GET Guidebook
Life as a guest English teacher in Korea
Hello and welcome to the Gyeongsangnam Province!

Congratulations on making it this far and thank you. We are honored you have chosen to bring your various skills, talents, and knowledge to our province for the benefit of our children.

The Gyeongsangnam-do Office of Education has a long history of supporting English education. We believe that English is an essential tool our students must learn in order to become an active member of this progressively globalizing world.

As such, I implore you to put forth 100% effort and dedication to help our children, your students, to improve their English abilities.

I encourage you to also take advantage of this opportunity to explore the Korean culture. Think about, ‘What makes us different?’ ‘What makes us unique?’ Only by understanding and appreciating our differences, can we begin to fully realize this dream of a more unified world; a world where our differences are celebrated and not used against one another.

Once again, I would like to welcome you to the Gyeongnam Provincial Office of Education. I truly hope that you enjoy every moment and make great and lasting memories.

All the best,

Park Jong-Hoon
Education Governor of the Gyeongsangnam Province
Purpose

Assimilation is not easy. Let’s put that out there right now. You will undoubtedly find days where you feel helpless because you just cannot comprehend what’s going on around you. Take a deep breathe, you’re going to be ok! Your reaction is perfectly normal.

After all, you have lived 20+ years learning and abiding by your countries specific cultural norms and values. That won’t change in a day, and realistically, it might not even change after years. The most important thing to realize though is: THIS IS NOT YOUR COUNTRY. The rules you grew up with, the things you are accustomed to, are probably not the rules they follow here in Korea. It is not your place to combat that, rather, as a guest, it is your responsibility to adapt. Blunt, but the truth, and the faster you can come to terms with that, the faster you will be able to begin enjoying the wealth of unique and unforgettable experiences that Korea can provide.

With that idea in mind, this book was created. To help incoming Guest English Teachers to better assimilate to the Korean culture. This is the Korean experience, not through the eyes of a Korean, but through the eyes of Guest English Teachers who have been through the ups and downs of cultural assimilation.

By reading this book, you will hopefully be able to learn things about the Korean culture, school culture, and general life in Korea to help jump start the assimilation process. Welcome to Korea, and we hope you have an amazing time!
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Orientation Day

① Schedule
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⑤ ARC Card
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⑦ Pension
⑧ Insurance
Congratulations! You’ve finally made it! Now although we understand you are most likely very tired from the long plane ride, we do have quite a bit of administrative related items to complete in order for you to continue staying here in Korea. We will do our best to take you guys through it as slow and as stress-free as possible.

**Time Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ 9:00 KST</td>
<td>Arrival</td>
</tr>
<tr>
<td>9:00 – 9:30 KST</td>
<td>GOE Orientation: Sign contracts, Sign ‘Code of Conduct Pledge’, Go over administrative related guidelines.</td>
</tr>
<tr>
<td>9:30 – 12:00 KST</td>
<td>Health Checks</td>
</tr>
<tr>
<td>12:00 – 13:00 KST</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00 – 14:00 KST</td>
<td>Lecture 1: The GOE</td>
</tr>
<tr>
<td>14:00 – 15:00 KST</td>
<td>Lecture 2: Korean Culture/Language</td>
</tr>
<tr>
<td>15:00 – 16:00 KST</td>
<td>Lecture 3: School Expectations</td>
</tr>
</tbody>
</table>

*Schedule subject to change

1. Sign contracts

2. Sign ‘Code of Conduct Pledge’

   **Code of Conduct Pledge**

   I, _____________________________ (Name), as a Guest English Teacher hired by the Gyeongsangnam-do Office of Education, will do my utmost to observe the following rules:

   1. I shall not disclose any confidential information about my colleagues, school, or program other during the term of employment or after the termination of my contract.

   2. I shall not divulge any confidential school-related materials that I have accepted.

   3. I shall observe school regulations and carry out my duties under the specific instruction and supervision of the principal.

   If I fail to observe these rules, I shall accept the consequences of my actions as determined by the Gyeongsangnam-do Office of Education.

   Name: _____________________________
   Grade: _____________________________
   Passport Number: _____________________________
   Birth Date: _____________________________
   School: _____________________________
   Term of Employment: A one-year period from ___________ to ___________.

   Date: _____________________________, 2017
   Signature: _____________________________

3. Go over Administrative Related Guidelines (Continued on the following page)
Health Check
- Physical examination for employment issued by a designated hospital
- Test for drugs (methamphetamine, opium, cocaine, marijuana), and your physical well-being.
- Passport & two passport-sized photos (3x4 cm)
- Health examination fees are to be borne by the GET (100,000 KRW more or less)
  ※In the event of a failed health check, contract will be terminated.

Alien Registration Card (ARC)
- Required Documents: Passport, 1 passport-sized photo (3x4 cm), copy of Business Registration Certificate, 30,000 KRW (cash only) fee to be borne by the GET. (ARC issuance takes 3-4 weeks)
  ※ Health check is not required to apply for ARC.

Bank Account: Passport (submit ARC# later)

Settlement Allowance: 300,000 KRW

Entrance Allowance: 1,300,000 KRW

Income Tax Exemption: (Excluding citizens of Canada and Ireland)
- Eligible for being exempt for up to two years
- Required documents: Certificate of Residency, Employment Contract

Insurance
- National Pension: 9% (excluding citizens of South Africa)
- Health Insurance: 7%

GET’s Personal Appliances and Usage
- Furnished housing
- GET responsible for paying for personal expenses (cell phone, internet, etc.), utility bills: water, electricity, gas, and maintenance fees.
## Health Check

You must go to a ministry approved hospital listed below.

<table>
<thead>
<tr>
<th>Location</th>
<th>의료기관명</th>
<th>주소</th>
<th>전화번호</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changwon 마산의료원</td>
<td>경남 창원시 마산합포구 3-15대로 231 (창정동4가)</td>
<td>055) 249-1000</td>
<td></td>
</tr>
<tr>
<td>Changwon 청아병원</td>
<td>경남 창원시 마산회원구 내서읍 광락천서로 67</td>
<td>055) 230-1592</td>
<td></td>
</tr>
<tr>
<td>Changwon 동마산병원</td>
<td>경남 창원시 마산회원구 3-15대로 681 (석전동)</td>
<td>055) 290-5135</td>
<td></td>
</tr>
<tr>
<td>Changwon 한국건강관리협회 경상남도지부</td>
<td>경남 창원시 마산회원구 상호로 107 (양덕동)</td>
<td>055) 259-0100</td>
<td></td>
</tr>
<tr>
<td>Changwon (사)창원산업보건센터 (사)창원산업보건센터</td>
<td>경남 창원시 마산회원구 자유무역 2길38 (양덕동)</td>
<td>055) 295-2462</td>
<td></td>
</tr>
<tr>
<td>Changwon 한마음병원</td>
<td>경남 창원시 성산구 원이대로 682번길 21</td>
<td>055) 267-2000</td>
<td></td>
</tr>
<tr>
<td>Changwon 창원파티마병원</td>
<td>경남 창원시 성산구 중앙대로 39번길 6 308호 (중앙동, 제일상가)</td>
<td>055) 261-0600</td>
<td></td>
</tr>
<tr>
<td>Changwon 터직업병상의학과의원</td>
<td>경남 창원시 성산구 중앙대로 39번길 6 308호 (중앙동, 제일상가)</td>
<td>055) 261-0600</td>
<td></td>
</tr>
<tr>
<td>Changwon 진해연세병원</td>
<td>경남 창원시 진해구 해원로 32번길13 (이동)</td>
<td>055) 548-7769</td>
<td></td>
</tr>
<tr>
<td>Jinju 진주고려병원</td>
<td>경남 진주시 진주대로 885 (강남동)</td>
<td>055) 750-7123</td>
<td></td>
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<tr>
<td>Jinju (의)복음의료재단</td>
<td>경남 진주시 진주대로 885 (강남동)</td>
<td>055) 750-7123</td>
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<tr>
<td>Jinju 제일병원</td>
<td>경남 진주시 진주대로 885 (강남동)</td>
<td>055) 750-7123</td>
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<tr>
<td>Yangsan 베테스다병원</td>
<td>경남 양산시 신기로 28 (신기동)</td>
<td>055) 384-9901</td>
<td></td>
</tr>
<tr>
<td>Yangsan 양산부산대학교병원</td>
<td>경남 양산시 양산캠퍼스 금우로 20</td>
<td>055) 360-1002</td>
<td></td>
</tr>
<tr>
<td>Geoje 거제백병원</td>
<td>경남 거제시 계룡로 5길 14 (상동동)</td>
<td>055) 733-0811</td>
<td></td>
</tr>
<tr>
<td>Geoje 대우병원</td>
<td>경남 거제시 두모길 16 (두모동)</td>
<td>055) 680-8710</td>
<td></td>
</tr>
<tr>
<td>Geoje 거제경기병원</td>
<td>경남 거제시 거제대로 3762 (옥포동)</td>
<td>055) 687-2882</td>
<td></td>
</tr>
<tr>
<td>Geoje 거제부병원</td>
<td>경남 거제시 거제대로 3762 (옥포동)</td>
<td>055) 687-2882</td>
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</tr>
<tr>
<td>Geoje 거제경기병원</td>
<td>경남 거제시 거제대로 3762 (옥포동)</td>
<td>055) 687-2882</td>
<td></td>
</tr>
<tr>
<td>Tongyoung (사)동영산업보건센터</td>
<td>경남 통영시 경도면 공단리 800 (교리면)</td>
<td>055) 641-5232</td>
<td></td>
</tr>
<tr>
<td>Tongyoung 통영서울병원</td>
<td>경남 통영시 경도면 남해안대로 857</td>
<td>055) 644-1777</td>
<td></td>
</tr>
<tr>
<td>Tongyoung 새통영병원</td>
<td>경남 통영시 무전7길 192 (무전동)</td>
<td>055) 646-6000</td>
<td></td>
</tr>
<tr>
<td>Tongyoung 통영세계로병원</td>
<td>경남 통영시 중앙대로 97 (서호동)</td>
<td>055) 644-8939</td>
<td></td>
</tr>
<tr>
<td>Tongyoung 통영세계로병원</td>
<td>경남 통영시 중앙대로 97 (서호동)</td>
<td>055) 644-8939</td>
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<tr>
<td>Gimhae 조은기는병원</td>
<td>경남 김해시 김해대로 1814-37 (삼계동)</td>
<td>055) 330-0300</td>
<td></td>
</tr>
<tr>
<td>Gimhae 김해복음병원</td>
<td>경남 김해시 김해대로 1814-37 (삼계동)</td>
<td>055) 330-0300</td>
<td></td>
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<tr>
<td>Gimhae 김해경기병원</td>
<td>경남 김해시 횡전로 33 (상동동)</td>
<td>055) 330-8857</td>
<td></td>
</tr>
<tr>
<td>Gimhae (의)김해중앙병원</td>
<td>경남 김해시 분수로 94-8 (우동)</td>
<td>055) 330-6291</td>
<td></td>
</tr>
<tr>
<td>Gimhae (의)김해중앙병원</td>
<td>경남 김해시 장유후 동5길 167-13 (부곡리)</td>
<td>055) 310-6127</td>
<td></td>
</tr>
<tr>
<td>Gimhae (의)김해중앙병원</td>
<td>경남 김해시 김해대로 334번길 9</td>
<td>055) 340-3635</td>
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<tr>
<td>Sachun (의)삼천포서울병원</td>
<td>경남 사천시 남일로33 (동근동)</td>
<td>055) 830-9040</td>
<td></td>
</tr>
<tr>
<td>Sachun 사천서울병원</td>
<td>경남 사천시 남일로33 (동근동)</td>
<td>055) 830-9040</td>
<td></td>
</tr>
<tr>
<td>Sachun (의)삼천포서울병원</td>
<td>경남 사천시 남일로33 (동근동)</td>
<td>055) 830-9040</td>
<td></td>
</tr>
<tr>
<td>Gosung 고성병원</td>
<td>경남 고성군 고성읍 동로 136 (별리리)</td>
<td>055) 830-3082</td>
<td></td>
</tr>
<tr>
<td>Gosung 고성병원</td>
<td>경남 고성군 고성읍 동로 136 (별리리)</td>
<td>055) 830-3082</td>
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</tr>
<tr>
<td>Guhchang 서경병원</td>
<td>경남 거창군 거창읍 기장동 3 38번길 9</td>
<td>055) 664-6000</td>
<td></td>
</tr>
<tr>
<td>Guhchang 서경병원</td>
<td>경남 거창군 기장동 기장3동 38번길 9</td>
<td>055) 664-6000</td>
<td></td>
</tr>
<tr>
<td>Guhchang 서경병원</td>
<td>경남 거창군 기장동 기장3동 38번길 9</td>
<td>055) 664-6000</td>
<td></td>
</tr>
</tbody>
</table>
## Immigration Offices in the Gyeongsangnam Province

<table>
<thead>
<tr>
<th>Office Name</th>
<th>Applicable Area(s)</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacheon Immigration Office</td>
<td>Sacheon, Namhae, Hadong</td>
<td>경상남도 사천시 동림동 181-29</td>
</tr>
<tr>
<td>Busan Immigration Office</td>
<td>Yangsan</td>
<td>부산시 중구 중앙대로 146 대한항공빌딩 1층</td>
</tr>
<tr>
<td>Busan Immigration Office - Gimhae Branch</td>
<td>Gimhae, Miryang</td>
<td>경상남도 김해시 가락로 58, 김해부원동우체국 5층</td>
</tr>
<tr>
<td>TongYong Immigration Office</td>
<td>TongYong</td>
<td>경상남도 통영시 동호동 171-10</td>
</tr>
<tr>
<td>Geoje Immigration Office</td>
<td>Geoje</td>
<td>경상남도 거제시 연초면 연사리 302</td>
</tr>
<tr>
<td>Changwon Immigration Office</td>
<td>All Remaining Areas</td>
<td>경상남도 창원시 마산합포구 신포동 1가 86-1</td>
</tr>
</tbody>
</table>

*Contact number for any immigration related questions: dial 1345*
Foreigners who come to Korea on a long-term visa (more than 90 days) must obtain an Alien Registration Card (ARC) at least 90 days upon arrival. Any changes in the ARC, such as change in address, must be reported to the Immigration Office within 14 days.

Below is the paper copy of the ARC card that you can obtain at the immigration office. It will cost about 2,000 KRW, but the benefit is, with this paper copy you can start signing up for a phone plan/internet, etc., rather than having to wait for your ARC card to come out, which could take several weeks.
Taxes

‘Nothing is certain but death and taxes’. All employees, including foreign citizens, are required by law to pay Korean income tax, which is generally withheld from an employee’s salary and paid by the employer. The Korean income-tax rate is 5 to 10 percent, depending on the earned income.

There are 2 ways to pay taxes which the School Administration will decide:

<table>
<thead>
<tr>
<th>Monthly</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every month your school will retain a portion of your salary.</td>
<td>At the end of the tax year, taxes will be taken out as a lump sum</td>
</tr>
</tbody>
</table>

Regardless of which method, you will still be paying the same amount of taxes, the only difference being, if your school opts for the yearly route, rather than small incremental monthly payments, it may be jarring to see a huge lump sum tax at the end of the year.

Income Tax Exemption

There are five countries that have negotiated tax treaties with the Korean government to allow their citizens to become tax exempt (no taxes from either country) for a maximum of 2 years.

If you are a citizen of Australia, the UK, New Zealand, South Africa, or the USA, then you are eligible for tax exemption.

In order to claim tax exemption, within a month of your arrival, you are required to submit a "Residence Certificate" (a government certified document that confirms your legal residency status in your country. This can be obtained from the tax revenue authority in your country). If you arrived in Korea without this document, you may be able to request it through mail or online after your arrival.
※ How to Apply for a Residence Certificate

1. United States of America

2. United Kingdom
   - HM Revenue and Customs : [www.hmrc.gov.uk](http://www.hmrc.gov.uk)

3. Australia

4. New Zealand
   - Inland Revenue : [www.ird.govt.nz](http://www.ird.govt.nz)

5. South Africa
   - South Africa : [www.sars.gov.za](http://www.sars.gov.za)

If you have any questions about Korean taxes, please contact the National Tax Service NTS:


Korean Pension Service

The pension fund is a payment implemented by the Korean government to protect the employee in case of a tragedy or retirement, which are the only cases the money is refunded to the employee. Companies are required to contribute an amount equal to 9% of employee salaries to the national pension fund. This fund is comprised of 4.5% borne by the employer, and another 4.5% payment borne by the employee, deducted from monthly pay. Employee contributions to the national pension program are not tax deductible. This national pension contribution is capped at a monthly salary of 3,600,000 won. Thus, the maximum monthly pension contribution to be paid by an employee is 162,000 won.

If you have any questions about Korean pensions, please contact the National Pension Service NPS:

[http://english.nps.or.kr/jsppage/english/main.jsp](http://english.nps.or.kr/jsppage/english/main.jsp)
Insurance

Foreigners are entitled to Korean national medical insurance through their employer. The employer agrees to provide medical insurance for the employee and further agrees to cover 50% of the cost. The employee is responsible for the remaining 50% (as required by Korean Law). The insurance coverage is comprised of 4.48% borne by the employer, and another 4.48% payment borne by the employee, deducted from monthly pay.

In the event you need to go to the hospital, you can simply bring your ARC card as all insurance information should be linked to your card. (Note: This may take several weeks, meaning if you just arrived to Korea, you may need to show other forms of documentation such as a passport).
GET’s Duties
&
Obligations
Article 1 (Purpose)
These regulations are 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 Gyeongsangnam-do Office of Education GET Program.

Article 2 (Title)
As a general rule, the official title of a native English assistant teacher working in the GOE is Guest English Teacher.

Article 3 (Performance of One’s Duties)
The GET should perform one’s duties with sincerity and diligence.

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) with Korean teachers, and/or lead extracurricular activities or English camps;
2. Prepare teaching materials and lesson plans for English class(es);
3. Assist with and/or lead the development and creation of teaching materials related to English language education;
4. Assist with and/or lead activities related to English language education and other extracurricular activities such as but not limited to editing or creating English documents, judging contests, conducting teacher training, working at English camps, etc.;
5. Conduct English conversational class(es)/course(s) for Korean teachers and students; and
6. Perform other duties as designated by the Employer including various English programs during the school vacation period.

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 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 Gyeongsangnam-do Office of Education.

6. The GET is asked to dress in a professional manner. (Exception: summer/winter camp sessions.)

Article 6 (Private Employment)
The GET shall not engage in any other jobs (including part-time jobs) not authorized by the GOE during the term of employment.

Article 7 (Work Place)
1. The GET shall work at Elementary/Middle/High Schools under the GOE or other designated educational facilities of the GOE.
2. The GOE may designate multiple work places for the GET as the need arises.
3. The GOE may designate the GET to work at other GOE educational facilities 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 GOE. 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)**
The GET must sign-in through the NEIS system and obtain approval for the following matters: teaching at travel school(s), 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. 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 (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.
Article 12 (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 be respectful 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 students and from making derogatory remarks against the school and teachers.

Article 13 (Observation)

The GET shall be available for class observations by the principal, GOE staff, or visitors as assigned by the supervisor.

Article 14 (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 15 (Completion of Contract)

1. GET’s who successfully complete a contract will be entitled to:
   A. An exit allowance (provided they are leaving the country. GET’s must leave the country within 14 days in order to receive the exit allowance. If they continue to teach in Korea but with another employer, then no exit allowance will be given).
   B. Severance allowance (Deposited within 14 days of contract completion)
   C. 500,000 KRW Security deposit paid by the employee at the start of their contract, minus any fees owed by the GET.
   D. The GET must vacate housing on the day after the final day of the
Contract. The GET is required to compensate for any damage or loss of appliances or furniture before leaving.

2. A GET who has successfully completed the contract may ask for a letter of release or a reference letter from their schools. The GOE does not provide this.

**Article 16 (Renewal)**

1. The Term of Employment stated in Article 5 of the Contract may be renewed by a mutually written agreement between the school 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 80%+ (or equivalent), then stage two will be conducted. The second stage involves a classroom observation. A minimum score of 80% 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 5 days 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 5 day leave will be counted as part of the contract term, and, accordingly, salary will be paid as normal. The period of the 5 extra paid leave 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. 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 17 (In-service Training and Evaluation of Teaching Performance and Conduct)**

1. The GOE provides in-service training each year. The GET is obligated to participate during these training sessions if invited (Exception, if the school deems it unnecessary for a GET to attend training).

2. If any part of a training session is missed for any reason, there will be negative repercussions upon consideration for contract renewal.

3. The GET should make efforts to improve his/her teaching skills.
**Article 18 (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 disturb neighbors.
3. The GET should keep his/her place safe and any dangers should be reported to the principal immediately.

