



October 2018

ISSN 2357-2426

Contents

Research contributions	4
Staff outputs	4
Conferences	5

What's the difference?

Adam Brown

Four years ago, in 2014, I had a book published by Routledge: *Pronunciation and Phonetics: A Practical Guide for English Language Teachers* (Brown, 2014). A sister volume on spelling has just been published, entitled *Understanding and Teaching English Spelling: A Strategic Guide* (Brown, 2019). The purpose of this article is to fill in some of the background of how these books came about. This may be of interest, not only to anyone contemplating writing a book, but also to writers (of journal articles, etc) generally, and also to readers.

Track record

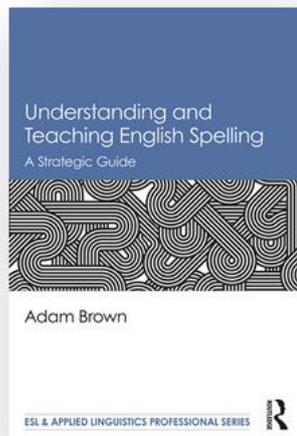
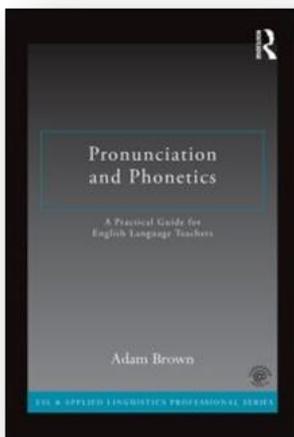
Is it difficult to get a book published? Well, yes and no. It depends on your track record, that is, your CV of publications. Since I had had a book published by them recently, Routledge knew that I could write well enough, and that I meet deadlines. In fact, I was taken aback by the enthusiastic response I got to an exploratory email asking if the pronunciation book had sold well, and whether they would be interested in a sister volume on spelling. To quote the series editor, "Your pronunciation book is terrific, and it has been an excellent textbook in various places. Your next book is absolutely welcome. Routledge would be delighted. Please send on your proposal when you have it ready." I am sure most book proposals do not get such a wholehearted response.

If you can show that you have a history of publication in reputable channels, it probably increases your chances of having new work accepted.

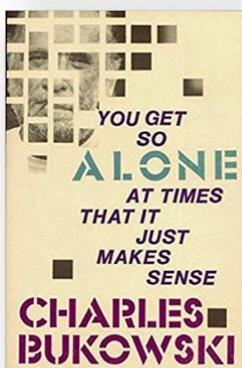
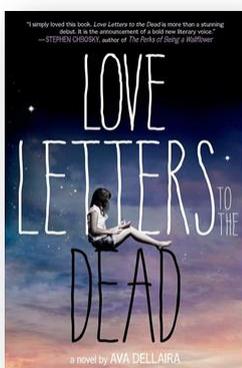
Title

A large part of marketing a book is the choice of title. It really needs to fulfil two criteria.

Firstly, if it is an academic book, it must be accurate and truthful. As a result, it must be found when a potential reader/buyer performs a Google search for books on a topic. I originally wanted my 2014 book to be entitled *Phon and Pron*, this being a common (and rhyming) abbreviation used in ELT circles for phonetics and pronunciation, that is, the spoken side of language teaching. However, Routledge pointed out that (i) neither *phon* nor *pron* would be likely to be searched for, and (ii) that *phonetics* is often thought of as a technical term and, given that the book was aimed at teachers, this might deter some from reading it. Hence, it became *Pronunciation and Phonetics*. Another way of trying to assure potential readers that it was not too technical was to include the word *practical* in the subtitle.



“We have probably all been to conferences where presentations caught our interest purely because of the title.”



Does it need to have a subtitle? Many academic books do. The main title gives the overall subject area, and should be found by googling. The subtitle explains the particular aspect of the subject more, the approach taken, the target readership for the book, etc.

You may wonder why the second book is not, by analogy, simply entitled *Spelling: A Practical Guide for English Language Teachers*. The answer lies in the words *practical* and *English*.

What is wrong with the word *practical*? Nothing. However, while there are many practical books on pronunciation and spelling for classroom use, many of the pronunciation books are rather traditional and of dubious theoretical foundations. As a result, a reviewer of the manuscript for the pronunciation book suggested that a final section could include sample materials, which I wrote.

