

The Guidebook for Guest English Teachers in Korea



The Guidebook
for Guest English Teachers
in Korea



National Institute for International Education

110-810 서울시 종로구 이화장길 43번지

43 Eh wajang-gil, Jongno-gu, Seoul 110-810, Republic of Korea

TEL : 82. 2. 3668. 1400 FAX : 82. 2. 765. 9947 <http://www.niied.go.kr>



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Section 1



A Guide to Korea



Part 01. Understanding Korea

Chapter I. Facts and Figures

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General

- **Country Name** Republic of Korea
- **Capital City** Seoul (10 million)
- **National flag** Taegeukgi
- **National flower** Mugunghwa (Rose of Sharon)
- **Currency** won
- **Language** Korean (Written form: Hangeul)
- **Location** Strategically located at the crossroads of Northeast Asia. Korea lies between Japan, the Russian Far East and China.
- **Territory** 223,170km² (South Korea: 100,032km²)
- **Highest mountains** Baekdusan 2744m, Hallasan 1950m
- **Longest rivers** Amnokgang 790km, Nakdong-gang 521.5km, Dumangang 521km, Hangang 481.7km



Geography

- **Major cities** Seoul (10.0 million), Busan (3.5 million), Incheon (2.6 million), Daegu (2.5 million), Daejeon (1.5 million), Gwangju (1.4 million), Ulsan (1.1 million)

- **Climate** Temperate with four distinct seasons
- **Population** 48.61 million (2008)
※ Foreign residents: 1.1 million
- **Median Age** 36.7 years (2008)
- **Economically active population** 24.3 million (2008)
- **Population increase rate** 0.31% (2008)
- **Life Expectancy** Males 76.1 years, females 82.7 years (2007)
- **Religion** A 2005 census showed half of the population actively practices religion. Among this group, 10,726,463 Buddhists, 8,616,438 Protestants and 5,146,147 Catholics comprise the three dominant religions.
- **Political System** Democracy with president elected to a single 5-year term by direct popular vote. Division of power among the executive, legislature (unicameral National Assembly) and judiciary
- **President** Lee Myung-bak since 2008
- **Suffrage** Universal at 19 years of age



People

- **Elections**
 - Presidential: every 5 years
 - National Assembly: every 4 years
 - Local Councils: every 4 years
- **Political parties** Grand National Party, United Democratic Party, Liberal Forward Party, Democratic Labor Party, Pro-Park Geun-hye Alliance, Renewal of Korea Party
- **AID** In 2008, Korea provided a total of 797 million USD (preliminary figure) of ODA and plans to expand the volume up to 0.15% of its Gross National Income (GNI) by 2012, and 0.25% by 2015.
- **Peacekeeping** South Korea began participating in United Nations peacekeeping operations with the dispatch of a battalion of military engineers to Somalia in 1993. It has since joined peacekeeping efforts in India, Pakistan, Liberia, Burundi, Sudan, Georgia, East Timor, Lebanon and Afghanistan and sent the Zaytun forces to Iraq's Kurdish autonomous region.

- **Gross Domestic Product** \$928.7 billion (2008, Preliminary)
- **Per Capita GNI** \$19,231 (2008, Preliminary)
- **GDP Growth Rate** 2.2 percent (2008, Preliminary)
- **Foreign Exchange Reserves** \$201.2 billion (as of the end of 2008)
- **Exports** \$422.0 billion (2008)
- **Imports** \$435.3 billion (2008)



Government



Economy

- **Major Industrial Products** Semiconductors, automobiles, ships, consumer electronics, mobile telecommunication equipment, steel and chemicals
- **FTAs** Korea has signed free trade agreements with Chile, Singapore, the European Free Trade Association (EFTA), ASEAN and the U.S. and India - 18 countries in all. Currently, negotiations with the EU, Canada, Mexico, GCC (Gulf Cooperation Council), Peru, Australia and New Zealand are under way with the aim of concluding these FTAs negotiations by the end of 2009.
- **World Heritage**
 - Haeinsa Temple Janggyeongpanjeon, the Depositories for the Tripitaka Koreana Woodblocks (1995)
 - Jongmyo Shrine (1995)
 - Seokguram Grotto and Bulguksa Temple (1995)

- Changdeokkung Palace Complex (1997)
- Hwaseong Fortress (1997)
- Gochang, Hwasun and Ganghwa Dolmen Sites (2000)
- Gyeongju Historic Areas (2000)
- Jeju Volcanic Island and Lava Tubes (2007)
- Joseon Dynasty's royal tombs
- **Intangible Cultural Heritage**
 - The Royal Ancestral Ritual at the Jongmyo Shrine and its Music (2001)
 - Pansori Epic Chant (2003)
 - The Gangneung Danoje Festival (2005)
- **Memory of the World Register**
 - The Hunminjeongeum Manuscript (1997)
 - Joseonwangjosillok, the Annals of the Joseon Dynasty (1997)
 - Seungjeongwonilgi, the Diaries of the Royal Secretariat (2001)
 - Buljo Jikjisimcheyojeol (vol. II), the second volume of The Anthology of Great Buddhist Priests' Zen Teachings (2001)
 - Printing woodblocks of the Tripitaka Koreana and miscellaneous Buddhist scriptures (2007)
 - Uigwe, The Royal Protocols of the Joseon Dynasty (2007)
 - Donguibogam, the principles and Practice of Eastern Medicine (2009)



World Heritage



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Part 01. Understanding Korea

1. Gojoseon (2333 B.C. - 108 B.C.)

People began living on the Korean Peninsula and its surrounding areas from some 700,000 years ago. The Neolithic Age began some 8,000 years ago. Relics from that period can be found in areas throughout the Korean Peninsula, mostly in coastal areas and in areas near big rivers.

The Bronze Age began around 1,500 to 2,000 B.C. in present-day Mongolia and on the peninsula.

As this civilization began to form, numerous tribes appeared in the Liaoning region of Manchuria and in northwestern Korea. These tribes were ruled by leaders, whom Dangun, the legendary founder of the Korean people, later united to establish Gojoseon (2333 B.C.). The founding date is a testament to the longevity of Korea's history. This heritage is also a source of pride that provides Koreans the strength to persevere in times of adversity.

Pre-historic Period on the Korean Peninsula

Period: about 700,000 years ago	Period: about 8,000 B.C.	Period: around 1,000 B.C.
Tools: stone goods, bone-made tools	Tools: polished stone tools, pottery	Tools: Bronze
Economic activity: gathering and hunting — nomadic	Economic activity: agriculture, livestock — settlements	Economic activity: Private property
Habitat: caves, huts	Habitat: dugouts	Habitat: ground-level housing
Society: group society, equal society	Society: tribal, and egalitarian	Society: class society, private property recognized
Relics: <i>jumeok dokki</i> [handaxe], <i>geulggae</i> [side-scraper]	Relics: <i>bitsalmunui togi</i> [comb-pattern pottery], <i>ppyeobaneul</i> [bone needles]	Relics: <i>minmunui togi</i> [non-decorative earthenware], <i>bipahyeong donggeom</i> [mandolin-shaped dagger]
		
Paleolithic Age	Neolithic Age	Bronze Age

2. Three Kingdoms and Gaya (Goguryeo, Baekje and Shilla) (1st Century B.C. - 676.)

Town-states gradually united into tribal leagues with complex political structures which eventually grew into kingdoms. Among various tribal leagues, Goguryeo (37 B.C.- A.D. 668), situated along the middle course of the Amnokgang (Yalu River), was the first to mature into a kingdom.

Goguryeo's aggressive troops conquered neighboring tribes one after another, and in 313, they even occupied China's Lolang outposts.

Baekje (18 B.C.-A.D. 660), which grew out of a town-state located south of the Hangang River in the vicinity of present-day Seoul, was another confederated kingdom similar to Goguryeo. During the reign of King Geunchogo (r. 346-375), Baekje developed into a centralized and aristocratic state.

Shilla (57 B.C.-A.D. 935) was located in the southeast corner of the peninsula and was initially the weakest and most underdeveloped of the three kingdoms.

However, because it was geographically removed from Chinese influence, it was more open to non-Chinese practices and ideas. Its society was built on an advanced Buddhist order that was markedly class-oriented, including a military that featured a unique corps of young aristocratic warriors called Hwarang.

Gaya (42-562) began as a type of confederation, formed when several tribes from the Nakdong-gang River came together.



3. Unified Shilla (676 - 935) and Balhae (698 - 926)

By the mid-sixth century, the Shilla Kingdom had brought under its control all of the neighboring town-states within the Gaya Confederation.

Through an alliance with the Tang Dynasty of China, Shilla unified the Korean Peninsula in 668 and saw the zenith of its power and prosperity in the mid-eighth century. It attempted to establish an ideal Buddhist country. Bulguksa Temple was constructed during the Unified Shilla period. However, its Buddhist social order began to deteriorate as the nobility indulged in increasing luxury.

Shilla had repelled Tang attempts to subjugate Goguryeo and Baekje by 676. Then in 698, the former people of Goguryeo who resided in south-central Manchuria established the Kingdom of Balhae. Balhae included not only people of Goguryeo, but also a large Malgal population.

Balhae established a government system centered around five regional capitals, which was modeled after the Goguryeo Kingdom's administrative structure. Balhae possessed an advanced culture which was rooted in that of Goguryeo.

Balhae prosperity reached its height in the first half of the ninth century with the occupation of a vast territory reaching to the Amur River in the north and Kaiyuan in south-central Manchuria to the west. It also established diplomatic ties with Turkey and Japan. Balhae existed until 926, when it was overthrown by the Khitan. Many of the Balhae nobility, who were mostly Goguryeo descendants, moved south and joined the newly founded Goryeo Dynasty.



4. Goryeo (936 -1392)

The Goryeo Dynasty (918-1392) was founded by Wang Geon, a general who had served under Gungye, a rebel prince of the Shilla Kingdom. Choosing his native town of Songak (present-day Gaeseong in North Korea) as the capital, Wang Geon proclaimed the goal of recovering the lost territory of the Goguryeo Kingdom in northeast China.

Wang Geon named his dynasty Goryeo, from which the modern name Korea is derived. Although the Goryeo Dynasty could not reclaim lost lands, it achieved a sophisticated culture represented by cheongja or blue-green celadon and flourishing Buddhist tradition.

No less significant was the invention of the world's first movable metal type in 1234, which preceded the Gutenberg Bible of Germany by two centuries. About that time, skilled Korean artisans also completed the herculean task of carving the entire Buddhist canon on large woodblocks.

These woodblocks, numbering more than 80,000, were intended to invoke the influence of Buddha for the repulsion of the Mongol invaders. Called the Tripitaka Koreana, they are now stored at the historic Haeinsa Temple.



Part 01. Understanding Korea

5. Joseon (1392 -1910)

In 1392, General Yi Seong-gye established a new dynasty called Joseon. The early rulers of Joseon, in order to counter the dominant Buddhist influence during the Goryeo period, supported Confucianism as the guiding philosophy of the kingdom.

The Joseon rulers governed the dynasty with a well-balanced political system. A civil service examination system was the main channel for recruiting government officials.

The examinations served as the backbone for social mobility and intellectual activity during the period. The Confucian-oriented society, however, highly valued academic learning while disdaining commerce and manufacturing. During the reign of King Sejong the Great (1418-1450), Joseon's fourth monarch, Korea enjoyed an unprecedented flowering of culture and art. Under King Sejong's guidance, scholars at the royal academy created the Korean alphabet Hangeul. It was then called Hunminjeongeum, or "proper phonetic system to educate the people."

King Sejong's interest in astronomical science was comprehensive. Sundials, water clocks, celestial globes and astronomical maps were produced at his request. King Sejo (1455-1468) later established an institutional framework for government by publishing a compendium of legal codes, called Gyeongguk Daejeon.

In 1592, Japan invaded the peninsula to pave the way for its incursion into China. At sea, Admiral Yi Sun-sin (1545-1598), one of the most respected figures in Korean history, led a series of brilliant naval maneuvers against the Japanese, deploying the geobukseon (turtle ships), which are believed to be the world's first iron-clad battleships.

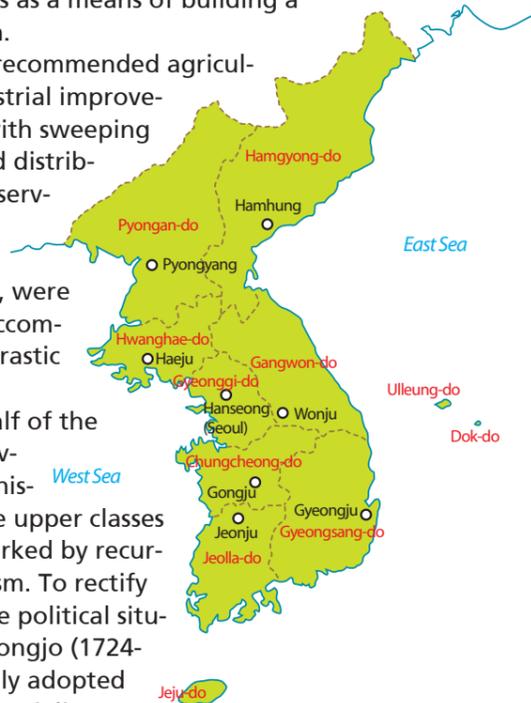
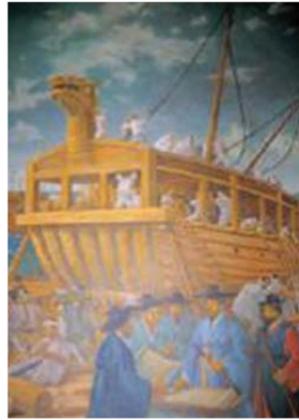
From the early 17th century, a movement advo-

cating Silhak, or practical learning, gained considerable momentum among liberal-minded scholar-officials as a means of building a modern nation.

They strongly recommended agricultural and industrial improvements along with sweeping reforms in land distribution. The conservative government aristocrats, however, were not ready to accommodate such drastic change.

In the latter half of the Joseon era, government administration and the upper classes came to be marked by recurring factionalism. To rectify the undesirable political situation, King Yeongjo (1724-1776) eventually adopted a policy of impartiality. He was thus able to strengthen the royal authority and achieve political stability.

King Jeongjo (1776-1800) maintained the policy of impartiality and set up a royal library to preserve royal documents and records. He also initiated other political and cultural reforms. This period witnessed the blossoming of Silhak. A number of outstanding scholars wrote progressive works recommending agricultural and industrial reforms, but few of their ideas were adopted by the government.



6. Japanese Occupation (1910-1945)

Japanese Occupation and Korea's Independence Movement

In the 19th century, Korea remained a "Hermit Kingdom," adamantly opposed to Western demands for diplomatic and trade relations. Over time, a few Asian and European countries with imperialistic ambitions competed with each other for influence over the Korean Peninsula. Japan, after winning wars against China and Russia, forcibly annexed Korea and instituted colonial rule in 1910.

Colonial rule stimulated the patriotism of Koreans. Korean intellectuals were infuriated by Japan's official assimilation policy, which even banned Korean-language education in Korean schools. On March 1, 1919, a peaceful demonstration calling for independence spread nationwide. The Japanese authorities ruthlessly repressed the demonstrators and their supporters, slaughtering thousands.

Although it failed, the March 1 Independence Movement created strong bonds of national identity and patriotism among Koreans. The movement led to the establishment of a Provisional Government in Shanghai, China, as well as an organized armed struggle against the Japanese colonists in Manchuria. The Independence Movement is still commemorated among Koreans every March 1, which is designated a national holiday.

During the colonial period, Japan's economic exploitation of Korea continued. The lives of Koreans deteriorated under colonial rule until the end of World War II in 1945.

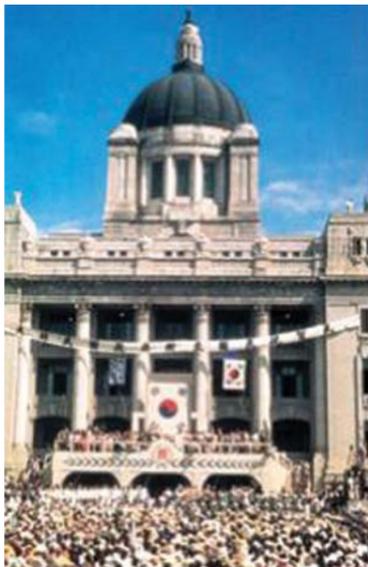


7. Founding of the Republic (1948-present)

Koreans rejoiced at Japan's World War II defeat. However, their joy was short-lived. Liberation did not instantly bring about the independence for which the Koreans had fought so fiercely. Rather, it resulted in a country divided by ideological differences caused by the emerging Cold War. Korean efforts to establish an independent government were frustrated as U.S. forces occupied the southern half of the peninsula and Soviet troops took control of the north.

In November 1947, the United Nations General Assembly adopted a resolution that called for general elections in Korea under the supervision of a UN Commission.

However, the Soviet Union refused to comply with the resolution and denied the UN Commission access to the northern half of Korea. The UN General Assembly then adopted another resolution calling for elections in areas accessible to its commission.



The first elections in Korea were carried out on May 10, 1948, in the areas south of the 38th parallel. This parallel came to divide the Korean Peninsula into South and North. Syngman Rhee was elected the first President of the Republic of Korea in 1948. Meanwhile, north of the 38th parallel, a communist regime was set up under the leadership of Kim Il-sung. On June 25, 1950, North Korea launched an unprovoked full-scale invasion of the South, triggering a three-year war which drew in U.S., Chinese and other foreign forces. The entire peninsula was devastated by the conflict. A cease-fire was signed in July 1953.

Korea's growth-oriented, export-led economic development since the 1960s was so remarkable that it earned the expression "the Miracle on the Hangang River" in the 1970s. Subsequently, Seoul successfully hosted the 24th Olympics in 1988 and Korea co-hosted the 2002 FIFA World Cup soccer finals with Japan. Through these occasions, Korea has demonstrated to the world its rich cultural heritage and love of art, as well as modern technologies. In the 1950s, Korea ranked among the poorest countries. Today, its economy is around the 13th largest in the world, and the nation is determined to become even more of a global economic leader throughout the new millennium.

The Republic of Korea has steadily followed the path to mature democracy and market economy. Even though the legacies of the Cold War still linger on this peninsula, Korea today is poised to make a new economic take-off. The Koreans are also working toward a durable structure of peace on the peninsula and promoting common prosperity for South and North Korea through peace, reconciliation and cooperation.

1. Family Culture

The way of forming a family varies depending on the time period and society. In Korea, family traditionally means the group who are related by blood, live under the same roof, and share the household.

The extended family in which a couple and their married children live together with their children was the typical and traditional Korean family. It was considered good for the whole family related by blood to live together, work together on a farm, and help each other in times of difficulty. Moreover, it was thought that the young could learn from the old.

Nowadays, the nuclear family, which is composed of a couple and their unmarried children, is the predominant family form in Korea. Usually when the children get married, they form different households with their spouses. However some first-born sons live with their parents and their own family.

An individual is born into a family, and begins his/her own family through marriage. The group of people related by birth or marriage are considered relatives. Koreans cherish family relationships. On traditional holidays they pay visits to their relatives. When there is a rather important decision to make in the family they talk to their family and relatives and ask for their help and advice. The family relationship can be divided into the father's side of the family, the mother's side of the family, and the spouse's side of the family.





1) Baek-il (100th Day since Birth) and Dol (First Birthday)

Baek-il is a baby's 100th day anniversary, and the family has a small celebration for the baby's health and the mother's recovery from delivery. On that day, people make Korean rice cakes called Baek-seol-gi or Susu-pat-deok, and pass them around to neighbors, believing that sharing the cakes with 100 people will lead to the baby's healthy growth. Those who receive the rice cake return the plates with threads, rice, or money on them. Threads represent a wish for a long healthy life, and rice and money mean a wish for wealth for the baby.

Baek-seol-gi is for the purification of the baby's body and spirit. Susu-pat-deok or Susu-gyeong-dan is for prevention of bad luck. Koreans have a bigger celebration on the baby's first birthday, which they call "Dol." A special table is prepared for the baby. Baek-seol-gi, Susu-gyeong-dan, cotton thread, noodles, rice, dates, paper and pencil, and a book are placed on the table. The parents may place a book, paper and pencil, money, needle, or thread on the table and let the baby choose one among them. Watching the baby choose one, the family talk about the baby's future and celebrate.

2) Marriage



Traditionally, Koreans think of marriage as a union of yin and yang and therefore a way of following the rule of creating things in the universe. In the age of Joseon, women around 16 years old and men around 12 years old got married. Therefore, brides were usually older than grooms. In traditional Korean society, the parents make decisions about their children's marriage. After making the decision, the groom's parents send "Saju" to the bride's parents. Saju means the year, month, date, and hour of one's birth. When the bride's family gets the groom's saju, they compare that with the bride's saju to predict their future marriage life and then decide the wedding date. The groom's family sends presents to the bride's family 2 or 3 days before the wedding. They call the ritual as sending a "Ham," meaning a

box, as they send the presents in the box. The presents are usually a gold ring and fabric for the bride.

The wedding is held in the bride's house, and the bride and groom spend the first night in the bride's house. After a 2 or 3 day stay in the bride's house, the groom brings the bride to his house. Upon arriving in the groom's house, the bride pays respect to the groom's family formally. This is called Pe-baek.

Now, weddings are held in wedding halls or churches, but people still follow the ritual of "Ham" and "Pe-baek."

The meaning of noodles at weddings: Koreans have a custom of eating noodles at weddings. It may be because it is easy to prepare noodles for a large number of guests, but at the same time, the noodles represent a wish for a long and happy marriage of the couple.

3) Hoe-gab or Hwan-gab (60th Birthday)

The 60th birthday of a person is called Hoe-gab or Hwan-gab. Different from other birthdays, on Hoe-gab, people have a big celebration. A big table is prepared for the celebrated person and the celebrated and his/her spouse sit at the table with rice cakes, fruits and snacks piled up high. The higher the piles of food are, the deeper the children's filial love is considered. The children bow to their parents at the table in the order of birth and offer a drink. Younger relatives also bow and offer a drink. Friends and relatives celebrate the birthday by offering drinks and having a good time. Now, as life expectancy has become longer, people have a big celebration on the 70th birthday rather than on the 60th.

4) Jesa (Memorial Service)

There are a couple of kinds of Jesa, that is, memorial services. One of them is Cha-re, which is held on the mornings of traditional holidays such as Seol, New Year's Day, or Chuseok. Another kind is Gije, a memorial service given on the day of the person's death. Usually Jesa is understood as Gi-je, the memorial service given on the day of the person's death. Jesa is performed based on the rules and procedures of Confucianism, and there are some variations depending on the family or region. The rules and procedures are complicated and strict.

On the day of Jesa, descendants gather together and talk about the one who passed away and his/her legacy. Fruits such as chestnuts, dates, dried persimmons, pears, Korean traditional snacks, drinks, soup, and rice are placed on the Jesa table.

2. Traditional Clothing

Traditional Korean clothes are called "Hanbok." It is a symbol of Korean culture. Hanbok has exquisite harmony of straight and curved lines, and covers the body lines that the person may want to conceal.

The beauty of Hanbok is in the smooth curved lines of sleeves and socks. The white collar stripe keeps the balance of the outfit, and highlights the gracefulness of the clothes. Hanbok made of white ramie represents the essence of innocent and classic beauty. In order to have the elegant lines of a Hanbok outfit, you need to pay attention to your underwear. The basic color of Hanbok is white. However, colors, material, and ways of wearing vary according to the season or occasion.

In modern times, people wear Hanbok only on traditional holidays or for family celebrations, but recently, more practical Hanbok has been introduced, so a large number of people wear it for everyday use.

Accessories and Shoes: Accessories for Hanbok are Norigae, an ornament you can wear on the jacket tie, Bi-nyeo, a hair pin, and various shapes of pouch bags.

Traditional Hanbok shoes are Dang-hye, silk shoes with embroidery. They also had leather shoes, Namaksin for rainy days, and straw sandals.



3. Food Culture

1) Everyday Food

Usual Korean meals consist of rice and side dishes. Koreans have used various ingredients and developed different recipes. Therefore, there is a large variety of dishes and food from different regions and for different seasons. Kimchi and other fermented sauces are representatives of Korean traditional food, and Koreans take much pride in them.

For Koreans, rice is a staple food. Their typical side dishes are soups, pot-stews with various ingredients, cooked vegetables, salads, pickles, salted seafood, dried fishes, and steamed meat. kimchi, paste or sauce, and salted seafood are always served.

The uniqueness of Korean food is in seasoning. For most of their food, Koreans use various kinds of seasoning made of soy sauce, scallions, garlic, sesame, sesame oil, pepper, and red pepper powder.

◆ Kimchi:

Kimchi is the most representative Korean fermented food, and one cannot imagine a Korean meal without it. The main ingredient is cabbage pickled in salt. Seasoning such as red pepper powder, garlic, ginger, scallions, radish, and others is added. After some salted seafood is added, it is kept at a low temperature for preservation and fermentation. Fermentation at a proper temperature is very important to have good-quality and tasty kimchi. Koreans developed creative and wise ways of preserving kimchi in different regions and seasons.

Kimchi is healthy food in many aspects. It is anti-bacterial and its main ingredient, vegetables are full of fiber which is good for digestion. It is also good for helping prevent obesity, high blood pressure, diabetes, and cancer.

Korean table setting convention has three, five, seven, and nine dish types. The number means the side dishes on the table in addition to the basic dishes of rice, soup, kimchi, and sauce. For royal families, they had the 12 dish type. Rice



Part 01. Understanding Korea



Chapter III. Korean Culture

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and soup are in the front row, and soup is placed on the right of rice. Side dishes are placed in the next lines with sauce on the center of the table. Hot and meat dishes are placed on the right side, and cold and vegetable dishes on the left. A spoon and chopsticks are placed on the right, and a spoon is placed closer than chopsticks.

◆ Table Manners:

Koreans have placed importance on table manners and observe their traditional table manners strictly. They dress properly and have good posture when they eat. They do not lift a spoon or chopsticks until their elders do so. When eating food, they try not to show the food in their mouths, and try to chew the food quietly and slowly. Do not hold the spoon and chop sticks together, or lift the rice bowl from the table. Younger ones cannot leave the table until their elders do.

Fusion food is also rapidly becoming popular. There are many Chinese, Italian, French, and Indian fusion restaurants all over South Korea. Vegetarian restaurants, which were sidelined with the decline of Buddhism and advance of missionary Christianity, have had a small resurgence, and can usually be found in every city.

2) Seasonal Food

Korea has various seasonal foods with each season's best and most delicious ingredients. We can take a glimpse of Korean wisdom in the culture of their seasonal food.

Samgetang is a chicken soup people usually enjoy in summer. They put sticky rice, ginseng, garlic, and dates inside a chicken first, submerge the chicken in water in a big pot, and then simmer it. Chicken and ginseng when put together work well to give a lot of energy especially in summer when people sweat a lot and get easily tired.

Bulgogi is made of lean meat. As it is delicious and not spicy at all, children also enjoy it a lot. Ingredients include soy sauce, chopped scallion, garlic, sesame, ginger juice, pepper, and sesame oil. The meat is submerge in this sauce, softened by squeezing it lightly with fingers, and marinated for 30 minutes. The meat is then grilled on medium heat.

Naengmyeon has been a popular dish for Koreans since the Joseon dynasty. Sliced boiled meat, sliced cucumber, sliced pear, and boiled egg are put on noodles made of wheat flour. The cold soup made of beef, chicken, pheasant, or pickled radish is then poured and mustard and vinegar are added right before eating. This is typical Naengmyeon of Pyeongyang region. Naengmyeon in Hamgyeong-do area is made of potato starch, and they add raw fish slices and seasoned red pepper sauce to the noodles.

3) Tea

Koreans have enjoyed drinking tea for a long time and developed their own tea ceremony. Through the ceremony people meditate and nourish their virtuous spirit. According to the Chronicle of the Three Kingdoms, tea was first introduced into Korea during the reign of Queen Seon-deok in Shilla, and the culture of tea drinking was highly developed in Goryeo. In Joseon, it was not as popular, but during the later years of Joseon, scholars and artists like Jeong Yak-yong, Kim Jeong-hee, and priest Choi enjoyed drinking tea and developed the culture.

Tea leaves are picked in early spring and preserved for later use. Koreans make tea by pouring water of 60~70 degrees Celsius on tea leaves or adding the powder in water. Usually they make tea three times out of the same leaves, saying the first one is for scent, the second for taste, and the last as medicine. Tea must have a mild taste and scent, and those who enjoy tea say that there are five pleasures in tea drinking: the sound of water boiling, the warmth of the tea cup, its color, its taste, and its scent. Tea is good for making your mind clear, improving memory, preventing cancer, purifying the body, and lowering cholesterol. There are a lot of tea clubs in Korea, which develop the tea culture in Korea.



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4. Traditional House

Korean traditional houses are called "Han-ok." The structure and design of Korean traditional houses are in harmony with nature and the environment. Natural materials like stone, wood, or clay are mainly used for house building. Windows covered with paper on a wooden frame emphasized the natural beauty of the house. Roofs are made of tiles or thatch, and the shape of a flying bird on tiled roofs and the round and cozy shape of thatched roofs show Korean spirit of harmony with nature.

Doors covered with paper on wooden frames are good for ventilation and illumination. Floors are made of Ondol, heated by fire under the floor. The fire stove is placed in the kitchen next to the largest room. Walls are made of clay, which cools the rooms in summer and keeps them warm in winter.

Korean houses also have gardens, which bring nature to the house. Some upper class people had more cultivated and artificial beauty in their gardens, but usually Korean gardens follow the natural style. In average people's houses, they had a small yard in front of the house. At the back, they kept big pots for preserving sauces and pastes, around which they planted some flowers and kept a garden.

◆ Upper-Class Houses in Joseon:

The houses of the upper class are divided into a living section and a memorial section. In the living section, there is a building for the lady of the house, Sarang for the master, servant quarters, and an outbuilding. Due to Confucian influence, the living section is divided into female space with the lady's building at the center and male area around the Sarang, and there is a hierarchical relationship between the two areas. In the memorial section, there is a family shrine, where memorial tablets of ancestors are kept.



5. Traditional Holidays

1) Seol

It is the first day of the lunar calendar. Family members were careful about their behavior as it was the beginning of a year and got together to have a feast and play games.

◆ The Lunar Calendar

The lunar calendar was invented and used for a long time in Asia. Koreans had several holidays which fell on the 15th day of a month such as Daeboreum (February) or Chuseok (September or October) as they have a full moon on that day. On the morning of New Year's Day, food and drinks are offered to ancestors. This is called New Year's Offering ("Jeongchochare"). After the ceremony, younger ones formally bow to their elders, and this is called Sebae. Then they have the first breakfast of the year. For the breakfast, they eat Deokguk (rice cake soup). After breakfast, people visit their elder relatives to pay respect with a formal bow. Then the elders wish them blessings while treating them with food or drinks, and especially to children, they give money as presents. Children usually anticipate this New Year's Day for money, good food, and a nice outfit. Traditional games people play on the day are teeter-tottering, Yut, or kite flying.



2) January Full-Moon Day

As the life of Koreans was based on agriculture, the moon, goddesses, and the earth were worshipped as symbols of fertility. On the night of January 15th (Lunar Calendar), they had special ceremonies or games related to the moon such as greeting the moon, fortune-telling by the moon, burning the moon house, and others.

They have special rice made of five kinds of grains and nine vegetable dishes for this day. They had special drinks which

were supposed to be good for their ears. They also ate various kinds of nuts, which were collectively called "Bureom." These made big cracking sounds in one's mouth which were thought to prevent skin troubles for the year. Children also played a special trick on their playmates: You call your friend's name and if she/he answers, you say, "You just bought all of my heat of this year's summer." People believed that they would not feel hot in the year's summer as they had sold their heat to others with the trick.

3) Chuseok



Chuseok is August 15th on the lunar calendar, which has the brightest full moon in the year. People make rice cakes and taro soup with newly harvested rice and taros, and visit their ancestor's graves to offer food and fresh vegetables such as persimmons, chestnuts, or dates to express their gratefulness for the harvest of the year.

People also celebrate the day by having parties, drinking, dancing, and playing games like tug of war, or traditional Korean wrestling.

4) Winter Solstice

Winter solstice on the lunar calendar is around November 29th when the day is the shortest and the night is the longest of the year. Koreans have different names for the day: when it falls in early November, it is called young winter solstice, when it is in mid November, it is middle winter solstice, and if it is in late November, it is called old winter solstice. People offer red bean porridge to ancestors and spread it over walls or gates. They believed that by doing so they could repel bad spirits. In the porridge, they also put small sticky rice balls, and could eat the balls as many as their age.

6. Art

1) Traditional Music

Korean traditional music is called "Guk-ak." Korea has a long history of music and dancing. Korean music originated from the ceremony of offering to the god of heaven. With increased trades and exchange of culture with other countries in the Three Kingdom age, Korean music developed further. Throughout the ages, Guk-ak developed further in various ways, and with the foundation of the National Classical Music Institute in 1951, they could make more systematic efforts to preserve and pass down traditional music. With the recent trend of valuing and shedding a new light on traditional culture among Koreans, there have been various efforts made to preserve and develop Korean culture.



2) Pansori

Pansori is a type of music widely performed and enjoyed among lower middle class people in the later years of the Joseon dynasty. In the mid 19th century, Sin Jae-hyo classified the existing pieces. After that, 5 Madang (chapters) out of the whole 12 chapters of one piece began to be performed and a type in which a group of people play different parts or characters was also introduced.

Traditionally, Pansori is a monodrama in which one singer tells a long story in songs to the rhythm of a drum by

"Gosu," the leading drummer. The singer sings in Hanbok with a fan in her/his hand. Pansori has stories about lives and the realities of average people. Their candid sensibility and humanity is portrayed in the songs. The five chapters of Chun-hyang, Sim-cheong, Hong-bo, Sungung, Jeok-byeok are popular.

3) Folk Songs

Folk songs have Koreans' sentiment, culture, and spirit in them, and can be understood as the sound of the people as they have been orally transmitted among the Korean public since ancient times. The author or composer is not known for most of the songs, and people do not know exactly when they began. They can be transformed in different and free styles by different singers. The melody, which sometimes flows like a stream and other times has exciting beats, gives a sense of depth and beauty to the songs. Arirang is one of the most famous Korean folk songs.

4) Pungmul-no-ri



Pungmul is a type of dance which represents Korean spirit very effectively and has the longest history among Korean traditional dances. It started from a festival in which people wish for good harvest of the year and community spirit among those who toil together on farms. Koreans have traditionally thought that farmers are the most important people. Based on this philosophy, different regions have developed their unique Pungmul.

Pungmul can make people excited and bring up the spirit of harmony with others. It was a play among farmers, but developed into an art form, becoming one of the representative dances of Korea.

In 1978, when the Kim Deok-su team developed a new form of Pungmul or Sa-mul with four instruments (Goang-gari, Jing, Jang-gu, and Buk), it became popular. Pungmul is per-

formed by the musicians while standing, and Samul means a performance played by the musicians sitting. The sounds of each instrument are compared to the sounds of nature. Sounds of Goang-gari represent those of thunder, Jing, wind, Jang-gu, rain, and Buk, clouds.

5) Talchum

Talchum is a mask drama in which characters talk, sing, and dance in masks. It is known to have existed since the age of Shilla. It first started as a ritual rather than a form of art, and then developed into a form of play later. There are three kinds: "Byeoksa" was for repelling bad spirits and inviting good luck. In the "Ma-eul" type the whole town danced together. There was also a type played by wandering professionals.

Talchum was a way of expressing the lower class people's oppressed feelings. It was performed on the January full moon day, Buddha's birthday, Dan-o (the fifth day of May), Chuseok, or national celebrations.

Regions such as Gangreung, Hahyoi, Songpa, Bongsan, Tongyoung, Gangreung, or Eun-yul have their own unique forms of Talchum.



6) Fine Arts

Though people started living on the Korean Peninsula in the Paleolithic Age, existing remains indicate that the origin of fine arts dates back to the Neolithic Age (c. 6,000-1,000 B.C.). Rock carvings on a riverside cliff named Ban-gudae in Ulsan on the southeast coast feature vivid descriptions of animals and are noteworthy art from the prehistoric age. The aesthetic sense of this era can also be found in the comb and eggplant pattern on pottery for daily use.

In the Bronze Age (c. 1,000-300 B.C.), a variety of bronze goods including mirrors, bells and pendants were produced, most of which are presumed to be indicative of authority or designed for religious purposes and were intended to inspire awe.



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Chapter III. Korean Culture

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During the Three Kingdoms era, Goguryeo (37 B.C.- A.D. 668), Baekje (18 B.C.- A.D. 660) and Silla (57 B.C.- A.D. 935) each developed different fine arts influenced by their own unique geographical, political and societal circumstances. Mural paintings from Goguryeo tombs, mostly found around Jiban and Pyongyang, illustrate the art of this kingdom. The murals on the four walls and ceilings of the burial chambers feature figures depicted in brilliant colors and energetic and dynamic movement, illustrating ideas about life on earth and in the afterlife.

The art of Baekje is best characterized by soft surface treatment and warm smiles as seen in the Buddhist triad carved on a rock at Seosan. Archaeologists uncovered rich collections of gold accessories, including crowns, earrings, necklaces and belts from the tombs of Silla, which are a visible expression of authority. Gold threads and gold granules found in the tombs together with splendid accessories attest to the highly refined artistic skills of this kingdom.

In the meantime, the official recognition of Buddhism during the Three Kingdoms led to the creation of Buddhist statues. One prime example is the statue of Maitreya (the Buddha of the Future) sitting in meditation with his finger touching his cheek.

Unified Silla (676-935) developed a polished artistic culture bearing a strong international flavor through exchanges with the Tang Dynasty (618-907) of China. Still, Buddhism served as a strong driving force behind Silla cultural developments.

Seokguram Grotto, the quintessence of the fine arts of Unified Silla, is an unrivalled masterpiece in respect to the majestic figures, their realistic expressions and unique features. In addition, Silla artisans also excelled in producing temple bells. Bronze bells like the Divine Bell of King Seongdeok manufactured in the late 8th century are well known for their elegant designs, sonorous sound and impressive size.

The artistry of Goryeo (918-1392) can be best appreciated by its celadon ware. The jade green color, elegant designs and great variety of Goryeo celadon are profoundly beautiful and quite different from Chinese ceramics. Up until the first half of the 12th century, Goryeo celadon was noted for its pure color, while in the second half of the century, the tech-

nique of incising designs into clay and then filling the recesses with white or black slip came to stand out as a main characteristic.

The current oldest wooden structure built in this era is Muryangsujeon (Hall of Infinite Life) at Buseoksa Temple in Yeongju, Gyeongsangbuk-do Province. It is presumed to have been built in the 13th century. Wooden architectural designs in this age can be categorized into two major types, jusimpo (column brackets to support the roof) and dapo (multi-bracket sets placed on the lintels between pillars as well as on the columns). The dapo system, in particular was developed for the construction of grand, large-scale structures. These two construction forms remained as the basis for wooden architecture up to the Joseon Dynasty.

Buncheong, stoneware made of gray clay and decorated with white slip coating, was one kind of ceramic produced during the Joseon Dynasty. It was coated with a celadon-type gray-blue glaze. Also typical of this period was white porcelain and blue-and-white porcelain. Used by common people in their daily lives, Buncheong ware is decorated with unconstrained patterns. White porcelain, exhibiting a perfect harmony between curves and subtle color tones, is an example of the acme of beauty. Beginning in the mid-15th century, blue-and-white porcelain began to exhibit a brilliant aesthetic sense thanks to the picturesque patterns painted in blue cobalt pigment on the white porcelain surface.

During the Joseon Dynasty (1392-1910), traditional construction, which sought harmony with the natural landscape, flourished in great variety and sophistication. Sungnyemun (also known as Namdaemun) in downtown Seoul is an especially valued example of the architectural style of the early Joseon Dynasty. It and numerous temple and palace buildings are being rebuilt or restored using traditional methods. Western architecture was introduced to Korea at the end of the 19th century, as churches and offices for foreign legations were built by architects and engineers from abroad. Since the 1960s, in Korea's pursuit of industrialization and urbanization, the Government pushed ahead with development plans and a number of beautiful old buildings were demolished and replaced by unsightly structures. However, in recent years, there have been active discussions



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in this regard while the time-honored concept of harmonizing buildings with nature is being revived.

7) Pottery

Koreans began to make pottery for use from the Stone Age (7000~8000 years ago). In later years of Shilla, they introduced the skills of making celadon from China, and in Goryo, they developed their own unique green color in celadon, and Goryo Cheongja (celadon) became famous in other countries for its refined and magnificent beauty. However, Goryo celadon became more rare in the later years of Goryo.

In early Joseon, they made Buncheongsa-gi, simple gray celadon, and later they produced white ones and blue ones. Korean pottery is made of high quality clay and it is famous for its unique beauty. In addition to Buncheongsa-gi and Cheongja there is earth wear and Baekja (white porcelain).

