

Between the Keys

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Working Together

Jim Smiley *MWSIG Coordinator*

Happy New Year, Materials Writers!

I wish you the very best of for the coming year.

May your pens always be ready.

May your imaginations always be fresh.

And may your products be successful or not as the need dictates.

Welcome to what is labelled the final issue of 2007. At the recent AGM, there was a slight changing of the guard, and I heartily welcome Kristofer Bayne as our new Publications Chair. Also, a warm welcome to Suzy Conner who is looking after our Records replacing Daniel Droukis (Thanks Dan!). Derek Di Matteo's work as layout editor will be sorely missed (Thank you, Derek!), but I will be taking care of that position in tandem with the coordinator duties. Scott Peterson remains our trusty treasurer. Likewise, Cameron Romney stays our Membership Chair, and Greg Goodmacher continues to look after our Programmes. Treasurer, Membership, Programmes, Records and Coordinator are all elected positions and we are the ones who direct policy in matters affecting your/ our group. If you wish to have your

opinion included, please feel free as the voice of our membership is surely the most important one. Last, but not least, is John Daly who maintains the Yahoo! Group mailing list, one of our most treasured resources.

You will notice that this issue comes in two versions: the now-usual PDF downloadable print version, and this web version. I felt that there were a lot of differences between the screen and print and thought that the benefits of the web could be brought to our rag. The principle design aim of this site is to present our content in a usable and readable format. Please let me know your opinions on this, too. Without your input, changes for the better will be based on the intuition of a few and guesswork.



Pan-SIG Student helpers 2007

Pan-SIG 2008 Call for Papers and a welcome announcement

The Seventh Annual JALT Pan-SIG Conference will take place in the historic Doshiha University's Shinmachi Campus in Kyoto. This year's will be the biggest ever with seven SIGs (one for each year) coordinating with the Kyoto JALT Chapter in a very unique and convenient setting playing host to the plenary speakers Tim Murphey and Junko Yamanaka. They are:

- * Gender Awareness in Language Education
- * Life Long Language Learning
- * Other Language Educators
- * Pragmatics
- * Teacher Education
- * Testing & Evaluation

We are delighted to announce that the Materials Writer's Featured Speaker will be the highly prolific writer, Miles Craven. Miles will be giving a talk on how to write for ELT publishing: a general guide to the ins and out, things to watch out for, how to choose the right publisher and so on. He'll also be conducting a 2-hour workshop. More details on that to follow. This year at the Pan-SIG, there'll be a panel discussion comprising all the featured and plenary speakers from all disciplines. Miles will represent our group at that.

As a co-hosting SIG, our members have first dibs on the presentation slots. Please send in your abstracts to The 2008 Pan-SIG Abstract Committee before February 15. Slots are limited, so get yours in early.

Our Mission

In these pages, we welcome a wide range of opinions. What is published does not reflect the views of the MW-SIG Committee. Usually, there's no need for editorial comment on articles. In this issue, however, one article requires discussion. There are many readers of 'Between the Keys' who have far more experience, wisdom and knowledge than I and are more capable of drawing their own conclusions on the first part of Bob Long's analysis of the 'Problem with the current publishing paradigm'. Readers may want at this point to go to Bob's article and read it for themselves before continuing. Being coordinator of this SIG does not automatically make me an expert, so I'll limit my comments to what I can usefully discuss: the organisation and scope of our SIG. I'm sure that some of you will disagree with my assertions here. Please feel free to continue this discussion.

JALT is an Non-Profit making-Organisation. We collect monies in the form of membership dues, journal sales, tee-shirt sales, conference entry fees and so on. Some of that money goes towards member services and some towards building capital reserves for future strength. To retain the status of "NPO", JALT undergoes strict financial tests year-in, year-out. Any understandable and beneficial aim for future capital reserve strength must be transparent to any outside auditor and not be mistakable as being purely profit-driven for profit's sake. Accordingly, each SIG and Chapter's bank passbooks and income/expense statements are internally audited

before exposure to outside scrutiny and furthermore are subjected to a monthly check by JALT Central Office. Even so, it is still easily imaginable that an NPO (not ours!) might 'build up reserves', disband and disperse the residue to the members. Our activities need to be 100% transparent both financially and in terms of how we fulfill our mission statement. The suggestion for a Writers' Cooperative that works with the MW-SIG is problematic in at least two ways.

** NPO-acceptable activities that benefit our members should be done within the structure of our already-existing organisation depending on the energy and drives of members*

** We cannot become involved in 'for profit' enterprises as that would contravene our NPO status*

It may sound trivial, but even displaying a member's 'for sale' self-published textbook on our stand at the National Conference is not allowed.

The precise details of how the two groups would interact are not clear, but what exactly would the status of the MW-SIG be if we were to act as referees for books to be published (by whom)? If we are to be a liaison between paid editors and writers, what is the member service here and how exactly do we benefit? Would there be a 'donation' to us after initial publication, any sales, after particular sales levels? What would an outside auditor make of repeated donations? If there were to be no financial

benefit to us as a group and only to those paid editors, we must ask where the editor pool came from. There are many deeper questions to be raised. Hopefully the proposed meeting at the Pan-SIG 2008 will help answer them. Yet ultimately, the proposition for a Writers' Cooperative reveals a need among a large part of our very target membership group: those actively involved with materials production with a view to publishing. Obviously, we as a SIG are not fulfilling those needs either due to our constitutional structure or to the energy and imagination of the committee. Serious thought is needed on how exactly we should best proceed and where our energies should be concentrated. My request to you is to consider the nature of our group and firstly to think about change within what we were set up to do.

Arra best,
Jim Smiley



Miles Craven

Editor's Column

Kristofer Bayne *MWSIG Publications Chair*

Welcome to 2008, The Year of the Rat. If you are also a rat, like me, you might enjoy Wikipedia's article on "The Rat: Sign of the Zodiac" (Harry Potter's mum and dad were rats, too, by the way). And, with a bit of old back-to-the-future, welcome to the last *Between The Keys* for 2007 and my first as the new editor. I hope I can keep up the fine work of my predecessor, Jim Smiley. That will be, for the most part, determined by you, our members. It always seems to be quite a struggle to gather enough for an edition of BTK. This has always surprised me considering the contributions from MW-SIG members at conferences and the fact that, as materials writers, most of us are ferreting away at something or other, either on the academic side or the practical. It would be nice to see overviews of up-coming or successfully delivered presentations, or even just a commentary on ideas or approaches you use. So, take a look at what you are doing, write it up (in an organized fashion, please!) and send it in.

In this edition of *Between The Keys* we have a cross-section of pieces. We have some administrative pieces. Firstly,

Suzy Connor, our new Records Officer, offers us the not-to-be-missed Minutes of the 2007 Annual General Meeting, held during the JALT Annual Conference in November. Ratified changes to the MW-SIG Constitution, voted on during the AGM will also entertain us. Our feature article is by Jamar Miller who, with somewhat of an understatement, delves into various aspects and models of lesson planning. Jane Joritz-Nakagawa reports on the inaugural Japan Writers Conference, which she also helped to organise (congratulations!). We hope that both the conference and also a report on it can become a regular yearly feature. Robert Long gives us his candid opinion of some pitfalls with traditional publishing and floats the idea of 'The Writer's Cooperative'. Kris Bayne kicks off a new column, 'Toot Your Own Horn', as an avenue to learn a little more about each other through self-introduction. And, as usual, we have our always thoughtful and thought-provoking Coordinator's Report from Jim Smiley.

Enjoy and engage!

Kris Bayne
The Editor

Direct Instructional Model

Lesson Plans

Jamar. A. Miller *Fukuoka Institute of Technology*

(Part 1 of 2)

A vital part of teaching and curriculum planning is creating lesson plans that utilize several models of teaching and knowing how to correctly label them so you can use the appropriate methods later on as situations call for it. Within “Direct Instructional Model Lesson Plans”, there are 12 major models of lesson planning: Mastery Learning Model, Direct Instruction Model, Positive Self-Concepts Model, Memory Model, Self Training Model, Advance Organizer Model, Role Play Model, Non-Directive Teaching Model, Group Investigation Model, Inductive Model Lesson Plan, Synectics Model, and Jurisprudential Inquiry Model.