However, if you google *phonics* (the teaching of spelling by relating it to sounds) on Amazon, you will find thousands of hits, for books, wallcharts, games, etc. They are mostly based around sample words illustrating letters and their sound correspondences. However, they seldom give much advice about how to teach and learn spelling. So, the spelling book contains no sample materials. Instead, the

Routledge editors suggested a title starting *Understanding and Teaching*, as this conveys the fact that the book explains the English spelling system that underlies the materials. The subtitle *A Strategic Guide* was added to show that different strategies need to be adopted for English spelling, because appealing to letter-sound correspondences will not work for many words.

The position of the word *English* in the title was important to me. There are many books on the market about English spelling, whose titles include the word *spelling*, without also including the word *English*. This gives the impression that English spelling is typical of the spelling of languages generally, and that is far from the case. Hence, *Understanding and Teaching English Spelling*.

Secondly, especially if it is a non-academic book, but even if it is academic, a catchy title always helps, by attracting the reader's attention. Grantham (n.d.) and Goodreads (n.d.) give some examples of catchy titles of novels: *Love Letters to the Dead*, *Blue is a Darkness Weakened by Light*, *You Get so Alone at Times that it Just Makes Sense*. I remember a former colleague whose PhD thesis was entitled *An analysis of English and*. In fact, it was an analysis of the functions of the word *and* in English.

We have probably all been to conferences where presentations caught our interest purely because of the title.

Cover

Although the new spelling book is in the same Routledge ESL and Applied Linguistics Professional series as the previous pronunciation book, they have very different covers.

Routledge decided, quite rightly in my opinion, that the previous series covers were too traditional and scholarly in appearance; they differed only in minor colour highlights. The new covers are more modern and have different graphic designs.

Changes in policy

At AIS, we are very conscious of the need to enforce regulations regarding plagiarism as a form of academic integrity. In a similar vein, any quotation in a book has to be referenced properly. For quotations that are a few words long, or that indirectly reference an idea rather than directly quoting words, the regulations, eg APA format, are clear.

However another, related, factor is the use of copyrighted material. For example, if you use a table of data, is it enough to quote the source, or do you need to ask the copyright owner of the source for permission to reproduce it? This is a somewhat grey area, and

the best rule of thumb is to get copyright permission if you are in doubt.

Fortunately, as this book was being published by Routledge, I could consult the Routledge people, who should know. Two episodes surprised me.

Firstly, it is apparently legal to quote even fairly lengthy passages from books as sample texts. For instance, in the pronunciation book, I was told it was legal to reproduce a passage of 234 words from Douglas Adams's (1979) *The Hitchhiker's Guide to the Galaxy*. This surprised me, not because Adams had passed away, but because of the length of the passage and the publisher (Pan Books), who are well-known and have some clout. So, in the spelling book, I similarly used sample texts like a 239-word passage from *Harry Potter and the Philosopher's Stone* (Rowling, 1997).

Vice versa, I was surprised that some things were not legal, or perhaps were of dubious legality and Routledge advised not to use them. In the pronunciation book, I had used short quotations at the beginning of each chapter – all 35 of them – as an often fun way of creating initial interest in the subject of the chapter. For example, "Speaking English is like tongue-twist for me. I can speak each word perfect, but then you have to string them together like, 'Blah, blah, blah.' That's when I get crazy. (Jackie Chan)."

When preparing the spelling book manuscript, I therefore spent a long time searching for similar quotes, eg "I tell myself that some names can be mistakes, like Mxyplyzyk, a store in New York that lost customers because few could spell its name to look up the address. (Caroline Leavitt, American novelist)." After all this work, Routledge reported that their legal department had decided that the legal position was fuzzy and that, to be safe, I should not use any quotations from people who have not been dead for over 50 years. So, the spelling book only contains two "traditional" quotations, eg "The palest ink is stronger than the clearest memory. (Chinese proverb)." So, I apologise if the spelling book is not as much fun as the pronunciation one, but at least I am confident there will be no copyright suits.

Globalisation

Whereas my pronunciation book was published by Routledge USA, and everyone connected with the production of the book was in the USA, this spelling book has been a truly international affair. The editors (a commissioning editor and an assistant editor) were both at the New York branch of Routledge. The series editor, who vets the book from an academic perspective, is a professor at Seattle Pacific University. Once the manuscript was approved, it was sent for copy-editing by a freelancer in Reading,

UK. It then went for graphic design and page layout to another freelancer, in Exeter, UK. As these people were in the UK, the book seems to have been taken on by the London branch of Routledge, and I worked with two people there. In any case, Routledge is a British multinational publisher, headquartered in Abingdon, 80 kilometres west of London.

