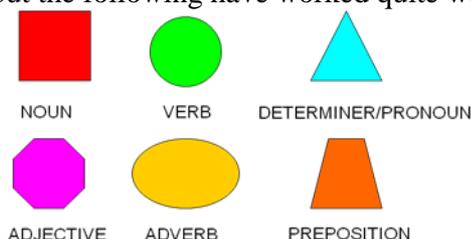


Hemingways: A Six-Step Approach to Writing

By Julien McNulty

This workshop explores the idea that we can heighten student awareness of awkward sentences, through an amalgam of 6 unique techniques, enabling students to increase auto-correction and improve their own peer feedback. These are the first six steps of a 12-step program developed and honed in Korea, keying into the student's creativity and analytical mind, building solid, logical, organized sentences. This workshop is very student-centered, incorporating individual and group activities, and can be leveled to suit the age and/or ability of your class, from young learner to adult. Here are the first six steps used in the process:

1. **Visualize** your sentences. Reinforce grammar and parts of speech with shapes and colors. This helps students recall sentence patterns and associate their parts. The teacher may assign any particular shape to a part of speech, but the following have worked quite well:



2. **Incorporate** physical learning. Get your students moving themselves, not just the cards. Use name tag holders with lanyards to get them moving about the classroom, finding matches to make sentences.

3. **Write** down these "sentences" – at least eight.

4. **Reword.** Allow only minor word changes (ideally semantically related words).

5. **Rework.** Allow only small grammar changes.

6. **Rewrite.** Merge the sentences together. Start with two, then add more, or make one big merge.

Instructions: 1. Write one word on each side of each shape card, i.e., the red square will get a different noun on each side. This allows variety in building sentences.

2. Use only basic forms of nouns and verbs: no plurals; no past tense, etc.

3. Choose one shape. (Begin with only noun or verb.)

4. Put it into your name tag holder to show to others.

5. Find students with other shapes to make the sentence structure on the board, e.g., noun + verb + noun (no conjunctions; they will be added later).

6. Walk around to build a sentence. (Whole class or as groups, depending on students and class size.)

7. Write down each sentence. (With groups, this can be done by the group scribe.)

8. Repeat steps 1-8 until 6-8 sentences are completed.

9. Edit. The sentences may seem very awkward at this stage. But this is fine; it is what we want.

For editing: (a) Add a conjunction to create a compound sentence. (b) Change 1-3 words only (articles and conjunctions are "free"). (c) Rewrite/rework, keeping the main idea, e.g., explore using *true/truly/truth*. (d) Repeat steps 1-4 until the story is pared down to about four sentences, i.e., about half. (e) Retell using "Hemingways." Have students retell their pared-down story in 3 sentences. Then retell in 2 sentences; then in 1.

By having the student build the sentences, the student *owns* the learning process. It may seem confusing at first, but the idea is to help students with the editing process, while heightening student awareness of concise, coherent, cogent sentences. This exercise should be done in steps and could take several weeks or months to complete. The process is not a simple afternoon project, but rather a methodical, longer term strategy.

Julien McNulty presented this topic at the May 7 Gwangju Chapter Meeting. He presently teaches at Chosun University and is a member of the Gwangju-Jeonnam Chapter. Mr. McNulty presently serves on KOTESOL's National Council as Chair of the International Conference Committee and presents regularly at KOTESOL conferences.

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40 Years: English Teaching & Learning in Korea

By Dr. David Shaffer

Forty years is a long time in Korean years – a rapidly changing period in which Korea has moved from playing catch-up to one in which Korea can, in many ways, say, “Catch up!” The world is well aware of how swiftly Korea has advanced technologically in the past forty years, but there have also been many strides in the field of English teaching and learning. A glimpse at a number of these is taken here.

As a snapshot of English usage in Korea in the early 1970s, we see few storefront signs displaying English. Walking down the street, one would have a hard time finding someone who could give an English speaker directions to the nearest post office or understand such a request in English. Few people would have an alternate English name, and Korean contained relatively few English loanwords. There are now a substantial number of English loanwords used in Korean and many younger people have an English name. Many business establishments display their name in English, and there would be a good chance that a person on the street could tell you how to get to one of them.

The English teacher of the 1970s was considered to be a bright, able teacher, but that teacher was poorly trained in teaching skills and possessed relatively



poor language skills. The English teacher today receives much improved pre-service language skills training. Their

communicative skills are much better, and through travel opportunities, they have a much better understanding of the culture and customs of English-speaking peoples. Their English teaching methodology, however, is in many cases still very outmoded.

