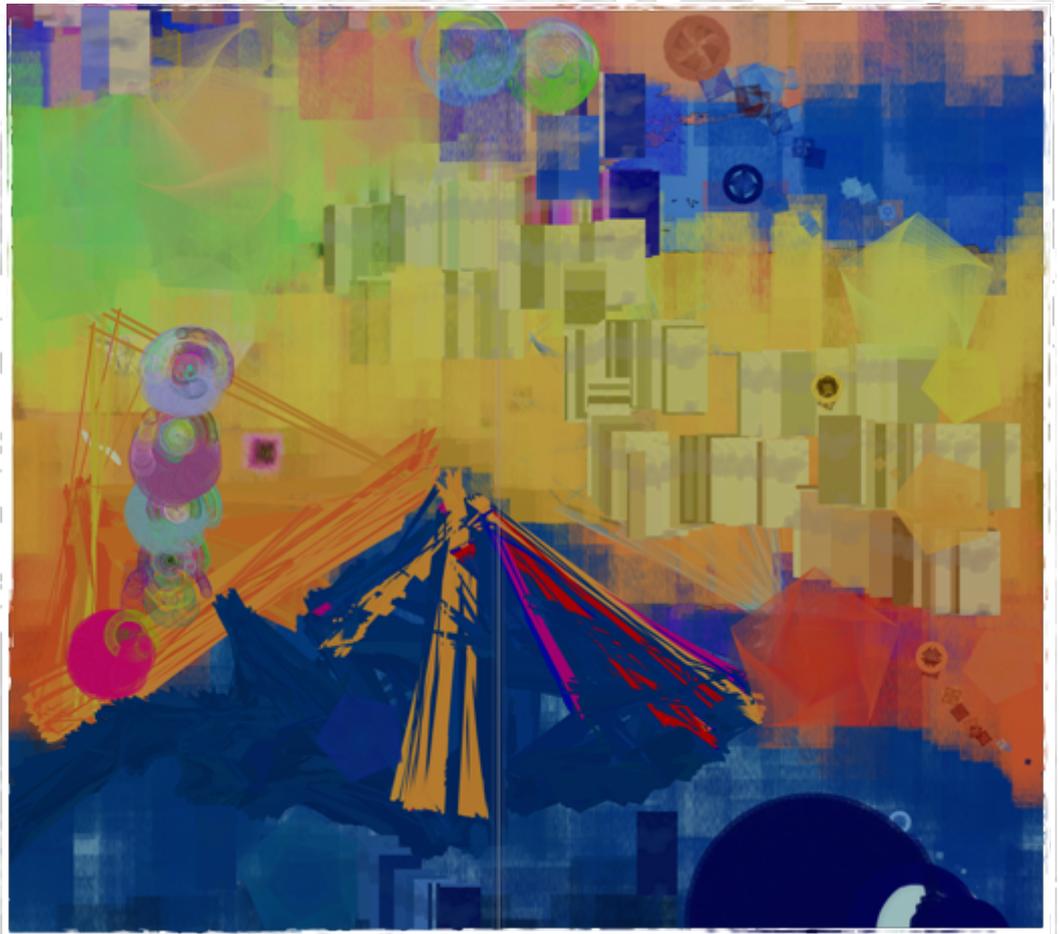


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The Materials Writers SIG was established for the purpose of helping members to turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

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From the Publication Chair

Matthew Keighley

Dear Readers,

Welcome back to ***Between the Keys***. We begin our latest issue with *Greg Goodmacher* providing a timely addition to his materials adaptation column. This time the column introduces a variety of ways to make use of tourism materials which is sure to be a useful and practical addition to any classroom.

Following on from that we have a guide to producing a more collaborative classroom whatever the textbook from *Forrest Nelson*. For those of us who would like to see our students take on more responsibility for their learning this is an immediately workable template and roadmap for guiding them in the right direction.

We finish with part one of a three part series from *David Kluge* who kindly guides us along his personal journey to becoming a published author. It is a great behind the scenes look of how a well-known writer has reached his current position.

Last of all, we are still, and will always be looking for more members willing to chip in with the vital work of proofreading and editing. If you are willing to help out in any way, please do not hesitate to get in touch with the MW SIG.

The Materials Adaptation Column: Adapting Tourism Related Materials for ESL/EFL

Greg Goodmacher (Keiwa College)

Introduction to This Column

Sharing ideas regarding the adaptation of teaching materials is the purpose of this column. Each column consists of five or more examples of ways to revise educational texts or to create teaching materials with newspapers, videos, photographs, advertisements, college catalogs, or other authentic resources (there is no limit as to what we can use as teaching tools). These columns are practical guides for teachers. They are not research papers. Do not expect the ideas and examples given below to meet the needs of every group of students: teachers and materials creators should analyze the activities described in this column and adapt them to fit the specific needs of their students.

This time the column focuses on using or adapting authentic materials for developing language skills in courses in which the focus is tourism content-based ESL. However, teachers can use these ideas in any language class.

Why Use Tourism Materials in ESL/EFL Classes?

Over 31,000,000 tourists visited Japan in 2018. Just four years earlier, the number of tourists was 13,413,467. Expect the current number to jump with the start of the Olympic Games in Japan. The national government, local governments, and many educational institutions are promoting tourism and tourism education. In this environment, tourism is often in the media and the thoughts of many students. Tourism is a topic that has the potential to stimulate numerous students.

Activity One

Whenever possible, find ways to connect the lives of students with study materials. I recently adapted a local tourist guide for promoting student cooperation, for increasing students' knowledge of the local area, and for reviewing and learning useful adjectives. My students' levels range from high beginner to low advanced.