A good example of the modern, globalised world, and of the fact that, because of the internet, you can conduct business from almost anywhere. Also, perhaps, of the fact that much work nowadays is contracted on a job basis to freelancers.

Price

Publishers take on all the financial responsibility for a book. They employ full- and part-time staff and freelancers, they make the final decision whether to publish or not, they bear the cost of editing, proofreading, layout, printing, distribution, etc. They are therefore entitled to set the retail price. The author has no say in this ... unless they want to relinquish their right to royalties! The hardcover version is selling on Amazon at US\$150, while the paperback version is US\$50. A recent check shows "Only 2 left in stock (more on the way)." This sounds promising!

In contrast, the four-year-old pronunciation book is US\$93 in hardcover and US\$26 in paperback.

"this spelling book has been a truly international affair."

- Adams, D. (1979). *The hitchhiker's guide to the galaxy*. London: Pan Books.
- Brown, A. (2014). *Pronunciation and phonetics: A practical guide for English language teachers*. New York: Routledge.
- Brown, A. (2019). *Understanding and teaching English spelling: A strategic guide*. New York: Routledge.
- Goodreads (n.d.). Popular catchy title books. Retrieved from www.goodreads.com/shelf/show/catchy-title
- Grantham, T. H. (n.d.). Catchy book titles. Retrieved from www.pinterest.nz/tclaire579/catchy-book-titles
- Rowling, J. K. (1997). *Harry Potter and the philosopher's stone*. London, UK: Bloomsbury.

“you might like to think now about joining professional bodies, journal editorial/review boards, conference organising committees, etc.”

What are research contributions?

In the 2018 PBRF round, staff were invited to submit portfolios with details of two things: their research outputs (ROs) and their research contributions (RCs). While the ROs (books, book chapters, journal articles, reports, conference presentations, etc) are the major component, accounting for 70% of the assessment, RCs should not be overlooked. RCs are what, in previous PBRF rounds, used to be called Peer Esteem (PE) and Contribution to the Research Environment (CRE). They reflect three main factors:

- The esteem in which peers hold your research
- Your role in creating a high-quality research environment
- Any impact your research has had outside academia

There are 12 broad categories.

1. *Contribution to research discipline and environment*, eg a leadership position in research, membership of a research committee
2. *Facilitating, networking and collaboration*, eg organising conferences and symposia, research collaboration
3. *Invitations to present research*, eg as a keynote/plenary conference speaker
4. *Outreach and engagement*, with industry or professional bodies, and communities
5. *Recognition of research outputs*, eg reviews, analytics of citations and downloads
6. *Research and funding support*, ie research grants
7. *Research prizes, fellowships, awards and appointments*, eg Best Paper, research fellowship
8. *Researcher development*, by mentoring or supervising research
9. *Reviewing, refereeing, judging, evaluating and examining*, eg editing journals, reviewing for publishers, examining external theses
10. *Student factors*, eg helping students publish or gain awards
11. *Uptake and impact* of research on outside bodies
12. *Other evidence of research contribution*, an “anything else” category

As these count as 30% of your PBRF assessment, you might like to think now about joining professional bodies, journal editorial/review boards, conference organising committees, etc, in order to boost your portfolio for the 2024 PBRF round.

Staff outputs

Brown, A. (2019). *Understanding and teaching English spelling: A strategic guide*. New York: Routledge.

Brown, A. (2018). Spelling pronunciation and pronunciation spelling. Presentation at the CLESOL conference, Christchurch, 5 – 7 October.

Hughes, A & Hennessy, J (2018) Assisting individuals with intellectual disabilities: Do we, as nurses, still have a role? *Journal of Psychosocial Nursing and Mental Health Services*, 56(10), 2-5.
doi.org/10.3928/02793695-20180920-01

Hughes, F. & Hennessy, J. (2018) *Review of intellectual disability services: Inpatient service delivery model*. Wellington: Capital and Coast District Heath Board.

Lakhani, S. & Goodall, R. (2018). Blended learning. *Research Guru: Online Journal of Multidisciplinary Subjects*, 12(1), 633-638.