Each Lesson Plan begins with an overview of the Model. They are structured as a ‘My Share’ and show the procedure, practice, discussion and evaluation stages within the lesson plan as well as indicate the target learner type and materials required. The Lesson Plan end with a short summary of the lesson’s purpose and objective. Each utilizes the target Model Lesson Plan and serves as an both a valuable lesson plan

that can be used in the classroom but also serves as an example of the method for teachers who want to diversify their knowledge of lesson planning. The first six Lesson Plans will be presented in this issue and the remaining six in the next.

- * Mastery Learning Model
- * Direct Instruction Model
- * Positive Self-Concepts Model
- * Memory Model
- * Self-Training Model
- * Advance Organiser Model

Mastery Learning Model

The Mastery learning model is focused on a basic structure for instruction. That structure includes the standards of the mastery of the subject being defined, the elements that are needed for mastery to be introduced in “small increments”, the materials needed for learning identified, a sequence of learning that is established and diagnostic tests to be pre-determined to measure mastery (“Notes”, 1997). Mastery of the subject must be achieved by all students in the classroom prior to proceeding with further instruction

that would incorporate one subject into another. The theory is that when students are capable of mastering a topic they will be more effective at future learning related to the topic and produce higher achievement results.

Quick Guide

Key Words : Mastery Learning Model, Oral communications and culture
Learner English Level : University / High School (High-level 3rd year)
Learner Maturity Level : University
Preparation time : 120 minutes
Materials : Computers, computer lab, program.

Procedure:

The mastery learning model will be utilized for this lesson. In the mastery learning model the information will be organized in a manner that expresses the simplest form of the lesson, to the most complicated form. The students are then asked to work independently to master the skills associated with the lesson at their own pace. For the lesson:

* The class will take place in a computer room, with each student having access to a computer terminal.

* On the terminal there will be a variety of stories in English that the student can select from.

* Each student may select the stories of their choice and read it.

Following each story the student will be asked to complete a quiz that determines

their ability to understand the material.

This lesson will be an ongoing assignment for the class in which the students can develop and master skills over time and eventually complete the computer program.

Practice:

The students will complete the assignments through independent practice, with teacher guidance as needed.

Discussion:

Discussion will occur between the teacher and the students in the initial stages of the lesson, and throughout the duration of the lesson as needed.

Evaluation:

Students will be evaluated in their progress through the completion of the computer quizzes, as well as through teacher observation of the work in progress.

Conclusion:

This Lesson plan serves two purposes, one it's a lesson plan that can be used in classes and two it's a lesson plan that can be looked at as a good example of what actually constitutes a lesson plan that utilizes the Mastery Learning Model Lesson approach. The model corresponds with the lesson because the lesson includes the elements of attaining mastery of the subject and the universal achievement of successful results/knowledge and skill.

This lesson Plan has been successfully used for classes ranging in size from 5-50, and has been used in both (High-level 3rd year) high school classes and University Classes.

References

Notes on Benjamin Bloom lecture. (1997). Humboldt. Retrieved November 15, 2007, from <http://www.humboldt.edu/~tha1/mastery.html>

Direct Instruction Model

Quick Guide

Key Words : Direct Instruction Method,

Oral communications and culture

Learner English Level : High School 3rd year and above

Learner Maturity Level : High School 3rd year and above

Preparation time : 30 minutes

Materials :

Paper Pencil Blackboard Word lists

The direct instruction model provides the opportunity for students to receive information from the teacher through lecture, demonstration or presentations. The purpose of the model is to provide students with the opportunity to receive information directly about a subject and begin to cognitively apply that information to previous learning. Direct instruction serves as a tool for teachers to provide a variety of information that is needed about a subject and then allow the students the opportunity to use that information as a foundation for later work.

For more info on “Direct Instruction Methods” read <http://www.humboldt.edu/~tha1/mastery.html>.

Procedure:

Step 1.

Introduction of Skill: The skill to be discussed is listening, as it relates to the

manner in which many words within the English language sound the same.

A. Begin the lesson by writing about a dozen words that sound exactly the same, but that have different meanings and may be spelled differently.

B. Then try to get the students to use them in a sentence. (Mostly likely they wont be able to).

C. The teacher will then focus on one specific word as an example of how words may sound the same, but have different meanings. Write the words on the blackboard so that the students will be able to visually analyze how they are different. Using the words “bare” and “bear” demonstrate their ability to be used in a sentence. For example: “Her back was bare”, and “The bear was big”. Explain that in order to distinguish words from one another that sound the same, the individual must be capable of listening to the entire sentence that the word is used in as a means of determining what the true intention of the speaker is in conveying the message.

D. Student Participation: Students will be asked to participate by discussing words that they know which sound alike, but that have different meanings in small groups. When this exercise is complete, the teacher will call on various students to use specific words that sound alike in sentences. Students will be in groups and will do so behind

a board or room divider, so no one can see their body language or gestures. Then the class listens to the words being used and has to guess the content or situation. If students are unable to think of words, then teacher will supply the words to be used in the exercise. Students and the teacher will assist the students performing their words in appropriate usage as well as understanding the meanings of the words and their proper use of them in a sentence.

E. Test the students understanding of the significant of understanding words that sound alike, as well as listening for how they are used in sentences through questions and answers between the teacher and the students.

Step 2.

A. Practice of the learning will occur with the teacher providing a completely new list of sound alike words to the students. The students will be divided into groups within the classroom, to practice using the words in sentences and discussing the meaning of the words with one another.

B. Test the students understanding with questions and answers between the students and the teacher.

Step 3.

Independent Practice: Students will then be required to use the list of words and write sentences, using each form of the word in a sentence.

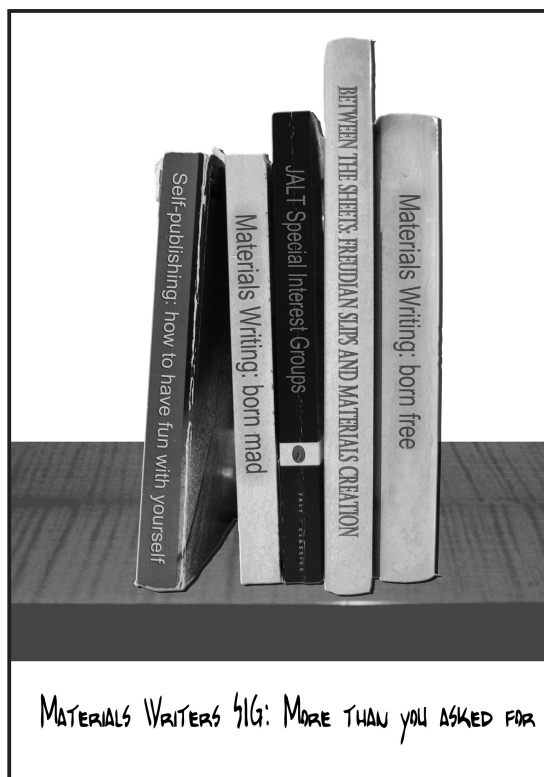
Step 4.

Application of Skill Beyond the Classroom: Students will be asked to observe others using words that sound the

same outside of the classroom and report to the class the words that were used and how the student was able to determine the word meaning.

Conclusion:

This Lesson plan serves two purposes, one it's a lesson plan that can be used in classes and two it's a lesson plan that can be looked at as a good example of what actually constitutes a lesson plan that utilizes the Direct Instruction Method / Model Lesson approach. This lesson corresponds to the direct instruction model because the lesson calls on the teacher to provide information about the subject matter. This lesson Plan has been successfully used for classes ranging in size from 5-50, and has been used in both (High-level 3rd year) high school classes and University level classes.



Positive Self-Concepts Model

Quick Guide

Key Words :

Positive Self-Concepts Model, Oral communications and culture

Learner English Level : University / High-level 3rd year high school

Learner Maturity Level : University

Preparation time : 30 minutes

Materials : Cultural stories. (Recommended is Momo the Peach boy for Japanese Students)

The positive concepts model is an information processing approach to learning. The positive concepts model calls of the learners to categorize information, relating it to other concepts that have been introduced. This leads to the formation of larger concepts. In the model there is also a concentration on the learning achieving concept attainment, whereby the learner will comprehend various concepts as they are correlated throughout a variety of subject areas ("Models", n.d.).