First, I copied descriptive paragraphs from a tourism pamphlet. Then I replaced the adjectives with blank lines. One example is below. I told the students to work in pairs or groups of three. In the first part of this activity, they must write adjectives on the blank lines without using the same word twice. I encouraged them to use dictionaries. The first paragraph is below.

Northern Niigata's _____ (1) old towns are surrounded by _____ (2) rural landscapes. Niigata is a _____ (3) land of _____ (4) hot springs, _____ (5) local dishes, and _____ (6) sakes that are _____ (7) throughout Japan. Visitors can enjoy _____ (8) sports and _____ (9) activities in the coastal and _____ (10) regions. Niigata, though easily accessible from Tokyo, has a _____ (11) charm which visitors cannot find in _____ (12) tourist spots within Japan.

After enough time had passed, I instructed students to listen as I read aloud the original text. They were to listen and also write the omitted words. Afterward, in the third part of this exercise, I elicited students to tell the class the adjectives that they had heard. When they spoke up, I wrote the missing words next to numbers on the board, as shown below.

(1) traditional (2) beautiful (3) rich (4) refreshing (5) unique (6) delicious (7) famous (8) numerous (9) leisure (10) mountainous (11) matchless (12) major

In the fourth part, I asked students to announce the words that they had chosen to write on their papers. As they spoke, I wrote their words under the originally omitted adjectives, and I explained why their chosen adjectives were appropriate or inappropriate. One example of each number is below. It became clear that my students have a limited vocabulary.

(1) traditional (2) beautiful (3) rich (4) refreshing (5) unique (6) delicious
ancient green beautiful different delicious unique
(7) famous (8) numerous (9) leisure (10) mountainous (11) matchless (12) major
unique fun water beautiful unique other

In the first part of this activity, some students taught vocabulary items to their partners. In the second part, they got listening practice. In the third part, they practiced speaking. Finally, they learned more about the nuances of various adjectives.

Two students who are studying to be English teachers stayed in the classroom after the bell rang. They said that this activity was beneficial, and they discussed adapting it for their lessons. Listening to their comments, I felt rewarded.

Activity Two

Maps are excellent teaching tools. The Japan Atlas, A Bilingual Guide 3rd Edition, is a great resource. The information needs updating, so I hope that Kodansha International will soon release a new revised edition. Though dated, it is still useful.

Copy pages of the thematic maps and distribute them to all students. The thematic maps show the entire country, and they point out various locations according to different thematic features. The themes are the following: national and quasi-national parks, world heritage sites, particular scenic sites (famous gardens and parks), unique historic spots (castles, ruins, monuments, grave mounds, historic gardens), traditional towns and villages, special natural preserves and Ramsar Convention Areas, and ceramic kiln areas and lacquerware areas. Giving students all thematic maps would probably be too an overload of information, so if you do this exercise, choose as many as appropriate.

The activity is a version of 20 questions. Put students into groups of four or five. Student A must choose a location. The other students ask questions while looking at the thematic maps to guess the place that Student A has chosen. Writing example questions and answers on the board before starting the activity helps prepare students. I usually write something like the following:

Student A: I am thinking of a place in Japan. Can you guess the name?

Student B: Is the location on the island of Honshu?

Student A: Yes. It is on Honshu.

Student C: Does it have a world heritage site?
Student A: No. It does not have a world heritage site.
Student D: Is there a national park or a quasi-national park?
Student A: There is a quasi-national park.
Student B: Is this place in the southwest of Japan?
Student A: Yes. It is part of Southwestern Japan.
Student C: I've got it. You are thinking of Yamaguchi, aren't you?
Student A: That's right.

The last time that I had my students do this activity, I expected them to do it for about thirty minutes, but because their focus was more intense than usual, and they said that they did not want to stop, I let them continue until the bell rang about an hour later.

Activity Three

City Promotion Exercise

This activity also requires teachers to obtain tourist pamphlets to distribute to students. Pick up English language pamphlets for various cities when you travel, or send email to tourist boards to request them. I prefer to use English materials only, but you could use Japanese language materials. In that case, students learn about the cities in Japanese but speak English in the following activity.

Tell students that they have to convince other students to purchase tours to the cities whose pamphlets they have received. The teacher should give students a list of specific topics that they must cover. Possibilities include museums, natural attractions, amusement parks, hotels, restaurants, historic sites. Teachers should help students by giving them a list of vocabulary. Recycling of previously studied vocabulary is always a good idea. This week, my students recently learned the following phrases: spectacular, world-class, attractive, cosmopolitan, ethnic community, a host of, unforgettable, and waterfront park. If I were to do this activity next week, I would tell them to use these words during the speaking activity.

Students will need a lot of time to prepare for this activity, so I assign the preparation as homework. That homework is studying the pamphlets and rehearsing sales pitches of approximately five minutes, or whatever time the teacher decides is best. Depending upon the level of the students, you can allow or forbid students to use notecards.

At the start of the next class, tell half the students that they are to pitch their tours for the time that you decide is appropriate. The "customers" speak to three or more "city representatives" (choose how often you want your students to do this activity) while taking notes. Then afterward, customers report on which city they want to visit and explain what points attracted them. Following this, students change roles. The customers become city representatives.

Activity Four

Incorrect Vocabulary Activity

This activity facilitates vocabulary while also providing reading practice and writing practice. First, choose the vocabulary that you would like the students to review.