**Article 19 (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 insincere in conducting his/her classes or fails to abide by his/her duties, is not cooperative with his/her principal (co–teacher or supervisor), breaches school orders, and/or violates the ‘GOE GET’s Duties and Regulations’ will be subject to a verbal/written warning by the Principal/GOE Supervisor in charge.
3. If the GET receives more than two written warnings, they can be subject to contract termination.

**Article 20 (Indemnity)**

If the contract is terminated or cancelled under Article 18 (Termination of the Contract) or by the employee’s request regardless of the reason, the employee shall indemnify the employer against any damages that may occur due to the termination of the contract. The damages in regards to this Article 20 include, but are not limited to, any Housing fees which the employer incurs after the termination of the Contract.
Housing Terms & Regulations
Article 1 (Purpose)
These terms are set forth for the purpose of establishing the conditions for the maintenance and administration of housing provided to the Guest English Teachers (GET) by the Gyeongsangnam-do Office of Education (hereafter referred to as “GOE”).

Article 2 (Provision of Residence and Household Items)
If the Employer provides housing to the Employee, the Employer shall provide the following appliances and furniture: a bed, table and chair, a closet, a gas or electric range, a refrigerator, a washing machine, and a TV set. The Employee shall not request or demand any other appliances or furniture than those stipulated herein.

Article 3 (Adherence to the Terms and the like)
The residents of the home (family included) must adhere to these terms for the purpose of keeping up the smooth maintenance of the home as well as its neighboring residents.

Article 4 (Move-in Procedure)
① The GET to move in must go through the following procedures:
1. Check for any defects in the items based on the inventory of furnishings and then provide a signature of approval.
2. Check for any defects in the equipment provided in the residence (air conditioner–heater, outlets, floor, wallpaper, main door, wash bowl, etc.) and then provide a signature of approval.
3. Provide their school and its district office of education with necessary documents and fulfill requests relevant to housing.

Article 5 (Period of Stay)
① The period of stay in the home follows the term of the Contract as a general rule, but when there is an unavoidable reason, it is possible to move into the home in advance or extend one’s stay, provided that the GET receives permission from the principal.
② In the case where a GET’s stay exceeds the set period of stay by 5 days, the GET will be charged a usage fee of 50,000 won per day for the settlement of revenue.

Article 6 (Deposit)
① As the period of stay is temporary and the GET will leave at a certain point in time, for the purpose of calculating the fees associated with living in that home in advance, the GET must pay a one time 500,000 KRW security deposit which will be withdrawn from the GET’s first monthly salary.
② When the GET leaves, the school will calculate the fees associated with living in that home and provide the remainder of the deposit to the GET.

Article 7 (Vacating Provided Housing)
In the case where a GET has a reason for vacating described in the following list, the GET must leave without delay after the date he/she is disqualified to stay.
1. The completion of a contract.
2. Early termination of contract
3. Lending the apartment to another person.
4. Not fulfilling the responsibilities of a resident listed in ‘Article 9’.

Article 8 (Utilities and other fees to be paid by the GET)
The following expenses are to be paid by the GET.
1. Electricity, telephone, heating, air conditioning, water, TV cable access, internet usage fees, and other public service fees applicable to the residents of the home.
2. Light bulb replacement, repair of appliances, replacement of damaged glass, replacement of damaged furniture, and other small scale maintenance fees for the proper maintenance of interior facilities, equipment, and furnishings, etc.
3. Monthly maintenance fee (maintenance fee vary according to living situations)

Article 9 (Responsibilities of the Resident)
① As the resident must adhere to the terms and guidelines related to the housing property, he/she must properly maintain the facilities and furnishings.
② Regardless of the situation the resident is in, he/she is not allowed to lend the rental home to another person.

③ As the resident cannot change the structure of the home at his/her pleasure, he/she must return any articles in the home damaged out of intent or negligence to their original condition at his/her own expense.

④ Regardless of the resident’s situation, he/she may not replace or destroy the furnishings at will. In the case of loss or damage, he/she must compensate for the affected article with an identical replacement. If that is not possible, he/she must compensate for the article with a cash payment.

⑤ If there is a current or foreseeable problem with the facilities, the resident must alert the maintenance office without delay.

**Article 10 (Housing)**

① When the GET must leave the residence due to the ending of a contract or other reasons, the GET and designated school authority must confirm any defects in the furnishings used and, at the time of moving out, compare that with the inventory of furnishings provided in order to receive an acknowledgement of the returned inventory items.

② In case a problem from Item 1 is discovered, for the purpose of returning the item to its original condition and proper functioning, the necessary cost is the responsibility of the resident.

**Article 11 (Applicable Limits)**

These terms determine the operation and maintenance of housing provided for the GET. Matters not covered by these terms will be the final decision of the principal through discussions with the GOE.
English Curriculum

① Elementary Education
② Secondary Education
The curriculum, designated by Article 23-2 of the Elementary and Secondary Education Law, is the National Curriculum that aims to accomplish the educational goals and objectives of elementary and secondary schools. It provides the common and general standards for the elementary and secondary school curriculum.

The characteristics of this curriculum are as follows:

### Elementary Education

English, at the elementary school level, should focus on developing the ability to understand and express basic language used in everyday life, which is the basis of communication.

#### Objectives

1. Acquire an interest in English
2. Build confidence in 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.

### Teaching and Learning Methods in Elementary School

1. Apply various teaching methods appropriate to the learning objective.
2. Use games to allow an activity-centered class.
3. Plan and operate classes using chants and songs to induce interest and motivation.
4. Organize learning groups according to activities in order to achieve student-centered classes.
5. Listening education should allow students to become naturally used to English phonetics in the beginning, and then focus on gradual improvement.
6. Speaking education should focus initially on communicating meaning, and then gradually encourage fluency.
7. 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. Organize the instructional content to correspond to each student's level, and to allow students to have confidence and to actively participate.

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 (hakwon) for physical education such as Taekwondo, 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 jeondam). 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.

Secondary Education

Based on the English taught at the elementary level, secondary school 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.

Objectives

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.
Teaching and Learning Methods in Middle & High 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).
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, 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 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.

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) (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 su-neung, many GETs may have a difficult job teaching 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 science and math 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 coteaching teams. These days, however, more and more vocational students take the su-neung, and their interest in English may be greater.
The Korean School System
수능 (Soo-Neung): University entrance exam taken in the month of November by high school seniors. Your high school students will understandably be very stressed during this time.
Classroom Guideline

① Textbook
② Components of a Lesson
③ Co-Teachers
④ Desk Warming
⑤ Classroom Management
⑥ Discipline
⑦ Useful Teaching Tips
*Classroom Guidelines vary widely from location to location. The following is a general guideline.

**Textbook**

The five big textbook companies are:

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<th>Company</th>
<th>Chinese</th>
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*You may be asked to select a textbook or one may already be selected. If you teach in multiple schools, you may also have to use multiple textbooks.

**Components of a Lesson**

(This will change from chapter to chapter, and book to book. Generally speaking though, you should see some or all of these components in your textbooks.)

Depending on your co-teacher, and whether you like the activity in the textbook, you may suggest that you go off book and bring in supplementary material. For example, instead of using the chant/song in the book, you can maybe find a funnier, more memorable song online (be sure that it is age appropriate!). You can even make your own video introducing your own dance moves, your kids will definitely get a kick out of that.

**Warmup**: Come up with a unique warmup activity at the beginning of your lesson to get students ready to learn. You can do a simple go around the room and ask random students, “how are you today? What is the weather like today?”. Or you can make it more interactive and throw around a ball and whoever catches has to answer. There are many great ideas online for fun warmup activities.

**Listen and repeat**: Listen and Repeat doesn’t have to be boring. There are many ideas floating around on the web so do your research and experiment with what works for your kids.
**Chant/song:** A fun little chant which includes dance moves. Time to get silly. Remember, the energy that you show will be reciprocated by your students.

**Writing:** There are many ideas floating around on the web to make writing fun, so do your research and experiment with what works for your kids.

**Phonics:** There are many ideas floating around on the web to make phonics fun, so do your research and experiment with what works for your kids.

**Role Play:** This is always a highlight, especially for younger grades as you get to read a story and have students act out different parts. Bring in props to make the experience more interactive and enjoyable.

**Check-up (Review):** There are many different ways to make reviews fun such as a jeopardy style game. Experiment around with ideas, maybe instead of using the computer for a jeopardy board, you can make it yourself, along with a spinner. That way your students will get the added enjoyment of coming to the front and spinning rather than just clicking a button.

**Multicultural section:** A section introducing a different culture.

**Game:** Most classes you will end your lesson with a fun activity/game. You can use the game in the book or supplement with your own. Be creative! PLEASE DO NOT JUST DOWNLOAD A GAME ONLINE. If you do that, look at it first and improve upon it. Having the mentality that there is always room for improvement will do wonders for your abilities as a teacher.

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**The Co-Teacher(s)**

Co-teaching can be manna from heaven, but it can just as easily be fire from hell. It is easy to assume that co-teaching is always positive as two is better than one. However, it is a relationship that involves different personalities, different philosophies, and different cultural ideas and so will require a lot of careful attention. For more on the Co-teaching dynamic, please refer to SCHOOL CULTURE (Co-teacher).
Desk Warming

When you are not in your classroom teaching or with coworkers, you will be in your office. This is NOT free-time. Prepare for classes, improve on past lessons, create an activity/worksheet/game, research different teaching methods, prepare for camps (it doesn’t matter if camps are months and months away. If you prepare now, and improve upon your plans every day, when camps come around, you won’t be stressing out on prep work). There are so many things you can be doing, so please use that time wisely.

As will be discussed in the Korean Culture chapter, Koreans take hard working to the extreme and the guaranteed way to get into the good graces of your coworkers is to show that you are a hard worker as well. Desk warming time is the perfect time to show this as technically, there are no desk warming requirements. So if you took it upon yourself to use this time to improve your teaching skills, to create new games—etc, guaranteed your relationship with your school will improve as will your teaching abilities.

Classroom Management

* Please check with your schools in regards to their disciplinary procedures. Run any ideas you have about classroom management and discipline with your co-teachers before implementing them.

Arguably the most important skill to have as a teacher, classroom management is the driving force of any lesson. You can plan the best lesson in the history of lessons, you can be the nicest teacher ever, but none of that matters if your students do not pay attention.

Most people equate classroom management with discipline, but it is important to note the difference between the two. Discipline is like a bandage used to cover up a mistake that probably could have been prevented. Classroom management on the other hand, is the cure. If you set up the classroom just right, there should be no need for disciplinary actions.

Unfortunately, there is no classroom management cure–all. Rather, it must be tailored to each class and each student. The following are some tips you can use in your classrooms.
1. Get to know your students.
   A. Be outgoing. Make it known that you are there for them. Students know when someone genuinely cares or is just going through the motions, they will react in kind.
   B. Learn their names. If you put in the effort to memorize their names, then it creates an immediate bond between you and your kids.
   C. Persevere. It may be tough at first because of the language barrier, but regardless, it needs to start somewhere. Maybe it begins with a simple wave. Next time, a wave turns to a hello. And by the end of the year, that student will probably be talking to you in full sentences.
   D. Learn your student’s likes and dislikes and exploit it. There will always be that one computer game all the boys are talking about, or the one boy band the girls are crazy about. Learn what that is and put those into your lessons. If you are doing a listen and repeat activity from the book, scrap the characters in the book, and input the names of a game character or a boy band member.

2. Rules: On the first day, make sure you establish the rules. Perhaps create a poster and bring it with you to class or post it up in your classroom. You can also turn this into an activity and have students come up with rules so they feel more obligated to follow the rules they themselves have set.

3. Start out tough, then ease up.
   A. If you are nice right out of the gate, the students will run all over you. It will be very difficult to right the ship once it’s down. Start off strict, and then once you have gained the student’s respect, then you can crack a smile and show your friendly side. Strict does not equate to being mean.

4. Consistency: Once you have set rules, make sure you are consistent in making sure they are followed.

5. Fairness: You are only human. You will have the little angels who are your sole reason for living, and you will also have those little boogers that test your patience at every turn. Regardless, you are the adult so remember to be fair.

6. Attention Grabbers:
   Teacher: 1,2,3, eyes on me!
   Students: 1,2,3 eyes on you!
   These will definitely save your voice by relegating screaming to simple hand gestures/commands to quiet any classroom. There are many different kinds
of attention grabbers, but it is definitely advised to pick one and teach it to your students on the first day. You can find examples online.

7. Set up a rewards/punishment system: Some teaching philosophies look negatively on these systems of rewarding students for doing something they are already supposed to be doing. Be that as it may, rewards/punishment systems, if used correctly can be a great tool in a teacher’s arsenal (handing out candy for answering a question is not the correct use of a rewards system!)

A. Class Dojo: Free online resource to keep track of points for each class: Visit https://www.classdojo.com/ko-kr/?redirect=true for more details.

B. Market Day: Reward students with fake money for good behavior, participating... etc. At the end of each month, you hold a market day in your office (you can buy school supplies, stickers, treats... etc OR your school may be able to purchase supplies for you if you explain what you are trying to do). Students can then purchase things from you with the money they have earned. The more creative you are, the better the program will work. Ex. Create a market stall in your class so it actually looks like a small store. Print out money with your face in the middle so it’s relatable to the students. You can also teach market phrases, “how much is it? Two, please...” etc and have them use English when purchasing things from your store.

C. Team Competition: You can create teams in your classes, or even do a class to class competition by giving points for teams/classes for doing a great job in class. The benefit of this system is it puts the management in your student’s hands as they will hold each other accountable for gaining/losing points.

*Young children can get quite competitive so be wary of the fact that your kids will not like losing. Remember to be fair and consistent in these situations.

8. Seating: Seating is extremely important when dealing with classroom management. Most likely, your co-teachers will be in charge of this, but depending on the relationship you have with your co-teacher and students, you may be able to have some influence over this.

9. Give students a role: Giving students roles in the class gives them responsibility that makes them feel more involved which translates into more attentive students.

10. Interactive activities: Much like tip number 7, implementing activities that
gets students out of their seats and using their whole body as a part of learning can be very beneficial. After all, students are constantly looking at the computer screen both at school and at home, so why not break that up by giving them a fun interactive activity that doesn’t involve staring at a screen.

**Discipline**

Each school has their own set of rules in regards to disciplining misbehaving students. So please consult with your co-teacher on the proper methods of punishment.

Usually the system will look like this:

1. Student misbehaves, GET handles situation.
2. Student continues to misbehave, have your co-teacher step in.
3. Student continues to misbehave, you or your co-teacher can send them to the 인성부 (In-sung-boo), who is the person in charge of student behavior development. Basically a fancy way of saying, the scariest teacher in the school. OR you can send them to their homeroom teachers.

**Other Options:**

- Change seating placement
- Classroom structure - (lecture style seating, oval seating, group seating…)
- Punishment/Reward system
Useful Teaching Tips

Teaching Tip A: Pairwork / Groupwork

How:
1. Make a list of pairs of names before the lesson starts or while the students are coming in, or just tell them when the time comes: "Junsu, you work with Jieun; Chulho, you’re with Yewon this time."
2. If there is an odd number of students make a group of three but break them up later in the lesson and put them into pairs with someone else so they get more chances to speak.
3. You could put them in small groups to start with if the activity allows. You could even make the activity a competition in small teams if the activity allows, seeing which team gets the most answers right. Use the board or a piece of paper for keeping score.
4. Change partners often so that students don’t get bored with their partners. This is especially important if there is a student who isn’t very popular with others.

Teaching Tip B: Reading Aloud

How:
1. Pick a student and ask him/her to read the instructions for Activity 1/2/3 or whatever. "Dongeun, please read the instructions for Activity 2 for us".
2. Pick a different student each time.

Why:
1. It saves you doing it.
2. You can check pronunciation.
3. The other students may well understand the instructions better when read by another student.
4. The students are more likely to listen to another student than to you.
5. If they all read the instructions silently they will all finish at different times. If they listen to someone reading the instructions out loud they all finish at the same time.

Teaching Tip C: Checking Understanding

How:
1. Ask your students "Is that clear?".
2. If it’s clear, fine. If anyone says “No, can you explain that? / Can you explain again?”, don’t. Ask if one of the other students can explain it.
3. If nobody understands it, go through an example step by step together. They should get it then.
4. If they still don’t get it, go through another example together.
5. If the poor things are still lost either...
   do the whole activity together as a class, if possible, or...
   give up and go to the next activity.
   If it’s a word they are having difficulty understanding, you could set it for homework and get the students to explain the meaning to you next lesson.
6. Another way to check understanding of instructions is to ask the students to imagine that you are a new student who has just come in can they explain how to do the activity?
7. Another way to check understanding, not only of instructions, is by concept checking.

**Teaching Tip D: Pronunciation**

**How:**
1. Model the word yourself. (This means you say it in a normal way to the students). Then get the students to repeat it after you, all together like in a chorus until they get it nearly right. Don’t worry if they aren’t perfect. Who is?
2. Then model the word again and ask individual students to repeat the word after you.
3. You could put the word on the board and ask the students how many syllables it has and then practise some stress placement. Ask them which is the stressed (strong) syllable.

**For example:**
   before = 2 syllables be FORE = The second syllable is stressed.
   after = 2 syllables AF ter = The first syllable is stressed.
   computer = 3 syllables com PU ter = The second syllable is stressed.
   afternoon = 3 syllables af ter NOON = The third syllable is stressed.
   If you know the phonetic alphabet you could write the words in that too.
Teaching Tip E: Speaking to Other Students in English

How:
Put the students into pairs or small groups.

Why:
1. Making students speak to each other instead of the teacher maximizes Student Talking Time and minimizes Teacher Talking Time. This is a good thing because the students are the ones who need to practice their English you, hopefully, don’t!
2. A lot of students will be using their English to speak to non-mother tongue speakers anyway so they might as well start getting used to it. For example, my students are Italian and they often need English to speak to other European clients and colleagues. Some of them never use English to speak to mother-tongue English speakers at all!

Teaching Tip F: Guessing Answers

How:
1. When there is a list of possible answers, encourage students to guess the answers (by saying things like “There are two words to choose from and only one gap to fill so you’ve got a 50% chance of being right!”)
2. Encourage students to look at the words before and the words after the gap (in a gap-fill a.k.a. close exercise) to help them decide what type of word is needed in the gap. Will the answer be a verb? an adjective? a noun? In most exercises this will limit their choice of answers and therefore increase their chances of guessing the right one.
3. If they are still looking a bit blank it’s probably because they are suffering from “gap-fill tunnel vision” which means that this is what they see: Irrelevant gobbledygook an ________ with I needn’t read this because it comes after the gap.
   Would you know what to write in the space? I wouldn’t!
4. Encourage them to try to guess the meaning from the context (i.e. the sentence or paragraph the gap is in). Let’s look at the same example again, this time with the context: It rained yesterday when I was out but I hadn’t got an ________ with me so I got wet.
   In this example the context tells us that the missing word is probably going to be “umbrella”.

__________________________

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5. This technique also works well when there is a word which the students don’t know in a sentence. If they have never seen the word "umbrella" before and it is in the sentence then the sentence will look something like this to the student:

Irrelevant gobbledygook an umbskjdhfskjfla with I needn’t read this because it comes after the gap.

Some students will panic at this point and ask you what an umbskjdhfskjfla is. You don’t need to spoon feed them the answer. If the students use the context to help them they will probably be able to work out the meaning for themselves (see point 4 above) and thus gain confidence as learners.

**Teaching Tip G : Stopping an Activity**

**How:**

1. If you have a small enough group that you can be heard by everyone, just say something like "OK, you can stop there. Well done everyone. Thank you, you can stop now. Yes, that includes you, Youngchul!" Then give the students a few seconds to finish their sentences until the room falls quiet. Let them finish what they were saying.

2. If you have a big group so you won’t be heard if you try talk over everyone then don’t bother to shout yourself hoarse, simply have a certain place in the classroom where you go and stand when you want everyone’s attention and go and stand in it. The students will stop talking very soon. (I stand in front of the board, facing the class which gets their attention because for the previous ten minutes or so I’ve been cruising round the room monitoring). You can explain to students at the beginning of the course, "When I want your attention I will stand here and you will stop what you are doing and listen to me because I don’t like shouting for your attention. Is that clear"?

**When:**

1. It’s not important if the students have finished the activity it’s the taking part that counts, as they say.

2. It’s a good idea to stop things while they are going swingingly because it means you never hit the students’ boredom threshold. Leave them wanting more and enthusiasm will remain high. On the other hand, don’t
stop it too soon because not everyone will have had a chance to speak or guess the answers yet so they'll feel cheated.

