SNET 성남영어마을
SEONGNAM ENGLISH TOWN

snet teacher's Manual

I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...[a conception of] education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created."
bell hooks, Teaching to Transgress, NY: Routledge, 1994.

WORKING AT SNET

Seongnam English Town was established in January, 2006 by the Seongnam city government and the private company Educhosun. SNET is part of an English Village trend that swept across the country beginning around 2005. Originally, the main goal of English Villages was to stem the tide of Korean students heading overseas for English education by providing an immersion-like experience here in Korea. Ironically, the pursuit of a second goal, that of motivating students to learn more, may have in fact contributed to the opposite of the first.

More or less all of the 6th grade Elementary school students in Seongnam city come to SNET for one week, one (or two) school(s) at a time. During the course of a year then we see well over 10,000 students. In addition, when the students are on summer and winter break, we offer special programming open to all grades.

SNET differs from other English Villages in a number of important ways. For example, unlike the large projects at Ansan and Paju, operated by the Gyeonggi Provincial Government, SNET is a publicprivate partnership. Thus, while we work under the auspices of the municipal government, your employer is officially a private company (Educhosun). SNET's management is also quite different as the foreign Coordinator and Head Teacher work closely with the Korean administrative staff to design and implement policy, curriculum, and programming. Finally, careful attention is paid to what the students at SNET are actually learning; a somewhat unique feature in Korea's largely unregulated ESL industry.

What is the role of the instructor at SNET?

The instructor at SNET is a teacher and more. Students come to SNET to improve their spoken English, but more than that they come to have an extraordinary learning experience that activates their thirst for engaging with foreign languages and the global community. In many cases, English instructors are the first non-Koreans the students have ever interacted with in a sustained way. Coming to SNET is an experience that students will remember, and the atmosphere that we create here will stay on in their memory. Some basic things that all instructors should keep in mind:

- even when they don't show it, the way we treat students seriously impacts their self-esteem
- students learn best when they are active and are having fun
- body language and facial features take on enhanced significance with second language learners (both in terms of utilizing them to look welcoming and to enhance teaching, and being careful of expressing anger or frustration)
- teach by example: be respectful if you want students to be respectful, etc.
- like it or not, in Korea we are "cultural ambassadors", and often our entire

nation and/or cultural/racial/linguistic group is judged by our behaviour here
- students are highly perceptive: *we* create the atmosphere with *our* attitudes
- the way we represent "our culture" either reinforces stereotypes of English speaking countries (everyone is white, everyone is Christian, etc.) or expands their understanding of the world
- SNET is a publicly funded institution, and we host the grade six students of all the elementary schools in Seongnam, so we are an integral part of this community—a special experience for students and for teachers, as opposed to working in a more business-oriented institute or "hagwon"
- we are teachers of English as a global language: students will use English to communicate with people from other parts of Asia and the world just as often as "native speakers"
- language is shaped and changed over time by culture, thus cultural learning goes hand in hand with language learning

This Teacher's Manual will provide you with a host of answers about policies and guidelines for working at SNET. However, as we are committed to a vision of education that is organic and constantly evolving, this manual represents a snapshot in time that will also need updating and revision.

Post-Arrival

Within the first couple of weeks, we will help you:
• set-up a bank account
• get an Alien Registration Card (ARC)
• file for national health insurance
• obtain a re-entry permit (if you plan to leave the country during your stay)

Work Schedule

Teachers work either the Monday to Friday shift or the Tuesday to Saturday shift for a month at a time. To the extent possible, we allow teachers to choose which shift they would like to work as each has its benefits and drawbacks:

- Teachers on the Monday to Friday shift work from 8:30am to 5:30pm, Monday to Friday. All Korean teachers work the Monday to Friday shift.
- Teachers on the Tuesday to Saturday shift work from 8:30am to 5:30pm Tuesday to Friday. On two Saturdays of the month (typically the second and fourth), these teachers work from 9:00am to 5:20pm. In lieu of the two Saturdays with no work (and thus three day weekends), teachers on this shift work two evening events each week of the month, from 6:45pm to 8:20pm.

Mondays

Students arrive at SNET on Monday. Please be in the teacher's office by 8:30am. While SNET has a somewhat relaxed dress code, please wear business casual on Mondays (a good rule in general is to avoid tank tops, flip-flops, patched up jeans, overly revealing clothing etc).

Arrival: Students arrive on buses. Please greet the students as they get off the buses and assist the Korean staff in marshalling them into the auditorium.

Opening Ceremony: The director, coordinator, and head teacher will give addresses on the stage. Teachers will each have a moment to introduce themselves.

Check-in / Immigration: Following the opening ceremony, the teachers divide into two groups. The "check-in" group heads to the Front Desk of Grand SNET. When students arrive, they mock a hotel check-in. The "immigration" group heads to the Travel Agency in M&S Mall where they mock immigration procedures.

Level Testing: Once all the students have been checked in and gone through immigration, teachers head to the first floor of Harmony House to do level testing. Students are directed one-by-one by Korean staff into the assessment rooms.

Placement Test Guidelines:

You will be seated in a classroom with this guideline sheet, a book and a photocopied picture. Students will be brought to you one by one. They will have a small piece of paper that says their name and grade on it. Take the paper from them and then you will write their level, from 0-6, on this paper, and keep it until someone comes to collect it.

Start by asking them a few simple questions to help them relax, "**What is your name? How are you? How old are you? When's your birthday?** etc." Ask progressively harder questions if they are able to answer what you give them. (What do you like to do in your free time? What did you do yesterday? etc.) You will already get a good feel for whether they will fall between levels 0-3 or 4-6 by whether they understand, can answer questions, can make full sentences, etc. Have them read a passage from the book out loud—it will also give you a good idea of their ability range. Use the book and photocopied picture provided to prompt the students. Ask them some open-ended questions… "What do you see here?" and if that's too difficult, ask them the names of certain objects "What is this?" etc. If they can't answer at all, they are a '0'; if they only throw out a few simple words, allocate them a "1". If the student is able to name off a number of nouns, colours, different vocabulary words, etc. and seems to understand basic questions, allocate a "2".

Ask the student more pointed questions, such as "What are they doing in the picture?"

If students are able to answer simple questions with verbs, allocate them a "3".

If they are able to conjugate the verb, i.e. "walking, running, playing" etc. then allocate a "4". Level 4 students understand quite a bit of what you are saying, but struggle to answer in a coherent way and use broken sentences. They are probably familiar with the past tense, but make many errors in expressing themselves.

If they form decent sentences and are able to explain more of what is going on in the picture, with errors, allocate a "5". Level 5 students likely understand a fair bit and can articulate ideas imperfectly. They understand more than they can express, but have a decent grasp of vocabulary.

If students answer in detail with reasonably grammatically correct sentences, use more complex language, and express themselves with confidence, allocate them a "6". Level six classes tend to be a mixed bag of students who have studied or lived abroad and students who study English in "hagwons" or private institutes. If a student has lived abroad extensively and is more or less a native speaker of English, give them a 6+ .

Remember that students are very nervous…the warm-up questions are important to help them relax so that the test is reasonably accurate. Again, the difference between

two levels is not that profound, and the classes are based on communicative proficiency so the test is a general guideline rather than a precise one. It will be immediately clear which students are 0 or 6, and the shades in between can be determined through further dialogue. If you are struggling or really unsure of one student's level, ask coordinating staff for assistance.

DON'T give the student the little paper or tell them their level. Smile and be warm…they are likely intimidated by your "foreignness". Good luck!

LEVEL QUICK GUIDE:

Level	Characteristics
0	Basically no English
1	A few simple words
2	Variety of nouns and adjectives
3	Able to answer simple questions, good grasp of basic verbs
4	Conjugate verbs, answer questions well, understand more than they can articulate
5	Good comprehension, decent sentence-formation, still some errors and difficulty articulating thoughts but high comprehension level
6	Fluent speaking ability (6+ for kids at 'native speaker' level)

Lunch: We have lunch once the level testing is finished. Please help the Korean staff marshalling the students to the cafeteria. Lunch on Monday is until 1:30 pm., after which time you should come to the office to prepare your materials for homeroom. (note: from Tuesday to Friday lunch is 11:50am to 1:30pm).