Forty years ago, the English student studied in a large class of up to 70 students and saw little need to learn English for their future, unless they wanted to be an English teacher. There were few teaching materials available. Teachers and students had to make

do with textbooks, exercise books, chalkboards, and a tape recorder, though tapes were not easily obtainable. Today, the student realizes that English is a key to their future – for the job they want to get, for the study they need to do, and for the travel they dream of. The quality and the quantity of English learning materials have increased exponentially, especially with the advent of the Internet. English classes are more interactive, and English language academies of all types are just around the corner.

The native English-speaking teacher (NEST) in the 1970s' school, if it was lucky enough to have one, was most likely a United States Peace Corps Volunteer, a selfless college graduate with



no TESOL training, save what the Peace Corps provided, but with a desire to help. Peace Corps volunteers in the

English programs served mainly in middle schools and at the university level. The NEST is today found at every level of English education and in numbers greater than ever before, in both the public and private sector. Though untrained NESTs are still hired as English teachers in some areas, the experienced teacher with a certificate or advanced degree in TESOL can be found in increasing numbers and often also contributes to teacher training programs.

English language teaching and learning has come a long way in the past forty years and the speed of progress continues to increase. Korea's biggest challenge now is to be able to see English as much more than just a testing tool. Today's test-driven pedagogy needs to give way to a skills-driven model for Korea to attain the goals that it has set forth.

Dr. David E. Shaffer presented on the topic of changes in English teaching and learning in Korea at our Chapter meeting on May 7. He has taught in Korea for forty years, almost entirely at Chosun University in Gwangju. Dr. Shaffer is a long-time KOTESOL member and is currently President of the Gwangju-Jeonnam Chapter.

Gwangju-Jeonnam KOTESOL June Chapter Meeting

- Time: Saturday, June 11, 2011, 1:30 p.m.
- Place: Chosun University, Main Building, 2nd Floor, CU TESOL Room 2123

Schedule

1:30 pm: Registration and Welcome

2:00 pm: Presentation 1: **Setting Up an Extensive Reading Program**
Scott Miles (Daegu Haany University; KOTESOL Extensive Reading SIG Facilitator)

2:50 pm: Refreshment Break

3:10 pm: Presentation 2: **Active Listening: Beyond Fill-in-the-Blanks**
Peadar Callaghan (Kyungpook Natl. University; Daegu Chapter President)

4:00 pm: Teaching Idea & Activity Share-time: Open to Everyone
Bring your favorite activity or idea to share with us. (3-5 min. each)

4:30 pm: Announcements
Drawing for Prizes
Closing

(Admission is free. Membership is encouraged.)

Upcoming Chapter Events

July 9, 2011. Chapter Meeting

- *Games and Communicative Activities: Not Just for Entertainment*
Tory Thorkelson (KOTESOL Past President)
- *Student Impressions of NESTs: Both Sides of the Coin*
1. Kyung-hun Kang 2. Jeon Karam
(Chosun University)

August 8, 2011. Mid-Summer Chapter Meeting

- Swap-Shop: Teaching Ideas & Activities
Bring your ideas and activities to share.
- TEFL Question & Answer Session
Bring your questions for the panel.
- TEFL Abbreviation & Acronym Quiz
Bring your thinking caps to become a contestant.

September 3, 2011. Chapter Meeting

Upcoming KOTESOL Events

August 27, 2011.

Daejeon-Chungcheong Chapter Symposium

October 15-16, 2011.

The 2011 Korea TESOL Intl. Conference
Pushing our Paradigms; Connecting with Culture
Sookmyung Women's University, Seoul

For KOTESOL, Korea & Intl. ELT Events:

<http://www.koreatesol.org/ConferencesAndEvents>

For Gwangju-Jeonnam Chapter Events:

<http://www.koreatesol.org/GwangjuNews>

Upcoming Korea ELT Events

KATE International Conference

Empowering Teachers in the Globalization Era
July 1-2, 2011; HIT Bldg, Hanyang Univ., Seoul

Asia TEFL 2011: The Asia TEFL Intl. Conference

Teaching English in a Changing Asia
July 27-29, 2011 (Wed.-Fri.)
Hotel Seoul Kyoyuk Munhwa Hoegwan, Seoul

The 2011 KEES International Conference

English Education in Asia: Issues & Possibilities
August 3, 2011; Chungbuk Natl. Univ., Cheongju

KELTA 2011 International Conference

Impacts of High Stakes Exams
August 20, 2011; KICE, Seoul

MEESO 2011 Annual Conference

A New Horizon for English Language Teaching, Learning & Testing
August 20, 2011; Myungji University, Seoul

21C AELL Autumn Conference

September 17, 2011; Gwangju
Gwangju National University of Education