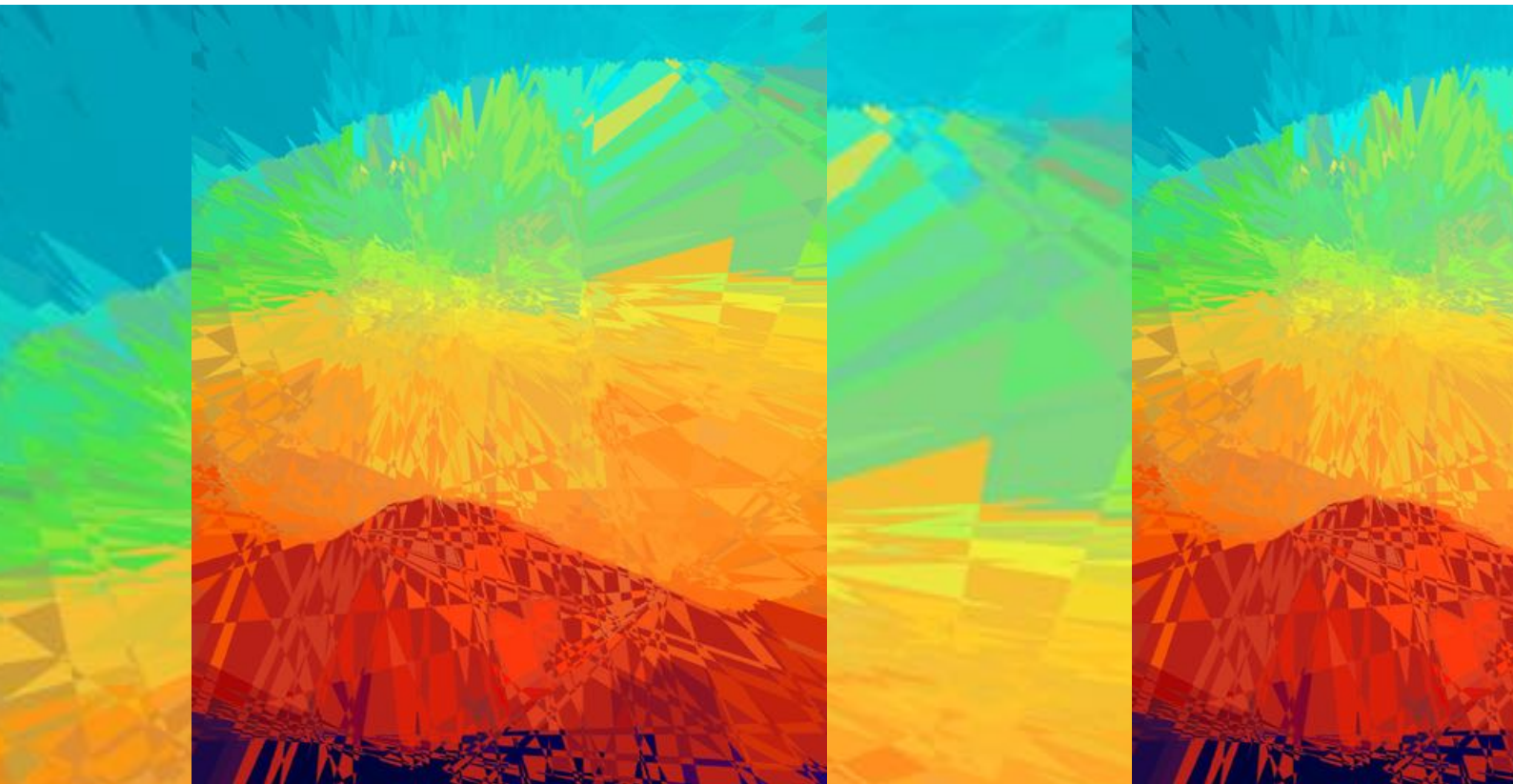


An international journal for teachers and language materials creators

Between the Keys

Volume 31.3 / 2023



- A New Look for *Between the Keys*
- From Zero to Textbook in Ten Months
- Conference Report: PanSIG 2023!
- Preparing Teaching Materials for an ESP Course in Japan
- PLUS: Musings on Marketing, Chatterbot, and lots more!



Between the Keys 31.3

Table of Contents

Letter from the Publication Chair	3
by Joel Neff	
A New Look for <i>Between the Keys</i>	4
by Marcus Grandon	
Feature: From Zero to Textbook in Ten Months: Self-publishing Materials for a Self-Access Learning Center	6
by Joshua Lee Solomon and Reik Jagno	
Conference Report: PanSIG 2023 Looking Forward: Sustainable Futures in Language Education	21
by Kinsella Valies with contributions from Geoff Carr, Josh Kidd and Bethany Lacy	
Musings on Marketing: On Your Mark: From Conception to Publication	29
by Josh Kidd and Miklos Juhasz	
Chatterbot: Prompt Revising for CEFR Levels	37
by Adam Murray	
Feature: Key Lesson: Preparing Teaching Materials for an ESP Course in Japan	45
by Matthew Quinn	
Messages: Recent Additions to the MW SIG Showcase	68
Messages: An Announcement from the Writers' Peer Support Group	69
Call for Submissions	70
Acknowledgements	74
Links & Resources	75
Copyright Statement	76

Letter from the Publication Chair

Joel Neff

Dear Readers,

Summer is upon us. What could be better than staying indoors under the air conditioner? Staying indoors under the air conditioner with a mammoth-sized issue of *Between the Keys*! Fortunately, that's just what we have for you this time out.

As mentioned last issue, we here at *Between the Keys* are bringing out some changes to the magazine and, this issue, we have a major change in the form of our new cover. The new cover is centered around an art piece created by our Treasurer, Marcus Grandon. Marcus and our Coordinator, Adam Murray then designed the cover around it. As if that weren't enough, Marcus has written a thoughtful explanation of the meaning and intent behind the art.

But this issue is about more than art. We have three pieces about the creation of textbooks or materials for teaching from a variety of authors. First, Joshua Lee Solomon and Reik Jagno take us through their journey in creating a textbook from nothing. Then, Josh Kidd and Miklos Juhasz take us on a similar and yet unique journey of their own in getting their textbook published. Finally, Matthew Quinn gives us some advice on the creation of materials specifically for ESL courses in Japan.

In between these pieces comes a report from Member-at-large Kinsella Valies about all the happenings at this year's PanSIG conference, and finally, our own Adam Murray has written the inaugural piece in our new Chatterbot column where we explore the implications of and best practices for using a.i. tools in the classroom.

We wrap the whole issue up with a few words of thanks and acknowledgement as well as our usual links to the Materials Writers SIG resources and our guidelines in case you have a piece you're thinking about sending us (and, if you do, please do!)

We hope you enjoy all 76 pages of this summer issue and that you have a great summer holiday.

Thank you for reading,

Joel Neff

Summer 2023

Letter from the Artist

*A New Look for **Between the Keys***

Working as an educator, researcher, and artist, I feel extremely honored to have one of my images depicted on the new-look cover for *Between the Keys* (BtK). When the Materials Writers team decided to update the cover, it provided an opportunity to have the publication reflect a contemporary feeling that aligns with other respected journals in the field. While I created the images and did much of the layout, the final output is a product of the SIG team as the process entailed multiple suggestions, iterations, and tweaks. Many thanks to all those involved.

In the new design, there is a significant number of elements imbued with meaning for us as materials writers in Japan. First, we've gone with a vibrant image that you may or may not recognize as Mt. Fuji in abstract (Figure 1). It depicts an 'Aka-Fuji' or 'red-Fuji', often portrayed in Japanese art, which shows the color of sunlight hitting the mountain around dawn or dusk. In Japanese lore, seeing an 'Aka-Fuji' is thought to bring good luck. What's more, these bold colors are termed 'high key' in the world of image production, a fitting tribute to a publication with 'keys' as a part of its name.

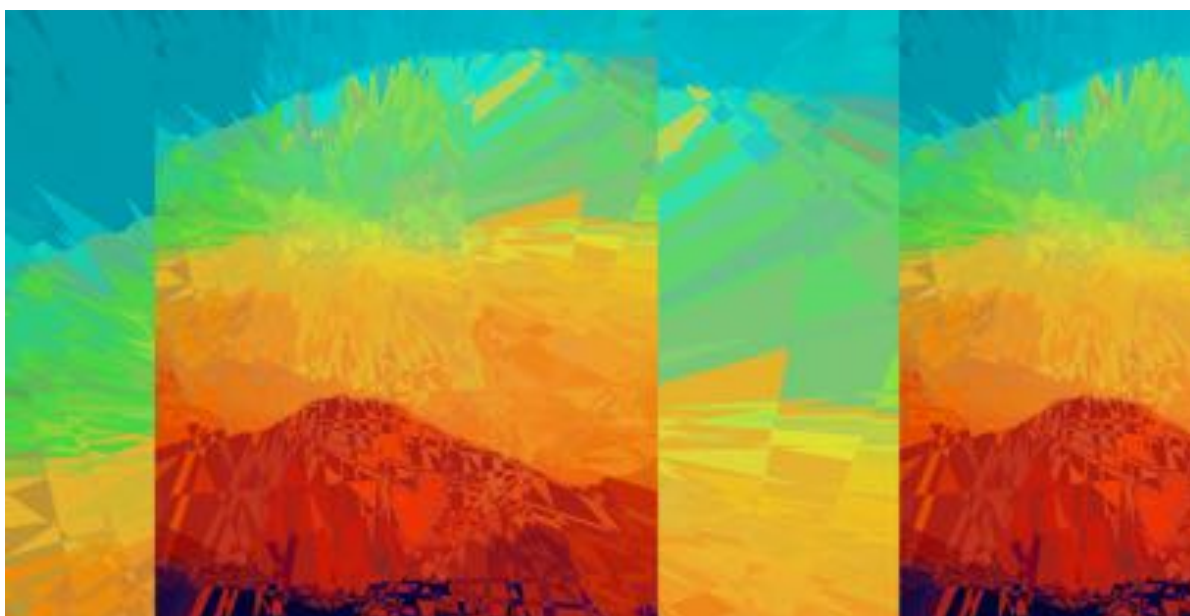


Figure 1 Main Graphic of Updated Cover Design

Letter from the Artist

*A New Look for **Between the Keys***

The original image is a photograph that I took of Fuji. I turned the photo into an abstract by running it through a variety of filters and effects, including an early artificial intelligence engine. Once I had the main, abstract image, I duplicated it twice. Then, I blew up one of the duplicates to use as a background, and I included the full, main image on the left side and placed the third duplication all the way to the right-hand side cutting it off a bit, which I feel produces a feeling of motility. In this layout, there is space between the two images atop the background layer, which is a play on 'Between' for *Between the Keys*. So, something occupies the space between the full, main abstract and the third one—a background showing depth that indicates something more resides behind the image, something more between the keys as it were, perhaps alluding to the text that lies within the journal.

In the negative space on the rest of the cover, the dominant, red color has significance. This red matches the red of the abstract Fuji. So, like in prior covers, the simplicity of the negative, red space gives us an opportunity to present the table of contents and our logo. Furthermore, it provides an opportunity to change up these colors going forward. It might be that we change this dominant red for certain seasons like other notable journals.

This new look for BtK preserves a legacy to earlier covers of *Between the Keys* through design elements such as the small 'the' in the title and use of negative space. As one of the oldest SIGs in JALT, we wanted to keep ties alive to the work of past SIG members while we stand on their shoulders.

Marcus Grandon

Summer 2023

Feature

From Zero to Textbook in Ten Months: Self-publishing Materials for a Self- Access Learning Center

by

Joshua Lee Solomon

and

Reik Jagno

Feature

From Zero to Textbook in Ten Months

Abstract:

This article traces the hectic development of *Tsugaru Life: English Through Local Topics*, a 141-page textbook designed with a regional focus for use in the Hirosaki University self-access learning center (SALC), the English Lounge, published in March 2021. It explains the very practical reasons behind the self-developed textbook, the tight schedule and collaboration among five faculty members, as well as the chapter and task design. It offers our view on the merits of self-publishing for SALCs specifically, and also for any educator engaged in community outreach programs or remote teaching. It should be of interest to any party considering self-publishing their own textbook, and, the authors hope, it should be an encouraging example of how publishing in this style does not have to be overwhelming at all.