Homeroom: At 1:30, the students convene on the first floor of Harmony House. Teachers prepare for their homeroom classes and arrive at 2:00 pm. Class lists will be read out one by one and teachers take their students to their designated homeroom. Homeroom lasts from this time until 5:20 on the first day.

During homeroom, teachers should:

- double-check the English spelling of each student's Korean name; also record any English nicknames students choose to use. Many children in Korea already have English nicknames, but by no means are they required to have them at SNET if they prefer to use their own names.
  If the kids want to choose nicknames in English, please ensure that they are appropriate.
- hand out textbooks, binders, binder tags, schedules, emergency English kits, and nametags
- go over the schedule in detail with students
- teach classroom English
- play some fun warm-up and getting to know you games
- have students put their name and class name on all items: workbook, nametag, passport, etc.
- give students a tour of entire facility, showing them where all the classrooms are (classes in Harmony House take the tour before the break, classes in M&S Mall go after the break—the break is from 3:40-4:00)
- have students develop their own Code of Conduct or class rules, and write their first journal entry.
  Note: This homeroom is not a time to watch movies, play board games, or play computer games, but rather should focus on highly interactive activities. It sets the tone for the week, so give the students time to get their English warmed up and have some fun.

Update Names: At the end of the day, go in to the Report Card database (see below) and select your class. Change any misspelled Korean names and add any English nicknames the students choose to use.

Tuesday to Friday

From Tuesday to Friday your schedule is as follows:

8:45-8:55	Morning Homeroom
9:00-9:50	Situation Class A
10:00-10:50	Situation Class A
11:00-11:50	Situation Class A
11:50-1:30	LUNCH
1:30-2:20	Situation Class B
2:30-3:20	Situation Class B
3:30-4:20	Situation Class B
4:30-5:20	Homeroom Class
5:20-6:45	DINNER
6:45-8:20	Evening Event (if applicable)

Teachers work in one situational class in the morning and a different one in the afternoon. These classes change every week to keep things fresh.

Situation Classes

There are 22 situation rooms at SNET: 11 in Harmony House and 11 in M&S Mall. Students see each class once during the week (NB: Students visit Arts & Crafts and World Festival twice and two classes go at a time). Thus teachers see every student in attendance. There are four off periods in the schedule to allow for lesson planning and downtime.
SNET lessons should have three overall goals:

- A: improving students' English communication skills
- B: connecting students to the global community via relations with foreign teachers and a global education curriculum
- C: increasing their confidence and interest in learning foreign languages through having fun while learning

Lesson plans have been developed for each of the rooms (see "Lesson Plans" below) that can be used as a step-by-step resource or general guide. We encourage teachers to be creative, tap into their own interests, and develop their own lesson plans too. Please consult the above chart however when preparing a new lesson plan to ensure you are not duplicating another lesson, and avoid lessons with too much drawing or crafty stuff other than in the appropriate classroom.

Homeroom

Homeroom is 4:30 to 5:20, Tuesday to Friday. What you do with the students in this hour is up to you though in general you could:

- fill out the journal page for the day (back of the textbook)
- check in with the students on the days' classes

• play some review games to solidify the knowledge they've picked up through the day
• play other language games (see "Language Games" below)

Many of the teachers use the final homeroom on Friday to have a "party" for their students with music and snacks. This is also the time to give out report cards, certificates, and the "Best Effort Student" award.

Other Weekly Duties

Green book: The green book containing the monthly timesheet must be signed each morning en route to your homeroom class. There are two sheets in the office: the first should be signed in the morning by 8:30. The second one applies only when you are doing evening events, and should be signed at 6:45. This is how you and we keep track of your hours for the month, and must be submitted to head office both mid- and end of month. At the end of month, initial the end of the row.

Weekly Meeting: We have a weekly teachers' meeting on Tuesdays at 1:00pm. in the teachers' office. We also send out e-mail memos every few days so please check your e-mail regularly for important notes. Very important announcements will be read over the PA system.

Best Effort Student: By Thursday 1:30pm, please write your "Best Effort Student" from your homeroom on one of the sheets posted around the school (office, M&S Mall office). If you are having trouble choosing a student, think of the one that has improved the most over the week. Korean administration will print certificates and place them in your box to give out at Friday homeroom. This certificate goes on students' permanent academic record.

Parents Day: On Thursday afternoon, parents of attending students are invited to visit SNET. Staff give a short presentation after which they are given a tour of the facility. While we ask them not to disrupt classes, their excitement often overwhelms them so expect some commotion. Please dress neatly on Thursday afternoons.

Report Cards: Fill out report cards for each of your homeroom students and print so you can hand them out at Friday homeroom (see "Report Card Database" below for instructions on how to log on and fill out). While we appreciate that there are often behavioral issues in the classroom, we have a few guidelines for filling out report cards to avoid unintentional punishment at home or otherwise negative consequences for a student you've only known for a week:

• When assigning numbers, please don't give any 1s or 2s, and no more than two 3s to any given student.
• Keep any additional comments constructive

Evening Events

Those working evening events should meet in the office at 6:45. The events begin at 7:00 and finish at 8:20. Evening events are:

Monday	Movie Night (no teaching staff)
Tuesday	Games Night (rotational activity where students visit various stations around the school)
Wednesday	Music Night (teachers lead a sing-along and dance party with the students in the auditorium)
Thursday	Scavenger Hunt (in teams of 3 or 4 students find answers to questions around Harmony House)
Friday	Farewell Party (Photo stories, a slideshow, more music and dancing)

Saturday Program

Saturday Program is open to the community at large. It begins at 9:30am (meet in the office at (9:00) and finishes at 5:20pm.

The Saturday Program is in flux and as such this is merely an indication of how the day is structured. The coordinator and head teacher will connect with teachers before every Saturday program for notes about assignments, special curriculum, and schedule changes.

Report Card Database

Information on 'Report Card Database' will be informed once you arrive at SNET.

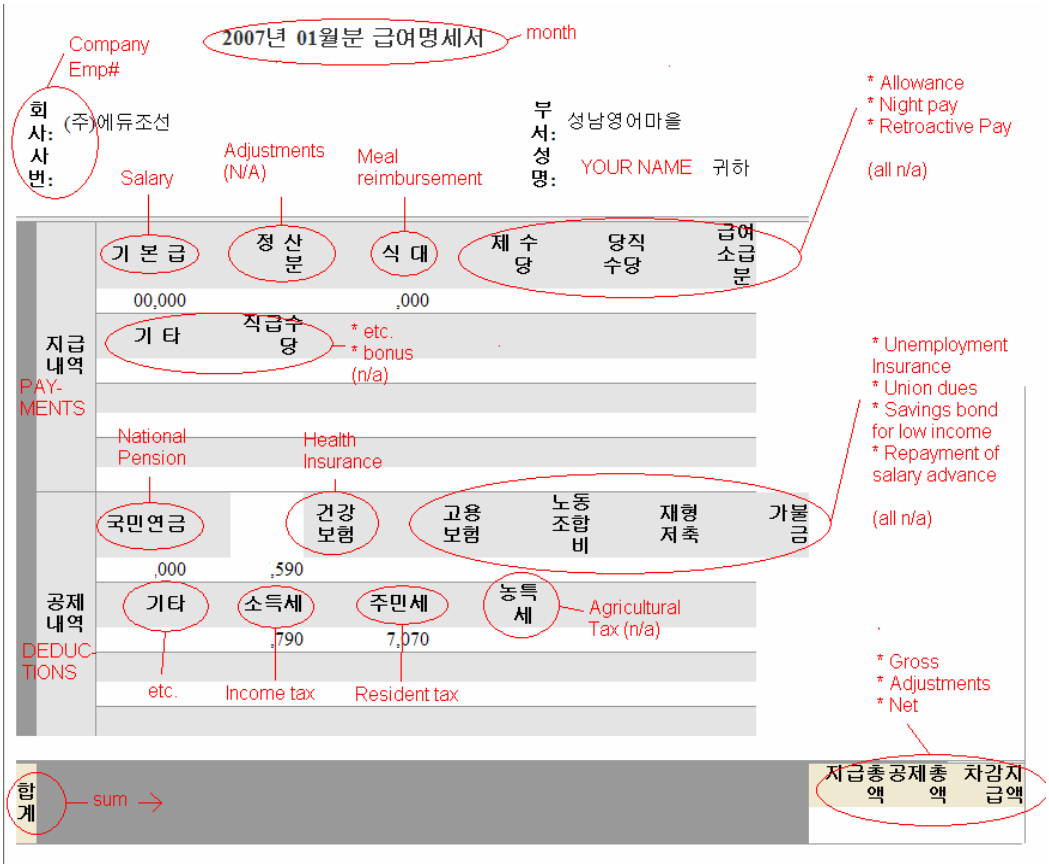
Salary

Our salary is paid on the 25th of each month for the whole month (i.e. January 25th for work done January 1st to January 31st). Salary is directly deposited into your KB Bank account and a pay stub is sent to you by email (we submit whatever address we've been communicating with you on so let us know if you'd prefer to use a different one-hotmail often bounces so please give us something other than hotmail for your paystub).