**Teaching Tip H : Feedback**

**How:**
1. Ask one of the students what the answer to question 1 is. If s/he gets it right, fine. If not, ask if anyone else knows the answer. (If nobody knows and nobody can guess, you’ll need to give it to them).
2. Ask one of the students what the answer to question 2 is. If s/he gets it right, fine. If not, ask if anyone else knows the answer. (If nobody knows and nobody can guess, you’ll need to give it to them).
3. Ask one of the students what the answer to question 3 is. (Are you getting the hang of this?)
4. In the "True or False?" activities on my worksheets, the feedback questions would be: "How many of your guesses were right?/How well do you know your partner?/Which of your partner’s answers surprised you?"

**Teaching Tip I : Dealing with Vocabulary Queries**

**How to avoid doing it:**
1. Get the students to read the exercise completely before starting to actually do anything. They can underline the words they don’t know, or (more positively) underline the words they do know. 2. When a student asks you to explain the meaning of a word, don’t. Ask the other students if anyone can explain it.
2. You could put the students in pairs or small groups and get them to explain the words they don’t know to each other. This sounds daft but it’s quite logical really the words Youngchul is having difficulty with won’t necessarily be the same ones that Minsu is struggling with.
3. It’s a good idea to get the students to try to guess the meaning of the word from the context it’s in.
4. Get the students to look the word up in a (preferably English to English a.k.a. monolingual) dictionary, should such a thing be available.

**Why to avoid doing it:**
1. You are not a dictionary. You don’t even look like one, do you?
2. There’s a world of difference between telling someone something (spoon-feeding
students who soon get into the habit of switching off, being passive, letting the
teacher do all the work for them and not bothering to try to remember a
single thing) and teaching someone something (creating an environment and a
set of circumstances in which someone can actively learn, practise new skills,
and develop confidence in his/her own abilities).

3. One day, out there in the big wide world, the students will be faced with
situations in which they will not know all the words and you won’t be
there to help them. Then what will they do? (With any luck they will be
able to fall back on all the useful skills you’ve taught them in class.)

Explaining new vocabulary
As a last resort, give the students an explanation of the new word or phrase
in English. It’s a good idea to give them an example sentence or two
containing the word or phrase so that they can see how to use it. You may
find it useful to demonstrate or mime the word to convey it’s meaning
quickly. Or maybe a quick line-drawing (of the "stick-man" type) would convey
the meaning more quickly? Sometimes a synonym (similar word) is useful
(e.g. wealthy = rich) or an opposite (e.g. wealthy = the opposite of poor).

Teaching Tip J : Monitoring
How:
1. While the students are doing an activity you walk slowly round the
classroom and listen to their conversations.
2. You can sit down too, if there are enough chairs, but try to sit in the
background a bit or the students will direct their conversation to you.
3. Look at one pair whilst actually listening to a different pair nearby.
Correct the pair nearby (which will probably make them jump because
they thought you were listening to the pair you were looking at) just to
keep everyone on their toes they never know when you're listening to
them so they can't ever switch off or revert to their mother-tongue.
4. Be ready to massage any flagging conversations back into life, to stop
students monopolizing conversations, to stop students falling out with
each other and to offer encouragement and praise where appropriate.
Listen and supervise.
5. Take a piece of paper and a pen with you on your travels round the
classroom so that you can jot down any howlers.
Teaching Tip K: Error Correction

How:
1. Let the students make mistakes. They need to. We all learn best through making mistakes. Trial and error is the name of the game.
2. Give the students time to realize they've made a mistake and try to correct it themselves. If they can't, maybe someone else can help them. If nobody can help then you can either step in and give the correct form or make a note of it for later.
3. As far as possible, correct mistakes anonymously. Do this by making notes of students' mistakes as you monitor then putting them on the board later and give the students themselves the opportunity to correct them, in pairs or small groups. If no one knows the right answer, give it to them, but only as a last resort. Anonymous error correction is a kind way to deal with mistakes. It isn't important who made the mistake originally the point is, can the students all correct it? I tend to doctor the mistakes so that even the perpetrator doesn't recognize them as his/her own. For example:
   Original error: "I have been to Paris last year." = On the board: "I have been to London last week."

Teaching Tip L: Eliciting

How:
1. Instead of giving information, ask if anyone in the class can provide it. When a student asks "What does this mean?" or "What's the past of this verb?" etc. say something like "That's a good question what do you think?" Can you guess? Can anyone help Maria here?"
2. If you want to teach some vocabulary, for instance, then rather than giving it to the students, try to get them to give it to you. For example: I want to teach the word "cow". I could draw a little picture on the board. I could explain what a cow is. Or I could elicit the word from the students along these lines: "What do we call/What's the word for an animal which makes milk and goes "mooo"?! With any luck the students will say "cow". There you go I've elicited the word "cow" from the students. I didn't say it to them they said it to me: that's eliciting.
Teaching Tip M : Checking Together

How:
1. When the students have finished doing an activity on their own, put them in pairs or small groups and tell them to check their answers together.
2. Tell the students that if the answers are the same, they are probably correct but if they are different they need to explain/justify their choice of answer to their partner in English! They can change their answers if they like.

Teaching Tip N : Reading before Writing

How:
1. Tell the students to read the whole exercise first before writing anything. (This will be unbelievably hard for some students to do).
2. Once they've read it all, let them begin doing the exercise.

Why:
1. It's a good idea to read the whole exercise before starting to write anything because sometimes more than one answer is possible but, in the exercise the students are doing, only one answer is the right one.
   For example: (a gap fill with these possible answers: take photos buy souvenirs):
   I always _____________ when I am on holiday because they help me to remember it.
   (Could be either answer! But not if you've read the whole exercise first because you know that one of the later sentences is:
   I _____ a lot of _____ on my last holiday because I had a new camera.

   This is true not only for my worksheets but also for the Cambridge exams such as First Certificate and as a useful strategy in exams in general.
2. Another reason is that the students can answer the questions they know the answer to and guess the rest (from a smaller selection because they've used some of the answers already and so have a higher percentage chance of guessing the right answer). A process of elimination.
I Teaching Tip O : Brainstorming

How:
1. Ask the students to think of all the words they know connected with the topic.
2. Tell the students to write them on a piece of paper.
3. Give them a couple of minutes to do so.
4. Put them in pairs or small groups to compare their vocabulary and transfer words they hadn’t thought of from their partner’s list to their own.
5. Feedback on to the board.
6. Or you could do it all on the board in the first place just ask the class to give you words to write on the board. (Or give board pens to one or more students and get them to do the writing!)

I Teaching Tip P : Personalizing

How:
1. It’s been done for you on the worksheets. All the gap-fill exercises, question forming exercises and even the majority of the grammar analysis exercises have been made to include that ever important word “I”. The discussion questions are mostly aimed at encouraging the students to give their personal opinion on aspects of the topic.

I Teaching Tip Q : Using Dictionaries

How:
1. If possible, give the students each an English-English dictionary.
2. Make sure they know how to use it. If not, teach them how. (If you don’t know how to teach them how, see Extra Info below for some ideas).
3. Encourage the students to refer to their dictionary whenever appropriate during the lesson, though they should try to guess the meaning from the context first where possible.

I Teaching Tip R : Translating

How to avoid doing it:
1. Refuse to give translations for new vocabulary yourself. Pretend/admit you don’t speak the student’s language.
2. Encourage the students to guess the meaning of words they don’t know or to ask each other for help or to look it up in a monolingual dictionary instead.
3. Explain that you are a teacher, not an interpreter.
4. Remind students that you are a teacher, not a dictionary.
Why to avoid doing it:
1. If student’s translate words and you don’t speak their language you won’t know if they’ve really understood or if they’ve translated it correctly.
2. There often isn’t a direct translation for a word or phrase, there is only an "equivalent", sometimes not even that. Try translating a couple of modal verbs (like "must" or "would" and you’ll see what I mean) and I doubt very much that there is a translation for "Yorkshire Pudding" in any language (because it’s something solely British so other countries will presumably never have needed a word for it). "get" is hard to translate, as are phrasal verbs.
3. Translating some things word for word doesn’t help. For example: My mother -in-law once told me that my husband is a "bbang han jo gak" which translates as "a piece of bread". I was none the wiser for having translated this. Did it mean he was soft, I asked myself? Or stale? (It actually means he’s a good sort, apparently.)
4. Translating slows students down which means you run the risk of getting bogged down in the fruitless pursuit of a word which isn't English anyway.
5. Thinking in two languages simultaneously (which is necessary for translating) is very hard. People pay simultaneous interpreters quite a lot of money to do this and you need to be very good at both languages to do it successfully. ("If you are a professional interpreter you may translate in my lessons, no problem" funnily enough I haven't come across any such students yet!)

<table>
<thead>
<tr>
<th>Teaching Tip S : Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How:</strong></td>
</tr>
<tr>
<td>1. Change the pace of the lesson by breaking things up a bit. Instead of simply doing one activity straight after another, allow a little time for something different.</td>
</tr>
<tr>
<td>2. You can also change the pace during a lesson by allowing time for a brainstorming session.</td>
</tr>
<tr>
<td>3. Another way to liven up the pace is to put a time limit on some activities &quot;You have 2 minutes for this, so get going!&quot; Or introducing an element of competition put the class into small groups and tell them that these are teams and the first team to finish this activity is the winner. (Prize = no homework, or something like that.) Maybe the activities which involve matching words with pictures would be a good one for this).</td>
</tr>
</tbody>
</table>
4. Use other material during the lesson your course-book etc.
5. Wake people up by giving them a 2 minute test on last week’s vocabulary.
6. Allow silence at appropriate times during the lesson while students are reading the questions or during speaking activities when students are formulating a response (thinking of something to say). Silence in the classroom can be a bit unnerving at first but it doesn’t mean you’re not doing your job students need time to absorb information and time to think. We all do.

Teaching Tip T : Concept Checking

How:
Ask the students a question closely related to the target concept. For example, if you are working on a third conditional sentence like this: “I would have done my homework if I had had enough time”, your concept checking questions could be these: Did you do your homework? Did you have enough time? If you’re checking the understanding of instructions which say: “Guess your partner’s answers to the true or false questions below”, you could ask: Do you need to speak to your partner at this stage?
Students with Special Needs
Due to political, parental, cultural, just a wide array of opinions, the Korean Education system has adopted the stance that all students must attend all classes, which is why you may have special needs children in your English class.

It may be quite daunting to have a class with a special needs student as you are most likely not trained for that. Regardless, you are the teacher, and they are your student and so you will have to do the best you can to assist the child while also considering the other students as well.

In my personal experience, I have had special needs students in my class with the added challenge of having no co-teacher. I would simply teach the class as normal, and then once I gave students an activity to work on, I would focus most of my attention on the special needs child. Of course, every child is different and will present you with a unique challenge, so use your best judgement.
1. **Student is disruptive during class time**

   **[Case]:** During class time, Young-Hui will make distracting noises, singing and/or talking to herself, disrupting the flow of the class. The teacher continuously tells her to stop but the situation is not improving?

   **1) Find the reason for the action and then intervene**

<table>
<thead>
<tr>
<th>Steps</th>
<th>[Case] (Young–Hui’s Situation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the issue?</td>
<td>Singing and/or talking during class time.</td>
</tr>
<tr>
<td>2. When does it occur?</td>
<td>During Korean class, when the teacher covers a difficult topic or when individual work is given.</td>
</tr>
<tr>
<td>3. Why is this occurring?</td>
<td>To get the teacher’s attention and/or because she enjoys the reactions of her classmates</td>
</tr>
</tbody>
</table>
   | 4. What can I do to prevent further disruption? | - Extend task performance time, lower difficulty of task, and/or make the task shorter.  
- Alternative Behavior Exercises (writing activity, drawing activity...) to match Young–Hui’s level.  
- Have Young-Hui communicate her issues, with words, rather than through actions,  
  Action cards: yes card, no card,  
  Picture cards: cards displaying different emotions: happy, sad, angry, confused.  
  Ex. “Young–Hui. What do you want to do?” and have the student use the cards to express their opinion.  
- If Young–Hui’s behavior (singing, talking) is permitted, for example during break time, then allow it for a pre-determined amount of time.  
  Ex. “Young–Hui, we will be doing an assignment for 10 minutes. You may sing and talk for the next 10 minutes. However, after 10 minutes, you must be quiet.”  
- If students are given group work where the work is divided and students are working individually on their part, have group members assist Young–Hui.  
- Intentionally ignore the disruption and act as if it is not a distraction. |
2) Disciplinary Actions (Social, Emotional, and Physical Discipline)

[Case]: During class time, Jae-Suk tells jokes making his classmates laugh. It seems Jae-Suk tells these jokes in order to get the attention of his teacher and classmates. As it is disrupting the flow of the class, the teacher and classmates have agreed, that even if Jae-Suk tells a funny joke, that they will not indulge him by laughing. So when Jae-Suk tells jokes and no one laughs, as he is no longer being indulged, his disruptive behavior slowly decreases.

<table>
<thead>
<tr>
<th>Reasons for Behavior</th>
<th>Behavior Management Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undesirable Taste, sound, sight stimuli</td>
<td>- Refrain from giving student a reaction when they disrupt the class.</td>
</tr>
<tr>
<td>An unpleasant form of contact, touch, or motion</td>
<td>- Deprive student of meaningful subjects and/or activities.</td>
</tr>
<tr>
<td></td>
<td>- Require student to take part in a meaningful activity they do not particularly enjoy doing.</td>
</tr>
</tbody>
</table>

**Caution**

- Does the discipline fit the offense?
  - Has the number of times and/or the severity of the offense decreased after implementation of disciplinary actions?
  - Was there any risk of bodily and/or psychological damage?
  - Did you also use positive reinforcement techniques to ensure good behavior is rewarded?
  - Never resort to corporal punishment
  - Excessive use of discipline can result in its ineffectiveness.

**Ways to Prevent Behavior Issues**

<table>
<thead>
<tr>
<th>In the event you see the student...</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finds the curriculum is too difficult...</td>
<td>Lower the difficulty of the activity and encourage student to participate.</td>
</tr>
<tr>
<td>Transitions to another activity or subject...</td>
<td>Notify them that they will be given even more difficult work and so they must stay within the day’s tasks so that you can provide the proper assistance.</td>
</tr>
<tr>
<td>Has no idea what to do...</td>
<td>- Explain what needs to be done, one on one.</td>
</tr>
<tr>
<td></td>
<td>- Give a visual hint of what needs to be done (ex. crossword, point at the beginning of a word)</td>
</tr>
<tr>
<td>Completes the activity early...</td>
<td>Prepare extra activities and/or the next classes activities</td>
</tr>
<tr>
<td>Will most likely not succeed in the task at hand...</td>
<td>Affirm the process of attempt rather than the result and later, create a situation in which they can succeed (ex. If they fail an assignment, help them to at least complete one part of the question. Then when you review the assignment with the whole class, ask the student for the answer of the one you helped them with. That way you know they will answer with the correct answer and can further provide positive reinforcement to the student.</td>
</tr>
</tbody>
</table>
### 2. Student Walks Around During Class Time

1) Create a behavior contract

<table>
<thead>
<tr>
<th>Sample English Behavior Contract</th>
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</thead>
<tbody>
<tr>
<td>1. Behavior in Question: Walking around while class is in session.</td>
</tr>
<tr>
<td>2. Contract Content:</td>
</tr>
<tr>
<td>During English class, ____ (student) may walk around the class two times, but only after having received the teacher’s permission.</td>
</tr>
<tr>
<td>3. Contract Period:</td>
</tr>
<tr>
<td>From: ___Year ___Month ___Day (Day of the Week)</td>
</tr>
<tr>
<td>Until: ___Year ___Month ___Day (Day of the Week)</td>
</tr>
<tr>
<td>4. Benefit:</td>
</tr>
<tr>
<td>Each week, twice per class, student will be permitted rest time.</td>
</tr>
<tr>
<td>Year Month Day</td>
</tr>
<tr>
<td>Teacher: OOO (Sign)</td>
</tr>
<tr>
<td>Student: OOO (Sign)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Korean 행동계약서</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 문제행동: 수업시간 셀 새 없이 돌아다닌다.</td>
</tr>
<tr>
<td>2. 계약내용: 수업 중에는 교사의 허락을 얻어 자리를 이동하며 1시간 수업 중 2회로 줄일 것을 약속합니다.</td>
</tr>
<tr>
<td>3. 계약기간: 년 월 주 요일부터 ~ 년 월 주 요일까지</td>
</tr>
<tr>
<td>4. 보상내용: 주일 동안 하루 두 번 쉬는 시간에 하고 싶은 ___하 기</td>
</tr>
<tr>
<td>- 이 계약내용이 수행되었을 때 OOO교사은 학생 OOO에게 합의한 보상내용을 제공할것입니다.</td>
</tr>
<tr>
<td>- 이 계약서는 교사 OOO와 학생 OOO의 계약으로 약급학생 모두를 증인으로 하여 계약합니다.</td>
</tr>
<tr>
<td>년 월 일</td>
</tr>
<tr>
<td>계약자: OOO (사인)</td>
</tr>
<tr>
<td>계약자: OOO (사인)</td>
</tr>
<tr>
<td>증인: 도우미나 학급대표</td>
</tr>
</tbody>
</table>

- When a student displays good behavior, then immediately provide positive reinforcement. Unlike discipline, where too much is detrimental, positive reinforcement can be and should be used as often as possible.
- At the beginning of the contract, actively reinforce any infractions to the contract provisions with the proper praise/discipline.
- If the student displays good behavior, they must immediately receive positive reinforcement.
- This contract must be fair for both the student AND the teacher
- Everyone in the class must understand the provisions of the contract.
- The contract is not a temporary means of arbitration rather should be used as a method of classroom management throughout the year.

<table>
<thead>
<tr>
<th>Other Methods</th>
</tr>
</thead>
</table>
| - During break times, suggest that the student walk around the field so they are less inclined to move around during class time.  
- When the student is seated, praise them. Positive reinforcement.  
- Tell them to return to their seats.  
- Make things as visual as possible. Accompany a written schedule, with pictures next to them. Include pictures along with instructions. Perhaps create two forms, one for your special needs student, and one for everyone else (or maybe further differentiate, one form for advanced, one for normal, one for lower level, and one for special needs students.) |

3. Student Behaves Aggressively

[Case]: Every once in a while, during class time, Tae-Su will hit his neighboring classmates in the back. Telling him to stop has no effect. Finally, after saying “Tae-Su! Do not hit your classmates! You’re in Time-out”, his desk was moved about 2 meters away from the nearest student. Upon doing so, Tae-Su was able focus on the lesson and show a decrease in aggressive behavior.

1) Time-Out...

<table>
<thead>
<tr>
<th>... For a short period of time</th>
<th>- The teacher loudly counts down from 10. In that time, the student must place their head on the table and remain in that position for a specified amount of time. (It might help to create a contract for this as well, outlining what the consequences will be).</th>
</tr>
</thead>
<tbody>
<tr>
<td>... In the classroom</td>
<td>As in Case 4, separate the student by placing their desk 2 meters away from the nearest student lasting 1~2 minutes. Depending on the students age and severity of the behavior, the time they are separated can go up. If the action was severe, begin at 10 minutes.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>... Outside of the classroom</td>
<td>If the student continuously shows aggressive behavior, it may be best, for the safety of the other students as well as for the flow of the class, to place the student outside of the classroom.</td>
</tr>
<tr>
<td>... Outdoors</td>
<td>If you are in a situation where you cannot give students time-out’s, (field trip), after giving the student notice, proceed with the time-out once back at the school. For added result, use visual cues, perhaps a picture indicating a timeout session.</td>
</tr>
</tbody>
</table>

**Other Methods**
- Explain to students why Tae-Soo is hitting them to prevent him being ostracized.
  
  ex. He wants to be friends and play with you, but he doesn’t know how to express that and so he resorts to hitting.
- Explain to students how to communicate with Tae-Soo: With a negative expression, but using positive words as to avoid any misunderstandings, explain to Tae-Soo using visual and verbal cues: ex. (No hitting - No tapping
- You are drooling - Please, wipe your mouth... etc.)
- Physically restrain Tae-Soo ONLY when you need to protect another person or property (physical restraint is not a means of discipline, but a means of protecting others as well as the aggressive child)
- Use visual cues (Stop! card), and verbal cues to stop any aggressive behavior, and then quickly try and bring their attention away from what makes them aggressive. (change activities)
- In order to decrease any stimulus that causes the student to become aggressive, place him in a more isolated environment so they can both learn, and will not be tempted to lash out at others.
4. **Student constantly asking for confirmation from the teacher, disrupting the flow of the class.**

1) Create and employ a “My Actions” card.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the ideal behavior</td>
<td>“If I have a question, I will quietly raise my hand.”</td>
</tr>
<tr>
<td>When the student demonstrates the targeted behavior, draw a circle or check on their “My Actions” card. Once the student reaches a predetermined number of checks, reinforcing material (rest time...) can be provided.</td>
<td>Name 000</td>
</tr>
<tr>
<td>Evaluate student’s progress at the end of class.</td>
<td>Give positive reinforcement for every time they show the correct behavior.</td>
</tr>
</tbody>
</table>

2) **Using visual cues (body language) to relay instructions**

When the classroom gets noisy, rather than yell over the noise, implement a series of body motion commands.