Then write a reading text similar to the one below. Put the words that you want students to use in a box. Students are to search for incorrect or inappropriate phrases in the reading material. When

they find those, they are to write the correct words above the wrong ones. Mistakes could be grammatical or lexical. Do the first line together as a class activity to help students understand the procedure. Write the first line on the board or project the paragraph on a screen. The class chooses the answer together. Write that answer above the sentence, as shown below. After that, you can have students continue either independently or in small groups.

unforgettable

ethnic

My last trip to San Francisco was forgettable. San Francisco is famous for a communities, such as Chinatown, Japantown, and North Beach. As a result of this cultural diversity, there is only one type of dining possibilities. I stayed with my friend, whose home backs a mountain park. Many tourists go to that park to eat average seafood meals. San Francisco has many low-class hotels. If you want to stay at one of those hotels, you should make reservations far after you arrive. If you go, be sure to bring your camera. There are many ugly vistas that you will want to photograph.

When students finish, I usually tell students to shout out the answers as I slowly read the text aloud. Another option is to ask volunteers to read a sentence aloud. Either way, students gain more listening practice that involves vocabulary review.

Activity Five

Eco-tour Video Activity

One of the many effective ways to use videos is to have students in small groups watch one video with the knowledge that they will later have the responsibility of explaining or narrating the video to other students. This activity works best for intermediate and advanced level students.

Divide the class into two groups, A and B. Group A members watch the same video as often as the teacher deems necessary for those students to take adequate notes of the main ideas and to write vital details for them to explain what they saw to Group B students. Meanwhile, Group B students are watching a different video and are also taking notes. Students can use their phones or use computers in a computer lab. Give them time to discuss what they saw and share their notes between viewings. The videos watched by each group should be of the same length.

After students have adequately prepared, give them a partner from the other group. The two partners are then to watch one video together. This time, though, the students view the video with the sound off. It is the duty of the student who has repeatedly seen the video to explain the video content in English. After student A has explained the video to his/her partner, they watch the next video together, and student B explains it to student A.

Essential points: Provide students with a list of useful vocabulary based on video content. Make sure that every student knows those words. Meaningful repetition is helpful, so find two videos with similar topics, vocabulary, and formats. I am planning to use two eco-tour videos the next time that I do this activity. The videos follow the same format: an introduction to an endangered species, including its threats; an introduction to what is being done to protect the species, especially what eco-tourists can do; and an introduction to how local communities are benefiting, regarding finances and social order. If you wish you could provide students with a list of points that they need to discover. For example, students must listen for the names of animals, location of animals or habitats, threats to the animals, protection activities that tourists can help with, etc.

The videos that I will use are [Turtle Conservation Costa Rica](#) (World Nomads) and [Penguin Conservation in Patagonia](#) (World Nomads).

Conclusion

The author welcomes questions, comments, and the sharing of activities connected to this particular column. The next column could include your comments and suggestions.

Promoting Collaborative Learning with Any Textbook Using a Teacher-Created Study Guide

Forrest Nelson (CEED Center, Saitama University)

Learner level: TOEIC 500-High Intermediate

Length of the activity: 6 to 7 classes depending on the number of students

Resources used: Academic Writing Skills Book 3, teacher created study guide

Course Goals:

1. To help students visualize the process of writing a research paper.
2. To help students become more responsible for learning the content by teaching it to other groups.
3. To facilitate student-to-student interaction and collaboration with or without the experience in writing research papers
4. To instruct students on how to incorporate survey data, source information and citations.

Introduction

This essay discusses the use of a teacher-created study guide as a solution to promote a more interactive and student-centered class by changing the roles of the teacher as facilitator and the students as instructors.

Preparation

1. Print study guide-5 minutes
downloadable from www.forrestworld.com/education/awskillsbook3guide.zip
2. Make enough double-sided copies for the class-20 minutes

Procedure

Pre-Instruction-Class 1 and 2

1. Enlist those students who have experience writing research papers by way of a needs analysis questionnaire:

Section 1

- A. Have you ever written an essay in English?
- B. Have you ever written a research essay in English?

Section 2

- A. Do you know what a citation is?
- B. Do you know how to write a citation within a research paper?
- C. Do you know what a reference is?
- D. Do you know how to write a reference?
- E. Write an example of a reference if you know how.
- F. Do you know what APA and MLA refer to? Choose the correct answer a through g.

- a. cartoon characters
- b. academic writing format
- c. political organizations
- d. a writing company
- e. a magazine company
- f. two major TV stations in the US
- g. initials of two famous writers

G. Do you know what source information refers to?

H. What is an example of an academic source?

Section 3

I. Have you ever written a research essay in Japanese?

J. Please write any questions you may have about research writing.

2. Split students into groups of 3 people. If possible, assign at least one experienced student to each group. Teachers need not point out the fact that each group might have at least one student experienced with research writing.
3. Introduce students to the first activity by asking them to draw an image of each part of the process of research writing (See Appendix A).
4. Afterwards, students should:
 - a. compare their drawings.
 - b. discuss what the drawings mean.
 - c. discuss how the drawings match each part of the diagram.
5. Finally, students should match each section of the textbook unit with the diagram in Appendix A and explain why it matches.

Study-Class 3-5

1. Form three groups. Group one looks up questions in part one and part four of the unit. Group two finds the answers for part two, and group three, looks up part three questions. (See Appendix B).
2. Within each group, students should quickly decide how to divide the questions.
3. Over the next two classes, students should find the answers to their questions, do the activities associated with their part of the textbook and then share their answers to each other within their group.
4. Finally, each group begins to plan how they will present their information to the other groups (See Appendix C).

Presentation Preparation (see Appendix C)

1. The presenting group must first describe which section of the diagram in Appendix C their presentation is addressing.

2. Students should use step two just below the diagram to outline what they will talk about.
3. Students should include keywords the other classmates might not know.
4. All students in the group should complete all the activities within their textbook section. The teacher should also make the answers to the activities available to the students.
5. Students should choose an activity from their section to explain the importance, and demonstrate how the activity is completed.
6. Finally, students should prepare for a question/answer time at the end of their presentation by writing down questions they think the audience will ask.