Keywords: *self-publishing, self-access learning center (SALC), English as a Foreign Language (EFL)*

Feature

From Zero to Textbook in Ten Months

*This article discusses the circumstances surrounding the creation of *Tsugaru Life: English Through Local Topics* (Tada et al., 2021), its form and content, the collaborative process of its composition, and some of the myriad minor road bumps that cropped up along the way.*

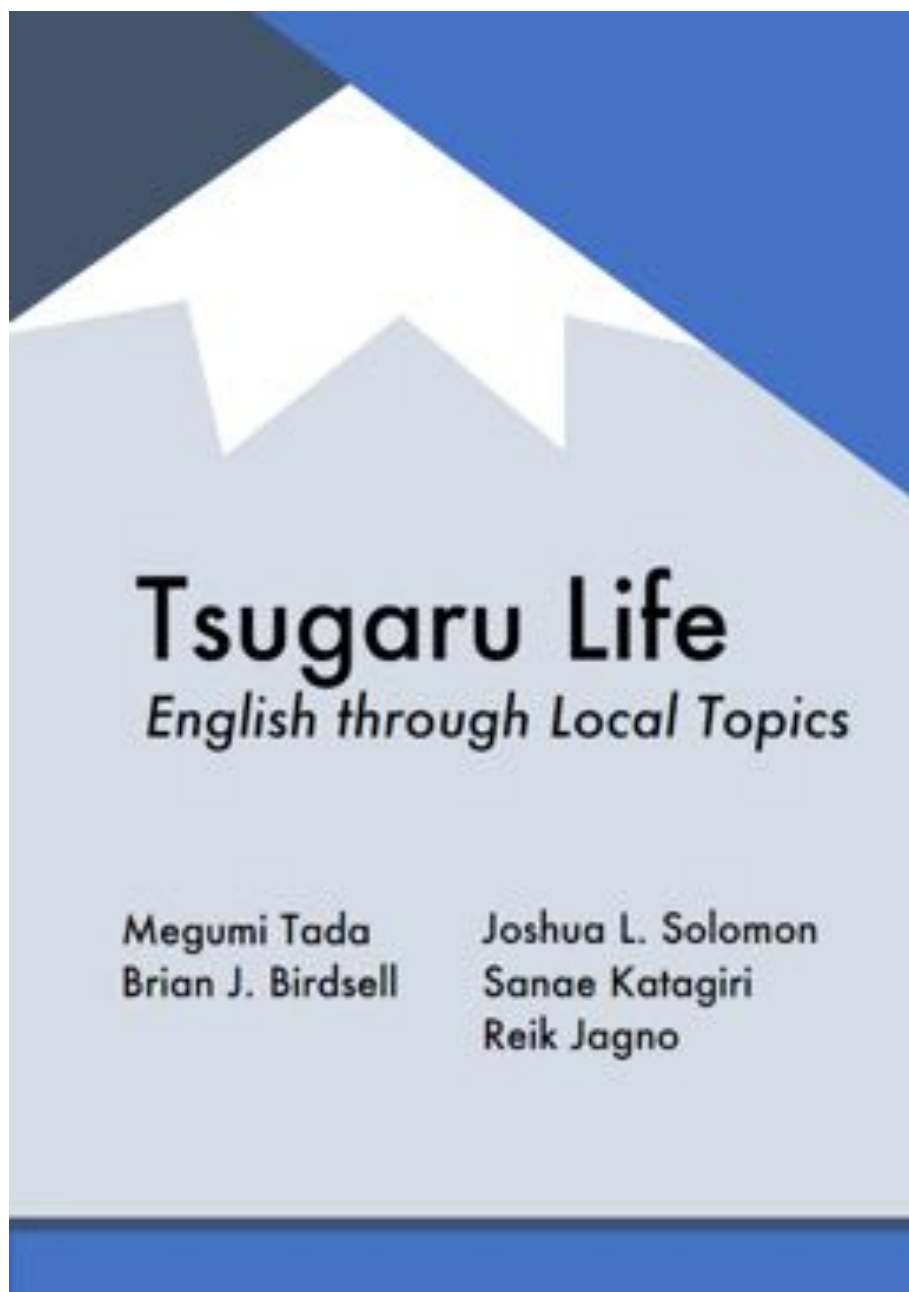


Figure 1. *Tsugaru Life* cover image

Feature

From Zero to Textbook in Ten Months

1. Reasons for this Project

Recall, if you may, the days of early 2020 just as the Coronavirus was beginning to be recognized as a global threat, public institutions hurriedly began converting to online operations, and travel became severely restricted. Hirosaki University, too, switched to online instruction, followed by restricted face-to-face classes. This had significant repercussions for the operation of our self-access learning center (SALC), the English Lounge. While SALC teaching activities could be conducted remotely, other functions were essentially shut down. In addition, travel restrictions meant that the budget reserved for travel was practically unusable. This left us five SALC teachers in the enviable position of having an excess of funding. What else to do but write a textbook?

Our tone may be glib, but serious incentives for producing a textbook for the SALC became apparent as the pandemic dragged on. First of all, the English Lounge conducts annual social contribution workshops, inviting local citizens and students for English study, activities, and cultural exchange. Having planned and executed a variety of such workshops in the past, it was apparent that having a substantial textbook to draw upon would allow for a reduced burden on the organizers, compared with constantly designing bespoke events from whole cloth, as we had in the past.

Second, there were issues with copyright. Photocopying of commercial textbooks is not allowed for classroom use, meaning that SALC teachers must either self-produce materials or invest in purchasing many copies of a single textbook. An additional copyright concern has emerged specifically in our “post-Corona” world. Japanese copyright law can be quite arcane, but it has been made clear that textbooks are generally regulated to restrict their use in both asynchronous and many live remote teaching contexts. While most of the major foreign EFL publishers provide for specific allowances on this front, not all publishers do—especially domestic ones. This special consideration should be taken into account when choosing a textbook for online instruction. Supposing the continuation of online tuition, institutionally owning the copyright to teaching materials offers well-appreciated flexibility.

Another impetus for the textbook project ties back to the English Lounge’s history

Feature

From Zero to Textbook in Ten Months

of public contribution workshops. Our university's motto is "Communicating to the world; creating with our community" (sekai ni hasshin shi, chiiki to tomoni sōzō suru). We are told to place emphasis on promoting "glocal" education, defined as combining a global perspective with local action (Hirosaki University). There is additionally a growing body of scholarship attesting to the use of culturally-familiar materials in EFL education (e.g. Sheridan et al., 2019; Sheridan et al., 2018; Carson, 2019; Segni & Davidson, 2016). *Tsugaru Life* was therefore designed to both meet the university's goals and be pedagogically effective in its inclusion of "the local."

2. What Kind of Textbook is it?

The title of the textbook, *Tsugaru Life*, refers to the local region in Aomori Prefecture and its distinct culture. Tsugaru has a long history and is instantly recognized by many locals as a significant part of their identity. Learners using this book will gain skills and knowledge to discuss their local area in a structured way, in English, with people unfamiliar with the area. *Tsugaru Life* is broken into an introduction, five units (Natural Wonders, Sweet Tooth, Performing Arts, Good Eats, and Groundhopping), an afterword, acknowledgements, image index, and glossary.

As one criticism we had of many textbooks published in Japan is an overreliance on Japanese text and translation, we chose to deploy Japanese language quite strategically. The introduction, explaining the textbook's genesis and offering our user guide, is given in Japanese as a friendly overture to the title. Unit names and introductions are provided in both Japanese and English, as parallel texts. This helps ease less confident students into the unit, scaffolds their reading of the English text, and gives the instructor an opportunity to introduce translation exercises. Reading titles and vocabulary words are also translated into Japanese. The back matter, presumably encountered primarily after working through the lessons in the heart of the textbook, is presented only in English. Finally, as the purpose of the glossary is to help students translate their thoughts from Japanese to English, each term is presented in both Japanese and English.

As the target students are either locals already generally familiar with the area or visiting students looking to learn more, most reading topics were intended to represent

Feature

From Zero to Textbook in Ten Months

local culture that is either not already strongly represented by the tourism industry or not readily available in English. This is the main “hook” of the textbook.

Each unit contains three readings of approximately 300–400 words each. Each is headed with nine vocabulary words and definitions, which are highlighted in the text. Photographs are included in readings when possible. Each passage is followed by an example conversation about the topic between a tourist and a tour guide. Each reading section ends with “further thinking” activities. These are three questions intended to prompt the student to think about (1) their personal experience, (2) applying the reading more broadly, such as relating it to the prefecture as a whole or to health or social issues, and (3) what they know and how they can relate it to cultures around the world. Finally, each unit concludes with a “conversation practice,” a dialogue in which only the tourist’s side is provided and it is the student’s task to supply the tour guide’s responses based on what they learned throughout the unit.