There are numerous deductions and additions to your paycheck. Deductions rates depend in large part on your salary level and include:
- Health insurance
- National Pension
- National Tax
- Local Tax

Additions include:
- Meal money
- Overtime worked
- Flight reimbursement (if applicable)

The pay stub is in Korean so here is a guide to understanding it:



Information on Paycheck Deductions

Paying Tax

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.

Korea Pension Service
Payment
The pension fund is a payment implemented by the 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.

Refund

Under the National Pension Act, a lump-sum refund may only be paid to non-Korean nationals if they are nationals of countries with social security systems that pay corresponding contribution refunds to Korean nationals or if provided for by an agreement. All foreigners are eligible for a lump sum refund of Premiums paid, if they are from countries that have 'totalization agreements' with Korea, and if the foreigner leaves Korea or meet other eligibility requirements. The United States and Canada have negotiated totalization agreements with Korea. The U.K. has negotiated a contribution only agreement.

This means that a foreigner from the U.K. who is employed in Korea may benefit from the elimination of dual coverage, but will not get a lump sum refund.If you submit your application in your home country, that agency will forward it to Korea. Many employees do apply in Korea before leaving the country and arrange the refund as well. Countries such as New Zealand, Australia, Ireland, and South Africa have not signed any agreement therefore citizens from these countries cannot claim any refund or reciprocal payments after paying Korean Pension tax.

Team teaching

There are 22 foreign instructors and 8 Korean instructors on staff thus in several of the rooms, two teachers (one foreign and one Korean) join up to teach the students. In these “team-teaching” rooms, the pair should meet the week prior to their class to discuss the lesson plan and decide the role each is going to play in the classroom. Team-teaching is ideal for exhibiting dialogues or alternative classroom arrangements so think creatively how this can work to your advantage. Homerooms 1 through 8 are also team-taught. Be aware also that when someone is ill or suddenly absent, your teaching partner may be asked to teach somewhere else for a day or two. These changes usually happen last minute. Co-teachers are taken from the following classrooms first: Homestay, Photo Studio, Global Connections, and Broadcasting.

Class Names

Classes are created out of the Monday morning assessments but rather than tell them their level, we give each of the 20 classes an adjective name to avoid hurt feelings or teasing:

1	Hot
2	Kind
3	Great
4	Neat
5	Cool
6	Lovely
7	Beautiful
8	Interesting
9	Wonderful
10	Original
11	Perfect
12	Fantastic
13	Terrific
14	Debonair

15	Awesome
16	Radical
17	Sensational
18	Dazzling
19	Excellent
20	Magnificent

Textbooks

Give out textbooks to your homeroom class on Monday. Textbooks are in the cabinet and are two levels – beginner and advanced. How to tell the difference between the unmarked books: beginner textbooks have Korean translations of the vocabulary pages and the advanced text has the addition of a "Fact Box" on the vocabulary page.

The content of the textbook was designed some time ago and corresponds to the initial lesson plans we wrote for the situation rooms so it may or may not be relevant to what you teach. Take a look at the section for the situation room you will be teaching to determine how much of it you can actually use. In addition, at the back of the textbook there are a number of resources, including journal pages for the homeroom periods.

Bells

The beginning and end of each period are marked by bells. In addition, a different bell rings to indicate 5 minutes before morning homeroom and first class after lunch. Several of the evening events also use bells. Unfortunately, as the bells are through the fire alarm system, it is not possible to have them selectively ring so you will hear these throughout the school, including your room.

Guardian Angels

Guardian Angels are responsible for the students' safety. There is always at least one Guardian Angel on duty at the Front Desk. If a child is hurt, sick, or lost, you can bring them there; likewise if you are missing students in your class.

Teacher Evaluation

We attempt to evaluate the teachers from time to time by observing classes. These observations are not meant to be punitive in nature, rather a tool to provide positive feedback and constructive criticism. We will give you advance warning.

Sick Days

The number of sick days you have is stipulated in your contract. If you are sick, please call the Coordinator or Head Teacher no later than 8:30am so alternative arrangements can be made. Extended sick leave will require a doctor's note.

Laptop

Instructors are provided with a laptop computer for the duration of their stay at SNET. The laptop is intended to assist your teaching and not for personal entertainment, though it will naturally double as this. We ask that your respect community standards and local laws, and be sensitive to what you download or install on the computers. The laptops are owned by the municipal government and are not available to be purchased at the end of your contract.

Vacation

The number of vacation days you receive is stipulated in your contract. Please tell the coordinator or head teacher when you would like to take your vacation. We limit the number of vacationing teachers to two at any given time. Any changes to vacation dates must be made with one month's notice, barring unusual circumstances. Generally, vacation cannot be taken during the summer and winter camp periods.

Special Holidays

SNET is typically closed for a week around the autumn harvest festival ("Chuseok" – September 24 – 28 in 2007) and the lunar new year holiday ("Seollal" – February 4 – 8, 2008) in lieu of regular national holidays (when the school remains open).

Summer/Winter Camps

Students in Korea have one month summer (August) and winter (January) vacations so it is difficult to bring students from school groups during these times. Typically we organize and run special 2-week themed camps open to the wider community. Employment conditions remain the same as that stipulated by the contract, though there are usually more opportunities for overtime work.

Door codes

Several of the doors in the school are locked and you need to register finger print for the front door once you arrive at SNET and use a 4-digit code to enter the other rooms

Meals

Meals are provided in the Saemaul cafeteria for teachers on days they are working. There is a vegetarian supplement table that everyone takes from but please be considerate to those coming after you as they often do not prepare enough. You can pick up your meal tickets from SUE in the Korean administration office.

You can choose how many meal tickets per day you would like to receive. If it is less than three, we will compensate you 3000won for each one less. If you choose to prepare your own meals, you can use the Cooking Class or Homestay facilities but please ensure you clean up after yourself and respect other peoples' belongings. If you choose to opt out of meals, you must let us know before the beginning of the month and commit to that number of meals for the calendar month.

Fire alarms

There are two different fire alarms: the "soft" alarm indicates a problem but is not one which we must evacuate for. It is accordingly annoying but not unbearable. The "hard" alarm means exit the building immediately and very loud. Our evacuation meeting point, in the event of a hard alarm during classes, is the covered area outside the entrance to the cafeteria.

Offices

There are four offices at SNET. You are welcome to use all of these facilities but please be respectful of the workplaces therein. Please do not use staff computers without permission, especially after hours:

Classroom 2 – Teachers' office. Coordinator and Internal communicator are working here. There is a photocopier, printer, and several computers

Staff Room (Right side) – Korean administrators, graphic designer, and SNET Director work here. There is a laminating machine, a color printer and a boardroom.
Staff Room (Left side) – Korean administrators (finance and safety) work here. There is coffee, tea, a fridge and a water machine here.
M&S Mall Teachers' Office – there are several computers, a photocopier and other office equipment here.

CCTV

As is the case with many Korean institutions, the facilities are monitored by CCTV cameras that record 24 hours a day and store up to a month of footage at a time. There is a camera in every situation room and all the floors. These are not used as a punitive measure against teachers and are meant strictly for the safety of the children.