7. Martial Arts

Korean martial arts have comprehensive features of game, dance, self-defense, and combat skills. Their origin can be traced back to ancient rituals. Ancient martial arts are represented in the mural paintings of Goguryo royal tombs, and can also be traced back to Hwa-rang-do (youth training institute) of Shilla. In Joseon, martial arts were used in folk games and military training. Now, interest in traditional martial arts is increasing among the public and there is a large number of people who study them.

Korean martial arts are not simple skills of self-defense or attacking others. They have philosophical background. They reflect the spirit of loyalty to country and family, bravery, tolerance, and harmony between human beings and the heaven.

1) Taekwondo

Taekwondo, which was officially named so in 1955, is a type of Korean traditional martial arts, and has been the Korean national sport since 1971. Taekwondo is based on the principle of three absolutes of the heaven, the earth, and the human and on the principle of yin, yang, and five elements. "Tae," the first syllable of the name means "to kick or jump," and "kwon" means a fist. The last syllable "do" means discipline. Taekwondo was officially acknowledged as an international sport by joining the IOC in 1975, and has been an official Olympic game since the Sydney Olympic Games in 2000.

Players wear white practice uniforms and a belt in one of five colors. White belts are for beginners, yellow, blue, and red are for trainees, and black ones are for masters.

The movements of Taekwondo are dynamic and, at the same time, graceful. It is also a good sport for training one's mind as well as body.

Players use all parts of their body for defense and attack in Taekwondo. They train their body and mind with basic movements, postures, matches, breaking, and self-defense.



As all of Korean martial arts put emphasis on discipline and manners, observing proper manners is important in Taekwondo.

2) Taek-gyeon



A type of Korean martial arts from ancient times, Taek-gyeon was called "Subak" in Goryeo, and was named Taek-gyeon in the Joseon dynasty. It is the 76 "Important Cultural Asset" of the country and the name Taek-gyeon is pure Korean. Movements in matches are circular and graceful. It shows the Korean spirit of peace loving and being in harmony with nature rather than focusing on who is the winner. In traditional Taek-gyeon, players wear Hanbok without socks or leggings, but nowadays, players wear leggings and socks with ties. Beginners wear a white belt, and masters wear a blue belt. In other cases, beginners wear black belts with long jackets over Hanbok, and masters wear blue belts. Taek-gyeon has graceful, limber and natural movements. Characteristic movements are stepping and arm swinging. Stepping is to step on the same spot in front with each foot repeatedly, and you can add arm swinging to this as if dancing. They use palms more than fists, and it also has a lot of foot movements and kicking. Players wait first within a step so the adversary can attack easily.

It is important to have respect and to follow manners in Taek-gyeon. The players bow to each other in a simple way if they don't have enough space, and when there is enough space, players bow to each other in a formal way. Movements in Taek-gyeon make it possible to use muscles moderately and evenly.

While music and dance play an integral role in all traditional theatrical performances, Korean drama has its origins in prehistoric religious rites.

A good example of this classical theatrical form is the masked dance Sandaenori, a combination of dance, song and narrative punctuated with satire and humor. Slightly varying from one region to another in terms of style, dialogue and costume, it enjoyed remarkable popularity among rural people up to the early 20th century.

Pansori and the shamanistic ritual known as a gut were other forms of sacred theater that appealed to the populace. All of these are still performed in modern Korea, though not very often.

There are a few institutions that offer various performing arts in one place, one example being Jeong-dong Theater in central Seoul. It presents a traditional performing arts series, drama and music.

The first performance of singeuk (new drama), a departure from the masked dance and other forms of traditional dramas, was presented in December 1902. However, modern drama began to take firm root in the 1910s after the first Western-style theater was opened in Seoul in 1908. The theater named Wongaksa was in operation until November 1909.

Theatrical groups Hyeoksindan and Munsuseong were also organized by those who returned from study in Japan and staged sinpa (new wave) dramas. Sinpa was a concept that countered gupa (old wave) drama, meaning kabuki of Japan. Sinpa dramas first dealt with political and military themes and then were diversified into detective stories, soap operas and tragedies.

8. Drama and Movies



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While sinpa dramas proved to be a passing fad, a genuine new wave of dramas was promoted by artists who rallied around Wongaksa and raised the curtain of modern drama. In 1922, Towolhoe, a coterie of theatrical figures, was formed, and led the drama movement across the country, staging as many as 87 performances. Drama remained popular until the 1930s, but then subsided in the socio-political turmoil of the 1940s and 1950s. In the following decade, it was further weakened amidst the boom of motion pictures and the emergence of television.

In the 1970s, a number of young artists began to study and adopt the styles and themes of traditional theatrical works like the masked dance plays, shaman rituals and pansori. The Korean Culture and Arts Foundation has been sponsoring an annual drama festival to encourage local theatrical performances. At present, a great number of theatrical groups are active around the year, featuring all manners of genres from comedy to historical epics at small theaters along Daehangno Street in downtown Seoul. Some theatrical performances become very successful and are staged for extended runs.

The first Korean-made film was shown to the public in 1919. Entitled "Righteous Revenge", it was a so-called kino-drama designed to be combined with a stage performance. The first feature film, "Oath Under the Moon" was screened in 1923. In 1926, charismatic actor-director Na Un-gyu drew an enthusiastic response from the public by producing "Arirang", a cinematic protest against Japanese oppression.

After the Korean War in 1953, the local film industry grew gradually and enjoyed a booming business for about a decade. But the next two



decades saw a stagnation of the industry due largely to the rapid growth of television. Since the early 1980s, however, the film industry has regained some vitality thanks mainly to a few talented young directors who boldly discarded old stereotypes in movie making. Their efforts succeeded and their movies have earned recognition at various international festivals including Cannes, Chicago, Berlin, Venice, London, Tokyo, Moscow and other cities. This positive trend has accelerated with more and more directors producing movies based on uniquely Korean stories that have moved hearts worldwide.

In 2000, "Chunhyangjeon" (The Story of Chunhyang), directed by Im Kwon-taek, became the first Korean film to compete in the Cannes Film Festival. Four other films were screened in non-competitive categories. The film "Seom" (Island), directed by Kim Ki-duk, competed in the Venice International Film Festival.

Following these films, in 2001, "Joint Security Area" was selected to compete in the Berlin International Film Festival and another film by Kim Ki-duk, "Address Unknown" entered the competition section of the Venice International Film Festival.

Director Park Chan-wook garnered the Jury Grand Prix at the Cannes Film Festival in 2004 for his film "Old Boy". He also won the Best Director Award at the Bangkok International Film Festival for "Old Boy" in 2005 and "Sympathy for Lady Vengeance" in 2006.

Public interest in films has been mounting and several international film festivals have been staged by provincial governments or private organizations in Korea.

They include the Pusan International Film Festival, the Bucheon International Fantastic Film Festival, the Jeonju International Film Festival and the Women's Film Festival in Seoul.

As in other countries, Korean cinema circles are seeing a noticeable expansion of the animation and cartoon industry. More than 200 companies are producing works in this rising genre.

The film, video, animation and online content industries are also undergoing a boom in Korea, fueled by the availability of high-speed Internet services.

In 2007, following steep reductions in the screen quota system the previous year, 392 feature films were screened in Korea, a 60 percent increase over 2003. Nearly 30 percent, or 112 of these, were Korean productions.



2. Characteristics of the Korean Language

1) Characteristics of the Phonetic System

First, Korean has distinctions between aspirated and unaspirated sounds as well as voiced and voiceless sounds.

Second, in Korean, each syllable has at least one vowel. A syllable can be composed of only one vowel or a vowel with one or two consonants.

Syllables composed of a vowel (in this case consonant “ㅇ” is added to the vowel when writing)

ㅇ + ㅣ = 아

ㅇ + ㅑ = 오

Syllables composed of a vowel and a consonant

ㅇ + ㄱ + ㅞ = 업

ㅇ + ㅈ + ㅓ = 알

Syllables composed of a consonant and a vowel

ㄱ + ㅏ = 가

ㄹ + ㅓ = 루

Syllables composed of a consonant, a vowel and a consonant

ㄱ + ㅓ + ㄴ = 군

ㅁ + ㅏ + ㄹ = 말

2) Vocabulary Characteristics

First, Korean vocabulary can be categorized into pure Korean words, words that derived from Chinese, and words with origins in other foreign languages. Among these, the number of the words that derived from Chinese are the highest.

Second, words that describe the five senses or symbolize things are highly developed in Korean. Pure Korean words especially can express various nuances in the senses.

Third, Korean has a lot of onomatopoeia, that is, words imitating sounds, and words describing motions or shapes. By changing the vowels, the word can give different nuances.

Fourth, Korean has a lot of vocabulary for blood relations. The English word "aunt" can be expressed in several other ways based on the specific relationship.

3) Grammar Characteristic

First Korean has highly developed and detailed particles and verb endings. Each particle and verb ending has a different meaning and grammatical function.

친구가 네 시 비행기로 오기 때문에 공항에 나간다

Subjective Adverbial Connecting Adverbial Sentence Ending

Second, Korean sentences have the order of a subject, an object, and a verb. While verbs are usually placed at the end of the sentence, other components can be placed freely.

Third, in Korean, honorifics are highly developed. There are various ways for the speaker to express respect for the listener or for the subject of the sentence on many levels. The variety of the levels of expressing respect for others is one of the prominent features of the Korean language.

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Chapter V. Terminology for School Life

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1. Positions in School

principal : gyo-jang seon-saeng-nim (교장 선생님)
vice principal : gyo-gam seon-saeng-nim (교감 선생님)
head teacher : bu-jang seon-saeng-nim (부장 선생님)
teacher : seon-saeng-nim (선생님)
student : hak-saeng (학생)
- boy student : nam-hak-saeng (남학생)
- girl student : yeo-hak-saeng (여학생)
director of administration department : haeng-jeong shil-jang nim (행정 실장님)

2. Facilities in School

classroom : gyo-shil (교실)
teacher's room : gyo-mu-shil (교무실)
administration office(room) : haeng-jeong-shil (행정실)
cafeteria : shik-dang (식당)
restroom : hwa-jang-shil (화장실)
English lab : eo-hahk-shil (어학실)
science lab : gwa-hahk-shil (과학실)
gym : che-yuk-gwan (체육관)
auditorium : gang-dang (강당)
library : do-seo-gwan (도서관)
hallway : bok-do (복도)
playground : un-dong-jang (운동장)
music room : eu-mak-shil (음악실)

3. Classroom Vocabulary

grade(year) : hak-nyeon (학년)
the first grade(year) : il-hak-nyeon (1학년)
the second grade(year) : i-hak-nyeon (2학년)
the third grade(year) : sam-hak-nyeon (3학년)
the fourth grade(year) : sa-hak-nyeon (4학년)
the fifth grade(year) : o-hak-nyeon (5학년)

the sixth grade(year) : yuk-hak-nyeon (6학년)
class : ban (반)
name : ireum (이름)
name in full : seong-myeong (성명)
class leader : bahn-jang (반장)
vice class leader : bu-ban-jang (부반장)
attendance sheet : chul-seok-bu (출석부)
absence : gyeol-seok (결석)
tardy : ji-gak (지각)
early leave : jo-twoe (조퇴)
vacation : bang-hak (방학)
- summer vacation : yeo-reum-bang-hak (여름방학)
- winter vacation : gyeo-ul-bang-hak (겨울방학)
- spring vacation : bom-bang-hak (봄방학)
class : su-eop (수업)
the first hour : il-gyo-shi (1교시)
the second hour : i-gyo-shi (2교시)
the third hour : sam-gyo-shi (3교시)
the fourth hour : sa-gyo-shi (4교시)
the fifth hour : o-gyo-shi (5교시)
the sixth hour : yuk-gyo-shi (6교시)
supplementary class : bo-chung-su-eop (보충수업)
shi-gan-oe-su-eop (시간외수업)
lunch time : jeom-shim-shi-gan (점심시간)
break time : shi-neun-shi-gan (쉬는 시간)
snack : gan-shik (간식)
blackboard : chil-pan (칠판)
chalk : bun-pil (분필)
evaluation : pyeong-ga (평가)
test : shi-heom (시험)
homework/assignment : suk-je (숙제)
transcript : seong-jeok-pyo (성적표)
textbook : gyo-gwa-seo (교과서)
subject : gwa-mok (과목)
pencil : yeon-pil (연필)
pen : pen (펜)
book : chaek (책)
eraser : ji-u-gae (지우개)
English : yeong-eo (영어)
Korean : gu-geo (국어)
Math : soo-hak (수학)
Science : gwa-hak (과학)

Music : eumak (음악)
Gym(P.E.) : che-yook (체육)
Art : mi-sool (미술)
after school program : bang-gwa-hu-hak-gyo (방과후 학교)

4. Countries

Korea : han-guk (한국)
- South Korea : nam-han (남한)
- North Korea : book-han (북한)
America : mi-guk (미국)
England : yeong-guk (영국)
Ireland : aillaendeu (아일랜드)
Australia : ho-ju (호주)
New Zealand : nyuillaendeu (뉴질랜드)
Canada : kaenada (캐나다)
South Africa : na-ma-gong (남아공)
Japan : il-bon (일본)
China : joong-kuk (중국)

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Chapter VI. Everyday Korean Conversation

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1. Greetings

- Hello annyonghaseyo 안녕하세요?
- Nice to meet you. mannaseo bankapsumnida 만나서 반갑습니다.
- Good-bye (if you're staying) annyonghi kaseyo 안녕히 가세요.
- Good-bye (if you're leaving) annyonghi keseyo 안녕히 계세요.
- Good-night annyonghi jumuseyo 안녕히 주무세요.
- See you next time da-eum-ae bwayo 다음에 봐요.
- Good luck haeng-u neul bil-eoyo 행운을 빌어요.

2. I beg your pardon?

- I don't speak Korean hangukmal mot-haeyo 한국말 못해요.
- Do you speak English? yeong-eo halchul aseyo? 영어 할 줄 아세요?
- I don't know. mollayo 몰라요.
- I do not understand. ihaega angayo 이해가 안가요.
- Could you repeat that? tashi malsseumhae juseyo 다시 말씀해 주세요.
- Could you speak more slowly, please? cheoncheonhi malsseumhae juseyo 천천히 말씀해 주세요.
- What does that mean? museun ddeushi-eyo? 무슨 뜻이에요?
- Could you write it down for me, please? cheogeo chushi gesseoyo 적어주시겠어요?

3. Asking for directions

- Excuse me. shillye hamnida 실례합니다.
- I'm lost. kileul il-eosseoyo 길을 잃었어요.
- How can I get to _____? _____ e eotteoke kanayo? _____ 에 어떻게 가나요?

4. Introduction

- My name is _____. je ireumeun _____ innida, 제 이름은 _____ 입니다.
- What's your name? ireumi mweo eyo? 이름이 뭐예요?
- This is my wife/husband. je anae/nampyeoni eyo 제 아내/남편이에요.

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- This is my daughter/son. je ttal/adeul ieyo 제 딸/아들이에요.
- This is my mother/father. je eomeoni/apeoji eyo. 제 어머니/아버지예요.
- This is my fiancée/fiance. je yakhonnyeo/yakhonja eyo. 제 약혼녀/약혼자예요.
- This is my friend. je chingu eyo. 제 친구예요.
- This is my boyfriend/girlfriend. je namjachingu/yeojachingu eyo. 제 남자친구/여자친구예요.
- Are you married? kyeolhon hesseoyo? 결혼 했어요?
- Are you engaged? yakhon hesseoyo? 약혼 했어요?
- I'm single. mihoni eyo. 미혼이에요.
- I'm not married. kyeolhon anhesseoyo. 결혼 안했어요.
- I'm divorced. ihon hesseoyo. 이혼했어요.
- I'm seperated. pyeolgeo chung-i-eyo. 별거 중이에요.
- I'm a widow/widower. honja-toaesseyo. 혼자됐어요.
- How long are you going to stay here? eolmana orae kyaeshilkeo eyo? 얼마나 오래 계실거예요?
- We're (Probably) leaving tomorrow/in two weeks.
(ama) naeil/iju hue ddeonal keo eyo. (아마) 내일/이주 후에 떠날 거예요.
- Where are you staying? eodi-e kyaeseyo? 어디에 계세요?
- I'm in a hotel/motel/an apartment/at my friend's/at my relative's house. hotel/motel/apateu/chin-guchip/chincheokchip e isseoyo. 호텔/모텔/아파트/친구집/친척 집에 있어요.
- Do you have any children/grandchildren? ja-nyeo/sonja isseuseyo? 자녀/손자 있으세요?
- I'm a student. haksang ieyo. 학생이에요.
- I'm not employed. il anhaeyo. 일 안해요.
- I'm retired. euntwe haesseoyo. 은퇴했어요.
- I'm a housewife. kajeong chubu eyo. 가정주부예요.

5. Starting/ending a conversation

- Could I ask you something? mweo mureo pwado twel-kkayo? 뭐 물어봐도 될까요?
- Could you help me? towachushi kesseoyo? 도와주시겠어요?
- Yes, what's the problem? ne, museun il-iseyo? 네, 무슨 일이세요?
- What can I do for you? mweol towa teuril kkayo? 뭘 도와드릴까요?
- Sorry, I don't have time now. chwesonghaeyo. chigeum shigani eopseoyo. 죄송해요. 지금 시간이 없어요.
- Do you have a light? laiteo isseoyo? 라이터 있어요?
- May I join you? chamseokhaedo tweol kka yo? 참석해도 될까요?
- I want to be by myself. honja ittko shipeoyo. 혼자 있고 싶어요.

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6. Congratulations & Condolences

- **Happy birthday.** saeng-il chukha haeyo. 생일 축하해요.
- **Congratulations!** chukhateuryeoyo 축하드려요.
- **My deepest sympathies.** kaseum kipi aedo hamnida. 가슴 깊이 애도합니다.

7. Weather

- **It's so hot/cold today.** oneul teomneyo/chumneyo. 오늘 덥네요/춥네요.
- **It's a lovely day.** nalssshi choneyo. 날씨 좋네요.
- **It's so windy.** parami mani puneyo. 바람이 많이 부네요.
- **Has the weather been like this for long?** nalsshika oraet tong-an iraettnayo? 날씨가 오랫동안 이랬나요?
- **Will it get hotter/colder?** teo teoweo/chuweo chil-kkayo? 더 더워/추워질까요?
- **Is it always this dry/humid here?** yeogi weollae keonjohan-kayo?/seup-hankayo? 여기 원래 건조한가요?/습한가요?

8. Taxi

- **Taxi!** taxi! 택시!
- **Could you get me a taxi, please?** taxi chom pulreo juseyo. 택시 좀 불러주세요.
- **Take me to _____, please.** _____ ka juseyo. _____ 가주세요.
- **I'm in a hurry.** keup-hae yo. 급해요.
- **Could you speed up/down a little?** chom teo ppalli/cheoncheonhi ka juseyo. 좀 더 빨리/천천히 가주세요.
- **Pull over here, please.** yeogi seweo juseyo. 여기 세워주세요.

9. Shopping

- **How much is this?** igeo eolma-eyo? 이거 얼마예요?
- **Do you have something cheaper?** chom teo ssan keot innayo? 좀 더싼 것 있나요?
- **Do you have it in a different color/size?** tareun saek/saijeu innayo? 다른 색/사이즈 있나요?
- **Do you take credit card?** kadeu twoe-nayo? 카드 되나요?
- **Do you have something else?** tareun keot innayo? 다른 것 있나요?

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- **Can I have a receipt?** yeongsujeung juseyo. 영수증 주세요.
- **I'll take this.** igeollo halkeyo. 이걸로 할게요.
- **Can I have a plastic bag?** pongjie juseyo. 봉지에 주세요.
- **Please wrap them separately.** ddaro pojanghae juseyo. 따로 포장해 주세요.
- **What time do you open/close?** myeotshie yeol-eoyo/tadayo? 몇시에 열어요/닫아요?

10. Bank

- **I would like to exchange dollars into Korean Won.**
dallareul hanguk weoneuro paggugo shipeoyo. 달러를 한국 원으로 바꾸고 싶어요.
- **What is the exchange rate?** hwanyul-i eotteoke twoenayo? 환율이 어떻게 되나요?
- **Can I withdraw money with my credit card?**
je cardro hyeon-geum inchulhalsu innayo? 제 카드로 현금 인출할 수 있나요?
- **What is the minimum/maximum amount?**
chwoeso/chwoedae handoka eolma-eyo? 최소/최대 한도가 얼마예요?
- **I'd like to transfer my money to this account.**
i kyaejwaro songgeumhago ship-seumnida. 이 계좌로 송금하고 싶습니다.
- **This is my bank account.** ige je eunhaeng kyaejwa immida. 이게 제 은행 계좌입니다.
- **I'd like to open a bank account.** eunhaeng kyaejwa mandeulgo shipeoyo. 은행계좌 만들고 싶어요.
- **I'd like to have my phone bills paid directly from my account.**
cheonhwabi chadong nappu hago shipeoyo. 전화비 자동납부하고 싶어요.
- **Could you give me small change?** chandon-euro pakkweochulsu innayo? 잔돈으로 바꿔줄 수 있나요?

11. Post Office

- **Where is the post office?** ucheguk eodie innayo? 우체국 어디에 있나요?
- **I'd like to mail this to _____ on a regular/express mail.**
_____ e ilban/ppareun upyeon-euro ponaego shipeoyo. _____ 에 일반/빠른 우편으로 보내고 싶어요.
- **I'd like to send this by registered mail.**
teunggi upyeon-euro ponaego shipeoyo. 등기우편으로 보내고 싶어요.
- **How long will it take to get there?** eolmana keollil-kkayo? 얼마나 걸릴까요?
- **Can I make photocopies here?** yeogiseo poksahaedo twoenayo? 여기서 복사해도 되나요?
- **Can I send a fax here?** yeogiseo paekseu ponaedo twoenayo? 여기서 팩스 보내도 되나요?
- **How much is it per page?** han peijie eolma-eyo? 한 페이지에 얼마예요?

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12. Phone Booth

- Is there a phone booth near here? keunchee kongjungcheonhwa innayo? 근처에 공중전화 있나요?
- Do you sell phone cards? cheonhwakadeu panayo? 전화카드 파나요?
- Can anyone speak English? yeong-eo haneun saram innayo? 영어하는 사람 있나요?

13. Tourist Attractions

- Where is the Tourist information? kwangwang annaesoga eodie isseoyo? 관광안내소가 어디에 있어요?
- Do you have a city map? shinae chido isseoyo? 시내 지도 있어요?
- What places do you recommend? eodi chucheonhae chushikesseoyo? 어디 추천해주시겠어요?
- How long does it take to get there? yeogiseo eolmana keollyeoyo? 여기서 얼마나 걸려요?
- Is there a guide who speaks English? yeong-eohal su inneun kaideu isseoyo? 영어할 수 있는 가이드 있어요?
- What days does it open/close? museun yoil-e yeoreoyo?/tadayo? 무슨 요일에 열어요/닫아요?
- How much is the admission fee? ipchangryoga eolma-eyo? 입장료가 얼마예요?
- Is there a group/child discount? tanche/eo-rini hal-in twaeyo? 단체/어린이 할인 돼요?
- Is there a discount for senior citizens? kyeongro udae hal-in twaeyo? 경로 우대 할인 돼요?
- Can I take pictures here? sajin cchik-eodo twaeyo? 사진 찍어도 돼요?
- Do you have it in English? yeong-eoro innayo? 영어로 있나요?

14. Going out

- Do you have this month's/week's entertainment guide? ibeon dal/ju kongyeon annaesoo isseoyo? 이번 달/주 공연 안내서 있어요?
- What's on tonight? oneul cheonyeoge mweohaeyo? 오늘 저녁에 뭐해요?
- What time does it start/end? myeosshie shijakhaeyo?/ggeunnayo? 몇시에 시작해요/끝나요?
- Does it have subtitles in Korean/English? hanguk-eo/yeong-eo chamak innayo? 한국어/영어 자막 있나요?
- Is it dubbed in Korean? hanguk-eo teobing-in-gayo? 한국어 더빙인가요?
- Should I dress up? cheongjang ibeoya haeyo? 정장 입어야 해요?
- When is the next game? taeum kyeonggi eonje-eyo? 다음 경기 언제예요?

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15. Reserving tickets

- Could you reserve some tickets for me? tiket yeyakhae chushikesseoyo? 티켓 예약해 주시겠어요?
- We'd like to book ___ seats for dinner/lunch at shie ___ myeong chari yeyakhago shipeoyo. 시에 ___ 명 자리 예약하고 싶어요.
- Could I reserve ___ seats for the o' clock performance? shi kong-yeon ___ myeong yeyakhae chushikesseoyo? 시 공연 ___ 명 예약해 주시겠어요?

16. At the hospital

- Can you call a doctor quickly, please? uisa chom ppalli pulleo chushikesseoyo? 의사 좀 빨리 불러 주시겠어요?
- When is the doctor in? chilryoshigani eotteoke twoeyo? 진료시간이 어떻게 돼요?
- Could I make an appointment? yeyakhal su isseulggayo? 예약할 수 있을까요?
- Which doctor is on weekend/night duty? eoneu uisaga chumal-e/pam-e ilhaeyo? 어느 의사가 주말/에/밤에 일해요?
- I'm dizzy. eojireo weo-yo 어지러워요.
- I feel nauseous. sogi meseukkeoweo-yo. 속이 메스꺼워요.
- I've got a cold. kamgi keollyeosseoyo. 감기 걸렸어요.
- I vomited yesterday/today. eoje/oneul tohaesseoyo. 어제/오늘 토했어요.
- It hurts here. yeogiga apayo. 여기가 아파요.
- I've been bitten by __. ___ hante mullyeosseoyo. ___한테 물렸어요.
- I fell from __. ___ eseo tteoleo chyeosseoyo. ___에서 떨어졌어요.
- I sprained my ankle. palmogeul bbi-eosseoyo. 발목을 삐었어요.
- I am diabetic. tangnyopyeong-i isseoyo. 당뇨병이 있어요.
- I have asthma. cheonshigi isseoyo. 천식이 있어요.
- I am allergic to __. ___ allereugika isseoyo. ___ 알레르기가 있어요.
- I am ___ months pregnant. cheo ___ kaewol imshin-ieyo. 저 ___ 개월 임신이에요.
- I'm on medication. yak meokgo isseoyo. 약 먹고 있어요.
- I've had a heart attack before. cheon-e shimchangmabi isseosseoyo. 전에 심장마비 있었어요.
- I had an operation on my __. cheon-e ___ susul haesseoseoyo. 전에 ___ 수술했었어요.
- I'm on my period. cheo sang-li chung ieyo. 저 생리중이에요.
- I have a stomach ulcer. cheo wigeyang-i isseoyo. 저 위궤양이 있어요.
- My ___ is broken. ___ ka pureochyeosseoyo. ___가 부러졌어요.

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17. At the dentist

- I have a terrible toothache. chitong-i isseoyo. 치통이 있어요.
- My filling's came out. i tte-unge ppachyeosseoyo. 이 때문에 빠졌어요.

18. Asking for help

- Help! towachweoyo! 도와주세요!
- Police! kyeongchaliyo! 경찰이요!
- Hurry! ppalli! 빨리!
- Call the ambulance! empyulleonseu pulleo juseyo! 앰블런스 불러주세요!
- Where is the police station? kyeongchalseoga eodi innayo? 경찰서가 어디 있나요?
- I lost my wallet. chigap irreo-ryeosseoyo. 지갑 잃어버렸어요.
- I left my __ here yesterday. eoje yeogi-e ____ tugo kasseoyo. 어제 여기에 ____ 두고 갔어요.
- There's a fire. puli nasseoyo. 불이 났어요.
- I've been robbed. toduk majasseoyo. 도둑 맞았어요.

19. Missing Person

- I lost my child. aireul irreo-ryeosseoyo. 아이를 잃어버렸어요.
- I'd like a lawyer who speaks English. yeong-eo haneun pyeonhosa weonhamnida. 영어하는 변호사 원합니다.
- I'd like an interpreter. tongyeogi pilyohaeyo. 통역이 필요해요.
- I want to call the embassy. taesagwangwa tonghahago shipeoyo. 대사관과 통화하고 싶어요.



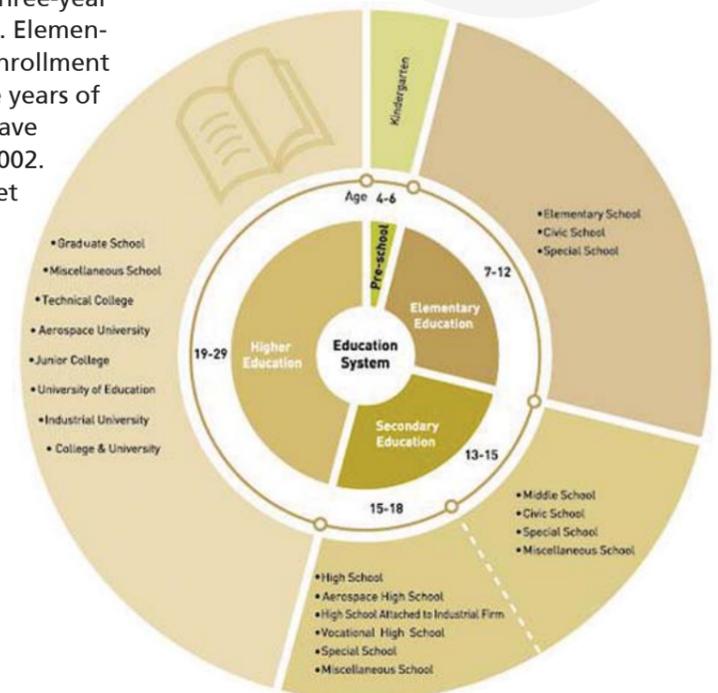
Koreans have traditionally placed great importance on education as a means for self-fulfillment as well as for social advancement. Modern schools were first introduced in the 1880s. After the founding of the Republic of Korea in 1948, the government began to establish a modern educational system, making six years of elementary school attendance mandatory since 1953.

Today, Korea boasts one of the highest literacy rates in the world. An emphasis on education is often cited as a primary source for Korea's rapid economic growth over the past four decades as it has produced the scientists, engineers and specialists needed as well as a well-educated labor pool generally.

1. The School System

The school system in the Republic of Korea consists of one to three-year pre-schools and kindergartens, six-year elementary schools, three-year middle schools, three-year high schools, and four-year colleges and universities, which also offer graduate courses leading to Ph.D. degrees. There are also two- to three-year junior colleges and vocational colleges. Elementary schooling is compulsory with an enrollment rate of nearly 100 percent. Three more years of compulsory middle school education have been implemented nationwide since 2002. Although preschool education is not yet compulsory, its importance has been

increasingly recognized in recent years. Preschool education is regarded as very important in terms of helping pull up the low birth rate, resolving social polarization, and allowing a greater number of women to work outside the home.



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The number of kindergartens in Korea grew from 901 in 1980 to 8,294 in 2007. Since 1999, the Government has carried out a nationwide project to subsidize education fees for five-year-olds from low-income families. This was followed by a sliding scale subsidy for three- to four-year-olds in 2004 and a program to support education fees for households with two or more children. These measures have provided underprivileged children increased opportunities for preschool education, establishing a more equitable educational environment.

The average number of students per teacher in elementary schools stood at 58.8 in 1960. This figure was further cut to 24.0 in 2006. Elementary school teacher candidates are required to graduate from a four-year teachers' university or obtain an undergraduate degree in primary education from either Ewha Womans University or the Korea National University of Education. Upon completion of elementary school, children in the 12 to 14 age group enter middle school for the seventh to ninth grades. The student-teacher ratio for middle schools in 2006 was 19.4:1, while the comparable figure for 1975 was 43.2:1.

There are two types of high schools in the Republic: general and vocational. Applicants for vocational high schools (covering agriculture, engineering, commerce, maritime studies and home economics) are admitted through examinations administered by each school. The curriculum at vocational high schools is usually 40-60 percent general courses with the remainder

being vocational. As of 2007, there were 702 vocational high schools with 494,011 students. Among general high schools, there are several specialized high schools in the arts, physical education, science, and foreign languages. The goal of these schools is to provide appropriate education for students with special talents in these fields.

Courses at general high schools tend to center around preparation for entering universities. As of 2007, there were 1,457 general high schools with 1.35 million students. Combining the two types of high schools, the ratio of middle school graduates advancing to high school was 99.6 in 2007.

There are several different types of institutions of higher learning in the Republic: colleges and universities with four-year undergraduate programs (six years for medical and dental colleges), four-year teachers' universities, two-year junior colleges, a broadcasting and correspondence university, open universities, and miscellaneous schools with college status with two- or four-year programs. As of 2007, there were 408 institutions of higher learning in Korea, with a total of 3.56 million students and 70,957 faculty members.

Colleges and universities in Korea operate under strict enrollment limits. In selecting students, colleges and universities make use of the student's high school records and national standardized test results.



2. Special Education and Non-Formal Education

People with disabilities may obtain an education in special schools as well as special and general classes within general schools. In 2007, a total of 65,944 students with disabilities received special education. Of this number, 22,963 students were given instruction in special schools, and 42,977 were mainstreamed in special and general classes in regular schools. As of 2007, there were 144 special schools for persons with disabilities in the nation. These included seven for emotionally disturbed students, 12 for students with visual impairments, 18 for students with hearing impairments, 18 for students with physical disabilities and 89 for students with limited mental development. With an increasing awareness of the needs of people with disabilities, there is also a growing effort to mainstream them in general schools. More and more general schools are appointing special education support staff and building facilities for students with disabilities. In order to accommodate students who have chronic problems, the government is also promoting the establishment of hospital schools.

To improve the quality of special education, the government established the Korea Institute for Special Education in 1994, which has been responsible for conducting research on special education and enhancing public awareness of the needs of those with disabilities.

The Korea National Open University (KNOU) provides working youths and adults with four-year university programs in humanities, the social sciences, the natural sciences and education. Classes are broadcast through diverse media, including the Internet, cable TV, radio, video and audio recordings.

An average of 100 courses are offered per semester on the Open University Network via

KNOU-TV, which reaches every part of the country through cable and satellite broadcasting. Thirty-minute TV lectures are broadcast 16 hours per day on average. KNOU broadcasts thirty-three 30-minute radio courses, while offering online courses as a means of checking student attendance.

Those who complete the required credit units receive the same type of degree as graduates of regular universities. Other types of special education programs include training programs offered by the government and private organizations. Subjects taught in these programs range across various vocational and technical skills, with the goal of assisting young people and adults in their job performance or leisure activities.



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3. Korean Studies

The term Korean studies emerged after national liberation in 1945, with the academic community's efforts to enhance research on Korea, including its history, society, culture, and political system. Academic research had been suppressed or dominated by a Japanese point of view during the 35-year colonial period. With an increasing number of foreign scholars engaging in Korean studies in recent decades, the government has been supporting research and education activities through the Academy of Korean Studies established in 1978 and the Korean Studies Graduate School, which opened two years later within the Academy. As of February 2006, the state-run academy had produced 466 master's and 200 doctorate

degree holders in seven disciplines: history, philosophy and ethics, language and literature, arts, culture and religion, politics and economy, society and education. During the school year, the academy has 201 Korean and foreign students enrolled in its master's and Ph.D programs. Foreign graduates return to their home countries where they are active as professors or researchers of Korean studies.

Korean studies has attracted great attention overseas, and related courses are now available at some 735 universities in China, Japan, the United States, Russia, France, Germany, Thailand, Vietnam, Poland, Denmark, Switzerland, Ukraine, Hungary and other countries.



1. Calendar

Korea uses both the lunar and solar calendars. Most Korean calendars have small prints of lunar dates in reference to the solar dates. The country uses one time zone and is 9 hours ahead of GMT, the same as Japan. Most Koreans work Monday through Friday. Usual business hours are 9:00am-6:00pm. During national holidays, government offices and most business-

es are closed, although many private storekeepers and large department stores may remain open. The major exceptions occur during the 3-day holidays for the Lunar New Year (Seol-nal) and Harvest Moon Festival (Chuseok) when just about everything shuts down except public transportation.

2. Korean Holidays

- New Year's Day: January 1st
- Seol-nal: January 1st (on the Lunar Calendar)
This is the biggest holiday in Korea for celebrating the new year's day of the lunar calendar. Officially it is a three-day celebration, but some companies or stores take off more days. People visit their relatives and hometown, pay offerings to their ancestors and feast. Younger ones bow to their elders.
- Sam-il-jeol: March 1st
This is to commemorate the nation-wide uprising against Japanese colonialization of Korea on March 1st, 1919.
- Buddha's Birthday: April 8th (on the Lunar Calendar)
Buddhism was introduced into Korea in the 4th century, and from the ancient Three Kingdom age through Goryeo, it was Korea's national religion. Therefore, it has tremendous cultural influence on Korea.
- Children's Day: May 5th
- Memorial Day: June 6th
- Constitution Day: July 17th
On July 17, 1948, the Republic of Korea promulgated its first constitution.

- Independence Day: August 15th
On August 15th, 1945, Korea was liberated from Japanese colonization.
- Chuseok: August 15th (on the Lunar Calendar)
Along with Seol-nal, this is the biggest holiday in Korea. It is to express gratefulness to ancestors for the harvest of the year. It is a three-day celebration, in which people go back to their hometown to meet their parents and pay a visit to their ancestor's graves.
- Foundation Day: October 3rd
This is to commemorate the foundation of Gojoseon, the first country in the Korean peninsula by Dan-gun-wang-gum in 2333 B.C..
- Christmas: December 25th

* Tteokguk: Korean custom calls for starting the New Year with a hearty bowl of rice cake soup to bring luck



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Korea is located in the temperate climate zone, and has four distinctive seasons. During summer, which is July and August, the average temperature is around 25 degrees Celsius, and the temperature can rise up to 38 degrees when it is hot. A rainy spell usually falls from late June through mid July, and during this period the humidity as well as temperature is so high that it can cause you some discomfort and affect your mood. In winter, which is from December through February, the average temperature is 75 degrees Celsius, and the lowest point can be around 715 degrees. It is cold and windy in winter in Korea. The best seasons are spring from March through May and fall from September through November. In spring and fall, it is sunny and best for living. As Korea has four sea-

sons, students must be prepared for a hot summer as well as a cold winter. Students from Southeast Asian countries may have some difficulty in adjusting themselves to cold weather, but it also can be a good chance to enjoy various seasonal sports and scenery each season.

The Korean heating system is called "Ondol," where the floor is heated with hot water through pipes. In the past it used to be common for people to sleep on mats on the heated floor. Nowadays it is more common to have a bed on the heated floor. Air conditioning, cooling fans, or heating fans are also used, so there will not be much discomfort in terms of indoor temperatures.



Spring

Spring lasts from late March to May with warm comfortable temperature. Due to fluctuating morning, afternoon, and night temperatures, it's recommended to layer up with light clothing. Yellow sand which originates in the desert or arid areas of Mongolia and China, known as hwangsa, occasionally blows into Korea during early spring. The hwangsa often causes low visibility and eye irritation.

Summer

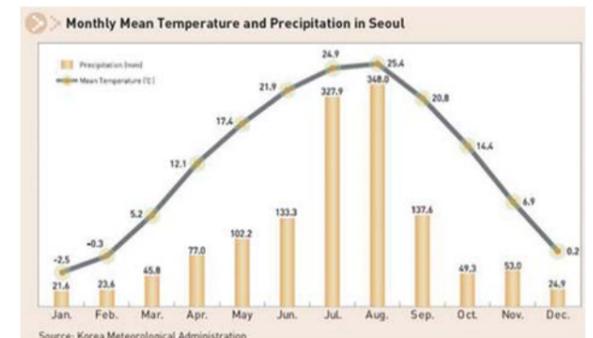
The summer can be divided into two periods: jangma, a rainy period which occurs during the early summer months, and a hot and humid period which occurs in August. Rainfall during the summer time is characterized by heavy showers. Daily precipitation often exceeds 100mm (4 inches), with extremes topping 300mm (12 inches). Occasional storms caused by typhoons that pass through the peninsula sometimes cause a great deal of damage, although the loss of life is rare. The weather turns hot and humid after jangma period with the average temperature from about 25 degrees Celsius (77 degrees Fahrenheit). During mid-summer, the temperature often hovers well above 30 C (86 F) with high humidity.

Fall

Autumn in Korea is cool with summer-like weather often stretching into the end of September. By October, the air turns crisper in the mornings and the air becomes dry. Evenings are a bit cooler.

Winter

During the winter months, the average temperature is lower than other regions located on the same latitude due to the expansion of high-pressure air masses formed over inland Siberia, whose strong northwestward winds bring dry, cold air into Korea. Notably, the winter climate follows a predictable cycle of three cold days followed by four warm ones due to the rise and fall of the high-pressure air masses. Significant regional climate variations are caused by differences in elevation and proximity to the sea as well as by differences in latitudinal location. The monthly average temperature during the month of January differs by about 20 degrees centigrade between the northern and southern peninsula. In areas outside of Seoul, heavy snowfall frequents during winter.