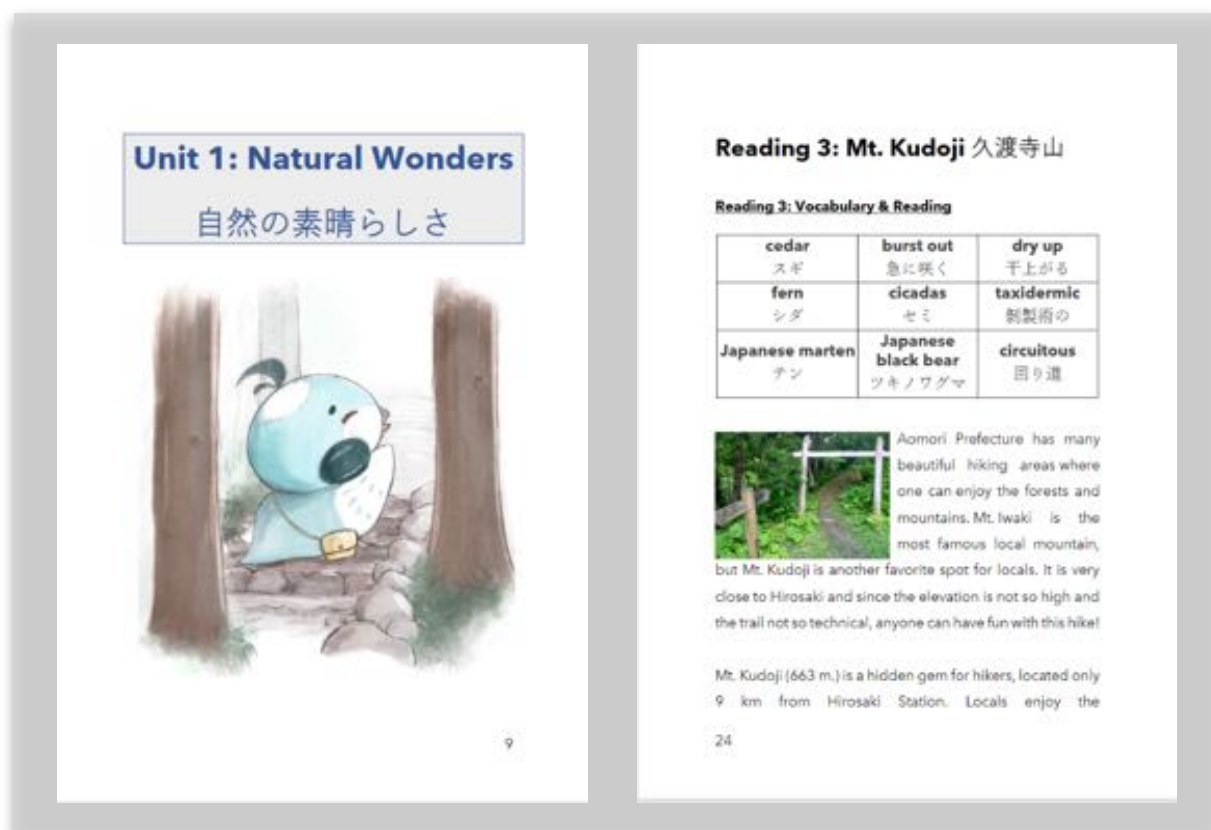


Figure 2A. Sample pages from *Tsugaru Life*

Feature

From Zero to Textbook in Ten Months

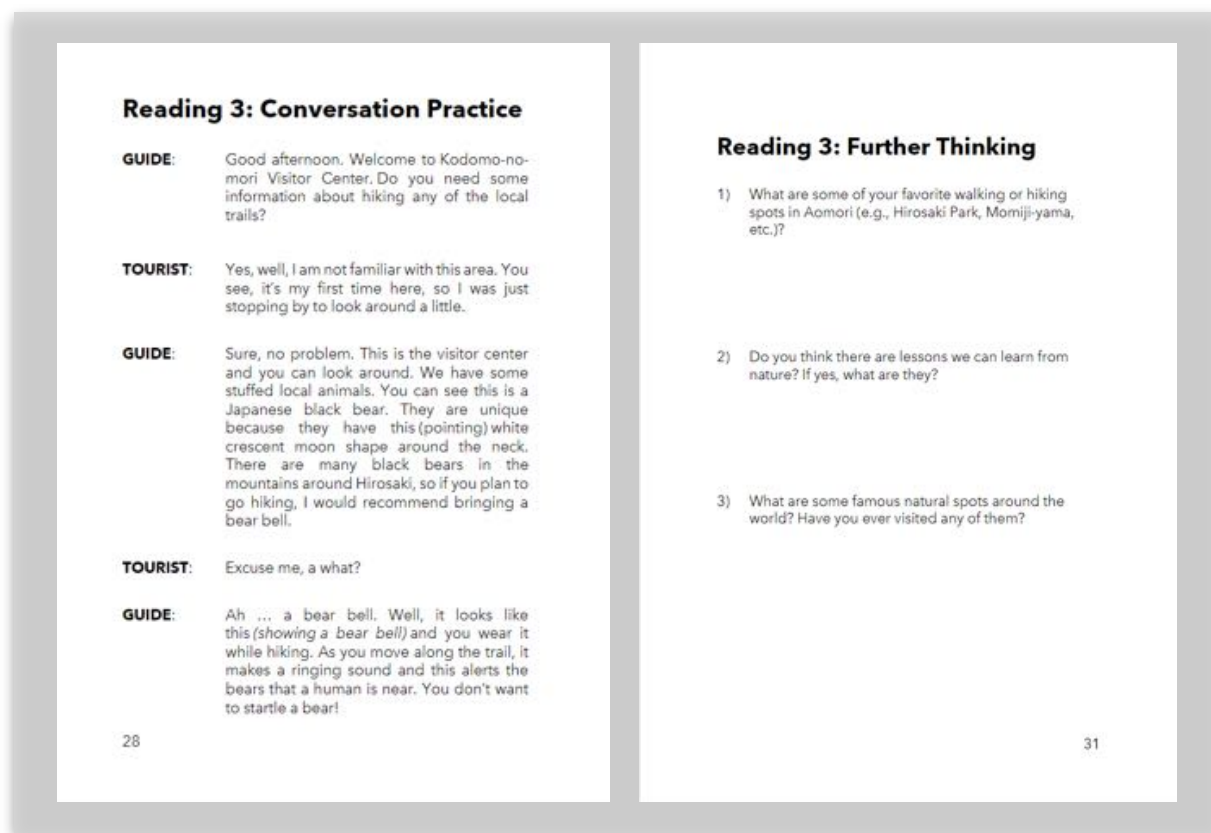


Figure 2B. Sample pages from *Tsugaru Life*

The textbook closes with a brief glossary of 39 terms. The introduction to the glossary, written in English, explains its purpose as a pedagogical tool:

[I]t provides useful explanations, not translations. If you look up *yōkan* in a dictionary, it will probably say “agar jelly.” If you look up *kamoshika*, it will probably say “Japanese serow.” These are correct translations, but not many English speakers will know those words. As such, explanations are more meaningful than translations. (Tada et al., 2021, p. 127)

The explanation goes on to introduce some useful phrases for introducing Japanese culture, partially inspired by Davies (2018). The body of the glossary is divided into categories like “Geography and Regions,” “Festivals,” and “Food,” and contains terminology the authors felt would be useful for locals talking about their culture in English. Each item

Feature

From Zero to Textbook in Ten Months

is given an English shorthand name, a Japanese equivalent, and a brief example of how it could be explained in English.

The last consideration was the production of recordings (because, why not?). The recordings allow learners to hear the important vocabulary and concepts for the unit in American English spoken by natives. Conversely, the dialogues were recorded by two non-native speakers, with reversed roles. A native German speaker, with a more challenging accent, assumes the role of a tour guide, showing a native Japanese speaker around the area. The decision to include non-native English speakers was to emphasize English as a global language and also to play with the expectations of the textbook users.

3. How did we do it?

So, how did five English instructors conceive of, plan, write, design, and self-publish an entire textbook in about ten months? Acknowledging that such speed resulted in some degree of lowered quality—some typos will inevitably fall through the cracks—the project was deliberately planned methodically and developed around a modular format that afforded easy elaboration and iteration. In addition, each unit and reading topic was designed not only to appeal to potential textbook users, but also to coordinate with the authors' various fields of expertise, interest, and experience.

The project started with in-person brainstorming, including referencing other similar textbooks. This was followed by the production of a master document outlining the purpose, crucial dates, unit outline, list of possible reading themes, and other random notes. The shared document organized the brainstorming and set the work timeline, although it would subsequently be supplanted by documents for each individual unit. The creation of this document was immediately followed by two sample readings. Neither sample would be used in the final product, but their creation was quick and offered a concrete vision of what the final version might look like. Indeed, it was thanks to these early drafts that the need to both take a more intentional approach to layout design (discussed in more detail below) and rethink some of the written tasks became apparent. A textbook is a different kind of product from a research article, and in our case, we found that initially approaching with a prototyping mindset was more suitable than

Feature

From Zero to Textbook in Ten Months

thinking through drafts.

You may be surprised to read that producing two whole sample readings and associated tasks was a “quick” endeavor, and that they were so easily discarded. Yet it was because all of the readings and tasks relied on the strengths and experiences of the team. The five authors were each English teachers, three with particularly long careers and extensive experience with a variety of textbooks and teaching methods. But we—and you—are more than just mere English teachers! While some topics required a bit more background research than others, many of the items practically wrote themselves because they were derived from professional knowledge (of literature, culture, history), interests (in sports, food, nature) and experience (from simply living here for literally decades) the team already had at hand.

One potential drawback from the expedited development process was an inability to fine-tune lesson texts in terms of vocabulary level and grammatical complexity. In addition, it would not have been feasible to attempt a textbook-long progression in which each new reading or task called back to and built upon earlier lessons (this would be addressed by the complementary workbook we published the following year). Rather, we opted for a modular construction of the textbook to streamline development and ultimately to offer greater flexibility in teaching. With this design, readings can be selected on the spot, according to the needs and interests of the students in the room, rather than strictly adhering to a multi-week syllabus covering lessons A to Z. This style textbook fits particularly well with the needs of a SALC, which may hold single-day workshops, or may see a variety of different participants over the course of a multi-week seminar.

This is not to suggest that no thought went into the technical planning of the texts. We primarily relied on a Flesch-Kincaid analysis to ensure a balance in textual difficulty¹. While not all scores were uniform, the earlier units in the book were kept between grade level 7-10, whereas the latter units rise to grade level 9-11. As mentioned above, the “further thinking” activities were also designed to encourage learners to develop their perspective from personal to critical to international. And by including an open-ended

¹ A Flesch-Kincaid Reading Ease score is mathematically calculated by using the average sentence length and average syllables per word and then correlated to an American grade school level. The scores can be rapidly calculated using an online text analysis tool (e.g. TextCompare).

Feature

From Zero to Textbook in Ten Months

dialogue at the end of each unit, we offer an opportunity to apply the knowledge and skills attained through the prior three readings.

4. Problems and Considerations

Although we are pleased with how the project came together and have been able to make use of it in a variety of contexts in and out of our SALC, things were not always smooth sailing and there are some important considerations to be had. These issues can be broadly divided into categories of process and technology.

Some of the issues that cropped up during the process of composition centered around team interactions and workload. Team members brought different skills and knowledge—linguistic, technical, and otherwise—to the table, and we had to learn to recognize and accept our various strengths and weaknesses. Communicating with potential publishers, learning the technology necessary to properly format the textbook, writing texts, recording audio...each of these tasks fell on the shoulders of team members in different proportions. Part of the “team” was also the institution, which had many requirements including to report to superiors and work within certain structures. The institution also included a number of colleagues who were able to provide feedback and proofreading of final drafts.

Another extended part of the “team” was outside entities, including local businesses and a student artist. Be mindful of copyright and privacy issues pertaining to photographs and textual inclusions: anything involving a local business requires written permission. In most cases, we were greeted with enthusiastic cooperation; in others patience and understanding were necessary. We also used art produced by students in the university’s manga club inside the textbook. The cover art was designed by one of the authors, so copyright and payment were not a consideration. Images in the textbook, including some provided by the local businesses, are all credited in the back matter.

Finally, we met with several prospective publishers and printers early in the project. Our university encourages the use of local vendors, so we were limited to about three or four options. It quickly became apparent that most of the prohibitive costs associated with

Feature

From Zero to Textbook in Ten Months

publishing come from intervention in the formatting and typesetting of the book itself. We made the decision early on to take care of all of the document preparation ourselves and outsource the printing. Meeting with the printers, we discussed paper size, quality, binding type, etc. It was helpful to do this only after we were able to ballpark the final page count, including color pages, so that we could receive concrete cost estimates. While some of these points have been raised elsewhere (e.g. Spiri, 2018; McNabb, 2017), they bear repeating: your first textbook will contain errors or things you will want to change, so printing a smaller number at a higher cost per unit may save you headache, money, and excess stock when you decide to make that second edition. Choose a paper that can be written on with pencil; glossy stock is out. Finally, be cautious of the printer's schedule: the end of the academic year is often a particularly busy time.

The following table summarizes the major considerations and our recommended measures:

Considerations	Recommended Actions
Collaborator workload and varying contributions among the team	<ul style="list-style-type: none">- Acknowledge different responsibilities in the process- Be polite but honest in critiques, especially of writing- Delineate jobs clearly early in the process- Accept unevenness as a reality of working as a team: disparities are often born from different specialties and abilities, and are not necessarily a bad thing- Work democratically, but establish who gets the final say, or otherwise another efficient method of pushing the project forward when there are differences of opinions
Institutional process	<ul style="list-style-type: none">- Get permission for conducting the project from superiors- Communicate with superiors actively throughout the process, and report its completion- Secure outside opinions from colleagues who can view your project from greater distance and with less bias than you
Inclusion of local businesses in the text	<ul style="list-style-type: none">- Establish empirical foundation for decision to include one business over another (especially important for national university)- Get permission from the business for mentioning them, including for taking photographs- Check their preferred romanization of business name, products, people, or anything else mentioned in the text- Write courtesy letters and send copies of textbook post publication

Table 1. Considerations and Recommended Actions

Feature

From Zero to Textbook in Ten Months

Considerations	Recommended Actions
Inclusion of local businesses in the text	<ul style="list-style-type: none"> - Establish empirical foundation for decision to include one business over another (especially important for national university) - Get permission from the business for mentioning them, including for taking photographs - Check their preferred romanization of business name, products, people, or anything else mentioned in the text - Write courtesy letters and send copies of textbook post publication
Art	<ul style="list-style-type: none"> - Consider hiring student artists from the university, e.g. from a manga/illustration club - Get digital files at a high enough resolution to print (300 dpi for about 10cm x 20cm image is recommended) - Follow university guidelines for payment - Get the art, or at least drafts, early in the process to help the layout process - Ensure the institution receives the copyright and reproduction rights to the art - Acknowledge the artist in the publication - Maintain a consistent art style
Formatting and Printing	<ul style="list-style-type: none"> - Because Word files can display differently on Teams, online, and desktop, as well as English and Japanese versions, only the lead editor should control the master file - The master file should be comprised of a Word document and an up-to-date PDF to avoid the aforementioned display errors - To avoid overburdening the lead editor, keep communication alive and report changes and feedback as early as possible to avoid a backlog or major changes once the manuscript is nearing completion - Meet the printer only when you have an estimated page count, including the number of pages in color - Ask early if the printer has requirements for formatting, file types, or anything else, and ensure you have the technical capacity to deliver - Check printing times based on the time of year; the end of the fiscal year may see more delays than earlier - Calculate 4-8 weeks for trial prints, and check them in detail when they arrive - Use domestic (or even local printers) if your institution recommends - Register an ISBN online for about ¥8,000

Table 1. Considerations and Recommended Actions Continued

The second set of issues pertain to technology, which was a constant presence throughout the entire process. First of all, we employed a wide variety of software throughout:

Feature

From Zero to Textbook in Ten Months

Software	Purpose
Microsoft Teams	Collaboration, file sharing and organization
Microsoft Word 360	Individual unit and other text composition, cover design
Adobe Publisher, Adobe InDesign	Manuscript creation and editing
Audacity, Mac QuickTime	Audio recording
WordPress	Homepage construction, file hosting

Table 2. Software and Purpose

Of course, software programs are tools, and they can be misunderstood and misused. As implied in the formatting and printing section of Table 1, we encountered a number of problems when opening documents in different versions of Word. In addition, while we planned for simultaneous collaboration on the documents for much of the project, it became apparent that some members were downloading files and altering out-of-date manuscripts. Careless file management like this resulted in the final editor having to comb the entire book for inconsistencies and should be avoided at all costs. During the final stages of editing the equivalent of a proof, we resorted to hand-writing changes into a single printed copy that was passed from person to person, leaving the lead editor to input everything himself.