Presentation Day-Class 6 and 7

1. The order of presentations will be based on the order of topics in the textbook, which are listed on the first page of Appendix B.
2. Each group presents their information. The other students should take notes and complete the sample activity as instructed by the presenting group. Questions can be asked at any time during and after the presentation.

Post-Presentation Day-Class 8

Students will take a test on the whole unit. They can prepare for the test by using an online flash-card web application called Quizlet. Students can also use Quizlet.Live, a collaborative game using the questions and answers of any Quizlet card set. The unit test will be administered online using Moodle, an open source learning management system. The purpose of the test is not for rote-learning, but to help students review the information they learned in class six and seven. Students will be able to take the test several times in order to improve their score. All resources for this lesson will be linked to www.forrestworld.org/education as individual files and also within a Moodle LMS back-up file for teachers who use Moodle.

Background

This study guide is used in two Academic Writing courses: 2a and 2b. Students wishing to enroll in these writing courses, must have a TOEIC score of 500 or more. Both courses are eight weeks in duration and meet twice a week making a total of 15 classes. This study guide was created to be more interactive because many students who had taken this class before had indicated that a majority of their other classes were lecture-based with little or no student-to-student or teacher-to-student interaction.

It was also created to help groups of students learn the content together (See Appendix A, B and C). These activities needed to be motivating and aligned with the objectives of the course as illustrated in Table 1 and Table 2.

Table 1. *Academic Writing Class Specific Objectives*

Academic Writing Class Specific Objectives	
	<ol style="list-style-type: none"> 1. <u>Recognize</u> the main topics of the textbook. 2. <u>Match</u> the parts of the research paper overview in the guide with activities from the class textbook. (See Appendix B) 3. <u>Classify</u> the difference between common knowledge, student created research data and source data. 4. <u>Recognize</u> and review the structure of a relevant journal article. 5. <u>Use</u> this knowledge to complete practice activities in the textbook. 6. <u>Organize</u> information from relevant journal articles that will be used in the research paper. 7. Paraphrase and <u>summarize</u> information from college-level journal articles and collected survey and interview data. 8. <u>Critique</u> other student essays by forming peer editing groups. 9. <u>Use</u> this information in a 1000-word research essay. 10. <u>Construct</u> and revise a 1000-word research essay.

Note. Academic Writing Class Specific Objectives. Adapted from “A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives,” by Anderson, et al. 2001, figure 3.1.

Table 2. *The Cognitive Process Dimensions*

The Knowledge Dimension	The Cognitive Process Dimension					
	1 Remember	2 Understand	3 Apply	4 Analyze	5 Evaluate	6 Create
A Factual Knowledge	Objective 1 Appendix A Objective 4 Appendix B Access Appendix A and B	Objective 2 Appendix A				
B Conceptual Knowledge		Objective 3 Appendix B		Objective 6		
C Procedural Knowledge		Objective 7 Appendix B and authentic research articles	Objective 5 Access completion of activities Objective 9		Objective 8	Objective 10 Access final essay
D Meta-Cognitive Knowledge						

Note. Cognitive process dimension matched with specific goals. Adapted from “A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives,” by Anderson, et al. 2001, figure 3.1.

Referring to Dörnyei's model, "Motivational teaching practice", the bottom component is of use for creating motivational learning materials; Maintaining and protecting Motivation (Dörnyei 2001, p. 29). In particular, the section on "Making Learning Stimulating and Enjoyable", "Setting Specific Learner Goals" and "Protecting the Learner's Self-Esteem and Increasing their Self-Confidence" was incorporated. Dörnyei specifies several strategies regarding these three items. For the first item, Dörnyei suggests, "Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks." He further states that the materials should be challenging, should match the interests of the students and must end with a project the students create (Dörnyei 2001, p. 77).

The study guide does include these suggestions. First of all, writing a research paper is a new experience. This makes the topic more challenging for them. Also, to increase student interest and academic writing skill, students use the knowledge they gain from the textbook and apply it to their research papers about changes they want to make at their school using interview and survey data, and information from journal articles. This is a great topic to use because students always have an opinion about changes they would want to make at their school. Secondly, the overall goal of the course is to successfully write a research paper. The study guide activities give the students an overview of what is required to write a research paper. Furthermore, this guide helps students to learn the process of research writing by collaborating with classmates through group discussions and a final presentation (See Appendix B and C). Finally, in regards to protecting student self-esteem, some students tend to be intimidated by the prospect of writing a research paper, but it has been observed that after discussions with other students, those who tend to be anxious feel some relief when they find out that there are other classmates who also lack the knowledge and experience of research writing. Protecting student self-esteem was accomplished by using the first study guide activity which allows the students to confirm their knowledge and visualize a bird's-eye view of research writing through images they draw and share with other students (See Appendix A).

Materials that are motivating are of course very important, but matching these to appropriate cognitive skills is also important when designing your own activities. Using the revised edition of Bloom's Taxonomy of Educational Objectives as seen in Table 3.1 of the book and Table 2 of this paper (Anderson, et al., 2001/1956), this study guide was created with the knowledge and cognition process dimensions in mind. In particular, the Report Writing Vignette from (p. 210) of the book was used as a model. The first step was to look at the underlined verbs used in the objectives of the course as shown in Table 1 of this paper. Then, match the verbs with the categories of cognitive processes in Table 2 (Alexander. ET Al. 2001, Figure 3.1). Based on the results as shown in Table 2, Objective 1 was realized in the activities of Appendix A by helping students to review the overall topics in the textbook. It is important for them to know what they are going to study and where all the topics are in the textbook. Following that, they must learn the parts of the research paper, and how to incorporate common knowledge with information they gained through surveys, interviews, and source information. Finally, they produce their research paper.