1. Alien Registration

Foreign residents who come to Korea with a long-term visa (more than 90 days) have to obtain an Alien Registration Card from the local Immigration Office within 90 days after arrival. The alien registration procedure applies to foreigners wishing to change their visa type, as well as those who wish to extend their period of stay beyond 90 days. Any change in the Alien Registration Card must be reported to the Immigration Office within 14 days.

1) Online Reservation System

To avoid waiting at the immigration office, use the online reservation service offered on the immigration authority web site. You must first register online to use this system. Print out the reservation time verification form, and show up at the office about 10 minutes prior to your appointed time. If you arrive later than your appointed time, your appointment will be nullified and you must wait in line. If you need further information about the immigration and visa extension matters, as well as to use the online reservation service, please refer to the following official web sites: www.immigration.go.kr/indeximmeng.html

2. Health Examination

Remember that every GET will be required to pass a health examination before they can be granted legal status in Korea. The health test includes tests for HIV (among other STDs), as well as a TBPE (narcotics) test. Should a newly arrived GET fail to pass any portion of the

2) Required Documents

- Application Form (available at the immigration office or downloadable at www.immigration.go.kr/indeximmeng.html)
- Passport
- School Business Certificate (Ko Yoo Bun Ho Jeung, 사업자등록증, 고유번호증)
- 2 color photographs (3x4cm size taken within 6 months)
- 10,000 won fee

The Alien Registration Card is issued one week after submitting the application. You can either pick it up in person or asked to be sent by courier service (fee applicable). You will need to visit the immigration office for any of the following reasons:

- If there are any changes to the content on the Alien Registration Card (e.g. address change, name change, etc.)
- If the card is misplaced or damaged you need to visit the Immigration Office with documentation supporting the changes and apply for a re-issuance or change of the certificate within 14 days. If you change residence, you must report to new district office within 14 days after moving in.

health examination, he/she will not be allowed to live and work in Korea and will subsequently bear all return costs.

Applicants do not need a medical exam prior to arriving in Korea, but medical tests must be done in Korea after arrival in order to obtain an

alien registration card. The contract will be cancelled if the results show the applicant is unfit to be a GET. In that case, any or all expenses for entry, departure, or stay in Korea including medical fees, will be borne by the applicant. A HIV test and drug addiction test (TBPE test) will

be included in the medical report. A copy of the medical report must be submitted to the POE by fax or as a scanned copy by e-mail. Also, the original copy needs to be submitted to the Korean immigration office when applying for the alien registration card.

3. Tax Information

¹⁾ Information Obtained from: <http://www.nts.go.kr/eng/>

Paying taxes is, of course, unavoidable. Naturally, many teachers find the prospect of paying taxes on their income in both Korea and their home country distasteful. Fortunately for most GETs, it may be possible to forego their tax obligations in Korea for the first two years of their employment.

Tax exemption for foreign income earners is governed according to bi-lateral taxation treaties. For an individual living and working in a country that has negotiated a tax treaty with their home country, they may qualify for tax exemption in the country they are employed in if they can provide the required documentation. Currently, of the seven English speaking countries, only Canadian citizens are not eligible to claim exemption from Korean taxes.

To claim exemption from Korean taxes, the GET must provide the necessary documentation that he or she is a permanent resident of a country that has negotiated a tax treaty with Korea. This is not simply a matter of presenting a passport or driver's license. The GET will be responsible for obtaining what is known as a "Certificate of Residency" from the appropriate tax authority in their home country and must present this document to their school's administrators to be tax exempt in Korea. An individual's

tax residency is determined according to their tax information from the year prior to submitting their application. GETs should make sure to indicate this on their application form. It is certainly a good idea to apply for and receive this document as soon as possible before departing from their home country. However, for a number of reasons, teachers may need to apply for the document after they arrive in Korea. This can be accomplished by mail and more information on application procedures is provided below.

Each province sets their own guidelines for accepting residency certificates, so it would be wise to check with the school's administration as well as the Provincial Office of Education to determine when the certificate must be received. It is possible that the school will have no deadline for submission of the document. If this is the case, taxes will be deducted from each month's paycheck until the teacher is able to provide the Certificate of Residency. They can then claim tax exemption from the month after their Residency Certificate has been received.

Some POEs however, may require the document to be submitted soon after the GET's contract begins, most likely within the first month. In

these instances, if a GET does not bring the certificate with them to Korea, they will need to apply ASAP upon their arrival in Korea to receive it before the cut-off date. For more information, please visit Korea' Tax Service web site at <http://www.nts.go.kr/eng/>.

1) A note for teachers from the U.S.:

The IRS has been receiving a greater number of requests for Residency Certificates as of late and consequently the waiting period has been extended. By visiting IRS.gov, you can download form 8802 and submit it to initiate the application process; however, the Certificate of Residency may not arrive for 4-6 weeks. Also, it is strongly recommended that teachers first have the document sent to a relative or close friend in the U.S. and have them forward the document to the GET's home or school address in Korea via an international mailing service that offers confirmation of delivery and a tracking number. If the IRS ships the document directly to Korea, it will likely be sent through unregistered USPS which, in the past, has proven unreliable for international delivery. It is best to use FedEx, DHL, registered USPS, or similar services.

2)

It is important to note that each POE may have their own unique policies and procedures related to tax exemption. For this reason, GETs will need to consult with their school's administrative office or their POE coordinator to ensure they are properly following all tax guidelines. Ultimately, the office that deals with the GET's salary will be responsible for determining the amount of tax deducted from each month's pay check. GETs should determine who pays their salary and consult with them on tax related issues.

3) Korean Tax FAQ

Q1. What is Double Taxation Exemption?

A. Double Taxation Exemption is what we mean when we talk about □tax exemption.□ This means that you can avoid having to pay tax twice □in Korea and your home country□ on income you earn abroad. If you can prove to the Korean tax authority that you are a tax resident of a country that has a tax agreement with Korea, you can be exempt from paying tax in Korea.

Q2. Can I be tax exempt as an English teacher in Korea?

A. It is likely, but there are a few qualifications. Canadian citizens are not eligible for tax exemption because Canada has no double taxation treaty with Korea. Irish residents may be eligible, but information regarding certification of tax residence cannot be found on the Irish Revenue web site □<http://www.revenue.ie>□. Those who have already worked in Korea for two years or more are not eligible. Also, there are a few work places that are not considered eligible for tax exemption and this is determined by the local Korean tax office.

Q3. Why are Canadian and some Irish citizens not able to obtain tax exemption in Korea?

A. Tax exemption laws follow bi-lateral taxation treaties between Korea and a particular country in question. Canada, for example, has no double taxation treaty with Korea and Canadian citizens therefore cannot be tax exempt in Korea.

Q4. If I don't pay tax in Korea, do I have to pay tax in my home country?

A. This is not determined by laws in Korea. It is determined by laws in your home country □perhaps by more than one level of government□. Questions concerning paying taxes in your home country should be directed to the appropriate taxation authority or expert in your home country.

Q5. Is it cheaper to pay tax in Korea or in my home country?

A. You must consult a taxation authority or expert in your home country to determine what policies your country has pertaining to taxation of income earned abroad. It is often the case that, if you pay tax in Korea and the tax rate in your home country is higher, you will still have to pay a supplementary amount of tax in your home country in order to reach the total amount you would have been taxed if you had earned the income in your home country. Please see question G regarding how much tax you can expect to pay in Korea.

Q6. I have already worked in Korea for at least 2 years. Am I eligible for tax exemption?

A. No. By law, the maximum tax exemption time period is two years.

Q7. How much tax will I pay in Korea if I am not tax exempt?

A. Taxation rates in Korea are relatively low. The average English teacher will be taxed between 2-4% of his/her salary. A teacher earning 2 million KRW per month might be taxed approximately 30,000 KRW □the price of dinner for two□ per month. Taxes are calculated on annual income so the monthly deduction may vary from month to month. At the end of the year, annual tax returns are filed and will take care of the discrepancy.

Q8. If I am tax exempt, do I still have to pay a Pension Premium?

A. Yes. Income tax is completely distinct from other deductions such as the Pension Premium, Health Insurance Premium, Resident tax and any other deductions mandated by the various levels of government in Korea. A teacher without tax exemption can probably expect to pay about 10% of his/her income in premiums/deductions. At the time of writing, American, Australian and Canadian citizens

were eligible for a Pension Premium refund upon successful completion of their contract. For information regarding pension, please visit the National Pension Service web site: <http://www.npc.or.kr/jsppage/english/main.jsp>.

Q9. How can I obtain the appropriate proof of tax residency in my home country?

A. The details will depend on your country of residence. We have tried to offer assistance here, but the responsibility is ultimately on the income earner to obtain the required document□s□ and other information.

AUSTRALIA

Authority : Australian Government | Australian Taxation Office

Web site : www.ato.gov.au

Web pages :

www.ato.gov.au/businesses/content.asp?doc=/content/43288.htm&page=6&H6

Phone : 13-28-61

IRELAND

Authority : Revenue | Irish Tax & Customs

Web site : www.revenue.ie

Web pages :

www.revenue.ie/en/tax/it/leaflets/res1.pdf

Phone : Varies according to region. See contact page:

<http://www.revenue.ie/en/contact/index.html>

NEW ZEALAND

Authority : Inland Revenue

Web site : www.ird.govt.nz

Web pages :

www.ird.govt.nz/resources/a/3/a35bbb804bbe588fb c1efcbc87554a30/ir292.pdf

Phone : 0800-227-774

SOUTH AFRICA

Authority : South Africa, Republic of
Web site : www.sars.gov.za
Phone : 0800-00-72-77

UNITED KINGDOM

Authority : HM Revenue and Customs
Web site : www.hmrc.gov.uk
Web pages :
www.hmrc.gov.uk/cnr/faqs_general.htm
www.hmrc.gov.uk/cnr/faqs_general.htm#2nr
www.hmrc.gov.uk/cnr/email.htm
Phone : 0845-070-0040

4. Korea Pension Service²⁾ Information Obtained from: <http://www.npc.or.kr>

GETs have 4.5% of their monthly salary automatically deducted as part of their contributions to the national Korean pension fund.³⁾ South Africans have the option of enrolling in the pension plan, but it's not required. Their total monthly contributions to the pension fund must equal 9% of their salary, with the other 4.5% being covered by their employer. No action is required on the part of the GET to ensure these contributions are made. Depending on a GET's home country, they may be eligible for a lump sum refund of their pension contributions. The pension refund is a one-time payment made to foreigners leaving Korea permanently; it is important to remember that the pension refund is not paid out at the end of each contract, but when a GET plans to leave Korea permanently. GETs renewing their contracts and remaining in Korea will not be eligible for the lump-sum refund. Knowing where, when, and how to apply are vital pieces of information for any GET in South Korea.

UNITED STATES

Authority : Internal Revenue Service
Web site : www.irs.gov
Web pages : www.irs.gov/businesses/small/international/article/0,,id=137809,00.html
www.irs.gov/faqs/content/0,,id=199953,00.html
Phone : 1-800-829-1040

For further information, you can also visit the English website of the National Tax Service of Korea: www.nts.go.kr/eng/index.asp.

Foreigners residing in Korea are only eligible for the lump sum refund if they are a citizen of a country which has negotiated a Social Security Agreement, often called a "otalization agreement" with Korea. As of this writing, only citizens of Canada, the United States and Australia qualify for the lump-sum refund. The GET will be solely responsible for obtaining all required documentation and ensuring their application is received on time. Processing time varies according to the regional pension office the application is submitted to. It may take up to three months and the money can be received through bank transfer to the GETs bank account in Korea, cashiers check, or wire transfer to their home country. For more information regarding the Korea Pension System, go to: <http://www.npc.or.kr>

5. Visa Extension³⁾ Information Obtained from: http://www.hikorea.go.kr/pt/main_en.pt

1) Extension of Stay

Most GETs arrive in Korea with a one-year visa. The period of stay begins when the teacher enters the country; however, the one-year contract does not begin until the teacher completes the mandatory 10-day orientation. Because of this calendar gap, most teachers' visas expire before the end of their contracts. Immigration is strict, and teachers living in Korea with an E2 visa are required by law to leave the country on or before the date indicated on their Alien Registration Card. To ensure that each GET remains legal, it is necessary to apply for an extension of stay (also known as an extension of sojourn period) with Korea' Immigration Service before their visa becomes invalid. Applications for visa extensions must be submitted in the last 60 days before their current visa expires.

This must be accomplished in person at a local Immigration Office. When applying, the following documents are required: passport, Alien Registration Card, contract, a copy of the school's business registration, a reference, fees and an application form. GETs can make an appointment to extend their visa up until the last day their visa is valid. However, if GETs stay in Korea even one day after their visas expire, they will be subject to a penalty at the airport for which they will be solely responsible. It would be wise to go to the Immigration office with ample time to process the paperwork.

2) Temporary Extension of Stay

Should GETs decide to remain in the country after their contracts and visas have expired, they will need to apply for a temporary extension of stay. A temporary extension of stay is for

registered foreigners seeking a short-term (under 30 days) extension of their stay for travel or other miscellaneous purposes after completing their original business. GETs should go to the Immigration Office with the following documents: passport, Alien Registration Card, current contract, an application form, a flight ticket showing the departure date, and the fee. A temporary extension of stay is not automatically granted to GETs. GETs must apply for it in person.

3) Change of Employer or Workplace Location

Teachers remaining in Korea to take a GET position in a different province will need to change the employer on their visa and Alien Registration Card. GETs should take to the Immigration office the following documents: passport, Alien Registration Card, an application form, an explanation letter, a contract, a copy of the school' business registration, a letter of consent from the former workplace, a reference, proof of (lack of) criminal records, an original copy of a health examination for employment, and the appropriate fees. Document requirements may vary among Immigration Offices so it is important to check with the local office to determine the exact requirements specific to GETs. If GETs do not change the visa and update the ARC, both the GET and their employer will face stiff fines. It is important for foreign teachers to ensure their immigration status as early as possible.

A: Single Entry/Multiple Entry Stamp

It is also important to note the difference between a single-entry and a multiple-entry visa. If GETs hold-

ing a single-entry visa depart Korea for any reason, their visa will be cancelled. In order to travel overseas while living in Korea, one must apply for a multiple-entry visa at their local Immigration Office. This can be done when applying for the Alien Registration Card.

6. School Placement

Many new GETs ask why placement information is not given when they initially receive their contracts. Placement is at the POE or MOE's discretion only, and detailed information is not given to new GETs because the individual POEs wait until the new candidate enters the country to make placement decisions. This is due, in

B: All GETs should make sure to give as early notice as possible to their schools about any overseas travel plans. School administrators should be aware of single-entry visa issues and can prevent problems before they arise.

part, to the decentralized nature of education in Korea, as well as education cultural history. In addition, some provinces may not know all available positions until late in the semester, and this makes it difficult to place teachers before their arrival.

7. Housing

Housing is provided for GETs by the school, and there isn't a nationwide standard type of housing for teachers. Some teachers may be placed in an efficiency or studio style room while others may receive a two bedroom apartment. Again, housing and the furnishings are at the discretion of the school, and there are many factors that influence a school's choice including: time, money immediately available, rent price, and location.

Most experienced GETs note that they are happiest when they don't compare their housing situation with others: there will always be another GET with a better apartment or studio,

and there will always be another GET with a worse housing situation. Depending on the school location, some teachers may be placed in newer housing in a newly developed area, and some may be placed in more residential areas. The budget for housing is the same for everyone.

In general, Korean housing is smaller than the average apartment in the West. Bathrooms will not likely have a bathtub. The whole bathroom probably will be tiled with a drain in the middle. Most Korean homes don't include a dryer, but they will most likely have a drying rack or screened patio with room for drying clothing.

Also, most living spaces use On-dol, or an under floor heating, during the winter. GETs usually ask their Co-Teachers, a close Korean friend or other GETs for advice about how to turn on and off appliances, heat and hot water. Co-Teachers are also a good resource for estimating utilities and upkeep costs.

Common complaints about housing include location and cleanliness. Most GETs are flexible and work around or through their problems because changing housing is very difficult. Schools usually enter into a one or two year contract with the apartment owner. To secure the space, the school usually puts down a large deposit called key money that can be 5-20 million won. If a GET wants to secure their own housing, they are responsible for the key money deposit (refunded at the end of the contract).

If a GET has a problem with the condition of their housing or with the amenities included, they should first discuss it with the school administration office with the help of a co-teacher. Being respectful of the time and effort that went into securing the housing is paramount. For some housing issues, it may take some polite insistence over a period of a few weeks until a solution can be reached. If the teacher is moving out of their apartment after the completion of their contract, they should make sure to clean each room thoroughly and leave the housing in excellent condition for the next occupant.



1. In a House

1) Heating and Electricity

The floors in most residential housing are also heated through the use of 'On-dol', a Korean heating system. Each housing units have individual boilers that heat the floor and the water. Electricity voltage is 220V-compatible. If you have 100V electronic appliances, voltage transformers can be purchased at discount stores or at nearby neighborhood stores.

2) Water

Korean tap water is safe for drinking and cooking. Bottled water is widely available as well.

3) Washer and Dryer

Washers are available in many homes. Some washers have dryer features along with it. Most Koreans hang their clothes to dry. Drying racks can easily be purchased at discount stores or at neighborhood marts.

4) Residential Types

A. One Room

Residence culture is changing in Korea. A common type of residence is one room designed for single people. One room includes facilities such as eating, sleeping and cooking facilities. There are two types of payments for one room, one is the lease of a room on a deposit basis and the other is monthly rental plus deposit.

B. Officetel / Apartment, Accommodation Unit

There are different places to rent while staying in

Korea. It includes Officetel, apartment, and a house good for one person only. You can rent a house with one room which is good for one person or a house with several rooms which are good for several people. In Korea, there are no special restrictions or conditions in renting a room or a house. However, because of the deposit that should be returned to you after your contract has been expired, you should go to a district office to make a contract lease or rental. You should wait for the approval of the contract because it would serve as your protection when legal problems arise.

5) Kinds of Lease

A. Deposit

A big amount of deposit is given to a house owner once except tax. The general condition for a 2-year contract is, after the expiration of the contract, a leaser can receive his deposit.

B. Monthly rental

A type of payment where in a deposit is given to the house owner and pay the room or house rental every month. Usually this type of payment is suitable for one room, room good for one person only and for people who move frequently.

6) Ways to find a House

A. Place Confirmation

After deciding what type of place to live, you have to find necessary information about real estate office, house advertisements in newspapers and other advertisements. Authorized real estate offices and agencies help make a contract for house purchase and house rental with a few charges.

Next, find out information about distance and price, structure of the house (bathroom, kitchen, bedroom, veranda) with a friend or agent. You have to check how to keep the house warm because its cold in Korea in winter. If you use gas to warm your house, it is cheaper and more convenient.

B. Contract

After finding a suitable house, make a contract. You have to make a contract at the authorized real estate office. This contract can protect you from bad circumstances. When you make a contract, you usually give the house owner 10% of the rental fee. You give the remaining fee after moving to the house. When you make a contract at the real estate office, you have to pay the real estate personnel some amount of money.

C. Receiving a date of approval

After moving, go to a district office and report the moving and receive a stamp of the date of approval on your contract. This method is implemented by Korean government, so if bad circumstances arise, we can first get our rental fee back.

D. Important Notice

The period of contract for lease is usually two years. The period of contract for monthly rental plus deposit is usually several months or two years. The period of contract should be discussed with the owner. The house payment is usually paid in advanced. When you make a contract for lease, you have to check the registration record copy of the contractor and owner if they are identical, as well as whether or not the building and land are under mortgage.

2. Food

Korean food is probably best known for kimchi, which uses a distinctive fermentation process of preserving vegetables. Chili peppers are also commonly used, often as chili powder, earning the cuisine a reputation for being spicy. Bulgogi (roasted marinated beef, chicken, or pork), galbi (ribs), and samgyeopsal (plain roasted pork) are popular meat entrees. Korean meals are usually accompanied by a soup or stew, often made with doenjang (fermented bean paste). Popular dishes are bibimbap (mixed

rice), naengmyeon (cold noodles), galbitang (stewed ribs, and doenjang jjigae (fermented bean paste stew).

Fusion food is also rapidly becoming popular. There are many Chinese, Italian, French, and Indian fusion restaurants all over South Korea. Vegetarian restaurants, which were sidelined with the decline of Buddhism and advance of missionary Christianity, have had a small resurgence, and can usually be found in every city.



3. Transportation

Korea's public transportation system is very extensive and cheap, accessing almost every place imaginable. Roads are often jammed, especially during weekends and holidays so it is best to use public transportation. Purchasing a debit transportation card will be useful as there are no extra costs when you transfer from a bus to a subway or from a subway to a bus. Remember to put your debit transportation card every time you get off the bus or the subway.

Private Transportation:

- Bicycles
- Cars
- Motorcycles

Public Transportation

- Subways
- Buses
- Taxis
- Trains
- Ferries
- Planes

1) Subway

Subways are the best way to quickly get around if you live in a city. Also, if you would like to avoid the increasingly heavy road traffic, taking the subway can be the best way to go. Subway lines go to most of the popular areas, with stops near the major train stations and bus terminals. Station signs are written in English and Korean, as well as Chinese characters at some stops. Announcements about the upcoming stop are in Korean and English.

Subway cars are safe and generally free of garbage and graffiti. Be aware of your surroundings though, especially during rush hours

when everyone gets jammed in tightly. Because of congested car traffic, subways are the fastest and most convenient mode of transportation from the suburbs into the city. Subway tickets can be bought at ticket vending machines (newer ones accept coins and bills, while older ones will only take coins) or from a ticket window near the entrance turn styles. Tickets are valid at any time. Frequent commuters can save time and money by buying debit transportation card, with the amount of each trip automatically deducted from the ticket. Senior citizens (age 65 and older) and the handicapped get to ride for free. If using a machine, push the button for the amount of the ticket you wish to purchase, then deposit money. The machine will create a ticket and return any change due to you. If using a ticket window, say the name of your destination station and pay the required amount of money. Although few ticket sellers will speak English, showing money and holding up your index finger (to signify "one ticket") can be understood by anyone. You will need to buy the larger fare debit tickets at a ticket window.

Take your ticket and feed it into the slot on one side of the turn style and walk through. Your ticket will be read and given back to you on the other side of the turn style if it is valid. Follow the masses to the platform and wait for the next train. Direction signs are in Korean as well as English. On the platform, station signs contain the name of the station, as well as the previous and next stations.

Subways are located in Seoul, Busan, Daegu, Incheon, Gwangju, and Daejeon.

2) Trains

Korail provides frequent train service to all major South Korean cities. The Korea Train express (KTX) is South Korea's high-speed rail system. It is operated by Korail. The train's technology is largely based on the French TGV system, and features top speeds of 300 km/h or more.

3) Buses

The country has 3 major types of bus services: intra-city, long distance, and charter (tour). Although bus travel is generally safe, bus drivers want to get where they are going in a hurry. Drivers usually start driving again as soon as the last passenger gets on at each stop, so make sure you have a good grasp on to the handle as soon as you get on the bus. Rush hour riders can fill buses way beyond capacity. Koreans who are sitting sometimes offer to hold the packages of those people who must stand. If you are standing and a seated Korean starts to take your belongings and place them on his or her lap, don't panic and yell for the police. When you or the person sitting down leaves, the person will hand the items back to you.

4) Taxis

Although taxi fares are relatively inexpensive, depending on the distance and the traffic condition, it can get costly. Before you hail a taxi, you need to know major landmarks around your destination, as your driver may not be familiar with that area. Some taxis offer phone interpretation services, so you may use them to help you communicate with your driver.

Although some taxis accept credit cards, always carry cash with you when taking a taxi. Every taxi has a meter on the dashboard stating the

fare for the trip. If you need a receipt, ask the driver for one.

5) Air Travel

Fifteen Korean cities have air links with each other and/or with Seoul, Busan, and Jeju Island. Korea has two major airlines, Korean Air and Asiana. Korean Air belongs to Skypass and Asiana is a member of Star Alliance. Both airlines offer international and domestic service. No flights exceed an hour in length. Fares are generally the same any day, at any time. There are usually no extra fees for weekends or holidays, and advanced purchase is not required, though you should reserve in advance during busy times.

South Korea has three major international airports: Incheon International (ICN), Busan Gimhae (BUS), and Jeju International (CJU). There are also less frequent services to destinations in China and Japan from several regional airports in Korea. Most international flights from Seoul leave from Incheon International Airport and most domestic flights leave from Gimpo Airport.

*Transportation Card

Transportation cards are for city buses and subway use. You can buy a card for 2000 won at a subway ticket counter or a bus ticket vendor at a bus stop, and then charge the amount of money you want to the card. To use, you can put the card on the sensor in the subway or in a bus. Upon using all the money charged to the card, you can re-charge the card at subway ticket counters, bus ticket vendors, or vendors near bus stops. When you don't need the card any more, return the card at any card-selling place and they will return the money left in the card and 2000 won for the card.

4. Money

The currency in Korea is the won. Korean bank notes are issued in only four denominations: 1,000 won, 5,000 won, 10,000 won and 50,000 won. To get around the lack of large bills, bank-issued "checks" are often used. These checks are not personalized and function much like cash, except that identification is required to spend them. There are four coins: 500 won, 100 won, 50 won, and 10 won.

Traveler's checks are accepted at all chartered banks ("eunhaeng" in Korean). Foreign debit cards are not accepted. Some major banks have ATMs that accept international credit cards. Most ATMs that can be used to draw money offer English instructions. Major foreign credit cards (VISA, MasterCard, American Express) are widely accepted by hotels and other tourist facilities and are generally regarded as safe to use.

When transferring funds from Korea to abroad, a local bank will place a stamp in your passport stating how much was transferred, in keeping with Korea's Foreign Currency Control Act. If you are working in Korea and paying Korean income tax, you can transfer your entire income

based on your tax payment certificate. As a tourist, you are required to declare at customs if you are bringing into, or carrying out of, the country more than the equivalent of US\$10,000, including local currency.



5. Banks

Banks are easy to find. Many banks have English forms available. Banks are open from 9am to 4:30pm on the weekdays and are closed on the weekends. ATMs are easy to find in major shopping/business areas. Non-bank ATMs can be found at convenience stores or in subway stations.

If you need to make a face-to-face transaction at the bank, take a number ticket and wait until the number on it is called upon. You do not wait in line. There are screens next to the bank tellers displaying the number that is called.

*Opening a Bank Account

Just bring your passport or Alien Registration Card. It is more convenient to bring your Alien Registration Card as you will be asked to present

the original form of identification that you used to open your account when you have future transactions. Forms are available in English, so just fill them out and present them to the bank teller.

6. Postal Services

To send mail, visit a post office or put your mail in a red street mailbox. For non-standard size mail or international mail, you must visit the post office.

Customers can write Korean addressees in English, although writing in Korean can result in faster delivery and fewer problems. All letters and packages must have the recipient's postal code. (Each post office has a book listing every postal code for the country. Customers can look up postal codes online as well- Ministry of Infor-

mation and Communication (<http://www.mic.go.kr>). Customers sending packages overseas will have to fill out a customs declaration form. Post offices are open 9:00am-6:00pm (until 5:00pm from Nov. - Feb.) (Banking services are only available until 4:30pm.) Post offices are closed on Saturdays, Sundays and holidays.

Korea Post Web site:
<http://www.koreapost.go.kr>

7. Telephone

You can apply for installation of a phone line at a local telephone office with your passport, or by mailing/faxing a copy of your passport. The installation fee is 60,000 won, and the basic monthly charge is 5,200 won. Applicants should supply their own phone machine.

- Korea Telecom: local code + 100
<http://www.letskt.com>

Public telephones are available. Phone cards for domestic and international calls are available at convenience stores. A more convenient option would be to get a mobile phone.

* International Calling Codes

Dial 001 + country code + area code + phone number
Country Codes:

- Australia: 61
- Canada: 1
- Ireland: 353
- New Zealand: 64
- South Africa: 27
- United Kingdom: 44
- United States: 1

* Online Messengers

A good way to keep in touch with family and friends back home is by online messenger. Ones such as MSN, Skype, and Yahoo! Messenger provide free

calls to another messenger if you have a microphone and webcam. Skype and Yahoo! Messenger even allow you to call to land lines and cell phones for as low as 2 cents a minute. You can even have your

calls directed to your Korean cell phone.

- MSN Messenger: <http://im.live.com/>
- Skype: <http://www.skype.com>
- Yahoo! Messenger: <http://messenger.yahoo.com/>

[Area Codes]

Area	Number	Area	Number
Seoul	(0)2	Ulsan	(0)52
Gyeonggi-do	(0)31	Daegu	(0)53
Incheon	(0)32	Gyeongsangbuk-do	(0)54
Gangwon-do	(0)33	Gyeongsangnam-do	(0)55
Chungcheongnam-do	(0)41	Jeollanam-do	(0)61
Daejeon	(0)42	Gwangju	(0)62
Chungcheongbuk-do	(0)43	Jeollabuk-do	(0)63
Busan	(0)51	Jeju-do	(0)64

8. Mobile Phones

Foreigners over the age of 18 are eligible to subscribe for a cell phone. You must apply for the service in person with your passport and your alien registration card. Usually, the place where you purchase the cell phone will activate the service at the location.

For more information on subscribing, go to the service provider's web site:

- SK Telecom: <http://www.sktelecom.com/eng/index.html>
- LG Telecom: <http://www.lgtelecom.com>

People who stay for a short period of time in Korea may use cell phone rental services. A rental fee and a refundable deposit in addition to the actual phone charge will be required. There is no minimum amount for the phone charge and since it is paid from the prepaid card, there is no need to get a bill later. The phone charge gets deducted from the prepaid card when a call is finished and users can buy another card or recharge their cards when they use up the whole amount of the prepaid cards. Users should pay attention to the validation period of some prepaid cards because a card cannot be used after it has expired.

9. Internet Access

Internet cafes can be found almost everywhere. In Korea, an internet cafe is referred to as a "PC bang" (the 'a' sounds like the 'a' in 'bark' or 'arch'). The fee is relatively low ranging from average of 1,000 to 3,000 won an hour. Printing service is also available in some places.

You may also decide to get Internet service connected to your home. All internet service providers offer broadband. There are many

internet service providers to choose from in Korea.

- Megapass: 080-0360-100 (toll free)
<http://mega-pass.co.kr>
- Hanaro: 080-0222-100 (toll free)
<http://hanafos4u.com>
- Powercomm: 1600-7000
<http://powercomm.co.kr>

10. Paying Bills

There are two options to paying your bills (utility, phone bills, etc). If available, you can either sign up for an automatic billing option in which payment is automatically deducted from your bank account or change to your credit card, or you can bring the billing statement to the bank to be paid directly. Each month, you'll receive a bill (called GIRO - General Inter-bank Routing Order) through the mail.

If you pay at the bank, bring the GIRO along with cash. At the bank, take a number ticket and wait until your number is called upon. Once you present the teller with the GIRO and the cash amount for the bill, she/he will stamp the "customer copy" section of the GIRO and return it back to you. This is for your record keeping.

11. Public Baths and Toilets

In addition to private showers, public baths are available at a low cost of 3,000 to 15,000 won for facilities with saunas and rest areas. These baths provide separate facilities for men and women. If you are not accustomed to public nudity, these places are not recommended for you.

Some public rest rooms in older facilities have squat toilets; toilets that you do not sit on. However, more modern facilities offer Western-style toilets. Always carry some tissues, as it may not be provided in some rest rooms.

12. Waste Disposal

Trash must be separated into food waste, recycling, etc. Waste disposal is important to the environment of Korea. All households and businesses are required to buy standardized bags to dump waste. These bags must be tied before being thrown away. The bags can be bought at many stores or supermarkets near places of residence and are marked with the name of the district for which they are used and collected. Used fluorescent lamps, broken glass, leftovers from housing repairs and gardening should be broken into as many small pieces as possible before putting them into sturdy bags. The sturdy bags should then be put into the standardized bags. There are 3 types of standard bags.

- White bags: domestic use
- Blue bags: public utility use
- Orange bags: business use

* Recycling

Recyclable goods are divided into: paper, glass, cans, and plastic. Apartment residents put these into the assigned collection boxes (according to the item). Individual residents gather recyclable items at designated places twice every week. Items should be emptied and cleaned before recycling. Large volume waste such as refrigerators and furniture, which are hard to dispose of, should be reported to the Sanitation Division of the District Offices (or Dong offices) 3 days before disposal. A written notice for the fee to be paid at the bank will be given. The fee is determined according to the size of the article.

Fees (unit: won)

- Refrigerator: 4,000 ~ 8,000
- Television: 3,000 ~ 5,000
- Washing machine: 3,000
- Wardrobe: 10,000 ~ 15,000
- Desk: 4,000 ~ 7,000
- Piano: 15,000

13. Standard of Measurement

Korea uses the metric system as the standard of measurement.

Since you are in a different country, you can expect to encounter different values, customs, and ways of thinking. Try to understand and adapt to life in Korea and you will find that your experience here will be more pleasant and smooth.

1. Formality

Koreans place a high value on formality. This is reflected in the different levels of speech used to address people of a different age or rank. Individuals of a higher rank or older age are treated with more reverence than individuals of a lower rank or younger age.

2. Meeting Koreans

When first meeting a Korean, he or she may ask you questions that you may find to be very personal such as your age, family background, etc. This is not considered to be an invasion of privacy or an act of disrespect. The purpose of these questions is to establish your age and rank in order to determine how to address you with the correct level of formality. It is also done to just get to know you better. Koreans want to know your family background because they believe it reveals a lot about a person's character. Knowing the family background of an individual can give them clues about how the individual was raised and what kind of values he or she holds. If you feel the questions are too personal, it is acceptable to kindly decline to answer.



3. Greetings

1) Ordinary greetings

Greet close friends or companions by just saying hello and waving one's hand while asking if they are doing well.



2) Nodding

A slight nod to elders in general situations. But, it is not proper for formal situations.

3) Shaking Hands

Shake hands when greeting your colleagues, friends or business partners whom you haven't seen for a while. In Korea, you should not extend your hand to shake hands before a senior does.

4) Bowing

A greeting with the greatest respect to a senior. Koreans make a low bow usually on traditional holidays and ceremonial occasions.

4. Honorific Expressions

Usually, honorific expressions are used to show respect for older people or bosses. Koreans use honorific expressions also for a person whom they meet for the first time.

5. Tipping

Tipping is not required in Korea. However, in most hotels facilities, tip (service charge) is usually included along with your bill.

6. Drinking

Koreans enjoy having some drinks with family or friends. However, minors under 19 cannot purchase alcoholic beverages, and those who sell alcohol to minors will be penalized. The rules on drunk driving are very strict.

Koreans tend not to drink in the presence of elders. However, when

one is offered drinks by his elder, he holds the glass with two hands while the elder is pouring the drink, and drinks after turning his head aside a little as a way of expressing respect for the elder.

7. Smoking

There are a growing number of regulations against smoking with more awareness of its harmful effects. Traditionally, Korea has more strict rules on smoking than drinking. It is considered rude to smoke in the presence of elders. Cigarette sales to minors are prohibited. Smoking is not allowed in almost all public places and buildings such as public institutions, theaters, libraries, and public transportation. There are areas designated for smoking in public places.

1. Emergencies

Dial 119 in any emergency (injury, fire, etc.). Translation services are available. Your location is automatically identified when you call (land line only).

2. Medical Services

When you go to the hospital, be sure to take your insurance card with you. You will be asked to fill out some registration forms. If you are at a non-English speaking hospital, be sure to go with a Korean translator to ease communication difficulties.



1. Public Transportation

There are various kinds of public transportation available in Korea: trains, buses, subways, and taxi

Train lines:

Name of Line	Connecting Cities
Gyeongbu	Seoul and Busan
Jung-ang	Cheong-ryang-ri, Seoul and Gyeongju
Dong-ae-nambu	Busan-jin and Pohang
Jeolla	Iksan in Jeollabuk-do and Yeosu in Jeollanam-do
Gyeongjeon	Milyang in Gyeongsangnam-do and Gwangju in Jeollanam-do
Gyeongchun	Seoul and Chuncheon

The Gyeongbu line departs from Seoul station, and the Ho-nam/Jeolla-line depart from Yongsan station. KTX has service from Seoul to Busan on the Gyeongbu line and from Seoul to Mokpo on the Jeolla line. You can make a reservation at Korea Railroads (<http://www.korail.go.kr>).

There are three kinds of buses in Korea: Long distance express buses, regional buses, and inner-city buses. Large groups of people may charter a tour bus. For express buses, you can make a reservation at <http://www.exterminal.cl.kr>.

Subways connect locations in Seoul and its nearest cities. You can reach your destination in a predictable amount of time in most cases. You can get a subway map at any subway station for free. The Seoul subway system takes pride in its cleanliness as well as its good heating and air-conditioning systems.

There are two kinds of taxis: regular ones and Mobum (black taxis) which are of higher grade. Taxis are convenient for traveling short distances or when traveling late at night.

Big cities like Seoul, Jeju, Busan, Gwangju, Sokcho, Cheongju, and Ulsan all have domestic airports.

2. Accommodation

available accommodations in Korea are hotels, motels, Yo-gwan, Minbak, condominiums, as well as youth hostels. Hotels are usually in big cities and provide high level of services and facilities. Motels are less expensive than hotels, and many of them have good facilities. Yo-gwan are usually old and small accommodations and are good for budget travelers. In a Minbak or home stay, you can have a closer look at everyday Korean life. Condominiums are usually located in resorts, so you can also enjoy skiing, golfing, swimming, etc. For youth hostels, it is good to use the web site (<http://www.kyha.or.kr>). For hotels, Minbak, condominiums, youth hostels, you can use the internet for reservations and information of how to get there, rates, facilities, or nearest tourist attractions. As there is a lot of useful information on accommodations and reservations on the internet, it is a good idea to look on the internet before departure. This way, you can save some money. It may be also helpful to check the web site of the Korea Tourism Organization (<http://www.knto.or.kr>).

1. Seoul Area

Seoul is the capital of Korea. It was once the capital of Baekje, one of the three ancient kingdoms. Yi Seong-ge, the founder of the Joseon dynasty established its capital in Seoul in 1392, and since then, Seoul has been the capital of Korea for more than 600 years. Seoul is 672 km², and has a population of 10 million people, being the biggest city in Korea. It is surrounded by Mt Bukhan, Mt Surak, and Mt Gwan-ak, and the Han river flows through the middle.

Seoul is the center for Korean politics, economy, culture and almost everything else. The 1988 Olympic Games were held in Seoul, and it is also known for hosting the 2002 World Cup. (<http://www.seoul.go.kr/>)

[Palaces]

Seoul has several royal palaces.

Gyeong-bok-gung is the largest of the five palaces built during the Joseon dynasty. It holds king's offices as well as living quarters for the royal family. It was built in 1395 for the new dynasty by Yi Seong-ge, the founder of Joseon. The buildings inside the palace used to number 7,225 kans (rooms or units) and the buildings outside of the palace numbered 489 kans, but in 1904 Japanese destroyed them in order to ruin the Korean identity. Recently, some of the buildings were restored.

Chang-deok-gung was built in 1405, the fifth year of King Taejong's reign, as a place for the king and the royal family to stay in the case of fire in the main palace or other unexpected emergencies. The king and the royal family resided there when there was a fire in Gyeong-bok-gung in 1610 and when King Gojong rebuilt Gyeong-bok-gung in 1868. (<http://www.royalpalace.go.kr/>)

Chang-deok-gung's garden in the back is famous for being natural, mysterious, and sensitive to natural changes. It was designed as a resting place from the boredom of monotonous palace life, and its beauty lies in the dense forest, beautiful pond, and exquisite pavilion. The garden was recognized as one of the World's Cultural Heritage sites to be protected by the International Agreement for Preservation of the World Cultural and Natural Heritage at the 21st meeting of the UNESCO World Cultural Heritage Committee in Naples, Italy on December 3, 1997.

Chang-gyeong-gung was built in 1484, in the 14th year of King

Korea National Tourism Organization
www.visitkorea.or.kr



Seong-jong's reign. It has the oldest Jeong-jeon (palace for the king's audience chamber), Myeong-jeong-jeon, which was built in King Gwang-hae-gun's reign. Chang-gyeong-gung is right next to Chang-deok-gung sharing fences.