Although the writing itself was done in Word, the file for the printers was compiled in Adobe Publisher. One team member with exceptional organizational and technical skills was nominated to learn the software and manage all of the master files, taking on the job of lead editor. In his view, one aspect of textbook publishing that should not be underestimated is design. Academics sometimes have a tendency to assume that the quality of content is the readers' primary concern. To the contrary, EFL textbook users are predominantly students and non-academics. Therefore, it is especially crucial to present a professional and appealing product with an ergonomic style to improve the textbook's utility and attractiveness and to generate attention for it after publication. Our lead editor's many hours of effort essentially covered the hundreds of thousands of yen fees that would

Feature

From Zero to Textbook in Ten Months

have been charged by a professional publishing firm.

Finally, theories and ideals discussed in papers such as these are wonderful, but in practice the best laid plans go oft awry, and the basic layout was regularly (unintentionally) wrecked by the colleagues involved, even when they were provided with a template. In the end, the most important element was to dedicate a single editor to set and check the format as well as all edits to the manuscript. This process should be anticipated, as the layout for this textbook ultimately took between two to three months. It is vital to remain cognizant of the process here again, just as with the drafting of the texts. It requires effective communication, teamwork, and a meticulous control of the final implementation. In the end, we decided on an unobtrusive design, using simple shapes and clear design elements, in order to not distract from the content. *Tsugaru Life* is clearly branded through the art and color design as part of the English Lounge. These design principles are now used to reinforce our facility's branding and have also been applied in subsequent publications.

5. Final Words

As with any project, the circumstances of our writing, planning, and publishing were unique and likely not applicable in their entirety to the vast majority of readers here. However, when they are dissected, we believe there are lessons applicable to prospective writers in various contexts.

After *Tsugaru Life*, the same team worked together to create a companion workbook. Additionally, our team's intrepid German took the initiative to translate both texts into his native language. Working with a Japanese colleague, they have published two polished volumes which have been exceptionally well-received by local German teachers. This is a final example of how the creation of a bespoke text tailored to a specific context can find a wider readership (or, perhaps, a market).

Please feel free to contact the authors if you have any questions or would like access to the PDF version of the textbook.

Acknowledgements

Thank you to our fellow authors Tada Megumi, Brian Birdsell, and Katagiri Sanae for your constant collaboration.

Feature

From Zero to Textbook in Ten Months

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**Conference Report:
PanSIG 2023 Looking Forward:
Sustainable Futures in Language
Education**

by

**Kinsella Valies with contributions
from Geoff Carr, Josh Kidd and
Bethany Lacy**

Conference Report

Sustainable Futures in Language Education

Attending PanSIG 2023 from May 12 to May 14 in person at Kyoto Sangyo University was a nostalgic and joyous occasion after several years of online conferences. The event commenced with well-attended Friday social events. One of the highlights of the day was the delightful and invigorating afternoon walk to Seiryuden and Kiyomizudera led by Amanda Gillis-Furutaka. A group of 20 individuals gathered at 13:30 at Higashiyama subway station exit 2 on the Tozai line, where they were warmly greeted by Kyoto Sangyo University ESS Tour Guide Section students and a member of the KSU academic staff. The students served as excellent guides, offering their expertise on Kiyomizudera and leading the group on a leisurely walk up Shogunzuka, through the enchanting forest, and down to Kiyomizudera. Along the way, the group engaged in enjoyable and stimulating conversation, forging many new connections. They strolled, laughed, and shared jokes while capturing photographs of the breathtaking views over Kyoto and documenting encounters with the splendid surroundings and fellow participants. At Kiyomizudera, some entered the temple while others explored the grounds. To top off the afternoon, participants explored the winding cobbled streets filled with bustling shops and delectable dining options at their leisure. The meticulous planning and guidance provided by Amanda and her team at KSU were greatly appreciated, demonstrating their dedication, patience, and expertise.



Kyoto Sangyo University Campus

On Saturday, over 550 attendees were expected at the venue. The location's natural beauty was showcased almost cinematically, with picturesque views that unfolded as attendees ascended each level via escalators. As early morning arrivals gradually made their way to Building Six, the organizers prepared to open registration, and the mood was already jovial and positive.

The conference, featuring 260 sessions, commenced with the plenary titled "Possibilities and Challenges Afforded by COIL in English Language Teaching" by Mitsuyo Sakamoto.

Conference Report

Sustainable Futures in Language Education

The insights into the theoretical framework of the research were truly fascinating. The guidebook description had piqued the attendees' interest, and they were eagerly anticipating an insightful exploration of COIL and its practical applications. However, some attendees were disappointed with the study itself, as it turned out to be a standard COIL project that offered limited innovative classroom practices and left little room for critical discussion.

One of the early morning sessions on Saturday was led by Hamish Smith, who shared his experiences as a teacher in his speaking class. The aim of his research project was to enhance engagement and assessment in class conversations through the use of newly created guidelines. He demonstrated interactive techniques that he had developed, emphasizing the potential of visual prompts to spark discussions. The session underscored the importance of moving beyond typical WH-questions, encouraging participants to help students expand their conversations beyond narrow topics and explore personal applications, fostering topic expansion and spontaneity in peer-to-peer speaking tasks.



Promoting Topic Expansion and Spontaneity in Peer-to-Peer Speaking Tasks

Timothy Mossman presented on how neuroscience can be employed to support the development of English language skills. His presentation, titled "Enhancing Students' English Language Skills through Neurolanguage Coaching," provided a constructive introduction to brain-based learning for novices, covering both theory and practical applications associated with a university-based coaching program. Educators were particularly interested in the theory and data from the classroom, including classroom-based observations and student feedback.

Conference Report

Sustainable Futures in Language Education

Insightful presentations were delivered by faculty members from Utsunomiya University. The first presentation, "Multimodality in the L2 Classroom," was delivered by Rory Banwell, Josh Kidd, and Chieko Mimura. The presenters discussed the significance of embodiment in language learning and the role of multimodal learning in facilitating the transition of information into long-term memory. They provided illuminating and thought-provoking examples of how these ideas have been implemented in English language classes at Utsunomiya and shared valuable feedback based on their own experiences. Attendees confirmed the efficacy of similar approaches in their own curriculum, gaining new perspectives on how to improve their teaching by engaging students' senses and helping them experience language in context.



Multimodality in the L2 classroom

The second presentation described a professional development course for teachers that introduced brain-based principles of second language acquisition and provided practical teaching strategies. The presenters emphasized the relevance of neuroscience-based L2 teaching in university contexts and offered suggestions for teachers with little prior experience in this area to employ basic principles in the classroom. The presentation acknowledged the effort required to design and implement an ambitious program like Utsunomiya's and reinforced the importance of ongoing professional development, providing practical strategies for improving teaching practice.

Conference Report

Sustainable Futures in Language Education

Avril Haye-Matsui's presentation on "Identity and Pedagogy" attracted a substantial audience, highlighting the important experiences of black female English language professionals in Japan. The audience exhibited a degree of diversity, with an impressive 80% of participants being women. The speaker successfully shared intersectional experiences, generating a sense of awareness and engagement among the attendees.

The presenters of "Looking Forward: The Case for Adopting CLIL Curricula in Japanese Higher Ed." focused on first-year university students and the impact of a content-based curriculum on their TOEFL scores. The presentation showcased modules used in the curriculum and addressed the challenges associated with CLIL, along with students' opinions on various sections and modes of instruction. Students in the midst of completing their first semester of a CLIL curriculum shared their feedback, covering content areas and suggesting areas for improvement.

The most well-attended presentations were the numerous talks on AI. Attendees were captivated by Jeanette Dennisson and Gary Ross' presentation on the potential use of Speech Recognition and ChatGPT technology in the ESP classroom. The talk shed light on the challenges Japanese university students often encounter when learning English for Specific Purposes (ESP). Dennisson and Ross shared the results of their work, which focused on ESP in the medical context with a sample of non-native English-speaking students. The students engaged in tasks that incorporated the use of ChatGPT text-to-speech-to-text bridge to assist with spoken tasks requiring specific medical vocabulary and sentence structures. The Speech Recognition technology provided students with immediate feedback on their pronunciation and speaking skills. These awe-inspiring technologies have tremendous potential as effective tools for addressing the challenges faced by language students. The presenters demonstrated a profound understanding of the potential applications of this technology and its relevance to university L2 education. Attendees left the presentation feeling inspired and motivated to explore the potential of Speech Recognition and ChatGPT technology in their own teaching practice. One attendee commented, "I am excited to see where this research will lead and how it can be applied in other L2 education contexts."

Conference Report

Sustainable Futures in Language Education

During the lunch break, participants enjoyed a diverse selection of meals, including vegetarian options. Many attendees had pre-purchased their lunch, while others took advantage of additional food choices beyond what the cafeteria offered. Despite the ongoing use of protective shields, the atmosphere remained pleasant, with kind and friendly individuals throughout the venue. It is worth noting that the food line extended down the stairs, indicating the popularity of the lunch options.

The afternoon poster session featured a presentation by Geoff Carr, where he discussed the challenges faced and rewards gained from his international collaborative online internship program, which included early career professionals from an Australian university. These interns were present via Zoom, adding important perspectives to the inner workings of the project. Their valuable insights made the session particularly thought-provoking, shedding light on their experiences and substantiating positive language learning student experiences. The presentation struck an interesting balance between qualitative and quantitative data.



Virtual internship in EFL: Insights from students and interns

The parallel SIG forums included the highly attended CUE SIG forum and MW SIG forum. PSG forum attendees engaged in discussions on peer feedback for pre-submission manuscripts and participated in a lively workshop on feedback language, titled "Reading the Readers: Peer Support Readers' Reflections on Feedback."

Conference Report

Sustainable Futures in Language Education



Reading the readers: peer support readers' reflections on feedback

At the end of the day, participants made their way to the buses that would transport everyone to the dinner venue. The bus journey had a reminiscent feel of a school trip, setting the tone for a social event filled with positive and vibrant energy. Attendees engaged in lively and collegial discussions, providing another opportunity for networking and strengthening connections.



Social Event at Hamac de Paradis

Conference Report

Sustainable Futures in Language Education

In conclusion, the conference provided a platform for engaging conversations and the sharing of intersectional experiences. Attendees actively participated in the sessions, contributing diverse perspectives and posing thought-provoking questions. The conference fostered a collegial and inclusive environment, where individuals from various backgrounds were able to connect and engage with one another. The successful organization of the event, coupled with the lively social activities, left participants with a memorable and enriching experience.