**Other Methods**

- Using written cues rather than verbal cues (Write on the board: we are finished with the activity, please look at the teacher)
- Give students a predetermined amount of times when talking is permitted. [Students are allowed 5 times to talk. Have a visual system of 5 items (straws, beads, pencils) where every time a talking infraction occurs, you take away one of the items.]
- Use your own sign language/gestures.
5. The student displays a repetitive action

[Case]: Min-Soo is playing with his toys during class time. The teacher wanted Min-Soo to put away his toys in his cubby and so she said, “Min-Soo! Please put your toys into this cubby”. The teacher demonstrated to Min-Soo numerous times what she wanted him to do. However, he does not do so. The teacher then had a student help guide Min-Soo through the actions of putting his toys away into his cubby. Through this process, Min-Soo is gradually understanding the motions of putting away his toys. Social reinforcement was also used.

1) Advice on giving proper instruction
- Be specific, Be concise. Don’t let your emotions get a hold of you.
- Explain in simplified terms so that the student can understand easily, and can practice what needs to be done.
- Approach the student and explain the instructions in close proximity after confirming their attention is on you.

<table>
<thead>
<tr>
<th>Improper Method of Instruction</th>
<th>Proper Method of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Please take out your textbooks”.</td>
<td>“Please take out your textbooks located in basket number 00”. Give more descriptive instructions.</td>
</tr>
<tr>
<td>Repeating the same command without any other cues (visual, verbal..). ex. “sit down, sit down, sit down!”</td>
<td>Using verbal cues in conjunction with visual cues. ex. Showing a picture of a seated child or acting out the behavior while saying, “sit down”.</td>
</tr>
<tr>
<td>Letting your emotions get the best of you. You never want to give instructions or commands in an emotional way, ex. “Please don’t pick your nose”</td>
<td>Calmly and quietly using positive language. ex. “Please use tissues to wipe your nose”</td>
</tr>
<tr>
<td>From a distance, yelling, “Go to the time-out area!”</td>
<td>Go to the student, and pull out a visual cue card of the time-out area.</td>
</tr>
<tr>
<td>From a distance, saying “Attention, look at me”.</td>
<td>Go to the student, ask for attention, and once you have their attention, proceed.</td>
</tr>
</tbody>
</table>
**Other Methods**

- Repetition using a variety of cues (verbal, visual...)
  ex. “Min-Soo, it’s time for English. Please put away your toys”.
- If the student doesn’t want to do anything, guiding them through the exercise a couple times and then posting the finished assignment on the board so the student can feel a sense of pride.
- Positive reinforcement as often as possible. Even for minor accomplishments, praise the student.
- Matching assignments to students interest. If the student enjoys crossword puzzles, create more of those for that student (of course the content must still be relevant to the lesson).

---

**6. Self-stimulating behavior. Continuously making strange body gestures**

**[Case]:** Min-Soo will repeatedly say random things and sometimes even sing at random times. Sometimes, he will stand up and walk around, shaking his arms and/or his head.

The teacher began tailoring lessons and activities specifically for Min-Soo’s level so that he can comprehend what is going on, and after completing all activities, he is given 5 minutes of free time so he can walk around if he wishes.

**Self-stimulating behavior**

Boring and non-stimulating material will result in an increase of seemingly random self-stimulating behavior. Even non-special needs people will exhibit self-stimulating behavior when bored by doing things like shaking their legs, touching their hair... etc. However, special needs students will often be unable to comprehend when their behavior begins to disturb the classroom and/or social situations.

<table>
<thead>
<tr>
<th>Socially Stimulating Behavior</th>
<th>Physically stimulating behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessively repeating a sound/song. Repeating things like advertisements, movie lines, phone numbers... etc.</td>
<td>Excessively running, Repetitive and complex movement</td>
</tr>
</tbody>
</table>
1) Putting a stop to self-stimulating behavior
- Stopping the behavior only if exhibited during teacher talk and activity times.
- Match activities and lessons with students' interests.
- Make lessons short and concise so students do not have time to focus on anything else.

TIP
- In order for the student to feel safe, create a calm classroom atmosphere.
- Be very careful that neighboring students are not influenced and copy the improper behavior.
- If the improper behavior does not stop, then firmly but calmly take a hold of their hand, sit face to face and slowly count to 10.

7. If the student exhibits self-harming behavior

[Case]: Sung-Won often hits himself in the head. The teacher says, “Sung-Won, please don’t hit yourself”. If he shows no sign of stopping, the teacher will have him put on a helmet for 10 minutes. Once he has stopped, the helmet will be taken off. When he does not hit his head, the teacher will praise him.

1) Arbitration through analysis

<table>
<thead>
<tr>
<th>Analysis of Self-Harm</th>
<th>Safety Items</th>
<th>Changing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Problems</td>
<td>Helmet, Boxing gloves, Arm splint, etc.</td>
<td></td>
</tr>
<tr>
<td>Communication Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boredom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking attention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activities that cannot be done with self-harming behavior,
Task presentation (coloring, throwing a ball, running, etc. Place priority on activities that the student prefers).
2) Reinforcement

Use positive reinforcement whenever student exhibits proper behavior. In order to find the most effective method of positive reinforcement, find the students interests and then use a variety of reinforcement strategies. Then analyse the duration, strength, and frequency of the time it takes for the student to revert back to improper behavior. Involve the student as well and see what form of positive reinforcement they seem to like.

**TIP**

- If it seems as if the student is harming themselves to attract attention, do not show any reaction. Showing any emotions will only reinforce the students behavior, “If I hurt myself, then the teacher will look at me”. Rather, just quietly, almost nonchalantly approach the student and prevent them from further harming themselves.
- Rather than only using objects to reinforce behavior, use objects along with preferred, relevant activities.
- Focus on good behavior rather than the bad.
  ex. If Min-Ju is harming himself, maybe give him a job like passing out papers. When he passes out all the papers, give him a lot of praise. You ignore the bad behavior, but praise him for the good behavior.

8. Student lashes out violently

[Case]: In-Hye sings songs, if she gets worked up, she does not listen to the teacher. If In-Hye repeatedly disrupts class by singing, the teacher will approach her and show her a “Relaxing Time” card during which, In-Hye will report to the relaxation area (an area in the classroom with cushions and books) and spend a predetermined amount of time.

1) Identify and Remove Causes

- Excessive stimuli: Visual, Auditory, Taste, Touch...
- Physiological factors: Food allergies, insomnia, any sickness/injury.
- Emotional factors: Frustration, disappointment, ill-treatment, confusion

2) Establish a relaxation area within the classroom, before any extreme violent behavior takes place, show the student the “Relaxation Time” card and have the student calm down for a predetermined amount of time.

3) If the student still does not calm down after being sent to the relaxation area, have them do a physical activity.

- Speed walking, running, Going on the swings...
4) If the student’s anxiety increases, stop any activities that will raise the students excitement level.
- Reducing visual stimuli: Wear sunglasses.
- Reducing auditory stimuli: Listen to relaxing music.
- Teach student to communicate when their stress levels are up.
- Breathing exercises and stretching: Interlock fingers and stretch arms towards the sky.
- Use of stress-relieving tools (Stress ball, Clay, etc.).
- Closing eyes and counting down from 10, Taking regular breaks.

<table>
<thead>
<tr>
<th>Caution</th>
</tr>
</thead>
</table>
| ● Check and make sure that peers are showing positive attitudes towards special needs student.  
  - As special needs students lack communication skills, even if they are mistreated by peers, they will be unable to defend themselves.  
● The goal is to have the student recognize that they are angry and stay in the designated rest area until they have calmed down.  
● Acting out should not be associated with not having to learn. As such, you must provide supplementary learning materials where ever the student will stay until they calm down, whether it be the designated rest area in the classroom, or some other location.  
● For special needs students with higher cognitive abilities, it is better to teach them how to recognize their initial stress signals and how to manage their own stress levels than to move them elsewhere. |

<table>
<thead>
<tr>
<th>TIP</th>
</tr>
</thead>
</table>
| - If the student cries and yells, do not react emotionally. Rather stay poised with a neutral facial expression, and ignore the behavior. Engaging the student only after they have stopped.  
- If the disruptive behavior stops, the learning process must continue. Students should not associate disruptive behavior to going to the designated rest area and have free time.  
- During class, If the student gets up and moves to another table or sits down on a mat, allow them to do so but make sure they are still focused on the lesson wherever they decide to sit.  
- Simplify activities as needed to match the individual students needs.  
- If the student continuously cries and yells, ask them, “OO, what would you like to do?”, and have them express themselves using visual cues.  
- If the student wants to do something that is allowable in class, (drawing, eating... etc), then promise to give the student a set amount of time to do this activity if they stop their disruptive behavior.  
- Positive reinforcement when student does an assignment.  
- Using verbal cues to encourage self-control. |
9. **Student does not get along with peers.**

**[Case]:** Chul-Min learned to greet with a kiss during nursery school. However, he is now a middle school student and still continues to do so making his peers very uncomfortable.
- It is best not to teach students behaviors that may cause problems later on in life. Kissing as a greeting during nursery school may be cute, but it becomes highly inappropriate later on.

**[Case]:** If an object was out of reach, Min-Hee would scream and yell until someone helped her. In order to correct this behavior, the teacher would calmly say, “please don’t yell Min-Hee”, and Min-Hee would then have to select the ‘please don’t yell’ visual card. Her tantrums were ignored and she was only given the object if she displayed proper behavior.
- Use a felt board, Use objects/pictures/symbols, Use technology, Teach through song.

1) **Practice proper behaviors with a friend**
- Determine the proper course of correcting the behavior in question depending on the special needs students specific disability, check whether an attempt at behavioral change will cause excessive stress or trauma to the student.
- Behavior should be corrected in a natural manner. Through repetition, habits will form.
- Record proper behavior and show the student to give them a visual idea of what is expected.
- Create a picture book of different social situations and proper behaviors for each situation (Greetings, participating in game activities, etc.)
- For students who have difficulty expressing their emotions, create Yes/No cards for them to use.
- Create situation cards with empty speech bubbles and pictures. Then the student must place the correct sentence in each speech bubble. (May I borrow your hand towel? - Yes).
- Use emotion cards to help student express how they are feeling at a particular moment.

<table>
<thead>
<tr>
<th><strong>Caution</strong></th>
<th>● Sometimes it is more appropriate, especially if the behavior continuously is disrupting the flow of the class, to reduce the behavior rather than completely correct it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Student displays erratic behavior - give them calming music to listen to - other students can continue to learn.</td>
</tr>
</tbody>
</table>
10. Overreacting Behavior

1) Token System

<table>
<thead>
<tr>
<th>Phase</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine Goal Behavior</td>
<td>Gyeong-Su and his friend frequently argue. Whenever they argue, Gyeong-Su is unable to control himself and begins throwing things to calm himself down. Goal Behavior: Not to resort to physical violence when arguing.</td>
</tr>
<tr>
<td>Determine Type of Token</td>
<td>Gyeong-Su’s favorite character sticker (transformers, pikachu, etc.)</td>
</tr>
<tr>
<td>Determine Number of Tokens (Goal Behavior, Type of Reinforcement)</td>
<td>If Gyeong-Su does not show any form of violent behavior for the day, he may receive one sticker. If he collects 6, he can trade them in for a positive reinforcement. If he displays violent behavior, then one sticker will be taken away for each infraction.</td>
</tr>
<tr>
<td>Determine Reward System</td>
<td>Talk with Gyeong-Su to determine what he would like as a reward. If it is acceptable (10 min break time, listen to music for 10 min, pencils, erasers...) then allow them.</td>
</tr>
</tbody>
</table>

Caution

- The token must be tangible.
- Student must be able to trade in tokens (something student cannot fabricate) in order to receive a positive reinforcement.
- In order to prevent jealousy amongst other students, it may be a good idea to include your entire class in this reward system.
- Students must understand that they can exchange tokens for positive reinforcements that is determined by both the teacher and student together.
2) Giving warnings in a firm but calm manner

<table>
<thead>
<tr>
<th>Improper Method</th>
<th>Proper Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>During class time, Chul-Soo suddenly gets on the floor and plays.</td>
<td>Teacher sees student’s improper behavior during class time.</td>
</tr>
<tr>
<td>T: “Chul-Soo, sit in your chair”.</td>
<td>“Please sit in your chair” (in a firm but calm voice)</td>
</tr>
<tr>
<td>T: “I said, sit in your chair!” How many times do I have to say it?!”</td>
<td>“Please stop” (Speaking slowly)</td>
</tr>
<tr>
<td>(said emotionally)</td>
<td>- Both student and teacher remain calm and the behavior is corrected.</td>
</tr>
<tr>
<td>Situation becomes worse.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When the student exhibits improper behavior, rather than show emotions, ignore the behavior.</td>
</tr>
<tr>
<td>- Relocate student to an area (designated relaxation area) of reduced stimuli, so the student can calm down.</td>
</tr>
</tbody>
</table>

11. Student takes peers things without asking

[Case]: If Sung-Min sees something that he likes but doesn’t belong to him, he will just take it. The teacher makes sure that Sung-Min labels all of his possessions, and asks peers to do the same. At the beginning of class, students are instructed to check if they have all of their possessions, and if it turns out that a student has taken someone’s things, then they are instructed to immediately return those items.

1) Roleplaying

   Teach student the proper way of asking to use someone else’s things. “Can I borrow that?”, “Thank you”.

   - Create a situation in which the student must use the above techniques to borrow an item from a friend. (Ask the student to borrow a pen from another friend)

   - Give positive reinforcement everytime the student asks to borrow something in the proper way. (“You asked your friend if you could borrow their pen? Great job! I’m so proud of you!)”

   - If the student does not ask to borrow and just takes an item, go up to the student in a non threatening manner and try and elicit the proper expression. (“May I...” and allow student to finish the sentence).
12. Student is distracting the Class

1) Classroom Management Method

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display classroom rules</td>
<td>- Display classroom rules somewhere in the classroom as well as on every student desk. Make sure to go over the rules with your class.</td>
</tr>
<tr>
<td></td>
<td>- Before class starts, have students recite the rules with their partners.</td>
</tr>
<tr>
<td></td>
<td>- Bring a timer or stopwatch to class so students can have a visual idea of when activities (and or rewards) will be finished.</td>
</tr>
<tr>
<td>Create opportunities to reinforce and reward proper behavior</td>
<td>- For any behavior, good or bad, there must be an immediate positive reinforcement/punishment (don’t wait until the end of class).</td>
</tr>
<tr>
<td>Inform students of consequences to certain actions</td>
<td>- Give short, clear and concise instructions, use repetition for commands in a calm yet firm manner. If the student does not listen to the teacher, then propose alternative behaviors and allow the student to choose the right behavior.</td>
</tr>
<tr>
<td></td>
<td>- Head down for a certain amount of time.</td>
</tr>
<tr>
<td></td>
<td>- If you have a rewards system in place, deduct points.</td>
</tr>
<tr>
<td></td>
<td>- Contact parents.</td>
</tr>
</tbody>
</table>

2) During class time...

- Keep instructions short and concise. If the instructions are long, then print out an instructions page and give to the student.
- Give student a job that gives them an opportunity to move around (clean the white board, pass out papers, etc.).
- Create a “secret signal” with your student which you can use whenever the student is not focused on the lesson. If they respond to the secret signal, then give them positive reinforcement.
- Distracted students respond better to visual warnings (Print out a warning sign including colors and detailed drawings).
3) Course Content...
- Minimize course content, activity content to match student’s level.
- To fix a behavior you must first illicit a response. It does not help the student to always provide content they will understand and be happy with. You also need to introduce things that may evoke an emotional response from the student. That way you can teach the student the correct way to react to any stressful situations so that they can learn to behave appropriately even outside of the classroom.
- Arrange seating so one of your best students (both academically and emotionally) is partners with the special needs student.
- Find out what the students are good at and prepare several lessons that allows for the student to succeed because of their talents. Use positive reinforcement.
- When giving an instruction, make sure to keep eye contact and to repeat your instructions multiple times.
School Culture

① Hierarchy
② Work Family
③ Work Attire
④ The Classroom
⑤ School Cleanliness
⑥ Dental Hygiene
⑦ The Textbook
⑧ The Korean Surprise
⑨ Lunchtime
⑩ Issues w/ School
⑪ The Co-Teacher
⑫ Methods of Co-Teaching
School Culture

Hierarchy/Titles

As was mentioned in the Korean culture chapter, social hierarchy is very important in Korean life. Below is the hierarchy you will be involved with on a daily basis as well as the titles of each position.

Work Family

Generally speaking, in the West, we are much more independent meaning we work, and then we go our separate ways. Yes there may be the occasional staff dinners but for the most part you part ways after your obligated time together. The Korean school atmosphere is a lot more familial. In order to promote comradery, your staff will most likely have many outings and get-togethers. This is why it is highly advisable to try and attend as many school activities as possible. Eat lunches together, get involved with staff
outings, be outgoing. Can it be awkward sitting in the lunch room where no one talks, of course! But the concept of work family means that it doesn’t matter if the situation is awkward, the fact that you gave up your time to be with them is good enough.

Common examples:
- Hweshiks (회식) : After school dinners.
- Field Trips
- Volleyball/badminton : Especially in elementary school, volleyball is THE sport. People will get very competitive and schools will often compete against each other. Be careful you do not get yourself on the receiving end of a principal’s spike, it hurts.

Teachers Fund: In order to fund these outings, you may or may not be asked to pay into a teacher’s fund every month. This is completely up to you, but it is highly advised that you do pay and that you attend any and all events you are invited to. It is integral to your experience in Korea that you maintain a great relationship with your work family.

Work Attire

Most schools will allow you to wear very casual attire while you teach, however, please understand that the teaching profession in Korea, unlike most other countries, is still a position held in high regard. As such, it is advised to dress the part. You must also consider that as a teacher, you will be standing and moving around for a large part of the day, interacting with kids. So although professional dress is preferred, we also want you to be comfortable. Therefore, the advisable style is business casual.

As a side note, Korea is a very fashion conscious country and so the better dressed you are, the more respect you will receive. The classroom is no exception, the more you look the part of a teacher, the more your students will respect you as a teacher.
The Classroom

Depending on your school and location, school resources will vary. Things that may, or may not, be at your disposal are textbooks, projectors, smart board, whiteboard...

The best advice, DO NOT RELY ON TECHNOLOGY! Practice your whiteboard skills, practice teaching with nothing in hand. Consider bringing in props to use, rather than having pictures on a ppt.

Each year, the English department is given a set amount of budget for classroom supplies, so if you have anything to purchase that’s school related (for example, if you want to set up a market day, you need items for your students to purchase) you may be able to ask your co-teacher to purchase them for you. This is not a sure thing however, depending on the situation they may or may not be able to purchase the items.

School Cleanliness

As staff and students spend a lot of time at the schools, it is considered a second home. You will often see your students fervently cleaning the school at the end of the day or week. A part of this mentality involves no shoes in the school. Instead, at the entrance there will be little cubbies for you to take your shoes off and switch into some slippers. The generic brand provided at most schools is fairly small and uncomfortable, so it is advised that you bring your own slippers.

Dental Hygiene

Along with school cleanliness, schools also promote physical wellbeing. You can see this after lunch time when everyone will brush their teeth after lunch. You may want to bring your own (you can easily purchase a travel set at the local convenience store for a couple 1,000 KRW).
The Textbook

Depending on who your co-teachers are, you may or may not be tied down by the textbook. If you are with a co-teacher who prefers going by the book, then that’s what you’ll have to do. Once you have created a good working relationship with your co-teacher, find a way to suggest using supplementary material. For more information please refer to CLASSROOM GUIDELINE: Textbook.

The Korean Surprise

A common interview question we ask deals with flexibility. This is because one of the most important personality traits to have as a GET is flexibility. This is not a cultural thing, this is actually an occupational thing. Worldwide, being a teacher, or being anything for that matter, you will need to deal with the unexpected. So if you are someone who needs to prepare for every little thing, and you don’t like thinking on your feet, teaching may not be for you.

Examples of common Korean surprises:
  • Cancelled classes
  • Added Classes
  - Taking over a co-teachers class
  - Deadlines: Summer/Winter camp
  • Sudden business dinners
  • Picture day!

How can you deal with these things? Simple, over-preparation. Start preparing for your summer/winter camps now. Don’t wait until it’s almost winter time or summer time to start making your camps. Start now! You will have a lot of desk warming time as well, so don’t waste that time. Make extra lessons, work on your ppt skills, practice your lessons...