Procedure:

This lesson will focus on instruction that is based on the positive self concepts model. It is intended to ensure that the positive self concepts students have are developed or reinforced throughout the lesson. For this reason the lesson will focus on culture and cultural associations as a means of supporting individual identity within a community. The Teacher will present one short story from his/her culture and one of students in the classroom. To support the learning, the teacher will also provide visual

support for the:

- * stories throughout the classroom that identify with the students

- * At the conclusion of each story the teacher will provide cultural information related to the story and each student will be asked to comment on the cultural value of the story, as well as provide any information about the story that is important to the culture

- * Following the reading of each story the students will be asked to share another story, in their own words, that is culturally significant for them

- * Following this segment of the lesson the students will discuss the story's importance, as well as the personal impact that the story may or may not have had on their lives

- * The teacher will use each story as a means of the students developing cultural awareness of one another and prompting their positive self concepts in the educational and social environment

Practice:

The students will be asked to work in groups following the discussion to develop a story that demonstrates the cultural in a positive nature. This will be a continuing element of the lesson that will offer the students an opportunity to present their stories in another class time.

Discussion:

The students and teacher will participate in discussion as a class, with teacher guidance. Later the students will be

involved in group discussions in order to create their story on culture.

Evaluation:

The students will be evaluated based on the cultural awareness that they develop, as well as the process of sharing their personal concepts of their culture.

Conclusion:

This Lesson plan serves two purposes, one it's a lesson plan that can be used in classes and two it's a lesson plan that can be looked at as a good example of what actually constitutes a lesson plan that utilizes the Positive Self Concepts Model approach. Because the lesson presents a need for categorization of concepts and the application of those concepts to a larger subject in the curriculum it fits the purpose of the model. It has been successfully used for classes ranging in size from 5-50, and has been used in both (High-level 3rd year) high school classes and University level classes.

References

Models of teaching instruction. (n.d.). Valdosta.
Retrieved November 15, 2007, <http://chiron.valdosta.edu/whuitt/col/instruct/instmlds.html>

Memory Model

Quick Guide

Key Words :

Memory Model Lesson Plan, Oral communications and culture

Learner English Level : University / High School (High-level 3rd year)

Learner Maturity Level : University

Preparation time : 120 minutes

Materials : List of words and

corresponding pictures that have been learned in the past week. Hat.

Blackboard as needed. Pencil, paper.

The memory model of instruction is one in which the teacher supports memorizing materials as a means of accumulating information and applying it to previously learned concepts. The memory model is often used in history, mathematics and science for the students to be capable of applying universal data to a function and working through problems that require specific data or information to be used.

Procedure:

The lesson will be presented based on the Memory Model Lesson Plan, which is one where the purpose of the lesson is to develop and build upon both past lessons:

- * Teacher will review the list of words that have been learned in the past week
- * Teacher will then present pictures that correspond to the learned words and ask the students to match up the words with the pictures
- * Teacher will then place all words in cards in a hat and all pictures on the table in front of the room
- * Each student will be asked to go to the front of the room and draw out a word from the hat and match it to the picture on the table
- * Students will then be divided into groups, keeping the word that they drew from the hat
- * Each group will then begin to construct a short story in which each of



the words held by the students is used. The short story should be no longer than 5 minutes in length and have a beginning, middle and end.

* Each student in the group will tell the part of the story that relates to his or her word

* The group will be presenting the story as part of a class assignment

Discussion and Check for Understanding:

Teacher and students will discuss the learning process in each step of the lesson through questions, answers and open discussion.

Practice:

Students will begin working on a group project in which they create a story using the words that each group member has selected from the hat and the corresponding pictures. All students will be required to present their story together, with each student speaking about his word and its part in the story. The presentation of stories will occur at the end of the class session.

Evaluation:

Students will be assessed based on their ability to recall the words and pictures that they have learned throughout the week and in the class session. The final presentation will serve as a tool in checking for understanding of the words and their ability to memorize the words and pictures that have been presented. The lesson will be evaluated based on the teacher's ability to check for memory or the lack thereof. Students that have had difficulty will

require additional assistance and the lesson should be repeated on an ongoing basis in order to assist the students with word identification and communication at all levels.

Conclusion:

This Lesson plan serves two purposes, one it's a lesson plan that can be used in classes and two it's a lesson plan that can be looked at as a good example of what actually constitutes a lesson plan that utilizes the Memory Model Lesson approach. The presented instruction utilizes the memory model because it asks the teacher to offer information to the students that must be memorized and applied to later learning within a specific subject area. It has been successfully used for classes ranging in size from 5-50, and has been used in both (High-level 3rd year) high school classes and University Classes.

Self-Training Model

Quick Guide

Key Words :

Self-Training Model, Oral communications and culture

Learner English Level : University / High School (High-level 3rd year)

Learner Maturity Level : University

Preparation time : 30 minutes

Materials : Stories, critique

The self training model of instruction is one that allows the student the opportunity to work in a self paced environment and through peers or

self, evaluating learning as it occurs (Dobronvolny, n.d.).

Procedure:

The lesson will be presented based on the self training model, which is one that encourages students to explore learning through their own processes and insight into learning. To accomplish this task the students will be asked to read a chapter of a book and then write a critique of the material. The critique will focus on:

- * Clarity of the language
- * Characters in the story
- * The authors intent of the story
- * The feelings that expressed in the story
- * The feelings of the reader after reading the material

Each critique will be discussed by the students in the class session.

Practice: Practice will occur through independent student learning.

Discussion: Discussion will occur only at the beginning of the lesson as instructions are given.

Evaluation: Evaluation will occur through a check for understanding in the class to follow.

Conclusion:

This Lesson plan serves two purposes, one it's a lesson plan that can be used in classes by teachers for the student and two it's a lesson plan that can be looked at as a example and a learning tool for teachers on what actually constitutes a

lesson plan that utilizes the Self Training Model approach. The lesson meets the requirements of the model because within the lesson that is presented, the student is given the opportunity to explore learning and evaluate individual progress as it occurs. It has been successfully used for classes ranging in size from 5-50, and has been used in both (High-level 3rd year) high school classes and University Classes.

References

Dobrovolny, J. (n.d.). A model for self paced technology based training. Learning Circuits. Retrieved November 15, 2007, <http://www.learningcircuits.org/2003/sep2003/dobrovolny.htm>

Advance Organizer Model

Quick Guide

Key Words :

Advance Organizer Model, Oral communications and culture

Learner English Level : University / High School (High-level 3rd year)

Learner Maturity Level : University

Preparation time : 30 minutes

Materials : Paper, paints, brushes, ink, pens, pencils, markers, crayons, prints or transparencies, overhead projector

The advanced organizer model is scientifically based and focused on understanding the scientific process through inquiry, gathering and analyzing data, testing or measuring theories and understanding how information interrelates with other knowledge. Essentially the advance organizer model provides a well constructed pattern

of learning that offers the students the opportunity to explore an idea or concept within the defined parameters of a predetermined process.

Procedure:

The lesson will be presented based on the Advance Organizer Model, which is one that is intended to organize the learning in a structure that provides added meaning. The lesson will assist students in learning about other cultures and their influence on human existence, as well as oral language communication. The lesson will take place over two class periods. In the first part of the lesson the students will be asked to create a visual image of their lives in their country of origin. This painting or drawing should express their connection to their culture, as well as their personal identity within the cultural environment. The second part of the lesson will require the teacher to present numerous paintings from different cultures, either through overhead presentation or through print displays in the classroom. Each student will then be asked to speak of their individual painting and the meaning that is connected to it in relation to culture. The teacher will then connect each of the student's works with one of the masterpiece paintings and discuss how each artist was capable of creating images because of her existence within a culture at a certain period of time.

Practice:

Practice will be both independent and guided, with students creating their own works of art and the teacher leading the

investigation of the paintings.

Discussion:

Discussion will occur through the students presenting their paintings to the class, which will be used as a foundation for the creation of artwork and the rest of the lesson. This discussion will be the foundation for a clearer understanding of the major works, culture and the progress of society and art in general. Communication skills will be utilized and refined.

Evaluation:

Evaluation for the lesson will occur through a check for understanding of the process that has been involved in the creation of famous masterpieces and the cultural implications that allowed these artists to bring life to their work. Students will be capable of connecting the work that they have created to the masters and develop a broader understanding of how these pieces have affected individual lives and expressed society at a given time.

Conclusion:

This Lesson plan utilizes the Advance Organizer Model approach and can be viewed by professionals who want to compare it to the other 12 models. The lesson specifies that learners will gather and analyze data, as well as draw conclusions based on the findings of the data analysis and therefore fits the criteria that is needed for a Advance Organizer Model. It is not recommended for beginner classes but students who have

gone beyond the basic beginner level of English. The plan calls for 2 lessons but on occasion it will take 3 depending on the size of the class and the level of the students English. It has been successfully used for classes ranging in size from 5-50, and has been used in both (High-level 3rd year) high school classes and University classes.