During Im-jin-wae-ran, the 1592 war with Japan, the three palaces (Gyeong-bok, Chang-gyeong, and Chang-deok) were all burned down. When King Seonjo came back from exile, there was no palace for him and his family to stay. They had to live in the house of Wol-san-dae-gun, a member of the royal family since his house was the largest and the most intact. Since then, the house has been called Deok-su-gung. King Seonjo died there in February 1608, and King Gwang-hye succeeded him. Jeong-hwa-jeon in Deok-su-gung was restored in 1906. Construction of Suk-jo-jun in Deok-su-gung began in 1900 and was completed in 1910. (<http://cgg.cha.go.kr/>)

Un-hyeon-gung is designated as a National Historical Site (No. 257), and was renowned as the political headquarters of Dae-won-gun (1820 - 1898), father of King Gojong. Gojong was born and grew up there until the age of 12. It was not a palace at first, but it began to be called a palace as the son became king and the king's parents lived there. There is an exhibition hall of historical relics, and one can see the wedding of King Gojong and his queen, Myeong-seong-hwang-hu being reenacted. (<http://www.unhyeongung.or.kr/>)

[Jong-myoo]

Jong-myoo is one of the Confucian shrines in which the tablets of kings and queens of the Joseon dynasty are kept. It is one of the most magnificent and refined buildings. Its construction begun in December of 1394, when the first king of Joseon moved the capital to Seoul and was completed in September, the following year. In Joseon, the regular memorial services for ancestors were held in Jeong-jeon in each season and at the end of the year. Special services were held in Spring, in Autumn, and at the end of the year in Young-nyeong-jun. Now the descendants of the Yi family from Jeon-ju (the royal family) hold a service on the first Sunday of May called Jong-myoo-je-re. The service is also accompanied by special music and dance, which are called Jong-myoo-je-re-ak. (<http://jikimi.cha.go.kr/english/>)

[Namsan Folk Village]

A village of traditional Korean houses is located on the north side of Namsan. In the Joseon age, the village had a ravine with clean water flowing and a pavilion. It was famous as a summer picnic place. It was called Cheong-hak-dong, where Cheong-hak, blue cranes, live. Cheong-hak-dong is one of the five dong with beautiful scenery along with Sam-cheong-dong, In-wang-dong, Sang-gye-dong, and Baek-wun-dong.

Now it has five traditional Korean houses from a house of the upper class to a house of an average Korean household. The inside of the houses is decorated in the same way their residents used to live, and there is also an exhibition hall of traditional artifacts, which has masters' works and souvenirs.

(<http://hanokmaeul.seoul.go.kr/>)



[Insa-dong]

Insa-dong is one of the representative traditional streets. It is close to Jong-ro, the center street of Seoul, and it is visited by a large number of people since it is convenient to get there by public transportation. There are many things to see such as antiques, ceramics, paper stores, galleries, and traditional tea houses.

The Insa-dong Traditional Culture Festival has been held since 1987, and with the festival and cultural attractions, the street grows to be one of the most celebrated sites in Seoul.

It is known as a street of live tradition, and especially, markets formed on the street on Sundays give vivid sensations of a traditional market place.

People can experience the tradition themselves as they are invited to participate in the procedure of pottery making or rice cake cooking, and can get a state of the past. (<http://english.visitkorea.or.kr/>)



[National Museum]

National Museum of Korea is the place where representative cultural and historical artifacts of Korea are displayed. It is the biggest museum in Korea with 140,000 items in store. It is under the supervision of the Ministry of Culture and Tourism for its research of historical artifacts and remains.

The museum was established first as the museum of the Yi dynasty established in Chang-gyeong-gung in 1908. Funded by the royal family, it opened to the public with old paintings and relics. It had to move to different places such as Deok-su-gung, the Japanese government of Joseon building, Busan, Namsan, Gyeong-bok-gung, and Jung-ang-cheong during the Japanese Colonial years, the Korean War, and other historical incidents.

On August 15, 1995, the 50th anniversary of independence, the Japanese Government of Joseon building was abolished, and the plan of moving the museum was launched. The blue print of a new museum in Young-san family park was shown publicly in 2003, and it was opened on October 28, 2005.
(<http://www.museum.go.kr/>)

[Cheong-wa-dae]

It is the presidential residence located in Sejong-ro 1, Jong-ro-gu, Seoul. With Mt. Bugak at the back, it has the main building for the president's office, a conference room, a reception room, and the presidential residence area, and an annexed building for the security guard team, secretary team, and guests. It also has a front garden, a back garden leading to Mt. Bugak, and a pond. On the site there used to be a palace of the southern capital of Goryeo dynasty. In the Joseon period, with the construction of Gyeong-bok-gung in 1426, it became a back garden of the palace and named Gyeong-mu-dae. In 1927, the official residence for the Japanese governor-general was built on the site, and after independence it was used by the commander in chief of the US army in Korea. After the establishment of the Korean government, it became the official residence of president Yi Seung-man and was renamed Gyeong-mu-dae. Its name was changed to Cheong-wa-dae in August 1960, when president Yun Bo-seon was inaugurated. (<http://www.president.go.kr/>)



[Sung-roe-mun]

Sung-roe-mun, which is also called Nam-dae-mun, is the south gate of the Seoul Walls, and designated as National Treasure No 1. In the Joseon dynasty, delegations from China or Japan entered into Seoul through this gate. Built in 1396, it remains the biggest gate in Seoul, and shows off its colorful paintings and elegantly curved roof lines. It has a great view with night lights. (<http://www.sungnyemun.or.kr/>)

[Seoul City Hall Plaza]

The plaza in front of Seoul City Hall was newly built as lawn ground in 2004. It has always been a place people gather together. In 1987, there was a huge demonstration called June Uprising for Democracy on this spot and in 2002 citizens filled the plaza to watch the World Cup games together. Large-scale cultural activities such as "Hi Seoul Festival" or the opening ceremony of the Daejong Film Festival are held on the lawn.

It has water fountains which take on various colors by illumination, and provide a splendid night view with 48 lights surrounding the plaza. In summer, it is used as lawn ground, and in winter an ice rink is constructed for citizens' enjoyment in the middle of the city.
(<http://plaza.seoul.go.kr/>)

[The War Memorial]

The memorial has almost all records of war from ancient to modern times. Replicas and sets recreate vivid scenes of war, and high-tech facilities help visitors understand the exhibitions. It has seven exhibition halls (Memorial Hall, War History Room, Korean War Room, Korean Expeditionary Forces Room, Korean Armed Forces Development Room, Large Size Military Facility Room, and Korean Defense Industries Room), a Combat Experience Room, and outdoor exhibitions. (<http://www.warmemo.co.kr/>)



[Markets]

Nam-dae-mun and Dong-dae-mun markets are well-known to foreigners as well as Koreans. The two biggest markets in Korea sell almost everything such as clothing, everyday necessities, folk artifacts, regional special products, accessories, and produce at low prices. Most of the shop owners sell the products manufactured by them-

selves, and the markets begin to be crowded from very early in the morning. If you see Seoul from the top of Namsan at night, you can find the markets are the brightest places in Seoul. At night, countless people fill the markets.

The biggest merit of the markets is that you can buy anything at a low price. For young Koreans, they are known as Meccas of fashion, and always crowded with people who want to experience the culture of old type markets.

Another famous traditional market in Seoul is Hwang-hak-dong Flea Market, which is also called "the market of ten thousand goods." It is located on the Cheong-gae-chun 8th street, and has 500 shops. It was built between the 1950s and 60s as a market for second-hand or rare goods, where haggling over prices can be fun.

It is also called Dog-gae-bi (magic) market since old and worn-out goods are magically turned into new ones by the shop owners.

[Myeong-dong]

Myeong-dong is the Korean financial center as the Central Bank and other bank's main branches are located there. It used to be said, "One should read the flow of money in Myeong-dong to know about the Korean economy at the moment." In the area, there are 30 bank branches, 20 stock company offices, and 20 security bond companies. At the same time, it is the most bustling area in Seoul. There are a lot of fashion shops, cafes with a long history, bars with live stages for folk singers, and various kinds of restaurants.

The average number of people visiting Myeong-dong a day is around 2 million. There is also an increasing number of foreigners there, so signs in Japanese or Chinese can be easily found there.

(<http://english.visitkorea.or.kr/>)



2. Gyeonggi-do

Gyeonggi-do is the province just outside of Seoul. Most of the Korean population is concentrated in Seoul and Gyeonggi-do. On the east side, mountain ranges over 1000 meters above sea level look like walls, and on the west side, there is a huge plain and the sea. The Han river flows from east to west. On its north, there is the cease-fire line facing North Korea.

From the fact that the province has remains from the Stone Age, it is known that the area was good for dwelling from the old age. Since the time Baek-je established its capital in the area in the 1st century B.C., the importance of the area has been recognized.

In Gyeonggi-do, there are several royal tombs such as Seo-sam-reung, Seo-o-reung, Dong-gu-reung, and Ung-reung as well as remains of mountain fortresses such as Nam-han-san-seong and Buk-han-san-seong. Su-won-hwa-seong is renowned for its architecture and scientific technology, and was designated as an area of cultural heritage.

The cease-fire line area, on the other hand, shows physical evidence of the separation between North and South Korea and therefore, brings up the ardent aspiration for reunification of the country. With the influence of the expansion of the Seoul area, the cities in this province are growing quickly, and have a dense total population of 9 million. (<http://www.gg.go.kr/>)

[Su-won-hwa-seong]

It was built by the 22nd king of Joseon, Jeong-jo for the purpose of remembering his father, Sa-do-se-ja, and reinforcing the royal power which had weakened.

Jeong Yak-yong, one of the prominent scholars of the time, and Chae Je-gong, who had served as prime minister, were in charge of the construction. The construction began in January 1794, Jeong-jo's 18th year of reign, and was completed in September 1796.

It was designated as one of the World Cultural Heritage sites by the UNESCO World Heritage Committee in 1977 along with Chang-deok-gung. It was recognized as a military architectural work of the modern age, and especially its combination of Eastern and Western scientific techniques was recognized. It became Korea's fourth World Cul-

tural Heritage site after Bul-guk-sa, which has Seok-gul-am, Hae-in-sa, which has Tripitaka, and Jong-myo. (<http://hs.suwon.ne.kr/>)

[Pan-mun-jeom]

Pan-mun-jeom is the discussion area between South and North Korea in the demilitarized zone. As a historic site of the cold war between the East and the West, it is also a symbol of the history of division of Korea for a half century.

Pan-mun-jeom is the name of the area, and its official title is JSA, Joint Security Area. It is 62 kilometers away northwestward from Seoul, 215 kilometers away southward from Pyeong-yang in North Korea, and 10 kilometers away from Gae-seong in North Korea.



[Royal Tombs of the Joseon Dynasty]

In Joseon they required royal tombs to be built within 40 kilometers from the walls of the capital. That is why most of royal tombs are located in Gyeonggi-do. Particularly the Dong-gu-reung area in Guri, Gyeonggi-do is designated as a site of historical remains and formed the greatest royal tomb area.

[Folk Village]

It is located in Gi-heung, Yong-in, Gyeonggi-do, which is 41 kilometers away southward from Seoul. With a thick forest and a brook nearby, the village is a reproduction of a typical Joseon age life. In the village, there are houses of different regions, an oriental medicine clinic, a school, a blacksmith's workshop, a brassware workshop, a pottery kiln, and a market. At the same time, a large mansion, government offices in the local area, and basic necessities in life are exhibited. You can also taste a variety of Korean traditional food at the food market. (<http://www.koreanfolk.co.kr/>)



3. Gangwon-do

Gangwon-do is a province in east of Korea, and 82% of the area is mountainous. To travel between west and east of Gangwon-do, people must climb over the hills with high altitudes such as Dae-gwan-ryeong, Mi-si-ryeong, Jin-bu-ryeong, and Han-ge-ryeong. It is good for resorts and resting places with Mt. Seo-rak in the area and the Korean East Sea next to it. (<http://www.provin.gangwon.kr/>)

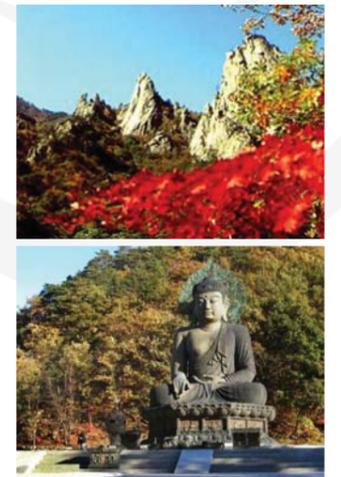
[Mt. Seorak]

With the name meaning "snow-covered white rock", Mt. Seorak (1798m) has long valleys and beautiful rocks. Each season shows its unique beauty in Seorak, and there are famous natural spots and places like Baekdam valley, Baekdam temple, Dae-seung waterfall, and Bong-jeong-am.

On its north side, there are also Ulsan boulder, Bi-sun-dae, Gwon-geum-sung, Bi-ryong waterfall, and Sin-heung temple. From the top of Ulsan boulder, you can see far away to the Korean East Sea and Lake Chung-cho and Lake Young-rang in Sokcho.

On its south face, there are Nak-san and Osaek areas. The Osaek is famous for its spring water.

Seorak has natural beauty, and at the same time is a habitat for rare animals and plants. It has been a UNESCO's World Ecosystem Preservation Area from 1982. (<http://seorak.knps.or.kr/>)



[Nak-san-sa and Nak-san Beach]

Nak-san-sa is one of the few temples located next to the sea, and one of the three great temples where Gwan-eum (Avalokiteshvara) stays. The name Nak-san also came from the Sanskrit word "Potalake" meaning "the place where Gwan-eum always stays." Legend has it that after Shilla's unification of the ancient three kingdoms, Eui-sang, a priest who studied in China, saw Gwan-eum in a cave at the sea, and built the temple there. Later people built a statue of Gwan-eum as a wish for the safety of sea people. The place is also known for sunrise on New Year's Day. Nak-san beach next to the temple is famous for its clean sand and sea water and has a lot of visitors in summer. (<http://www.naksansa.or.kr/>)

[Tong-il Observatory]

The observatory is located at the most northern point of South Korea, from where one can see Mt. Geum-gang in North Korea. This is a place that requires permission of entrance and education in security prior to entrance. Every year about 1 million people visit the place with thoughts of reunification of the country. (<http://www.tongiltour.co.kr/>)

[Gang-reung]

Along the Yong-dong highway, you can reach Gang-reung, a cultural center of eastern South Korea. As the center of culture and public administration in Gang-won province, Gang-reung has the sea, lakes, limestone caves and historical heritage sites.

O-juk-heon in Gang-reung, where Yi yi, a famous scholar in Joseon and his mother, Sin-sa-im-dang were born, has a city museum with a traditional house exhibition and a collection of cultural artifacts from the area. Around Lake Gyeong-po, you can find Sun-gyo-jang, where an old-fashioned house remains in almost perfect shape, and Gyeong-po-dae and Hae-wun-jung, which are visited by travelers year round, also have a large number of historical relics. There is also a sound museum in which various kinds of phonographs all over the world including Edison's invention are collected. Around Lake Gyeong-po, you can see cherry blossoms falling like snow in April. Gyeong-po beach also has beautiful scenery with the beach and the pine trees lined up along the shore.

You can also find Jeong-dong-jin beach south of Gang-reung. The train station located the closest to the sea in the world. After some scenes of a famous TV drama were shot there, it became famous and is visited by a lot of tourists. Everyday a large number of people get out of the train at dawn to see its famous sunrise.

In June, they hold Gang-reung Dan-o festival, one of the biggest local festivals in Korea. It lasts for 20 days, and you can get a taste of Korean eastern culture in the festival. For example, there is Dan-o-gut (exorcism performance) and Pan-no (mask play). There is also traditional music by a band of farmers, swing contests, and Korean traditional wrestling matches. (<http://www.gntour.go.kr/>)



[Chuncheon]

Chuncheon is called the city of lakes because the lakes were artificially created by series of dams. So-yang dam, Chuncheon dam, and Whacheon dam offer very beautiful scenery. It is the capital city of Gangwon-do, and despite its small population, there are four large universities (Gangwon University, Han-rim University, Chuncheon Teachers' College, and Han-rim College).

With its clear mountains, rivers, and sky, the city attracts a lot of people on weekends. It is a city of literature and festivals, and has historical remains too. Along the roads, there are also coffee houses or cafes, where you can get out of your car and have some coffee or tea. Chuncheon has Lake So-yang, which is famous for the old popular song "So-yang river lass." It is also the hometown of Kim Yu-jeon, a popular Korean fiction writer. He wrote some fiction set in this city such as "Bom Bom," and "Camellia Flowers." His hometown, Sulre village, has a monument to him and his work.

In May, mime festivals are held in the city. The most primitive and innocent mimes are performed. Performances of the festival are staged on the streets of Myeong-dong, at Gong-ji-cheon water springs, on university campuses, and in small elementary school classrooms. The mimes are street performance and the whole city becomes lively with the festivity. It begins on the last Wednesday of May and ends on Sunday.

In August, children's puppet show festivals are held all over the city. We can see performances at the open-air theater in the mountains or in a bus theater. Numerous puppet show teams participate, and the city itself becomes the stage.

(<http://tour.chuncheon.go.kr/>)

4. Chungcheong-do

It is the only inland province in Korea. For its natural beauty, the region is called the place of "clear wind and beautiful moon." Located in the center of the country, it developed a unique culture by combining cultures of Goguryo, Baek-je, Shilla, and Gaya. Cheongju area has Heung-deok-sa, the temple in which Jik-ji-sim-gyeong was pressed in the world's first metal press. Dan-yang and Jecheon area provides beautiful scenery with mountains and a river. It also has Wol-ak-san and Sok-ri-san national park. Jeom-mal cave in Jecheon and Du-ru-bong cave in Cheonju with traces from the Stone Age show the history of this area.

The southern part is good place to live because of the small mountains nearby and the fertile lands the Geum river. With this natural and cultural environment, the people in this area have the reputation of being "mild and good-hearted." This area has been the center of culture since Bae-je established its capital in the region. In 475, King Mun-ju of Baek-je moved its capital to Gong-ju in this region, and from the time until 660, when Baek-je was destroyed, the area has been the center of Baek-je culture for about 200 years. Baek-je also had a tremendous influence on ancient Japan as it passed cultural advancements from China to Japan. The southern part has Gongju and Bu-yeo the former capitals of Baek-je. It also has Tae-an national marine park and Ge-ryong-san national park. (<http://www.cb21.net/>, <http://www.chungnam.net/>)

[Sokri-san National Park and Beob-ju-sa]

Mt. Sokri is rather a big mountain ranging over Geo-san, Bo-eun in Chung-cheong-do and Sang-ju in Gyeong-sang-buk-do. It is famous for Beob-ju-sa, Wha-yang valley, and the pine tree that was bestowed an official rank by King Se-jo of Joseon as if it were a person. Its highest point, Cheon-wang-bong (1,058m) and the 8 neighboring peaks including Bi-ro-bong, Mun-jang-dae, Gwan-eum-bong and Ib-seok-dae are called Gu-bong-san (Mountain with Nine Peaks). Bu-ju-sa, its name meaning "the temple where Buddha stays," is famous for its natural beauty and important cultural assets. (<http://songni.knps.or.kr/>)



[Gongju and Buyeo]

Gongju and Buyeo both former capitals of Baek-je line near the Geum river and nearby the plains and bear the history of Baek-je. King Mu-nyeong's Tomb in Gong-ju is one of the top three excavations in Asia, and its memorial stones and gold crown are currently exhibited in National Museum as a proof of the splendid culture of Baek-je. Buyeo had been Baek-je's final capital for 123 years. It has the National Bu-yeo museum and the original site of Jeong-nim temple with a five-story pagoda on it. Gung-nam-ji, a pond built by King Mu, is still intact. At the foot of Bu-so-san, there is a temple called Sam-chung-sa. It has the shrine for three loyal subjects of Baek-je, General Ge-baek, Seong-chung, and Heung-su. If you climb up the mountain a little further, you will find Nak-hwa-am, the boulder from which a lot of Baek-je people jumped into the water so as not to be captured by invaders. You also find Go-ran-sa, the temple most famous for its excellent taste of water. (<http://tour.gongju.go.kr/>)

[Su-deok-sa]

Placed at the foot of Deok-sung-san, Su-deok-sa was built in the later years of Baek-je. It is the headquarters of the 7th parish of Jo-ge-jong, and has a lot of small temples and shrines. Among them, Dae-wung-jeon is designated as a National Treasure. The building was built in 1308, and is the third oldest building in Korea after Geuk-rak-jeon in Bong-jeong-sa in An-dong and Mu-ryang-su-jeon in Bu-seok-sa in Youngju. The year of construction was discovered during a renovation in 1937, and it has been regarded as a standard form of ancient construction since. It was designated as a National Treasure (No. 49) for its historical value and beauty. (<http://www.sudeoksa.com/>)

[Independence Hall]

Independence Hall was established on August 15th, 1987 with donations from the public. Historical documents about how Koreans protected their autonomy and independence from foreign invasions are exhibited. As it is a good way to overview Korean history, a lot of students visit the hall for their history class and study. It is located on a large site near Mt. Heuk-seong (519m) in Cheonan. It has a 51 meter tower that serves as a symbol of the Korean people's solidarity. It also has seven exhibition halls and an amphitheater. A collection of historical relics tells a story of protecting the country from outside invasions. The hall has records of movements of patriotism, civilian soldiers, Japanese colonialization, the March 1st Movement, and the wars for independence. (<http://www.i815.or.kr/>)



5. Jeolla-do

Jeollabuk-do has the largest plains in Korea. The Ho-nam plains are known for their fertility and are the source of a large amount of rice. It used to be said that the plains could feed the whole population of Korea. Muju, Jin-an, and Jangsu in the east of the province are highland areas that have a primitive natural environment, and are called "the roof of Jeolla-do."

In the west, Jeolla-do has beautiful sea views and the sea has a large variety of fish. The cape of Byeon-san is beautiful enough to be protected as a national park.

Pan-so-ri, a type of Korean traditional music originated in Jeolla-nam-do. Through festivals like the Jeolla Art Festival or Jeon-ju-dae-sa-seup, they try to discover, preserve, and popularize traditional art and music.

Jeollanam-do is famous for food, generous people, and various types of folk culture. Quality of food is very high due to the proximity of the fertile field nearby. Jeollanam-do is bordered by both the West and South seas, and to the east, there is magnificent Jiri-san. The sea road leading from the West Sea to the South Sea offers splendid scenery. As the Young-san and Sum-jin rivers flow into the sea, they create fertile land along the way.

In Jeollanam-do, 20,000 dolmens or ancient graves compose another World Heritages site. This shows the area had been inhabited since ancient times. A lot of relics were excavated from the old tombs near the Young-san river. In the Shilla age, Jang-bo-go established a sea kingdom around Cheong-hae-jin by taking over the trade roads between Korea, China, and Japan. In addition, the province has Gang-jin, the center for Goryeo celadon porcelain and old temples such as Song-gwang-sa, Hwa-eom-sa, and Dae-dun-sa.
(<http://www.jeonnam.go.kr/>, <http://www.jeonbuk.go.kr/>)

[Jeonju]

Jeonju has been the center of administration, military action, education, industry, as well as culture of Jeolla-do for one thousand years. In the center area of Jeonju such as Jung-ang-dong, Pung-nam-dong, and Jeon-dong, there are still a lot of historical remains. Around the Province Office, there is Pung-nam gate, which served as the gate into the city. There is also the Jeonju guest house, which was used for delegations from the central government. It also has Gyeong-gi-jeon,



which keeps the portal of King Taejo. King Taejo was the founder of the Joseon dynasty. There are the Jeonju historical archive, which used to keep the Joseon Dynasty Annals, and Hyang-gyo, a national educational institute. In addition, there is a folk and the gallery of calligraphy by Song-seong-young.

There is also the Jeon-dong cathedral which was built on the spot where Christians had been executed. It was designed and supervised by a French minister, and 100 Chinese brick workers participated in its construction. The magnificent cathedral built in the Romanesque and Byzantine styles was completed in 1914.

Jeonju is called "the town of art." It was the center of Korean Pan-so-ri, and the tradition goes on with festivals like the Jeolla Art Festival or Jeonju-dae-sa-seup, where artists all over the country compete with each other.

Jeonju is also known for its tasty food. Jeonju-bibim-bap, Kongnamulgukbap, and Korean full-course dinner are the representative dishes. (<http://www.jeonju.go.kr/>)



[Cape Byeon-san National Park]

It is famous for the steep cliffs on the sea side, which were created through erosion by waves for thousands of years, and also for the beautiful scenery at the Jeok-byeok river.

Nae-so-sa nearby is worth visiting as the road leading to the temple is placed in a thick forest of fir trees. If you go through the main gate, Chun-wang-mun, you will find the main building of the temple, Dae-wung-jeon, which was built in mid years of the Joseon dynasty. Wooden plates were assembled to build the building while no nails were used for its construction. The flower patterns on the door frames and the exquisite colors inside the building show the artisans' devotion. There are also legends about the area, and they attract a lot of people.

[Hwa-eom-sa and Nogo-dan in Jiri-san]

In Jiri-san national park, there are a lot of temples. Hwa-eum-sa is one of them. Its cultural value and magnificence is highly acknowledged. Gag-hwang-jeon, Korea's biggest wooden structure shows excellent architectural technology. There is also Korea's biggest stone lamp, and two five-story pagodas stand in the yard in front of Dae-wung-seon. Climbing up through the thickness of camellia flowers from the





back of Gag-hwang-jeon, you will find the Four Lion Pagoda, in which four lions are holding the structure. The pagoda and the stone lamp were created by priest Yeon-gi, who also built the temple, for his mother.

The name of the peak you can see at the back of Hwa-eom-sa is Nogo-dan in Jiri-san. You can drive up to the Sungsam service center and then reach Nogo-dan after hiking for some time. The place is famous for its wild flowers. In April, they have azaleas, and in May royal azaleas cover the highland. Day lilies in June and July and water apricot flowers in August and September create the beautiful scenery there. (<http://www.hwaeomsa.org/>)

[Song-gwang-sa]

Song-gwang-sa, located in the west of Joge-san in Suncheon in Jeollanam-do, is the temple of origin of Joge-jong, the biggest Buddhist order in Korea and highly respected priests in Korea studied there. It was built in later years of Shilla, and also the place where priest Ji-nul started his movement of purification of Korean Buddhism.

The road leading to the temple has valleys with clean water, forests of pine trees, and rolling hills. Following the road, you will come across 50 buildings of different sizes. In each building, you can feel the air from old times, and in Dae-wung-jeon, the colorful paint looks splendid.

On the other side of Joge-san, there is Seon-am-sa. It is good to visit both of the temples. (<http://www.songgwangsa.org/>)

[Bogil-do and Cheongsan-do]

Bogil-do and Cheongsan-do are islands reachable by ship from Wando in Jeollanam-do.

Bo-gil-do has Ye-song-ri beach with black sea pebbles and camellia forest. Se-yeon-jung is a garden where Yoon Seon-do, a famous poet, wrote his "Fisherman's Songs." There is also Dong-cheon-seok-sil, a stone chamber. On this island, you can see camellias everywhere in March and waves of golden barley in May.

Cheongsan-do is green all year round, and a famous movie, Seopyeon-je, was shot there. Stone fences, thatched roof houses, winding village roads, and cows grazing lazily give you the feeling of being in the country and you may not want to leave the place for some time.

You can just set up a tent anywhere on Jiri beach and Sin-heung-ri beach on the island to enjoy swimming and fishing. The best time for

the island is from April through May, when everything except houses and the light house is yellow barleys and blue sea. (<http://korean.visitkorea.or.kr>)

[Boseong Tea Plantation]

Boseong, which is located in the south of Jeolla-do, is the biggest tea producing center in Korea. It is called the town of green tea, and almost looks like a man-made paradise with the green tea field. Tea fields are created around Bot-jae in Hwal-seong-san, and the land is covered with tea fields. You can see the sea and the tea fields together from Da-hyang-gak on the peak of the mountain. There are a lot of tea places in the area. Among them Bot-jae tea place is famous for hand boiling teas, and Mong-jung tea place is known for organic farming of teas. Boseong tea place is also famous for its nearby cedar forest more than 50 years old. (<http://www.boseong.go.kr/>)



6. Gyeongsang-do

Gyeongsangbuk-do neighbors Gangwon-do, Chungcheongbuk-do, Jeolla-buk-do, and the East sea on its east. Gyeongsangnam-do has the sea on its east and south and Jiri-san on its west. In southeast, there is fertile land with the Nakdong river.

Gyeongsangbuk-do has Gyeongju, the capital of Shilla, which is well-known to the world for its highly original and diverse artistic achievements. So-su-seo-won, the first private school in Korea is also in this province, and the scholarship of Yi-hwang, a famous Confucian scholar, is passed down there. An-dong in this province is also famous for its traditional ways of life, and in Pohang, there is the Pohang steel mill, which played an important role in Korean industrialization. The cultural source of Gyeongsangnam-do is Gaya, a country which was developed into an ancient state along with Goguryo, Baekje, and Shilla and lasted for about 500 years.

Jinju in the southwest part is known as a representative town of Confucian tradition along with An-dong. Jo-sik, a Confucian scholar from the area, developed a philosophy of loyalty, and it became a philosophical basis for civilian military activities in the war with Japan during the Joseon dynasty.

Famous tourist places in this province are Hanryeo national marine park, Jiri-san national park, Gaya-san national park, Hae-in-sa in Hapcheon, and Tongdo-sa.

(<http://www.gsnd.net/>, <http://www.gyeongbuk.go.kr/>)

[Gyeongju]

Gyeongju was the capital of Shilla for a thousand years, and one of the representative Korean tourist areas preserving the history of Shilla. The whole city is recognized as a world cultural heritage site by UNESCO. There are big tombs and Cheom-seong-dae observatory in the middle of the city. In the city, you can also visit An-ab pond displaying Shilla's taste for romanticism.

A variety of cultural remains bearing legends and history will make your trip to Gyeongju a trip into the past.

The first recommendation for Gyeongju tour is Gyeongju National Museum. It has diverse exhibition halls and has more than 100,000 pieces of historical artifacts. You can also see a miniature model of the city, and Hwang-yong-sa, the oldest temple in Shilla, is also recreated there. There are also magnificent relics and jewelry from the



royal tombs. Buddhist relics are also exhibited. Outside, you can find the famous bell, Seong-deok-dae-wang-sin-jong, known for having the most beautiful sound in Asia.

Bul-guk-sa is a masterpiece by the people of Shilla, who wanted to create a Buddhist land in Gyeongju. The stone wall holding the temple is what Buddhists call Su-mi-san. They believed that by stepping on the stone, you enter into the Buddha's world. Bul-guk-sa is divided into three sections: Dae-wung-jeon area which can be understood as the world of Seok-ga-mo-ni, Bi-ro-jeon, the world of Bi-ro-ja-na-bul, and Geuk-rak-jeon symbolizing nirvana. In the front yard of Dae-wung-jeon, there are pagodas. One is Da-bo-tap symbolizing Da-bo-yeo-rae, and the other is Seok-ga-tap representing Seok-ga-mo-ni. Inside of Seok-ga-tap, Mu-gu-jeong-gwang-da-ra-ni-gyeong, the world's first wooden press document was discovered.

Seok-gul-am shows the essence of Shilla stone art. It is acclaimed as the highest point of artistic beauty and perfection of the human shape. It was also designated as a world cultural heritage site.

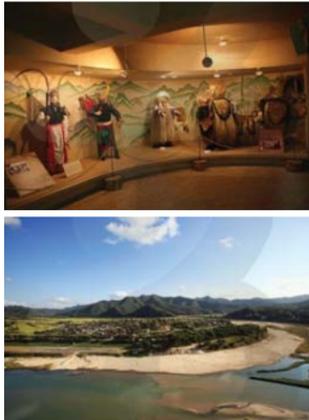
Those in Gyeongju say, "you haven't been to Gyeongju unless you climbed Namsan." For one thousand years, people of Shilla created the world of Buddha there. At first, the people of Shilla without money or power went up to Nam-san and woke up Buddha sleeping in one of the rocks and worked hard on the mountain. 130 temple sites, 60 stone Buddha images, 40 pagodas, and other remains and relics were discovered in the mountain. In Sam-guk-yu-sa, a book of stories from the ancient Three Kingdoms, it is said, "There are as many temples as stars, and as many pagodas as a flock of wild geese." The whole mountain is recognized as a world heritage site.

(<http://guide.gj.go.kr/>)

[An-dong]

Ha-hwoi-ma-eul in An-dong is a village which keeps the traditional Korean ways of life. The whole village is designated as "important folk material" (number 122). Residents of the village still preserve the old ways of life. Representative houses called Yang-jin-dang, Chung-hyo-dang, Buk-chon-daek, Ju-il-jae, and Ha-gong-go-taek are placed in harmony with regular thatched houses right across the road or with fences in between. There are also places for study for scholars like Yok-yeon-jung-sa, Bin-yeon-jeong-sa, and Gyeom-am-jeong and well-preserved schools like Byeong-san-seo-won and Hwa-cheon-seo-dang. The village produced a lot of prominent figures such as Ryu Jong-hye, Ryu Wun-ryong, and Ryu Seong-ryong, which made the village known





as one of the representative villages of nobility in the south. The village has various traditional games and plays which show the townspeople's rich sensibility. Ha-hwoi-byeol-sin-good mask play which was enjoyed by lower middle class people is performed frequently now. Seon-yu fire play was enjoyed mainly by the nobles in the village. Like this, in the village, the culture of the nobles and that of average people coexisted. The village is also famous for Queen Elizabeth of Britain having her birthday party there on her visit. Do-san-seo-won is the largest seo-one, a private educational institute of the Joseon dynasty. It was built by Yi Hwang (1501-1570), one of the representative Confucian scholars, for the purpose of educating his followers. Retiring from the government office, Yi Hwang came back to his hometown An-dong, and devoted his later life to teaching students. After his death, his followers and students built a shrine in memory of him there, and it was expanded to its present size. Yi Hwang's works and other things that he left are exhibited. (<http://www.hahoe.or.kr/>)

[Bu-seok-sa]

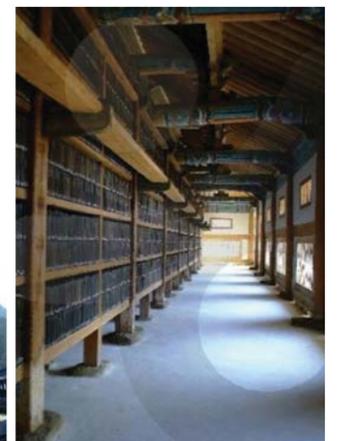
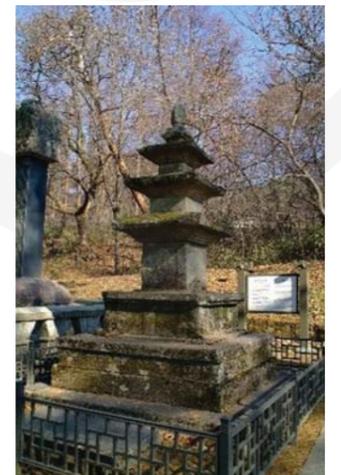
Bu-seok-sa is a temple built by priest Ui-sang in 679 during the reign of King Mun-mu of Shilla. It is located in Youngju, the farthest north city in Gyeong-sang-buk-do, and recognized for its architectural beauty. It has a legend about priest Ui-sang and Seon-myo, whom Ui-sang met in China while studying there. The main building, Mu-ryang-su-jeon has simple and graceful architectural beauty and is visited frequently by those who study architecture. The view of the mountain range from the front yard of the main building is quite impressive. The temple was built of stone at the foot of the mountain. The road leading to the temple is lined by ginko trees and apple trees. Passing through the gates, Il-ju-mun, Sa-cheon-wang-mun, and Jong-ru in a row, you will finally see Mu-ryang-su-jeon, where Ami-ta-bul is kept. Ami-ta-bul is said to be in charge of the land of happiness. Entering the gates and finally reaching Ami-ta-bul can be compared to the process of life leading to the land of happiness in Buddhism. At the back of Mu-ryang-su-jeon, there is a shrine for Seon-myo, who is said to have been in love with Ui-sang, and on its left there is Buseok, whose stone is said to be floating up in the air. Following the mountain road further, you will see Jo-sa-dang, where Ui-sang's picture is displayed. Its mural paintings are known to be the oldest in a wooden building in Korea. (<http://www.pusoksa.org/>)

[So-su-seo-won]

It was built in 1542 during King Jung-jong's reign by Ju-se-bung, a governor of the district Pung-gi in the hometown of An-hyang, a Confucian scholar at the end of the Goryeo dynasty. It was the first private educational institute in Korea. It has a large classroom, dormitories, a library, and a shrine for Mun-seong-gong. Valuable relics and historical materials are also kept here. In the north, in Youngju in Gyeongsangbuk-do, a village of scholars has recently been reconstructed exactly like the original one. (<http://sobaek.knps.or.kr/>)

[Hae-in-sa]

This temple, which is well known for having Pal-man-dae-jang-gyeong, Tripitaka, was built in King Ae-jang's reign in Shilla, and has 50 buildings including Jang-gyeong-gak, built in the early Joseon. Pal-man-dae-jang-gyeong is kept in Jang-gyeong-gak. Studies on the design of the building are actively going on because for the 750 years of its preservation of Pal-man-dae-jang-gyeong, almost no damage was made to the wooden plates. Jang-gyeong-gak's four buildings face southwest and are placed on the foot of Gaya-san. Wind from the valleys of the mountain go through the place. It looks like a humble wooden warehouse outside, but its window lattice in different sizes has the secret of excellent ventilation. On the inside floor, charcoal, calcium oxide, salt and sand are spread to control the humidity. It was designated as a world cultural heritage site by UNESCO in 1995. (<http://www.haeinsa.or.kr/>)



[Geo-je/Tong-young]

Tong-young and Geo-je are in Hanryeo national marine park, and have a lot of remains of Im-jin-wae-ran, the war with Japan in 1592. Tong-young is a beautiful port, and about 40 islands including Mi-reok-do and Han-san-do float on the sea like a picture near Tong-young. It has remains of the sea battles in which Admiral Yi Sun-sin gained victories over the Japanese navy in Im-jin-wae-ran. Tong-je-young, the headquarters of the Korean navy, was built there. Geo-je used to be an island, but now it is connected to Tong-young with a bridge, which makes transportation easy and convenient. Geo-je has about 60 islands, and with the emerald color of the sea, winding coast lines and small islands nearby, it is becoming an excellent place for sightseeing. Hae-geum-gang and Ui-do, which are also said to be beautiful like Mt. Geum-gang in the north part of Korea, are crowded with tourists all year round. (<http://tour.geoje.go.kr/index.sko>)

[Tong-do-sa]

Tong-do-sa is a temple located in Young-chuk-san. It is about one thousand years old, and keeps some of the remains of Buddha. It is one of the three temples which represent the main three principles of Buddhism as well. The temple was built in 646, the 15th year of Queen Seon-deok's reign in Shilla by priest Ja-jang. He brought Buddha's remains from his journey of spiritual training in Dang of China, and built the temple. It is said that since then the light offered to the Buddha's altar in the temple has never been extinguished for 1300 years. The temple does not have an image or statue of Buddha, but instead, it has an altar. In the stairs of the main shrine, the remains of Buddha are kept. The temple has the most Buddhist relics (43 kinds) among Korean temples, and the Seong-bo museum in the temple is the only Buddhist painting museum in Korea. (<http://www.tongdosa.or.kr/>)

[Jiri-san]

This mountain ranges in Ham-yang, San-cheong, and Ha-dong in Gyeongsangnam-do as well as Namwon and Gurye in Jeollabuk-do. It is one of the representative mountains in Korea along with Mt. Geum-gang and Mt. Halla. The mountain range originates from Mt. Baek-du in the northern part of Korea, and becomes high again at

Mt. Jiri. It is blocked by the Seom-jin river in the South. The highest peak is Cheon-wang-bong, which is 1915 meters high from sea level, and is the second highest in South Korea. The mountain has a large number of temples in the valleys. On the west, there is Hwa-eom-sa and Chun-eon-sa, and on the south, it has Sang-ge-sa. On the north, there is Beob-ge-sa and Sil-sang-sa, and on one of the mountain sides, there is Chil-bul-sa. The mountain was designated as National Park number 1 on December 29, 1967. It is the biggest among other national parks in Korea such including Gyeongju, Geryong-san, Hanryeo marine park, Nae-jiang-san, and Gaya-san. (<http://jiri.knps.or.kr/>)

[Cherry Blossoms in Hwa-ge-sim-ri and the Seom-jin river]

If you want to enjoy Korean natural beauty, the Seom-jin river can be a good place. In April every year, the road leading to Sang-ge-sa in Ha-dong in Gyeongsangnam-do near the river is covered with cherry blossoms. Sang-ge temple is known as the first place to cultivate tea in Korea, and the road to the temple is the most famous place for cherry blossom scenery in Korea. It is not just cherry blossoms that make the place special. In harmony with nature around it, the cherry blossom road becomes indescribably beautiful. You can also taste fragrant vegetables from the area, and other regional food like Eon-eo-hwoe (a raw fish dish), Je-cheob-guk (a shellfish soup), and Cham-ge-tang (a crab dish) are also good. The Seom-jin-river is an archetypal river to Koreans. The 28 kilometer river road from Padori in Toji-myeon in Gurye to Ha-dong port is one of Korea's most beautiful flower roads and is a good scenic drive. In spring the road is embellished with apricot, cherry, and plum blossoms. In summer, it becomes splendid with crape myrtles. Its autumn scene with dancing eulalias is quite impressive as well. (<http://www.gwangyang.go.kr/>)



7. Jeju-do

Jeju-do is the best place for traveling and touring in Korea. As the expression about this volcanic island, "the most beautiful island on the earth" indicates, Jeju-do has outstanding natural beauty and rich historical remains.