Caveats

1. The most difficult tasks for the students were paraphrasing and summarizing, listed in Table 3. Students require lots of practice and feedback in order to improve. One way to help students learn these important skills is to teach them a way to visualize what they will re-write using a paragraph of text or a cartoon image that forms a short story.

Table 3. *Paraphrasing and Summarizing Activities*

#	Paragraph text	Cartoon
1	students read a paragraph	view a cartoon with the text removed
2	understand the paragraph	understand the cartoon
3	draw images, diagrams or symbols of the various parts of the paragraph	apply key vocabulary used to describe the cartoon images
4	replace some words with synonyms	
5	re-construct the paragraph in their own words	describe the cartoon in paragraph format
6	exchange paraphrases/summaries with a partner in order to compare the original text with the re-written version	exchange paraphrases/summaries with a partner and compare the images and the original sentences of the cartoon

Note. Students to paraphrasing. Adapted from “Academic Writing Student Book 3,” by Chin, Reid, Wray, & Yamazaki, 2013, p. 78.

2. Even though the academic ability and English fluency level of the students that take these courses is quite high, most students that enroll in this course do not have the experience to write a research paper in English let alone in their own language. However, on the rare occasion when a higher percentage of enrolled students do have sufficient experience, it is possible that the first activity in Appendix A might not be necessary. Although it should be noted that the activity itself has been an effective way to begin the course by helping to establish some cohesion between students and thus remains a useful tool. Students are more willing to ask for help if they trust their classmates.
3. Finally, by interviewing students last year and in quarter 1 (April-June 6) this year, all the students suggested that the teacher lecture on some aspects of the textbook. Therefore, in quarter 2 of this year, June 8th-August 3rd, the teacher and the students should negotiate which sections of the book the students will do and the sections the teacher should lecture. The students and the teacher were both very satisfied with this compromise as it gave the students more time to focus on their research essay. More specifically, based on unit test scores and student interviews, the most difficult sections of the textbook were:
 - a. Unit 1 Part 2-Take a position
 - b. Unit 2 Part 3-Logical fallacies
 - c. Unit 2 Part 4-Concluding paragraphs
 - d. Unit 3 Part 2-Integrating source information
 - e. Unit 4 Part 2-Academic sentence styles

(Chin, Reid, Wray, & Yamazaki, 2013, p.iii)

In conclusion, it is suggested that the teacher start with the exercises in Appendix A regardless of the student's research writing ability and when assigning groups to the questions in Appendix B, it is better to mix experienced students with the non-experienced students without actually emphasizing this point. Finally, the teacher and students should negotiate which sections of the textbook the students will study and present. However, it is recommended that the teacher give lectures on the unit topics listed at the bottom of Caveat 3.

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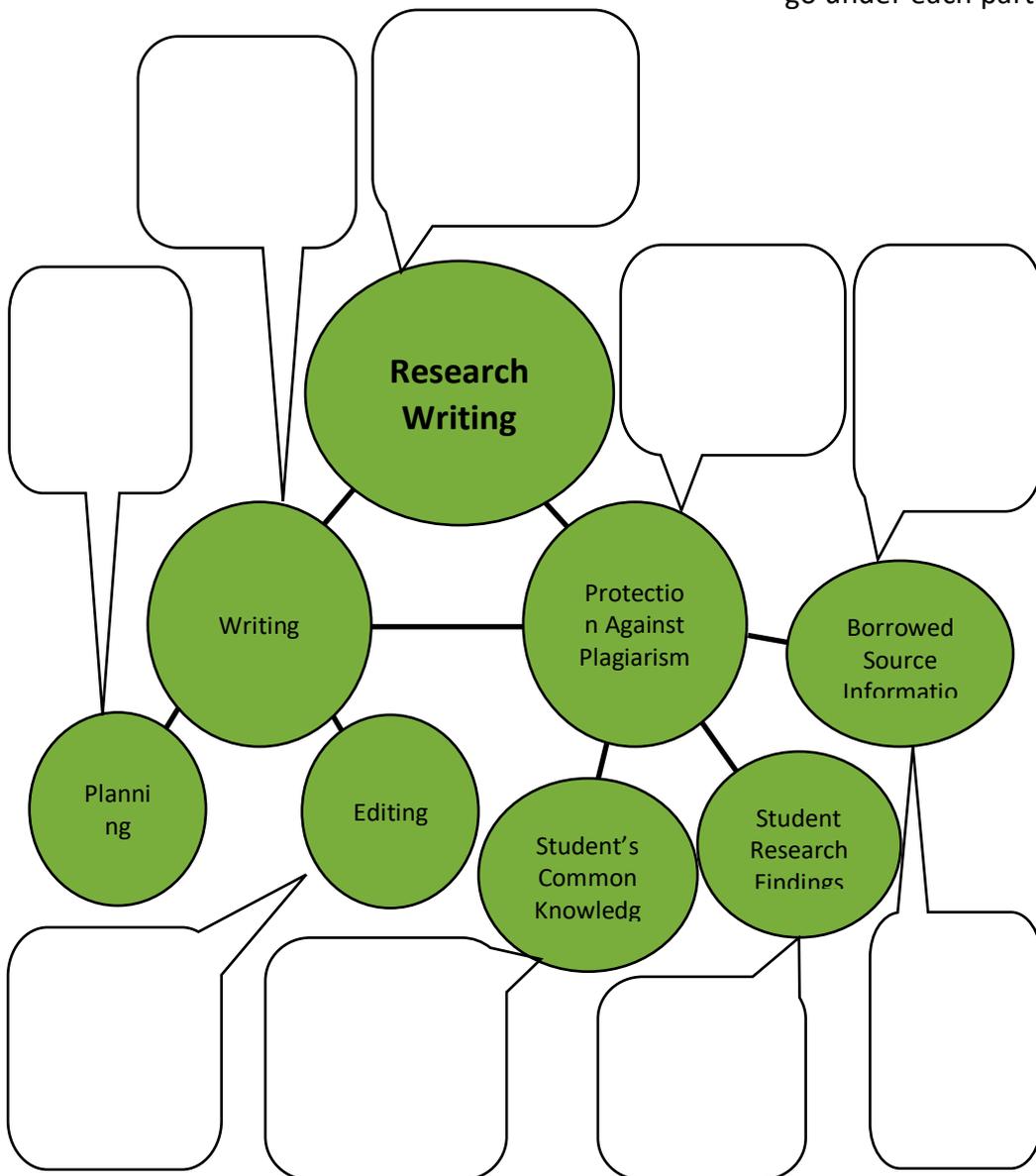
Appendix A -Class 1- Research Writing Overview

