

Publish or Perish?

Jannette Greenwood and Jeremy Lindeck
The Centre for English Teaching



THE UNIVERSITY OF
SYDNEY



- Publishing in Journals
- Publishing textbooks
- Personal Experiences
- Advantages of publishing
- Questions



Review

- Free copy of the resource
- Professional development
- Opportunity to share your ideas
- Raise your and your institutions profile

Classroom Talk

- Professional development
- Clarify ideas for conference or action research
- Opportunity to share your ideas
- Raise your and your institution's profile
- Useful experience for ELT publishing



- Contact publisher with an outline of topic/review or offer to be a reviewer of a book of the journal's choice

- Look at writing guidelines on website:

Style

Format

Word limit

Focus of magazine

Deadline



Publications to be reviewed

- Student and teacher resources
- Teacher references books and academic texts
- Digital and online products

Stages of review

- Premise & target audience
- Part of a series?
- Content & evaluation
- Recommendation



Getting started

- Send an email to journal explaining:
 - The area of interest
 - Professional profile
 - Expertise and writing experience

Possible Content Areas

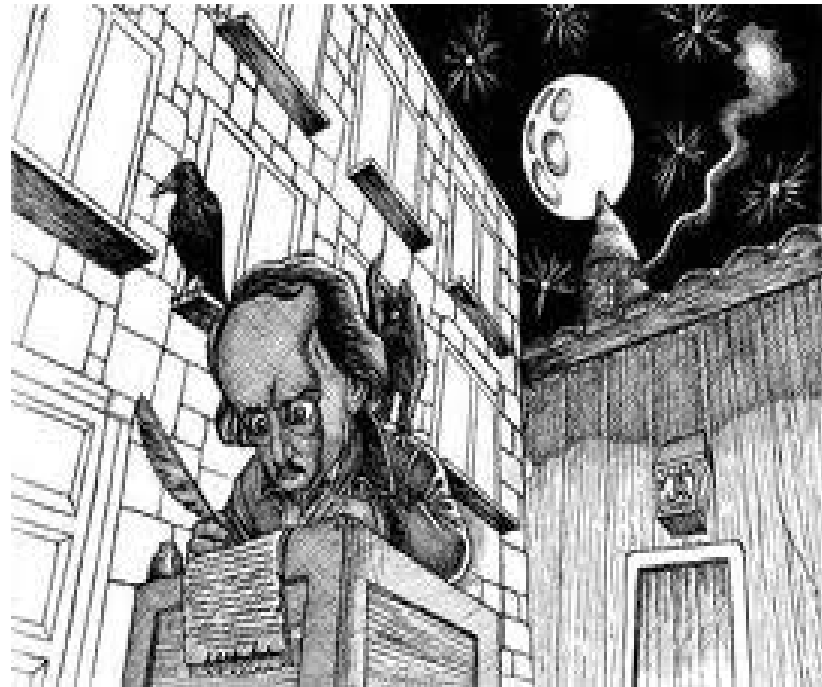
- Activities and lesson ideas
- Tips and techniques
- Tools for Teachers
- Action Research





Writing Style for Journals

- Semi-formal
- Easy to read
- From one professional to another





Journals you may consider

EA Journal (Reviews & classroom talk)

SophiaKhan.EAJournal@yahoo.com

English Teaching Professional

editor@etprofessional.com

Modern English Teacher

roger@rgowerely.plus.com



Know your Audience

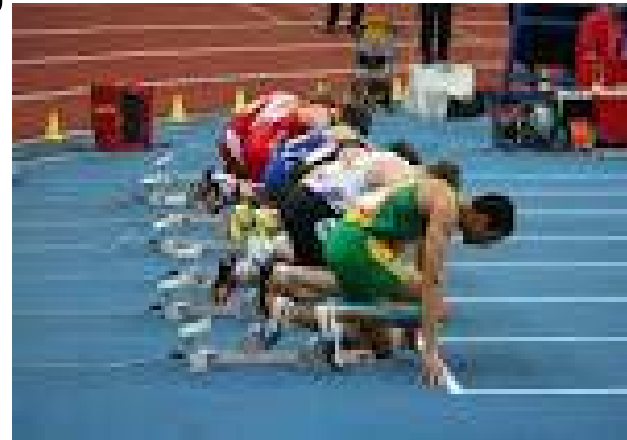
- Who is going to buy the book?
 - Characteristics of group
- Level of English/ Level they wish to achieve
- Specific needs
- Self study/Classroom book or both
- If ESP, needs of the industry
- Extras



How to get started

Send a proposal including the following areas:

- Description of your 'Aims and Objectives'
- Philosophical approach?
- Market and competition
- Proposed length/Chapter plan
- Illustrations or other features
- Writing CV



Decision is made 6 to 8 weeks after proposal is submitted

<http://www.palgravemacmillan.com.au/palgrave/web/articles/>

- Length of book
- Proposed length of classroom time or student study time
- Format & divisions
- Approach/ Organisation
- Testing
- The complete package



Advantages

- Someone to share ideas
- Reduced workloads

Disadvantages

- Shared vision?
- Lack of contact with collaborator
- Timing
- Reduced royalties



- Clear plan for outline
- Make instructions and explanations as simple as possible
- Do not use jargon unless essential
- White space
- If giving model answers try and keep the language at a level the students will understand
- Every explanation should be accompanied by exercises
- Look at the material from the perspective of the teacher and the student



Overall

- Gives opinion on usefulness and appropriateness of level for students
- Gives opinion of marketability
- Gives opinion of plan & philosophy of the book
- Liaise with consultants

Specific

- Looks for unclear expression
- Looks for questions/ exercises that don't work
- Looks for possibly offensive/inappropriate material
- Unclear or incorrect answers
- Typos



Positives

- Save time in the long-run
- Some things can only be picked up in the classroom
- Practicality

Negatives

- Disheartening
- Security



Rewrites

- Most frustrating part of the writing process
- Twice or three times
- Agreement?