Renewal Procedures

If you are interested in renewing your contract, consider the following timeline:

2 months before contract expiry – teacher should notify administration of interest in contract renewal by this time **at the latest**
2-3 weeks later – teacher will be notified of administration's decision (time-frame dependent upon need for observation or remedying of problems—any reservations about renewal will be communicated to teacher in a timely manner to ensure opportunity for correction)
1 month before contract expiry – upon successful renewal, contract will be offered and signed one month prior to expiry of original contract

The evaluation criteria for renewal of a contract are:

- teaching and classroom management skills
- overall enthusiasm level
- demonstration of respect for students, coworkers and administration
- consistent punctuality and preparedness for class
- ability to adapt and cope with Korean and SNET cultural environment

The renewal process is not automatic, and should instructors' performance decline rapidly, even after an agreement to renewal of a contract is made, employment can be terminated with notice as stipulated in the contract. That said, renewing teachers contributes to the smooth management of SNET and as such we are very happy to renew successful instructors. Any problems that might contribute to the administration's reluctance to renew will be dealt with in an ongoing manner to give instructors the opportunity to remedy those problems. Instructors are also free to express ideas that would make SNET a more comfortable place for them to work; we recognize the renewal process as a two-way procedure. Usually renewal means signing a second six-month or one year contract, but we will also consider renewing for a shorter term if the agreement is of mutual benefit.

Pre-Departure

If your contract is coming to an end, there are a number of things to keep in mind:

SNET Room – Please leave your room as you found it. Rearrange the furniture to the original set-up, quickly sweep the floor and do a quick clean. If you have things you don't want to take with you but are not trash worthy, don't leave them in your room. Pass them on to other teachers, or leave them with the coordinators. Generally, you will need to move out of your room by noon on the Saturday at the end of your last workweek to facilitate preparation for the next instructor.

Laptop Computer and other SNET belongings – Your laptop must be returned along with the mouse, carrying case, cable, adapter, and battery. Please erase any personal data and restore the computer to the original settings.

Bank Account – You will want to close your bank account as you cannot access any funds deposited after you leave. "Close account" in Korean is "Gyejwa heiji" (계좌 해지).

Posting Things Home – You can send things home for reasonable rates at the post office. There are even people at the post office whose job it is to make custom size boxes for sending odd shaped belongings.

Pension Refund – Canadians and US citizens are eligible to have their pension contribution (and that of the employer – total 9% of earnings) lump-sum refunded. You must apply for your pension refund before you leave Korea, but not so far ahead of your departure that they become suspicious (there's no rule on when – the week before would be best). On the pension website (http://www.npc.or.kr/eng/gindex.html) it says the whole process takes one month but most online discussion suggests more like two or three months, in case you are counting on having the money for traveling. To apply for the refund you must visit the local Pension Office:

4th Floor, Korea Design Centre Building
344-1 Yatap 1-dong
Bundang-gu, Seongnam City
031.789.6014, 6015
Fax 031.789.6009

How to get there: Get off at Yatap Station and take Exit No. 4. Go left about 500m towards the Tancheon and you will see the Korea Design Centre Building on your right. The office is open from Monday to Friday, 9 to 6.

You have to bring with you:
□ a filled out application form (available at the office)
□ Alien Registration Card
□ Passport
□ Plane ticket out of the country
□ Your contract
□ Letter of release (only if you are leaving before the end of your contract)
□ Application for overseas remittance (available at the office)

Don't forget that this income is taxable in your home country and you are required to report it in your next tax return.

South African citizens are not required to pay into the pension, while UK and New Zealand nationals are required to pay but are ineligible to claim it back.

Visa Expiry – Double check the expiry of your visa and ARC. If you need an extension due to flight availability, you can apply for a free 30-day grace period at immigration. Immigration operates a "clinic" in the basement of Seongnam City Hall (Taepyong) the second and fourth Thursday of the month.

If the visa expires before the last date of the contract, go to the Immigration Office in person before the visa expiration date with ample processing time and apply for a grace period. Take the following:
- Certificate of Employment
- Current Contract
- Passport
- Alien Registration Card
- Processing Fee (varies depending on nationality)
- Flight ticket (if applicable)

Alien Registration Card – When you leave Korea, you are required to inform the immigration officer at Incheon and turn in your Alien Registration Card.

LIFE AT SNET

Communal living can be a challenge but also an incredibly rewarding experience. Making a positive contribution to the community is part of your responsibility here. There are numerous ways you can do that, from sharing a skill, organizing an event, or just lending a sympathetic ear. In addition, the coordinator and head teacher do everything they can to make your stay comfortable and fulfilling. If there's something bothering you, please talk to us.

Storage Room

There is a storage room for suitcases beside the front desk in Grand SNET. Check with the coordinator for the key.

Accommodations
Rooms are shared between two teachers. Please be respectful of each other. If you and your roommate are experiencing issues, try to resolve them yourselves first. If that does not work, speak with us.

Half the rooms are on the back side of the building and half on the front (with access to the balcony). While the partitions between the walls are fairly sound-proof, noise travels with ease to the outside. Please be respectful of you neighbors, and also the students who must be in bed by 10:00pm.

You and your roommate may arrange the furniture as you like but please ensure that when you leave (or change rooms) that everything is returned to its original position. The balcony is shared by all staff so if you have a balcony room, please be considerate to those who have no direct access.

Room Cleaning

Our rooms are cleaned by maintenance staff on Saturday afternoons. Please do a general tidy as they are not maids but rather come to clean the floors, bathrooms, and sheets only. Make sure there is nothing on your bed and the floors are unobstructed. If you'd prefer not to have your room cleaned, we can provide you with a door sign in Korean for Saturdays.

AC / Heat

Air conditioning and heat are set to begin and stop working on a particular day, regardless of the actual weather. Each room is equipped with a remote control device that turns on and off, and adjusts the unit.

Telephones

Every room is equipped with a telephone. Outgoing international calls are disabled on these phones so you will have to purchase an international calling card (widely available). You can receive international calls however. If friends or family are calling from overseas, they must dial their international dialing number (001 in Canada…), 82 (South Korea's international dialing prefix) and the telephone number (minus the first zero). Thus, if your number is 031-725-5669, your friends and family in Canada would call: 011-82-31-725-5669

Garbage & Recycling

Bins are located around the building, including two locations on the Toronto floor. In Korea, garbage must be sorted so please put cans and bottles in the appropriate bin. The rest of the garbage is further sorted at a maintenance facility. Clothing must be discarded of separately.

Smoking

Smoking is not permitted anywhere in the buildings of SNET. You may smoke outside behind Sydney Lounge.

Pets

Pets are not allowed.

Amenities

We provide toilet paper and light bulbs and they are dispensed at the front desk. The Guardian Angels request that you do not help yourselves to these but rather ask one of them to get it for you.

Tips for Teachers: Culture Shock

General Notes to remember:
• Things are not the same as at home. This is neither good nor bad per se, just different (this can be a tough one to still believe in after some particularly bad days overseas).
• While you should make every effort to understand the new environment around you and to modify your own behaviors to not cause insult or disrespect, no matter how well you learn the language and study the nuances, no one will adopt you and rename you "Dances with Wolves". For better or worse you will still be you. It is also important to adapt rather than to over-adapt or try to adopt the culture completely.

What is culture shock?
Culture Shock is the physical and emotional discomfort one suffers when living in another country. Most likely, everyone will go through some degree of culture shock. It is a natural process. The recognizable stages of culture shock are:

The Honeymoon Stage Everything is new and exciting and one feels as though he/she is on vacation.

The Hostility Stage One starts to have problems in the host country and therefore starts to criticize the culture. This happens when a person is trying to adapt to anew culture. Things are no longer new and exciting.

The Depression Stage Your negative feelings reach a climax and one feels lonely and negative. Boredom sets in and working full-time becomes very difficult and one doesn't want to be involved in the community. The transitions between old methods and new ones can take time.

The Acceptance Stage One realizes the good and the bad about the culture. One starts to become more comfortable and makes friends as the understanding of the new culture begins. Depending on the person, this stages usually occurs 4 or 5 months after living in a new culture.

The stages present themselves at different times and everyone reacts differently to them. Some stages will be longer than others. It is important to remember that you will most likely experience culture shock again upon re-entry to the home country. For some people, this is even more disorienting as you expect it even less.