Sam-seong-hyeol is the origin of the myth that three gods came out of the earth and created Jeju. Remains from the Stone Age were found all over the island. There was an independent country on this island called "Tamra." In the Goryeo dynasty, the name was changed to Jeju, and the island went under rule of the central government. In the Joseon dynasty, the island was famous for tangerines, horses, and other exotic goods.

Jeju has volcanoes and special soil, and is best for tourism due to the mild climate, tropical plants, and its unique culture. As transportation to the island is very convenient, it became popular as an international tourist destination. (<http://www.jeju.go.kr/>)

[Mt. Halla and O-reum]

Mt. Halla covers most of Jeju island, forming slopes around the towering center. The mountain is the first thing the residents of Jeju see coming out of their houses to start the day. Mt. Halla is an extinct volcano. On the top, the crater (Baek-rok-dam) is filled with water, and the mountain provides diverse vegetation at different heights.

Jeju island is full of O-reum, mountains created with lava after a volcanic eruption. The number of O-reum on the island is 368, which is the highest in the world. Traveling on the island, you will see O-reum of various sizes and shapes at the foot of Mt. Hall. O-reum is big part of the locals' lives and they are buried in O-reum when they die.

There is a saying that O-reum can be a way to understand the life of the people in Jeju.

Jeju has a lot of deposits of water, but the water does not flow on the surface. It is in craters or gushes out at the sea shore. That is why waterfalls, such as Cheon-ji, Jeong-bang, Cheon-je-yeon, are near the shore. (<http://www.hallasan.go.kr/>)



[Sam-seong-hyeol and Gwan-deok-jeong]

Sam-seong-hyeol is where Tamra, the old kingdom on Jeju, started. According to the myth, three gods (Go, Yang, and Bu) came out from three holes and became progenitors of the Jeju people. At first, they hunted, ate raw meat, and wore leather clothes. After they married three princesses from main land, they began to grow plants.

The road leading to this place is covered with about 70 kinds of rare trees. The trees almost block the sky and gives you the feeling that you are in a forest of gods.

Gwan-deok-jeong near Sam-seong-hyeol is the center of Jeju, where government buildings used to be and the governor had talks with the residents to make decisions about the island. Dol-ha-rue-bang, stone statues of an old men, on each corner of the site is an important cultural artifact, which shows the uniqueness of Jeju.

(<http://www.samsunghyeol.or.kr/>, <http://cyber.jeju.go.kr/>)

[Seong-san-il-chul-bong and Wu-do]

At the east end of the island, there is Seong-san, a hill, which is famous for its sunrise. The height is just 182 meters, but it looks like a big fortress at sea. Stairs lead to the top, where the crater of about 80,000 pyeong is surrounded by 99 peaks like a crown. People climb the hill to see the sunrise at dawn.

After a 20 minute trip on a boat from the port next to Seong-san, you can reach an island called Wu-do. It was named Wu-do (Cow island) because it looks like a cow. It has the reputation of being the most beautiful island within Jeju which is already a beautiful island. Splendid sea views, green pastures, stone fences winding along the farm roads and sounds of women divers going to work make this island special. (<http://cyber.jeju.go.kr/>)



Part 04.
Appendix

Chapter I. Immigration Offices

Immigration Office	District	Number
Busan	Busan (except, Gimhae Airport, Gancheon Port, Dadaepo Port), Gyeongnam Kimhae, Yangsan City, Milyang City.	(051)461-3030~4
Busan	Busan Kimhae International Airport	051-979-1321
Busan	Gancheon Port, Dadaepo Port	051-254-3917
Chungbuk	Chungbuk, Chungju International Airport	043-236-4901
Chungnam	Chungnam (except Seosan City, Taean-goon, Dangjin-goon, Hongsung-gun, Janghang Port, Boryung Port)	042-254-8811
Chungnam	Chungnam Seosan City, Taean, Dangjin-goon, Hongsung-goon, Janghang Port, Boryung Port (except Pyungtaek Port)	041-681-6181
Daejeon	Daejeon	042-254-8811
Daegu	Daegu	053-980-3505
Gangwon	Gangwon (except Donghae City, Gangreung City, Samchuck City, Taebaek City, Jungsun-goon, Sokcho City, Yangyang-goon, Gosung)	033-244-7351
Gangwon	Gangwon Donghae City, Gangreung City, Samchuck City, Taebaek City, Jungsun-goon	033-535-5721
Gangwon	Gangwon Sokcho City, Yangyang, Gosung	033-636-8613
Gyeongbuk	Gyeongbuk (except Pohang City, Uljin, Yungduk, Ulreung)	053-980-3505
Gyeongbuk	Gyeongbuk Pohang City, Uljin-goon, Yungduk-goon, Ulreung-goon	054-247-2971
Gyeonggi	Gyeonggi Euijungbu City, Dongdoochun City, Guri City, Goyang City, Namyangju City, Pajoo City, Yangju-goon, Yeonchun-goon, Pochun-goon, Gapyeong-goon.	031-828-9499
Gyeonggi	Gyeonggi Goonpo City, Euiwang City, Suwon City, Yong-in City, Osan City, Yicheon City, Ansung City, Hwasung City, Pyungtaek City, Kwangju City, Yangpyung-goon, Yeohju-goon.	031-278-3316~7
Gyeonggi	Gwangmyung City, Sunnam City, Anyang City, Hanam City, Gwachun City	02-2650-6212
Gyeonggi	Osan Military Air Station	031-666-2677
Gyeonggi	Pyungtaek Port, Dangjin Port	031-683-6937
Gyeongnam	Gyeongnam (except Kimhae City, Milyang City, Yangsan City, Tongyung City, Sacheon City, Guhjae City, Namhae-goon, Hadong-goon)	055-222-9272
Gyeongnam	Gyeongnam Guhjae City	055-681-2433

Gyeongnam	Gyeongnam Sacheon City, Namhae-goon, Hadong-goon	055-835-4088
Gyeongnam	Gyeongnam Tongyung City	055-645-3494
Incheon	Incheon (except Incheon International Airport)	032-890-6300
Incheon	Incheon International Airport	032-740-7014~9
Jeju	Jeju Island	064-722-3494
Jeonbuk	Jeonbuk (except Goosan City)	063-245-6161
Jeonbuk	Jeonbuk Goosan City, Janghang Port, Goosan US Air-force Station	063-445-2581
Jeonnam	Jeonnam Yeosu City, Soonchun City	061-684-6971
Jeonnam	Jeonnam Gwangyang City	061-792-1139
Jeonnam	Jeonnam Mokpo City, Wando-goon, Shinan-goon, Mooan-goon, Jindo-goon, Yung-am-goon, Haenam-goon	061-282-7294
Jeonnam	Jeonnam (except Mokpo City, Wando-goon, Shinan-goon, Mooan-goon, Jindo-goon, Yung-am-goon, Haenam-goon, Yeosu City, Soonchun City, Gwangyang City)	062-381-0015
Seoul	Seoul (except Jongno-gu, Joong-gu, Eunpyung-gu, Dongdaemun-gu, Joong-rang-gu, Dobong-gu, Sungbook-gu, Gangbook-gu, Nowon-gu)	02-2650-6212
Seoul	Jongno-gu, Joong-gu, Eunpyung-gu, Dongdaemun-gu, Joong-rang-gu, Dobong-gu, Sungbook-gu, Gangbook-gu, Nowon-gu	02-732-6214
Seoul	Kimpo International Airport	02-2664-6202
Seoul	Korea City Air Terminal	02-551-6922
Ulsan	Ulsan	052-261-7545

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Embassy	Telephone	Address	Web site
Australia	(02) 2003-0100	11th Fl, Kyobo Building, 1 Jongno 1-Ga, Jongno-Gu, Seoul	http://www.southkorea.embassy.gov.au
UK	(02) 3210-5500	4 Jeong-dong, Jung-Gu, Seoul, Korea 100-120	http://www.britishembassy.gov.uk
Canada	(02) 3783-6000	16-1, Jeong-dong, Jung-gu, CPO Box 6299, Seoul, Korea 100-662	http://www.dfait-maeci.gc.ca/world/embassies/korea
Canada (Consulate)	(051) 204-5581	c/o Dongsung Chemical Co., Ltd., 472 Shin Pyung-dong, Saha-gu, Busan 604-721	
Ireland	(02) 774-6455	15F. Daehan Fire & Marine Insurance Bldg., Namchang-dong, Chung-ku Seoul 100-778	http://www.irelandhouse-korea.com
New Zealand	(02) 3701-7700	15th fl, Kyobo Building, Chongno 1-ga, Jongno-Gu, Seoul 110-110	http://www.nzembassy.com
South Africa	(02) 792-4855	1-37 Hannam-dong, Yongsan-gu, Seoul 140-884	http://www.southafrica-embassy.or.kr
US	(02) 397-4114	32 Sejongno, Jongno-gu, Seoul 110-710	http://korean.seoul.usembassy.gov

Government	Telephone	Homepage
Seoul	(02) 120	http://www.seoul.go.kr
Busan	(051) 120	http://www.busan.go.kr
Daegu	(053) 803-0114	http://www.daegu.go.kr
Incheon	(032) 440-2114	http://www.incheon.go.kr
Gwangju	(062) 613-2114	http://www.gwangju.go.kr
Daejeon	(042) 600-3114	http://www.daejeon.go.kr
Ulsan	(052) 229-2000	http://www.ulsan.go.kr
Gyeonggi	(031) 249-3000	http://www.gyeonggi.go.kr
Gangwon	(033) 254-2011	http://www.provin.gangwon.kr
Chungbuk	(043) 220-2114	http://www.chungbuk.go.kr
Chungnam	(042) 220-3114	http://www.chungnam.go.kr
Jeonbuk	(063) 280-2114	http://www.jeonbuk.go.kr
Jeonnam	(061) 247-0011	http://www.jeonnam.go.kr
Gyeongbuk	(053) 959-0114	http://www.gyeongbuk.go.kr
Gyeongnam	(055) 211-2651	http://www.gyeongnam.go.kr
Jeju	(064) 710-2114	http://www.jeju.go.kr/

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Chapter IV. Airport Contact Information

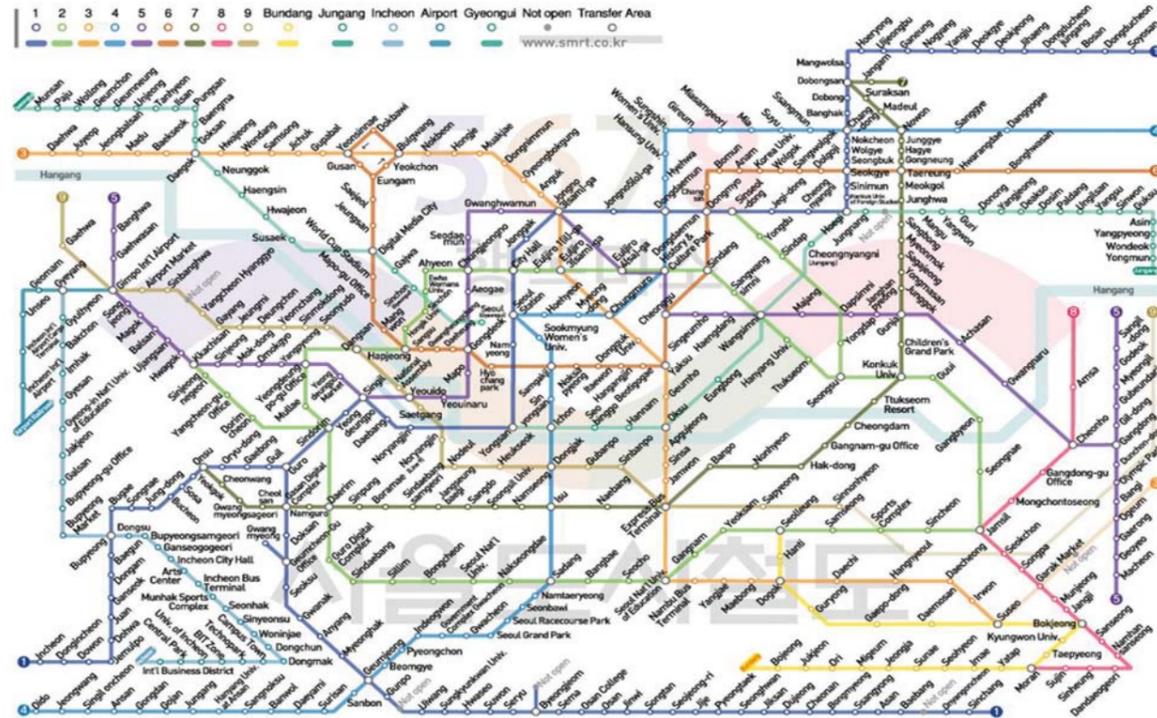
Airport	Telephone	Web site
Incheon	1577-2600	http://www.seoul.go.kr
Gimpo	02-2660-4461	http://www.airport.or.kr
Gimhae	051-974-3774(Domestic) 051-974-3772(International)	http://gimpo.airport.co.kr
Jeju	064-797-2525	http://jeju.airport.co.kr
Daegu	053-980-5290	http://daegu.airport.co.kr
Gwangju	062-940-0214	http://gwangju.airport.co.kr
Ulsan	052-288-7011	http://ulsan.airport.co.kr
Cheongju	043-210-6114	http://cheonngju.airport.co.kr
Yangyang	033-670-7114	http://yangyang.airport.co.kr
Yeosu	061-683-7997	http://yeosu.airport.co.kr
Mokpo	061-683-7997	http://mokpo.airport.co.kr
Sacheon	055-852-0768	http://sacheon.airport.co.kr
Pohang	054-289-7399	http://pohang.airport.co.kr
Gunsan	063-469-8345	http://gunsan.airport.co.kr
Wonju	033-344-3311	http://wonju.airport.co.kr

Chapter V. Map of Korean Peninsula

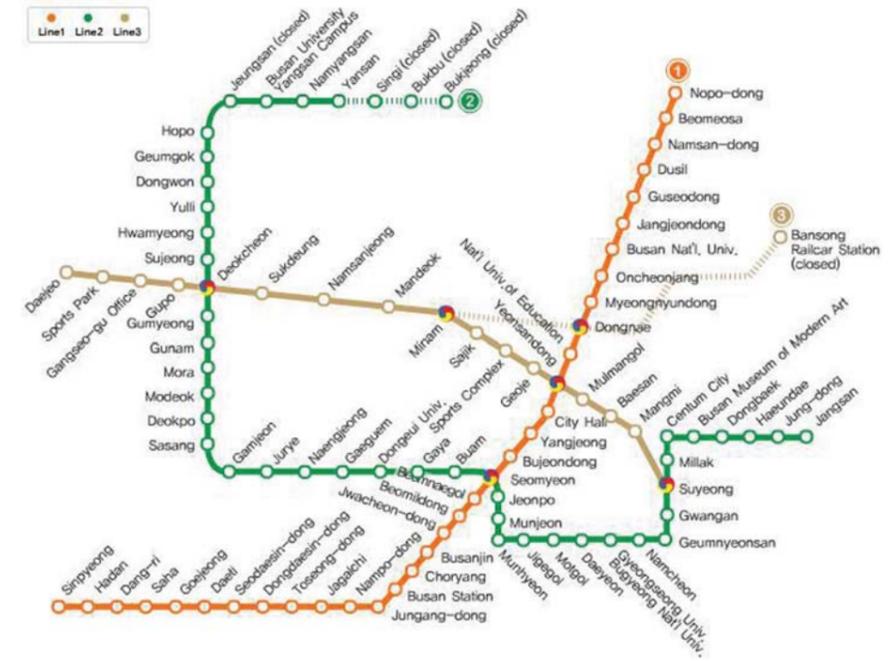


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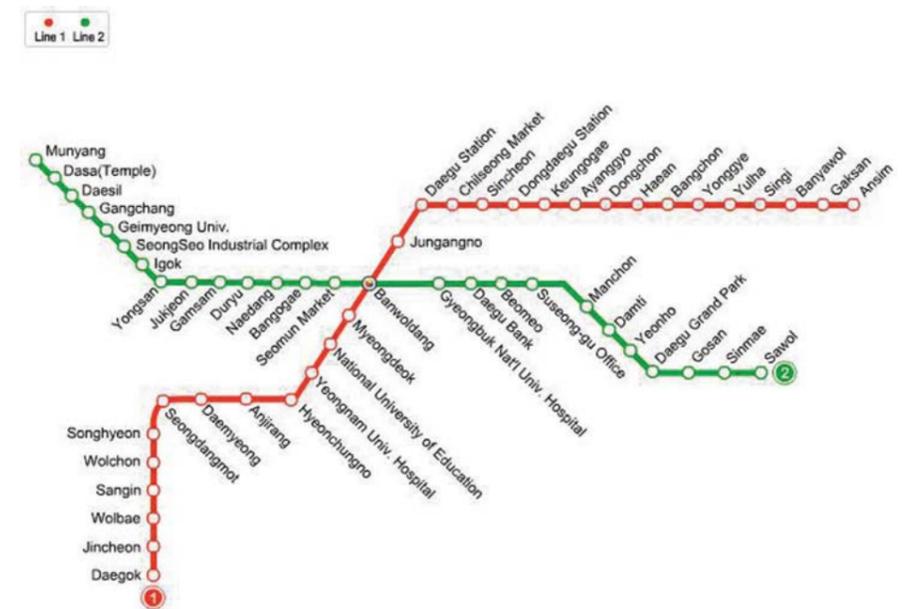
1) Seoul / Incheon / Gyeonggi



2) Busan



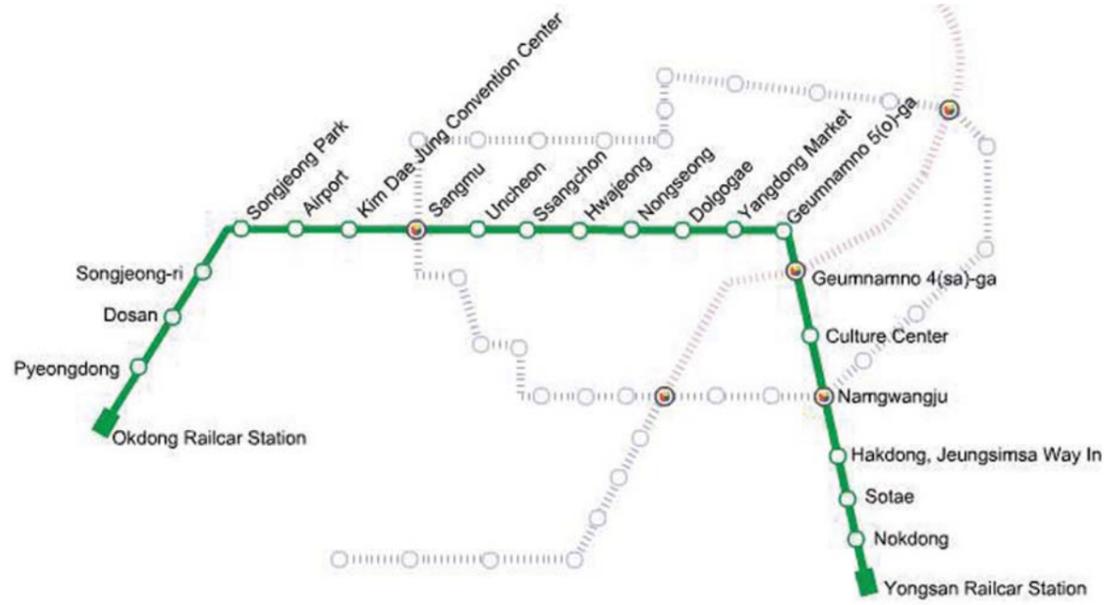
3) Daegu



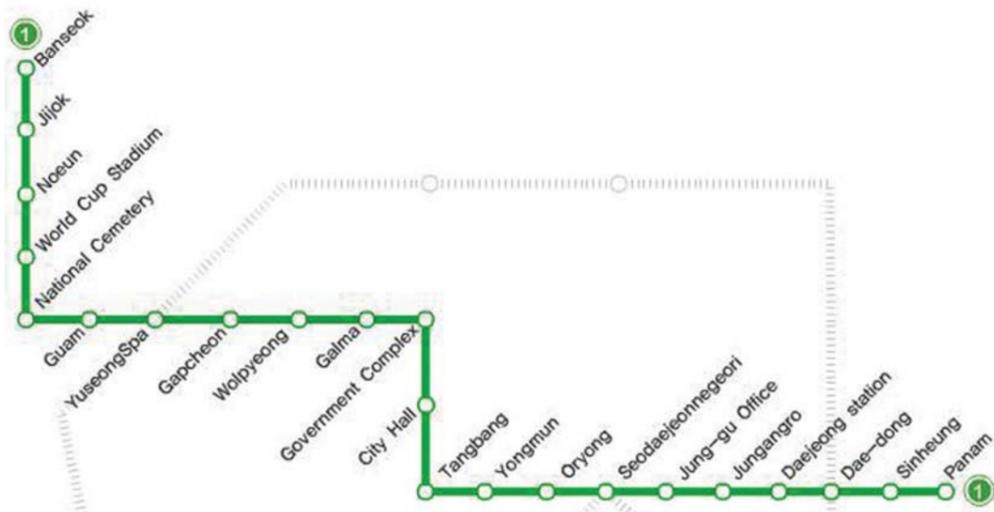
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4) Gwangju



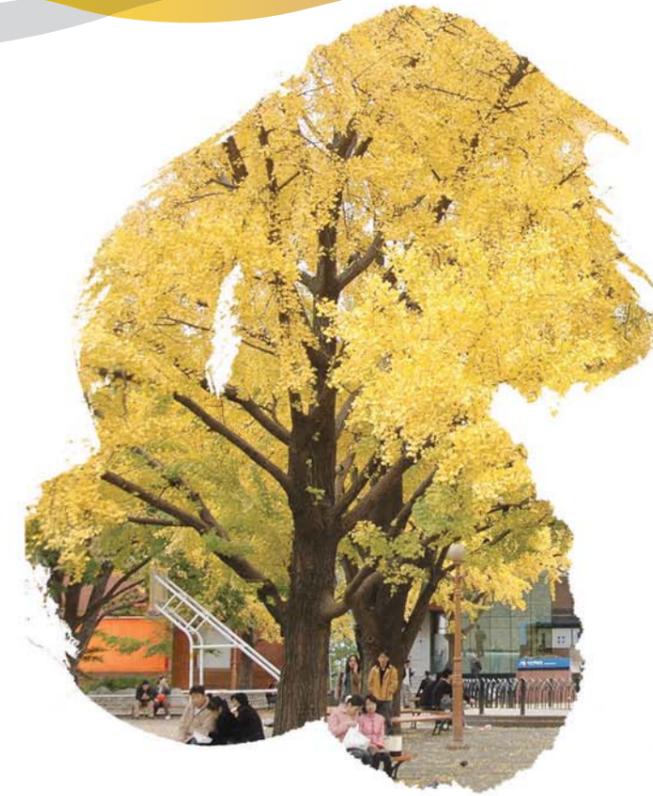
5) Daejeon



Section 2



Things to Know as a Guest English Teacher



The curriculum, announced as the National-Level Curriculum, aims to accomplish the educational objectives and goals of elementary and secondary schools according to Paragraph 2 of Article 23 in the Elementary and Secondary Educational Law. The curriculum presents the general standards that elementary and secondary schools need to organize and implement. The characteristics of the curriculum are as follows:

1. It simultaneously aims for national unity and individual diversity.
2. It is student-centered and facilitates students' autonomy and creativity.
3. Students, parents, teachers, schools, and offices of education cooperate to develop the optimal curriculum for students.
4. It intends to make a curriculum-centered school education system.
5. It aims to maintain and control the quality of processes and products of public education in Korea.

1. An Educated Person Cultivated by the Curriculum

Education in Korea aims to assist every citizen in developing the character and skills necessary for being an independent citizen under the humanitarian ideal, taking responsibility for the welfare of the country, and for all mankind.

This curriculum seeks to develop a well-educated person that:

- 1) seeks to develop his/her own individuality on the basis of a well-rounded personality.
- 2) is able to cultivate creativity as well as seek and apply knowledge and skills.
- 3) explores a career path with liberal knowledge and understanding.
- 4) creates new values based on Korean cultural heritage.
- 5) is committed to improving the community as a citizen.

2. General Framework of the Curriculum

The curriculum of the Republic of Korea is designed to:

- 1) help students understand and actively respond to social changes.
- 2) follow systems of the National Common Core Curriculum with an Elective-Centered Curriculum.
- 3) optimize the standards of the subject areas for in-depth learning.
- 4) provide different areas of learning and diverse teaching and learning methods according to students' abilities, aptitudes, and interests.
- 5) promote the autonomy of local schools in organizing and implementing their own curriculum.
- 6) establish a curriculum assessment system in order to improve the quality of education.

The curriculum establishes objectives for each school level in order to realize a model human being.

1. Goals of Elementary School Education

Students are expected to achieve basic academic and life skills, when they finish their elementary school education.

Through elementary school education, students are to:

- 1) develop a physically and mentally healthy identity.
- 2) develop basic life skills and be able to express their feelings and thoughts through various communication tools.
- 3) explore their interests and potentials.
- 4) inherit and appreciate Korean cultural heritage and traditions.
- 5) form healthy living habits and a love of neighbors and the country.

2. Goals of Middle School Education

Middle school students continue to develop academic and life skills, and are expected to achieve qualities and capacities as citizens of a democratic society. Through middle school education, students are to:

- 1) build sound bodies and minds and to be provided with rich experiences to explore the self.
- 2) acquire basic knowledge and problem-solving skills necessary for learning and living and to be able to express their feelings and thoughts in a creative manner.
- 3) explore career paths with a background of knowledge and experience in various fields.
- 4) be proud of their Korean cultural heritage and traditions and be willing to further develop them.
- 5) understand the value and basic principles of democracy and be familiar with a democratic way of living.

3. Goals of High School Education

High school education aims to nurture students with the different skills they need for the future, and with properties of global citizenship. Through high school education, students should:

- 1) cultivate a sound body and mind, and discover their own values and outlook on life.
- 2) be able to think, reason, and criticize in creative ways.
- 3) pursue a broad-based foundation of knowledge and skills for further education and career development according to their own interests and talents.
- 4) preserve and spread Korean culture and traditions in a global society.
- 5) contribute to the construction and development of a national community and develop awareness and values as world citizens.

Part 01.

The School Curriculum of Korea



1. Characteristics

As the interaction among countries is increasing in diverse areas, interdependence among countries is deepening. As a result, along with international competition, international cooperation is becoming more important. Due to the development of information technology, a move towards a knowledge and information-based society requires all components of society, from individuals, to corporations, to government agencies, to be able to understand and communicate knowledge and information.

English, being the most widely used language, is playing an important role in the communication and bonding between people of different native languages. For elementary and secondary school students who must live in the future, the ability to communicate in English is an essential skill that they must learn at school. To contribute to the nation and society, to show leadership as a cosmopolitan citizen, and to enjoy a wide range of cultural activities, the ability to understand and use English is essential. The ability to communicate in English will act as an important bridge connecting different countries, and will be the driving force in developing our country, forming trust among various countries and cultures.

English, at the elementary school level, should focus on developing in the students the ability to understand and express basic language used in everyday life, which is the basis of communication. Technical aspects of language, especially spoken language, are essential. With regard to written language education, students should be able to read and write simple works in English which are composed in connection with spoken language education. In secondary school, Eng-

lish education, based on the English taught at the elementary level, stresses a basic ability in English, in order to understand foreign cultures and cultivate the potential to live in the world of the 21st century.

The character of each student should be considered for English education in elementary schools. Elementary students have strong curiosity, and the experiences of their daily lives deeply affect their ideas and actions. Therefore, the teaching and learning activities in English will be more effective if they are comprised of real life activities where students can experience the joy of discovery through personal experience. Although elementary students learn easily, because they have weak long-term memory and can focus their attention for only a short period of time, appropriate pedagogy should be applied to teaching and learning English. Various interesting educational media such as multimedia resources and information and communications technology (ICT), should be properly used.

On the other hand, in secondary schools, the interest that students have developed in English since elementary school should be continually encouraged, while developing the basic ability to communicate in English. At the same time, students should be exposed to a variety of educational experiences which can develop their fluency and accuracy. Therefore, teaching and learning methods that stress the acquisition of language should be applied in order to let the students become the center of English classes.

The different learning ability of individual students should be considered in the English class-

es at the elementary and secondary school levels, and different levels of lessons should be conducted according to each school's circumstances. In-class exercises and activities should be stressed to enable students to carry out self-initiated study.

2. Goals

The goal of the Curriculum is to cultivate the basic ability to understand and use English in everyday life. Moreover, it is to present a correct perception of foreign cultures in order to develop our own culture and introduce it to other countries. In order to achieve this, the Curriculum must first build a basis to promote the interest and confidence in English for students who are to receive life-long education. Second, we must foster the ability to communicate in everyday life and about ordinary topics. Third, we must foster the ability to understand diverse foreign information and make full use of it. Finally, by understanding foreign cultures, students may more properly understand our own culture and acquire a correct perspective.

The goal of elementary English is to increase students' interest in English and foster their basic ability to understand English and express themselves in English.

Fostering the ability to communicate in English is an important goal of English education. However, education in the humanities is also important, so the lessons should help students to cultivate sound morality and independent spirit of citizenship. Also, proper understanding of foreign cultures, an international appreciation, and a cooperative spirit as a cosmopolitan citizen should be developed.

- 1) Acquire interest in English.
- 2) Build confidence in the basic use of English.
- 3) Build a foundation for basic communication in English in everyday life.
- 4) Understand foreign customs and cultures through English education.

Based on the English learned in elementary school, secondary school English should cultivate in the students the ability to understand and communicate in English about general topics in daily life.

- 1) Understand the necessity to communicate in English.
- 2) Effectively communicate in daily life and about general topics.
- 3) Understand diverse foreign information in English, and put it into practical use.
- 4) Through English education, appreciate diverse cultures and introduce our culture in English.

Part 01. The School Curriculum of Korea



3. Contents

1) Content Structure

A. Language functions

Gradually foster the four language skills: listening, speaking, reading, and writing. Also, build the ability to integrate the four skills.

Language Functions	Language Classification	Phonetic Language	Phonetic Language
Comprehension		Listening	Reading
Expression		Speaking	Writing

B. Communication activities

Communication activities are comprised of phonetic and written language activities.

Communication Activities	Contents
Phonetic Language Activities	<ul style="list-style-type: none"> - For phonetic language activities, refer to items in [Appendix 2] 'Functions of communication and examples'. - From 'Functions of communication and examples', use appropriate examples to obtain the goals of respective grades.
Written Language Activities	<ul style="list-style-type: none"> - For written language activities, refer to items in [Appendix 2] and [Appendix 4], 'Language forms necessary for communication'.

C. Language materials

For natural language functions, refer to the content, language, vocabulary, and length of a single sentence below.

Domain	Contents
Materials	<ul style="list-style-type: none"> - Refer to 'Materials' in [Appendix 1], and use the appropriate one. - Materials which induce learning motivation, considering the student's interests, needs, and intellectual ability. - Materials based on topics, circumstances, and lessons. - Appropriate for achieving objectives. - Appropriate for interaction. - Appropriate for understanding English-speaking and non-English-speaking cultures

Language	<ul style="list-style-type: none"> - Language which induces natural language acquisition and practical communication - Language often used in daily life. - Language which considers levels of knowledge. - Language conducive to relations between sounds and letters, distinguishing between sounds and meanings, connecting of words, phonetic changes depending on the speed of speech and/or other circumstances, and natural speech
Vocabulary	<p>The number of new words each grade may use is the following.</p> <p>Grade Three: within 120 words Grade Four: within 120 words Grade Five: within 140 words Grade Six: within 140 words (Sum: within 520 words) Grade Seven: within 170 words Grade Eight: within 280 words Grade Nine: within 390 words Grade 10: within 450 words (Sum: within 1,290 words) (Total: within 1,790 words)</p>
Length of a Single Sentence (words)	<p>Grades Three and Four: within seven Grades Five and Six: within nine (except 'and', 'but', and 'or')</p>

2) Achievement Standards

<Third grade>

A. Listening

- discern the sounds, stresses, rhythm, and intonations of English.
- understand vocabulary about familiar objects.
- understand commonly used expressions such as greetings.
- act according to easy and simple commands of one or two sentences.
- listen to one or two sentences and choose the appropriate picture.
- listen to and understand easy and simple songs or chants.
- listen to and understand simple and easy games.
- understand basic conversations about personal daily life.

B. Speaking

- correctly pronounce the stresses, rhythm, and intonations of English.
- say the names of familiar objects.
- use greetings and commonly used expressions.
- look at real objects or pictures, and explain them in one sentence.

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The School Curriculum of Korea



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- (e) make simple questions and answers about individuals' daily lives.
- (f) sing along with easy and simple chants and song.
- (g) participate in simple games.
- (i) introduce themselves with one or two sentences.

C. Reading

- (a) discern the printed alphabet in capital and small letters.
- (b) understand the relationship between sounds and spellings.
- (c) read along with easy and simple words.
- (d) understand easy and simple words through pictures, objects, and actions.

D. Writing

- (a) write the alphabet in capital and small letters.
- (b) write orally acquired words.

<Fourth grade>

A. Listening

- (a) understand simple conversations about daily life.
- (b) understand simple speeches about surrounding objects and people.
- (c) follow easy and simple commands.
- (d) listen to simple conversations and understand where and when they occur.
- (e) listen to and understand easy and simple role plays.
- (f) listen to simple, clear instructions, and carry out simple tasks.
- (g) listen to and understand simple speeches about the past.

B. Speaking

- (a) ask and answer questions about daily life using easy and simple expressions.
- (b) look at objects or pictures and explain them in one or two sentences.
- (c) talk about surrounding objects and people in a couple of sentences.
- (d) give one- or two-sentence commands.
- (e) participate in simple role plays, and act and talk appropriately.
- (f) speak briefly about the past.

C. Reading

- (a) understand the general relationship between sounds and spellings.
- (b) read aloud easy and simple words.
- (c) read and understand easy and simple words and phrases.
- (d) find and read words and phrases after listening to them.
- (e) read along with easy and simple sentences.

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D. Writing

- (a) listen to and write easy words based on the relationship between sounds and spellings.
- (b) write a word that describes an object or a picture.
- (c) copy short and easy words.

<Fifth grade>

A. listen to a simple speech or dialogue and understand the order of events.

- (a) listen to a simple speech or dialogue and understand the order of events.
- (b) listen to and understand the main points of a simple speech or conversation.
- (c) listen to a simple speech or dialogue, and understand the situation.
- (d) understand simple telephone conversations.
- (e) listen to and understand explanations about objects and pictures.
- (f) listen to simple instructions and carry out the task.

B. Speaking

- (a) make appropriate questions and answers to a situation using simple expressions.
- (b) listen to a short speech and dialogue and talk about the main idea.
- (c) speak briefly about a simple picture or situation according to the order of events.
- (d) make an order or request in two or three consecutive sentences.
- (e) carry on a simple telephone conversation.

C. Reading

- (a) read aloud easy and simple sentences.
- (b) read and understand easy and simple sentences.
- (c) read aloud according to English stress, rhythm, and intonation.
- (d) read names of familiar objects and signs in the environment.

D. Writing

- (a) write easy words and phrases.
- (b) look at objects and pictures and write a sentence, using an example sentence as a guide.
- (c) write capital and small letters in print and with punctuation.

<Sixth grade>

A. Listening

- (a) listen to simple speeches or conversations, and understand the main idea.
- (b) listen to simple speeches or conversations, and understand the details.
- (c) listen to simple speeches or conversations and understand the intention or the purpose.
- (d) listen to what will happen and understand it.

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- (e) understand simple conversations in which the speakers ask for reasons and reply.
- (f) understand simple speeches or conversations about contrasting objects.
- (g) understand a simple telephone conversation and write down requested information.

B. Speaking

- (a) listen to simple speeches or conversations about daily life, and ask and answer questions about the details.
- (b) carry out a simple telephone conversation.
- (c) speak briefly about themselves and familiar objects in the environment.
- (d) answer questions related to daily life.
- (e) speak briefly about the future.

C. Reading

- (a) read a short and easy writing about daily life and understand the main idea.
- (b) read and understand a short writing about one's personal life.
- (c) read and understand a short writing with a table.
- (d) read an easy story and summarize it.

D. Writing

- (a) write a sentence about a daily life story with words and phrases.
- (b) write a short birthday card and a thank-you card.
- (c) write a short and simple text about self and family using an example sentence as a guide.

<Seventh grade>

A. Listening

- (a) understand the speakers' feelings and emotions by listening to the accents and intonation.
- (b) listen to speeches and conversations about daily life, and understand the main points.
- (c) listen to and understand speeches and conversations about the past, present, and future in daily life.
- (d) listen to speeches and conversations about daily life, and understand the details.
- (e) listen to simple speeches or conversations, and understand the order of the events.
- (f) listen to speeches or conversations from daily life, and understand the situations, and the relationships of the speakers.
- (g) listen to speeches or conversations from daily life, and carry out the tasks.

B. Speaking

- (a) describe in a simple way surrounding objects and people.
- (b) in order to solve simple tasks, exchange information with others.
- (c) after listening to speeches or conversations from daily life, talk about the main idea.
- (d) talk about events in daily life in the order of their occurrence.
- (e) read a short story about daily life, and talk about the cause and result.
- (f) talk about one's experiences or plans.

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C. Reading

- (a) look up words or phrases in a dictionary, and understand them.
- (b) read a short story about daily life, and understand the main idea and the summary.
- (c) read and understand charts about daily life.
- (d) read a simple story introducing an individual's life, and understand it.
- (e) read a short story of daily life, and understand the details.
- (f) read a short story of daily life, and understand the cause and result.
- (g) read a short story, and discover the meaning of unfamiliar words or phrases.
- (h) read a short story, and understand the order of development within it.

D. Writing

- (a) copy the dictation of a studied sentence.
- (b) write answers to factual questions about oneself or one's family.
- (c) write the alphabet's capital and small letters in cursive.
- (d) complete a sentence by inserting a word or a phrase.
- (e) by referring to an example sentence, write about an object or picture.
- (f) write a sentence using correct spelling and grammar.

<Eighth grade>

A. Listening

- (a) understand speeches or conversations about general topics.
- (b) listen to speeches or conversations about general topics, and understand the main idea and summary.
- (c) listen to speeches or conversations about general topics, and understand the intention of the speaker.
- (d) listen to speeches or conversations about general topics, and understand the details.
- (e) listen to speeches or conversations about general topics, and understand the situation by grasping the interconnection.
- (f) listen to speeches or conversations about general topics, and understand the cause and the result.
- (g) listen to speeches or conversations about general topics, and understand the speakers' attitudes or emotions.
- (h) listen to speeches or conversations about general topics, and carry out the task.

B. Speaking

- (a) make a simple description about a person one admires or likes.
- (b) explain objects, pictures, charts, and other materials related to daily life.
- (c) listen to speeches or conversations about familiar objects, and ask and answer questions about them.
- (d) ask and answer questions about simple tasks, processes, or methods.
- (e) listen to speeches or conversations about general topics, and talk about them by relating them to one's own experiences.
- (f) read a story about different opinions, and understand the differences.

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C. Reading

- (a) read and understand a short story about a general topic containing pictures and charts.
- (b) read instructions, and understand the processes and methods.
- (c) read a story about a general topic and understand the main idea and summary.
- (d) read a story about a general topic and understand the writer's intention.
- (e) read a story about a general topic and understand the details.
- (f) read a short story and predict the following events.
- (g) read a story about different opinions and compare and contrast them.

D. Writing

- (a) write a diary using simple sentences.
- (b) write a short introduction of oneself and one's family.
- (c) use given words to complete a sentence.
- (d) read a short story, and rewrite it by changing the protagonist or tense of the story.
- (e) read a simple dialogue, and make up a question with given answers.
- (f) write a short letter introducing one's family, school, hobbies, etc.
- (g) read a short story with errors, and correct them.