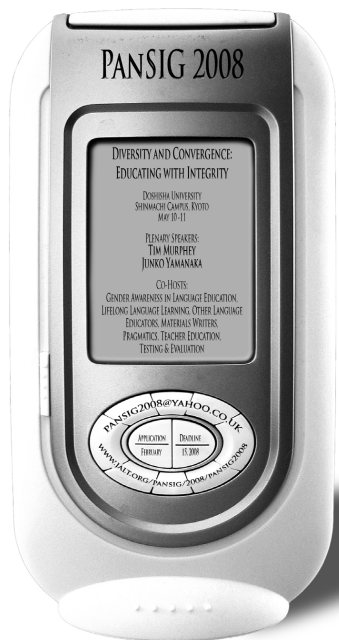
2007 Writers' Conference Report

Jane Joritz-Nakagawa

I had the pleasure of helping organize and participating in the First Annual Japan Writers Conference, which took place at Ochanomizu University in Tokyo on October 13 and 14, 2007. Approximately 30 sessions took place over the weekend, with roughly 30 presenters and, at an estimate, over a hundred attendees. The 2007 program included the following workshops, panels and presentations:

- * Helping L2 Poets and Songwriters
- * Writing for the Theatre
- * One-Breath Poems: Contemplation and Creation
- * The Art & Uses of Travel Writing
- * Suzanne Kamata Reading From Her Novel "Losing Kei"
- * The Making of "Revolutionary Rexroth: Poet of East-West Wisdom"
- * Constructing English Textbooks for Japanese High School Students: Cultural Issues
- * Networking for Professional Advancement: The Role of the Society of Writers, Editors, and Translators
- * Poetry as Protest
- * Hillel Wright Reading from his Novel "Border Town"
- * Writing on Leadership: Lessons from

SET YOUR ALARMS



Don't forget to get your submissions in before February the 15th for the Pan-SIG Conference 2008. See page 15 for details.

Analyzing Works on Leadership

* The Writing Life: Freelancing, Small Press Publishing, Staying in Print, and Loving Your Post Office

* The Art of the Interview

* Keiko Matsui Gibson - A Reading of Her Poems and Her Translations of Yosano Akiko

* Getting Your Poems into Print

* Fair Gender Representation in EFL Textbooks: Developing Materials is Not as Simple as you Might Think

* Writing for Children and Breaking into the Children's Book Market

* Poetry Matters! An Introduction to Poetry Circles and Poetry Workshops for the EFL Classroom

* Writing for the New Age Market

* The Art of the Anthology

* "Poetry Kanto": Contributions, Discoveries, and Horizons

* Fiction Writing Workshop

* Traditional Japanese Tales and the Contemporary Poet

* The Art and Craft of Essay Writing

* Techniques for Eliciting Online

Writing Feedback

* J. Cahill / J. Goodfellow / J. Joritz-Nakagawa: Poetry Reading

* Writing Romance Fiction

Presenter bio-data and summaries of the 2007 presentations are available on the conference website.

<http://www.viversimples.ezhoster.com/writerconference.html>

Details concerning the 2008 Japan Writers Conference will be available soon, including a new call for proposals;

interested persons can visit the conference website for further information.

CALL FOR PRESENTATIONS

Seventh Annual Pan-SIG Conference
2008

Please note that research in any area of applied linguistics will be welcome. Two types of proposals will be considered:

1. Reports on completed research
2. Works in progress (including completed research design and/or data collection)

Presentations will be 45 minutes in length (including 10 minutes for questions and answers). Preference will be given to those submissions which fit the theme of the conference and/or general interests of the SIG to which the submission is being made.

Please send:

- (1) a 50-word summary,
- (2) a 150-word abstract, and
- (3) personal information (name, affiliation, contact details)

to the following e-mail address:

pansig2008@yahoo.co.uk [Please note UK!]

No later than February 15, 2008

The subject line should read: Submission for MW.

Proposals for workshops (120 minutes) and poster sessions are also invited.

For further information, please contact Eric Skier (Pan-SIG 2008 Conference - Program Coordinator) at skier@

Toot your own horn

Kristofer Bayne *Seisen University*

Hello. My name is Kris Bayne. I have been living and teaching in Japan for 25 years(!) but I still say I come from Melbourne, Australia. I live in Higashi-Koganei, Tokyo, not far from wonderful Koganei Park (one of best-kept secrets in the Kanto Plain — magnificent sakura & ume, open air museum, exhausting kids play areas, and a classic car exhibition in autumn). As of April 2007 I teach intercultural communication and also teach and oversee various English skills courses in the Department of English Language and Literature at Seisen University. Prior to that I did seven years at International Christian University after for some fourteen years at a *senmon-gakko*.

Throughout my teaching career in Japan I have been involved in in-house materials production, early on for content-based learning and more recently academic writing. I keep threatening to publish a textbook. I can be reached at krisbayne@gmail.com.

I have three areas of interest that I would like to describe.

For some time I have been looking at and into various aspects of the written instructions or rubrics in EFL materials. I think it is an over-looked area in materials writing, which has always surprised me, seeing that they are always there. Among other things I have found is that students much prefer examples of what to do over sometimes confusing and verbose rubrics. I also have found, though not yet published, that there is no agreement among authors and publishers over the actual target of the rubric. If you are interested here are a few things I have published on rubrics.

“How Students Know What To Do: Learner Access to ELT Textbook Rubrics”. Dokkyo University Studies in Foreign Language Teaching. Research Institute of Foreign Language Teaching. Dokkyo University. No.17. 1998. pp. 253-283.

“The Rubrics: Reloaded -Raising Options for How We Frame Learning Tasks.” Folio (Journal of the Materials Development Association). MATSDA. 9/2, January 2005. pp. 21-24.

“Are Written Instructions in Learner Materials Always Necessary?” Asia TEFL Journal Vol. 3, No. 3 Autumn, 2006, pp. 1-22

Another interest is using conference-type poster sessions. This involves posting 4-5

students posters and allowing the remaining students 15-20 minutes to circulate and listen to their more “informal” presentations. I do, however, give quite strict organizational guidelines, mainly that there be 3 or 4 parts to a poster and that each part be almost in a “note-card” form. This somewhat guarantees decent content but also allows me to move the students into using note-cards for later presentation formats. There are other benefits such as weaning student off hand held scripts. You can read and see much much more about this at:

“Using the ‘Poster Session’ Format in L2 Contexts”. JALT Pan-SIG 2005 Conference Proceedings. Tokyo: JALT. January 2006. pp. 87-97. <http://www.jalt.org/pansig/2005/HTML/Bayne.htm>

“Individual and Concurrent Poster Sessions as a Presentation Alternative in EAP/EFL Classrooms”. Language Research Bulletin. International Christian University. No. 19. 2004. pp. 1-17.

Finally, I (and a colleague) have an interest in making academic writing more accessible to EFL students. There is a tendency to move EFL students too quickly into academic genres such as research paper or even essay which results in much time spent on the overall form to the detriment of research-based thought. Our approach proposes a series of ‘reaction papers’ to introduce ideas such as critical reading and critical thinking, while at the same time providing in increments the basics of academic format, register and convention. We see this not only as preparing for such tasks as research papers but also encouraging more methodical and professional writing.

“‘Front-loading’ Academic Writing in an EAP Programme”. (with F. Fearn). TESOL-Spain Newsletter. Vol. 29. Winter 2005. pp. 7-10. <http://www.tesol-spain.org/newsletter/FearnBayne.pdf>

“‘I Think, Therefore I Write’: Structured Reaction Papers As A Focused Approach to Writing in Academic and Non-academic Contexts”. (with F. Fearn). In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.). JALT2004 Conference Proceedings. 2005. pp. 1123-1131.

“Fostering and Framing Critical Thinking Skills in EAP Programmes”. (with S. Evans, F. Fearn) Language Research Bulletin, International Christian University, No. 21, 2007, pp. 33-47.