1. Cancelled class: You now have extra time to prepare for future lessons as well as an extra lesson to use in case of emergencies.
2. Added class: During your desk warming time, prepare extra lessons.
3. Surprise picture day: Have an extra set of clothes at school… Schools should have lockers.
4. Technology problems: Practice your white board skills, print out lesson plans, ALWAYS ALWAYS ALWAYS have a backup plan. Avoid being too
reliant on technology. Use the computer for things that aren’t so central to your lesson, for example when teaching vocabulary, if the computer goes down, you can always just write up the vocabulary words on the board. However, if you are doing a computer based game, and the computer goes down, well then you’re screwed.

Lunchtime

As was discussed in the Korean Culture chapter, food=love. As a result, even if you bring your own food from home, try to eat with the staff. If you feel that bringing your own lunch will offend your school, ask your co-teachers what they think you should do. School lunches cost about 3,000 KRW per day and it will automatically be deducted from your pay check.

Issues W/ School

The most important rule is to know your rights. In all cases, your contract is the final word, so it is advised that you carefully read the contract and understand all of its components. (Please note that your contract is written in Korean and translated into English. However, through the translation process, some things may be lost in translation. Please understand that the Korean version of the contract takes precedent over the English version. The contract is also subject to change. Twice a year, supervisors of the Gyeonsangnam province convene and look at the contract to see if there are things that should be changed. An official document of any changes will be sent to your school. Any changes will take effect immediately).

If you have a problem at school, please do not contact the GOE directly as this may cause your school to lose face if we were to intervene. This can actually irreversibly damage your relationship with your school. Instead try and follow the rules of engagement below.

Rules of Engagement:
Step 1. Talk to a co-teacher
Step 2. Talk to the head English teacher
Step 3. Talk to the vice principal
Step 4. Talk to the Principal
Step 5. Contact the GOE
(The above rules of engagement is basically advising that you do not skip a step in the hierarchy. For example, if you have an issue with a co-teacher, do not go behind their back and report them to the head English teacher or the principal. Try to talk with that co-teacher first, before taking it to the next level. GET’s are of course, always welcome to contact the GOE for guidance, however if you come directly to us to take care of your dispute, it may cause a rift between yourself and your school. The best case scenario for both parties is one where the GET and the school can come to terms on their own, without the GOE mediating.

The Co-Teacher

* Please Understand that everything is circumstantial. Every situation is case by case, and so the following may not work for everyone. It completely depends on who your co-teachers are. These are general tips that have worked for others in the past, Ultimately we advise you to use your best judgment.

The co-teaching relationship is the MOST important relationship you will have while in Korea. Quite literally, your success in Korea depends heavily upon your relationship with your co-teacher(s). DO NOT BURN THESE BRIDGES, once done, it will be very difficult to rebuild.

GET’s who experience problems with their co-teachers seem to get caught up in the me, me, me. My co-teacher won’t help me with this, my co-teacher won’t help me with that... Your co-teacher’s are your supervisors, not your secretaries/chauffeur/tour guide. Please do not fall into the trap of seeing it only from the GET perspective. You are a guest in their country and so you cannot see it from the GET perspective alone.

Understanding the Korean perspective

(Please note, this is not to make you feel bad, this is just to show you the Korean perspective and just how much your co-teachers go through for you)

First of all, the co-teaching job is not a desirable one. The reality of it is, it’s a lot of work. If you have gone through the application process, getting your criminal background checks, apostilles, BA degree... etc. You know how
much of a hassle it can be to do so much paperwork. Now imagine doing all that x10 for another person. That’s what your co-teachers have to do on top of their other classes/jobs. They also have to keep track of you, making sure your classes operate smoothly and that you are behaving professionally both in and out of class. On top of this, your co-teachers are fully licensed teachers, and they had to go through hell and back to become one. Becoming a teacher in Korea is extremely difficult, much harder than most countries. GET’s on the other hand, well, reality is that most GET’s are not licensed teachers, in fact, most do not even major in English or in Education. Yet, when you come to the school, you will become the instant celebrity (co-teacher will essentially become a translator, which if you have experience with this will know how demeaning this job can be), and depending on your co-teacher you might even get paid more, you will get free housing, tax exemptions… etc. So try to see it through their perspective for a second. You can understand that it can be quite easy to get stressed, when someone who doesn’t even have a teaching license yet receives more benefits, starts complaining about things.

As the co-teaching job is hard work, the reality is that it is usually “forced” upon a teacher, usually the lowest ranking/youngest teacher. So now that you know what it’s like to be a co-teacher, try not to bombard them with questions or complaints. This is where befriending Koreans, and other foreign English teachers can come in handy.

Here are some tips to having a great co-teaching relationship

- Be cooperative: Please understand that the Korean culture is very much an, “if you’re told to do something, just do it”, type of culture. As the co-teacher has rank over GET’s in the school hierarchy, it would be highly advisable to just do, rather than dispute.

*Of course, if you feel you are being asked to do something against the contract, then please feel free to take the necessary steps to correct this.

- Be Positive: Being negative in any culture is a recipe that will sour any relationship. Especially when asked about the Korean culture, i.e. food, a little white lie goes a long way.

*Koreans are very proud of their culture, so even a small remark against the Korean culture, even if it is not your intention, may offend your coworkers.
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.

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
<th>Implementation</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Teaching</td>
<td>One teacher assumes the responsibility for teaching the class, while the other circulates the room and monitors students</td>
<td>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</td>
<td>If used exclusively or indiscriminately, it can result in one teacher doing all the work</td>
</tr>
<tr>
<td>Split Teaching</td>
<td>Split the class into groups for instruction</td>
<td>Split the class to lower the student-teacher ratio Split the class according to students English skills</td>
<td>If one of the teachers lacks confidence or teaching experience, this may not be effective</td>
</tr>
<tr>
<td>Collaborative Teaching</td>
<td>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</td>
<td>The most rewarding and satisfying way to co-teach</td>
<td>Takes a lot of time to create effective lesson plans Both instructors must feel comfortable in leading the class in English.</td>
</tr>
</tbody>
</table>
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.

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: Guest English Teacher, KET: Korean English Teacher)

I 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.

I 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 the 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.
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.

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.

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.

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.

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. 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
- While one teacher asks a student to answer a question, the other records the student participation in the grade book

7) 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.

I 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.

Having a good understanding of Korean culture will help you work with your co-teacher 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.

8) What makes successful co-teachers?
⦁ be willing and motivated to try co-teaching
⦁ positive thinkers respectful honest and trustworthy
⦁ open to another’s point of view and 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?

9) 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.
Korean Culture

① Korean History
② Confucius Teachings
③ Titles
④ 눈치
⑤ Non-Confrontational
⑥ Losing Face
⑦ Bbali Bbali Culture
⑧ Food = Love
⑨ Superstition
⑩ Staring
⑪ Alcohol
Presented with the question, ‘What do you do for a living?’, the most common response by most of us would probably be, “I’m an English teacher in South Korea’. However, that is only part of our responsibilities. Our position as GET’s extends far past being just an English teacher. Of course being excellent educators is our top priority, however, what’s equally as important is being able to adapt to the Korean culture. You cannot do one without the other and thus why we are called G.E.T’s: Guest English Teachers.

As guests in Korea, it is our responsibility to assimilate ourselves to the Korean way of life, not the other way around. This is not to say that you cannot disagree, or dislike something about the Korean culture. On the contrary, you will undoubtedly face situations where you find yourself thinking, “what the hell?!”. However, amidst an aversion to a certain cultural aspect, the way you approach and react to it will be crucial to your success here, and any other country you go to for that matter.

If we take a look at the most common issues GET’s seem to have, nearly every single one of those problems stems from miscommunication resulting from a lack of understanding the culture. As a result, GET’s commonly ask, ‘Why is it like that?’ and ‘What should I do?’ In order to answer the what, we
must first understand the why. Thus, we will be taking an in-depth look into
the various subtleties of the Korean culture which will hopefully allow us to
better adapt and ensure a smooth transition into Korean life.

Korean History

“Study the past if you would define the future”
- Confucius

Korea is a beautiful, complex, and resilient country that has been around
since the BC times; an ancient culture with ancient traditions. Korea’s
extensive cultural customs and arts epitomize beauty and grace, however, this
hides their very gloomy past. One look at the history of Korea and you will see
much heartache, especially when foreign countries come into play. They have
been mistreated by Mongolians, China, the Soviet Union, the United States, and
most notably Japan, who at one point tried to extinguish the Korean culture all
together. In spite of this, Korea has always found a way to bounce back and
astonish the world with their success.
July 27, 1953

This marked the end of the Korean War. Take a second to think about that, 1953. It’s easy to forget, from looking at the Korea of today, that the Korean War ended only several decades ago. In less than 60 years, Korea was able to transform the country from near apocalyptic ruin, to one of the world’s strongest countries.

Fast forward to today: Korea is a miniscule country, very mountainous terrain, low natural resources, etc. By all accounts, Korea should not be one of the world’s leading nations, yet they are. This speaks volumes about the culture and the people and as history has shown, this is not the first time Korea has overcome the odds.

Below are 3 important things one can learn from the history of Korea:

1. Koreans are very protective of their culture.
2. Korea is new to a foreign presence who actually means well.
3. Koreans are extremely hard working.

As a guest in Korea, it is very important to understand the above as you will be interacting with Koreans on a daily basis. Knowing the ideals and the history that has influenced such thought amongst the Korean people, you will be able to better understand what is expected of you.

Koreans are very protective of their culture.

Korea’s history of being invaded, and especially Japan’s planned destruction of Korea itself, has led to a rather intense feeling of national pride. It is up to us to understand and respect this. Some things may not seem important to you, but again, you grew up in a different culture, and you are the guest, so please be respectful.

Ex. Dokdo is an islet under extreme territorial dispute between Korea and Japan. In Korea the rocks are known as Dokdo, in Japan they are called Takeshima.

DO: Understand that this is a very sensitive issue, and be respectful. Of course it’s ok to ask questions and talk about the issue, but go about it in a respectful manner.
DON’T: Call the rocks Takeshima in front of Koreans. This is extremely rude and disrespectful. It may be a big joke to you, but you must understand that it is not a joke to the Korean people. So as a guest, please be respectful.

**Korea is new to a foreign presence who actually means well.**

As was mentioned earlier, Korea has been abused time and time again by other countries, which can understandably lead to a sour taste towards any foreign presence. This is unfortunate for us as we are coming into Korea on a tipped scale. The past, and sadly presently as well, the actions of other foreigners has and continues to cause animosity towards foreigners.

Yes you are an English Teacher, but you are also an ambassador of the foreign community. Again, Korea is rather new to a foreign presence and there are many people who have actually never even seen a foreigner except on tv. Some may have negative views, some may have positive views, regardless, it is up to you to leave a good impression.

Ex. Existing in Korea.

DO: Smile, and be kind and extroverted. Koreans are very good at English, but they have no confidence in themselves, which can result in them being rather timid when around foreigners. Help them out by initiating conversations and just being an all-around nice person. If they had a negative view on foreigners, maybe you will change their minds. If they had a positive view, you will only reinforce this.

DON’T: Be a furniture in the local expat bar.

**Koreans are hardworking.**

Diligence and hard work seems to be hardwired into the Korean brain. There’s no better proof than in Korean schools, in particular high schools, and the study schedules of students. A typical high school student’s day consists of school at 8:30am- 4:30pm. After school, students will often go to Private academies or do individual study or even after-school programs legally until 10:00pm, which in actuality extends to 12:00pm. One would hope that this grueling schedule ends upon graduation but unfortunately Koreans are not so lucky. Ask your co-teachers how easy it was to become a teacher. It is such an intense process that the success rate is less than 10%. This is the lifestyle of
the typical Korean, on top of which they must deal with immense pressures from seniors due to the hierarchy system (you may get an idea of why alcohol consumption is very high in Korea!). Korean work life is difficult, understanding that your co-teachers and your students are under immense pressures, that we GET’s are not subject to, will hopefully help us to be more appreciative of them.

Ex. Sick days.

DO: Understand that especially with traditional Koreans, sick days, unless you are not hospitalized, is essentially seen as an excuse to be lazy. A hospital trip is extremely cheap in Korea, and you will notice that Korean teachers when sick, will quickly stop by the hospital for a check-up, and then come right back to school to continue working. So by taking a sick day, just realize that there could be potential negative effects.

DON’T: respond in a brash way. Again, you are the guest. It is your responsibility to understand the Korean culture and a part of that includes views on sick days. This is not to say, don’t take sick days. If you are truly sick, than please take care of your health. However, if it’s not something serious, then it’s probably a better idea to just deal with it.

Confucius Teachings

Korean culture is deeply rooted in the teachings and philosophy of Confucius. One pillar of Confucianism that greatly influenced Korea deals with relationships: Ruler-Subject, Husband-Wife, Parent-Child, Brother-Sister, Friend-Friend. Great emphasis is placed on relationships because it is believed that in order for social harmony to exist there needs to be social order where people know their place and the obligations of their status: so basically a hierarchy system. Now every country has a hierarchy system, companies have CEO’s, schools have principals, governments have presidents, so that’s nothing new. The thing that does differ is the fact that Korea’s hierarchy system is not isolated to the work environment. It bleeds into everyday life, you’ll see it everywhere. It’s important to understand this underlying social hierarchy because it has a great influence on the Korean mindset. Understanding the importance and becoming comfortable with this notion of social rank should greatly help you to adapt.
We as GET’s are lucky because we will not be subject to the full brunt of this hierarchy system. As such, it can be easy to forget just how psychologically stressful it can be for your co-teachers, because they are constantly having to think about it. More importantly, you essentially get immunity from a bulk of the hierarchy, however, you are your co-teachers responsibility meaning you are an extension of them. If you make a mistake, they get blamed for it.

**Titles**

Another influence the social hierarchy system has on Korean culture is in the way people will greet each other. Rather than the Western style of calling people by Mr/Ms/Mrs, people will call each other using their job title. This way, one can immediately know who they are talking to as well as what their social rank is. Of course you will not be expected to follow this, and in fact, most people will insist you call them Mr/Ms/Mrs for your benefit. However, if you were to use these titles, your staff would no doubt be very impressed and happy that you are actively trying to learn about the Korean culture.

**눈치(Noon-Chi) : Tact, a 6th Sense.**

In Korea there are many unspoken rules that you are expected to know. For example, if you were to go to dinner with your staff, it is customary to sit only after the eldest person has done so. In the case you did not know, that’s where the term 눈치(Noon-Chi) comes into play. It essentially means tact or a 6th Sense. Basically, being able to access a situation and behaving accordingly.

눈치 is a very important concept in Korean culture and the only way to become good at it is to be more aware of your surroundings as well as learning the culture.

**Non-Confrontational**

Koreans have a generally reserved attitude when it comes to confrontations. You will definitely notice this when it comes to language, which unfortunately can lead to miscommunications.
Scenario
GET: I have plans tonight, is it okay if I miss tonight’s school dinner?
Co-teacher: Maybe.
NEXT DAY
Co-teacher: Where were you yesterday for the school dinner?!

There is this concept known as ‘Losing Face’ that makes it uncomfortable for Koreans to directly say something negative. Due to this non-confrontational attitude, Korean’s will often speak in encrypted language. For example, the use of the word No, seems like such a negative, in-your-face kind of word and so it is often not used. Rather, vague words like Maybe and OK will often be used. To adapt we just need to be very aware of the situation (눈치), listening intently but also reading your co-teachers facial and body language to get a more complete response.

Losing Face

The idea of losing face is very important in Korean society. As mentioned above, it results in a much less direct way of communicating but it also results in Korean people’s reservations of speaking English to foreigners. This can result in your co-teachers, coworkers, and students being afraid to talk to you. This is where we as the GET’s need to establish a non-judgmental space when talking with coworkers and students. Be outgoing, show that there’s nothing to be afraid of, that even if they make a mistake, you will be there to help and not make fun. Once you create that reassuring atmosphere, guaranteed your school life will become much more comfortable.

Bbali Bbali Culture

빨리 (Bbali) : Quickly, Fast, The 빨리 빨리 culture is an apt description of how fast paced Korean life is. If Korea’s rapid ascension from chaos after the war to first world country wasn’t enough, other evidence can be seen from fast internet speeds to the construction of buildings.

If you are used to a more relaxed style, get ready to jump on the rollercoaster. You will be expected to produce work quickly, without losing quality.
Food = Love

식사 했습니까? (Shik-Sa-Heh-Seup-Ni-Kka?) : Did you eat?

- Vegetarians, Vegans, Pescatarians, and Fruitarians. These are a couple of the dietary restrictions we find in the world. But how come we see so many of these restrictions in the West but not so many in the East? History reveals all. This goes back to 1953 and how the end of the Korean War was not that long ago. At that time, Koreans did not have the option to choose what they ate. You eat or you die, that was it. At the time, the simple act of asking someone, “Did you eat?” Equated to asking, were you able to find food today? Are you doing okay? Due to this past, Koreans express their love through food. You will soon find that your co-teachers/workers will be very concerned over your food habits. If you do not eat something or miss a meal, they will grill you with questions about why you are not eating. This is their way of showing that they care for you, so even if it’s annoying, please be respectful.

- A little white lie will go a long way. If you don’t like something, don’t make it overtly known. If you remember from the history section, Koreans are very protective of their culture, this includes the cuisine. Of course if you don’t like something it can’t be helped, but don’t squish your face into a look of disgust when you taste something that does not agree with you. Just politely decline or come up with an excuse (you’re on a diet, you can’t eat it because of some reason or another, etc.). Your schools should also post up a biweekly menu so that you can prepare in advance.

Superstitions

Every culture has superstitions. Here are some you will see here in Korea:

1. DO NOT WRITE NAMES IN RED INK! Doing so means that person will die.
2. The number four connotes death. This is due to the fact that the Chinese character for 4 literally means death. In older buildings, you may notice that the fourth floor button on elevators is completely omitted or the fourth floor will be displayed as an F rather than a 4.
3. Shaking your legs is seen as bad luck. Your wealth is in your legs, so shaking it means you’re shaking your wealth away.
4. When your chopsticks are not in use, do not stick them into your rice bowl as this is only done at a funeral. Just set them off to the side.
Staring

As was mentioned in the history section, Korea is still relatively new to a foreign presence. In fact, you will probably be the first foreigner some have ever seen. This coupled with the fact that Korea is a very homogeneous country leads to: the celebrity-ish treatment of foreigners. Be prepared to have all eyes on you wherever you go.

Alcohol

Work hard, play harder. This seems to be the mantra of many Koreans. Korean people work extremely hard, and they are constantly having to look over their shoulders because of the social hierarchy system. This is why alcohol has come to play such an important role in Korean life, it allows people to take a breath from the immensely stressful Korean work/social life and just be able to relax and be themselves.

*PLEASE DRINK RESPONSIBLY. Yes, unfortunately you will see some of your coworkers and fellow expats drinking a lot and maybe behaving inappropriately. However, understand that you are a guest meaning you will be subject to more scrutiny. Also, Koreans are still fairly new to a foreign presence and due to the behavior of past expats in Korea, you are unfortunately coming in with a negative view already in place. So don’t be a stereotype, drink responsibly. Have fun, but know your limits. And most of all, be SAFE!!!

That being said, your first time drinking out with your coworkers will definitely be an experience! Here are some tips on Korean drinking etiquette that you can use to impress your coworkers and friends!

Receiving or Pouring?

Using 눈치, when the opportunity arises either you can come forward and ask to begin the pouring of the alcohol. Otherwise your senior will call you over in which case you will be on the receiving end. Under both circumstances, the handling of the glass/cup and the bottle are the same.

*Do not pour your own glass. If you empty your glass, someone else will pour for you.
Pouring

Hold the bottle in your right and grasp your right arm with your left hand. Pour the glass about 3/4th full.

*There is a saying that the more alcohol you pour your counterpart, the more you love them. So if you fill their shot glass to the brim, expect them to ask if you love them, which will lead to ensuing awkwardness as others try to set you two up.

Receiving

Hold the glass in your right and grasp your right arm with your left hand (Ranging from wrist to the armpit)

First Sip

Right hand grasping the shot glass/cup and the left hand grasping the right arm (armpit to wrist)

For the first sip, and when a “cheers” is initiated, the junior must turn away from the senior while drinking and only place your glass down once the senior has done so.

ONE SHOT!

One shot does not mean one shot. One shot means drink as much as you want or as little as you want, so if you are not a good drinker, take sips! Go at your own pace. Don’t get cocky with alcohol, especially with an older Korean male. They will destroy you.

Surrender, White flag

There is absolutely no shame to surrender when drinking with a Korean because for most of you, it’s a losing battle anyways.

Now, it is customary to make sure everyone has alcohol in their cup. If your cup is empty, someone will pour you more alcohol. Therefore if you are done drinking, leave about 20% of your glass full so people know that you don’t want anymore.
7 I do not drink

If you don’t drink, make sure your co-teacher knows beforehand so they can spread the news around. Generally, a guest should not refuse the first drink, especially from the principal/vice principal. Drink (Or just pretend) your co-workers may just pour you soda instead of alcohol so you can still participate in the cheers.