<Ninth grade>

A. Listening

- (a) listen to a speech or conversation on a general topic, and understand the situation.
- (b) listen to a speech or conversation on a general topic, and understand the main idea and summary.
- (c) listen to a speech or conversation on a general topic, and understand the details.
- (d) listen to a part of a speech or conversation on a general topic, and guess the situation.
- (e) listen to a speech or conversation on a general topic, and understand the cause and result.
- (f) listen to a speech or conversation on a general topic, and understand the speakers' attitudes or emotions.
- (g) listen to a simple story, and guess the conclusion.
- (h) listen to a relatively long command, and carry it out.

B. Speaking

- (a) listen to a speech or conversation on a general topic, and summarize it.
- (b) explain a simple picture or chart about a general topic.
- (c) read instructions on daily necessities, and talk about them in the correct order.
- (d) following a studied dialogue, perform a role play.
- (e) talk about one's feelings or thoughts about a familiar story.
- (f) listen to a short story, complete the conclusion, and talk about it.
- (g) read a story on a familiar topic and talk about your and others' opinions.
- (h) carry out a simple task through interaction.

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C. Reading

- (a) read a story about a general topic, and understand the details.
- (b) read an advertisement, and understand the details.
- (c) read a story about a general topic, and understand the writer's intention.
- (d) read a story about a general topic, and understand the cause and result.
- (e) read a story about a general topic, and understand the story's atmosphere.
- (f) read a story about a general topic, and predict the following events.
- (g) read a story about a general topic, and guess the conclusion.
- (h) read a story about a general topic, and understand the rhetorical organization.
- (i) understand a story's order of development and logical structure.

D. Writing

- (a) write a diary about one's thoughts and feelings in daily life.
- (b) read a short story, and complete the conclusion.
- (c) by referring to an example sentence, rewrite a sentence or paragraph.
- (d) listen to a speech or conversation about daily life, and write down the necessary information.
- (e) read a simple story, and write a summary.
- (f) view an object, picture, or painting, and write one's thoughts or feelings about it.
- (g) read a book or watch a movie, and write a short description of one's impression.

<Tenth grade>

A. Listening

- (a) listen to a speech or conversation on a general topic, and understand the main idea and summary.
- (b) listen to a speech or conversation on a general topic, and understand the details.
- (c) listen to and understand a short instructional broadcast.
- (d) listen to a speech or conversation of differing opinions about various topics, and understand the similarities and differences.
- (e) listen to a simple debate, and understand the main idea.
- (f) listen to stories on various topics, and understand the details of the characters.

B. Speaking

- (a) give a presentation on a familiar topic.
- (b) read various stories, and understand the main ideas and summaries.
- (c) exchange information about a controversial topic.
- (d) read stories on various topics, and express one's opinion.
- (e) change studied material into one's own words, and carry out a role play.
- (f) express oneself in various ways.
- (g) with instruction, carry out a simple task.

C. Reading

- (a) read and understand a simple newspaper or magazine article.
- (b) read a story about a general topic, and understand the order of process or logical structure.
- (c) read various topics, and differentiate between facts and opinions.
- (d) read various topics, and obtain necessary information from them.
- (e) read simple stories on various topics, and understand the summaries.
- (f) read various topics, and understand the order of events.
- (g) read various topics, and guess what comes before and after the events.
- (h) read a simple story, and understand the social and cultural background.
- (i) read a simple literature text, and understand the main idea, characters, background, and structure.

D. Writing

- (a) listen to a speech or conversation about a general topic, and write the important information from it.
- (b) read about a general topic, and write a summary.
- (c) write simple questions, memos, and telephone messages.
- (d) write information necessary in daily routines.
- (e) after a trip, write a short account of it.
- (f) write about one's past or future plans.

4. Teaching and Learning Methods

1) Elementary School

- A. Apply various teaching methods appropriate to the learning objective.
- B. Use games to allow an activity-centered class.
- C. Plan and operate classes using chants and songs to induce interest and motivation.
- D. Organize learning groups according to activities in order to achieve student-centered classes.
- E. Listening education should allow students to become naturally used to English phonetics in the beginning, and then focus on gradual improvement.
- F. Speaking education should focus initially on communicating meaning, and then gradually encourage fluency.
- G. At first, if communicating meaning is achieved, speaking errors should not be immediately corrected.
- H. Reading education should consider the elementary English education environment and beginners' learning environment levels, and should relate to phonetic language education. Gradually, students should become more familiar with written language.
- I. The beginning level of reading education should include various education methods to allow students to naturally understand the relationship between sound and spelling, and to become more familiar with written language.

- J. In the beginning, writing education should emphasize spelling and punctuation, and then gradually focus on transmitting meaning.
- K. Along with language education, English-speaking and non-English-speaking cultures should be appropriately introduced so they can be naturally understood.
- L. Be conscious of the linguistic differences between English and Korean.
- M. Wherever possible, classes should be carried out in English.
- N. Various multimedia materials and ICTs should be used to motivate students to get involved in learning activities to promote a great sense of achievement.
- O. Individual and cooperative education should both be used to correspond to each student's level.
- P. Educational materials and teaching methods to be used in educational activities should be developed.
- Q. Reorganize the instructional content to correspond to each student's level, and to allow students to have confidence and to actively participate.

2) Secondary School

- A. Plan a student-centered class, where students can actively participate, and teachers can cooperate with them.
- B. Develop a variety of activities in order to achieve lively interaction between teacher and students, and among students,
- C. Use various appropriate strategies to enable students to effectively communicate,
- D. For listening, audio-visual teaching materials should be used to increase efficacy, and to allow students to be naturally exposed to English phonetic language.
- E. Speaking education should focus on communication activities to enhance fluency and precision, and guidance should increase language ability to be applied in real circumstances.
- F. Reading should include various lesson-centered activities.
- G. Teaching writing should stress the ability to write the appropriate form according to the objective.
- H. Increase the appreciation of foreign cultures and cultivate an understanding perspective of them by introducing various English-speaking and non-English-speaking cultures.
- I. Wherever possible, classes should be carried out in English.
- J. Various multimedia materials and ICTs should be harnessed to motivate students to get involved in learning activities to promote a great sense of achievement.
- K. By considering the circumstances of each school, operate different-leveled classes.
- L. According to students' abilities, interests, and knowledge, use various methods to induce motivation and allow for a student-centered class.
- M. To accommodate individual levels, each grade should develop various main and supplementary textbooks.
- N. When developing teaching and learning materials, language functions, vocabulary, language form, etc. should be reorganized to match the students' levels. Correspondingly, teaching methods should also be diversified based on the performance standards (proficiency criteria).

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5. Assessment

1) Assessment Guidelines

- Establish the assessment goal according to the educational stage's performance standards (proficiency criteria) and teaching goal before evaluating.
- Evaluate the process of teaching and the results using various methods, and assess the progress of individual skills acquisition analytically or holistically.
- After diagnosing the student's level, apply appropriate teaching methods.
- Through formative assessment, check whether the teaching and learning methods are appropriate, and use the results to improve the methods.
- When trying to evaluate language expression abilities such as speaking or writing, carry out performance testing, if possible.
- Before conducting performance tests, clarify the objective, contents, type of assessment questions, and grading standards.
- Evaluate the teaching process and results through portfolio assessment, self-assessment, and peer assessment.

2) Matters to be Attended to in Assessment

- Elementary school (first through sixth grade)**
 - At the elementary school level, take care that students are not subjected to too much mental pressure.
 - Focus on the elementary English education process and the linguistic functions in the textbooks when carrying out progress assessments of each student.
 - Relate the teaching method to the assessment, while focusing on the process assessment.
 - Through observation, evaluate individual students' stages (definitive sector).
- Secondary school (seventh-12th grade)**
 - Evaluate the four skills: listening, reading, speaking, and writing, indicated in the curriculum.
 - Frequently examine the achievement of the learning objective, and analyze any reasons for depreciation in the learning process so they will not accumulate.
 - In order to correctly evaluate students, assign various tasks and levels of questions.
 - In order to judge the achievement of students, carry out an integrated assessment.
 - Refer to this assessment to increase the effectiveness of teaching and learning methods that might enhance the students' ability to concentrate and focus on their studies.

Part 02.

Korean School Hierarchy & Culture



The Korean Public School Hierarchy is complicated and roughly based on Confucian ideals. Gender, age and education all contribute and can make it difficult to know who can help if there is a problem. Most schools in Korea are divided accordingly into two sections: the teaching staff and administrative staff. The teachers are further divided into academic departments. Every department has a head teacher (or chair of the department), and there is one Supervising Head Teacher in charge of all head teachers. Underneath the teachers are the contract teachers including GETs, the librarian, and part-time teachers. Substitute teachers are also lower in the school hierarchy.

Administration is led by the Head Administrator. All administrative public affairs staff work for the Head Administrator, and they work with the financial and logistical details of running a school.

Above the Supervising Head Teacher and Head Administrator is the Vice-Principal. The Vice-Principal manages many of the academic and administrative details of the school, and the Principal, of course, is above the Vice-Principal.

Chapter II. Support Chain

While working as a Co-Teaching team, problems will arise. If a problem cannot be solved between a GET and his Co-Teacher, there are several support resources available to the team. Ideally, the teaching team or GET will approach another English teacher or the head of the English department. The Supervising Head Teacher or Vice-Principal can be consulted next, and if the situation warrants more attention, the Principal can be consulted. For linguistic reasons, escalating a conflict to the attention of the Vice-Principal or Principal can be difficult and tedious. Finally, the GET should contact the Provincial Office of Education (POE) or Metropolitan Office of Education (MOE) coordinator for advice. It should be noted that the national EPIK office in Seoul does not have authority over the contract disputes and can only provide support and guidance. If a GET contacts the Vice-Principal, the Office of Education, or the national EPIK office before discussing the problem with a Co-Teacher, it can create an embarrassing and frustrating situation for the Co-Teacher.

Education in Korea focuses on developing a student's character and person. School is expected to refine a student's intellectual abilities and to prepare them to be responsible democratic citizens. The school system follows a 6-3-3-4 ladder pattern which consists of elementary school (6 years), middle school (3 years), high school (3 years) and junior college, college and university (4 years). The school year is divided into two semesters. The first semester begins approximately in March and ends in July; the second semester begins in late August and ends in December. The schedules are not standardized and vary from school to school.

The Korean educational system heavily emphasizes exams, and from a very young age, students are proficient exam takers. These days many teachers use new and innovative teaching methodologies, and students are familiar with many different teaching styles including lecture, task-based, and communicative based. Co-Teaching Teams are encouraged to focus on improving communicative abilities and should structure their classrooms to make a learning environment conducive to learning and speaking.

English teachers also face dramatic gaps in students' speaking and comprehension levels across all age groups. Some students study privately at academies or abroad for several years and are fairly fluent. Some, however, had never been exposed to English and can't read the alphabet. Co-Teaching teams have to face this problem in the classroom, and they will have to work together to bridge the language barrier between the strongest and weakest students.

1. Elementary School Culture

In Korea, even elementary school students are busy, and their school schedule reflects this. Most students attend school until mid-afternoon-3 or 4 pm-and then attend different academies in the late afternoon and early evening. Most elementary school students go to private academies (학원, hakwon) for physical education such as Tae Kwon Do, music, and academic subjects. Generally, most elementary school students are home by early evening.

English education begins in the third grade when students focus on listening and speaking. In the fifth grade, students start to learn to read and write. Although English education officially begins during elementary school, many Korean students are exposed to English and native English teachers from an earlier age. Some students may have a surprisingly high level of English. Still, elementary students are young children and require age appropriate activities. Especially, in immersion classrooms, elementary school students need constant stimulation; a co-teaching team should give special attention to lesson planning and classroom

management. It is important to remember that Korea uses English as a foreign language (EFL) and that students don't have many opportunities to practice English outside of class. Task based activities work well in elementary schools.

Depending on the school, province or city, teachers are either homeroom teachers or subject specific teachers. Specifically, a GET may work with a homeroom teacher, who is qualified to teach many different subjects or with an English subject specific teacher (yeong-eo jeon-dam). Most elementary schools have more homeroom teachers than English subject specific teachers. Often, GETs work with both homeroom teachers and yeong-eo jeon-dam teachers throughout the year. Some homeroom teachers, however, may have lower English proficiency levels, and GETs should keep in mind that their Co-Teachers may not have an English specific academic background. Regardless, most elementary school teachers are committed to making an enriching and nurturing learning environment for their students.

2. Middle School Culture

Since 1969 no limitations have been placed on entrance to middle school. All middle school students are assigned to a school nearest their residence if possible. There is no entry exam for middle school, and for this reason, some middle schools located in wealthier areas develop better reputations.

A Korean middle school's culture varies widely depending on several factors, and this directly affects co-teaching teams. At some schools, the majority of the students attend private academies. Academic Hakwons are generally expensive, give students more personal academic attention, tend to assign a lot of homework, and take a lot of time and energy. Colloquially,

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many GETs refer to middle school with a high rate of attendance at private academies as "hakwon middle schools." At schools in less privileged areas, students are less likely to attend academies. Those schools are known as "hakwon free middle schools." Students' participation at a hakwon affects their classroom performance dramatically. At "hakwon middle schools," many GETs have observed that the students have a higher level of English but tend to ignore or downplay the importance of public

3. High School Culture

By the time Korean students enter high school their academic and professional futures will be relatively defined. Students can choose between three types of high schools: general (academic) high schools, vocational high schools, and specialized high schools (such as foreign language, art and science high schools). In their third year, students from academic, specialized, and some vocational schools take the university entrance exam (Korean Scholastic Aptitude Test) (수능 su-neung). The su-neung is the most important exam a Korean student will take, and preparation is intense. Students stay at school from 8 am until 10 or 11 pm Monday through Saturday during the entirety of high school to prepare for the exam. Entrance to university is largely based on the results of this exam, and its importance cannot be stressed enough. Third year students, in particular, are prone to nervous breakdowns, and most academic school teachers are hyper-conscious of their students' mental and physical wellbeing. Because of the importance of the suneung, many GETs may have a difficult job teaching

school work: the student may receive a more individualized education at their hakwon, and the student probably has more homework for the academy than for their public school. At "hakwon free middle schools," students tend to be more eager to learn from their Korean teachers and co-teaching team. Their English levels may be lower. Of course, these are generalizations, and there are many exceptional schools that break this pattern.

traditional EFL materials that are not directly applicable to the exam.

The general academic high school is the most common high school. Students are divided in their second year according to their academic interests: literature, history and humanities students are placed in classes together, while sciences and maths students are grouped together.

Vocational schools offer general secondary education and specialized courses including those in the fields of agriculture, industry, commerce, and home economics. GETs should understand that English is a minor subject at vocational schools, and students may not show the same interest in learning the language. The students may not value learning English for the university entrance exam or communicative purposes, and this can be a big challenge for some co-teaching teams. These days, however, more and more vocational students take the su-neung, and their interest in English may be greater.

Classroom Management



Chris Grayson
(Sokcho Girls Middle School)

1. Introduction

First day teaching. Suddenly you are in front of a large class of Korean students and all eyes are on you, their new wonamin (native speaker) teacher. There is also a Korean teacher in the room but you are the center of attention and the object of considerable excitement and curiosity.

Where to start? Smile and relax. Choose your words carefully, speak clearly in simple English, and do your best to appear confident. If you convey a pleasant first impression you are well begun.

Korean students of all ages will grant a new foreign teacher a honeymoon period and overlook early stumbles. They want to like you. They hope their classes with you will be enjoyable (but not just fun and games). They also need and expect you to assert control in the classroom so learning can happen, and to be some-

one they can look up to and trust. Volumes have been written on the topic of classroom management with countless good ideas, but there is no magic formula. Challenges await you. The good news is that almost every recruit in this program does, in time, develop the tools to manage well?run classes. School situations vary a lot throughout the Korean public school system but many elements of classroom management hold steady across the spectrum. The following suggestions and observations are based on years of direct experience with Korean students. I really care about these kids and trust you will too. In fact if pressed to state just one guiding principle of good classroom management, I would say this: love your students. Everything else flows from that.

2. Difficulties in Teaching and Possible Solutions

1) Typical Student Behaviors

- **Primary elementary grades:** cheerful, rambunctious but biddable, short attention span, enjoy simple repetitive tasks, physical movement, and music.
- **Middle elementary (grades 4 & 5):** also cheerful, eager to learn, cooperative, still enjoy simple activities but also want to be challenged, love team competitions.
- **Senior elementary (grade 6):** a challenging

age group stuck between innocence and false maturity, requires a mix of authority and playful activities, can be defiant in class but charming one-on-one outside the class environment.

- **1st-year middle school:** tentative at first but generally keen and cooperative, can be fun and imaginative, enjoy good-spirited competition, English levels are becoming more distinct, rebellious students start to gain social sway.
- **2nd-year middle school:** another challenging grade, moodiness and peer pressure, brighter

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students tend to dumb themselves down to fit in, the mood goes up and down but some laughs and learning can still be hard.

- **3rd-year middle school:** settling down and more willing to engage in thoughtful conversation, laughter and cooperation come more easily again, extracurricular study and highschool concerns weigh heavily, creativity (in many cases) starts to wane.

- **High school:**
Generally more rigorous and results-oriented.
1st-year: shy but eager.
2nd-year: more confident but turning serious.
3rd-year: mostly off-limits to foreign teachers as students focus totally on SAT scores.

- **Rural vs Urban**
Students who do well on tests gravitate to schools considered superior in larger cities. Countryside schools tend to be left with academic underachievers but they can be a joy to teach. Three factors: Korean rural kids tend to be respectful and innocent. Classes are smaller, sometimes tiny. And conversational English ability is not contingent on test scores -country kids are under less pressure and can sometimes pick up on speaking more readily than their urban peers.

2) Classroom Arrangement

Some schools feature English Centers or dedicated English classrooms but most do not, which means students generally stay put in their home classrooms and teachers rotate(지금 은 환경이 많이 개선된 것 같은데..). Desks are typically set up in single or paired rows, but there is no reason they cannot be rearranged into small groups for English conversation classes. There

are several advantages to this system. In a typical urban class of 36 students, 6 groups of 6 work well. Ideally each group will have a higher-level leader and an even balance of mixed-level students. Most co-teachers are familiar with this arrangement and can designate appropriate teams. Shuffling the groups once or twice a semester helps keep things fresh.

- **Advantages:**
 1. Six "units" are more manageable than 36.
 2. Small-group dynamics raise individual student participation.
 3. Team competition can be used to engage lower-level student interest.
 4. Peer help is valuable.
 5. Teachers can interact more naturally with small groups during team activities.
 6. Unattended teams can still be productive while teachers deal with others.
 7. Shyness factors are reduced.

- **Potential Problems & Solutions:**
 1. Some students are faced away from the front of the classroom. An effective conversation class should not be expected to focus on a lecturing teacher. Have students turn to you when necessary, but plan some student-centered activities every lesson.
 2. Students chatting in Korean. Off-task or disruptive conversation is clearly unacceptable. Intervene directly.
 3. A group is consistently uncooperative. Reconfigure teams to split up ringleaders.

If you do have responsibility for your own English classroom, by all means give some thought to enhancing the environment: suitable posters and decorations, student projects on display, etc. Your school may be able to provide some budget for this.

3) Discipline: Whose Responsibility Is It?

A common misconception among newcomers to the program is that they can rely entirely on their Korean co-teacher to maintain classroom discipline. This is decidedly wrong. Always deferring discipline issues to your co-teacher would indicate weakness on your part, which (kids being kids) the students will try to exploit. Controlling student behavior is a shared responsibility and every class presents different variables. How to approach each class requires discussion and compromise with individual co-teachers.

Korean teachers have their own varying standards of expected student behavior. Some are stricter, some are more relaxed. You will need to meld your expectations with theirs.

4) Preempting Discipline Problems

Korean students respond best to teachers they perceive as "kind", This is a broad term that involves good humor, sincerity, fairness, and trustworthiness.

- a) "Good humor" starts with entering the classroom with a smile and positive energy. The ability to joke with the students is a definite plus. But a line needs to be drawn between cheerfulness and clownishness. Students expect a degree of gravity from their teachers too.
- b) "Sincerity" should be self-explanatory. The kids respect a teacher who takes the job seriously and therefore always shows up for class on time, sufficiently organized, presentable, and consistently shows energy and effort.
- c) "Fairness" should be obvious too. Classes are a seriously mixed bunch but every student is deserving of occasional attention every class. Lessons need to include all levels. Students

are very sensitive to favoritism.
d) "Trust" stems from all the above. Earn that, and you will have nice classes.

- **Level-appropriate lessons and activities** are crucial for maintaining student attention and good behavior. Neither too hard nor too easy, including picture prompts and pattern drills for lower-level students as well as opportunities for higher-level students to show their ability. Plan a number of activities for one class period. If your lessons are not hitting the mark, insist on more input from your co-teacher.

- **Level-appropriate speaking.** Obviously, if your students cannot understand your speaking, you will have problems. (Co-teacher translation is not the solution.) It is entirely possible to communicate everything needed for students to understand a lesson or activity in English, and you can occasionally call on higher-level students to help clarify. Use short clear sentences. Repeat yourself often. Avoid difficult words, idioms, phrasal verbs, and qualifiers, unless you know the students understand them or you are specifically teaching those words. Develop an ear for English terms Koreans are commonly familiar with (there are many).

- **Empathize with your students.** Understand that they are thoughtful and sensitive young people who study at quite high levels in other subjects but feel frustration when they try to express their ideas in their limited English. Respond to their thinking first, not their grammar or word choice. Acknowledge every effort. Be selective with your corrections.

- **Rewards.** Give praise when it is warranted but don't go overboard. Students sense undue compliments-make them earn their encouragements. Giving candies or stickers is up to individual teachers and can be a good motivator, but just approval from a teacher they like is often enough.



5) Dealing With a Difficult Class

Most of your classes should be fun to teach. If many of your classes seem too noisy and inattentive, you need to reflect on how your manner and lessons are coming across to the students, and make adjustments. But despite your best positive efforts, you will still likely have a few classes that are tough to deal with.

Every class has a natural student leader who has a strong influence on overall class attitude. If he or she is a good student who likes English, no problem. If, on the other hand, the class leader is a negative role model, it will pay big dividends to win this student to your side. Extra attention with humor is more likely to succeed than punishment.

Korean homeroom teachers play a big role in setting the tone of a class. A small few are much more lax than most. These classes will be more challenging (not just for you but for other subject teachers as well) and you just need to cope as well as you can.

6) What Not to Do

- a) Don't yell. Never try to override classroom noise with your own. Likewise don't resort to other sharp noises (book slams, whistles, bells, whatever) to gain attention. Teacher silence is often an effective attention-getter, and there are other techniques for reining in a class. But do use a stronger than natural speaking voice for lesson delivery. Soft-spoken won't cut it.
- b) Don't get angry. Sometimes you will need to be stern but just say what you need to say and then revert to a pleasant demeanor. The non-offending students will appreciate it. Never display other negative emotions.
- c) Don't ever consider using corporal punish-

ment. Korean teachers may apply physical punishment (with restrictions) but as foreign teachers we must not. Nor can we send misbehaving students from the classroom.

- d) Don't be overstrict. An effective conversation class is usually noisier than other subject classes. Schools understand that. But don't be too easy-going either.
- e) Don't play favorites. Some kids in your classes will want to dominate activities. Encourage quiet students and engage them too.
- f) Don't set out a long list of rules at the beginning. Two rules with consistent value: students must raise their hands and wait to be called on to answer, and students must stand to speak. Korean students get this.
- g) Don't be boring. Think back to boring teachers you endured. Modulate your voice, vary your activities, shun too much teacher-talk, joke with the students, and be energetic. Don't be all about powerpoint and video either. The students want to interact with a person.
- h) Don't set your expectations too high with regards to student progress. English is a very difficult subject for most Korean students. If you can convince them that English study need not be a drudgery, you have actually accomplished a great deal. The real learning takes many years and a lot of self-motivation.
- i) Don't ever disrespect your team-teachers. This is their career but you are just passing through. Getting along is a must. Becoming friends, if possible, is ideal. Students will respond more positively to teachers who work well together.

3. Conclusion

There is nothing conclusive to say about classroom management. Students have different personalities, classes develop their own "group personality", every Korean team-teacher contributes their own dynamic to the classroom, and each of you has or will discover your own style. Add in the fact that classes will evolve in the course of a year (your students are, after all, in the process of growing up). School calendars and even the weather affect student behavior too.

Consequently, there is nothing static about the teacher's role. A good teacher needs to be sensitive to all the factors in play and spontaneous. Connecting with the students comes first and the lesson plan a distant second, though of course thoughtful lessons are vital. A dedicated teacher never stops seeking fresher, more effective classroom techniques.

Punishment is a final resort. Class discipline problems? Nine times out of ten, teachers need to ask themselves "What could I be doing better?"

Enjoy your students and best luck.

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Chapter II. Classroom Management, Motivation and Magic

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Gregory Bracco (Andong National University)

Welcome to teaching English within the Korean public school system. Your year here in Korea will be full of challenges both at work and in your daily life.

If you have been teaching in Korea previously then you are well aware of some of these challenges and know that at times it can be very frustrating here but for the most part it is a very rewarding and interesting place to live and work. If you are new to Korea then I urge you to make the most of your time here and enjoy some of the wonderful experiences you will have within the next year.

The key to life here is adaptability and flexibility. If you are able to be adaptable and flexible in both your work environment and your personal life while you are here in Korea then you

1. Classroom Management

It is hard to say exactly how many students you will have in your classes because that is dependent on the type of school and its location. For example the city schools seem to usually have about 32-35 students in a class where as some of the county schools have considerably less. In either case, when you know what kind of school you will be working in, you will have to think about your teaching style, the number of students in your class, the number of classes a week you have and the goals of the school that you are assigned to in order to make a decision on how to manage your classroom.

For this section I will go on the assumption that you will be teaching 22 classes a week and each class will have 33 students in it. This means you

will be on your way to an enjoyable year here.

The following article has been divided into two very different sections, classroom management and motivation and magic in the classroom. The purpose of the first section is to give you a very basic idea of what you may expect in regards to the number of students in your classes and to get you thinking of how you will handle your first day of class.

The purpose of the second section is to introduce you to and give an example of a non-traditional way I use to teach English in the classroom with the hope that it might get you thinking about ways you can use your own unique talents and interests to help motivate your students to improve their English skills.

will see each class only once a week and in total you will teach 726 students a week. This may seem like unbelievable number of students to have a week but it can happen and has. This is why thinking about how you will present yourself on the first day of class and how you will manage your class is important.

Defining your teaching style will most likely be one of the hardest things for you to do as a teacher. Although you may have studied a variety of teaching methodologies, through endless hours of reading books and course work, it is only after working in the classroom that you can refine and polish your own unique teaching style.

Teaching style entails not only how you convey the information to the students but how you run your classroom and interact with your students. Since all of us are individuals with our own likes, dislikes and different life experiences it is only natural that we will have our own individual teaching style. Our teaching style is usually an extension of our own unique personality. So since we are all different in some ways there will be a vast variety of different teaching styles out there.

Please keep in mind that even though there are numerous different teaching styles out there they must all be able to achieve the set goals and objectives that are required by the school you will be working for.

For example, in the case of my own teaching style, I have a number of classroom rules that I go over with the students on the first day of class. Through past experience with teaching Korean students at elementary, middle school and university levels I have found that going over the rules and expectations for the class on the first day will help to set the tone for the semester. Please keep in mind that my style may not be suitable for you but allow me to give you a more detailed example of one of my classroom rules and how I explain it to my students so that you gain a better understanding of my thought process. This may be of help to you when you are thinking over how you will structure your classes for the beginning of the semester.

One of my first classroom rules is "Please Use English in the Classroom". Before I introduce this rule I ask the students what their first language is. How I convey the meaning of this question is up to the level of the students I am teaching. They will usually respond by saying

"Korean" at which I will stress they use a whole sentence and have them repeat their answer in a whole sentence form. Then I ask them what they think my first language is. This of course brings the response of "English" at which point I stress whole sentences again and have them repeat the answer using a whole sentence. I proceed to ask them what their second language is and they answer that it is English. I ask them to guess my second language making sure that their guesses are in either complete sentences or question forms and not just one word. This goes on for a moment and usually no one guesses correctly so I tell them that my second language is Chinese. I ask them if they can understand Chinese and then talk to them in Chinese for a moment. They all look a bit confused so I ask them if they understood what I was saying and they usually respond with a no. It is at this point I tell them I don't speak Korean and since they don't speak Chinese we should talk in English so we can both understand each other and learn from each other.

After this is when I begin to introduce the classroom rules. I have a list of three to five rules that I feel are important to maintain a good learning environment. When going over the rules it is important to explain why we have these rules and give some examples of what would happen if we did not have them. It is also equally important to explain that if the rules are not followed what will happen.

In the case of my speak English only rule I understand that at times they may need to speak Korean to make sure that they understand something but I tell them that if they really need to use Korean they must ask me in English first. They will ask "Teacher may I speak Korean?" I stress that it is important that they ask first because if I hear them speaking Korean or

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just playing around I explain to them that there will be consequences for their actions. In the case of elementary school kids they will get a mark on the board under their name and while one mark is ok if they receive two marks then they will be given some special homework to do. If they get three marks then other disciplinary actions will take place along with the homework.

Please keep in mind that no matter what rules you use in your classroom you must be consistent. If you tell the students you will do something then you should do it and follow through. If you tell them you will do something and you do not follow through the students will not believe you from that point on when you say you are going to do something. So please stay

2. Motivation and Magic

At first, English learning and magic is not a likely match. But when examined more closely we discover that when blended together they become a very powerful tool to motivate children to improve their English skills.

- **Transfer and motivation** are two key factors when teaching English as a second language.
- **Transfer**, according to McKeough, is the application of prior knowledge to new learning situations (McKeough, 1995). For example, imagine you are teaching a young child who knows what a clock is and can use English to communicate and differentiate the numbers 1 to 12 but does not know how to tell time. When you teach this child to tell the time they build on their prior knowledge of the clock and numbers in order to learn how to do so.

consistent with what you do. Also keep in mind that you must also be fair. If you make any classroom rules they should apply to everyone all the time, the teacher included. It does no good to make a rule like no eating in the classroom and then the teacher comes in eating. You need to set your classroom rules and be consistent in your enforcement of them while following them yourself in order to be a good example for the students.

In summary, even though we all have different teaching styles and manage our classrooms in different ways the main things are to be consistent, fair, and make sure you let the students know what is expected of them in all of your classes.

- **Motivation** can be defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989). The motivation in the previous example may be very complex. Such as, the introduction of an activity that requires the child to interact with their peers. In other words, if the child is to become part of the activity they must be able to tell the time. But on the other hand motivation can be as simple as a curiosity to learn about things.

Transfer and motivation are two essential factors to keep in mind when teaching any subject to any age but more so for teaching young learners. It is the young learners that have a shorter attention span and also a younger learner, compared to an adult, who will view the world in a very different way. It is in part

due to a child's sense of curiosity, wonderment and innocents that makes the art of magic seem so special to them and in turn can play a key part in helping to teach a child English. Steve Taylor, professional children's performer, lecturer and author, writes that magic gets the kids' attention, it does something, it fools them or wows them and they get the message while they are being entertained. Magic is extremely effective at doing this (Ginn, Smith, Taylor, 2000).

Being able to attract, focus and retain a child's attention is one of the most important aspects of teaching. It allows us to enter into their world and to interact with the child. It not only provides us with an opportunity to develop their English skills but opens up the prospect of us getting to really know the child. It is through this that we, as educators, can then attempt to customize our teaching styles so as to help the child gain the most from our lessons.

Magic provides us with one possible means to attract, retain and focus a child's attention but it is through the educator's careful lesson planning which makes it a good medium to put into effect those two key factors of learning, transfer and motivation.

Because of my personal interest in the art of magic I was able to introduce it into my classroom. I usually begin with showing the students a trick to catch their attention and spark their curiosity. Then ask them how do they think the trick was done? After a number of interesting explanations I start to teach them how to do it. This first involves learning the necessary vocabulary to do the trick and also an understanding of what to say while performing the trick. Once they have learned the basic skills needed to do the trick they learn the script that goes with the trick. We go through a process of practicing as a whole class a few times and then they are broken up into smaller groups to prac-

tice the performance of the trick. After this some members of the class are asked to perform the trick up in front of the whole class. This is all done in English and using a number of different English skills. It is enjoyable for the students because they do not feel like they are in an English class but are just having fun learning how to do something that interests them. But what about the educators who teach in a traditional English classroom setting and are not magicians skilled in the art of magic? Can magic or magic related materials still be utilized in this type of classroom?

The educator does not have to be a magician in order to introduce children to the art of magic. One does not have to teach magic effects in the class to motivate through magic. The educator can use other various methods such as the introduction of a U-tube clip of a short performance by a professional magician. This could be followed by a discussion and then a worksheet that asks questions about the performances just viewed.

Another way to bring magic related items into the class is to use short writings about famous magicians in the country that you are in. With this vocabulary words can be introduced and reading comprehension skills can be improved upon and checked using the subject of magic to fuel the imaginations of the children and motivate them to improve their English skills. Also if the educator would like to incorporate some magic effects into their class there are various ways available to learn how to perform magic. On the market today there are many fine books, including The Mark Wilson Course in Magic, and magic shops throughout the world that can introduce one to the skills necessary needed to perform some of magic's amazing effects.

There is also a website that I have put together in order to help bring magic into the classroom.

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It is a resource designed to be used by English teachers who would like to bring in some fun supplementary materials into their class on occasion. You can find it at <http://www.englishviamagic.com>.

Magic in itself is a wonderfully captivating art for a child to observe. And for a young child to learn about some of this art's many amazing mysteries can be a rewarding and joyful experience. Teaching the art of magic does not only cultivate self-confidence and a sense of pride within a child but can be used as a powerful tool to motivate and help children expand their usage of English.

But magic is not the only thing that does this. Educators can consider their own skills and interests and adapt ways to use or teach them in the classroom. If your interests lie in playing musical instruments, plays, singing, dance, sports or just about anything you can find a way to bring it into the classroom and share it with your students. This will make learning English fun and exciting for them while at the same time increasing your job satisfaction.

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Part 04. Co-teaching in a Classroom



Chapter I. How To Co-teach

Scott McLaughlin

(Gyeongbuk Girls' High School)

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1. Overview

These observations were necessary for me to learn the specific roles the GETs have in their classes in order for me to provide support for future GETs.

One role for the GET was to lead the class and have the Korean teacher (KT) help with translating directions and activities. This led to efficient classroom time management. The GETs that lead their classes throughout the lesson had well prepared lesson plans and kept the material simple for the students to focus on learning one topic for the day. The students were able to have more chances to speak English as well.

The other role for the GET was to assist the KT during the lesson. This was not as effective as the first role, but it was the trend in some elementary lessons. Usually, the GET would lead the activities after the KT explained them in Korean and English. There were some instances where the GET would give directions and the KT would immediately translate the GET's directions. I observed that many students would not pay attention to the GET and wait for the KT to

speaking Korean. This is a regressive method and should be addressed to all KTs. Some Korean in class is ok, but to encourage the students to learn to speak English, the KTs should attempt to speak English the entire time during the lesson.

The best observations were where the GET and KT shared the responsibilities in the classroom. The most effective lessons to get the students to participate and learn were the classes where the GET and KT both spoke English and led the class as a team. They had solid lesson plans and had open communication between them. There was more energy in the room and the students seemed to feed off of it. Also, the classroom's atmosphere was more positive with both teachers contributing to the lesson. The only improvement to this style would be to have the lesson be more student-centered as the GET and KT tended to talk more than the students.

After observing these classes, I have a better understanding of the dynamics the GET has in the Daegu public school system.

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2. Lesson Plan Outline

Time (min.)	Titles	Procedure	Material
15'	Introduction and Short Q & A Session	Talk about: <ul style="list-style-type: none"> • Background • Time in Korea • Current Job 	Me and some pics of Korea
5'	Brief Overview of Co-teaching	Talk about: <ul style="list-style-type: none"> • My classroom observations project • Introduce the 3 roles in the classroom 	Me and Fun!
5'	The Tape Recorder	Talk about: <ul style="list-style-type: none"> • Role • Share examples • PROs and CONs 	Me and Fun!
5'	The Leader	Talk about: <ul style="list-style-type: none"> • Role • Share examples • PROs and CONs 	Me and Fun!
5'	The Partner	Talk about: <ul style="list-style-type: none"> • Role • Share examples • PROs and CONs 	Me and Fun!
20'	Setting Boundaries	Talk about: <ul style="list-style-type: none"> • Setting Boundaries • Planning, Planning • Class Act 	
15'	Conflicts and Solutions	Talk about: <ul style="list-style-type: none"> • Before class • During class • After class 	Me and Fun!
15'	Q and A Session	Have class read the note cards I have given them. Class attempts to answer their own questions from the information I provided to them.	More pictures
5'	Closing Remarks	Motivational Speech at the end.	More pictures

3. Goals

To provide information regarding the different roles and situations the GETs will encounter in the classroom with the Korean co-teacher.
To provide methods and strategies for the GETs

to employ when they encounter these roles and situations.
To prepare the GETs for co-teaching with interactive activities.

4. Introduction

Hi, my name is Scott McLaughlin. I'd like to share a little about myself with you, first. I'm 28 years old. I'm from Portage, Michigan (Show picture). After graduating from Michigan State University, I decided to travel for a couple years. My first stop was Europe, then South E.A., Australia, New Zealand, and India. After a brief lay-over back home to get my TEFL certificate from the Boston Academy of English in December

2004, I felt I was ready to come back to Korea. I say, "back" because I was adopted from here when I was 2 years old in 1983. For my first two years, I worked at a Hagwon in Daegu. Since September 2007, I've been working as a program coordinator and then a high school teacher for the Daegu Metropolitan Office of Education. Does anyone have any questions?

5. Introduction to Co-teaching

What is co-teaching; how do you define co-teaching?

One of my duties was to observe Level 3 GETS and their co-teachers. Between October and December 2007, I observed 17 different classes. The objectives for the observations were to provide support and guidance for new GETs. After these observations, I had to submit a report to the Daegu Ministry of Education. Here is what I found:

There are three principal roles the GETs assume with their co-teachers while teaching in South

Korea: The Tape Recorder, The Leader, and The Partner. Depending on your co-teacher, you could assume all three roles or just have one role throughout the year. There are different teaching methods and strategies to employ when you encounter these roles. While teaching with your co-teacher, there will probably be some moments of disagreement or unpleasantness. The key to overcoming these times of adversity is keeping an open line of communication with your co-teacher regardless of what role you assume.

6. The Tape Recorder

This role is similar to a teacher's aide back in the USA. The Korean teacher will lead the class, prepare the lesson plans and cue the GET to speak at designated times. The Korean teacher would use the GET to help the students with pronunciation during repetition activities and sometimes let the GET lead an activity. The lesson plans usually had a CD with songs, stories and repetition activities. The GETs in this role usually have a Korean teacher who has a high proficiency in English and has been teaching for over 5 years. With that said, there will be instances where the Korean teacher does not have a high proficiency in English, but still wants to lead the class. I visited a few schools where the GET would repeat a CD recording of vocabulary for the day and then the students would repeat after him/her. The GET then went on and led an activity, but the Korean co-teacher would translate everything the GET would say. When the GET spoke, usually the students would not listen attentively and wait for the Korean teacher to speak in Korean. I found that this role was mostly prevalent in elementary schools. This may sound like the perfect job for you where you can sit back and hit the auto-pilot button, but it is a very regressive method for the students who are in class to experience English with a foreigner.

There are a few strategies and methods to correct this style of co-teaching. First, the GET should help prepare the lesson plans. The Korean co-teacher will be very busy doing their own work, but it is important to establish a time with them at least once a week to talk about the lesson plan(s). You will be able to use the same lesson plan for multiple classes, so after the first class it is a good idea to review the lesson plan with your co-teacher and make the necessary adjustments. More than likely, you'll have to be the one to initiate this process. Your co-teacher might object to this at first, but if you come prepared with your own lesson plan or improvements to the lesson plan on paper, your co-teacher will be more willing to cooperate with you. The GETs I have talked with say that their Korean co-teachers are very visual, so if they see something on paper outlining changes in a detailed step-by-step process, they are more likely to accept rather than if you just talk to them about it. Compromise is another method you can employ. If you run across a co-teacher who is very stubborn about changing the style of teaching, suggest to them that you lead the lesson for a day and they can lead the lesson the next day. You should remind the co-teacher that you want to review the day's lesson with them before entering the classroom so you both understand your roles while teaching the lesson. The key to successful co-teaching will be how much you communicate with your co-teacher.