Symptoms of Culture Shock
• Homesickness • Boredom • Withdrawal (spending too much time alone in your room; only socializing with people from your country) • Sleeping and eating too much

- Feeling irritated with others
- Stereotyping Host Nationals and/or over-idealizing home country/culture
- Not being able to work well
- Lack of Confidence
- Sadness and loneliness
- Developing obsessions such as over-cleanliness
- Crying for no particular reason

How to Overcome Culture Shock

- Learn the language
- Recognize that adjusting is hard work; view change as a challenge instead of a threat. Don't expect everything to fall into place immediately.
- Establish a routine as soon as possible.
- Recognize and appreciate your space of privilege: how many people in the world can pick up and move to a new country and find a well-paying job without being able to speak the local language? Being a 'native speaker' brings both privilege and power we need to be aware of.
- Make your home a place that is comfortable and reminds you of who you are.
- Learn the rules of social conduct and history of your host country; learn about local foods and ingredients to help you adjust
- Accept the lesson that culture shock offers you: that one's own culture does not possess the single right or best way of providing for human needs and enjoyment
- Develop a hobby
- Include physical activity into your routine, meditate, spend time in nature when possible
- Keep busy
- Avoid the temptation to spend all your time with people from your own culture, especially if they belittle the host culture (don't spend too much time reading the Korea discussion lists on ESL café for that reason, too!). Making jokes and negative comments reinforce what you're feeling and slow down the process of adaptation
- Refrain from value judgments at first—be surprised by similarities rather than expecting them
- Make a list of all the positive aspects of your present situation—place it somewhere you can see it throughout the day
- Pay attention to relationships with family and colleagues
- Look consciously for logical reasons behind things that seem strange, difficult, confusing or threatening. Examine your experiences from your host culture's perspective
- Keep a journal: Keeping a journal during your time abroad is a great outlet for everything you are experiencing as well as a good tool for observing your own process of cultural adaptation.
- When your culture shock is in a particularly strong stage, take a trip. Get away to a scenic spot or a nearby country. When you return be open to having good 'coming home' feelings.

Information about Korea

South Korea (Republic of Korea, ROK, Hanguk, Taehanminguk)
Population: approx. 49 million
Capital City: Seoul (pop. 12 million)
Area: total: 98,480 sq km
land: 98,190 sq km
water: 290 sq km
Religious Groups: no affiliation 46%, Christian 26%, Buddhist 26%, Confucianist 1%, other 1%, Shamanism
Ethnic Groups: predominantly Korean

Electricity: 220V, In plug with two circular metal pins

Country code: 82
Time Zone: GMT/UTC + 9

An Introduction to Korea:

Pre 20th Century History

According to the Koreans, the first of their kin, the mythical man-bear Tangun, was born in 2333 BC. Scientists with slightly less respect for Korean mythology believe Korea was first inhabited around 30,000 BC, when tribes from central and northern Asia stumbled on the peninsula. Under constant pressure from China, these tribes banded together to found Korea's first kingdom - Goguryeo - in the 1st century AD.

The next four centuries were known as the Three Kingdoms Period; Goguryeo (north), Baekje (southwest) and Silla (southeast). The period was marked by a remarkable flowering of the arts, architecture, literature and statecraft. It was also during this period that the formative influence of Buddhism took hold, established in Goguryeo and Baekje in the late 4th century and in Silla in the early 6th century. By 700 AD the Silla Kingdom of Korea was hitting its cultural stride, littering the country with palaces, pagodas and pleasure gardens and influencing the development of Japan's culture. But in the early 13th century the Mongols reached Korea and gave it their customary scorched-earth treatment. When the Mongol Empire collapsed, the Choson Dynasty took over and a Korean script was first developed by King Sejong and his scholars.

In 1592 Japan invaded unsuccessfully, followed by China - the Koreans were routed

and the Chinese Manchu Dynasty moved in. Turning its back on the mean and nasty world, Korea closed its doors to outside influence until the early 20th century.

Modern History

Japan invaded the peninsula in 1904, and officially annexed it in 1910. The Japanese, who hung on until the end of WWII, were harsh masters, and anti-Japanese sentiment was (and still is) strong. After the war, the USA occupied the south of the peninsula, while the USSR took over the north. Elections to decide the fate of the country were held only in the south, and when the south declared its independence, the north invaded. The ensuing war lasted until 1953, when a ceasefire was negotiated, although the countries have never signed a formal peace treaty.

By the time the war ended, two million people had died and the country had been officially divided. After a few years of semi-democracy in the South, martial law was declared in 1972. The next 15 years rollercoastered between democracy and repressive martial law, hitting a stomach-heaving low in 1980 when 200 student protesters were killed in the Gwangju massacre. By the late 1980s the country was at flashpoint - student protests were convulsing the country and workers all over Korea were walking off the job to join them. Among the demands were democratic elections, freedom of the press and the release of political prisoners. The government wasn't budging and civil war looked imminent until, to everyone's jaw-dropping surprise, President Chun suddenly decided that everything the protesters were asking for was alright by him.

In 1988 - the year Seoul hosted the Olympic Games - elections were held and Roh Tae-woo, another military figure, was elected president. Student protests continued apace, but, contrary to expectations, Roh significantly freed up the political system. Relations were re-established with China and the Soviet Union. In a 1992 election, Roh was replaced by Kim Young-sam and his Democratic Liberal Party. Kim's hobby horse was corruption, and during his term of office several politicians were prosecuted for abusing the system. Most notably, ex-presidents Chun and Roh were brought to book for their role in the Gwangju massacre. Roh was sentenced to 22 years, Chun to death, but in December 1997, Kim granted them a presidential pardon and the two were released from prison. 1997 was a very bad year for South Korea's economy, with the won taking a tumble and tourism dropping dramatically. In February 1998, former dissident Kim Dae-jung became president, the first time a non-conservative had headed the country in its 50 years of independence. Kim promised to introduce economic and democratic reforms and improve relations with North Korea. By mid-1998 the South Korean economy was actually shrinking - something that hadn't occurred for nearly two decades. Rising bankruptcies and soaring unemployment led to large-scale labour unrest, but the economy is now on the move again.

Making good on promises of more neighbourly relations with North Korea, Kim made an historic visit to shake the hand of reclusive North Korean leader, Kim Jong Il, in June 2000. As a sign of good faith he allowed the North Korean government to arrange for his security. In October 2000 he was awarded the Nobel Peace Prize, and as part of a partnership with Japan and the USA continues to pursue a policy of cooperation with North Korea. In December 2001 he became the first Asian leader to speak before the European Parliament in Strasbourg.

The luster of Kim's peace prize seems to have worn off with evidence of a cash for summit scandal. Apparently, the South Korean government had a hand in a secretly pumping a vast sum of money – in the order of $100 million or more - into the North in

order to ensure that then President Kim Daejung could get a visa to North Korea and shake hands with the Dear Leader.

Recent History

A naval battle early the following year against North Korea that left four dead (and claimed an estimated 30 North Korean victims) highlighted the fragility of the rapprochement. In December 2002, Roh Moo-hyun won the presidency, but by early 2004 he was hanging on to power by a thread. Parliament voted to impeach him, but its decision was reversed by the Constitutional Court. Meanwhile, a site for the country's new capital city was chosen in the Yeongi-Kongju area and the US announced plans to reduce its troop numbers by a third. After successfully completing a free trade agreement with Singapore and Chile (which, if nothing else has brought some reasonably priced wine into the country), South Korea initiated FTA talks with a number of other countries including the USA (very contentious due to the potentially negative impacts on South Korea's agricultural industries) and Canada.

Notes on some issues faced by foreign residents of Korea

It is important to remember that the various nuances of our identities also often shape our experience in Korea in particular ways. As visible foreigners we are often given special treatment in Korea, but we also have less than positive experiences tied to our identities. It is especially important that coworkers bear in mind the experiences of their colleagues and act with sensitivity toward other people's identities. Some tips below on this:

Information for women coming to work and live in Korea:

Korea has historically been a Confucian society and Confucian values today still underpin much of Korean culture. Social relationships are based on the Confucian hierarchy of: Ruler to Subject, Father to Son, Husband to Wife. While Korean society is rapidly changing, and women attend university in as large numbers as men, it is still difficult for a Korean woman to build a career and quite often her primary obligation is perceived to be the maintenance of family life. Foreign women living in Korea may find themselves subjected to gendered stereotypes that are less prevalent in their home country, along with a certain exoticization of non-Korean females. Many females experience frustration with the way in which Korean students respond to men and women: when a man raises his voice to children, they usually fall silent, whereas a woman may find herself repeatedly ignored. This scenario is often replayed between adults, and some women feel a certain degree of frustration in not being taken seriously by male colleagues.