Column

**Musings on Marketing:
On Your Mark: From Conception to
Publication**

by

Josh Kidd *and* Miklos Juhasz

Musings on Marketing

On Your Mark: From Conception to Publication

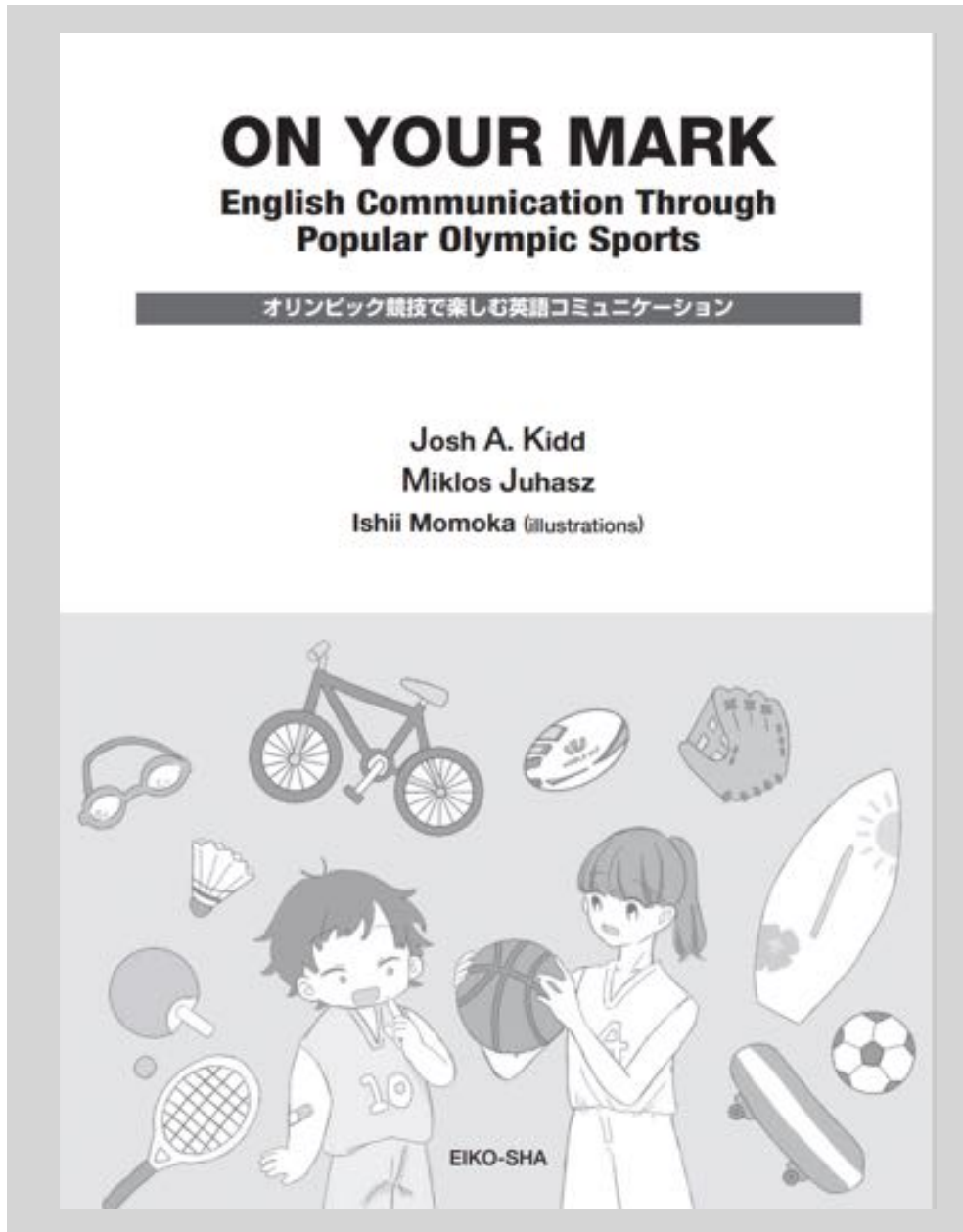


Figure 1. *On Your Mark* cover image

Musings on Marketing

On Your Mark: From Conception to Publication

1. Description

On Your Mark (OYM) is a high beginner/intermediate level speaking and listening course book. The syllabus is organized around task-based content, which guides students in developing conversation skills through 14 popular Olympic sports topics. Each of the units introduces the key vocabulary of the target sport, along with rules and interesting facts. Subject content is presented through authentic peer-to-peer model conversations. This course textbook is designed for universities, junior colleges, language schools, and high schools.

2. Our story

We have been colleagues and friends for a number of years. The concept for OYM came about as the result of conversations over lunch in the cafeteria at Waseda University. We share a passion for teaching and sports, and over *gakushoku*, would frequently discuss the lack of textbooks designed for sports science majors. We felt that there was a need and toyed with the idea of writing a textbook. Prior to putting pen to paper, we decided to conduct a preliminary analysis of whether there were, in fact, sports-based publications that we were unaware of. Our suspicions were confirmed, and we committed to filling this gap with a textbook designed specifically for Japanese students. Eighteen months later, OYM was released.

3. Process

Once we had confirmed that there was not a sports-based English textbook designed for Japanese students, we developed our basic unit concept and identified which sports we would include. The goal was to create a textbook that employed communicative language teaching principles within a task-based framework. Initially, we developed a list of sports based on their popularity in Japan and abroad. We were conscious of the need to include contemporary sports such as bouldering, surfing, and skateboarding. Our next step was to invite students and teachers based in Japan to complete a survey in order to identify the sports that they felt would be most appealing to Japanese students. The results forced us to part with some of our personal favorites, cricket and keirin, yet enabled us to compile a list of summer Olympic events. Once this list had been established, we

Musings on Marketing

On Your Mark: From Conception to Publication

divided the sports between us based on experience and interests.

4. Format of Units

In structuring the units, we wanted to introduce a structure that would enable the teacher to select any unit and be confident of consistency. The unit structure is as follows:

- Brief history of the sport
- Trivia quiz
- Target vocabulary
- Dialogue – includes key vocabulary and rules
- Comprehension questions
- Pair work dictation – introduces interesting facts
- Key conversation strategies with example dialogues
- Extending the topic – review

Each unit begins with an icebreaker activity designed to activate prior knowledge. Units start with a brief history of the target sport presented as a listening task where students fill in the gaps with notable dates and locations. This is followed by a trivia quiz containing surprising and little-known facts about the sport which students guess about. The target vocabulary is presented next with a word-definition matching activity. The following dialogue between the main characters introduces this vocabulary in context, explains the rules of sports, and develops the storyline between the characters through a humorous situation taking place while they are engaged in the target sport. The vocabulary is then reviewed using word puzzles. Comprehension questions are included after each dialogue. Finally, the main communicative activity of each unit is pair dictation. Students first individually study sentences containing interesting facts or details about the sport, and then read these aloud to their partners, who write the complete sentences down without looking at the information. In addition to the regular units structured in this manner, there are two review units and a presentation component in the textbook.

5. Narrative

We wanted the narrative between the primary characters to engage the students. The goal

Musings on Marketing

On Your Mark: From Conception to Publication

was to have two characters, one an accomplished sportsperson and the other a novice. The more experienced friend would teach her peer about sports, which provided the premise for introducing sports, rules, and key vocabulary.

The concept we developed was: Miyu and Li Yong are university students studying sports science. Miyu, from Kanagawa, loves sports and is very athletic. Li Yong, an exchange student from China, is a gamer and a fan of Japanese pop culture. Li Yong aspires to learn about different sports, make friends, and get fit. Miyu offers to teach Li Yong about sports and to help him find a sport that he enjoys. Together, they explore a variety of popular sports.

6. Workflow

We worked both independently and collaboratively in order to develop units. During the week, we worked independently to research the sports and write units. We shared a file online and frequently read each other's work in order to maintain consistency and cohesion across the units. This was critical in terms of maintaining a uniform level of difficulty and developing the narrative component. We met approximately once a week and used this as an opportunity to debrief, share ideas, and talk through questions and concerns. We also spent longer blocks of time together, during which we set aside days to work side by side. These longer blocks were critical to the writing process. During the later stages, we involved colleagues in the proofreading process.

7. Illustrations

From the beginning, we intended this book to be richly illustrated but without any use of photographs. We envisioned hand-drawn images for sports-related gear and equipment along with manga-style dialogues between the main characters in each unit going over several pages. We also wanted to involve our own students in illustrating, not only because we both had access to talented and motivated students but also because we hoped that this method would result in the type of illustrations that would appeal to this age group. A priority with illustrations was depicting Li Yong's transformation into a sports-loving student who gradually becomes more and muscular throughout the story. In

Musings on Marketing

On Your Mark: From Conception to Publication

In addition to these sports-related images, we also designed icons for all repeating sections (trivia, dialogue, dictation, etc.) to signpost the structure of each unit, but as we were both inexperienced at graphics design, we found that they did not look consistent enough. After some online searching, we found an internet-based illustration company to help us develop professional-looking icons.



Figure 2. *Sample Illustrations*

8. Publisher

We approached a number of potential publishers after identifying them through a search of textbooks and online information. The initial step we employed was to send a

Musings on Marketing

On Your Mark: From Conception to Publication

brief overview of the textbook and a sample unit. All correspondence was sent in both English and Japanese. We received a number of positive responses, as well as the inevitable rejections. We also received interest from publishers that expressed interest, yet requested significant format changes. After discussing options, we met with one of the publishers and pitched the book. During the negotiation, the publisher offered us a contract with a set rate for the first 500 copies and a percentage for additional sales. We then spent the next two months working with their copyeditor.

9. Experience teaching

One of the authors teaches English communication to sports science majors at a Japanese university, and *On Your Mark* was selected for these classes as the main course book upon its publication. As expected, these students appreciated a sports-themed textbook and preferred it to the general English course materials they had been studying previously. The book has been used successfully in this university for the past three years, and it is intended to remain the main course book.



Figure 3. Future Plans

Musings on Marketing

On Your Mark: From Conception to Publication

10. Our plans for the 2nd edition

Our contract term with the current publisher of OYM is coming to an end, so we decided to look for a new publisher to help us implement several improvements, and create a second edition. Our original plan with manga-style illustrations drawn by our own students proved overly optimistic, and we were unable to achieve this goal, settling instead for one main manga illustration showing our characters in the middle of a sport-related activity, and a smaller icon-style illustration of the sport itself near the end of each unit - both black and white. We have often noted that design is essential in the Japanese market, and in fact, the only criticism of OYM from students was about the lack of colorful illustrations confirming that this is indeed an area Japanese students have high expectations about. We would therefore like to follow our original plan for the manga-style illustrations, hoping to find a publisher with an in-house illustrator to make this possible. We also wish to include an audio component to accompany the dialogues and some other activities. Finally, we are planning to make some improvements to the teaching guide in order to make the textbook easy to use even for inexperienced teachers.

Column

**Chatterbot:
Prompt Revising for CEFR Levels**

**by
Adam Murray**

Chatterbot

Prompt Revising for CEFR Levels

Welcome to the inaugural column of "Chatterbot." In this column, I explore how artificial intelligence tools can empower teachers and materials writers to adapt and create materials that better meet the needs of their students. Join me as I embark on a journey to harness the potential of cutting-edge technology. Whether you're an experienced materials writer looking for ways to enhance your content or just curious about how others are using artificial intelligence tools, the intention of this column is explore the extraordinary capabilities of these tools and how they can be used to streamline and transform the way that language learning materials are created.

In this iteration, I will be looking at how AI chatbots such as ChatGPT and Google Bard can be used to create dialogues for users at various levels of English proficiency as measured by CEFR. Although both of these tools are fantastic and capable of producing grammatically correct dialogues, I decided to use ChatGPT because of the AI's tendency to write at a higher level of complexity (B2) instead of Bard's preference to write at the A2 level (see Appendix 4). To start the process, I used the following prompt:

"Write a short dialogue about the weather between two colleagues."

Within seconds, a 12-turn dialogue of approximately 300 words was generated by ChatGPT (see Appendix 1). The dialogue is certainly comparable to one that can be found in some textbooks. However, the overall dialogue seemed a bit stilted and some of the AWL vocabulary was repeated such as "definitely" and "task."

"Great but can you rewrite it to be a little friendlier and not repeat adverbs and adjectives? Also, give the speakers names."

As instructed, ChatGPT revised the dialogue. Interestingly, the same AWL vocabulary was used. The first occurrence of "definitely" in "definitely lifts the mood" was rephrased to "really lifts the spirits". Also, the dialogue became easier to read.

Chatterbot

Prompt Revising for CEFR Levels

Because ChatGPT has been trained by a wide variety of sources, it has a lot of knowledge. Although my intuition was that the revised dialogue was easier, I confirmed this with ChatGPT with this prompt:

“What is the CEFR level of the above conversation?”