7. The Leader

The other presenter you will hear today will be Chad Hollett. If you already have been to his presentation then you will know how adamant he is about assuming this role. Last August, I listened to Mr. Hollett's presentation on co-teaching. And I thought, 'Wow this guy had one too many cups of coffee this morning.' Well, not really, he was just very intense and direct with his information. But, his advice is very good if you are caught in a situation where you are working with multiple co-teachers. When I observed some middle and high school classes, I saw this method used a lot, but they were only working with a few Korean co-teachers, so it was easier to constantly communicate with them. There was only one girl who completely led the class at her elementary school. Being 'The Leader' allows the GET to create the lesson plans, guide the class and only have the co-teacher translate directions, grammar points or fun learning activities to help with the pace of the class. In immersion English, this is a very good method. It exposes the students to 45 minutes of constant English and very little Korean. There was one teacher in particular that stood out. His lesson plan was very solid. He had written on the board the day's objectives and grammar points before class. He did a short warm up exercise 'Simon Says' with the students. Asked them simple greeting questions. What day is it today? How's the weather? Then he reviewed the day's lesson and grammar points with the students. Would you rather...? Why? I would rather be a _ because _ . After explaining, he asked direct questions related to the grammar points to individual students to gauge their level of understanding. He would

then gesture towards the co-teacher at the end of this section and she would give a very, very brief explanation in Korean. Before moving on to group work, the GET and the co-teacher would demonstrate the activity. Throughout the lesson the co-teacher would help with monitoring the students; making sure disruptive students stayed on task while the GET did the lesson. The GET was able to do this because he had a strong lesson plan and had communicated with the co-teacher beforehand.

This strategy is good if you are well prepared and have told your Korean co-teacher where you want him/her to help. This method entails more work for the GET because they are designing the lessons themselves and initiating most of the communication with the co-teacher. If you like being in control of your lesson and can implement it in the classroom effectively, then do it. The teacher who assumes this role usually has had some teaching experience or they have planned a lesson where the students can understand explanations of difficult points easily. On the other hand, if you are a beginner teacher this method may be a bit daunting for you at first. There are some co-teachers who will expect this role of you from the very beginning. This is usually where some difficulties arise for beginner teachers. If your Korean co-teachers expect you to do all the work and does not participate in class, you need to confront them in a professional manner. I'll explain more on the process later in my presentation. Overall, being 'The Leader' is an effective strategy when co-teaching.

8. The Partner

This is by far the most enjoyable role for the GET to assume. It is an effective method for designing and implementing lessons. Many teachers at middle and high schools assume this role. Sharing the workload and a high level of communication are essential for this role. The GET must be very motivated and open-minded. During one high school lesson I observed, the GET and co-teacher took turns leading different topics of the day's lesson. The lesson was on giving directions. The GET started the class by asking the co-teacher what she did over the weekend. Then he would ask a few students what they did over the weekend. The co-teacher would then ask more specific questions about what the student did. For example: the GET would ask, "What did you do over the weekend?" The student might answer, "I went to a movie with my friends." Then the co-teacher would ask, "What movie did you see and did you like it?" This warm-up dialogue went on for about 5 minutes. Then the GET introduced the topic of the day while the Korean co-teacher was handing out the day's worksheets. This saved time and also allowed one teacher to monitor the students. Afterwards, the Korean co-teacher explained directions with using pictures and TPR (Total Physical Response). This gave the GET a chance to walk around the room and help the lower level achievement students. Before the group activity, the teachers did a role-play for the students, and then did a role play that included the students so they could practice with the teachers. During the group activity, both teachers monitored the class and helped individual groups. Both teach-

ers were very enthusiastic throughout the entire class and because they shared the workload, they were not too fatigued at the end of the class.

The lesson was successful because there was a high level of communication between the teachers and the most important part was that the students seemed to enjoy both teachers participating in the lesson. I found that the Korean co-teacher's English was good and the GET's patience and enthusiasm were excellent. Patience is key; it can be frustrating at times working with a co-teacher or multiple co-teachers because their English ability might not be as high as you expect and/or want. An advantage to this role is increased creativity in the lessons. Your co-teachers will have some very good ideas, plus they have usually been teaching English for a few years. For beginner GETs, this is a great asset for you. The only part of the lesson I thought could have improved would have been making it more student-centered rather than teacher-centered. If you have a Korean co-teacher who can speak English well, it is very easy just to speak with them and not the students. A good strategy to keep in mind is, anything you or the co-teacher can read out loud, (ie. lesson objectives, stories, etc.) have the students read out loud. Demonstrating role-plays with the students and not just the co-teacher is very important before doing group activities. This allows more students to interact with you, the GET, in a fun English learning environment.

Setting Boundaries

1st Day of Class-Getting to know you-Icebreakers
2nd Day of Class-Rules, Rules, Rules-Rewards and Punishments
3rd Day of Class-Schedule and Expectations

Planning, Planning, Planning

Communicate with your co-teacher what you expect of them in the classroom.
Set up weekly meetings.
Talk about 1 or 2 students/classes at the end of the week.
Come up with your own deadlines.
Plan lessons ahead of time.
Come up with back-up activities in case you finish your lesson plans early.
Create weekly quizzes, worksheets, FLAs (Fun Learning Activities.)
Come up with class projects.

Class Act

Positive Speech-"Stop Talking." vs. "Please Listen."
Letting your co-teacher teach.
Monitoring the students.
Enthusiasm.
Controlling emotions.
Time Management.



ADDITIONAL NOTES JUST 4 U!

LIST 1 ICE BREAKER AND DESCRIBE HOW IT'S DONE

Blank yellow box for notes.

LIST SOME RULES FOR YOUR CLASSROOM REMEMBER POSITIVE SPEECH

Blank yellow box for notes.

LIST 1 FLA AND DESCRIBE HOW TO PLAY

Blank yellow box for notes.

9. Co-teaching Conflicts and Solutions

Before Class (Conflicts and Solutions)

- **Planning Conflicts:**
 - Not enough time to plan the lessons with your co-teacher
 - Disagreement on the lesson plan
 - Not having the right resources at school
- **Planning Solutions:**
 - Set specific times during the week or every two weeks to discuss the lesson plans and hold yourself and the co-teacher accountable.
 - You will teach the same lesson multiple times. Suggest that you teach the lesson plan the Korean teacher's way the first time and your lesson plan the next time. Set dates and write it on a calendar in case your co-teacher doesn't remember.
 - Plan your lessons in advance. You should have more than enough time to plan your lessons. It is a common practice to tell your students to bring the necessary materials for the lessons.

During Class (Conflicts and Solutions)

- **Classroom Management Conflicts:**
 - Corporal Punishment
 - Miscommunication
 - Disruptive Students
 - Improving the Korean co-teacher's grammar, pronunciation, and attitude.
- **Classroom Management Solutions**
 - In the case that you witness your co-teacher hitting the students in class, do not interfere. It may take everything out of you to do so, but this is still the practice at some schools.

What you should do is after class; tell your co-teacher that it makes you very uncomfortable to witness this act. And that you do not think it promotes a healthy learning environment. It is also illegal to perform corporal punishment in the classroom in South Korea now.

- Signaling and eye contact are very useful to avoid miscommunication. Discuss different gestures and their meanings with your co-teacher so you can both use them in class. This will save time and also help with transitions between topics. Your co-teacher can help you with transitioning from one topic to the next. Review your lesson plan at least one time with your co-teacher, highlighting the specific times/key phrases you want them to be aware of. Gestures will also be helpful for doing this. Echoing is another form of repetition but involves one co-teacher walking around the room repeating with varying speeds and intonations. This also gives the students another chance to listen to the same speech with different pronunciation.
- As a teacher, the method for dealing with disruptive students is crucial to maintaining an effective learning environment. If a student is talking loudly in the back of the room when you are teaching, first signal to your co-teacher to go over and talk to the student. Another option is to continue teaching while moving towards the student. The student will usually quiet down if he/she see you approaching. If you treat them as an equal, it is much more affective than commanding them. A good approach to this is when disciplining a student, get down on their level so you are eye-to-eye and speak to them like an adult. They will be more receptive to this form of discipline.

Part 04. Co-teaching in a Classroom



• Having a good understanding of Korean culture will help you work with your co-teachers as well. Most co-teachers are afraid to speak English. They will become embarrassed very easily if you correct them in front of the students and they may not want to talk again for that class. If a co-teacher pronounces a word incorrectly and has the students repeat that word incorrectly, ie. finished, you can politely suggest with "or it is pronounced like this..." or wait until after class to let the co-teacher know they made a mistake. Usually, the co-teacher's grammar is impeccable. There will be times when you are positive they have made a mistake though. In those cases, it is best to wait until after class to show the co-teacher their mistake with examples from a book or the Internet. It is best to avoid confrontation in front of the students in the classroom with your Korean co-teacher. If your co-teacher's attitude is apathetic in the classroom, try to befriend them. Do this by bringing small gifts of appreciation to them. Your co-teacher(s) do(es) a lot of work for you plus their own work. The co-teacher

will be very happy if you do this and will respect you more for it. Respect in and out of the classroom is very important to the Korean co-teacher.

After Class (Conflicts and Solutions)

Teacher outings are a good way to get to know your peers. You can learn many things about the school, other teachers, and students by doing this. It is a much more relaxed atmosphere and will show the co-teacher that you are kind and interested in their life and culture. This is also a good time to resolve any conflicts or mistakes that may have happened in the classroom. If done in a sincere way, the Korean co-teacher will take this into consideration and probably pour you a shot of soju to make amends. It's important to meet your home room teachers as well. You should try to go around and meet everyone at these events because of the culture, Koreans are more shy when it comes to meeting foreigners.

10. Questions to Prepare for the Class

- What are my responsibilities?
- How much freedom will I have?
- How often will I see my students?
- What are my co-teacher's responsibilities?
- How can I plan a lesson if I never see my co-teachers?
- Is it ok to tell them exactly what to do? Why?
- Is it ok to tell them that you don't like an idea? Why?
- Is it ok to tell them that you need assistance
- in the classroom if they tell you it is 100% your responsibility? Why?
- What happens if my co-teacher doesn't show up for class?
- What should I do if my co-teacher is completely uncooperative?
- What should I do if I do not like my co-teacher?
- What if my co-teacher asks me to do an after school program?

1. Introduction

Co-teaching is something that is required for all EPIK teachers but it is not something that one can accomplish by oneself. There must be cooperation between the Korean teacher and the EPIK GET. Depending on the school and classroom circumstances, there can be various ways

to apply co-teaching. Since co-teaching can be defined as a blend of direct and indirect services in which two or more educators jointly instruct students in a single classroom, there are different ways to make this possible depending on the characteristics of the two teachers involved.

2. Co-teaching Models

Co-teaching models can be generalized into these 3 categories.

Model	Description	Implementation	Drawbacks
Supportive Teaching	One teacher assumes the responsibility for teaching the class, while the other circulates the room and monitors students	<ul style="list-style-type: none"> • Model The simplest way to adopt • Requires little joint planning • May be used when there is a lack of time for planning meetings • If GET lacks teaching experience, this may be used for the first few lessons 	<ul style="list-style-type: none"> • If used exclusively or indiscriminately, it can result in one teacher doing all the work
Split Teaching	Split the class into groups for instruction	<ul style="list-style-type: none"> • Split the class to lower the student?teacher ratio • Split the class according to students English skills 	<ul style="list-style-type: none"> • If one of the teachers lacks confidence or teaching experience, this may not be effective
Collaborative Teaching	Both teachers work together(plan, teach, evaluate) to teach the lesson together, at the same time. Both teachers are responsible for planning and they share the instruction of all students	<ul style="list-style-type: none"> • The most rewarding and satisfying way to co?teach 	<ul style="list-style-type: none"> • Takes a lot of time to create effective lesson plans • Both instructors must feel comfortable in leading the class in English.

※Teachers may also combine any of the models to make their own "hybrid" model for a lesson in response to both student and curricular needs.

3. Traits of successful co-teaching

Co-teachers must agree on methods of instruction, discipline, supervision of classroom aides, and in some cases even the curriculum. They must also plan together, teach together and assess the students together. It also promotes an open exchange of ideas, experience and encourages risk-taking. Planning together also cuts down on individual planning time.

In order for collaboration to be successful, teachers must communicate openly with each other, and must work together to set both short-term and long-term goals for the class. Both teachers must understand their roles in the classroom, as well as in the lessons they present to the students. Teachers must learn to make use of the flexibility co-teaching introduces, and together choose the best teaching methods and co-teaching model for each lesson. These choices should be based upon the students' needs, teachers' personalities, schedule and lesson content.

Some traits of successful co-teaching are:

- **Attitudes and Beliefs:**
 - Both teachers believe students can succeed
 - Both teachers accept responsibility for outcomes
- **School Support:**
 - School administrators understand and support co-teaching
 - School administrators understand and support teachers' and students' needs
 - Professional development and staff development are provided for teachers
 - Teachers are provided with appropriate planning time
- **Collaboration:**
 - Native speaker teachers are part of the instructional or planning team
 - A team approach is used for planning, teaching and assessment
- **Instructional Methods:**
 - Teachers use their experience, knowledge, and skills to adapt the curriculum to instructional methods and models of co-teaching
 - A variety of instructional methods and models of co-teaching are used
 - Teachers constantly assess how well their co-teaching methods are working to meet student needs
 - Teachers are willing to change ineffective elements of instruction

4. Lesson Observation & Analysis

One of the ways to improve the quality of co-teaching skills in English classes is to observe other teachers' classes. Especially for anyone who is new to teaching, this will be very useful. It gives you a chance to reflect on your teaching and to implement new ideas gained from the observed classes into your classroom, which will lead you to professional growth as ELIs (English Language Instructors). In reality, however, this is not as easy as it seems. First, it is because not many teachers are willing to open the doors of their classrooms to other teachers to come and observe the lessons. And other reason is that you will have to miss some of your classes to visit other teachers' classes.

Fortunately, there has been an increase in video taped lessons on the Internet and therefore, without having to physically travel to other places, you can observe these classes at your convenience and sharpen co-teaching skills.

Suggested Sites: are:

- **EPIK**
: <http://www.epik.go.kr/> > Teacher's Resources > VOD
- **Busan International Education Center**
: http://www.pen.go.kr/foreign_edu/english/index_eng.php > Orientation
- **Jeju Special Self-Governing Provincial Office Of Education**
: <http://native.jje.go.kr/> > Audiovisual Room > A Model Class
- **CGE: Center for Global Education**
: <http://cge.ken.go.kr/eng/index.asp> > Team Teaching > Middle School / High School > Photos & Videos

Co-teaching Analysis

The purpose of observing video taped classes is to gain new ideas as well as to sharpen teaching skills. The co-teaching observation form provided may be used to accomplish this purpose. You can also try to video tape yourself or have your class video taped. The data gained from observing your own video taped class can be fed back into the classroom process, which helps you to improve your teaching proficiency.



5. Possible problems which may occur in a classroom

- **GET** I teach in an elementary school with 10 different homeroom teachers because there is no English teacher. So, I cannot meet with each teacher to discuss the lessons before and after the class.
- **GET** I am a licensed teacher from Canada. I currently teach in an elementary school. During the English class, my co-teacher uses Korean most of time and all she wants me to do is read the dialog in the book. I don't think this is the most effective use of my talents, skills and experience.
- **GET** I work in an elementary school and my co-teachers lack the English skills to effectively discuss the lessons in planning and in assessment sessions. We often have problems resulting from miscommunication.
- **GET** I have been asked to teach basic English conversation in the classrooms. And my co-teacher always brings newspaper, books or something else to class. He always leaves me with everything even student discipline. When I talk to him about it, he says that this is also co-teaching since there are always 2 teachers in the room and there is no problem.
- **KET** I am a Korean English teacher who have taught for more than 20 years. As you can imagine, my pronunciation is not something I can brag about. So, I have asked the native teacher to lead the lessons and I would help but she wants me to lead the class with her all the time. I hear my students giggle at my pronunciation.
- **KET** I have worked with numerous native English teachers and my experiences with them have been always positive. But this year, I am having a difficult time. Our native teacher says that he can manage the class all on his own since he is an experienced teacher and tells me to use the time to take care of other school responsibilities. He prefers to teach on his own by himself.
- **KET** My classes consist of students of various levels of English. So, I have divided them into 2 groups, one low-intermediate level and one intermediate-advanced level groups. I asked the native English teacher to lead one group with 'Listen and Speak' section of the textbook while I lead the other group with the 'Reading' section for the first 20 minutes and switch the groups for the next 20 minutes. But she keeps on arguing that she doesn't want to do this because we must co-teach.

6. Ways to reduce possible problems

- **Keep a communication channel open at all times:**
 - Use e-mail for sharing lesson plans and comments
 - Keep a communication notebook
 - Arrange group lesson planning and evaluation sessions
- **Spend sufficient time for planning lessons:**
 - Analyze individual teacher's strengths and abilities to determine how they can be used within the team. Consider what skills can be brought into the classroom
 - Work out how you complement one another and how you can facilitate improving the partner's skills in various areas
 - Begin setting goals for the term and the year
 - Make a timetable(test, assignments, homework, etc), set objectives and make sure the other is well aware of the long range agenda
 - Be clear on who is ultimately responsible for the class
 - Both teachers are equal participants
- **Decide on classroom management guidelines:**
 - Establish a set of guidelines and agree on what type of behavior is not acceptable
 - Consequences for students who disrupt the class should also be set
 - Develop a 'warning' procedure that teachers will give to students
- **Be active during the lesson:**
 - Korean teachers should be encouraged to make a concerted effort to use English in the classroom
 - Best to avoid having one teacher address the class while the other stands idly
 - Keep the communication channel open with frequent checks of progress
 - Work together to change things that are not working
 - No matter what a mess one of the teachers might make, the colleague should never intervene unless invited
 - While one teacher asks a student to answer a question, the other records the student participation in the grade book

Co-teaching in a Classroom



7. What makes successful co-teachers?

- be willing and want to try co-teaching
- positive thinkers
- respectful and honest
- trusting and trustworthy
- open to another's point of view
- able to communicate
- flexible and resourceful
- "I'll try anything once!" people
- individuals who don't take things personally
- respect each other both inside and outside of the classroom

Ask yourself the following questions while preparing your lessons

- What are my responsibilities?
- What are my co-teacher's responsibilities?
- How can I plan a lesson if I can't meet with my co-teachers?
- Is it ok to tell them exactly what to do?
- How can I tell them that I don't like an idea?
- Is it ok to tell them that I need assistance in the classroom if they tell me it is 100% my responsibility?
- What happens if my co-teacher doesn't show up for class?
- What should I do if my co-teacher is completely uncooperative?

8. Conclusion

Co-teaching has been shown to have numerous positive implications for both students and teachers. It promotes collegiality, risk-taking and autonomy for teachers, while increasing student achievement and retention. Co-teaching allows teachers to respond effectively to the diverse needs of their students, provides another

set of hands and eyes, lowers the teacher-student ratio, and expands the professional expertise that can be directed to student needs. It does have its advantages as well as challenges. However, if the individual teachers are willing, it will greatly benefit the students.

Co-teaching Observation Form

School Level: Elementary() Middle() High() Grade: _____

Co-teaching Model: Supportive() Split() Collaborative()
Hybrid() _____

Overall impression of the class:

Ideas gained from observation: (what I can implement in my classroom)

Modification I might make if teaching this lesson myself:

< That Other Job >

1. English with a Twist

Anyone who spends a modest amount of time with the foreigner community in Korea will be quick to tell you that we have our own specialized vocabulary-one which might not always be intelligible to new arrivals. In any given group of foreigners, whether in Seoul or Mokpo or Gumi or anywhere else, there are people who substitute "bali" for fast, who try to hurry their friends along with "Kaja!", or who refer to their school principal as "the gyojang." Elementary schools become "chodongs." Stations of any kind turn into "yuks." The word foreigners is itself replaced by "waegooks." And, almost inevitably, "my students" quickly gives way to the more personal "my kids."

In my experience, this last bit of shared foreigner vocabulary is the one that tends to throw people off. I've had friends in both Korea and my native America look at me strangely when I talk about things "my kids" did? my kids were well-behaved today, my kids just finished their exams, my kids wouldn't stop talking during my lesson, I was late because my kids tried to follow me home. After all, they aren't my children. I don't teach them very often; my school is so big that I see each grade every other week. I can't even remember all their names despite both my best efforts and their patient coaching, and I doubt I'd be able to even if I shared their language and cultural background, because there are simply too many of them. Yet if I were offered a position at a different elementary school with higher pay and smaller classes, I'd turn it down in an instant.

Why? Because that would mean I wouldn't be able to continue teaching my kids, and I know for a fact that many of my foreigner friends in Gyeongbuk feel exactly the same way.

That sense of attachment doesn't come from contracts, textbooks, or lesson plans, although it can be helped by and in turn enhance all of these things. It requires an effort on the part of the Guest English Teacher to not only teach their students, but to communicate with them. It means being willing to be ambushed in the mart, introduced to grandfathers, mothers, and younger siblings when you least expect it, and chattered at in nonstop Korean even when you don't understand a word. It means not hiding from the students or chasing them away when they stop you in the hallways, but instead being willing to take the time and talk to them. Most of all, it means maintaining what I like to think of as flexible boundaries. There are times when I'm unavailable for the students and places where I don't allow them to tag along after me - namely anywhere near my apartment - but I try to make it clear to them that for the most part, I'm happy to talk to them, however limited their English may be.

2. Thinking Outside the Contract

I consider all of this a part of my other job - the one that's just as important as the one in my contract, except for the part where no one told me about it beforehand.

I'm an unofficial ambassador, just like every other GET in Korea.

Even here in Gumi, which has enough self-titled waegooks to populate a small town, the odds are that I'm one of the only non-Koreans that my students interact with on a regular basis. That goes doubly so if they don't take foreign language classes at a hogwon. While it's egotistical to suggest that GETs wholly or even mostly inform a student's opinions about both English and our various countries of origin, we're inevitably going to have some impact. If you come scowling into school from day one, stagger in late every morning drunk, hungover, or unprepared, shout at the students for bother-

ing you, or constantly gripe about how terrible the school is and how much you'd rather be in Seoul, the students are going to pick up on that. They won't want to learn English with you. They won't want to talk to you outside of class, in any language. They will perceive (correctly) that you're not putting any effort into teaching them or engaging them, and in turn they'll stop attempting to interact with you. Just because your students are young doesn't mean they're stupid or unobservant, or that you can treat your jobs - either of them - with anything less than complete seriousness. Even if you stop short of hating your job and merely treat it as something that begins and ends in the classroom, it won't matter how great your lesson plans are on paper. You're still not doing what you're supposed to.

So how do you do that all-important second job?

3. Talk to the Students

My first couple days at my elementary school taught me a couple of important things:

First, Korean kids are pretty much the most adorable children in the world. Second, they all really, really want to talk to me.

Going into an elementary school for the first time can be a culture shock all by itself,

between the constant chorus of hellos and the fact that the students will spend the first couple weeks assuming your name is Waegook Sun-sangnim. All my introduction classes quickly turned into question-and-answer sessions. Yes, I love kimchi, but no, my favorite Korean food is actually yukgaejang. No, I don't know if I like the Giants or the Lions better. Yes, I really am from Chicago. No, I've never met President

Obama. No, I'm not married. Yes, I like Boys Over Flowers. (Cue squealing.) Yes, I really do love it here in Korea.

Any GET can tell you that Korean students are incredibly smart and extremely driven. They want to learn. They like English, albeit they sometimes only like English outside the classroom. Given the chance, they'll plop down next to you in the cafeteria, hover outside your classroom after the last bell rings, or ambush you in the street to ask where you're going. In other words, they will talk your ears off - if you let them.

Should you?

Yes, of course.

No, you're not going to get perfect grammar, complex thoughts, or maybe even anything beyond "How are you?" and "I like baseball." Yes, most of your conversation is going to be simple sentences and pantomime. The students won't care about that. Responding to them - supplying the words they're miming, referencing something they told you before, even just saying "I like baseball, too" - is more than fostering an interest in and enthusiasm for English. You're indicating that you're willing to take an interest in their lives. It's personally rewarding for you, it's good practice for the

students, and it's definitely easier to teach children who are happy to see you.

I can think of a particular fifth-grader who wrote a note on one of his tests early in the school year, saying that he's very bad at English. When I graded the tests, I wrote back that I'm very bad at Korean too and that we should both study hard. I'm not sure if he took my advice or is just more willing to talk to me now, but instead of sitting quietly in the back, now he chats with me before class and in the hallways. His English isn't the best - although it's unquestionably better than my Korean - but he's applying the grammar and vocabulary he's learned to communicate with me and creating sentences he didn't learn from a textbook, and that's what any language teacher wants, no matter what they're teaching or what country they're in.

None of this means you're obligated to be cheerful all the time or available to the students whenever they want to pester you. It does mean that you should make a good-faith effort to talk to them outside of class. They'll appreciate you for it, and you'll get to know them a lot better.

That said, how do you do that all-important second job inside the classroom?

4. Make English Culturally Relevant

One of the first things I did with my summer class - after explaining the classroom rules and settling a couple squabbles about seating arrangements - was teach them how to write Romanized versions of their Korean names. Some of them already had English names, but none of them had a clue how to write out 민수 or 세희 using the English alphabet. It was difficult to explain at first, but once I'd managed to communicate the idea, they absolutely loved it. My summer class has been over for months, but those students will still write their names in English on their worksheets and quizzes and will always proudly point this out to me when I walk around the classroom.

There's plenty of debate about whether or not asking a student to use an English name is good or bad. Teaching your students how to Romanize their Korean names is a kind of middle ground; it requires knowledge of the English alphabet and its sounds, and if you teach first name-last name order it can be used as a tool to introduce aspects of Western culture, but it allows students a say in how they want to present themselves to an audience that can't read hangul. This doesn't mean you should discourage students from using an English name if that's what they prefer, but making them aware that there's an option has, in my experience, engaged students who had previously shown minimal interest in English.

It's possible to use the same idea with more advanced students. Introduce them to different Romanization styles and discuss them. Ask them to explain food, holidays, entertainment, or some other aspect of Korean culture - in English. Tell them to give you a Korean name and

to detail the reasoning behind it or to tell you about the best sites in their home city or province. If they're mostly interested in contemporary culture, tell them you want to know whether Girls Generation or Big Bang is better, and that they had better be prepared to elaborate on their answer. (Warning: this can get contentious.)

All of these things engage the students much more than any textbook or rote grammar drill ever could. The catch is that they require more work on your part. In much the same way that you can't slap together a grammar or vocabulary lesson as you teach, you can't walk into a classroom expecting to ask about Korea without having informed questions prepared. Read up on what you're going to ask the students. Learn about Korean history, music, and art. Listen to k-pop. Watch the dramas your students watch. Know the significance of different holidays. It doesn't matter that you'll be discussing all of these things in English or just using them as a springboard to introduce English vocabulary. Korean students like to talk about their interests, culture, and country, and odds are that no matter what level they are, they'll be happy to explain something to you, especially if you've already done your homework.

If you're never planning to incorporate Korea into your lessons at all, it doesn't matter. Do all of the above anyway. Not only is it respectful to the people you're living with and the country you're living in, it's simple common sense.

Co-teaching in a Classroom



5. Your Kids

Your first and most important job is, obviously, the one that brought you here. You're supposed to teach your students English, and you're doing yourself and them a disservice if you don't try your best to do exactly that. That other job is the one you don't plan for, the one you're not paid for and are never really off-duty from, and the one that can positively affect your time in Korea. You just have to look at it the right way.

Much like any other job that involves working with children, teaching Korean elementary-schoolers is not a job for someone who wants deep philosophical conversation, complete seriousness, or even an absolute guarantee that a little kid isn't going to put their pet snail in

your pocket. The students have their own ideas of acceptable behavior and their own sense of humor. They're born mimics and will copy everything you say, whether you want them to do or not. (Which is why a handful of my fifth-graders can now say "Whatcha doin'?" with a perfect Chicago accent, much to my dismay.) They're going to get markers and cafeteria jajangmyun all over themselves, and sometimes you're going to be collateral damage. They jump on tables. They try to put their numbers in your cell phone. They will never, ever stop talking.

They're your kids, and for some reason they think you're amazing. How cool is that?

After School & Vacation English Camp



The contract for GETs runs one year, and GETs are expected to work the full term of the contract. Accordingly, GETs still work when the students are off on vacation. Generally speaking, the school year begins on March 1st in Korea. Accordingly, summer vacation begins at the end of July and finishes at the end of August and lasts for about one month. Winter vacation begins at the end of December and finishes in mid to late February. The starting date or the ending date can be different for each school because it is ultimately decided by the head of each school.

GETs are required to teach 22 class hours per week even during the summer and winter vacation periods (for reference, as of this writing, a 40 minute elementary school class is equal to one class hour). The Guest English Teacher position is more akin to a contract teacher, rather than a regular teacher, so GETs may be required to come to school even when the students are off on vacation. During vacation, GETs may be required to teach some programs such as an English camp, or their school may prefer for them to work on lesson materials and curricula for the next semester. The most common problems related to programs during student vacation periods include: last minute notice given to GETs about programs, conflicts between program scheduling and vacation scheduling and scheduling conflict between programs sponsored by the school and those by the POE. Since

most GETs teach at least one camp during the year, experienced GETs recommend preparing for one in advance. During a midterm or finals week, many GETs use their schools' resources to make copies, finish lesson plans and prepare activities.

GETs should always ask their Co-Teacher to help them fill out the vacation release form which is only in Korean, and get their principle's signature on it before buying tickets and making hotel reservations. Also, GETs should remember that some schools may require teachers to get permission to take a vacation from the head of their English department, or whoever is in charge of scheduling English camps. This is important to avoid any scheduling conflicts with English camps during vacation periods. Many POEs may also have English camps outside of school which are scheduled separately and may conflict with camps scheduled by individual schools. To avoid this problem, always ask a Co-Teacher for information about teaching schedules during vacation as early as possible. Some POEs request that all schools and other training centers submit an intention for camps/training classes during the vacation time period about a month before the vacation to avoid such a scheduling problem. For more information on vacation, please refer to the contract and discuss with your Principal. Ask a Co-Teacher to translate if necessary.

After School & Vacation English Camp



1. Introduction

In South Korea, the English language is something like a phenomenon. It has incorporated itself into an essential part of public school education, sparked many flourishing businesses, become an absolute requirement for job-seekers, and created thousands of jobs for foreigners. During your tenure as an EPIK teacher you will provide your students with an array of examples and ideas in English education that they may not otherwise have an opportunity to experience. While you will have many chances to expose them to unique and interesting ideas during class, the after-school and vacation English programs (English Club) will afford you a real opportunity to explore the vast arena of topics and ideas related to English education.

- Different schools will enforce different policies with regard to their after-school programs and camp programs. Those differences may be significant between different schools, districts, and grades.

2. Compare & Contrast

Your two main duties as an GET (Guest English Teacher) will be your school classes and your after-school/camp classes. It may be helpful to think of after-school and camp classes as “English Club”. The distinction between class-time and club-time helps to define the different teaching environments.

Class-time

- During regular school hours
- 30-35 students
- Co-teacher present: you should have assistance with discipline, explanations, etc.
- Wide-range of English abilities
- Lessons need to be at a level that will allow all students to learn something new or use what they already know
- Students must be present

English Club

- After regular school hours or during vacation
- 5-15 students
- Co-teacher likely not present: you will be dealing with explanations and discipline on your own
- Narrower range of English abilities (probably higher)

- Lessons can/should be at a higher level challenging all students to learn something new
- Students choose to be present

Analogies may also be helpful in understanding the differences between classes and English Club. If class-time is a steady relationship, English Club is a new relationship; if class-time is office-work, then English Club is an office-party. During your regular classes, you will experience your students in consistent circumstances. They will be around their friends and a teacher and this will dictate a lot of their behavior, for better or worse. However, during English Club, the student who was happy to speak in class may be reluctant to speak, or vice versa. This can happen for any number of reasons and may be good or bad, depending on the student and how you react to the behavior. Similarly, you may experience a change in your personal behavior relative to club-time classes. In both situations try and explore the changes that you are witnessing and assess whether they are helpful or hurtful to the environment.

3. Environmental Factors

Why

If you are not already aware of the heavy emphasis on English education in South Korea, you soon will be. The after-school and vacation English camps are implemented for a number of reasons. The first, hopefully least important, reason for teaching these programs is that we are under contract to teach these hours. Your regular class-hours will likely not fill your weekly contractual hours and this program has been added to bridge that gap. A very significant reason for the after school and vacation English camps is the Korean government’s recognition of the importance of English education for all of its citizens. Subsequently the government recognized that not all families are able to send their students abroad or to private academies (hagwons). This program and programs like it have been put in place in an attempt to level the playing field and ensure that all Korean citizens are adequately exposed to the English language. Lastly, perhaps most importantly, some of your students will want any and every opportunity they can get to speak and interact in English.

Where & When

• After-school English Club

You will conduct your after-school English Club at one of the schools you regularly work at. These classes may be held everyday and will be between 1 and 2 hours long.

• Vacation English Club

These classes may be held at one of your regular schools, or you may be asked to participate in an

After School & Vacation English Camp



English camp at another school or education-related facility. The hours of these courses vary much more than their after-school counterpart and can last from 1 to 5 hours a day (an 8-hour day is not common, but is a possibility).

Who

The English Club environment differs greatly from that of the classroom. While you will still be at school in a classroom, many of your classroom accoutrements may be missing. Most notably, your co-teacher will likely not participate in these classes with you, you will be the sole-provider of; rules, instructions, motivation, explanations, and discipline. The students in the English Club will have chosen to be there on their own or will have been sent there by a teacher or parent. Your students will be fully aware of the many differences in the English Club environment and how to “capitalize” on their presumed advantages (no Korean-teacher present, relaxed environment, etc...). This is one of the most significant environmental differences and it will bring with it new constraints (see the HOW section for strategies to maintain a fulfilling classroom environment).

What

Your responsibilities in both of the English Club settings, after-school and during vacations will be the same. You are expected to keep records of who attends your class, ensure that your students are safe, and to provide your students with supplementary English instruction. As stated previously, English Club is a unique opportunity for you and your students to express your creativity through English (see the HOW section for lessons, games, and projects).

How

How you run your classes, treat your students, and develop your lessons should be the most engaging and interesting portion of your teaching term. The elements discussed in this section will provide you with a general framework related to all aspects of your teaching responsibilities. Following will be examples and guidelines that have worked for me and others that I know. I encourage you to develop your own strategies related to all issues that you encounter.

● Classroom Set-up: Musical Chairs

The way you set-up your classroom for English Club can make a big difference in how the students engage and interact while present. Whereas the seats in regular class will likely be in rows, I move my English Club seats into a horseshoe or group seating. This again helps the students to differentiate the expectations associated with being in your presence during regular class and or English Club.

● Rules : “Speak softly, but carry a big stick”

It will be essential for you to set clear guidelines in your English Club classroom. The setting and enforcement of these rules will aid you and your students on a daily basis. As previously stated the English Club environment can and will differ from that of the regular classroom for a number of reasons. The rules should be one of the very first components discussed in class. The production and thorough discussion of rules, will allow you to combat the many challenges that present themselves, quickly, and fairly, for all of your students. It is essential that you ensure that your students are fully-aware of your rules before you begin your first lesson.

● Discipline: Say what you mean and mean what you say

After the rules have been thoroughly discussed, your next line of defense (it can be like combat sometimes) will be how you choose to enforce your rules. Generally I have chosen to give my students a gradually increasing set of consequences if they misbehave. Some of my consequences include: changing seats, writing sentences, and exclusion from group activities. You’ll have to find what works best for you and your students. **My one cautionary note is to make sure that one student or a group of students don’t monopolize your time with disciplinary problems whereby detracting from what the other students are learning.

● Explanations & Motivations: Get-it, got-it, good

You will have to develop your own tools and strategies for motivating your students to speak, write, read, etc. Surely incentives work quite well with any person of any age, finding the right incentive for the right student is part of the mystery of teaching. You may notice a strong group mentality amongst the students in your classes. You can use this to help motivate and to help explain certain situations to your students. There will likely be at least one student in your class with a relatively high understanding of the English language. You can use this student to help the others understand what you are talking about. Competition tends to work well when motivating my students and I think it is much more pure than bribery.

● Lessons : If the students are busy, the teacher is happy.

This element of your English Club is the most important for obvious reasons. These lessons will be the meat of what you do and what your students learn each day. While there are alternative techniques and formats for teaching students, I will briefly discuss the two main themes that I have worked with. First a thought that can/should be universally applied: choose a topic or activity that you are interested in, if you aren’t interested in what you are teaching, how can the students be interested in it? The first lesson-theme is what I call non-project based lessons. These lessons are very useful, totally legit, and very common. They may cover any topic and are always good for the students. There isn’t anything that detracts from these lessons other than the fact that they aren’t project-based lessons.

I have recently become a huge fan of project-based lessons. These lessons are terrific because they are cumulative in nature. Each new lesson requires the completion of the previous lesson. This style of lesson allows you and the students to learn about a topic in-depth. You can imagine how much more can be learned from an assignment that builds for 3 months, as opposed to one that takes one day. Some examples of project based lessons are:

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- Creating a newspaper (any topic, editing, “beat” assignments, etc.)
- Making a comic-book (character development, drawing, spoken language, etc.)
- Planning an imaginary vacation (itinerary, trip journal, geography, etc.)
- Discussing and cooking recipes (measurements, numbers, cooking language, cooking, etc.)
- Reading/writing short stories or books
- www.Xtranormal.com (movie)
- www.marvelcomics.com (make your own superhero)
- webquest (finding information and answering questions based on information found on the internet)
- cooking classes (simple recipes that don’t require “cooking”)

● **Advantages of project-based lessons:**

- makes lessons tangible to students
- easy to gauge progress
- allows for easy and applicable review sessions
- greater flexibility
- always something to do
- can include endless vocabulary and spelling words/tests
- easily broken-down into components

● **Games : If the last 5 minutes of class was fun... the whole class was fun!**

Game-play in classes can be a somewhat delicate topic. During game play, you can make your class a memorable experience or a waste of time. You can motivate your students with something fun and challenging or you can keep them busy with unchallenging and relatively useless filler. Needless to say we are encouraged to choose games that are thought-provoking, challenging, applicable, and fun. Some examples are:

- Writing an acrostic poem
- Completing a word scramble
- Playing 20 questions
- Playing “I spy”
- www.barryfunenglish.com

The games should be age and subject appropriate. There exists an endless supply of games for the teacher to choose from, the main goal is that the games engage the students in a way that they are learning and having fun.



4. Conclusion

I hope the aforementioned information will allow you to be somewhat at ease with the idea of teaching. While a completely comprehensive look at “English Club” may be impossible to produce, this information should help you get started, point you in the right direction on some topics, and give you a foothold when it is time for you to prepare for and produce your very own English Club program. If you have questions that went unanswered please feel free to email me at davidfin-gerote@yahoo.com.

5. English Camp Sample Programs

Day camp (non-sleepover)

● **Day Schedule (Type A)**

Time	Time	Subject
1	09:00 ~ 09:40	Story telling and vocabulary
2	09:50 ~ 10:30	Speaking
3	10:40 ~ 11:20	Reading comprehension
4	11:30 ~ 12:10	Grammar
5	12:10 ~ 12:50	Pronunciation clinic/ movie English



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● Week Schedule (Type B)

Day Camp Program					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	Reading and Writing	Cultural Activity	Listening and Conversation	Reading and Writing	Cultural Activity
10:00-10:45	Listening and Conversation	Reading and Writing	Cultural Activity	Listening and Conversation	Reading and Writing
11:00-11:45	Cultural Activity	Listening and Conversation	Reading and Writing	Cultural Activity	Listening and Conversation

Overnight camps

● Daily Topics and Events

Day	Daily Topic	Event	Note
1st	Opening, Introduction	Welcoming Party	Registration
2nd	Food	Fun Games	Making food
3rd	Clothes	Folk Dance	Birthday Party
4th	Tour	Golden Bell	Folk dance
5th	Traditional Plays	Movie Time	Orienteering
6th	New Year's Day	Farewell Party	Performance
7th	Closing	Questionnaire	Certificate

● Day Schedule

Time	Contents
07:00~07:10	10' Wake-up Music
07:10~08:00	50' Morning Exercise • Personal Hygiene
08:00~08:40	40' Breakfast
08:40~09:00	20' Radio Enjoy
09:00~10:20	80' Morning Session I (Class Activity)
10:20~10:40	20' Morning Break(Each team should send two students to pick up milk or juice at the information desk) ... 오전 휴식
10:40~12:00	80' Morning Session II (Class Activity)
12:00~12:30	30' Break
12:30~14:00	90' Lunch(Should be in dining hall by 13:00) & Break
14:00~15:30	90' Afternoon Session I (Team Activity)
15:30~16:00	30' Afternoon Break(Each team should send two students to pick up snack at the information desk)
16:00~17:00	60' Afternoon Session II (Team Activity)
17:00~17:30	30' Break
17:30~18:30	60' Dinner(Should be in dining hall by 18:30) & Break
18:30~19:00	30' Preparation for Events
19:00~20:30	90' Events
20:30~21:00	30' Personal Hygiene
21:00~21:30	30' Personal Study (All students will stay in their rooms studying what they've learned. Teachers will prepare for lessons.)
21:30~07:00	570' Students Sleep (No student loitering, playing or making noise) Have a nice dream!