Teacher Preparation

1. Enlist those students who have experience writing research papers.
2. Split students into groups of 3 groups. Each group should have at least one experienced student.
3. Before handing out the study guide, ask students to write a short paragraph about what they think research writing is.
4. Let students compare their writing, list their ideas on the board and tell students to keep their paragraph with them for later use.
5. Hand out the study guide.

In Class Instructions

1. Ask students to draw an image that they think best describes each part of research writing.
2. Students should:
 - a. compare their drawings
 - b. discuss what the drawings mean
 - c. discuss how they match each part of the diagram below.
3. Finally, students should match each section of the textbook with the diagram below. Explain why each section should go under each part of the diagram.



Step 3-List key words the other groups might not know.

#	New Vocabulary/Phrase	Definition	Text Page
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Step 4-List the textbook activities your group will demonstrate? What pages are they on?

--

#	Possible Audience Questions	Possible Answers
1		
2		
3		
4		
5		

Step 5-All students in the group should complete all the activities within their section.

Step 6-Student will share their sections within their group. On this day, the teacher will provide the answers to unit 1.

Step 7-Presentation Day Instructions for all students

- **Step 1**-Students will present in the order of the textbook unit starting with part 1.
- **Step 2**-Students will underline, circle and or write down key sections of the textbook as they listen.
- **Step 3**-After presentation day, all students have 1 week to complete the other activities at the end of each part they studied. On the day of the deadline, the teacher will provide answers for students to check their work.
- **Step 4**-Students will have the chance to apply their new knowledge to the essay they are writing.

Lessons Learned from Textbook Publishing Experiences

Part 1: My Story

David Kluge (Nanzan University)

This is Part 1 of a three-part series on getting your book published. Part 1 is the publishing story of the author. Part 2 is what needs to be done to get your book published. Part 3 is an annotated successful book proposal form.

Introduction

Albert Einstein wrote: “all knowledge of reality starts from experience and ends in it” (1954, p. 271). A proverb states the same thing more simply: “Experience is the best teacher” (Sage, n.d.). My textbook publishing grew out of my experience teaching, and my experience creating material for my own students. Let my experience with textbook publication teach others with the same goal of getting their classroom materials published as a textbook.

I was first an excited consumer of EFL textbooks but later, after some years of experience, became a very dissatisfied consumer. This is my story. In it, I will answer the questions of “Who Am I?” and “What Do I Do?” It all began a long time ago in a land far away . . .

“Who Am I?”

In 1978 I graduated from an American university with a double-major in English and Theatre carrying a newly minted secondary education teaching license, ready to teach high school English. While teaching English in a small high school, composition, reading, presentation, and content classes like mythology, I was dazzled by the textbooks available and was a very satisfied customer.

Four years later, on a quest for adventure, I flew to Japan to try my luck at finding a new job and entered the field of EFL as a somewhat experienced teacher but as an amateur EFL teacher. After four years of junior high school and international high school teaching experience, my contract ended, and my new bride and I flew to San Francisco where I went to grad school for a master’s degree in TEFL. Before I graduated less than two years later in 1989, I was interviewed for a university position, was accepted, and joined the ranks of university teachers in Japan.

My newly acquired education had opened my eyes and I saw many the things that I felt were lacking in published textbooks. After a few years of trying to find “good” textbooks, I thought, “These books weren’t written for my students’ level of language skill, the authors don’t know what my students were interested in at all, and the publishers don’t seem to know my students’ university or post-graduation needs. I think I could do a better job of writing a textbook.” That started me off on the road to becoming an author.

After two years of teaching composition, in 1991 I wrote a research paper writing book for the university’s third-year English majors, revising it every two or three years (1994, 1997, 1999, 2002, 2004, 2005), as can be seen in Table 1.

Table 1. *Printing History of Writing Research Papers Textbook*

Title	Pages	Year Printed and Used
1. <i>Writing KGU Linguistics Research Papers and Reports</i>	145 p.	1991-1993
2. <i>Writing Research Papers, Second Edition (with M. A. Taylor)</i>	74 p.	1994-1996
3. <i>Writing Research Papers, Third Edition, (with M. A. Taylor)</i>	137 p.	1997-1998
4. <i>Writing Research Papers, Fourth Edition, (with M. A. Taylor)</i>	140 p.	1999-2001
5. <i>Writing Research Papers, Fifth Edition, (with M. A. Taylor)</i>	142 p.	2002-2003
6. <i>Writing Research Papers, Sixth Edition, (with M. A. Taylor)</i>	144 p.	2004
7. <i>POWERwriting: Writing Research Papers, Seventh Edition, (with M. A. Taylor)</i>	197 p.	2005-2006

The first book was for the Linguistics majors in the Linguistic Inquiry (LI) style which had to be explained in great detail, so it was comparatively longer (145 pages) than many of the early composition book versions that followed immediately after it. It was also written by me alone. From the second edition on, I co-wrote with my colleague, Matthew Taylor, and the number of pages increased with new material and sections added in the book. All of the books in Table 1, in addition to the books in Tables 2 and 3 below, were not published books; they were printed by the printing company that the university usually used for its pamphlets and handbooks, and were sold by a local book store so the teachers did not collect money from students, as per university policy. The material in the research paper writing textbook was trial tested by multiple teachers over 16 years.