In a flash, ChatGPT replied with B1 and described the attributes of a B1 user:

The above conversation can be considered to be at a CEFR (Common European Framework of Reference for Languages) level of B1. It demonstrates the ability to engage in a conversation on familiar and everyday topics, express opinions, make suggestions, and coordinate plans. The language used is generally clear and understandable, though there may be some occasional errors or limitations in vocabulary and grammar.

For the final iteration, I prompted my loyal assistant:

“Fantastic but can you rewrite to CEFR A2 level?”

Although the new dialogue was still 12 turns in duration, the overall length of dialogue was much shorter with a length of 218 words. AWL words such as “environment” and “tasks” were removed. The idiom “seize the opportunity”, along with words such as “grab” and “stroll” were rephrased to make the dialogue more accessible.

Next, I performed a rudimentary vocabulary analysis with Compleat Lexical Tutor <www.lextutor.ca> As can be seen in Table 1, when ChatGPT rewrote the dialogue at lower CEFR levels, it reduced the percentage of 2k words and academic words.

	Level	1K	2k	AWL	Off-list
Original	B2	84.46%	7.09%	3.04%	5.41%
Revised 1	B1	82.15%	7.07%	2.69%	8.08%
Revised 2	A2	81.22%	6.94%	2.04%	9.80%

Table 1: Vocabulary Distribution

Chatterbot

Prompt Revising for CEFR Levels

In conclusion, I hope that this demonstration of how AI chatbots can be used to help you generate dialogues for classroom roleplays, handouts, and even textbooks has been helpful. Even more importantly, these chatbots are excellent tools that can be used for adapting existing materials to make the vocabulary and grammatical complexity more suitable for a specific group of students. I encourage you to experiment with chatbots to see what they can do for you!

Chatterbot

Prompt Revising for CEFR Levels

Appendix 1: Original Dialogue (B2)

A: Good morning! What a beautiful day, isn't it?

B: Absolutely! The sun is shining, and there's a gentle breeze. It's perfect weather for a walk during lunch break.

A: I couldn't agree more. It's such a pleasant change from the rainy days we've had recently. I'm glad we can enjoy some sunshine today.

B: It **definitely** lifts the mood. I feel more energized and **motivated** to tackle the day's **tasks**. **Plus**, it's a nice break from the usual office **environment**.

A: I completely understand. I was actually thinking of taking my laptop outside and working from the park later. It'll be refreshing and **relaxing**.

B: That's a great idea! I might join you too. It's always nice to have a change of scenery while getting some work done. We could even grab some iced coffees on the way.

A: Perfect! I'll bring a blanket, and we can find a shady spot under a tree. It'll be like a mini picnic while being productive.

B: I'm looking forward to it. It sounds like a delightful way to spend the afternoon. Let's enjoy this wonderful weather while it lasts.

A: **Definitely**. It's these simple moments that make work more enjoyable. And who knows when we'll have such pleasant weather again?

B: You're right. We should make the most of it. Let's get our work done efficiently and then soak up the sun. It'll be a great day.

A: Agreed! I'm grateful for days like this. Alright, let's finish up our **tasks** and make our outdoor work session a reality. Cheers to a productive and sunny day!

B: Cheers! Here's to a productive day and some well-deserved **relaxation** under the sun. Let's make it happen!

(271 words) / AWL words in bold

Chatterbot

Prompt Revising for CEFR Levels

Appendix 2: Revision (B1)

A: Alex

B: Sarah

A: Good morning! What a gorgeous day, huh?

B: Absolutely! The sun is shining, and there's a gentle breeze. It's perfect for a lunchtime stroll.

A: I totally agree! It's such a nice change from all the rainy days we've had. I'm glad we can enjoy some sunshine today.

B: It really lifts the spirits. I feel more energized and **motivated** to tackle our **tasks**. **Plus**, it's a refreshing break from the usual office **environment**.

A: I totally get you. I was actually thinking of taking my laptop outside and working from the park later. It'll be so nice and **relaxing**.

B: That's a fantastic idea! Mind if I join you? It's always great to have a change of scenery while getting work done. We can even grab some iced coffees on the way.

A: That sounds perfect! I'll bring a blanket, and we can find a shady spot under a tree. It'll be like a mini picnic while being productive.

B: I'm really looking forward to it. It sounds like a delightful way to spend the afternoon. Let's make the most of this amazing weather.

A: **Definitely**. It's these simple moments that make work more enjoyable. And who knows when we'll have such beautiful weather again?

B: You're absolutely right. We should seize the opportunity. Let's wrap up our **tasks** efficiently and then bask in the sun. It's going to be an awesome day.

A: I couldn't agree more. I'm grateful for days like this. Alright, let's finish up and make our outdoor work session a reality. Cheers to a productive and sunny day, Alex!

B: Cheers, Sarah! Here's to a productive day and some well-deserved **relaxation** under the sun. Let's make it happen!

(273 words) / AWL words in bold

Chatterbot

Prompt Revising for CEFR Levels

Appendix 3: Revision 2 (A2)

A: Good morning! Nice weather today, huh?

B: Yes, it's great! The sun is shining, and there's a gentle breeze. Perfect for a walk, don't you think?

A: I agree! It's a pleasant change from the rainy days we had. I'm happy we can enjoy some sunshine.

B: It's uplifting. I feel more energized and **motivated**. **Plus**, it's nice to be outside instead of in the office.

A: I get it. I was thinking of working from the park later. It'll be nice and **relaxing**.

B: Good idea! Can I join? It's good to have a change of scenery while working. Maybe we can get some iced coffees too.

A: Sure! I'll bring a blanket, and we can find a shady spot. It'll be like a mini picnic while we work.

B: I'm excited. It sounds like a fun way to spend the afternoon. Let's enjoy the nice weather.

A: **Definitely**. These moments make work more enjoyable. And who knows when we'll have such good weather again?

B: You're right. Let's make the most of it. Finish our work and then enjoy the sun. It'll be a good day.

A: I agree. I'm thankful for days like this. Alright, let's finish up and work outside. Cheers to a sunny and productive day, Alex!

B: Cheers, Sarah! Here's to a productive day and some **relaxation** under the sun. Let's do it!

(218 words) / AWL words in bold

Chatterbot

Prompt Revising for CEFR Levels

Appendix 4: Google Bard Dialogue (A2)

“Write a short dialogue about the weather between two colleagues.”

A: Wow, it's really hot outside today, isn't it?

B: Yeah, it's supposed to be in the mid-90s today. I'm glad I brought my sunglasses.

A: Me too. I'm also glad I'm wearing shorts and a t-shirt. I would be miserable in a suit today.

B: I know what you mean. I'm going to change into something more comfortable as soon as I get to my desk.

A: Good idea. I think I'm going to go grab a cold drink from the vending machine.

B: Sounds good. I'll join you.

The two colleagues then go to the vending machine and get a cold drink. They sit down at their desks and continue their work. As they work, they continue to talk about the weather.

A: I can't believe it's so hot in May. It usually doesn't get this hot until June.

B: I know. It's crazy. I'm starting to think we're going to have a really hot summer.

A: I hope not. I hate the heat.

B: Me too. But I guess we'll just have to make the best of it.

The two colleagues then continue to work, trying to ignore the heat.

Feature Article

Key Lesson:
**Preparing Teaching Materials for an
ESP Course in Japan**

by
Matthew Quinn

Key Lesson

Preparing Teaching Materials

1. Introduction

Teachers preparing to teach an English course are faced with the question of what to use in the class to fulfill the goals of the stakeholders. Usually teachers choose between an appropriate textbook, their own teaching materials, or a blending of the two. Recently, I embarked on a journey into the world of English for Specific Purposes (ESP) teaching and was faced with the same choice. Using information garnered from a needs analysis (NA), I opted to create my own. This paper details the steps taken to create some of the materials for the course in the hope that others may benefit from my experience, and it may contribute in some way to the field of materials design. This paper begins with a background of the course and the students, including a summary of the NA. Following that, I write about the link between theory and practice and elaborate on the approach and framework which I adopted to create my materials. I also present the materials and explain how they can be used and adapted including information on the importance of information gaps, piloting materials, evaluating materials, and assessing the learners' performance.

2. Background of the students and the course

The ESP course was to be taught onsite at a company. The NA, in the form of a 16-item questionnaire (74 questions in total), was distributed online to the human resources manager of the company through Google Forms, and a follow-up interview was conducted to gain insight into the needs of the learners and the company. A summary of the NA is presented in Figure 1. The English course can be described as a business English course at an international company which required 5 of its employees to improve their English ability in international meetings attended by representatives from Brazil, Germany, the Netherlands, Italy, and the US.

3. The Link Between Theory and Practice

The online meetings held in English at the company can be described as a Business English as a Lingua Franca situation (BELF). BELF is similar to English as a Lingua Franca (see Jenkins, 2000) in that the participants use English, which is not their mother tongue, to communicate.

Key Lesson

Preparing Teaching Materials

1) Course duration	one 2-hour weekly English class for 12 weeks
2) Age of learners	between 31 and 53 years
3) Education	highly educated - holding qualifications in veterinary science and pharmacology
4) English level	self described as CEFR B1.1
5) Focus of course	to improve English speaking and listening competence in online meetings
6) Length of online meetings	30 - 60 minutes
7) Present needs	required to ask and answer questions, give information
8) Future needs	will be required to chair the meetings
9) Main issue in meetings	learners have trouble understanding their colleagues
10) Other issues	learners are not confident in their speaking and listening ability

Figure 1. A table showing a summary of the NA

The two differ in that BELF specifically refers to the use of English in business situations. Kankaanranta and Louhiala-Salminen (2013, p. 28) write about BELF and highlight BELF situations as different, 'highly situation-specific, dynamic, idiosyncratic, and... tolerant of different varieties [of English]'. The authors suggest that BELF speakers need to have accommodation skills and the ability to comprehend different varieties of English, and they highlight the importance of 'clarity, brevity, directness and politeness' as important for successful communication (Kankaanranta & Louhiala-Salminen, 2013, p. 27). In the case of BELF, communicative competence largely comprises business knowledge, multicultural competence and competence in business as a lingua franca (Louhiala-Salminen & Kankaanranta, 2011).

Besides the importance of such skills highlighted above, the NA (Figure 1) highlighted the relevance of building confidence through designing a course and materials that would be level appropriate, giving encouraging feedback, and providing scaffolding exercises to ensure the learners were duly supported. The information from the NA provided me with a focal point around which I could create a syllabus for the course focusing mostly on simulating in-class meetings - highlighted as the situation in which the students would have to use English and the situation that needed to be improved (Figure 1, points 5 and 9). Upon reflecting on the data from the NA, it was now time to consider an approach.

Key Lesson

Preparing Teaching Materials

3.1 Which approach would serve the learners best?

Communicative Language Teaching is a communicative approach to language learning that acknowledges there is more to communication than simply understanding grammatical, lexical and phonological rules. The approach emphasises ‘the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation’ (Lightbown & Spada, 2018, p. 215). In order for successful communication to take place, the interlocutors must develop their communicative competence (Hymes, 1972). Canale and Swain (1980) further developed the idea of communicative competence, recognising that communicative competence is made up of other competencies such as discourse competence, strategic competence, grammatical competence and sociolinguistic competence. Savignon (2007, p. 209) describes the importance of promoting ‘functional language ability through learner participation in communicative events’. At the base of the approach is the understanding that an ability to communicate can be developed and nurtured by exposing the learners to ‘real communication’ in the classroom. Meaningful communication, including taking risks and using patterns not memorised (Savignon, 2007, p. 209), can aid the language learning process and prepare the learners for the real situations they may meet outside the class. The approach has been interpreted in numerous ways (see Wada, 1994; Sato, 2002; Ohkuno, 2007).

Referring to the NA, it was apparent that this approach was a good fit to help meet the objectives of the course, allowing the learners to use their knowledge of English in dynamic, challenging role-play situations (communicative events) to develop their communicative ability. Consequently, this was the approach taken and referred to in the development of the materials for the course. I was now at a stage to incorporate my chosen approach into a suitable framework.

4. Choosing a Framework

A good framework takes into account not only information from the NA but also aspects of second language acquisition theory and design (Jolly & Bolitho, 2011). There exists a plethora of frameworks upon which materials designers can base their materials (see Tomlinson, 2013).