Conferences

26 – 28 November 2018

Applied Linguistics Association of Australia (ALAA) conference

“Engaging diversity: creating connections and building knowledge”

University of Wollongong

www.alaa2018conference.com

1 December 2018

Applied Linguistics Association of New Zealand Symposium 2018

Waikato Institute of Technology (Wintec) Hamilton

1 – 2 December 2018

Australian Academy of Business Leadership

“Collaboration and networking beyond regional boundaries”

Scenic Hotel, Auckland

www.anz-conference.com.au/public

3 – 5 December 2018

Australian and New Zealand Marketing Academy (ANZMAC) conference

“Connect, engage, transform”

University of Adelaide

anzmac.wildapricot.org/event-2884385

4 – 7 December 2018

Australian and New Zealand Academy of Management (ANZAM) conference

“Managing the Many Faces of Sustainable Work”

Cordis (Langham) Hotel, Auckland

anzamconference.org

12 - 14 December 2018

Association of Tertiary Learning Advisors of Aotearoa New Zealand (ATLAANZ)

Conference

“Beyond 2020 - Visioning Learning Advising in the Future”

Victoria University of Wellington

www.atlaanz.org/events

24 – 25 January 2019

Tourism and the Sustainable Development Goals

Institute of Development Studies, Massey University, Auckland

tourism-sdg.nz

11 – 14 February 2019

CAUTHE conference

“Sustainability of tourism, hospitality and events in a disruptive digital age”

Pullman International Hotel, Cairns

www.cqu.edu.au/about-us/structure/schools/bl/cauthe-2019

Auckland Institute of Studies

28A Linwood Avenue
Mount Albert
Auckland 1025
New Zealand

PO Box 2995
Auckland 1140
New Zealand

PHONE:
(+64)(9) 815 1717

FAX:
(+64)(9) 815 1802

E-MAIL:
enquiry@ais.ac.nz

We're on the Web!

See us at:
www.ais.ac.nz

We're also on Facebook!

13 – 15 February 2019
International Society for Research on Internet Interventions (ISRII)
Owen G. Glenn Building, University of Auckland
isrii2019.nz

23 March 2019
International Conference on Education, Business and Social Science
Novotel Hotel, Melbourne
iconfebss.com

23 – 24 March 2019
6th International Conference on Trends in Multidisciplinary Business & Economic Research (TMBER-2019)
Holiday Inn, Potts Points, Sydney
globalilluminators.org/conferences/tmber-2019

23 – 25 March 2019
Australian Academy of Business International Business Research Conference 2019
Novotel Hotel, Sydney
www.sydney-conference.com.au

14 – 15 August 2019
Tourism Export Council of New Zealand Annual Conference
Christchurch
www.tourismnewzealand.com/events/tec-2019-annual-tourism-conference

About Auckland Institute of Studies ...

Auckland Institute of Studies is a unique tertiary institution with a distinctive international focus. Since its inception, this developing institute has attracted students and staff from countries around the world and has now developed a number of close relationships with leading educational institutions internationally.

Our programmes

Master of Business Administration
Postgraduate Diploma in Business Administration
Postgraduate Certificate in Business Administration
Graduate Diploma in Business
Bachelor of Business

Postgraduate Diploma in Information Technology
Graduate Diploma in Information Technology
Bachelor of Information Technology

Graduate Diploma in Tourism Management
Bachelor of Tourism Management
New Zealand Diploma in Tourism and Travel (Level 6)
New Zealand Diploma in Tourism and Travel (Level 5)

Graduate Diploma in Hospitality Management
Bachelor of Hospitality Management
New Zealand Diploma in Hospitality Management (Level 6)
New Zealand Diploma in Hospitality Management (Level 5)
Licence Controller Training (LCQ) (Level 4)
New Zealand Certificate in Food and Beverage Service (Café Services) (Level 3)
Barista Skills Certificate (Level 3)
Food Safety Certificate (Level 3)

English as a Foreign Language
New Zealand Certificate in Language Teaching (Level 5)

The AIS research newsletter (ISSN 2357-2426) aims to establish and foster collegial partnerships in common research interests, through high quality research outputs and sharing research ideas and resources. Correspondence about the newsletter should be sent to Christine Edwards at the above address, or email christinee@ais.ac.nz. The editor is Dr Adam Brown (adamb@ais.ac.nz).