This may not be the rule, but still it is better to be mentally prepared for potential differences. In recent years more and more laws have been passed to protect women from discrimination in Korea, but the implementation of such policies is largely in its infancy. As teachers, we can play a role in supporting the struggle for equality of Korean women by the way in which we approach gender differences in our classrooms. Be aware of ways in which our language has changed (i.e. policeman to police officer), when giving examples of occupations (male doctor, female nurse, etc.), or how you treat male and female students.

Outside of the workplace, non-Korean women will often find themselves to be either the center of attention, or completely ignored. Many Koreans respond very vocally to their ideals of beauty, and feel free to comment openly on people's bodies. This can be difficult for some non-Koreans to handle. For example, one might repeatedly hear commentary on eye color, face 'size', height of nose, skin color, weight,

even breast size. People also may react differently to women based on race or ethnicity. When shopping for clothes, foreign women commonly report being told, in a very vocal way, that there is no size big enough for them. Most of these comments are not intended to be hurtful, and in fact, Koreans will often comment on weight gain or weight loss amongst their friends and coworkers. Still, for many non-Koreans it can be a little disconcerting to hear these things. Take them with a grain of salt, and a sense of humor, or try to explain to Korean friends and co-workers why their comments make you feel uncomfortable. Male expats also get this to some degree, but it is usually heightened for females.

Korea is a very safe country for the most part. Many expats comment on being able to leave their things unattended with no negative results, walking home at night with no problems, etc. Still, like anywhere, women must remain vigilant about their safety at night, when alone, etc. Many foreign women become lulled into a false sense of security due to the overall low crime level in Korea. Sexualized crimes happen here like anywhere else; few are reported and make it into the statistics, but it is an endemic problem. As well, non-Korean women are often stereotyped as being sexually available, and women may have to deal with strange propositions from men they don't know. Generally, though, Korea is a very safe and comfortable place to live. Just take the normal precautions you would take at home, and remember that you are highly visible here. This is obviously mitigated somewhat for teachers of East Asian descent, who can often 'blend in'.

Information for teachers of non-European descent:

Korea is essentially an ethnically homogenous nation (although there is an ethnic Chinese minority, and many foreign nationals live and work here now.) As a result Koreans haven't historically had much contact with different cultural/racial groups. Koreans react in various ways to foreigners, and often stereotype people of different ethnic groups, though this is not always the rule. There is still the general belief that English speakers and inhabitants of English speaking-countries are white, and many times students and other Koreans may ask you where you are REALLY from when you say, for example, "I am Canadian." At some projects in Korea they still only hire Caucasian English teachers, although this seems to be increasingly changing as well. Be aware that you will likely have to answer a lot of questions about yourself, and many Koreans will be fascinated with aspects of your appearance that they find unique. The Korean ideal of female beauty is still largely centered on having fair skin, and women of colour may find themselves virtually ignored by Korean men. This may or may not bother you, but for single heterosexual women, it is good to be aware that your beauty may not be fully appreciated in Korea. As well, you may experience a lack of sensitivity, exposure or awareness in your coworkers and the wider expat community, which is often unexpected and thus may have even greater emotional impact.

Teachers of East Asian descent are treated differently as well. You will often find that you are the 'invisible' foreigner, as Koreans assume anyone who looks vaguely "like them" is Korean. Along with this comes the expectation that you will speak Korean and understand the culture, which can lead to misunderstandings on a regular basis. Again, there has been some resistance in Korea to having an English teacher that "looks like them" in front of the class, so talking with your students about your ethnicity and identity can be an amazing learning experience for them.

Information for GLBT teachers living in Korea:

Homosexuality is largely considered a "foreign problem" in Korea and the opinion that "there are no gay Koreans" is not uncommon. In some ways, this isn't far from the truth; for a long time, as long as you were married and produced some children,

occasional liaisons with members of the same sex were overlooked. There is an enormous back alley maze in Jongno filled with seedy bars that cater to this clientele.

The permanent stationing of the US military after the Korean War played a large role in shaping what is today's gay scene in Seoul. The Yongsan Garrison presently houses up to 16,000 military personnel, predominantly men. Neighbouring Itaewon was transformed into a large R&R zone, employing many female but also trans sex workers. With the area thus established as an anything-goes foreigners' playground, the gay community slowly put down roots next to the trans establishments beginning in the 1990s. Today, there are a cluster of bars on what is affectionately known as "Homo Hill". The very nascent lesbian scene has centred around the liberal university area of Sinchon in the West, though homo hill is increasingly a mixed space.

The experience of being an out GLBT foreigner will vary but is often treated as just one more of those crazy things that foreigners do. (Korean GLBT folks have MUCH more trouble and you are unlikely to meet many Koreans that are out to their friends or families.) There have been reports of foreigners being fired from their teaching jobs for their sexual orientation in Korea. We employ a non29 discrimination policy at SNET where GLBT employees are free to reveal (or not) their orientations to coworkers without fear of recrimination. That said, publicly outing yourself to students or Korean staff is a difficult personal decision as homosexuality is still generally thought of as a mental illness in Korea.

Useful websites about Korea:

www.eslcafe.com Dave's ESL café—Korean job discussion forum, ESL tips etc.
www.tour2korea.com Korea National Tourist Organization (KNTO) homepage
www.koreaherald.co.kr Korea Herald English newspaper homepage
http://english.ohmynews.com/ Korean Independent/Citizens News Agency
http://www.raskb.com/ Royal Asiatic Society Korea—lectures and cultural tours
http://www.buddhapia.com/mem/lotus/index.html Lotus Lantern Int'l Buddhist Centre
http://www.ekoreajournal.net/ Academic Journal on Korean Culture—online articles
www.englishspectrum.com Webpage for English teachers in Korea—info on work and life here

Teaching English in Korea

Working and living in Korea is both exciting and stressful for most of us. We all go through different kinds of culture shock, have good days and bad days, but all in all it is important to remember that we have chosen to be here and that we occupy a privileged position as "native speaker teachers". Korean immigration law only accepts English teachers from countries they recognize as producing native speakers: Canada, US, UK, Ireland, South Africa, New Zealand and Australia; and even though many of us here have few qualifications to teach, we are paid well and afforded generally good working conditions, particularly when compared to other non-Korean nationals working here.

Korea has what is often described as an "English craze" that has opened up a profound number of teaching positions throughout the country. There are many disreputable language institutes that treat teachers badly and prioritize profit-making rather than education, and, in turn, there are many teachers who come here simply to make money and party without taking their jobs seriously. At SNET we work hard to maintain a balance between educational integrity, financial feasibility and maintaining good working conditions for our exemplary teaching staff. We attract instructors who are teaching for the first time or who have been teaching for years; we attract people who want to work in education for their careers, and others who come here for a unique cultural learning experience while learning about teaching firsthand. Our priority is to attract responsible, creative and dedicated individuals to bring our community and

educational programs to life. In this way, life at SNET is very different from what many expats experience in Korea, and we have built a great community here.

A word on privilege: As native speakers of English/nationals of recognized native-speaking countries, we occupy a privileged position in Korea, and in the world. It is important for us to understand the stress that Koreans and people around the world experience when being forced to use English as the ***lingua franca*** for business, academics, travel, and more. In Korea, it is no longer possible to get a good job without a high TOEIC score, and, in fact, the government is considering making English an official language. The phrase "English divide" in Korea refers to the fact that the elite are usually the best English speakers, since they have access to expensive language programs, or can afford to study overseas. Many Koreans, children included, resent English being shoved down their throats and this can hinder learning considerably. It is important for us to go into our lives here with a sense of humility and empathy for foreign language learners.