Editor's Note

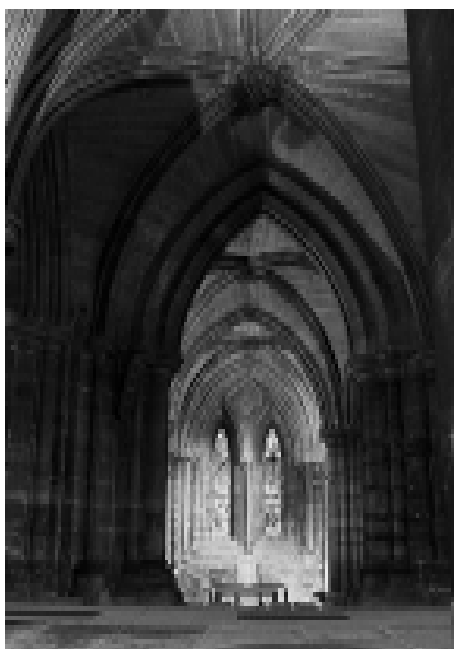
We are all creative people, which is probably one reason we are members of this particular SIG. We rarely meet face to face, but when we have the chance — at conferences mainly — it is always interesting to hear what other people do. The purpose of the new ‘Toot Your Own Horn’ section is to meet a fellow MW-er through self-introduction. It simply requires giving a brief profile (photo optional) and an outline of materials writing/research interests or achievements. These can include articles and/or texts. We hope it might bring us a little closer and allow us to see what others are doing in the materials writing field. Please do not be shy about tooting your own horn, or encouraging someone you know to do so.

Contributing to *Between the Keys*

Our newsletter, *Between the Keys* comes out three times a year, in March, July and November. Submissions are accepted up to one month before the distribution date. Please contact the editor, Kris Bayne for exact dates.

Contribution content should be related to any aspect of the materials production process. To get a firmer idea of what our goals are, please read our mission statement. Previous contributors have written about new web-based programmes for the development of instructional material, how to self-publish, the use of road signs in classrooms, writing for a newspaper, successful lesson plans and many other topics, the range is as wide as your capacity to relate your ideas to materials making.

Images, graphs, tables and other non-text items are accepted. The preferred method of sending articles is by e-mail, with the article attached as an .rtf document, although other formats are accepted. Do not format the article beyond the basic headings, italics, and so on. Art work can be sent by post or by e-mail attachment. If the quality of the art work is important to you, please contact our newsletter layout chair, Jim Smiley for instructions.



Glasgow Cathedral Inner Alter

The Writer's Cooperative - The Why and the What!

Robert Long *Kyushu Institute of Technology*

The Problem with the Current Publishing Paradigm

In my first year of teaching in Japan, fourteen years ago, it came as quite a shock when a respected colleague, who had been writing an article on the history of English teaching, told me that English language teaching really hasn't changed much from the times of Colonial America. "Most of what went on then is the same as what is going on now," he stated, meaning that students read out a few simulated conversations, study some grammar fragments and structures based on the dialogue and then move on to the next conversation and grammar aspect. The reason for this is that publishing is a risky business: one can lose a lot of money on a particular change that teachers or students may not like. Thus, publishers tend to be very conservative, viewing innovation as a risk and a problem; editors have fewer issues, questions, problems, and meetings with the "tried and true format."

This problem is further compounded by large corporations, which are only interested in making a "buck," instead of making the

best textbook. For example, most large corporations do not want to print books with Japanese names and references as the Japanese market is simply "too small" and they want to sell to all of Asia. Higher level textbooks for advanced learners are also often rejected as the market is viewed as less profitable and because there are fewer advanced students. All of this leads to what I call a kind of "McDonaldization" of EFL education. Yes, there have been some changes in some textbooks, but the change is too slow.

In the end, the lack of progress does affect us as teachers. Textbooks are the gate to learning and roadway on which most learning takes place (being the basis for most classes), and so it is easy to see that this "tried and true" road can become quite monotonous, predictable, and culturally short-sighted. This is particularly true as very little material allows for students to explain their ideas, values, or culture, or allows for any meaningful cross-cultural interactions or simulations. It is, therefore, little wonder then that our students are bored with English, and the tendency has always

been to blame the student and not the textbook.

The Great Divide

One could say that the current situation is somewhat dysfunctional, as the research data from thousands of well-written articles on pragmatics, linguistics, psychology, grammar, or from our JALT SIGs (Bilingualism, GALE) is rarely seriously used by the current “popular” textbook writers. Why is this? Publishers are businesspeople, rarely, if ever, involved with reading the research and thinking about how it might affect the textbooks they produce. A few cases in point: Textbook publishers continue to present vocabulary by topic when research has shown that this causes confusion. Reviews continue to be superficial and, particularly in speaking, listening, and writing, skills are always “introduced”, but rarely given the tasks and attention that leads to mastery. The reliance on Japanese is either too much or too little. In short, this is what happens when there is a “great divide” between research and textbook publications.

The “divide,” however, does not stop there. As corporations are becoming more focused on the financial “bottom line,” they are less and less willing to take risks with people who are not “big names” or who have not been published before. They have divided the authors into “a sure bet” and “too risky.” All too often, it is getting more difficult to be taken seriously by a commercial publisher nowadays, meaning

that your manuscript would not be ever published—until now.

The Solution: The Writer’s Cooperative

As technology has improved, good manuscripts no longer have to stay on the shelf. While musicians now have iTunes (whereby musicians can bypass the large record labels) to sell their own work directly to the global community (with much larger royalties*), writers now have Lulu.com, an Internet self-publishing site, and innovative publishing companies such as Perceptia Press, or various avenues to printing of their own choosing.

Yet, while the technology has made the process of getting books published easier, there still remain issues such as editing and proofing services, desktop and layout services, and then -most importantly- marketing services. What is needed is an independent, skilled and enthusiastic body to fill the “gap” between the technology/expertise and the teacher/writer. The Writer’s Cooperative and the Material Writers SIG may fit the bill. In conjunction with the Material Writers SIG, those textbooks that have been reviewed and certified by the SIG can then be accepted for publication. Specifically, the MW SIG will provide recommended editors who can then be paid for their work on a case-by-case basis, and once this process is finished, the book can then be given a final review by a committee of editors for final certification.

The Writer's Cooperative, as a private company, then will provide ISBN numbers, and marketing services, if an author so desires. The Cooperative will maintain a "table" at the JALT exhibition on which sample's of each author's textbooks will be available. Again, depending on the authors' budget, brochures, PC-based commercials, and sale persons ("to work the crowds") can be arranged. We can also help you with advertising in the *The Language Teacher*. Other ideas for marketing textbooks are now being considered. Yet, as a Cooperative, we like each person who is a member to maintain a presence at the table for a certain period during the JALT conference and to get to know the other material that our writers have published. Eventually, other conferences JASELE and JACET will also be considered for the Writer's Cooperative.

In short, when you buy into the cooperative, try to think of it as buying a share in the publishing market. Once you have been able to "prove" yourself and to establish more name recognition, then it will be harder for the larger commercial publishers to ignore your work! Also, it will help these publishers realize that innovative changes in textbook content and style does sell books, and since you will have a proven track record of sales, this will be something that can be discussed if you want to publish other books with such publishers. In short, the Writer's Cooperative will be a win-win situation for all concerned.

A meeting at the Seventh Annual PAN-SIG Conference to be held in Kyoto (May 10 and 11 2008) will be an opportunity for people to join The Writer's Cooperative and to ask any questions.

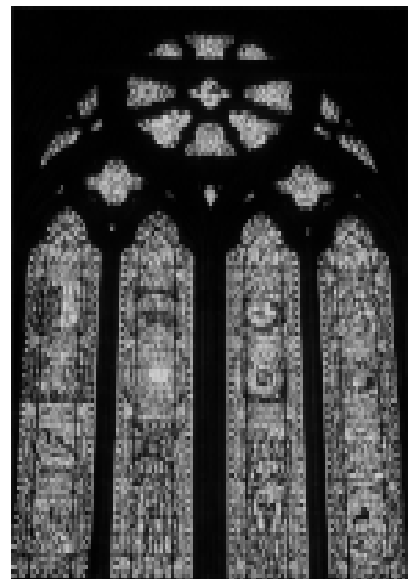
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[*Coordinator's Note:

David Byrne shows how this logic may be faulty. Typically musicians get 14% of an iPod deal, but as a usual price is \$9.99, 14% of that is less than a 10% deal on \$15.99. Besides which, 14% (or whatever) of a smaller pool may not be better than 10% of a huge worldwide distribution market.

http://www.wired.com/entertainment/music/magazine/16-01/ff_byrne?currentPage=all

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Glasgow Cathedral South Window

MW-SIG Annual General Meeting 2007

Records Chair: Suzy Conner

*Minutes of the NPO Materials Writers
Special Interest Group Annual General
Meeting 2007*

Held on Saturday November 24 09:50-
10:50 Room 311

1. Points of Conduct

- i. 2006 Minutes approved
- ii. Kristofer Bayne assigned as Recording Secretary
- iii. Kristofer Bayne assigned as Co-ordinator-At-Larger being a current MW member but not a current MW Officer.