Part 05. After School & Vacation English Camp



Week Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45		1 2 3 4	4 1 2 3	3 4 1 2	2 3 4 1
10:00-10:45	Opening Ceremony	4 1 2 3	3 4 1 2	2 3 4 1	1 2 3 4
11:00-11:45		3 4 1 2	2 3 4 1	1 2 3 4	4 1 2 3
12:00-12:45	Level Test for student placement	2 3 4 1	1 2 3 4	4 1 2 3	3 4 1 2
		*last class on Tuesday/Thursday is an outdoor activity		*last class on Tuesday/Thursday is an outdoor activity	
12:45-1:45	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-2:45	2 3 4 1	A B C D	D A B C	C D A B	Closing Ceremony <ul style="list-style-type: none"> student performance certificate ceremony awards
3:00-3:45	1 2 3 4	D A B C	C D A B	B C D A	
4:00-4:45	4 1 2 3	C D A B	B C D A	A B C D	
5:00-5:45	3 4 1 2	B C D A	A B C A	D A B C	
5:45-6:45	Dinner	Dinner	Dinner	Dinner	Go home
7:00-8:15	Performance Practice	Outdoor Activity	Performance Practice	Outdoor Activity	
8:30-9:30	Write Journals	Movie	Write Journals	Campfire	

- 1,2,3,4~ Native English Teachers
- A,B,C,C~ Korean English Teachers

Camp Report and Certificates (Samples)

Academic Report			
	5학년 1반	김혁중	James
	Reading	Writing/ Grammar	Speaking/ Listening
Grade	B	B	B
A: Excellent B: Good C: Try harder			
February 6, 2006			
		Evaluator Sign	
		Evaluator Sign	

Sanggye Little English Camp

presents

Certificate of Completion

to

Kim, Dae Hee

for

Completing the Winter English Camp!

Principal, Namgung, Young Soo

Sanggye Elementary School

Jan. 6th, 2007

After School & Vacation English Camp



1. Introduction

English education in South Korea is thought by most as being one of the essential factors in ensuring a successful future. The problem is that outside the classroom there are very few opportunities for the students to practice their English. In the past, families that were wealthy enough would send their children abroad or to private institutions to get a head start on their English studies. The public school system in South Korea has recently started implementing more programs to give all students the same opportunity. The two most common are after-school programs and vacation camps. It is our role as EPIK teachers to provide these public school students with the best English experience possible.

An EPIK teacher has two main responsibilities in terms of classroom hours. First each teacher should cover somewhere between 20 and 22 hours of regular classes. The second main responsibility includes camps and after-school classes. These programs are regarded by most as a nice change of pace from their regular schedule. Not to take anything away from the education that takes place during the regular public school hours, but these club programs offer a wide array of advantages to the native English teacher involved. One of the most notable differences between the two programs is that most of the students participating in these club programs are doing so by choice. They really enjoy every chance they get to speak in English and they make teaching fun and rewarding.

2. After School and Camp Programs

1) After-School Programs

Every school is different and may or may not choose to offer an after-school program. It will ultimately depend on the needs of the students and the wants of the principal. Should your school decide to offer such a program, it is part of your responsibility as the Native English teacher to participate (providing you have not already gone over your weekly hours). If for some reason you have gone over your weekly hours and your school still wants you to participate in an after-school program, they should compensate you with the standard overtime pay.

These classes usually begin shortly after the regular classes finish. This makes it easier on the students (especially the younger students). They will last anywhere between 40 minutes to 3 hours and may be held everyday or only once or twice a week. Once again the specific details of each program will vary from school to school.

● After-School Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
13:00-13:50	Class A		Class A	Class B	Class B
	Native Teacher		Korean Teacher	Native Teacher	Korean Teacher
14:00-14:50	Class C	Class D	Class C	Class D	
	Korean Teacher	Native Teacher	Native Teacher	Korean Teacher	
15:00-15:50					

2) Vacation Camps

Vacation camps are organized both in the summer and winter vacation periods to give the students a chance to maintain and improve upon the English they studied in the last semester of school. They are usually held at your school, but sometimes the district will organize a larger scale camp at a different location. They usually run anywhere for 2-3 weeks in length and are generally shorter than a normal day of regular classes. Most of the time vacation camps are forced by the district, but the details are decided by the principal at your school. Sometimes the students work out of a district camp book, other times it is up to you to provide material for the students.

● Typical (in school) Vacation Camp:

Time	Daily Schedule
09:00~09:40	40' Session I (Learn to Read: Reading & Listening)
09:40~09:45	5' Break Time
09:45~10:25	40' Session II (Workbook Activities)
10:25~10:45	20' Snack Time(맛있는 간식과 함께 휴식하는 시간)
10:45~11:25	40' Session III (Learn to Read: Speaking & Writing)
11:25~11:30	5' Break Time
11:30~12:10	40' Session IV (Workbook Activities)

Part 05. After School & Vacation English Camp

● Typical (out of town) Vacation Camp:

Time		Daily Schedule
07:00~07:10	10'	Wake-up Music (음악)
07:10~08:00	50'	Morning Exercise • Personal Hygiene (아침운동, 세면)
08:00~09:00	40'	Breakfast (아침 식사)
09:00~09:20	20'	Radio Enjoy (아침 방송)
09:20~10:40	80'	Morning Session I (Class Activity) (오전 공부 I)
10:40~11:00	20'	Morning Break(Each team should send two students to pick up milk or juice at the information desk) (휴식)
11:00~12:20	80'	Morning Session II (Class Activity) (오전 공부 II)
12:20~13:30	70'	Lunch(Should be in dining hall by 13:00)
13:30~14:00	30'	Free Time (Reading Books or Exercise)
14:00~15:20	80'	Afternoon Session I (Team Activity) (오후 공부 I)
15:20~16:00	40'	Afternoon Break(Preparation for the Club Activities)
16:00~17:00	60'	Afternoon Session II (Club Activity) (오후 공부 II)
17:00~18:00	60'	Personal Study (All students stay in their rooms studying or reading books. Teachers prepare for lessons.)
18:00~19:00	60'	Dinner(Should be in dining hall by 18:30)
19:00~20:30	90'	Watching movies or Reading books
20:30~21:30	30'	Writing journals and letters, Washing, etc.
21:30~		Students Sleep (No student loitering, playing or making noise) Teachers prepare some materials for next day.

3) How are these programs different?

For both programs the class sizes should be considerably smaller than regular classes. This gives you the chance to try new things you might not be able to do with a class of 35 students. Attempting to play something like a circle game in a regular class would be out of the question, but it would be more than encouraged in an after school or camp atmosphere.

The purpose of these programs is to give the students additional exposure to English they might not be able to get in the regular classroom or outside the school. That being said, the curriculum should be quite different from the lessons taught in regular classes. Teachers should focus on making these programs enjoyable and unique.

The planning process for these programs should be easier on the teacher as the students are usually separated according to ability. Instead of preparing material for 35 students of various levels, you can focus your efforts on one slightly more challenging lesson which all students should be

able to complete.

While some camps may have native English teachers working with Korean co-teachers, it is not as likely to find yourself working with a co-teacher in afterschool programs. Since the class size is so different, it is expected that the native teacher should be able to control and discipline the smaller group without extra help. Some teachers enjoy and appreciate the opportunity to control their own class, while others find the language barrier with such young students to difficult to deal with. My advice would be to establish rules and consequences on the first day of class and stick to them. Since there is limited or no involvement from co-teachers, the native teacher might be asked to carry out more responsibilities in an after-school or camp setting. Lesson plans are expected for all classes, but camps and after-school programs might also require attendance records, report cards and preparation for performances.

4) Comparing the two classroom styles

Regular Classes	After-school and camp programs
<ul style="list-style-type: none"> • Class sizes: Anywhere from 30~35 students per class. • Curriculum: Textbook with limited flexibility. • Class time: During regular class time and regular school hours. • Ability: Wide range of ability. Mixed levels in each class. • Lessons: Should meet the needs of the entire class and be at a level. • Co-teacher: Should be present and help with lesson, discipline and explanation. • Responsibilities: Regular responsibilities. 	<ul style="list-style-type: none"> • Class sizes: Anywhere from 10~20 students per class. • Curriculum: Usually a lot of flexibility in choosing or creating curriculum. • Class time: After regular class hours or during the vacation period. • Ability: Usually higher level students with similar English levels. • Lessons: Should be more challenging and engaging than regular classes. • Co-teacher: Co-teachers may not be present at all. • Responsibilities: Attendance, report cards and preparation for performances.

5) The difference between Elementary, Middle and High School:

In general, the structure of camps and after-school programs are fairly similar regardless of the age of the students. That being said, even though they are similar programs, there is no way you should have the same plan of attack. By no means is classroom management easy, but it is by far one of the most important things for a teacher to focus on.

The most important day of the year could very well be the first day. In the first 10 minutes of class the students figure out if your program is worth paying attention to or if it is just a free period to chat with their friends. The frustrating thing is that even if they decide that this is a free period, they will still behave well in the first couple of classes. This "honeymoon" stage will not last long and gives the teacher false hopes that they are running an effective class. Therefore, it is crucial that in this time you should set clear guidelines and establish how you might enforce your specific set of rules.



Creating rules and enforcing those rules is a given for any age group. What has worked well in the past is to create these rules together as a class (if they are advanced enough to do so). Perhaps have them work in groups of 4 or 5 and award a prize to the team with the best rules. If you are working with younger students you may not be able to execute such an activity. The most important thing is to be sure that the students understand the rules and the consequences that may follow.

If you find yourself teaching a camp or after-school program without a co-teacher, one of your biggest obstacles to overcome will be classroom management. It is never easy to discipline a student that doesn't understand what you are saying. My advice would be to pick a method early and stick with it. When teaching English as a second language, it is important to be consistent and repetitive with your actions. If you constantly change your discipline techniques, the students will get confused and frustrated. There are handfuls of methods out there, but what seems to work best for me is a simple coupon and sticker reward program. This allows me to quickly and quietly acknowledge those students who are participating without disrupting the flow of the class. I encourage you to figure this out before the first day of class so both you and the students can be prepared for whatever may come your way.

When it comes time to create your lessons for these programs, but sure to think of the age group you are teaching. Younger students tend to be more likely to participate in active lessons which might include songs, games, chants and other fun activities. Not to discourage you from attempting such lessons with older students, but once they graduate to middle school or high school they tend to be more reserved and respond better to group work and more practical assignments. Whichever age I am teaching, the most important thing I always remember is to keep them engaged in what they are learning. The second students lose interest, they are likely to tune out. I love to plan various activities throughout the class to keep them on their toes. Sometimes it means using a quick 1 minute game to break up a long lecture and other times it means planning 2 or 3 extra activities in case they finish early. Whatever the case, if you keep your students active and busy, they very rarely find time to misbehave and tune out.

6) Ice-breakers

Other than establishing your rules and consequences, the next most important thing on first day of class would be to choose an engaging ice-breaker that everyone enjoys. The first day doesn't have to be about teaching, but rather making the students feel comfortable in new surroundings. For the younger students, I like to start with a fun name game activity which gives them a chance to be creative and guess each others names. Once we finish that I let them practice each others names with a circle chant activity. Usually this will take up the rest of the class and the students will leave excited to come back and study tomorrow.

For the older students, an effective ice-breaker might be harder to come by. A silly circle name game might just be enough to check them out for the rest of the semester. What I find works well

for me is two truths and a lie or the skittles game. Two truths and a lie gives the students a chance to write and share 3 simple sentences. The other students have to try to figure out which is the lie. This is a great way for them to learn a little about each other and it also usually provides a few laughs. The skittles game also accomplishes these two objectives, but in a different way. The teacher should walk around with a bowl of skittles candy and let the students take a handful. Each color should represent a different introductory activity they must do. Allow them to eat the candy after they have finished the exercise.

Whichever ice-breaker activity you decide on, make sure it is appropriate for the age you are teaching. It is also a good idea to do a quick review of the rules once the game is finished.

7) Games

Games are a great way to keep your students active and happy. They can be used to create a relationship between the student and the topic. Some other incentives for using games also include: teamwork, motivation, positive learning environment and accelerated learning. As mentioned earlier, camps and after-school programs should offer more challenging and engaging material than regular classes. Games are a perfect way to accomplish this. The unfortunately thing about regular classes is that the amount of games you can effectively use in a class of 35 students are limited. Most of the limitations wear off as the number of students drop. If you are teaching a group of 10-15 students, there are very few games you can't play.

I also attempt to use games in my classroom as a form of motivation. My students are aware that I always have a game prepared for them at the end of each class. They also know that if they misbehave in class their game time will be reduced. Some of my favorite games to use in class are circle games, speed games, card games and board games.

The important thing to remember is to make a connection between the material covered in class and the game used. When using games, it is imperative to remember that there is a very fine line between making your class a positive memorable experience and making it a complete waste of time. Be sure to choose games that are thought-provoking, challenging, relevant and most importantly fun.

Here are some examples of games that have worked well for me on a regular basis:

- **Name game:** (good ice breaker and vocabulary game) Sit the students in a circle and teach them a simple clapping rhythm. On the first snap you say your own name and on the second snap you say someone else's name. Then the next student has to do the same thing. If they can't think of someone else's name they are out (try not to exclude students from games).

- **Changing places:** (good vocabulary and simple sentence game) Sit the students in a circle and teach them a simple sentence such as "I like apples". If the students like apples they should stand up and change places with another student. Have the student in the middle to ask the next question. You can change this activity to fit most target sentences you are teaching. "You are wearing jeans", "Your favorite season is winter"...



< Q & A for Guest English Teachers >

1. Co-teaching

Q1. Should co-teachers be in the classroom with me at all times?

A. Your co-teacher should be in the classroom teaching with you all the time.

Q2. How much flexibility can I have in teaching?

A. It is up to your co-teacher and you. Before classes, you and your co-teacher have to discuss how to teach English. You must exchange your opinion with your co-teacher and share the role in the English class. If the activities are suitable for objective and students' English level, you can teach English the way you like.

Q3. Will my co-teacher speak Korean to my students in class? If so, how much of the class should be taught in English?

A. Your co-teacher can speak Korean to the students in class. If the students understand the English class in English completely, you and your co-teacher can speak English in your class. But many students don't understand the contents if your co-teacher just speaks only in English without Korean. So, before you teach the students, ask what their level is from your co-teacher. It is very important to know how many students are of a higher English level. Finally, the rate of using Korean in English class is up to student's level.

Q4. What is the class size and how long is each period?

A. It depends on the school but there are generally 30~35 students in a class and you will be in the classroom with a Korean teacher.
- Elementary school(40 min), Middle school(45 min), High school(50 min)
※ There is a 10 min break between each class.

Q5. A few unruly boys tend to be loud and joke in Korean throughout my lesson, disrupting my presentation and those trying to pay attention. In this situation, how do I take care of them?

A. Ask your co-teacher to help with classroom management. Talk about the discipline with the kids and your co-teachers, reach an agreement and make rules for classroom management. You had better establish rules such as paying attention, respect for others, excessive noise, securing materials and completion of homework assignments. Impromptu management is not a good way to take care of the students. It should be systematic and reflect the student's behavior. Please learn to be patient with your students. It is acceptable to skip a student that you have singled out if they are unwilling or unable to participate.

Q6. When students are engaged in an activity, the noise level is really high. I cannot seem to get their attention in order to give further instructions or wrap-up the task. In this situation how can I manage the classroom?

A. The noise and excitement levels were high at times, not as an impediment to the lesson but as a reflection of the students' engagement. Two or three students appeared not to be listening, but when checked, these were among those assessed with a pronounced auditory learning preference and they had assimilated the instructions. If the students are still making a noise when its' time to start another activity, you can use classroom signals to get their attention. To pay attention to the students again for the next activities or instructions, it would be useful to do clapping according to teacher's cue or to use special sound like a bell. Use partner and small group activities that keep the conversation in a reasonable voice. Most of all, it would be better to make some rules with students for good class communications at the beginning of the semester.

Q7. My Korean co-teacher tends to translate everything I say to the students. As a result, they do not tend to pay attention when I am speaking, but rather, wait for the Korean teacher's translation. In this situation what should I do?

A. It would be better if there is as little translation from the Korean teacher as possible. You have to use clear and easy language for the kids first. When the kids have some problems, you should try to paraphrase your words into easy English and then ask for a co-teacher's translation as a last resort.

Q8. The motivation level of my students is particularly high at the beginning of the semester. My class is very new for them. After a month or so, however, their interest or motivation decreases significantly and their attitude is poor. In this situation, how can I motivate my students in English classroom?

A. It is difficult for students to maintain their early interest and motivation constantly. As time goes on, students lose interest in learning English. The most important thing is to stimulate motivation. Activities with game-like elements are usually very good for generating interest. Such elements include: a degree of competition, a goal which is about something other than getting the language right. A major means of maintaining interest is the use of activities which require and encourage students to use the target language for communication of interesting messages. Extensive use of non-language stimuli such as pictures, objects, mime, music and sound effects is crucial if your class includes poorly motivated students. It is always wise to try to discover what topics are of current interest to the age group you are teaching and try to include them, somehow, in your lessons. Periodic opportunity to move about, or at least stand and move, is highly beneficial to students in this age range and can contribute to keeping interest up. Humor is important, too. Of course, there is no recipe for this. But, if you create the right sort of atmosphere and show your sense of humor as often as you can, more humor will come from your students. Finally, occasional surprises can help keep students interested and paying attention.

Q&A on How to Be a Successful GET



How could you be a successful GET?

Q9. My class is a large multi-level class. Do I have to take care of the slow learners? How do I take care of them? If a slow learner can't understand me, do I teach him or her and let the others wait?

A. When some kids can't catch up with others, do not spend much time taking care of them. Have other students of you co-teacher help them. You can also teach them after classes. When your class is a mixed level on and there are some slow learners, you can get them together in pairs or groups of cooperative learning. When your class is a mixed level and there are some slow learners, you can get them together in pairs of groups for cooperative learning.

2. Duties

Q1. Is there a yearly itinerary created at the school that will provide teachers with dates for holidays, exams and vacations?

A. Yes, there is. Every school plans a yearly itinerary at the beginning of the year. The yearly itinerary provides you with various school schedules including dates for holidays, exams and vacations. If you need it, you can ask it to a head teacher in your school.

Q2. What are expectations regarding participation in field days, school trips, "festivals", sports days, etc...?

A. Expectations depend on the school's circumstances. For further information or expectations you can ask the person in charge. If the school asks you for special help on special days like field days, school trips, "festivals", sports days, it will be good to help teachers and students on those days.

Q3. Will I have to show up to school during the breaks if there is nothing else to do? If so, what will I be doing?

A. Yes, you have to. That is a policy of EPIK teachers. Except your allowed vacation, you should report to your school. Vice principal, principal and administration department members work during vacation. That is a difference from general teachers. You are paid for 12 months. Therefore you need to serve at school.

Q4. Is it mandatory to be present in school for the entire day even if I am finished after lunch and have no prep work to do?

A. Yes. It is mandatory to be present in school for the entire day. Even though you don't have class, you should stay and work at your school. Every teacher works after class, also. You could research and make learning materials during the day.

3. Adjusting to New School

Q1. What if I do not or cannot get along with my co-teacher, or do not like the school I am working at. What am I going to do? Who should I contact? Can I be transferred to another school?

A. No, you can't move to another school, you should do your best at your current school until your contract ends. Even though you don't get along with your co-teacher or your school doesn't like you, you should do your job. We can't change the principal just because we don't like him/her, right? If you still have some problems with your co-teacher, the best way to solve them is to discuss your difficulties with your co-teacher. If it is still not working, ask the vice principal or principal for help.

Q2. Who do we answer to as foreign teachers? Do we answer to our principal or to the school board supervisor who is part of the EPIK program?

A. Visit EPIK homepage(www.epik.go.kr) which contains everything which NTs want to know. If you have some difficulties, ask your co-teacher. If it is still not working, call the supervisor of the local district educational office and then ask the coordinator in the Busan Metropolitan City office of Education.

Q3. When I enter the teacher's room in the morning, do I greet everybody or my co-teacher? Do I greet 'Hello' or 'Good morning' in a loud voice or in a low voice?

A. When you enter the teacher's room, you'd better greet 'Good morning' or '안녕하십니까?(Annyeong-hasipnigga?)' or '반갑습니다.(Bankapseupnida.)' in a loud voice by wearing a smile. And then go to the vice principal and greet him or her in a soft voice. If you make a bow to principal or vice principal or teachers or staffs at your school, they will return a bow. Greeting is a very important key to making good relationships in our country

Q4. Koreans rarely call each other by their first name except for close friends and children. Why is this?

A. It's true. In Korea, it's not so common to call others by their first name as it is in many other countries. Though students often do use first names among themselves, adults only use first names with their close friends. At other times, they call people by their first name together with '씨' (ssi=Mr./Ms.). This is a very common among colleagues. To be more polite, they call people by their last name plus '선생님'(seon-saeng-nim=Mr./Ms./Sir/Teacher, etc.). And sometimes Koreans call someone by his or her full name plus '선생님'. This is the most respectful way and is appropriate only in formal situations.

Q&A on How to Be a Successful GET



How could you be a successful GET?

4. Others

Q1. Are we always compensated for having to leave the school for official meetings, demo classes and such? If so who pays for it and how much?

A. Yes. You are compensated for leaving the school for official meetings. In that case, the school will pay for it. but the allowance for it depends on the school's annual budget. It will be 10,000 won(less than 4 hours) or 20,000 won(more than 4 hours).

Q2. Is a doctor's note required if I am absent due to illness?

A. Yes, you need a doctor's note when you're absent for 3 days or more. Also, when you're absent for 11 days or more, your salary will be cut down.

Q3. When do I receive my pay, on the 17th of each month or on the 25th of each month? If my school doesn't give my pay on my pay day, who do I ask for my pay?

A. Generally speaking, you will receive your pay on the 25th of each month. There are many factors for your School Administration Office to figure out when they issue your pay check. For example, they must learn about taxation rules for a teacher of a specific nationality, specific allowances (or lack thereof) for work in rural areas or work at more than one school, calculating pension pay for foreign workers.

Please be patient and expect small snags while your school learns the procedure. Please also keep in mind that your pay day is different than the Korean teachers' pay day(17th), so it can happen that your payment is accidentally missed. Likewise, when the 25th of the month falls on a weekend, it can also be unintentionally skipped. In either case, politely remind your co-teacher to inquire with the School Administration Office about receiving your pay promptly.

It is recommended that you politely ask for a "Pay Slip" for each month, so that you can see how the different allowances/fees have been paid/deducted.

The pay statement may be entirely in Korean. From May 2009, the pay statement will be entirely in English, but you can expect to see deductions for: Income Tax (~₩30,000~₩40,000); Residence Tax (~₩5,000); National Pension Premium (~₩90,000~₩100,000); and the National Health Insurance Premium (₩50,000~₩65,000). The aforementioned deductions are mandatory for all Korean and foreign employees alike, with the exception of the Income Tax (see notes).

You will probably also see another deduction on your pay statement of approximately ₩50,000-60,000 for meals. Your school(s) will offer meals at the cafeteria and, by default, your school will probably sign you up to pay for these meals (just like your Korean co-teachers). We encourage you to use this option as it is cheap (only about ₩3,000 per meal) and healthy and a good way to bond with your co-workers and explore Korean culture. However, there may be appropriate reasons why you would like to opt out of paying for the cafeteria lunches. If so, have your co-teacher notify the School Administration Office and they will not deduct the fee, but you will need to bring your own lunches.

- In accordance with international tax agreements, Canadians are not eligible for tax exemption.
- If you have already worked in Korea for two years, you will not be eligible for tax exemption.
- Other nationals may be exempt from paying tax in Korea if they can prove tax residency in their home country. In order to do this, you would need some kind of Residency Certificate from your home country. You must inquire about the details by contacting the appropriate government body in your home country. We cannot offer advice or help with this because the laws and processes are complex, subject to change and beyond our specialization and understanding.
- If you prove tax residency after your first month's pay, any taxes you have already paid will be reimbursed to you.
- Please be patient with your first pay check it may take time for your school to figure out exactly how it should be done.

Q4. I started working at school on September 1st. But because of my failing health, I must retire on March 25th. My school administration office told me that my salary would be lessened by the amount money for six days. Why can't I receive my full salary?

A. When Employee has not worked a full month, salary for that month shall be paid on a pro rata basis either from the first day or until the last day of work. Your pay day(25th of each month) doesn't mean that you fulfilled your work in that month.

Q5. Will I have a supplementary class instruction pay in this case?

A. (in a week)

Class instruction hours	Extracurricular activities	Teacher training	After-school program	Answer
19			3	No
15	2	2	3	No
20		2		No
22				No
22		2		Yes
22			3	Yes
19	2		3	Yes

If your actual weekly class instruction hours exceed twenty-two(22) hours due to supplementary class instruction, you shall be entitled to a supplementary class instruction pay(20,000won/hour). If your actual weekly class instruction hours exceed twenty-two(22) hours due to an after-school program, you shall be entitled to extra instruction pay according to the pay that your school committee decided. It varies from school to school.

Q&A on How to Be a Successful GET



How could you be a successful GET?

Q6. It's not a national holiday but there are no classes. Do I still need to come to school? Some of the Korean teachers are not.

A. Unless specifically mentioned by your employer, you still need to come to school. Or the school may allow you to have "Work from Home". This is not unpaid leave unless when the principal permits, you can work from home (e.g., making lesson plans). In this case, you must submit your work.

Q7. How do I use my paid vacation?

A. Plan ahead and discuss it with your school. If the school teaching schedule is already set, it will overrule personal plans. Please restrain from purchasing tickets and booking accommodation before consulting your school. Discussing in advance will give both you and the school more options. Unpaid vacation is only available when you have used all your paid leave. In all cases, you need your principal's approval.

Q8. I like my school but I want to move to a bigger city. Can I transfer to a different school during my contract?

A. No. There is no transferring arrangement. You can either wait until your current contract ends or terminate the current contract and then start a new one.

Q9. I am applying for a new job in Korea after finishing my current contract. Can I get a letter of release from the school?

A. Letter of Release is not provided by school but by the office of education. Anyway, if you are planning on returning to your home country and come back, letter of release is not necessary. If you would like to start working for a different employer without leaving Korea, please contact the office of education for it. The process takes a few days, please plan ahead.

GET's Duties and Regulation



Article 1 (Purpose)

This regulation is made for the purpose of setting forth the duties and conditions of employment for Guest English Teacher (hereinafter referred to as GET) who participates in the English Program in Korea (EPIK).

Article 2 (Title)

As a general rule, the official title of a native English assistant teacher working in EPIK is Guest English Teacher.

Article 3 (Performance of One's Duties)

The GET should perform one's duties with sincerity.

Article 4 (Duties) GET shall perform the following duties:

1. Assist Korean teachers with their English class(es) and/or jointly conduct English class(es);
2. Prepare teaching materials for English class(es);
3. Assist with the development of teaching materials related to English language education;
4. Assist with activities related to English language education and other extracurricular activities within the place of employment;
5. Conduct English conversational class(es)/course(s) for Korean teachers and students, and
6. Perform other duties as designated by Employer including various English programs during the vacation.

Article 5 (Codes of Conduct)

1. The GET is to conduct himself/herself in a professional manner at all times within the school. The following will not be tolerated:
 - a. Offensive behavior of any kind: verbal or written, symbols, or gestures directed at a particular person;
 - b. Racial slurs;
 - c. Offensive verbal harassment of a sexual nature or physical/verbal abuse;
 - d. An offensive working or academic environment that may substantially or unreasonably interfere with another individual's work.
 - e. Drugs, assault, theft or any other activities violating Korean law or rules.
2. The GET must not disclose any confidential information about his/her co-workers, school or program that he/she has acquired during the term of employment.
3. The GET is expected to be courteous to all staff members in his/her school.
4. During working hours, the GET is required to do his/her best to conduct effective and outstanding classes.
5. The GET shall not be involved in any activities, which may cause harm to the teachers/students or be detrimental to the reputation of the Provincial Office of Education (hereafter referred to as "POE")/the school.
6. The GET is asked to dress in a professional manner. (Exception: summer/winter camp sessions.)

Article 6 (Forbidden Clause)

The GET shall not engage in any other jobs (including part-time jobs) not authorized by POE during the term of employment.

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Article 7 (Work Place)

1. The GET shall work at Elementary/Middle/High Schools under each POE or other designated educational facilities of the POE.
2. The POE may designate multiple work places for the GET as the need arises.
3. The POE may designate the GET to work at other educational facilities under POE on a part-time basis as needed.

Article 8 (Working Hours)

1. The GET shall work eight (8) hours per day for five (5) calendar days per week from Monday to Friday and shall not work on Saturdays, Sundays and any national holidays of the Republic of Korea unless required by the POE. In this case, additional pay or other remuneration will be given.
2. The work hours of the GET usually follow the normal work hours of Korean government civil servants. However, such work hours may be adjusted by the Principal as he/she deems appropriate.
3. Actual class instruction hours of the GET shall not exceed twenty-two (22) hours per week. If the GET's actual weekly class instruction hours exceed twenty-two (22) hours, the GET shall be entitled to a supplementary class instruction pay of ₩20,000 per class.
4. The head of the work place may require GET to work overtime in addition to normal work days and work hours. In this case, overtime pay(₩6,000 per hour) will be provided.

Article 9 (Attendance Book)

The GET needs to sign-in and obtain approval for the following matters: Absences, tardies, early leaves, unofficial leaves for personal reasons (i.e., bank, post office, etc.), and official trips (i.e., school visits, interviews, immigration, visa trip, etc.)

Article 10 (Attendance & Tardiness)

1. All the hours will be totaled from the GET's tardies, early departures and leaves for personal reasons. For each total amount of 8 working hours, the day(s) will be deducted from the allotment of vacation days.
2. In case of emergencies, tardies, absences, unofficial leaves, and official trips, the GET must call the co-teacher/vice principal ahead of time (No e-mails).
3. If the GET is absent without giving any notice or without prior approval, the salary for that month will be deducted by the amount calculated on a pro rata basis for the number of unauthorized absent days.

Article 11 (Sick Leave)

1. The GET shall be entitled to a paid sick leave if an illness or injury prevents him/her from performing the duties under the Contract, provided that he/she obtains Principal's prior consent.
2. Regardless of whether the sick-leave days are consecutive or individual, the GET shall not require a doctor's note for the first three (3) days of sick leave taken during the Term of Employment. However, a practicing doctor's medical report shall be required for any sick-leave periods taken above the three-day

- threshold, whether these days are consecutive or individual. The time period of the sick leave must not exceed the period advised by the physician's report. Letters from a physician must be submitted to the Employer on the first day that the Employee returns to the work place.
3. The GET's paid sick leave during the term of employment shall not exceed eleven (11) working days. If the GET requires a sick leave for more than eleven (11) working days, the GET may take a further sick leave without pay.
 4. If the GET reports a sickness fraudulently, it cannot be approved as a paid sick leave.

Article 12 (Paid Leave)

1. The GET shall be entitled to a vacation period of a total of eighteen (18) working days during the Term of the Employment set forth in Article 5 of the Contract. Employees working in a school system shall have vacation for eight (8) calendar days during the summer and ten (10) calendar days during the winter recess respectively; GET working in a training center shall take his/her vacation time in the period outside the training session times. If the requested vacation period interferes with smooth work operations, the employer/employee shall negotiate alternate vacation dates.
2. GET shall apply for and obtain the principal's consent to take leave at least fifteen (15) calendar days in advance.
3. The length and date of GET's leave can be changed through the approval of the principal when GET faces special circumstances.

Article 13 (Special Leave)

1. The GET may take a special leave for a number of days (inclusive of national holidays, Saturdays and Sundays) as set forth below for each of the following events:
 - a. Seven (7) calendar days for GET's marriage.
 - b. Seven (7) calendar days for the death of GET's parent or spouse; Five (5) calendar days for the death of GET's child.
 - c. For female GETs, ninety (90) calendar days for a maternity leave.
2. Special leave specified in item (1) is available with pay. However, maternity leave shall be available with pay for only the first sixty (60) days.
3. Special leave not mentioned above will be taken under separate consideration by the principal of the school.

Article 14 (Complaints/Requests)

1. The GET may submit a written complaint/request to the principal or supervisor.
2. The GET is asked to first approach the co-teacher who will seek the proper measures to get the matter resolved.
3. The principal will call a meeting for the parties involved to resolve the matter in an expedient and judicious manner.

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Article 15 (Teaching & Evaluations)

1. The GET must abide by the teaching hours and also keep track of students' attendance.
2. The GET may not leave the classroom or leave the trainees unattended during teaching time for matters such as making copies, getting a cup of coffee, making phone calls, checking e-mails, etc.
3. The GET shall perform with respect towards students and teachers.
4. The GET should have all teaching materials ready prior to class time for effective teaching.
5. The GET is asked to use a more interactive approach in the classroom. As a general rule, GET should stand while teaching.
6. The GET can be asked to evaluate students' performances and language proficiency development according to the criteria provided by the school.
7. The GET is asked to refrain from belittling the students and from making derogatory remarks against the school and the teachers.

Article 16 (Supplementary Classes)

The GET is required to supplement the classes he/she missed for sick leaves and special leaves.

Article 17 (Observation)

The GET shall be available for class observations by the principal, POE staff, or visitors as assigned by the supervisor.

Article 18 (Document Security)

The GET should keep documents and articles in a designated file cabinet with locks upon leaving his/her office. In particular, confidential documents or articles should be kept separate from general documents or articles.

Article 19 (Resignation)

1. The GET shall perform the duties set forth under Article 3 of the Contract during the term of employment set forth under Article 5 of the Contract. However, if the GET should desire to resign from the EPIK and thereby terminate the Contract, the GET must give Principal/POE a thirty(30)-day prior written notice of resignation stating a date and a reason.
2. In the case of the GET resigning within the first 6 months of the current contract, the GET is responsible for his/her returning flight as well as refunding the Entrance Allowance (or the airfare for the entry flight) stipulated in Article 11 (1) of the Contract.
3. In the case of the GET resigning after six months, the airfare for the return flight home shall be borne by the GET and his/her visa shall be cancelled.

Article 20 (Completion of Contract)

1. For a GET who has successfully completed his/her contract, the POE will:

- a. Provide an exit allowance.
 - b. Provide instructions on how to receive the national pension.
 - c. Collect the GET's health insurance card.
 - d. Calculate all bills owed (phone, electric, gas, etc.).
 - e. Provide severance pay (equivalent to approximately one month's salary) within 14 days after the successful completion of each one-year contract according to the labor laws in Korea.
 - f. Require the GET to compensate for damage or loss of appliances or furniture before leaving, and vacate the house on the day after the final day of the Contract.
2. A GET who has successfully completed the contract may ask for a letter of release or a reference letter.

Article 21 (Termination of the Contract)

1. The Employer may legally terminate or cancel the Contract upon occurrence of any one or more of the following events:
 - a. If GET violates the laws of the Republic of Korea.
 - b. If GET works in Korea without holding the required valid visa.
 - c. If GET fails to perform or unsatisfactorily performs any of the duties stipulated in the Contract. Employer shall provide formal written notice of unsatisfactory performance to the Employee. Three or more written notices shall be considered sufficient grounds for termination of the Contract.
 - d. If the GET engages in any other employment (including any part-time, private or self-employment, or online instruction) during the Term of Employment set forth under Article 5 of the Contract.
 - e. If the GET fails to perform his/her duties for more than five working days without receiving prior consent from the Employer.
 - f. If any of the information provided in the GET's application is neither true nor accurate.
 - g. It is determined that GET is prevented from or incapable of performing the duties set forth under Article 3 of the Contract for any medical reason, whether it is physical or psychological in nature, including chronic ailments such as diabetes Mellitus, high blood pressure, chronic liver disease, tuberculosis, neurologic disorder, substance or alcohol addiction, etc.
 - i) If requested to take a physical and/or psychological examination by the Employer, the GET must make themselves available within two (2) working days for the medical examination.
 - ii) The GET must complete a medical examination (HIV, Drug etc) in Korea for the purpose of working in Korean public schools and educational institutions. If requested by the Employer, GET must submit the results to the Employer immediately.
 - h. The total number of days of sick leave (both paid and unpaid) used by the GET pursuant to Article 15 of the Contract exceed thirty (30) days.
2. In the event of termination of the Contract pursuant to any of the provisions set forth in the foregoing clause 1, the Employer shall pay GET a prorated salary for the final month of work based on the number of days actually worked by GET.
3. In the event of termination of the Contract pursuant to any of the provisions set forth in the foregoing clause 1, the GET shall immediately refund the loan to the Employer pursuant to Article 11 ① of the Contract.
4. In such event, the Employer will not pay the GET the Exit Allowance. The GET's visa will subsequently be cancelled.

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Article 22 (Renewal)

1. The Term of Employment stated in Article 5 of the Contract may be renewed by a mutually written agreement between the POE and the GET, provided that each renewed employment term does not exceed one (1) year.
2. There will be two stages for renewal. The first is based on a summary of the principal/supervisor's evaluations of the GET's classes as well as the GET's work status (absences, tardies, sick days, early leaves) and attitude. If the GET receives 70%+(or equivalent), then stage two will be conducted. The second stage involves a classroom observation. A minimum score of 70% must also be reached for renewal.
3. In the case of renewal of the Contract pursuant to the foregoing clause 1, the GET shall be given two (2) calendar weeks paid leave which shall take place during the nearest school vacation to the first day of the renewal contract with the condition that the days must not conflict with the school schedule. This two-week leave will be counted as part of the contract term, and, accordingly, salary will be paid as normal for these two weeks. The period of this renewal vacation may be negotiated with the school to be held in the next school vacation which is within six months from the first day of the contract if necessary.
4. The Employer shall provide the GET with a Contract Renewal Allowance of 2,000,000 Korean Won (KRW) within one month of the beginning of the new Term of Employment. In the case of Contract Renewal (and the payment of the subsequent Renewal Allowance), the GET shall not receive an Exit Allowance for the completion of the current Term of Employment nor shall the GET receive an Entrance Allowance for the renewal Term of Employment.
5. In case of the termination of the Renewal Contract within the first six (6) months, regardless of course or ground therefore, the GET shall immediately pay back to the Employer 700,000 Korean Won (KRW) of the 2,000,000 Korean Won (KRW) Renewal Allowance and the paid leave specified in the foregoing clause 3 shall be unpaid.
6. Upon renewal, the GET shall prepare the necessary documents for his/her visa extension and is responsible for obtaining his/her visa extension at the immigration office.

Article 23 (Orientation)

1. The GET shall complete an orientation conducted by the EPIK or POE before the commencement of the Term of Employment provided under Article 5 of the Contract.
2. Employee will not be entitled to any compensation for the portion of the orientation which falls outside the Term of Employment as under Article 5 of the Contract.
3. If the GET does not fully complete the orientation without prior consent from POE, the contract shall be subsequently terminated and GET must return to his/her home country. In this case, the return airfare shall be borne by GET, and the loan for the flight to Korea provided for in Article 11(1) shall not be available to the GET. The GET's visa shall subsequently be cancelled.

Article 24 (In-service Training)

1. The POE provides in-service training each year. The GET is obligated to participate during these training sessions.

2. If any part of a training session is missed for any reason, there might be negative repercussions upon consideration for contract renewal.
3. The GET should make efforts to improve his/her teaching skills.

Article 25 (Housing)

1. The GET is asked to keep his/her apartment or leased house clean and undamaged.
2. The GET should refrain from actions that might annoy neighbors.
3. The GET should keep his/her place safe and any dangers should be reported to the principal immediately.

Article 26 (Award & Penalty)

1. The GET may be awarded additional vacation days by the principal in recognition of his/her work.
2. The GET who is extremely insincere in conducting his/her classes or fails to abide by his/her duties, who is not cooperative with his/her principal (co-teacher or supervisor), who breaches school orders, and who violates 'EPIK GET's Duties and Regulations' will be subject to a verbal/written warning by the Principal/POE Supervisor in charge.
3. If the GET receives more than three written warnings, they can be subject to contract termination.

Article 27 (Indemnity)

The GET shall indemnify for and keep the POE harmless from any liability or damages arising from or in relation to any negligent, intentional, or illegal activity of the GET during the Term of Employment under the Contract.

Article 28 (Other)

If a dispute or disagreement should arise in connection with or outside these regulations and it can not be resolved through the discussion between members of the POE and the GET, it shall be resolved by the Code of Conduct for Korea Government Civil Servants and The Law of Working Conditions for Korea Government Civil Servants.

As a Guest English Teacher, I promise to abide by the duties and conditions by signing these regulations.

Date : . . 2010

School :

Name :

Signature :

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43 Ehwajang-gil, Jongno-gu, Seoul 110-810, Republic of Korea
110-810 서울시 종로구 이화장길 43번지
TEL : 82. 2. 3668. 1400 FAX : 82. 2. 765. 9947
<http://www.niied.go.kr>

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