In 1997, I wrote an essay writing textbook for second-year university English majors, which was used for four years, 1997-2000 (see Table 2). In 2001, I wrote the computer-assisted writing (CAW) version of the book, revising the original essay writing textbook extensively, and the book was used from 2001 to 2010.

Table 2. *Printing History of Essay Writing Textbook*

Title	Pages	Year Printed and Used
1. <i>POWER Writing</i>	109 p.	1997-2000
2. <i>POWER Writing: A Computer-Assisted Writing Textbook</i>	152 p.	2001-2010

The CAW book could be used today as it was based on simple technology that still comes

bundled with computers or included in most commercial word processing applications. During the same period, Matthew Taylor and I wrote oral communication textbooks.

Oral Communication Textbooks

At about the same time as we were creating many of the revisions of the writing textbooks (see Table 1), in 1999, Matthew Taylor and I had started writing oral communication textbooks specifically for first- and second-year university English-major students, but also for extension college students. The first one was called *In My Life*, a presentation and conversation textbook based on the lives of the students in the classroom, portrayed by each student in hand-made scrapbook pages. The textbook was used by all sections of the first-year English major speaking course.

Table 3. *Printing History of the In My Life Oral Communication Textbook*

Title	Pages	Year Printed and Used
1. <i>In My Life</i> , (with M. A. Taylor)	232 p.	1999
2. <i>In My Life, Millennium Edition</i> , (with M. A. Taylor)	209 p.	2000-2001
3. <i>In My Life, 2002 Edition</i> , (with M. A. Taylor)	223 p.	2002
4. <i>Let's Talk</i> , (with M. A. Taylor)	189 p.	2003-2009

Let's Talk is a version of *In My Life* used by first-year university English-majors, re-titled in order to protect the title *In My Life* for commercial publication.

There was one unusual publishing situation. The Cengage sales representative for Nagoya, knowing of my experience in drama, asked me to come up with a proposal for a drama-based textbook to fill a niche in their catalog and because she felt that such a textbook was needed on the market. With David White, a drama expert on their staff, overseeing the project, *Our Town: A Live Action Role-Playing Textbook* was completed. However, it was the publisher's editorial and sales group that decided that although it was an interesting book, it was too involved for the average EFL teacher and so the book was shelved until it could be rewritten in an easier format. This was an unusual case in that the book was accepted for publication, was completed, but not published. I agreed with their decision.

Table 4. *Textbooks Submitted for Publication but Not Accepted*

Title	Pages	Year Printed and Used
1. <i>We Can Work It Out</i> , (with M. A. Taylor)	258 p.	2000
2. <i>We Can Work It Out, Second Edition</i> , (with M. A. Taylor)	224 p.	2001-2010
3. <i>Computers in English Education</i>	235 p.	1999-2010
4. <i>Speech! Speech!</i>	122 p.	2000-2010

In Table 4 are four books that were completed for use in the English department of the university I was working at. I had shown the books to the publishing company sales representative, but none of them interested the representative at the time. The book, *We*

Can Work It Out, written with Matthew Taylor, is a role-play textbook/workbook used for 11 years for conversation classes for all second-year English majors which required students to do most of the book as homework, taking quizzes on the material and performing the role-plays in class. *Speech! Speech!* is a textbook I wrote for my third-year English class and was used for 11 years to teach speech, oral interpretation, and debate. *Computers in English Education*, a textbook I wrote for a CALL class for a teacher training class for third-year English majors and used for 12 years, is long out of date and would take too much effort to re-write, but the other three books in Table 4 could be revised and formally submitted for consideration for publication some time in the future when I have the time and energy.

However, Matthew Taylor and I have been lucky to have four commercial textbooks, and I have also had a chapter in a textbook published (Table 5):

Table 5. *Successfully Published Commercial Textbooks*

Title	Date	Pages	Publisher
1. <i>Basic Steps to Writing Research Papers</i> (with M. A. Taylor)	March 2007	191 p.	Thomson Learning, name changed to Cengage Learning
2. <i>In My Life: Strategies for Personal Communication</i> , (with M. A. Taylor)	January 2011	95 p.	Macmillan LanguageHouse, now sales handled by Nellie's Books
3. <i>Basic Steps to Academic Writing: From Paragraph to Essay</i> , (with M. A. Taylor)	January 2012	183 p.	Cengage Learning
4. "Lifelong Learning" (Unit 5), In N. Naganuma, N. Nagai, & F. O'Dwyer, (Eds.) <i>Connections to Thinking in English: The CEFR-informed EAP Textbook Series A2+/B1 to B1+</i>	January 2015	pp. 132-162 (30 p.)	Asahi Press
5. <i>Basic Steps to Writing Research Papers, Second Edition</i> (with M. A. Taylor)	2018	207 p.	National Geographic Learning

The following sections move back and forth through time because several of these projects described here overlapped, and though easy to portray in graphic form (see Figure 1), it is difficult to describe this clearly in paragraph form. You may want to refer to this timeline while reading the stories of how the various books were produced.