2. 2006 AGM unfinished business

- i. MW SIG Constitution finalized to read Article 1.

The name of this organisation is

教材開発研究部会

(Kyouzai Kaihatsu Kenkyuubukai)

in Japanese and the Materials Writers Special Interest Group in English and its abbreviation is MW-SIG.

Article 8. d.

TERMS OF OFFICE: Officers are to be selected at the AGM. Terms of office are to be for one calendar year, beginning following the parent body JALT's AGM and continuing through to the next JALT AGM.

3. Officer reports for 2006

- i. Programme Officer Greg Goodmacher informed the Meeting of the "Principles" event at the 2007 JALT Annual Conference, stressed the need to get MW members involved with their local JALT Chapters through presentations, and pointed out that we must decide on a JALT event for 2008.
- ii. Membership Officer Cameron Romney informed the Meeting that the MWSIG membership remained largely the same at around 100. He suggested that there has been a drop since the ending of the "free SIG membership" offer by JALT.
- iii. Treasurer Officer Scott Petersen informed the Meeting that the MWSIG is in the black as a result of money from the 2007 PAN-SIG and printing costs saved by the electronic Between The Keys.
- iv. Publications Officer Jim Smiley said that that Between The Keys was released electronically to members mainly due to a lack of money for printing. It was also clarified that that any communication with members would satisfy the JALT requirement that SIGs conduct at least three public communications with members per year.
- v. Coordinator Jim Smiley informed the meeting that the MW-SIG was now in a healthy financial state, particularly due to the 2007 PAN-SIG.

4. Other Business

i. Officer elections

All officers were elected with acclaim.

- a. Programme - Greg Goodmacher re-elected

- b. Membership - Cameron Romney re-elected
- c. Treasurer - Scott Petersen re-elected
- d. Publications - Kristofer Bayne elected
- e. Coordinator - Jim Smiley re-elected
- f. Records - Suzy Conner elected

ii. Motion:

To limit access to the Yahoo Group to current members only.

Rationale: Communications about the MW SIG via the Yahoo Group count towards fulfilling the requirement to produce 3 correspondences with members per year. As a member service, this should be limited to members in principle. Discussed with the motion then withdrawn.

iii. Letter of Thanks to Derek Di Matteo Approved. Derek Di Matteo stood down as Newsletter Layout Editor. This non-voting position will be filled by Jim Smiley.

iv. The TLT Special Issue Kristofer Bayne reported that while the initial response to the concept of a Special Issue was both "light" and perhaps confused, the idea is still very much alive.

v. Online BTKs. Jim Smiley informed the Meeting that the electronic Between The Keys was greeted very well and that it has also saved money that could be used for Featured Speakers and thus strengthen the MWSIG representation at main JALT conferences.

5. Unfinished Business

- i. The 2008 Pan-SIG
- ii. TLT Special Issue discussion

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Respectfully submitted by Suzy Conner,

December 2007

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MW-SIG Constitution 2007

Records Chair: Suzy Conner

Ratified 24th November, 2007

Constitution of the Materials Writers
Special Interest Group

Name

Article 1.

The name of this organisation is

教材開発研究部会

(Kyouzai Kaihatsu Kenkyuubukai)

in Japanese and the Materials Writers
Special Interest Group in English and its
abbreviation is MW-SIG.

Affiliation

Article 2.

MW-SIG is an affiliate of the NPO
Japan Association for Language Teaching,
hereafter referred to in this document
as JALT. MW-SIG receives financial,
administrative, and logistical support
from JALT.

Reason for Existence

Article 3.

Teachers of languages often wish to
make their own teaching materials,
or supplement materials available in
commercial textbooks. A national
organization is needed:

- (1) to share practical advice on

publishing practices, including advice on self-publication;
(2) to promulgate accurate information regarding copyright law; and
(3) to encourage continually rising standards of professionalism in the creation of language teaching and learning materials in all media, both traditional and visionary.

Purpose

Article 4.

MW-SIG is a non-profit organization whose primary purposes are to foster research, hold forums, issue publications, co-operate with related SIGs and engage in other activities for those interested in improving the quality of materials for English teaching and learning.

Membership

Article 5.

a. QUALIFICATIONS FOR MW-SIG MEMBERSHIP: MW-SIG membership is open to anyone, upon payment of the annual MW-SIG membership surcharge set by JALT. MW-SIG individual members in good standing are hereafter referred to in this document as MW-SIG members.

b. RIGHTS OF MW-SIG MEMBERSHIP: Each MW-SIG member is entitled:

- (1) to receive all publications issued by MW-SIG during his or her period of good standing;
- (2) to vote at the AGM on all matters of MW-SIG business; and

(3) to hold any MW-SIG office for which he or she is qualified.

Qualifications for office are specified in Article 8, Section b, below.

c. DISQUALIFICATION FROM MEMBERSHIP: A MW-SIG member shall lose his/her membership in the following cases:-

(1) Failure to renew membership upon expiry;

(2) Dismissal from membership.

If a member injures the reputation or acts against the purposes of MW-SIG, the MW-SIG Executive Board may dismiss the member from MW-SIG. If the MW-SIG Executive Board should dismiss a member, the member shall be given the opportunity to speak at the MW-SIG Executive Board Meeting prior to the decision of the Board.

Annual General Meeting

Article 6.

a. ANNOUNCEMENT OF TIME, PLACE AND TENTATIVE AGENDA: MW-SIG is to conduct an annual general meeting (AGM) during the annual JALT International Conference. The time, place and agenda of this meeting shall be announced to all MW-SIG members through normal MW-SIG communication channels at least one month in advance of the conference.

b. QUORUM: Those MW-SIG members present at the AGM are to constitute a quorum and are empowered to transact MW-SIG business.

c. **ELIGIBLE ATTENDEES AND VOTING RIGHTS:** Any JALT member may attend and speak at the general meeting, but only MW-SIG members are entitled to vote on MW-SIG matters. Each MW-SIG member shall have an equal voting right.

d. **OFFICIAL LANGUAGE:** The AGM is to be conducted in the language of the quorum's choice, either English or Japanese, with translation to and from the non-selected language supplied as far as practical if requested at the meeting's outset by any member. Minutes are to be kept in the language of the meeting, with translation if required.

e. **ITEMS TO BE RESOLVED:** The following items are to be resolved at the AGM:-

- (1) Appointment and dismissal of officers
- (2) Business plan
- (3) Budget for revenues and expenditures
- (4) Business report
- (5) Financial reports
- (6) Amendments to the Articles of the MW-SIG constitution
- (7) Other important issues concerning the administration of MW-SIG.

Executive Board Meeting

Article 7.

The executive officers of MW-SIG shall comprise the MW-SIG Executive Board (hereafter, 'the Board'), which shall be the chief policy making body of MW-SIG. The Co-ordinator shall preside at Board meetings. If the Co-ordinator is absent, an alternative Chairperson shall be

nominated and decided upon by a show of hands among the officers attending. When voting is required, each member of the Board shall have one vote. In the absence of a Records Chair, a Recording Secretary shall be co-opted from among those present. All proposals and motions shall be approved by a majority vote of the officers attending the meeting. In the event of a tie in voting, the Chairperson shall cast the deciding vote.