As well, it is important to recognize the historical and political factors that have made English the ***de facto*** global language. There is a nefarious history of colonization, foreign domination and aggression by western countries that laid the foundations for many of us to become speakers of English (and other European languages, of course). The power of the United States and other western countries today is what reinforces the use of English on the global stage, and what makes us so employable in Korea. Rather than carry guilt for our position here, however, we can walk carefully and responsibly, and learn to understand English in its many forms as an international language, rather than thinking of it as OUR language. Different accents, different cultural modes of expression, gender-sensitive and inclusive vocabulary—English is in the process of adapting and becoming more inclusive, and the way we teach here is a part of that. English language education is the perfect venue for global citizenship learning, especially since our students are just as likely to use English to speak to people from China, Japan, Saudi Arabia as they are to speak with native speakers. Some other information about EIL—English as an International Language:

According to research by the British Council, English has official or special status in at least seventy-five countries with a total population of over two billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language. One out of four of the world's population speaks English to some level of competence. Demand from the other three-quarters is increasing. Over two-thirds of the world's scientists read in English. Three quarters of the world's mail is written in English. Eighty per cent of the world's electronically stored information is in English. Of the estimated forty million users of the Internet, some eighty per cent currently communicate in English.

TIPS FOR TEACHING ESL AT SNET

- Body language is up to a third of our communication, even more so in an ESL situation. Use lots of body language when describing things.
- Don't shout – some students have trouble understanding English but they are not deaf.
- Ensure that your physical position in the class allows you to see and be seen by all the students. Make eye contact with everyone and avoid focusing on that one friendly face – others feel left out.
- Don't use pidgin English; it may be easier to get your message across but you

reinforce incorrectly learned language patterns.

- Limit the amount of talking you do during the class, especially toward the end of a lesson.
- Make mistakes so the students know it's OK. It's a big part of language learning.
- Don't feed your student information; get it from them. This includes asking open-ended versus yes/no questions.
- Correct errors as they come up; not too few, not too many.
- Don't miss teachable moments; if everyone in the class is repeatedly making the same mistake, take a second away from the lesson plan to address it on the board.
- Push the students' learning rather than just having them recite things they already know. If the students know the word "pencil", teach them "lead", "sharpen", "HB
- Use the walls for new words, pictures, student work; create a learning environment.
- Don't let your students get away with "Konglish".
- Talk to other English teachers – they are your greatest resource.
- Give instructions and then demonstrate what you want the students to do.
- Even when they don't show it, the way we treat students seriously impacts their self-esteem.
- Students learn best when they are active and are having fun.
- Body language and facial features take on enhanced significance with second language learners (both in terms of utilizing them to look welcoming and to enhance teaching, and being careful of expressing anger or frustration).
- Teach by example: be respectful if you want students to be respectful, etc.
- Like it or not, in Korea we are "cultural ambassadors", and often our entire nation and/or cultural/racial/linguistic group is judged by our behavior here
- Students are highly perceptive: we create the atmosphere with our attitudes
- The way we represent "our culture" either reinforces stereotypes of English speaking countries (everyone is white, everyone is Christian, etc.) or expands their understanding of the world
- SNET is a publicly funded institution, and we host the grade six students of all the elementary schools in Seongnam, so we are an integral part of this community—a special experience for students and for teachers, as opposed to working in a more business-oriented institute or "hagwon"
- We are teachers of English as a global language: students will use English to communicate with people from other parts of Asia and the world just as often as "native speakers"
- Language is shaped and changed over time by culture, thus cultural learning goes hand in hand with language learning

Human Rights Framework in Education

Human rights are not just abstract legal concepts, but form an ethical framework for living together in the world that is being articulated and expanded upon by the global community through the United Nations and the international human rights treaty system. A good metaphor for understanding the role of human rights in our lives is that human rights are like traffic lights that help us all move through the world without crashing into each other. Human rights belong to individuals and groups, and the rights of one individual do not supersede the rights of another. Rather, we are all joined together in a web of rights and responsibilities, mutual obligation and respect for life that is the blueprint for building a more peaceful world. Every human being has same rights due to her/him simply by virtue of being born, even though, in practice, people's rights are violated everyday. The human rights law system creates a space for legal redress for these wrongs, and in turn it creates a **positive framework** for envisioning the type of world we are trying to create together. Herein lies the human rights system's educational value.

What does this translate to in the classroom? Teaching from a human rights perspective means that both the **FORM** ('how you teach is what you teach') and the **CONTENT** of education should support the awareness and fulfillment of learners' and teachers' human rights. On a practical level, it means approaching everything we do through the lens of human rights. Treating students with respect and making the classroom accessible for students with different needs and learning styles; making learning fun and teaching students what they need to know to live in an increasingly interconnected global community. It means no corporal or demeaning punishment, it means being prepared for class and being flexible in class, it means valuing the learners as multi-faceted human beings and it means being committed to your own personal development as well as that of your students. It means familiarizing yourself with the Convention on the Rights of the Child (CRC) and thinking of ways to help children realize the rights enshrined therein. It means understanding the purpose of education to be inclusive of but more than simply skill-building. Think about the following definition of education from the Universal Declaration of Human Rights, and what the classroom would look like were all teachers to conceive of student learning in terms of this definition:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (UDHR Article 26.2)

Human rights are also an important tool for educators who work in foreign countries, as is the case with English Language teachers. The UN Convention on the Rights of the Child (CRC), a simplified version of which follows, has been ratified by every country in the world other than the USA and Somalia, which makes it one of the most universally accepted human rights documents in the world. These ideas are not culturally embedded or cultural imports, but represent ethics of the nascent global community. South Korea has ratified the CRC and most of the major human rights conventions, so in using human rights as a framework for understanding global issues, we are allying ourselves with the political commitments undertaken by the South Korean government and are supporting the work of Korean civil society fighting for children's rights.

Simplified Version of the Convention on the Rights of the Child

The aim of the Convention is to set standards for the defense of children against the neglect and abuse they face to varying degrees in all countries every day. It is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the Convention can be broadly grouped in three sections:

Provision: the right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for disabled and orphans).

Protection: the right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).

Participation: The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language.

Preamble

Article 1: Definition of the child
Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

Article 2: Non-discrimination
All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discrimination.

Article 3: Best interests of the child
In all actions concerning children, the best interest of the child shall be the major consideration.

Article 4: Implementation of rights
The obligation on the State to ensure that the rights in the Convention are implemented.

Article 5: Parents, family, community rights and responsibilities
States are to respect the parents and family in their child rearing function.

Article 6: Life, survival and development
The right of the child to life and the state's obligation to ensure the child's survival and development.

Article 7: Name and nationality
The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

Article 8: Preservation of identity
The obligation of the State to assist the child in re-establishing identity if this has been illegally withdrawn.

Article 9: Non-separation from parents
The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

Article 10: Family reunification
Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

Article 11: Illicit transfer and non-return of children
The State shall combat child kidnapping by a partner or third party.

Article 12: Expression of opinion
The right of the child to express his or her opinion and to have this taken into consideration.

Article 13: Freedom of expression and information
The right to seek, receive and impart information in various forms, including art,

print, writing.

Article 14: Freedom of thought, conscience and religion
States are to be respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

Article 15: Freedom of association
The child's right to freedom of association and peaceful assembly.

Article 16: Privacy, honor, reputation
No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to information and media
The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental responsibility
Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and neglect (while in family or care)
States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

Article 20: Alternative care for children in the absence of parents
The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption
States are to ensure that only authorized bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee children
Special protection is to be given to refugee children. States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled children
The right to benefit from special care and education for a fuller life in society.

Article 24: Health care
Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic review
The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26: Social security
The child's right to social security

Article 27: Standard of living
Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education
The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

Article 29: Aims of education
Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of minorities and indigenous children
The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practice his or her own language.

Article 31: Play and recreation
The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic exploitation
The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and psychotic substances
Protection of the child from their illicit use and the utilization of the child in their production and distribution.

Article 34: Sexual exploitation
Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, sale and traffic
State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other forms of exploitation

Article 37: Torture, capital punishment, deprivation of liberty
Obligation of the State vis-a-vis children in detention.

Article 38: Armed conflicts
Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and reintegration
State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile justice
Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the child in other instruments

Article 42: Dissemination of the Convention
The state's duty to make the convention known to adults and children.