8 Drinking Tips

In most schools, there will be the one person, usually an older male, known as the 술고래 (Sool Go-Reh) or the alcoholic whale. Basically, it’s the person who drinks the most and will get absolutely hammered every time there is a staff dinner. Best advice, secretly find out who this person is, and avoid them like the plague (don’t ask anyone, “who is the Sool Go-Reh?” because that can backfire on you, just do your own little undercover work during your first staff get-together.)
Life in Korea

① Housing
② Cell Phone
③ Internet
④ Shopping
⑤ Dietary Restrictions
⑥ Public Transportation
⑦ Tipping
⑧ Postal Service
⑨ National Holidays
⑩ North Korea
Life in Korea

A general guideline to help GETs through the assimilation process.

**Housing**

As per the contract, you will be provided with furnished housing. Housing situations from gas bills to housing size will vary greatly from location to location. As mentioned, the following will give you a general idea of what to expect in terms of housing.

Provided housing will most likely be what’s known as a one-room.
1 Using the Heating System

As there are many different companies that create these control panels, the layout will appear in a variety of different ways. We have selected two of the most commonly used formats and translated the wording for your convenience.
1. Korean | Romanized | English
--- | --- | ---
온수온도 | On-Su-On-Do | Boiler/Water Temp.
고 | Go | High
중 | Joong | Medium
저 | Juh | Low

2. Korean | Romanized | English
--- | --- | ---
외출 | Weh-Chool | Going Out (Heater on, but at lowest setting. If you completely turn off the heater unit, then it will take a long time to heat up your room. If you switch to 외출, then it will not take as long)
온수전용 | On-Su-Jun-Yong | Temperature Control

3. Korean | Romanized | English
--- | --- | ---
난방선택 | Nan-Bang-Sun-Tek | Select Heating System
온돌 | On-Do | Floor Heating
실내 | Shil-Neh | Indoors (Air heater + Floor heater)
예약 | Yeh-Yak | Auto Off Feature (If you want to turn your heater off within a certain amount of time, you set the dial to 예약, and then use the dial to set the hours)

4. Korean | Romanized | English
--- | --- | ---
전원 | Jun-Won | Power
빠른온수 | Bba-Reun-On-Do | Rapid Floor Heating
1. 

<table>
<thead>
<tr>
<th>Korean</th>
<th>Romanized</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>전원</td>
<td>Jun-Won</td>
<td>Power</td>
</tr>
<tr>
<td>온수조절</td>
<td>On-Su-Jo-Jul</td>
<td>Boiler/Water Temp. Control</td>
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<td>저</td>
<td>Juh</td>
<td>Low</td>
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<tr>
<td>중</td>
<td>Joong</td>
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<tr>
<td>고</td>
<td>Go</td>
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<tbody>
<tr>
<td>온수전용</td>
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<td>Boiler/Water</td>
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<tr>
<td>실내</td>
<td>Shil-Neh</td>
<td>Indoors (Air heater + Floor heater)</td>
</tr>
<tr>
<td>온돌</td>
<td>On-Dol</td>
<td>Floor Heating</td>
</tr>
<tr>
<td>예약</td>
<td>Yeh-Yak</td>
<td>Auto Off Feature</td>
</tr>
<tr>
<td>기능선택</td>
<td>Gi-Neung-Sun-Tek</td>
<td>Select Function</td>
</tr>
</tbody>
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3. 

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<td>Nan-Bang-Jo-Jul</td>
<td>Heating System Control</td>
</tr>
<tr>
<td>외출</td>
<td>Weh-Chool</td>
<td>Going Out</td>
</tr>
</tbody>
</table>

(Heater on, but at lowest setting. If you completely turn off the heater unit, then it will take a long time to heat up your room. If you switch to 외출, then it will not take as long.)
Using the Washing Machine

As there are many different companies that create washing machines, the layout will appear in a variety of different ways. We have selected a commonly used format and translated the wording for your convenience.
### Life in Korea

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>Power</td>
</tr>
<tr>
<td>동작</td>
<td>Dong-Jak</td>
<td>Action</td>
</tr>
<tr>
<td>일시 정지</td>
<td>Il-She Jung-Ji</td>
<td>Pause</td>
</tr>
</tbody>
</table>

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<thead>
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<tbody>
<tr>
<td>탈수</td>
<td>Tal-So</td>
<td>Spin-Dry</td>
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<tbody>
<tr>
<td>행굼</td>
<td>Heng-Geum</td>
<td>Rinse</td>
</tr>
<tr>
<td>급수행굼</td>
<td>Geup-Su Heng-Geum</td>
<td>Strong Rinse</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<tbody>
<tr>
<td>세탁</td>
<td>Seh-Tak</td>
<td>Wash/Laundry</td>
</tr>
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</table>

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>코스</td>
<td>Co-Soo</td>
<td>Course</td>
</tr>
<tr>
<td>불림</td>
<td>Bool-Leem</td>
<td>Soak</td>
</tr>
<tr>
<td>울</td>
<td>Wool</td>
<td>Wool</td>
</tr>
<tr>
<td>절약</td>
<td>Jul-Yak</td>
<td>Save Water</td>
</tr>
<tr>
<td>이불</td>
<td>E-Bool</td>
<td>Blanket</td>
</tr>
<tr>
<td>표준</td>
<td>Pyo-Joon</td>
<td>Standard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>남은시간</td>
<td>Nam-Eun Shi-Gan</td>
<td>Remaining Time</td>
</tr>
<tr>
<td>분/회</td>
<td>Bun/Hweh</td>
<td>Minute/Times</td>
</tr>
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<thead>
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<tbody>
<tr>
<td>물 높이</td>
<td>Mool No-P</td>
<td>Water Level</td>
</tr>
<tr>
<td>소</td>
<td>So</td>
<td>Lowest</td>
</tr>
<tr>
<td>저</td>
<td>Juh</td>
<td>Low</td>
</tr>
<tr>
<td>중</td>
<td>Joong</td>
<td>Middle</td>
</tr>
<tr>
<td>고</td>
<td>Go</td>
<td>High</td>
</tr>
</tbody>
</table>

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<thead>
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</thead>
<tbody>
<tr>
<td>급수</td>
<td>Geup-Soo</td>
<td>Water Temp</td>
</tr>
<tr>
<td>냉수</td>
<td>Neng-Soo</td>
<td>Cold</td>
</tr>
<tr>
<td>온수</td>
<td>On-Soo</td>
<td>Hot</td>
</tr>
</tbody>
</table>
As there are many different companies that create AC Units, the layout will appear in a variety of different ways. We have selected a commonly used format and translated the wording for your convenience.
## Using the AC Remote

<table>
<thead>
<tr>
<th>Korean</th>
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<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>운전선택</td>
<td>Oon-Jun Sun-Tek</td>
<td>Select Function</td>
</tr>
<tr>
<td>절전</td>
<td>Juhl-Juhn</td>
<td>Pause</td>
</tr>
<tr>
<td>취침/꺼짐예약</td>
<td>Chwi-Chim/ Kkuh-Jim Yeh-Yak</td>
<td>Sleep/Auto Off Feature (If you want to turn your heater off within a certain amount of time, you set the dial to 예약, and then use the dial to set the hours.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Korean</th>
<th>Romanized</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>풍향상하</td>
<td>Poong-Hyang Sang-Ha</td>
<td>Direction of Air Flow</td>
</tr>
<tr>
<td>운전/정지</td>
<td>Oon-Jun/ Jung-Ji</td>
<td>On/Off</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Korean</th>
<th>Romanized</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>온도조절</td>
<td>On-Do Jo-Jul</td>
<td>Temp. Level</td>
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</tbody>
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<table>
<thead>
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<th>English</th>
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</thead>
<tbody>
<tr>
<td>파워냉방</td>
<td>Pah-Wuh Neng-Ban g</td>
<td>Intense Cooling</td>
</tr>
<tr>
<td>풍향선택</td>
<td>Poong-Ryang Sun-Tek</td>
<td>Direction of Air Flow</td>
</tr>
</tbody>
</table>
Using gas is easy enough. There will usually be a green knob that you simply turn to allow gas flow. Please note that an employee of the gas company will visit to check your gas meter (to see how much you have used), maybe twice a year (could be more). The gas meters are usually located outside of your home so you will not have to be present. However, they will also check the boiler and the meter box (electricity) which are located inside your home. The landlord should inform you of this. It is common practice to allow utilities employees into your home, even if you are not present (after having informed you of course), to check all utilities. In the event you are at work when they come to check, the Landlord will most likely accompany them into your room so don’t worry.

Note: Voltage is 220V in Korea. Please check voltage of electronics you bring from your home country before plugging into sockets. If your electronic is only compatible with 100V’s then you will need to purchase a voltage transformer.
Life in Korea

6 Utility Bill

Every apartment is equipped with gas, water, and electric. Gas and electric are bundled together, and water will be paid separately. The utility bill will be sent to your house by mail, (above) usually around mid-month. You can pay at the bank, an ATM, online, or even at certain convenience stores!
7 Garbage/Recycling System

How to throw away your trash:
*Depending on your location, the process can vary

<table>
<thead>
<tr>
<th>Trash (쓰레기 (Sseu-Reh-Gi))</th>
<th>Trash (쓰레기 (Sseu-Reh-Gi))</th>
<th>Food Scraps (음식물 쓰레기 (Uhm-Shik-Mool Seu-Reh-Gi))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recyling (재활용 (Jeh-Hwa-Ryong))</td>
<td>Styrofoam (스티로폼 (Sseu-Tee-Ro-Ppom))</td>
<td>Paper (종이 (Jong-E))</td>
</tr>
<tr>
<td>Plastic/Can (플라스틱/캔 (Pull-Lah-Sseu-Tik/Can))</td>
<td></td>
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<table>
<thead>
<tr>
<th>Trash</th>
<th>Food Trash</th>
<th>Styrofoam/Paper</th>
<th>Plastic/Can</th>
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<tbody>
<tr>
<td><img src="image.png" alt="Trash Bag" /></td>
<td><img src="image.png" alt="Food Scraps" /></td>
<td><img src="image.png" alt="Styrofoam/Paper" /></td>
<td><img src="image.png" alt="Plastic/Can" /></td>
</tr>
</tbody>
</table>

You must purchase a trash bag called a 쓰레기 봉투 (Sseu-Reh-Gi Boung-Two). You can purchase sets of trash bags at any store, they come in different sizes, 20 L (E-Ship Lee-Tuh) is the normal trash bag size. Make sure you tie off the end so the contents do not spill out.

*Trash bags are region specific (color coded), meaning you must buy them at a local store.

Technically you are supposed to throw this away separately. Some locations will provide a garbage can outside specifically for this purpose. However, some landlords may tell you to just throw your food scraps in with your trash. Just make sure you put food scraps into a small plastic bag before throwing into the trash bag so there are no leakages and bugs do not invade your house.

Styrofoam and Paper/Cardboard... If there are no special garbage cans for this, then you can just place it outside (ask landlord where to put it). In the morning people will come by and collect them.

Place in white plastic bags (you can purchase these at most stores). Make sure you tie off the ends so the bottles/cans do not come falling out.
Life in Korea

Certain locations have a separate little area where you can separate out your trash and dump into the correct bin. Most areas will have you place trash bags on the side of the street.

When do I throw trash out?
Varies depending on the location and apartment. Certain locations, you will have to throw away things on a certain day of the week. For example, trash everyday, but only Wednesday mornings for recycling. Ask your landlord about what process they use.

Cell Phone

Acquiring a Phone
As you do require an ARC card, which takes about 3-4 weeks to obtain, to purchase a phone plan, new GET’s will have to do without phone service for around a month. However, if you were to obtain a paper copy of the ARC card, you can get started on this step immediately.

*When setting up a phone plan, it is highly advisable to bring along a Korean Co-teacher or friend, as this can be a rather complicated process.

Documents you will need:
- Passport
- Arc
- Bank account

General Plans:
New phone: 2-3 year plan (4G service) –Around 70,000 won a month
(3G service) –Around 40,000 won a month

*Set up and Prices may vary from company to company, for more accurate info give them a call.

<table>
<thead>
<tr>
<th>Calling another country from Korea</th>
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</thead>
<tbody>
<tr>
<td><strong>Australia</strong></td>
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<tr>
<td><strong>Canada</strong></td>
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<tr>
<td><strong>Ireland</strong></td>
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<td><strong>New Zealand</strong></td>
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<tr>
<td><strong>South Africa</strong></td>
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<tr>
<td><strong>United Kingdom</strong></td>
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<tr>
<td><strong>United States</strong></td>
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</tbody>
</table>
Internet

Korea has one of, if not the most, fastest and efficient internet services in the world. Internet set up is quick and painless, all you have to do is select the internet provider and usually they will come set up the day of.

*Some apartments will come w/ internet already installed.

Popular Internet service providers:
- KT
- SKT
- LG
- Olleh

Required documents:
- ARC Number
- Bank
- Housing Information

Prices
Free Installation
Internet = 30~40,000 won a month.
Internet + Cable = 50~60,000 won a month.
*Set up and Prices may vary from company to company, for more accurate info give them a call.

You can also access internet in internet cafes which can be found almost anywhere. In Korea, an internet cafe is referred to as a "PC bang". 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.
Shopping in Korea

Korea is a shoppers dream. In fact some people’s sole purpose of visiting Korea is to shop. Not to mention the World’s largest shopping complex is located in Korea: Busan’s Centum City. Korean’s love to shop. In this chapter we will cover shopping in specific to hopefully help you to be able to find what you’re looking for as quickly as possible.

Supermarkets
Smaller Chain Shops
Convenience Shops
Traditional Market
Internet

1 Supermarkets

There are 5 major markets in Korea: Lotte Department Store, (Lotte Mart, Homeplus, E-mart) - The big 3, and Costco.

*Mainly located in city areas.

Lotte Department Store
Located all over Korea, and the Gyeongsangnam-do Province.
Pros: Variety
Cons: Prices

Lotte Mart
Located all over Korea, and the Gyeongsangnam-do Province.
Pros: Variety, Low price
Cons: Subpar quality

Homeplus
Located all over Korea, and the Gyeongsangnam-do Province.
Pros: Variety, Foreigner products
Cons: Expensive
E-mart
Located all over Korea, and the Gyeongsangnam-do Province.
Pros: Variety, Prices
Cons: Most expensive out of the big 3.

Costco
Unfortunately, Costco has not graced the GOE with it’s presence, however, neighboring provinces of Busan and Daegu can fulfill your urge for gigantic American style pizza and bulk shopping. 1 year membership only costs 30,000 won, so if you are a bulk shopper, then this would be the ideal place to go.
Pros: Variety, Bulk
Cons: Cash only, Location

General Shopping Hours
In an effort to support small businesses, the government has restricted these major supermarkets from opening every day. As a result, these stores are closed every 2nd and 4th Sunday of every month.

Smaller Chain Stores
Whether or not you live in a city, town, or village, you will probably see some of the following stores: Hanaro-mart, Top-mart, mom and pop marts, etc. These stores are smaller and don’t offer quite as many foreign food options but are none-the-less great places to buy your groceries. One nice thing about these places is that they often offer more local produce than bigger marts.

Convenience Store
Out of all the stores, this is the one you are most likely to shop at the most. They are located all over the place, and provide, aptly described, items of convenience. You can purchase cheap umbrellas when it suddenly starts raining, a snack if , or even a full meal if it’s just one of those days. Alcohol if it’s just one of those days.

The 3 main convenience stores you will see around the Gyeongsangnam province are: 7-11, GS-25, and CU.
Traditional Markets

If you are a bargain hunter, then traditional markets are for you. Usually these are open-air markets with many vendors. They are great for supporting local farmers and the local economy. In some places, you can haggle over the price of some goods. Smaller towns will normally only have a few market days a month. For example, the market might only be held on dates that end in 6 or 1. Larger cities might have markets open daily.

Older Korean ladies can be rather intimidating. Know they don’t hate you, they are just very tough (Remember the Korean war wasn’t that long ago, many of these older people grew up in a war-torn environment) so don’t take things too personally, especially if it’s an older person.

Notable Chain Stores

Alpha 문고: Everything and anything. Home supplies, Office Supplies, arts and crafts In the middle, most variety.
Daiso: Everything and anything. Home supplies, office supplies, arts and crafts. Cheapest
Office way: Office/classroom supplies Most expensive

The Internet

If you cannot find what you’re looking for in the stores, if you supremely hate shopping, and or, are just lazy, the internet can and will provide. Below are some reliable sites that you can purchase things from.

Gmarket (Korean version of ebay or amazon)
I herb: Those with dietary restrictions, meet Iherb, your new best friend.
Ebay/Amazon: Of course you probably know these options. However, the only issue with using this service is the shipping issue. Certain countries however have capitalized on this issue and have turned it into a business. You can find companies where you can purchase things on Ebay/Amazon, list the companies headquarters as your home address, they will receive the item and then ship it to you at cheaper price than if you had directly shipped from Ebay/amazon to Korea.

*Consider customs and taxes…
Dietary Restrictions

I’m not going to lie, Korea is not very friendly when it comes to having dietary restrictions. As mentioned earlier, one look back at the history of Korea and you’ll see why. That being said, it definitely is not impossible. Below are tips from people with dietary restrictions who have and are currently living in Korea.

Vegetarians, Vegans, and Gluten-Free

Gluten and Kimchi and Hobak, Oh My!
Practical Tips for Living on a Restricted Diet in Korea

By: Melanie Menarchem
창원 도천초등학교

General Advice for the Dietarily Restricted:

Welcome to Korea! If you’re vegan, vegetarian, or gluten-free, have no fear: I promise that you will not only survive, but thrive in your new home! You can reassure any skeptical loved-ones back home that you’ve officially met (via this article) a GET who follows a strict vegan and gluten-free diet. You don’t need to be overly adventurous to dive into trying the local fruits, veggies, and cuisine. There is plenty to choose from, and almost everything is easily identifiable. Just another day at the farmer’s market...

I recommend downloading the Google Translator App to use when shopping around. You can take pictures of signs and instantaneously translate them into English if you’re not sure what a specific ingredient or an item is. There are also plenty of online posts, blogs, and websites on various Korean foods, recipes and produce to help out if you ever get stuck.

If you’re a fan of tofu, beans, and rice, then you’ve come to the right place! Almost any store will have a variety of each to choose from and there are so many recipes you can make with these three staple vegan/GF ingredients. Check out Yubuchobap! It’s a triangular fried tofu skin stuffed with rice.
I’m going to introduce you to your new best friend – assuming you haven’t already met. iHerb is life-changing and will have your back no matter your dietary restrictions and lifestyle. This online shopping site delivers fast, provides plenty of options, and offers great customer service if you want to recommend or request an item to purchase. You can also get a lot of spices, seasonings, and sauces on iHerb if you can’t find them locally. Gmarket is another lifesaver with even faster delivery. I buy a lot of my protein smoothie ingredients from iHerb and I found an affordable blender on Gmarket. You can also keep an eye on Facebook groups for blenders, ovens, dehydrators, and other kitchen tools being sold secondhand as other teachers head back home.

You can easily find your usual produce favorites not only at the major supermarkets but even at the local marts and the street markets where farmers sell their produce. Keep in mind produce is seasonal for the most part. Nuts and seeds are also easy to find, with the exception of a few such as pecans. I’ll order coconut and almond milk from Gmarket or hit the nearest Lotte or Homeplus (major supermarkets). Soy milk is fairly easy to find in the smaller, local marts. I’ve also had luck finding some rarer ingredients at AsiaMarts. These stores can be found in most cities and carry many Southeast Asian and Indian goods as well.

Eating at restaurants can be a bit tricky. I always carry a small translated card with me that explains my dietary restrictions and allergies in both English and Korean. I also keep a photo of this handy for on-the-spot reference on my phone. Planning ahead and doing some investigation always pays off. It also helps having a Korean buddy nearby for translation help. ^^

Keep in mind cities in Korea change very quickly; new places pop up and favorite locations close every year. Try to look into restaurants with online reviews and consider contacting them to see if they’re still in business prior to making the trip.

There are also Facebook pages you can join to ask Qs and get advice. People post recipes and food ideas that can be helpful. Search for Vegan Korea; Gluten Free in Korea; and Wheat and Gluten-Free in South Korea. Waygook.org also has some posts and suggestions for more online food shopping websites, and Dave’s ESL Café website has community discussion forums.
Don’t be afraid to experiment with your own ingredients and play with different recipes that you find online! You don’t have to be a great cook to eat and live well here. It can be as simple as boiling some veggies, beans, and rice (separately) or throwing some cooked rice and veggies in a pan and adding your preferred sauce. And when in doubt… Google it!

Below I’ve shared some diet-specific notes. If you’ve had this diet for a while and even traveled with it, some may be old news for you. If not, hope this helps!