Officers and Administration

Article 8.

a. **TITLES OF OFFICERS:** the Board is composed of the following officers:-

- (1) Co-ordinator
- (2) Treasurer
- (3) Records Chair
- (4) Membership Chair
- (5) Publications Chair
- (6) Programmes Chair

These are to be construed as complying with the standardized officer categories established by JALT. The duties of each officer are described in MW-SIG Bylaw

1. The Board may appoint, as required, non-executive officers such as Web Site Manager. Other duties described in the Bylaws are to be fulfilled on an ad hoc basis by Officers-At-Large. Non-executive officers and Officers-At-Large are not eligible to vote at Board meetings.

b. **QUALIFICATIONS FOR OFFICE:**

As an organization entirely dependent on the volunteer spirit of its members, MW-SIG cannot reasonably place stringent requirements on candidates for its offices. In addition to common-sense abilities for the office in question, however, candidates for MW-SIG office must meet the following qualifications:-

- (1) be a current resident of Japan, with the likelihood of remaining in residence long enough to fulfill a complete term of office;
- (2) agree to a minimum MW-SIG service commitment of one term of office;

Though not strict requirements, candidates for MW-SIG office, especially for the office of Co-ordinator, should also:-

- (3) have been an MW-SIG member for at least one year prior to his or her election;
- (4) be able to conduct MW-SIG business in either English or Japanese, preferably both.

c. CONCENTRATION OF POWER:

The Board is bound by the following restrictions:

- (1) The offices of Co-ordinator and Treasurer may not be held by the same individual.
 - (2) Under no circumstances is the Board to have fewer than three members. If no more than two qualified members can be recruited for office, MW-SIG is to dissolve itself and return all unspent funds to JALT.
- Except for these restrictions, qualified MW-SIG members may fulfill the duties

of more than one office simultaneously, but are nevertheless entitled to only one official vote on the Board. Conversely, the duties of any one office may be shared by two or more qualified MW-SIG members, but their combined interest is to constitute only one official vote on the Board.

d. TERMS OF OFFICE: Officers are to be selected at the AGM. Terms of office are to be for one calendar year, beginning following the parent body JALT's AGM and continuing through to the next JALT AGM. In the interim period between election and commencement of the term of office, each incoming officer is to familiarize him- or herself with the duties of office.

e. ACCOUNTABILITY OF MW-SIG OFFICERS: Ultimate accountability for each officer's actions is to rest with the general MW-SIG membership by petition to the Board; immediate accountability is to rest mutually with the other members of the Board. Procedures for removing officers are given in Article 9, Section c, below.

Nominations for Elections to, and removals from Office

Article 9.

a. NOMINATIONS: Any MW-SIG member may nominate other qualified members for any MW-SIG office, either in writing, prior to the AGM, or from the floor at the AGM. A qualified member may also volunteer him- or herself. A qualified member absent from the AGM may be nominated for office, but only if he or she has been previously notified of the

possibility and has agreed to the minimum service qualification as stated in Article 8, section b, above.

b. ELECTIONS: Elections are to be held at the AGM, using the election procedures specified in Bylaw 2.

c. REMOVAL FROM OFFICE: Any officer who fails to perform his or her MW-SIG duties under this constitution or its bylaws may be removed from office by impeachment. The impeachment process may be initiated by either:

- (1) the remaining members of the Board;
- or
- (2) by a petition for the officer's removal, signed by at least 5% of the general MW-SIG membership and submitted to the Board

The Membership Chair is to determine the precise number of signatures necessary under this article, unless he or she is the officer under scrutiny. In such a case, MW-SIG will use the figure determined by the JALT Central Office. The officer under scrutiny, or anyone involved in the functions of the office concerned, may not vote on the question of the officer's impeachment. The officer under scrutiny is to be notified of the impending proceedings and offered the option to officially resign before the remaining Board members vote.

Vacancies of Office

Article 10.

In accordance with the procedures specified in Bylaw 3, vacated officer positions are to be filled at the discretion of the remaining Board members and the general membership is to be notified of the Board's actions.

Amendments

Article 11.

a. PROPOSALS: Amendments to this Constitution must be proposed by a majority of the Board or by a petition signed by at least 5% of the general MW-SIG membership, as determined by the Membership Chair.

b. RATIFICATION PROCEDURES:

Each proposed amendment and its ratifying procedure is to be publicized among the MW-SIG membership bilingually, in Japanese and English, before the AGM. The proposed amendment must be ratified by two-thirds of the quorum at the AGM. This article makes no provision for absentee balloting.

c. EFFECTIVE DATE: Amendments take effect immediately upon ratification.

d. NOTIFICATION: Amendments are to be reported to the general membership in the next regular issue of MW-SIG newsletter.

BYLAWS

BYLAW 1. OFFICIAL DUTIES:

THE SPIRIT OF THE LAW: The intent of this bylaw is to delineate the responsibilities of each member of the MW-SIG Executive Board (‘the Board’). A volunteer organization cannot make excessive demands of its officers. Officers are to fulfill their duties to the best of their ability, but it is understood that an officer may initially feel inadequate to the tasks and may have to grow into the duties of office. Criticism of official performance is to be tempered with appreciation for the many personal inconveniences required.

(a) EXECUTIVE OFFICES

(1) CO-ORDINATOR: the Executive officer with responsibility for directing the activities of the Board itself and for directing the activities of MW-SIG. The Co-ordinator’ s duties are:-

- l to preside at MW-SIG Board meetings, the AGM and at other MW-SIG-sponsored events, as appropriate;
- l to ensure adequate communications among members of MW-SIG Executive Board;
- l to ensure that proper records of official meetings are kept and incorporated into the annual report;
- l to submit an annual report of MW-SIG’s activities to the JALT President through the established communications channels;
- l to maintain communications with the corresponding office of other MW-SIGs; and
- l to represent MW-SIG on the JALT Executive Board.

During absences, the Co-ordinator is to appoint another Executive officer Acting Co-ordinator to ensure the uninterrupted performance of these duties.

(2) TREASURER:

The Executive officer with responsibility for the finances of MW-SIG. The Treasurer’s duties are:-

- l to collect and disburse all MW-SIG funds and maintain all financial records;
- l to present an account of MW-SIG’s financial status at the MW-SIG AGM;
- l to submit regular reports to the appropriate JALT offices;
- l to prepare MW-SIG financial documents for an internal audit to take place after the books have been closed at the end of each calendar year;
- l to maintain communications with the corresponding office of other MW-SIGs; and
- l to provide service on the JALT Finance Committee, if requested.

(3) RECORDS CHAIR: The Executive Officer with responsibility for MW-SIG records. The duties of the Records Chair are:

- l to record official minutes of MW-SIG meetings and make these available to the MW-SIG membership;
- l to supervise external and internal communications;
- l to maintain historical archives;
- l to submit regular reports to the appropriate JALT offices;
- l to maintain communications with the corresponding office of other

MW-SIGs;

l to provide service on the JALT Records and Procedures Committee, if requested.

In the absence of a Records Chair, a Recording Secretary shall be co-opted for the duration of each MW-SIG meeting from among the meeting attendees.

(4) MEMBERSHIP CHAIR: The Executive Officer responsible for membership affairs. The duties of the Membership Chair are:

l to register all new and renewed MW-SIG memberships;

l to maintain and update a file of all MW-SIG members and the information provided by them, maintaining a database of this information for internal analysis;

l to supply membership information to the Board and the appropriate JALT National offices;

l to submit regular reports to the appropriate JALT offices;

l to maintain communications with the corresponding office of other MW-SIGs; and

l to provide service on the JALT Membership Committee, if requested.

(5) PUBLICATIONS CHAIR: The Executive Officer responsible for publicity.

The duties of the Publications Chair are:-

l to edit, produce and distribute the MW-SIG newsletter and any other special publications that MW-SIG undertakes;

l to keep MW-SIG informed of JALT publication opportunities and public relations concerns;

l to submit regular reports to the appropriate JALT offices;

l to maintain communications with the corresponding office of other MW-SIGs; and

l to provide service on the JALT Publications Board, if requested.

l to solicit, select and edit items for the MW-SIG newsletter and arrange them into suitable form for publication

l liaise with the member(s) responsible for printing and distributing the newsletter and other special publications produced by MW-SIG.

(6) PROGRAMMES CHAIR: The Executive Officer responsible for arranging the activities of MW-SIG. The duties of the Programmes Chair are:-

l to plan and organize all regular and special programmes;

l to contact and arrange for presenters at the JALT International Conference and MW-SIG Symposium, soliciting presentation proposals from MW-SIG members and arranging for vetting, if necessary;

l to provide relevant information to publicity-related MW-SIG officers or other JALT agencies;

l to offer suggestions for programme presenters for JALT Chapter meetings, for JALT special events, or for other L2 educational organizations;

l to submit regular reports to the appropriate JALT offices;

l to maintain communications with the corresponding office of other MW-SIGs; and

l to provide service on the JALT Programme Committee, if requested.

