, dig them out and send those emails. On to Shizuoka!

Column

**Musings on Marketing:
MW SIG Table & Showcase**

**by
John Carle**

Musings on Marketing

MW SIG Table & Showcase

Welcome to this edition of Musings on Marketing. In this article, you'll find out all about the Materials Writers Special Interest Group (MW SIG) Table & Showcase and the many benefits of getting involved.



John Carle, MW SIG Coordinator, at the MW SIG Table & Showcase at JALT 2023 International Conference in Tsukuba.

Visit Our Site or Contact Us:

[Click HERE to see our online showcase](#)

Or, contact John and the MW SIG via:

- johncarlesensei@gmail.com
- coordinator@materialswriters.org

What is the MW SIG Table & Showcase?

Every year, JALT organizes an international conference and a PanSIG conference, drawing thousands of teachers from across Japan. The MW SIG hosts a table at these conferences, fostering interaction among members and attendees, facilitating information exchange, and encouraging discussions about materials writing. Additionally, it provides a unique platform for JALT members to showcase sample textbooks or other materials they have developed. These samples can subsequently be featured at future conference sites, gaining exposure across Japan.

How can JALT members participate?

For conference attendees, participating is as simple as bringing a sample copy of their materials to the table and leaving it with one of the MW SIG officers. Authors are also encouraged to leave a business card for potential contacts. While there's no fixed schedule, writers are urged to spend some time at the table, engaging with attendees. A notice board will be available for authors to indicate when they'll be accessible for discussions.

Musings on Marketing

MW SIG Table & Showcase

What are the benefits?

The MW SIG Table & Showcase provides authors with an excellent opportunity to exhibit their books and other materials. This is particularly helpful for independent writers who might otherwise not be able to share their works with a larger audience.

If you plan to attend an upcoming conference and wish to contribute your materials to the MW SIG Table & Showcase, please contact the coordinator via the email address provided below. Currently, we have several textbooks and graded readers, but we'd be thrilled to welcome more.

There's also an online MW SIG Showcase where JALT members can display their materials.

Link to MW SIG Showcase: <https://sites.google.com/view/mwsigshowcase/home>

We look forward to seeing you and your materials at the next conference.

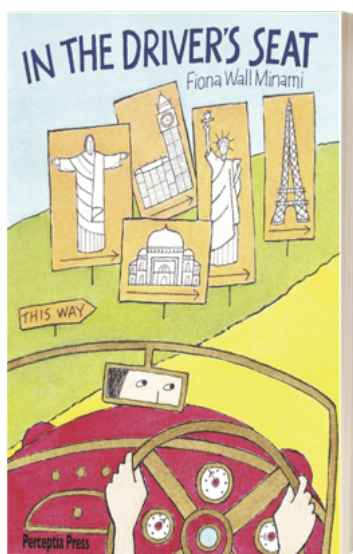
John Carle

MW SIG Coordinator

Messages

Recent Additions to the Materials Writers Showcase

<https://sites.google.com/view/mwsiqshowcase>



Title: In the Driver's Seat

Author: Fiona Wall Minami

ISBN: 9784939130458

Publisher: Perceptia Press

Type: Speaking, Writing

Learning Environment: University, Conversation Schools

CEFR Level: B1 Intermediate, B2 Upper Intermediate

URL: [Link](#)

Description: In the Driver's Seat provides a stimulating course for students wishing to improve their English communication skills. By writing their own worksheets and leading discussions, students learn to interact and speak English naturally with their peers.

Title: My Nippon

Author: Todd Jay Leonard

ISBN: 978-4-7946-0609-9

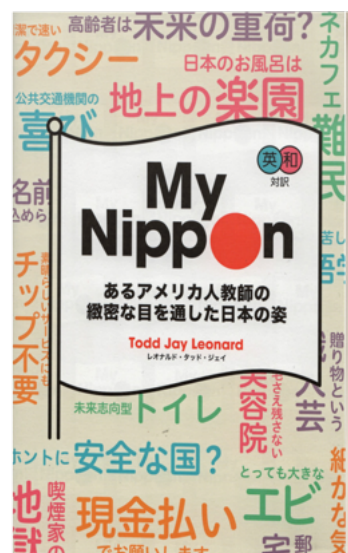
Publisher: IBC Publishing

Type: Cross-Cultural Understanding

Learning Environment: University, Business Classes, Adult education or community classes

CEFR Level: A2 Elementary, B1 Intermediate

URL: [IBC Publishing Link](#)



Description: This cross-cultural book of essays is in both English and Japanese, appealing to foreigners learning about Japanese culture, and for native-Japanese people who are interested in learning about Japanese culture through the eyes of an American.

Call for Submissions

We are currently seeking:

- Research articles
- Long-form essays about your experience
- Long-form essays outlining the broad scope of your research
- Work you have created and are willing to share
- Book / Materials reviews
- Conference / Meeting recaps

The full details of what we publish are listed on our website at our [submissions page](#).

However, we are not limited to those categories. *Between the Keys*, like materials writing itself, is always a revision-in-progress.

If you're not sure what kind of article you have, send it anyway. Put the word "pitch" in your subject line and send it to submissions@materialswriters.org.

We can't wait to hear from you.

Contributors

Feature: Making a Move with *LoiLoNote*

Andrew R. Lankshear is the head English teacher at Koriyama Xaverio Gakuen Elementary School in Koriyama City, Fukushima Prefecture. He has been a teacher for more than 25 years and has been developing and offering teacher training sessions for teachers in Japan for the last ten years. Andrew is co-author of a skill-based textbook series entitled English Language Booster published by Pearson, Japan and a teacher training book entitled *Teaching English to Young Learners: Becoming an Effective Teacher* published by 4C Publishing, Japan.



Andrew R. Lankshear

Acknowledgements

Between the Keys and the Materials Writers SIG wish to thank the following individuals for their help in designing, editing, and producing this issue:

- Joel Neff
- Stephen Bridge
- Adam Murray
- Marcus Grandon
- Forrest Nelson
- John Carle
- Rob Olsen
- Kinsella Valies

MW SIG Resources

[MW SIG Website](#)

All the basic information about the SIG is here.

[MW SIG Publication: Between the Keys](#)

We accept submissions all year round.

[MW SIG Showcase](#)

Website featuring textbooks created by SIG members.

[MW SIG YouTube Playlist](#)

Please "like" and subscribe to the channel.

[MW SIG Facebook Page](#)

Please "like" and follow the page for the latest updates.

Copyright

All articles are the copyright of their respective authors. JALT Materials Writers SIG publishes *Between the Keys* under a Creative Commons BY-SA license. This allows us to collect and re-publish articles at any time; however, full attribution will always be given to all authors.