Publication

- Satisfaction?
- Personal feedback
- Reviews



My approach to writing

- Overall plan
- Two separate documents: Text & Answer key (Teachers notes)
- Short explanation followed by supporting exercises
- Edit the previous work before starting next section (reduce)
- Keep a bank of extra material taken out from original that can be added if necessary



How I approached the Reading component

■ Stage 1: Research and Preparation

- Clarified what was required
- Researched the IELTS reading genres and question types (using Cambridge IELTS 7 and the official website)
- Thought about how to create a reading component with something new to say
- Developed an “approach” allowing generalisations and strategies re academic and general module question types (see next slide)
- Devised a plan and then began the task of sourcing readings to use (or create)
- Checked out 1st Edition regarding what to include/discard, especially lexis

Researching the reading component

An example of research into question types

Academic or GT	Variations	Order of questions	Techniques needed	Text type
Multiple choice				
Both	i. Sentence completion: choose from 4 options. ii. Stem may be a complete sentence.	1. Questions are in order of text – don't re-read sections. 2. Questions may be about one passage or whole text.	1. Understand what you're looking for. 2. Scan for location of information. 3. Predict the answer from the stem. 4. Scan for synonyms.	Any – wide range of uses. Used with texts with i. sections and ii. continuous text.
Short answer				
Both	Answer may be i. within a sentence or ii. after a question.	1. Answers are in order of text. 2. Questions may be about detail or the whole idea of text.	1. Answers are in the text – transfer exact words. 2. Watch word count. 3. Hyphenated words count as one word. 4. Scan for location, then read intensively 5. Look for synonyms. 6. Check for type of words needed. 7. Need to understand meaning.	Passages with factual information and detail. Also with numbered paragraphs with headings.

■ Stage 2: Writing

- Worked at weekends and over the Christmas holidays for 5 months
- Did different tasks according to level of alertness and time of day
- Tried to keep the overarching plan in mind at the same time as doing detailed writing of texts and questions
- Divided up the question types according to a “system”
- Was on constant lookout for readings or topics to modify
- Tried to get individual texts and exercises trialled
- Sent away the manuscript and heard nothing for four months

■ **Stage 3: Editing after return of manuscript**

- A fraught process as no feedback for months and then a massive amount
- “System” rejected and therefore I had to re-write one large section
- All this was happening while I was travelling in Eastern Europe with access only to an notebook computer and hotel wi-fi
- Some changes were possible after I got back including being able to include some ideas/texts from my travels

Overall

- A very positive experience
- A good way to bring together experience and knowledge in a creative way
- I would change some parts if I had the chance
- Feedback has been generally positive
- Several opportunities have opened up as a result of the book

- Get your name known
- Distinguishes you from the average teacher
- CV
- Opportunity for future publishing work
- Royalties



A special thank you to:

Viv Winter : Publishing Consultant. Macmillan Publishing

Sophia Khan: EA Journal

THANK YOU

jeremy.lindeck@sydney.edu.au

jannette.greenwood@sydney.edu.au



Writing Reviews

We review all types of ELT materials:

- student & teacher resources
- teacher reference books & academic texts
- digital & online products

Readers want to know:

- premise & target audience (What is this resource exactly? Why might I be interested?)
- content + evaluation (What's in it? How useful/effective is it? Strengths/weaknesses?)
- recommendation (Is this worth buying? Why/Why not?)

★ *An English Australia Journal review tells you what the material is really like, from a practical, professional perspective.*

Why review?

- Free copy of the resource
- Professional development
- Opportunity to share your experience and expertise
- See your review in print, online and even on publishers' websites/publicity material
- Raise your profile and that of your institution

Length & Style:

- 700-1000 words
- semi-formal, easy-to-read
- friendly advice from one ELT professional to another

Editorial process:

- reviewers commissioned by editor, based on areas of interest/expertise
- feedback and revision
- final copy edited for style and length (not content, unless fact-checking requires)

How to start:

Email the Reviews Editor, SophiaKhan.EAJournal@yahoo.com, including brief details on the following:

- professional profile
- class types taught
- areas of interest/expertise
- any writing experience

Your details will be held on a database and you will be contacted as suitable resources arise.

★ *We are looking for experienced ELT practitioners willing to share their expertise with our readership.*



English Australia Journal

Writing for Classroom Talk

Aim:

- 'by teachers, for teachers'
- highly **practical** and **classroom-focused** articles
- sharing **new** ideas, activities and tools
- inspiring teachers to explore **new** avenues

Types of article:

- activities and lesson plans
- tips and techniques
- tools for teachers
- action research
- other (discuss with CT editor)

Why contribute?

- professional development
- develop your conference/workshop/action research idea
- share your ideas with a wider audience in Australia and overseas
- raise your profile and that of your institution
- useful experience for ELT publishing/materials development

Length & style:

- 1000-1500 words
- semi-formal, easy-to-read
- from one ELT professional to another

Editorial process:

- articles submitted to CT editor – may or may not be accepted
- feedback and revision
- final copy edited for style and length

How to start:

- e-mail the CT Editor, SophiaKhan.EAJournal@yahoo.com, including brief details on your professional profile, areas of interest/expertise, and any writing experience
- read the 'Guidelines for Classroom Talk'
- discuss your idea if uncertain of its suitability

Important note:

- As the *English Australia Journal* is bi-annual, there may be a delay between acceptance and publication.
- Accepted articles are the property of the *English Australia Journal* and may be republished only with permission.
- English Australia reserves the right to reject submissions or withdraw articles from publication.