(b) NON-EXECUTIVE OFFICERS. OFFICERS-AT-LARGE: The duties of the Officers-At-Large are:

l to supervise annual elections to MW-SIG office;

l to provide impartial mediation in procedural judgments or other controversial situations; and

l to perform other MW-SIG duties at the recommendation of the Co-ordinator or the MW-SIG Executive Board.

BYLAW 2. VOTING PROCEDURES

THE SPIRIT OF THE LAW: The intent of this bylaw is to provide for the fair and honest selection of trustworthy officers. If, by any infelicities of wording or change of circumstances, these provisions fail to do so, that purpose is to prevail over literal interpretations of the law until it can be adequately revised.

a. **ELECTION SUPERVISOR:** Elections for MW-SIG office are to be supervised during the MW-SIG AGM by the At-Large Coordinator for Elections.

b. **BALLOTING PROCEDURES:** Before each round of voting, the supervisor is to determine the quorum's position on (1) secret balloting and (2) abstentions (see alternatives below). If there is no objection, voting is to be conducted by

voice vote or open show of hands. One member's objection is sufficient to override open balloting. If voting is conducted by secret ballot, all the ballots cast are to be examined and counted by at least three MW-SIG members who are not candidates for the office in question. This Bylaw makes no provisions for absentee or mail-in voting.

c. **ABSTENTIONS:** Unmarked, illegible, ambiguous, or improperly marked ballots are to be considered abstentions.

ALTERNATIVE 1

The number of votes necessary for election to office or for the passage of proposed business is to be a plurality of the official quorum. An abstention is therefore to be interpreted as the voter's willingness to accept the decision of the remainder of the quorum, and has the effect of reducing the stringency required for election to office. In the case of proposed business, an abstention has the effect of a YES vote.

ALTERNATIVE 2

The number of votes necessary for election to office or for the passage of proposed business is to be a majority of the official quorum. An abstention is therefore to be interpreted as the voter's unwillingness to be forced into a decision, and has the effect of upholding the stringency required for election to office. In the case of proposed business, an abstention has the effect of a NO vote.

The same interpretation of an abstention'

s effect is to apply to votes on all MW-SIG business, including amendments to the constitution or its bylaws.

d. UNCONTESTED ELECTIONS: If there is no objection to an unopposed candidate, he or she is to be declared elected by acclamation. One member's objection is sufficient to override acclamation. In such cases, the results of a YES / NO vote are sufficient for election to office

e. CONTESTED ELECTIONS: If more than two candidates contest an office, runoff elections are to be held to reduce the field to two final candidates. In the event of a tie vote between two finalists, the results are to be announced and a second balloting conducted. In the event of a second tie, the incumbent members of the Executive Board are to cast the deciding votes. In the event of a tie by the incumbent Board members, the deciding vote is to be cast by the incumbent officer holding the position in question.

f. CONTESTED ELECTIONS INVOLVING AN INCUMBENT SEEKING RE-ELECTION: If a tie vote involves an incumbent seeking re-election, the results are to be announced and a second balloting conducted. In the event of a second tie, the incumbent is to be declared re-elected.

g. ANNOUNCEMENT OF ELECTION RESULTS: An announcement of the outgoing incumbent officers, re-elected

incumbent officers, and incoming officers-elect is to appear in the first regular issue of MW-SIG newsletter produced after the election.

BYLAW 3. VACANCIES OF OFFICE

THE SPIRIT OF THE LAW: The intent of this bylaw is to alleviate MW-SIG staffing problems that may be caused by the untimely evacuation of MW-SIG offices. If, by any infelicities of wording or change of circumstances, these provisions fail to do so, that purpose is to prevail over literal interpretations of the law until it can be adequately revised.

a. PROCEDURES: If an office is vacated for any reason before the nominal term has been completed, the Executive Board may, at its discretion, either:

- (1) share the duties of the vacated office among themselves until the next AGM;
- (2) seek volunteers from among the other MW-SIG members to assume the vacant office until the next AGM; or
- (3) summarily appoint a temporary successor to serve in the vacated office until the next AGM

b. NOTIFICATION TO GENERAL MEMBERS: The general membership is to be notified of the circumstances causing the vacancy and the manner of its resolution in the next regular issue of MW-SIG newsletter.

BYLAW 4. CONFLICTS OF INTEREST

THE SPIRIT OF THE LAW: This bylaw is intended to prevent abuse of MW-SIG office, however innocent. If, by any infelicities of wording or change of circumstances, these provisions fail to do so, that purpose is to prevail over literal interpretations of the law until it can be adequately revised.

a. **DUTY TO AVOID CONFLICTS OF INTEREST:** MW-SIG officers must attempt to avoid conflicts of interest between the duties of MW-SIG office and private concerns. Some examples of conflict of interest are:

- (1) the editor of an MW-SIG publication deciding whether his or her own article should be published or how it should be edited;
- (2) an MW-SIG officer making conference presentations in MW-SIG's name or otherwise representing MW-SIG without the approval of the Executive Board; or
- (3) an MW-SIG officer using MW-SIG's name or resources to promote the sale of commercial materials or services, or advance his or her own personal interests.

b. **SOME MEASURES TO PREVENT POSSIBLE CONFLICTS OF INTEREST:** All MW-SIG members are to be informed of MW-SIG publishing or presenting opportunities as early as possible before submission deadlines.

MW-SIG publication editors must abstain from the decision to accept or reject their own publication or presentation proposal, leaving the decision to other MW-SIG publications-related officers. Likewise, any officer may represent MW-SIG at an academic conference, but must abstain from the selection process, with programmes-related officers not to be involved in the vetting of their own proposals. MW-SIG officers may engage in commercial or political activities, but must not associate either the name or resources of MW-SIG or any other JALT forum with them.

c. **EXECUTIVE BOARD RESPONSIBILITY:** It is the responsibility of the members of the Executive Board to ensure that conflicts of interest do not occur. If, despite their efforts, an MW-SIG officer appears to have abused his or her position or to have engaged in questionable behavior, it is the Board's responsibility to confront the offending officer and, if necessary, remove him or her from MW-SIG office. If the Board members cannot agree, the question may be taken to a vote of MW-SIG general membership.

BYLAW 5. AMENDMENTS TO THE BYLAWS

THE SPIRIT OF THE LAW: The intent of this bylaw is to provide for the alteration of the laws themselves, so as to serve the interests of MW-SIG most effectively. If, by any infelicities of wording or change of circumstances, these provisions fail to do so, that purpose is to prevail over literal interpretations of the law until it can be adequately revised.

a. PROCEDURES: Bylaws may be amended in the same manner as the Articles of the Constitution. In addition, they may be amended by a four-fifths majority vote of the Executive Board. In the event that the Board comprises fewer than five members, their agreement must be unanimous.

b. EFFECTIVE DATE: Amendments are to take effect immediately upon approval.

c. NOTIFICATION: Amendments to the bylaws are to be reported to the general membership in the next regular issue of MW-SIG newsletter.



Looking out for you: your coordinator: Jim Smiley



Seventh Annual JALT Pan-SIG Conference 2008
May 10-11, 2008

"Diversity and Convergence: Educating with Integrity"
at Doshisha University, Shinmachi Campus, Kyoto

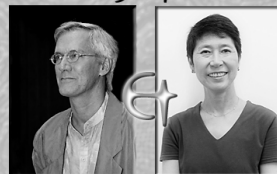
Hosted by the

Gender Awareness in Language Education, Life Long Language Learning,
Materials Writers, Other Language Educators, Pragmatics,
Teacher Education and Testing & Evaluation SIGs
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Abstract deadline is February 15, 2008

Send abstracts to pansig2008@yahoo.co.uk

Plenary Speakers



Tim Murphey Junko Yamanaka

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Statement of Purpose

The establishment of a JALT National Special Interest Group for Materials Writers would be of great benefit to JALT members hoping to translate fresh teaching ideas into useful classroom materials by helping interested JALT members keep pace with the rapidly accumulating research data and evolving theoretical constructs of language teaching and learning.

We propose this SIG as a mutual assistance network to promulgate accurate information regarding copyright law, share practical advice on publishing practices, including advice on self-publication, and help each other achieve continually rising standards of professionalism in the creation of language teaching and learning materials in all media, both traditional and visionary.

Within budgetary constraints, we propose to meet these needs in the following ways:

- * by publishing a regular newsletter
- * by sponsoring events at the annual JALT conference
- * by organizing regional mini-conferences
- * by participating in similar events organized jointly with other SIGs