**Vegan:**

While Korea has plenty of typically Western produce available, I would recommend checking out some uniquely Korean/Asian or locally popular produce:

Some Korean veggies I’d recommend trying are: danhobak (green sweet pumpkin), some different zucchinis/courgettes, cabbage, mung bean sprouts, some sea plants, lotus root, different sweet potatoes, and the wide variety of leafy greens, mushrooms, and radishes.


Some Korean foods I’d recommend giving a try at restaurants or googling easy recipes for are: Juk (a variety of rice-based porridges), Hobak Juk (pumpkin porridge so good it’s worth mentioning individually), Kimbap (Korean vegetable roll), Bibimbap (rice and veggies), Pajeon (scallion pancakes), Joomuk-bap (rice veg balls), Ramyeon (Ramen noodle soup), Japchae (sweet potato noodles), Doejang Chigae (fermented soybean stew), and some Korean veggie side dishes served with the main dish. For dessert keep your eye out for Rice Cakes (sweet/savory, doughy deliciousness) and Patbingsu (Red Bean Ice Cream).

Heads up: Be careful with the popular Kimchi! Most kimchi contains a fish sauce base. Also, many soups and stews, including Juks, can be made with a meat, chicken, or fish broth. Bibimbap is usually served with an egg on top, so be sure to ask for this bowl without one. Japchae is sometimes, but not always, served with pork. Pajeon can be made with eggs and squid. While Patbingsu is made with ice flakes, some restaurants add milk to it. Also be sure to check the ingredients for any noodles you buy - some contain eggs as an ingredient.
***Don’t lose hope! I have not listed your only possibilities as a person with a restricted diet living in Korea. These are just some recommendations that I or friends have had success with. You will find plenty to eat and enjoy while here.

Although there aren’t bucketloads, vegan and vegetarian restaurants do exist in Korea! The bigger cities tend to have a handful of vegan restaurants and some with allergy-friendly menus. Some of my faves have been Oh Se Gae Hyang in Seoul, Dajeon Cafe in Busan, and Bombay Indian Restaurant in Changwon. Major cities may have temple food locations where you can try simple, delicious, vegan varieties of Korean food. I’ve also had luck at Seven Springs Salad Bar in City 7 in Changwon and a few Shaba Shabu restaurants here and there. Shaba Shabu is a fun buffet-style Japanese cuisine with plenty of food to choose from; you can go with your non-vegan friends and choose your own veggies while they cook their meat at the table.

Check out the Happy Cow App/website to find some more restaurants. For more options, search using Google Maps for vegan restaurants in the area you’ll be living in and traveling to. While there may not be strictly vegan restaurants, you could find a restaurant with vegan options. Also, a lot of temple food is vegan, although some locations can be vegetarian and use fish. Be careful as many people understand vegan to be vegetarian so there could be fish bases in sauces.

Vegetarian:

You have many more options than vegans, especially if you’re a fish and/or egg eater! There are plenty of tasty Korean plates to try and you won’t have any problems with sauces, some of which may contain a base fish sauce. Also, a favorite plate may be Bibimbap - a bowl of rice, veggies, and an egg on top. You can look around for Kimbap as well, just be careful as it’s common to put ham in this. There are many Korean soups and stews you can try when they use a fish broth. Check out the above Vegan portion of the article for more ideas.

Gluten Free:

Eating gluten free can be a bit tricky depending on whether you have a sensitivity or if cross-contamination is a challenge for you. There isn’t much of an awareness of Celiac’s Disease in Korea yet. Some major department/grocery stores like GS, Lotte, Shinsegae and Homeplus carry foreign foods and even tiny selections of gluten-free mixes and goods. Your best bet is to order items from iHerb and make your kitchen an allergen-free zone.
Just a reminder to my longer-term GF friends and a heads up to the newbies: be careful of sauces and soups. Wheat flour is often used in dishes for thickening and coating. Read the ingredients for EVERYTHING! You can always take photos of items while shopping then ask a Korean friend or teacher if it contains wheat flour. You can also take photos of the product and post it in the Facebook groups to ask for help. While not all rice noodles are 100% rice-based, it is possible to find gluten free rice noodles in some of the bigger chain stores.

As GF non-vegan, aka a meat-eater, you’ll still have PLENTY of yummy options to try! Potential successes from the above vegan section may include: Juk (a variety of rice-based porridges), Kimbap (Korean vegetable roll), Bibimbap (rice and veggies), Japchae (sweet potato noodles), Doejang Chigae (fermented soybean stew), and most Korean side dishes served with the main dish. For dessert keep your eye out for Rice Cakes (sweet/savory, doughy deliciousness) and Patbingsu (Red Bean Ice Cream). You also get to try Samgyupsal (Korean BBQ) and many other meat and chicken soups and stews.

My Allergy card for my wallet/phone:

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<th>I cannot eat certain foods because I have food allergies to:</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>- eggs</td>
</tr>
<tr>
<td>- wheat flour</td>
</tr>
<tr>
<td>- meat, chicken, fish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can eat:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- rice</td>
</tr>
<tr>
<td>- vegetables</td>
</tr>
<tr>
<td>- fruit</td>
</tr>
<tr>
<td>- beans</td>
</tr>
<tr>
<td>- nuts &amp; seeds</td>
</tr>
</tbody>
</table>

음식 알레르기가 있어 특정 음식을 먹을 수 없습니다.
- 우유
- 달걀
- 밀가루
- 고기(돼지,소 등), 닭고기, 생선

나는 먹을 수 있다:
- 쌀
- 야채
- 과일
- 콩
- 견과류
How to keep Kosher in South Korea

By: Gabriela Villafradez
창원 화양초등학교

Yes, it can be done. A bit of creativity and trial & experimenting will result in a great adventure here.

The key is researching, planning and preparing. Here is how I’ve survived living here:

Korea offers an array of great vegetables and fruit. Some are not popular or known in the western world but yummy and interesting enough to be explored. Just wash everything and use salt if you are still worried. Canned items are not certified so it’s up to you.

Meat
You can’t find Kosher meat but you can buy meat and Kosher it at home (salt, etc. minus Shechita). They sell a variety of meat at the market (chicken, beef, lamb, fish) so you still have options. Some meat is served with cheese but you can just ask for it without it (conveniently enough cheese is cheese in Korean).

Pork is very popular here but so is chicken so don’t worry. Most places have pictures of a pig where they sell/serve pork. Plus the smell is quiet potent so you will know straight away.

Shellfish is also very popular but, again, you can tell straightaway. If you’re very strict, there are some small dishes you should avoid like kimchi because they contain shrimp paste.

School lunches
You will encounter some hurdles here but do not fret you can survive these. All schools publish their menus weekly if not monthly. Ask your co-teacher to check the dishes as well as ingredients. This way you can see what you can and cannot eat. I tend to get more rice if it looks like a ‘bad’ day. Sometimes
I have to skip dessert if I’ve had a meaty meal, other times if it comes packaged, I just take it to my office with me for later.

One of my schools serves a lot of pork so I’ve had to apologize to my co-teacher and start bringing lunch from home. Not a big deal, right? 

Utensils
Schools worry greatly about hygiene but obviously they are not koshered and they would be mixed. This also means pots and pans but I’m sure you’re not that strict.

Work functions might be the most difficult. Because pork is cheap and there are so many teachers, schools opt for a pork based meal. You have two options: i) don’t attend the dinner. If you explain, they will understand. ii) talk to your co-teacher and see if there is anything else at the restaurant that you can eat. Go for this option first before saying no to the dinner.

The most important thing in school is to have good communication with your co-teacher. They will be the ones guiding you throughout this process.

General
I know a few vegan people in Korea and they are absolutely fine. You have to look for recipes online so you don’t get bored eating the same thing or run out of ideas. I tend to Google a recipe depending on the ingredients that I have at home. You can also buy things online. Many people use iHerb. They stock a lot of healthy and western foods. You can find almond milk in big markets (E-Mart and HomePlus) and tofu. I’ve found that most sweets and marshmallows are made of beef gelatin but just double check. If I don’t know what the ingredients are and Google translate (your best friend here) is not helping, I just leave it. Eggs at home are fine but they don’t check them in restaurants so it’s up to you. My friend found Manischewitz at E-Mart so that’s something.

The only thing I will say is that this can be quite pricy. Natural and raw ingredients are rarely cheap so be prepared to spend some money. Also, eating out with friends might be tricky. I tend to tell people straight away and then we choose the restaurant accordingly. If you are too shy to say anything
but still want to go out with friends, eat at home and then at the restaurant just order something small like a soup or salad (you can say that you are still trying to get used to Korean food). My thoughts on these problems are: you earn good money here and the experience of living here is worth it, you will find a way.

If you want Kosher goods you need to go to Seoul where there is a Chabad. I haven’t been there yet because it’s some distance but I’ve heard they are really friendly and host Shabbat dinners as well as all Chagim. This might be useful during Pesach.

Public Transportation

An important part of living in Korea is knowing how to make use of the public transportation system. Whether you want to travel halfway across the country or simply get to the other side of town, Korean public transit is supremely convenient.

Transit Card

While paying in cash is always an option, many people choose to use a prepaid transit card. There are two options: the T-money card or the Cashbee card. T-money is more widely accepted throughout the region but both cards can be used in most major cities. You can easily pick up or load one of these cards at most convenient stores. When loading the card, you should pay in cash.

Buses

Local Buses:
Most large towns and cities across Gyeongsangnam-do have a system of local buses that run set routes across the town/city. Routes are usually posted at bus stops but they can also be checked online or using mobile apps. When you first enter the bus, there is a scanner where you should touch your transit card until it beeps in confirmation. When exiting the bus, if you plan to transfer to another bus or a subway, then you should scan your card on the way out so that you will receive a discount on the transfer. If you are not
transferring, then scanning on the way out is pointless but you can still do it if you’d like. A word of advice if taking a local bus, HANG ON! Bus rides are notoriously fast. As they have a schedule to keep, drivers most likely will not wait for you to take a seat before stepping on the gas.

**Intercity Buses:**
Even small towns have some kind of intercity bus terminal where you can take a bus pretty much anywhere in Korea (disclaimer: you might have to transfer once or twice). At these bus terminals, there will be posted departure times and prices. When you know your destination, you can approach the correct teller (some tellers only sell tickets to a certain region) and buy your ticket. Your ticket should state where to find your bus but you can also check the front of the bus where the destination is written. The bus driver might take your ticket before you depart or as you arrive. If you are not sure that you are on the right bus, don’t be afraid to ask someone.

**3 Taxis**
Taxis are more convenient than buses but they also cost a bit more. Most taxis will be either grey, black, or orange sedans but come in other forms as well. They will all be clearly labeled as taxis. There is a starting fare (set at 2,300 KRW as of this writing) that slowly increases (by 100 KRW) as distance is covered.

Some taxis are “deluxe” taxis that cost more than normal taxis but offer a more “deluxe” experience. They are usually black and say deluxe. You don’t have to take this taxi.

Please note that using a taxi to travel between towns will cost more than using the taxi to move locally. Certain taxis belong to certain areas and when moving outside of their area they charge a premium. Taxis also cost more late at night. If you feel you are being unfairly charged, ask for a receipt and note the taxis information. Though rare, foreigners have been scammed by taxi drivers before.
4 Trains

Using a train to get from one city to another is also a great option in Korea. The cost is pricier than intercity buses but the experience is also better. The KTX is fast and runs from Jinju, through Changwon, all the way to the north of the country as well as other places. You will need to purchase tickets at the station or also in advanced via the Internet.

5 Subways

While not common in Gyeongsangnam-do, other cities make extensive use of subways. Most subway stations will have small stands with maps but these maps can just as easily be accessed online or via mobile apps. The fare is not much different than most buses but it will increase the further from the starting point you go.

6 Miscellaneous

There are a variety of ways to travel in Korea. You can use any of the above methods but more probably you will end up walking quite a bit. If walking is not your thing, then you can always buy (or rent) a bike. Changwon has a great bike share system set up. If you decide to buy a scooter or motorcycle, please please please wear a helmet. Cars are quite cheap in Korea (compared to the United States at least) and if you are so inclined you might wish to purchase one. Make sure to read up on Korean traffic laws/customs.

7 WORD OF WARNING!

Traffic in Korea is very hectic. Please be very careful when walking on the streets as cars will probably not stop for pedestrians, especially taxis.

8 Tipping

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

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. You also have the option of ordering 'quick service' over the phone. This messenger service enables you to have your package picked up and delivered within hours. Although it can be faster than express mail delivery, it is limited to Seoul and its adjacent vicinities. The price for 'quick service' depends on the distance.

National Holidays

Korea uses both the lunar and solar calendars. Most Korean calendars have small prints of lunar dates in reference to the solar dates.

National holidays of Korea are: (these are marked red in the calendars)

- New Year’s Day (January 1st): 설날
- Lunar New Year’s Day (Lunar January 1st): 구정
- Independence Movement Day (March 1st): 3.1절
- Buddha’s Birthday (Lunar April 8th): 부처님 오신날
- Children’s Day (May 5th): 어린이날
- Memorial Day (June 6th): 현충일
- Liberation Day (August 15th): 광복절
- Chuseok - Korean Thanksgiving Day (Lunar August 15th): 추석
- National Foundation Day (October 3rd): 개천절
- Hangeul Day (October 9th): 한글날
- Christmas (December 25th): 크리스마스날
- School events (Field trip, Picnic, Sports day, Show & Tell, Festival, etc.)

North Korea

In no time at all, you will begin to notice a generally nonchalant attitude amongst South Koreans towards North Korean nuclear threats. While in your home countries, North Korea and there pursuit of nuclear arms may be big news, that’s nothing new here in South Korea. There seems to be a general consensus that North Korea is all talk.

That being said, you of course have a right to be concerned. If you are then contact your countries embassy to ask them what procedures they have in place for evacuating citizens from Korea in the event of war.
Contract, Complete

① Renewal
② No Renewal, but staying with the GOE
③ No Renewal
After you have completed your contract, you have a big decision to make. Will you stay on for another year? Will you go home? Will you take your talents to another area in Korea? Below is a guide of those options.

1 Renewal

To renew or not to renew... That is the question

Good for you! You have decided to renew and stay for at least another year! Unfortunately, that is only half of the battle, now your school needs to decide if they would also like to, or financially can, renew you.
Renewal Process:
You must fill out a Renewal Application Form at least a couple months in advance.

You must receive a certain score (Over 80%) on your Teaching Evaluations, Personality Evaluations, and Student Satisfaction Evaluations.

If you pass the above, then you will need to undergo another health check and extend your E-2 Visa. Please check the Orientation Day section for a list of ministry approved hospitals. Learn more about extending your visa at www.dowajo.org.
Benefits of renewal

Article 10 (Renewal) 3. “... an additional 700,000 Korean Won will be given as a Contract Renewal Allowance after the successful completion of the renewed contract”

Article 11 (Entrance Allowance/Exit Allowance) 3. If the Employee successfully completes his/her duties set forth in this Contract for the full Term of Employment specified herein, the Employee shall be entitled to an Exit allowance of 1,300,000 Korean Won (KRW). The Employee must provide proof of departure (i.e. plane ticket), and must leave Korea within 2 weeks of contract completion in order to receive the exit allowance.

2,000,000 won Renewal bonus: 1,300,000 won paid upfront within the first month of your renewal contract, and the remaining 700,000 won paid upon completion of renewal contract.

5 extra vacation days (Must be used during the nearest vacation period. Ex. If you renew your contract in November, the closest vacation would be winter vacation. Therefore you must use your 5 extra days then. You may negotiate this with your school)

2 No Renewal, but you would like to stay with the GOE

Either you have opted to not renew with your school, your school has opted not to renew with you, or your school has run out of budget and they could not renew you, you will have to reapply to the GOE.

You will be considered a new applicant, however you would not have to start from scratch. You would be able to use most of your old documents, for more information about this process contact the GOE.

3 You have decided to go elsewhere

If this be the case, then there are several, mainly financial things to take care of:

Final Paycheck: paid forth on the 25th of your last contracted month. If the 25th lands on a weekend or holiday, it should be paid forth the previous weekday.

Severance pay: Equal to about 1 month’s pay. Depending on your schools administration system, severance pay can be deposited as soon as you complete your contract and can also take several weeks upon completion to be deposited.
Exit Allowance: Please understand that this is not a benefit of teaching in Korea. It is simply a helpful gesture on behalf of the Korean government to assist in your way back home. As such, if you decide to leave the GOE but pursue another job within Korea, you will not be eligible to receive the exit allowance. You will be asked to provide proof that you will be leaving Korea in the form of an airplane ticket. Depending on your schools administration system the exit allowance can be deposited as soon as you complete your contract and can also take several weeks upon completion to be deposited.

Pension: Citizens of applicable countries will pay into a pension fund which you can withdraw when you decide to go back home. For more information on this process, please contact the National Pension Service (NPS) directly. Website: http://english.nps.or.kr/jsppage/english/main.jsp
They have regional offices all over the GOE and so you can find the closest one to you on their website and call that office for more information.

Possible Solutions for receiving funds after leaving Korea:
Foreigner Remittance Account: If you have not already, you can open a special foreigner remittance account known as: (해외송금서비스 – Heh-Weh-Song-Geum Service), banks such as NH and KEB/Hana have such an account. If you use another bank, you will need to ask if they have this service.
What is it? The foreigner remittance account is an account that will link up with a bank in your home country. You will of course need to provide information about your home countries bank such as your account number and most importantly, the SWIFT code, for your specific bank. You should be able to find your banks SWIFT code on their website. What does it do? Every time you deposit money into this foreigner remittance account, it will automatically be sent to the bank that you linked it to, of course, minus exchange rates, fees and such. That way, you can have your school deposit the exit allowance into this account, that way it will automatically be shipped to your home bank.

Stay longer: According to immigration, you will have 14 days upon completion of contract to leave Korea. Therefore, you can stay in Korea to oversee that funds have been deposited into your account.
Transfer fund to home country: You can ask schools to send funds to your home country’s bank account. You will need to inform them of your bank information.

Expenses: Please be sure to pay off all debts (phone bills, utility bills, taxes—etc) before leaving Korea. Failure to do so could potentially result in trouble back home as banks in Korea and the 7 countries recognized as English speaking countries have various treaties with each other that allow for the sharing of your information to make sure that you have been paying your debts. To ease this process, the 500,000 KRW key deposit, withdrawn from your first paycheck will be used to pay off any debt. Any funds not used will be returned to you.

Helpful Phrases for Contract Completion

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<th>Romanized</th>
<th>English</th>
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</thead>
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<td>재계약 보상비</td>
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<td>Contract Renewal Bonus</td>
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<td>퇴직금</td>
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<td>계약완료 지원비</td>
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<td>Bul-Ip-Han Gook-Min-Yun-Geum-Bo-Hum-Ryo</td>
<td>Pension</td>
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<td>So-Deuk-Geum-Ehk-Jeung-Myung-Suh</td>
<td>Pay Stubs</td>
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The Korean Language
Hangul (The Korean Alphabet)

"Hangeul" is the official name for the Korean alphabet. Because spoken languages have some limits in communication, mankind invented letters. However, there are less than 100 alphabets now in use in the world while at the same time there are over thousands of spoken languages. Hangeul ranks in the world’s most used written languages. Hangeul is unique because it was invented by one person over a short period of time and became established as a nation’s alphabet system.

Moreover, the inventor published a book on the usage of the language with explanations of the alphabet system. This was a unique historical event with no precedent. Scholars in linguistics all over the world acknowledge that the explanation is logical and systematic.

Hangeul was invented by King Sejong and his scholars in Jib-hyeon-jeon in the 15th century. It was called "Hun-min-jeong-eum" at the time of its invention. It is known as one of the most scientific and practical alphabet systems and served as basis for the development of Korean culture and science.

Hun-min-jeong-eum is a National Treasure (#70), and was registered as a UNESCO World Heritage in 1997.

Characteristics

Hangeul is one of the most inventive and original alphabets in the world and has unique characteristics as follows:

First, while it is unknown who is responsible for creating most alphabet systems in the world, Hangeul was invented by King Sejong of Joseon and his scholars in 1443.

Second, Hangeul was not influenced by other countries’ alphabet systems, and was invented originally by taking the shape of the vocal organs as well as the shape of heaven, earth, and humankind.
Third, the Korean alphabet is based on a systematic and scientific principle, and you can produce almost limitless number of characters by combining the basic five consonants of “ㄱ”,”ㄴ”,”ㅁ”,”ㅅ” and “ㅇ” and the three basic vowels”ㅏ”,”ㅡ” and”ㅗ”.

Fourth, as Korean characters are phonetic symbols, any pronunciation can be written correctly and easily in Korean letters.

Fifth, from the perspective of modern linguistics, science, and technology, the Korean alphabet is easy to type or print out on computers as well as to send text messages on cell phones.