	BSWRP	IML	BSAW	LL	BSWRP2e
2005					
2006					
2007					
2008					
2009					
2010					
2011					
2012					
2013					
2014					
2015					
2016					
2017					
2018					

Key:
BSWRP = *Basic Steps to Writing Research Papers* (with M. A. Taylor)
IML = *In My Life: Strategies for Personal Communication*, (with M. A. Taylor)
BSAW = *Basic Steps to Academic Writing: From Paragraph to Essay*, (with M. A. Taylor)
LL = “Lifelong Learning” (Unit 5), In N. Naganuma, N. Nagai, & F. O’Dwyer, (Eds.) *Connections to Thinking in English: The CEFR-informed EAP Textbook Series A2+/B1 to B1+*
BSWRP 2e= *Basic Steps to Writing Research Papers, Second Edition* (with M. A. Taylor)

Figure 1. Timeline of Publishing Books

Basic Steps to Writing Research Papers, with Matthew Taylor, was our first in-house printed textbook to be published, owing to the efforts of the sales representative of the company. In many ways, it was easy because Matthew and I had used the version of the textbook for 13 years from 1994 until 2006, revising the textbook quite frequently. However, for all of these commercially published versions, a different approach was needed; for our self-published material we understood the context of using it very well, but for the commercial textbooks the material had to be self-evident in the textbook itself, so that teachers and students would not stumble through it. Therefore, the content would be essentially the same for the published version of the textbook, but the way the information was arranged and presented had to be rethought. (Read more about this later in the “What Is Needed?” section in Part 2

of the series.)

Skipping in time to 2012, we were asked to write a composition book one level lower than the research paper writing book. Although I had a book that I thought was very successful, POWERwriting, I was the only teacher to use it, so instead of using that as the basis for the new book, I had come up with a completely different concept. Therefore, this book was different from our other commercial publications because it had to be rewritten almost completely from scratch.

Jumping to 2015, we had been wanting to update our textbook *Writing Research Papers* textbook for several years based on our usage of the book and comments from other teachers we knew who used the book, and Cengage Learning finally green lighted this idea, too. However, the textbook had to be very extensively changed in order to justify the company putting out a second edition. We started by creating an online user survey about the first edition and sent it out to teachers who were using or had used the book. In addition, some of the users also were gathered for a focus group. The resulting information, as well as a fairly large wish list by the publisher and the authors, in addition to ongoing feedback we had been getting about the first edition for nearly ten years, gave us a good place to start, and we rewrote the entire book, changing each unit, adding new information, new units, and new sections, updating much of the information, and replacing sample papers with newly-written ones.

In the meantime, in 2013, a group of authors in the FLP SIG (now the CEFR and Language Portfolio SIG) invited me to join their effort to create a CLIL book based on the Common European Framework of Reference (CEFR), *Connections to Thinking in English: The CEFR-informed EAP Textbook Series A2+/B1 to B1+*, the manuscript of which was completed in 2014 and the book was finally published in 2015.

To change the subject to oral communication, I need to go back a few years in time to 2011. I was approached by a representative of a different publishing company that I had met at a JALT international conference, who asked Matthew and I to write an oral communication book based on our *In My Life* book. In a later meeting with the representative and an editor based in the U.K., we discussed the layout of a typical unit, which turned out to be completely different from the book we had created, but it seemed interesting, so Matthew and I gave it a try, and it was published.

I was also able to edit some teacher resource books that were collections of articles published by JALT. (See Table 7.) The first book in Table 7 was the first book published by the newly formed CALL SIG. The second book was part of the JALT Applied Materials (JAM) series. The interesting part about this book was that two of the editors, David and Roger Johnson, are some of the biggest names in cooperative learning education (along with Slavin and Kagan, among others) and worked with two relatively unknown editors only because Steve McGuire studied under the Brothers Johnson in university – showing that it is both what you know and who you know that matters, even in the publishing world.

Table 7. *Teacher Resource Books Edited and Published*

Title	Date	Pages	Publisher
1. <i>The Proceedings of the National Conference on Computers and Composition 1993</i> (With J. Lundelius, S. McGuire, K. Nozawa, S. Ozeki, M. Sugiura, & M. Taylor, Eds.)	July 1994	264 p.	JALT CALL Press
2. <i>Cooperative Learning</i> (With S. McGuire, D. Johnson, & R. Johnson, Eds.)	March 1999	198 p.	The Japan Association for Language Teaching

I turn now to works in progress. Drafts of four titles (seven books) have been started and are all at different levels of completion. (See Table 8.) They are all almost ready to be submitted to various publishers. We feel that something is missing for each proposal, so we are not yet satisfied with them. When those missing parts are “discovered,” the proposals will be submitted.

Table 8. *Textbooks That are Works in Progress*

Title	Description
1. <i>Basic Steps to Writing</i>	An introduction to basic writing focusing on the sentence and paragraph level, with Matthew Taylor
2. <i>In My Life 2: Stories of My Life</i>	An oral communication textbook teaching students how to tell stories about experiences in their lives, with Matthew Taylor
3. <i>Global Scale English (Books 1-4 Beginning to Advanced)</i>	A 4-book series of 4-skills books for university students based on a modification of the CEFR scale and teaching English using Performance in Education. Also teaches media literacy and critical thinking skills while encouraging the development of creativity, with George MacLean
4. <i>Roleplays for Life</i>	A situational-functional syllabus teaching English through role-plays, with Matthew Taylor

Conclusion

This first part of the series may seem very much like I am tooting my own horn, but it is the preface to the main part of the series which is in Part 2, the advice on how to get your book published. Before we get to that point, I wanted to show you that I have been published, yes, but I wanted to impress on you the decades-long effort to get published – the wrong turns, the evolution of the books that were published, some future books that I am writing now and some that are just ideas. This part sets the stage for Parts 2 and 3 of the series.

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