Techniques for Classroom Discipline

Focusing—Direct Instruction--Monitoring--Modeling-- Environmental Control--Positive Discipline

1. Focusing: Be sure you have the attention of everyone in the classroom before you start your lesson. Don't attempt to teach over too much student talking. Speaking louder than students may work sometimes, but it also sets a tone of competition between students and teachers: you don't mind talking while they talk, you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They may get the idea that you accept their inattention and that it is permissible to talk during a lesson.

The focusing technique means that you will gain their attention before you start—that you will wait and not start until everyone has settled down. You should not do this by yelling at the students to get their attention, which is largely ineffective and reinforces disrespect in the classroom. Try waiting quietly until they focus their attention on you. Silence can be very effective. You can also count backwards to settle them down—this is very effective for getting students into their seats.

A soft-spoken teacher often has a calmer, quieter classroom than one who utilizes a very strong voice. Shouting or showing anger at the kids does not reinforce a positive student-teacher relationship.

2. Direct Instruction: Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he or she and the students will be doing for the period, even writing the schedule on the board. She or he may set time limits for certain activities.

An effective way to marry this technique with the first one is to include a little time at the end of the period for students to do activities of their choosing. The teacher is more willing to wait for class attention when he or she knows that there is extra time to meet her or his goals in class, and the students soon realize that the more time the teacher waits for their attention, the less time there will be for free time at the end of class.

3. Monitoring: The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress, keep them on task.

Once you have explained the task and checked to make sure the students understand, wait a minute or two before you start making your rounds to give them a chance to get started. In this way you will be able to see trouble areas and help them along. Students who are not on task or slow to start will get moving when they see the teacher approaching. Students will work well this way, and appreciate the personal and positive attention from their teacher.

4. Modeling: "Values are caught, not taught." (teach by example: embody what you want

to students to learn) Teachers who are courteous, prompt, enthusiastic, not afraid to make themselves look foolish, respectful of others, patient, and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

5. Environmental Control: Utilizing the classroom space well will make the lesson more enjoyable and accessible. Different students learn very differently, so make sure that you utilize visuals and bodily activities as well as more traditional types of learning. The situational English rooms can be distracting inasmuch as they create a fantastic learning environment, so learn how to best utilize the room to keep student attention on you when necessary and then to subsequently allow students to take full advantage of the learning space.

6. Positive Discipline: With the students, develop classroom rules that describe the behavior you want rather than focusing on the negative/what students can't do. Instead of "Don't speak Korean" use "Speak English all the time" etc. Let the students know that rules are expectations that are there in order for everyone to work together well and feel happy.

Make ample use of praise. When you see good behavior, acknowledge it with a smile and praise. Ignore inappropriate behavior as much as possible while setting a counter-example by reinforcing positive behavior. Try to reinforce positive behavior through praise more often than giving stickers, to minimize the sense of competition.

Some other tips to keep in mind…

Separate the action from the child. Kids act out for all kinds of reasons, usually because they crave attention, affection, or acknowledgement. Don't let your frustration with their actions lead you to characterize them as "bad kids." Remember that we don't always know what baggage they are bringing with them into the classroom, and our aim is to build them up rather than to reinforce their trouble areas.

Greet and respond to every child with friendliness. Kids are very sensitive to differential treatment, and in the EFL context teachers often bond more closely to the kids who speak better English, etc. We want to build their self-esteem and their sense of accomplishment, so make sure you have a bright and friendly demeanor with all students. Don't underestimate your impact on them. Don't you remember all the nice and not-so-nice things teachers said to you over the years?

Language Teacher Self-Evaluation

How is your performance in the language classroom? Here are some questions to ask yourself:

1. What is my approach to students? Am I confident, friendly and enthusiastic, or am I over-formal, tense or unconfident?

2. How does the class respond to me and the lesson? Do they participate well, or are they passive?

3. Do I speak in natural rhythm, intonation, pronunciation or do I use distort?

4. Do I repeat a new pattern sufficiently?

5. Do I ask questions to check comprehension?

6. Do I use body language well to help convey my meaning?

7. Do I use handouts and games as reinforcement of learning, or as a substitute for teaching?

8. Do I correct errors in structure and pronunciation enough, without diminishing student confidence?

9. Is the level of material I teach appropriate for my class?

10. Do I use concrete or illustrative material to ensure understanding, or do I give too much verbal explanation?

11. What function does writing have in my lesson? Is it a reinforcement of speech, or a substitute for oral activities?

12. Is the pace of my lesson lively, too fast, or dragging?

13. Do I make sufficient use of visuals and activities in my lesson?

14. Do I plan every lesson well before meeting with the class, and revise based on experience?

Common Mistakes of Native Speakers…watch out for these in the English classroom!

THERE, THEIR, THEY'RE

I went THERE last week. (place/location)

I went to see THEIR new house. (third person plural possessive)
This is THEIR first time in Korea. Jen and Sarah love THEIR room, and are enjoying their time living together.

THEY'RE going to watch the movie tonight. (THEY + ARE)

Where are Sarah and Katie? *They're in their room.* I wonder what they're doing right now? *They're probably watching the OC.*

YOUR and YOU'RE

"You're" is always a contraction of "you are." If you've written "you're," try substituting "you are." If it doesn't work, the word you want is "your." "Your" indicates the possessive…your book, your daughters, your hang-ups. Your writing will improve if you're careful about this.

If someone thanks you, write back "you're welcome" for "you are welcome."

"'S" and "Apostrophe S"

Apostrophe S denotes possession, whereas a singular's' indicates a plural.

The girls are watching TV. Yesterday I watched a bunch of kids playing games. Those

are Jamie's books. You should read that kid's diary…it's hilarious.

"IT'S" and "ITS"

The exception to the general rule that one should use an apostrophe to indicate possession is in possessive pronouns. Some of them are not a problem. "Mine" has no misleading "s" at the end to invite an apostrophe. And few people are tempted to write "hi's," though the equally erroneous "her's" is fairly common, as are "our's" and "their's—all wrong, wrong, wrong. The problem with avoiding "it's" as a possessive is that this spelling is perfectly correct as a contraction meaning "it is." Just remember two points and you'll never make this mistake again. (1) "it's" always means "it is" or "it has" and nothing else. (2) Try changing the "its" in your sentence to "his" and if it doesn't make sense, then go with "it's."

Single vs. Double Consonants

There is not always a systematic way to know when to use a double consonant in a word, other than memorization. We all make this mistake commonly, so please check your handouts etc. carefully.

i.e. Which is correct?
tomorrow or tommorrow
appartment or apartment
commitment or commitment

EFFECT/AFFECT

There are four distinct words here. When "affect" is accented on the final syllable (a-FECT), it is a verb meaning "have an influence on": "The million-dollar donation from the industrialist did not affect my vote against the Clean Air Act." A much rarer meaning is indicated when the word is accented on the first syllable (AFF-ect), meaning "emotion." In this case the word is used mostly by psychiatrists and social scientists—people who normally know how to spell it. The real problem arises when people confuse the first spelling with the second: "effect." This too can be two different words. The more common one is a noun: "When I left the stove on, the ***effect*** was that the house filled with smoke." When you ***affect*** a situation, you have an ***effect*** on it. The less common is a verb meaning "to create": "I'm trying to ***effect*** a change in the way we purchase widgets." No wonder people are confused. Note especially that the proper expression is not "take affect" but "take effect"—become effective. Hey, nobody ever said English was logical: just memorize it and get on with your life.

The stuff in your purse? Your personal ***effects***.

STATIONARY and STATIONERY

Stationary with an "A" means to be stopped, to be at a standstill, etc. Stationery with an "E" refers to the paper you write a letter on, envelopes, etc. At SNET we have a STATIONERY Store.

English vs. english

English is a proper noun and thus should pretty much always be capitalized.

WHOSE and WHO'S

This is one of those cases where it is important to remember that possessive pronouns never take apostrophes, even though possessive nouns do (like it's/its). "Who's" always and forever means only "who is," as in "Who's that guy with the droopy moustache?" or "who has," as in "Who's been eating my porridge?" "Whose" is the possessive form of "who" and is used as follows: "Whose dirty socks are these on the breakfast table?"

Wanna learn some more? Check out this webpage:
http://www.wsu.edu/~brians/errors/errors.html#errors

**********Contract, SNET and Company policies come first than this manual**********