Korean is maybe one of the most difficult languages for an English speaking foreigner to learn, the first hurdle is the Korean / Hangul alphabet which is completely different from English. However it may at first look like a load of strange alien lines and circles to begin with, but in reality it’s quite simple to learn. Just like in the English Alphabet, Korean has both Vowels and Consonants, and every complete symbol equals a single syllable. This guide will show you the most basic way to read each character.

Firstly you have the 10 basic vowels which appear in every full Korean symbol. The table below shows how to read each in English.
Secondly you have the 14 different primary consonants, again if you look at the chart below you can see the rough English translation.

Finally if you put the vowels and the consonants together you get this chart, which shows the complete Korean Alphabet.

### McCune–Reischauer Romanization System
<table>
<thead>
<tr>
<th>모음</th>
<th>Roman</th>
<th>자음</th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>ㅏ</td>
<td>a</td>
<td>ㄱ</td>
<td>k</td>
<td>k (between vowels and after m, n, ng, l), ng (before m, n, l)</td>
<td>k</td>
</tr>
<tr>
<td>ㅑ</td>
<td>ya</td>
<td>ㄴ</td>
<td>n</td>
<td>l (when preceded or followed by l)</td>
<td>n</td>
</tr>
<tr>
<td>ㅓ</td>
<td>o</td>
<td>ㄷ</td>
<td>t</td>
<td>d (between vowels and after m, n, ng)</td>
<td>t</td>
</tr>
<tr>
<td>ㅕ</td>
<td>yo</td>
<td>ㅅ</td>
<td>r</td>
<td>r (between vowels), n (before all other consonants and after n, l), n (after other consonants)</td>
<td>l</td>
</tr>
<tr>
<td>ㅗ</td>
<td>o</td>
<td>ㅁ</td>
<td>m</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>ㅛ</td>
<td>yo</td>
<td>ㅂ</td>
<td>p</td>
<td>b (between vowels and after m, n, ng, l), m (before m, n, l), p (before and after all other consonants)</td>
<td>p</td>
</tr>
<tr>
<td>ㅜ</td>
<td>u</td>
<td>ㅅ</td>
<td>sh (before wi)</td>
<td>s</td>
<td>s (before wi), n (before m, n, l)</td>
</tr>
<tr>
<td>ㅠ</td>
<td>yu</td>
<td>ㅗ</td>
<td>Not romanized</td>
<td>Not romanized, ng (as syllabic final)</td>
<td>ng</td>
</tr>
<tr>
<td>ㅡ</td>
<td>ü</td>
<td>ㅈ</td>
<td>ch</td>
<td>j (between vowels, and after m, n, ng, l), ch (after all other consonants)</td>
<td>t</td>
</tr>
<tr>
<td>ㅣ</td>
<td>i</td>
<td>ㅊ</td>
<td>ch'</td>
<td>ch'</td>
<td></td>
</tr>
<tr>
<td>ㅐ</td>
<td>ae</td>
<td>ㄱ</td>
<td>k’</td>
<td>k’</td>
<td></td>
</tr>
<tr>
<td>ㅒ</td>
<td>yae</td>
<td>ㅌ</td>
<td>t’</td>
<td>t’</td>
<td></td>
</tr>
<tr>
<td>ㅔ</td>
<td>e</td>
<td>ㅍ</td>
<td>p’</td>
<td>p’</td>
<td></td>
</tr>
<tr>
<td>ㅖ</td>
<td>ye</td>
<td>ㅎ</td>
<td>h</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>ㅔ</td>
<td>oe</td>
<td>ㄲ</td>
<td>kk</td>
<td>kk</td>
<td></td>
</tr>
<tr>
<td>ㅖ</td>
<td>vel</td>
<td>ㅌ</td>
<td>tt</td>
<td>tt</td>
<td></td>
</tr>
<tr>
<td>ㅣㅣ</td>
<td>eil</td>
<td>ㅃ</td>
<td>pp</td>
<td>pp</td>
<td></td>
</tr>
<tr>
<td>ㅣㅣ</td>
<td>wa</td>
<td>ㅆ</td>
<td>ss</td>
<td>ss</td>
<td></td>
</tr>
<tr>
<td>ㅣㅣ</td>
<td>wae</td>
<td>ㄸ</td>
<td>tch</td>
<td>tch</td>
<td></td>
</tr>
<tr>
<td>ㅣㅣ</td>
<td>wı</td>
<td>ㅆ</td>
<td>tch</td>
<td>tch</td>
<td></td>
</tr>
<tr>
<td>ㅣㅣ</td>
<td>we</td>
<td>ㅆ</td>
<td>tch</td>
<td>tch</td>
<td></td>
</tr>
</tbody>
</table>
Korean Cheat Sheet
## School Staff Terminology

<table>
<thead>
<tr>
<th>Education (Teacher Staff)</th>
<th>Administration (Office Staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject (English)</strong></td>
<td><strong>과목 (Korean)</strong></td>
</tr>
<tr>
<td>Principal</td>
<td>교장선생님</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>교감선생님</td>
</tr>
<tr>
<td>Head Teacher</td>
<td>부장교사/선생님</td>
</tr>
<tr>
<td>Certified Teacher</td>
<td>교사/선생님</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>노조교사</td>
</tr>
<tr>
<td>English Conversation Instructor</td>
<td>영어회화전문강사</td>
</tr>
</tbody>
</table>

## Instruction related Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>과제</td>
</tr>
<tr>
<td>Subject Teacher</td>
<td>교과전담교사</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>교사연수</td>
</tr>
<tr>
<td>Teacher’s Guide</td>
<td>교사용지도서</td>
</tr>
<tr>
<td>Principal/Vice Principal/Head Teacher</td>
<td>교장/교감/부장</td>
</tr>
<tr>
<td>After School Program</td>
<td>방과후학교프로그램</td>
</tr>
<tr>
<td>Teaching Resources</td>
<td>수업자료</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>수업안</td>
</tr>
<tr>
<td>School Visit</td>
<td>수업참관</td>
</tr>
<tr>
<td>In-service Training</td>
<td>직무연수</td>
</tr>
<tr>
<td>Assessment</td>
<td>평가</td>
</tr>
<tr>
<td>Class Size</td>
<td>학급당학생수</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>학급경영</td>
</tr>
<tr>
<td>Lower Level Students</td>
<td>학습부진아</td>
</tr>
<tr>
<td>Discipline Students</td>
<td>학생지도</td>
</tr>
<tr>
<td>Co-teaching/Co-teacher</td>
<td>협력수업/협력수업자</td>
</tr>
</tbody>
</table>
### School Subjects Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean Language</td>
<td>국어</td>
</tr>
<tr>
<td>Moral Education</td>
<td>도덕</td>
</tr>
<tr>
<td>Social Studies</td>
<td>사회</td>
</tr>
<tr>
<td>Korean History</td>
<td>국사</td>
</tr>
<tr>
<td>Mathematics</td>
<td>수학</td>
</tr>
<tr>
<td>Science</td>
<td>과학</td>
</tr>
<tr>
<td>Technology and Home Economics</td>
<td>기술·가정</td>
</tr>
<tr>
<td>Physical Education</td>
<td>체육</td>
</tr>
<tr>
<td>Music</td>
<td>음악</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>미술</td>
</tr>
<tr>
<td>Foreign Language (English)</td>
<td>외국어 (영어)</td>
</tr>
<tr>
<td>Chinese Character and Classics</td>
<td>한문</td>
</tr>
<tr>
<td>Computer Science</td>
<td>컴퓨터</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>환경</td>
</tr>
<tr>
<td>German, French, Spanish, Chinese, Japanese</td>
<td>제2외국어</td>
</tr>
</tbody>
</table>

#### Optional Activities

<table>
<thead>
<tr>
<th>Subject Matter Optional Activities</th>
<th>Elective Course</th>
<th>교과재량활동</th>
<th>교과재량활동</th>
<th>선택과목</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-depth and Supplementary Course</td>
<td>재량활동</td>
<td>재량활동</td>
<td>심화보충</td>
</tr>
<tr>
<td>Creative Optional Activities</td>
<td></td>
<td></td>
<td></td>
<td>창의적재량</td>
</tr>
</tbody>
</table>

#### Extracurricular Activities

<table>
<thead>
<tr>
<th>Extracurricular Activities</th>
<th>특별활동</th>
<th>적응활동</th>
<th>계발활동</th>
<th>봉사활동</th>
<th>행사활동</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Development Activities</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Social-Service Activities</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Event Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Organizational Structure Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Planning Department</td>
<td>교무기획부</td>
</tr>
<tr>
<td>Education Research Department</td>
<td>교육연구부</td>
</tr>
<tr>
<td>Student Guidance Department</td>
<td>생활지도부</td>
</tr>
<tr>
<td>Career Counseling Department</td>
<td>진로상담부</td>
</tr>
<tr>
<td>Education Information Department</td>
<td>교육정보부</td>
</tr>
<tr>
<td>Environment Department</td>
<td>환경부</td>
</tr>
<tr>
<td>Physical Education Department</td>
<td>체육부</td>
</tr>
<tr>
<td>Science Department</td>
<td>과학부</td>
</tr>
<tr>
<td>1st Grade Department</td>
<td>1학년부</td>
</tr>
<tr>
<td>2nd Grade Department</td>
<td>2학년부</td>
</tr>
<tr>
<td>3rd Grade Department</td>
<td>3학년부</td>
</tr>
<tr>
<td>Administration Office</td>
<td>행정실</td>
</tr>
</tbody>
</table>
### School Facility Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Office</td>
<td>교장실</td>
<td>Administration Office</td>
<td>행정실</td>
</tr>
<tr>
<td>Teachers’ Main Office</td>
<td>분교무실</td>
<td>School Management Committee Room</td>
<td>학교운영위원회실</td>
</tr>
<tr>
<td>1st, 2nd, 3rd ... Grade Teachers’ Office</td>
<td>(1, 2, 3..)학년교무실</td>
<td>Career Counseling Office</td>
<td>진로상담실</td>
</tr>
<tr>
<td>Auditorium</td>
<td>강당</td>
<td>Student Council Room</td>
<td>학생회의실</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>체육관</td>
<td>Broadcasting Station</td>
<td>방송실</td>
</tr>
<tr>
<td>Lecture Hall</td>
<td>강의실</td>
<td>Nurses Office</td>
<td>보건실</td>
</tr>
<tr>
<td>Library</td>
<td>도서관</td>
<td>Restroom</td>
<td>화장실</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>컴퓨터실</td>
<td>Copy Center</td>
<td>인쇄실</td>
</tr>
<tr>
<td>Science Lab</td>
<td>과학실험실</td>
<td>Document Storage</td>
<td>문서고</td>
</tr>
<tr>
<td>Fine Arts Room</td>
<td>미술실</td>
<td>Storage</td>
<td>찜고</td>
</tr>
<tr>
<td>Music Room</td>
<td>음악실</td>
<td>Students’ Lounge</td>
<td>학생휴게실</td>
</tr>
<tr>
<td>Technology Room</td>
<td>기술실</td>
<td>Dressing Room</td>
<td>탈의실</td>
</tr>
<tr>
<td>Multipurpose Room</td>
<td>다목적실</td>
<td>Night Duty Room</td>
<td>숙직실</td>
</tr>
<tr>
<td>English Only Zone</td>
<td>영어전용구역</td>
<td>Shower Room</td>
<td>사위실</td>
</tr>
<tr>
<td>Cooking Room</td>
<td>조리실</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Contract Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Fare</td>
<td>항공료</td>
<td>Pay</td>
<td>월급</td>
</tr>
<tr>
<td>Ticket</td>
<td>항공권</td>
<td>Pay Level</td>
<td>고용등급</td>
</tr>
<tr>
<td>Air Fare</td>
<td>항공료</td>
<td>Pay Day</td>
<td>보수지급일</td>
</tr>
<tr>
<td>Round-trip Air Fare</td>
<td>항공료</td>
<td>Pay Slip</td>
<td>봉급명세표</td>
</tr>
<tr>
<td></td>
<td>항복항공료</td>
<td>Monthly Pay</td>
<td></td>
</tr>
<tr>
<td>Alteration · Addition of Employment</td>
<td>근무처변경 · 추가허가신청서</td>
<td>Pension Contribution</td>
<td>국민연금</td>
</tr>
<tr>
<td>Application Form</td>
<td>지원서</td>
<td>Processing Fee</td>
<td>수수료</td>
</tr>
<tr>
<td>Application for Tax Exemption</td>
<td>조세면세신청서</td>
<td>Reference Letter</td>
<td>추천서</td>
</tr>
<tr>
<td>Copy of Business Registration Certificate</td>
<td>학교고유번호등사본</td>
<td>Renewal</td>
<td>재계약</td>
</tr>
<tr>
<td></td>
<td>Residence Certificate</td>
<td></td>
<td>거주자증명서</td>
</tr>
<tr>
<td>Contract</td>
<td>계약서</td>
<td>Resignation (Resignation Letter)</td>
<td>사직 (사직서)</td>
</tr>
<tr>
<td>Term of Contract</td>
<td>계약기간</td>
<td>Settlement Allowance</td>
<td>정책금</td>
</tr>
<tr>
<td>Contract (Signed Contract)</td>
<td>계약서 (서명된계약서)</td>
<td>Severance Pay</td>
<td>퇴직금</td>
</tr>
<tr>
<td>Contract Completion</td>
<td>계약서 만료되다 재계약하다</td>
<td>Sponsorship Certificate</td>
<td>신원증명서</td>
</tr>
<tr>
<td>Renew Contract</td>
<td>계약서</td>
<td>Superintendent/Supervisor</td>
<td>교육감/장학사</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>자기소개서</td>
<td>Unapproved Absence</td>
<td>무단결석</td>
</tr>
<tr>
<td>Certificate of Employment</td>
<td>고용사실확인서</td>
<td>Visa</td>
<td>비자</td>
</tr>
<tr>
<td>Criminal record check</td>
<td>범죄사실증명서</td>
<td>Single Entry Visa</td>
<td>단수비자</td>
</tr>
<tr>
<td>Domestic Residency Report</td>
<td>재외동포가소증</td>
<td>Multiple Entry Visa</td>
<td>부족비자</td>
</tr>
<tr>
<td>Employer/Employee</td>
<td>고용주/고용인</td>
<td>Visa Extension</td>
<td>비자면장</td>
</tr>
<tr>
<td>Health Insurance Premium</td>
<td>건강보험료</td>
<td>Visa Application</td>
<td>비자체류기간면장신청서</td>
</tr>
<tr>
<td>Income Tax/ Residence Tax</td>
<td>소득세/부인세</td>
<td>Visa Status</td>
<td>비자체류자격</td>
</tr>
<tr>
<td>Letter of Release</td>
<td>이적동의서</td>
<td>Withheld From Your Salary</td>
<td>원천징수</td>
</tr>
</tbody>
</table>
### Employment Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>출석</td>
</tr>
<tr>
<td>Absence</td>
<td>결근</td>
</tr>
<tr>
<td>Tardy</td>
<td>지각</td>
</tr>
<tr>
<td>Early Leave</td>
<td>조회</td>
</tr>
<tr>
<td>Unofficial Leave for Personal Reasons</td>
<td>개인사유로인한조퇴</td>
</tr>
<tr>
<td>Attendance Record</td>
<td>근무상황부</td>
</tr>
<tr>
<td>Calendar Day</td>
<td>공휴일을포함하는날</td>
</tr>
<tr>
<td>Working Hours/ Working Condition</td>
<td>근무시간/근무조 건</td>
</tr>
<tr>
<td>Unpaid Sick Leave</td>
<td>무급병가</td>
</tr>
<tr>
<td>Sick Leave</td>
<td>병가</td>
</tr>
<tr>
<td>Duties and Regulations</td>
<td>복무규정</td>
</tr>
<tr>
<td>Class Instruction Hours Per Week</td>
<td>주강수업시수</td>
</tr>
<tr>
<td>Overtime Instruction Pay/ Overtime Work</td>
<td>초과수업수당/초과근무</td>
</tr>
<tr>
<td>Official Business Trip</td>
<td>출장</td>
</tr>
<tr>
<td>Paid Leave/ Unpaid Leave</td>
<td>유급휴가/무급휴가</td>
</tr>
<tr>
<td>Medical Doctor’s Report</td>
<td>의사진단서</td>
</tr>
<tr>
<td>Special Leave</td>
<td>특별휴가</td>
</tr>
<tr>
<td>Maternity Leave</td>
<td>풀산휴가</td>
</tr>
</tbody>
</table>

### Housing Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Apartment (One-Room)</td>
<td>개인별아파트 (원룸)</td>
</tr>
<tr>
<td>Home Appliances</td>
<td>가전제품</td>
</tr>
<tr>
<td>Housing Utilities</td>
<td>공과금</td>
</tr>
<tr>
<td>Monthly Maintenance Fee</td>
<td>월 관리비</td>
</tr>
<tr>
<td>Security Deposit</td>
<td>임차주택예치금</td>
</tr>
<tr>
<td>All Fees, Taxes &amp; Expenses, etc. Incurred During Use of Housing</td>
<td>제세공과금</td>
</tr>
<tr>
<td>Housing Subsidy</td>
<td>주거지원비</td>
</tr>
</tbody>
</table>

### Registration Terminology

<table>
<thead>
<tr>
<th>Subject (English)</th>
<th>과목 (Korean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>국적</td>
</tr>
<tr>
<td>Taxation Office</td>
<td>국세청</td>
</tr>
<tr>
<td>Business Registration Number/School Certificate</td>
<td>사업자등록번호/학교사업자등록증</td>
</tr>
<tr>
<td>Name</td>
<td>성명</td>
</tr>
<tr>
<td>Surname/Given Name</td>
<td>성/이름</td>
</tr>
<tr>
<td>Passport/Passport Validity</td>
<td>여권/여권유효기간</td>
</tr>
<tr>
<td>Open a Bank Account/Bank Account Number</td>
<td>은행계좌개설/계좌번호</td>
</tr>
<tr>
<td>Alien Registration (Card, Number)</td>
<td>외국인등록 (카드, 번호)</td>
</tr>
<tr>
<td>Position</td>
<td>직위</td>
</tr>
<tr>
<td>Immigration Office</td>
<td>출입국관리소</td>
</tr>
</tbody>
</table>
Systems of Support
While you may be a foreigner in a strange land, you are most definitely not alone. There are several systems of support to assist you during your stay in Gyeongsangnam-do.

**The Internet**

The fastest way to get support is to consult the Internet. If there is something you want to do in Korea, chances are, someone else has already done it and wrote about it. However, knowing where to look for that information can be the tricky part.

Some good resources are:

- dowajo.org
- Reddit’s /r/korea and r/teachinginkorea
- Your local facebook group
- Naver Maps / Daum Maps

**Your Main Co-teacher**

Every guest English teacher is assigned a main co-teacher. Your main co-teacher is your direct supervisor as such, it is important to have a good relationship with this person as they are your main contact between you and your school. While it does fall upon them to help you with the big things, don’t become overly dependent on them. Most co-teachers are willing to help in any way they can but be careful of demanding too much. That said, don’t be afraid to approach them either. Use your best judgement if you think a situation requires their support.

**The Local Foreign Teacher Mentor**

Most locations are assigned at least one foreign teacher mentor whose job it is to assist incoming teachers to the region. These are usually other foreign teachers who have been around for a while. If you have a daily life question, these are the guys to ask. Do you need help knowing where to buy groceries (you shouldn’t if you read this book)? Ask your mentor. Do you have a question about a cultural difference that you are too embarrassed to
ask a Korean about? Ask your mentor. Sometimes mentors may organize meetups or other social events in the foreign community. They often pass along pertinent information about the local area (such as the best restaurants, attractions, or places to avoid) but they might not. Each individual mentor is different and has their own style of mentoring. In general, however, they are the slightly more experienced foreign crowd who are willing to share that experience with you.

**The Foreign Coordinator**

The foreign coordinator is the main link between all of the foreign English teachers in Gyeongsangnam-do and the Office of Education. If you have a problem that cannot be addressed by the Internet, your main co-teacher, or foreign teacher mentor, don’t hesitate to contact the foreign coordinator.

**Misc.**

While the above information gives a general outline of the systems of support available to you, it is by no means a comprehensive list. You might find that support comes in many forms. Just be aware that no one can help you if they don’t know you need help. None of these systems will work if you aren’t willing to use them. They are there for you so don’t be afraid of taking advantage of them.
Contact

Jin Kim
GOE Coordinator
Kimyjin@korea.kr

Travel Helpline: 1330
Immigration Helpline: 1345
National Tax Service: 1588-0560
National Pension Service: 1345

GOOD LUCK!

GET Guidebook
Life as a guest English teacher in Korea

2018년 2월 발 행
2018년 2월 인 쇄

발행처: 경상남도교육청 학교혁신과
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