Key Lesson

Preparing Teaching Materials

Such frameworks ensure that the materials designer can create materials which fulfil both practical and theoretical principles such as those identified by Nunan (1988, in Tomlinson, 2013, p. 98):

- the need for authenticity
- the need to stimulate interaction
- the need to allow learners to focus on formal aspects of language
- the need to encourage learners to develop the skills necessary for outside the class

Incorporating the principles above, I considered what teaching materials would best meet the goals of the learners and the company and decided the simulation of meeting scenarios should play a key role.

5. The Materials

Tomlinson (2013, p. 2) describes language learning materials as ‘anything which is used by teachers or learners to facilitate the learning of language’. As both a language learner as well as a teacher, I have used various materials such as textbooks, videos, music, and newspaper articles. The benefits and non-benefits of materials are presented by authors such as Tomlinson and Masuhara (2018), Hutchinson and Torres (1994), and Thornbury (2013). Crawford (2002) presents two positions related to materials: ‘debilitating crutch’ or ‘helpful scaffold’. In my experience, I have found them to be a ‘helpful scaffold’ providing the teacher and learner with a base from which to explore language teaching and learning. Any ‘debilitating crutch’ aspect could be mitigated against by gradually weaning the learner from the materials as their skills and confidence grow.

After devising the curriculum for my ESP course which centred around the professional situations such as giving presentations, attending meetings, chairing meetings, and taking the notes in meetings which the learners would need to navigate in English, I was at the stage of deciding on the materials to be used in the lessons. Referring to the NA, I noted that the materials had to:

- be relevant to the language situations highlighted

Key Lesson

Preparing Teaching Materials

- be level appropriate
- be attractive, engaging, and easy to use
- maximise learner talking time
- boost the confidence of the learner
- be adaptable
- aid the acquisition of English to improve the learners' performance

Initially, I considered using a textbook, but the short length of the course and the limited time I had before its start meant that I could not source an appropriate book. Additionally, McGrath's (2016) suggestion that teacher-designed materials can be fine-tuned to the learner's needs, coupled with the importance of learner-centred material (Hutchinson and Waters, 1987), provided the impetus that encouraged me to design my own materials. The materials which I present focus on business meetings. The genre of meetings provided the perfect situation in which the learners could practice various roles in group communication and also practice transferable conversational strategies, such as paraphrasing, checking, approximating, asking for repetition and clarification, appealing for help, summarising, using discourse markers and hesitation devices (Dornyei & Thurrell, 1994, p. 44), examples of which are highlighted in Figure 2. Such conversational skills are highlighted by Kankaanranta and Louhiala-Salminen (2013) as essential for successful communication in BELF environments and as such would be taught and reviewed repeatedly during the course.

Conversational strategy	Example
paraphrasing	In other words...
checking	Did you say...? / Do you mean... / So, what you are suggesting is...?
approximating	around / about / almost /
asking for repetition	I'm, sorry, could you please say that again?
summarising	In summary...
discourse markers	Well... / Right... / So... / Anyway...
hesitation devices	Let me see... / That's a good point... / That's a good question...

Figure 2. Examples of conversation strategies highlighted for successful communication

Key Lesson

Preparing Teaching Materials

The materials I created (Appendix A) are a series of tasks which exhibit a clear progression in difficulty and build up to a final activity that simulates a business meeting (task 4, sheets 2, 3 and 4). The tasks aim to create interest and practice essential language (Nunan, 2004). To aid the development of the materials, I referred to McGrath's (2016, p. 95) worksheet layout and general design considerations' which highlighted the desirability of the following:

1. a title
2. clear instructions
3. one or more examples
4. numbered items
5. the need to cater for early finishers

The aim of the materials is to lead the learners to the goal of taking part in a meeting. The introductory tasks on sheet 1 (Figures 3, 4 and 5) introduce the topic and provide opportunities for the learners to produce and review the language and receive feedback before moving on to the final task of applying the language in Task 4 (sheets 2, 3, and 4). The tasks are clearly headed to provide clarity and are followed by a description of what the learner is required to do. This provides the learners who are confident in reading in English with the opportunity to understand the situation before it is verbally explained. The visuals provide examples of possible retirement presents for a co-worker, helping the learner engage with the task visually and not just linguistically.

One of my goals was to create materials that could be reused both by the teacher and the learner. This aspect of design would allow the autonomous learner to revisit the materials and 'develop their own alternatives according to their needs and personal preferences' (Dubin & Olshtain, 1986, p. 30), especially after the course has finished. Consequently, the main activity (task 4) was designed as a template into which the learner could add other meeting topics besides the one suggested in the worksheet.

6. Task Description and Objectives

This section details the series of tasks which lead up to the simulation of a business meeting. In total, there are 4 tasks and 4 sheets.

Key Lesson

Preparing Teaching Materials

6.1 Task 1 (sheet 1)

TASK 1 - Think of: 1) a retirement present for a co-worker
2) a good location for a party and 3) a convenient date and time for the party

Present: Why?

Location: Why?

Date & Time: Why?



Figure 3. Task 1 from the Business Meeting Materials

Task 1 (Figure 3) requires the learners to think of a retirement present for a co-worker, a suitable location for a retirement party, and a convenient day and time for the party. This topic was chosen because it was deemed to be a potential work-related meeting topic and also seemed a good subject about which the learners could explore the language of meetings. It also allows the teacher to introduce information gaps. The space underneath the explanation of task 1 is for the learners to write down their ideas including reasons why. The graphics are visual suggestions of possible presents.

6.2 Task 2 (sheet 1)

TASK 2 - Write the following words in the correct order:

1. Hello can everyone me hear OK?
2. I well you hope are
3. Mr is absent Smith today
4. has copy got of everyone agenda the a?
5. I plan end to the meeting 7:00 at
6. let's over agenda go the
7. item 1 about buy is to boss our what a present retirement for

Figure 4. Task 2 from the Business Meeting Materials

Key Lesson

Preparing Teaching Materials

Task 2 (Figure 4) acts as a review task centred around the role of the chairperson. The learners are required to write the words in the correct order to form coherent sentences. The objective is to check the linguistic knowledge of the students to see if they can remember the patterns previously taught. It also reintroduces the learners to important language used in meetings necessary for the final activity on sheets 2, 3 and 4. The questions are highlighted because they are referenced in Task 3.

6.3 Task 3 (sheet 1)

TASK 3: Write responses to the questions highlighted in task 2:	
1)	4)
2)	5)
3)	6)
	7)

Figure 5. Space for the learners to write answers to questions highlighted in Task 2

Task 3 (Figure 5) requires the learners to respond to the questions highlighted in task 2. Up to and including task 3, the learners have the opportunity to share their thoughts and answers. The teacher also has an active role - checking ideas and providing corrective feedback.

6.4 Task 4

Task 4 is the final application which simulates a meeting. There are three roles on three separate sheets: (A) the chairperson - sheet 2 (B) the secretary - sheet 3 (C) an attendee - sheet 4. These three roles will now be looked at and described individually.

Key Lesson

Preparing Teaching Materials

Role A: the chairperson (sheet 2)

TASK 4 - This task will practice the language used in a meeting. There are three roles:

- 1) The chairperson (A)
- 2) The secretary (B)
- 3) An attendee (C)
- You are the chairperson (role A)


An illustration of a meeting around a table. Three people are shown: a man in a suit (A) sitting at the top, a woman in a brown jacket (B) sitting at the bottom left, and a man in a suit (C) sitting at the bottom right. They are looking at documents on the table. Above each person is a small square icon with their respective letter (A, B, or C).

Figure 6. Task 4: a description of the task and the role

A description of the task specific to each role is provided at the top of the page along with a graphic which provides a visual description of the situation and illustrates the roles.

Your role is to:

- welcome everyone	<input type="checkbox"/>
- outline the agenda and mention absences	<input type="checkbox"/>
- encourage the participants to give their ideas	<input type="checkbox"/>
- summarise what is said	<input type="checkbox"/>
- ask for any other business (AOB)	<input type="checkbox"/>
- end the meeting	<input type="checkbox"/>


A circular icon containing a white checkmark on a black background, and a black pen icon pointing downwards.

Figure 7. A list of specific directions to be checked off by the chairperson

On sheet 2, the learner occupying the chairperson's role is able to 'check off' specific actions (figure 7) listed in the order in which they may occur in a meeting to make sure they are performing the moves typical of this genre. The bottom half of the sheet (figure 8) provides the agenda for the meeting with bullet points and some scaffolding to help the learners carry out their roles

Key Lesson

Preparing Teaching Materials

Agenda (refer to this during the role-play)

◆ Meeting Title: Mrs Brown's retirement	◆ Date:
◆ Chairperson:	◆ Location:
◆ Participants:	◆ Start time:
◆ Absentees: Mr Smith (sick)	◆ Finish time:
◆ Agenda item 1: Choosing a retirement present for Mrs Brown	
◆ Comments:	

Figure 8. A section of the agenda

Role B: the secretary (sheet 3)

The secretary's role can be either passive wherein the learner assumes the role just of listener and only takes note of what is said, or active wherein the secretary actively contributes to the content.

Role C: an attendee (sheet 4)

The attendee's role is to contribute to the discussion by giving suggestions and reasoning why. In the agenda section (figure 9), there is some scaffolding in the way of suggested sentence patterns to help the learner complete the task.

◆ Agenda item 1: Choosing a retirement present for Mrs Brown
◆ Comments: "I think we should buy a/an/some (item(s))"
◆ Agenda item 2: Choosing a location for the party
◆ Comments: "I suggest we have the party at (place) because (reason)"

Figure 9. A section of sheet 4 showing some scaffolding for the learner to use

Key Lesson

Preparing Teaching Materials

6.5. Summary of the materials

- 4 sheets of A4 paper
- 4 tasks in total
- sheet 1, tasks 1, 2, and 3
 - introduces the topic and allows the patterns to be practiced
- sheet 2, 3 and 4
 - represent the roles of chairperson, secretary and attendee respectively

Each learner should receive all 4 sheets, but only the sheet specific to their role will be used during the simulation of a meeting.

7. Adapting the Materials

Being able to adapt materials to allow for repeated use and to accommodate different proficiency levels and learning styles is an important aspect of materials design (McGrath, 2016, pp. 69-78). The materials I designed can be adapted in the following ways:

1. The number of people playing the role of attendee can be increased to accommodate more learners.
2. The title and the objectives of the meeting can be changed to allow a different discussion with alternative objectives.
3. The materials can be made more difficult by taking away the scaffolding.
4. The learners can use the template by themselves to practice the genre of meetings.
5. The learners can easily swap roles.

8. Information Gaps

As would be the case in a real meeting, all the learners are aware of the topic. The aim of communicative language teaching is to make the simulation as real as possible to facilitate language learning in a 'truly communicative setting' (Savignon, 1972, p. 8).

Key Lesson

Preparing Teaching Materials

One way to achieve this is through information-, reasoning- and opinion-gap activities (McGrath, 2016, pp. 115-116). This important method of creating more authentic conversation can be achieved by providing the learners with conflicting information. For example, one attendee at the meeting is given information about a gift and a time and a place for the party, but another attendee is given information suggesting that the information is not appropriate for reasons such as the person retiring already has such a present and the suggested time and date for the party conflicts with another plan. Such 'gaps' would push the learners into negotiating the situation and using their communicative competence to fulfil the task.

9. Piloting the Materials

Materials for teaching should be evaluated when necessary, and if they do not meet the needs of the learner, they can be redesigned, scrapped, or shelved for another time. Donovan (1998) describes the process of piloting materials as an important stage in refining the materials before they are used. Eager to learn from my peers and also to check whether the materials met the objectives, I solicited feedback from three colleagues. To aid them in their assessment, I provided them with the following list from McGrath (2016, appendix 5.7):

1. **Visual appeal** - Does the worksheet look attractive?
2. **Clarity** - Is the layout clear? Is there sufficient space?
3. **Purpose** - Does the worksheet focus on a genuine problem for the students?
4. **Organisation** - Does [the worksheet] allow for learners of different levels to achieve a measure of success?
5. **Language and Context** - Are instructions economically expressed? Is the language correct? Do the exercises lead students to produce language which is natural and meaningful for them?
6. **Overall Value** - How will completing the worksheet benefit students?

Overall, the feedback was positive. One reviewer questioned whether there was enough space in task 2 (sheet 1) for the learner to rewrite the sentences in the correct order. In response, I created more space to address this issue. In addition to piloting the materials, I also planned to evaluate the materials.

Key Lesson

Preparing Teaching Materials

10. During-use and Post-use Materials Evaluation

Concerning the evaluation of materials, 'whilst-use and post-use evaluations can be extremely valuable' (Tomlinson, 2011, p. 296). Evaluation of materials is important to assess the strengths and weaknesses of the materials and to confirm whether the objectives of the materials were met. McGrath (2016, pp. 199-215) suggests a triangulation of analyses from learners, teacher, and observer. In my case, information was gathered by myself and from the learners. Whilst the learners were using the materials, I could observe how they interacted with each other (during-use evaluation). The learners had no problems understanding the directions for the tasks; however, two of the learners mentioned that task 2 (sheet 1) was difficult to finish in the time allocated. I made a note of the feedback and resolved make the sentences a little easier to understand by reducing the number of words for future classes.

During task 4, the learners provided more input than I had expected which allowed the role-play to continue for longer. This was a welcome surprise as the aim of the communicative task was to practice a business meeting similar to the ones they actually have to attend which can be up to 60 minutes long (figure 1, point 6). Upon completion of the exercise, I asked the learners for feedback about the materials. The feedback was positive, but as Tomlinson (2011, p. 296) notes, asking for feedback directly for the purposes of evaluation may result in polite and cautious answers which can make true evaluation difficult. This highlights the importance of an observer or the use of anonymous questionnaires.

11. Assessment

To assess whether the learner successfully completed the communicative task, a performance assessment is fitting. As Norris et al. (1998, p. 15, in Nunan, 2004, p. 142) note, the approach has the following benefits: it approximates real-life situations, it is a direct predictor of ability in particular language settings, and through the observation of the performance, the evaluator can answer whether the learner can perform adequately or not. There are various methods of assessing the learners' language ability. Assessment

Key Lesson

Preparing Teaching Materials

can take place pre-, while- and post-learning. An important point is 'assessment should reflect what has been taught' (Nunan, 2004, p. 138). Assessment was carried out in two main ways:

- observation of the learners in the main communicative activities
- a paper test to assess grammar, reading, writing, and listening skills

Student name		
Focus point	score (0 to 10)	comment
intonation		
fluency		
audibility		
vocabulary		
grammar		
can paraphrase	yes / no	
can ask for clarification	yes / no	
can summarise	yes / no	
can appeal for help	yes / no	
can use hesitation devices	yes / no	
can use discourse markers	yes / no	
can understand the speaker	yes / no	

Figure 10. An assessment sheet for use by the teacher during the role play

During the role-plays, each learner had their own part to play, so the assessment was conducted solely by the teacher. The focus was on whether the learners could understand the interlocutor successfully. In the role play, I used an assessment sheet (figure 10) to highlight areas of success and areas that needed further improvement. A score from 0 to 10, representing low ability and high ability respectively, was assigned to each learner.

Key Lesson

Preparing Teaching Materials

12. Conclusion

My experience teaching an ESP course for a BELF situation was a demanding but interesting experience. Referring to the academic literature, I was able to apply the knowledge, such as the need for a comprehensive NA and the importance of a thorough framework for materials design, to design and create a course that attempted to meet the needs of the stakeholders involved. The experience highlighted the importance of a thorough needs analysis, an appropriate approach and framework, piloting the materials, and evaluating the materials. I agree with Masuhara (2006, p. 261) who suggests that 'materials development is one of the most effective approaches to teacher development'. The knowledge and experience gained in the preparation and teaching of this course will undoubtedly be put into practice elsewhere.

Key Lesson

Preparing Teaching Materials

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Key Lesson

Preparing Teaching Materials: Worksheet 1

A Business Meeting

Sheet 1

TASK 1 - Think of: 1) a retirement present for a co-worker
2) a good location for a party and 3) a convenient date and time for the party

- Present: why?
- Location: why?
- Date & Time: why?



TASK 2 - Write the following words in the correct order:

1. Hello can everyone me hear OK?
2. I will you hope are
3. Mr is absent Smith today
4. has copy got of everyone agenda the a?
5. I plan end to the meeting 7.00 at
6. let's over agenda go the
7. item 1 about buy is to boss our what a present retirement for
8. what thoughts 1 regarding your are item?
9. all in of hand (idea) your those favour raise
10. OK have we agreed to (idea)
11. are questions there any?
12. let's item move 2 should on to retirement we party have the where?
13. OK we agree that can (idea)?
14. OK go like to I'd over meeting in today's decided what we--
15. is any there other business?
16. OK you time for your thank finish meeting let's the

TASK 3: Write responses to the questions highlighted in task 2:

- | | |
|----|----|
| 1) | 4) |
| 2) | 5) |
| 3) | 6) |
| | 7) |

Key Lesson

Preparing Teaching Materials: Worksheet 2

A Business Meeting

Sheet 2

TASK 4 - This task will practice the language used in a meeting.
There are three roles:

- 1) The chairperson (A)
- 2) The secretary (B)
- 3) An attendee (C)
- You are the chairperson (role A)



Your role is to:

- welcome everyone	
- outline the agenda and mention absences	
- encourage the participants to give their ideas	
- summarise what is said	
- ask for any other business (AOB)	
- end the meeting	

Agenda (refer to this during the role-play)

◆ Meeting Title: Mrs Brown's retirement	◆ Date:
◆ Chairperson:	◆ Location:
◆ Participants:	◆ Start time:
◆ Absentees: Mr Smith (sick)	◆ Finish time:
◆ Agenda item 1: Choosing a retirement present for Mrs Brown	
◆ Comments:	

◆ Agenda item 2: Choosing a location for the retirement party	
◆ Comments:	

◆ Agenda item 3: Choosing a date and a time for the retirement party	
◆ Comments:	

◆ AOB:	

Key Lesson

Preparing Teaching Materials: Worksheet 2

A Business Meeting

Sheet 2

TASK 4 - This task will practice the language used in a meeting.
There are three roles:

- 1) The chairperson (A)
- 2) The secretary (B)
- 3) An attendee (C)
- You are the chairperson (role A)



Your role is to:

- welcome everyone
- outline the agenda and mention absences
- encourage the participants to give their ideas
- summarise what is said
- ask for any other business (AOB)
- end the meeting



Agenda (refer to this during the role-play)

- | | |
|--|----------------|
| ◆ Meeting Title: Mrs Brown's retirement | ◆ Date: |
| ◆ Chairperson: | ◆ Location: |
| ◆ Participants: | ◆ Start time: |
| ◆ Absentees: Mr Smith (sick) | ◆ Finish time: |
-
- ◆ Agenda item 1: **Choosing a retirement present for Mrs Brown**
- ◆ Comments:
-
- ◆ Agenda item 2: **Choosing a location for the retirement party**
- ◆ Comments:
-
- ◆ Agenda item 3: **Choosing a date and a time for the retirement party**
- ◆ Comments:
-
- ◆ AOB:

Key Lesson

Preparing Teaching Materials: Worksheet 3

A Business Meeting

Sheet 3

TASK 4 - This task will practice the language used in a meeting. There are three roles:

- 1) The chairperson (A)
- 2) The secretary (B)
- 3) An attendee (C)
- You are the secretary (role B)



Your role is to:

- listen carefully
- complete the agenda by taking notes
- help the chairperson to summarise the contents of the meeting

Agenda (complete this during the role-play)

- | | |
|--|----------------|
| ◆ Meeting Title: Mrs Brown's retirement | ◆ Date: |
| ◆ Chairperson: | ◆ Location: |
| ◆ Participants: | ◆ Start time: |
| ◆ Absentees: | ◆ Finish time: |
-
- ◆ Agenda item 1: **Choosing a retirement present for Mrs Brown**
◆ Comments:
-
- ◆ Agenda item 2: **Choosing a retirement present for Mrs Brown**
◆ Comments:
-
- ◆ Agenda item 3: **Choosing a date and a time for the leaving party**
◆ Comments:
-
- ◆ AOB:

Key Lesson

Preparing Teaching Materials: Worksheet 4

A Business Meeting

Sheet 4

TASK 4 - This task will practice the language used in a meeting

There are three roles:

- 1) The chairperson (A)
- 2) The secretary (B)
- 3) An attendee (C)
- You are an attendee (role C)



Your role is to:

- Listen to the chairperson carefully and respond when necessary
- Suggest a retirement present for Mrs Brown and explain why
- Suggest a location for the retirement present and explain why
- Suggest a date and a time for the party and explain why

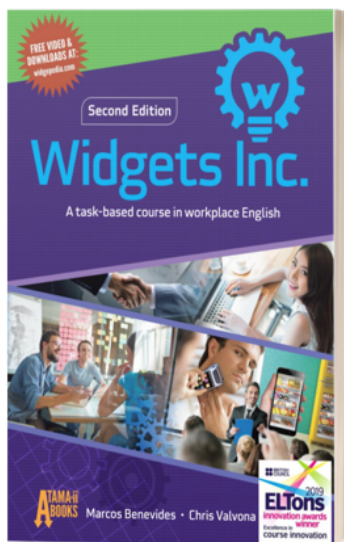
Agenda (refer to this during the role-play)

- ◆ Meeting Title: Mrs Brown's retirement
 - ◆ Chairperson:
 - ◆ Participants:
 - ◆ Absentees:
 - ◆ Date:
 - ◆ Location:
 - ◆ Start time:
 - ◆ Finish time:
-
- ◆ Agenda item 1: Choosing a retirement present for Mrs Brown
 - ◆ Comments: "I think we should buy a/an/some (item(s))"
-
- ◆ Agenda item 2: Choosing a location for the party
 - ◆ Comments: "I suggest we have the party at (place) because (reason)"
-
- ◆ Agenda item 3: Choosing a date and a time for the party
 - ◆ Comments: "I believe the best time and date for the party is (date & time) because: (reason)"
-
- ◆ AOB: No

Messages

Recent Additions to the Materials Writers Showcase

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



Title: Widgets Inc.: A task-based course in workplace English

Authors: Marcos Benevides and Chris Valvona

ISBN: 9781941140000

Publisher: Atama-ii Books

Type: Speaking, Reading, Writing, Listening

Learning Environment: University, Business Classes

CEFR Level: A2 Elementary, B1 Intermediate, B2 Upper Intermediate, C1 Advanced

URL: https://www.widgepedia.com/index.php?title=Widgets_Inc.

Contact: publisher@atama-ii.com

Description: Widgets Inc. is an ESL/EFL course employing a 'strong' task-based language teaching (TBLT) approach. The syllabus is organized into six connected stages, and projects and tasks are arranged by relative task complexity rather than by language forms.

Title: The Beautiful Game: English for Football...or Soccer

Author: Kirsten Waechter

ISBN: 979-8986487007

Publisher: Sports English Press

Type: Speaking, Reading, Writing, Listening, English for Specific Purposes

Learning Environment: University, Business Classes, Conversation Schools, football/soccer academies, organizations, teams

CEFR Level: B1 Intermediate, B2 Upper Intermediate

URL: <https://sportsenglish.org/the-beautiful-game>

Contact: sportsEnglish1@gmail.com



Description: The Beautiful Game is the ideal course for anyone who needs to communicate about football...or soccer in English; in other words, it is the perfect learning tool for players, coaches, staff, scouts, referees, journalists, bloggers, agents, and fans.

Messages

An Announcement from the Writers' Peer Support Group

Workshops from the PSG!

The JALT Writers' Peer Support Group (PSG) has begun a series of workshops designed to help members write, publish, and review academic work. To register for the workshops, turn your phone sideways and scan the link below!

Melodie Cook
Getting Published in JALT Publications
Aug 26 at 13:00
on Zoom

Jeremy White
*Enhancing Peer Review:
Navigating the Journal Landscape*
Sept 6 at 19:00
on Zoom

Writers' Peer Support Group
PSG

Don't miss out on these exceptional workshops from the PSG's Online Professional Development Series!

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Upsized for your scanning convenience!

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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

Musings on Marketing

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Key Lesson

Matthew Quinn has been teaching in Japan since the early 2000s. Since coming to Japan, he has taught English at a variety of businesses and schools. He holds a Masters in Applied Linguistics and TESOL and currently teaches English at Sakushin Gakuin University.

Illustrations provided courtesy of *Azusa Kato*.

Feature: From Zero to Textbook in Ten Months

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PanSIG Report

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Feature: Word Association and the L2 Mental Lexicon (Issue 31.2)

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