



EPIK-SEOUL ATTACHMENT FORM INSTRUCTIONS

Instructions for the Fall 2012 EPIK- Seoul Attachment Form

EPIK is pleased to be working in conjunction with the Seoul Metropolitan Office of Education (SMOE) to assist with the recruitment of teachers. Applicants who are interested in working and living in Seoul should completely fill out the General EPIK application form as well as the EPIK-Seoul Application Attachment Form. To apply for EPIK-Seoul, applicants should also prepare a lesson plan for an English or ESL classroom.

To apply for EPIK-Seoul, applicants must be at a **Level G** salary. This requires at a minimum one of the following: (1) A Bachelors degree in Education or; (2) A Bachelors degree in English, English Education, English Literature, or Linguistics or; (3) A Bachelors degree in any discipline plus one full year of teaching English or; (4) A Masters degree in any discipline or; (5) A currently valid elementary or secondary teachers certification or; (6) A TESOL/TEFL or English Teaching Certificate comprised of a minimum of 100 course hours. If you do not qualify, please do not apply for EPIK-Seoul. Applicants who are taking an English certificate (e.g., TEFL/TESOL/CELTA) or planning to take a course may apply, but they must finish the course by **July 20th, 2012**.

Applicants not interested in working in Seoul should not fill out the EPIK-Seoul Attachment.

Instructional Notes for Page S-1 of the Spring 2012 Application Form	
Seoul Metropolitan Office of Education Information	Applicants applying for a position with the Seoul Metropolitan Office of Education (SMOE) must submit this form and the required lesson plan along with the EPIK Fall 2012 Application Form. Please remember that successful applicants are not allowed to select specific areas or districts within Seoul.
⑩-1 Identification	Please complete all applicable fields. All entries should be typed and filled completely. → <i>Passport Number</i> : Fill in your complete passport number and relevant information. → <i>Driver's License</i> : If applicable, fill in your driver's license number and relevant information. If you do not have a driver's license, write "Not Applicable."
⑩-2 Preference for	In numerical order (1 being most preferred), list which type of school best



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<p>Type of Educational Setting</p>	<p>matches your strengths.</p> <p>→ <i>Educational Setting</i>: Note that Provincial/Metropolitan Offices of Education try to place successful applicants according to their suitability and strengths, however, there is much variation of availability between provinces, and the type of educational setting cannot be guaranteed in advance. Applicants must be flexible.</p> <p>→ <i>Educational Settings</i>: For reference, primary school includes grades 1-6; middle school includes grades 7-9; and high school includes grades 10-12.</p> <p>→ <i>Global High School</i>: The Global High School teaches the majority of classes in English. SMOE requires that teachers at the Global High School to have at least a Masters degree or a Teacher's Certification/License in a subject area (e.g., certified Social Studies teacher) and at least one year of full time teaching experience. Positions are very limited.</p> <p>→ <i>Seoul English Center</i>: There are two types of positions available at the Seoul English Center: a Student Trainer (comparable to a Guest English Teacher's role in a regular school) and a Teacher Trainer (responsible for training Korean English Teachers). A Student Trainer at the least must have obtained a Level G qualification. A Teacher Trainer at the least must have a Level G qualification and one full year of teaching experience. Positions are limited, and the Seoul English Center is located in Gyeonggi province.</p> <p>→ <i>Seoul Education Training Institute</i>: Teachers working at the Seoul Education Training Institute (SETI) must have at least a Masters, preferably in English Education or Education, and experience with curriculum design and at least one year of teaching experience. Residence is offered on the SETI campus. Positions are limited.</p>
<p>⑩-3 Recommendations</p>	<p>Check "Yes" or "No."</p> <p>→ <i>First-Come, First-Serve</i>: Applicants' files must be complete to be recommended to the Seoul Metropolitan Office of Education, and applicants are recommended on a first-come, first-serve basis. EPIK will not reserve positions for applicants.</p>
<p>⑩-4 Document Submission</p>	<p>Check "Yes" or "No."</p> <p>→ <i>Document Submission</i>: EPIK will not recommend incomplete files with missing documents or mistakes. Before making a recommendation to the Seoul Metropolitan Office of Education, EPIK will conduct a thorough assessment of all documents.</p>
<p>⑩-5 School Location</p>	<p>Check "Yes" or "No."</p>



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	<p>→ <i>School Placement:</i> School placement information is not available until arrival in-country.</p>
⑩-6 Commuting	<p>Check "Yes" or "No."</p> <p>→ <i>Commuting:</i> Depending upon housing availability and school location, applicants may need to commute up to 60 minutes. Housing is secured by the individual's school, and EPIK cannot provide housing or school details before arrival.</p> <p>→ <i>Public Transportation:</i> Regardless of placement, public transportation is excellent in Korea, and applicants should not have difficulty using public or private transportation.</p>
⑩-7 Salary Level	<p>The SMOE pay scale can be found on the EPIK and SMOE salaries page (click here to view salaries). Please check the pay level that you currently qualify for and the level you expect to qualify for when you begin the SMOE contract. Note that applicants must qualify for Level G or above by the start of their contract.</p> <p>→ <i>Salary Note:</i> Applicants may apply for the program and secure a position as a Salary Level H (Entry Level) teacher, but they must meet the necessary criteria to be a Level G by arrival and contract start date. SMOE will not hire Level H teachers. For reference, a Level G teacher must meet one of the following requirements: (1) A Bachelors degree in Education or; (2) A Bachelors degree in English, English Education, English Literature, or Linguistics or; (3) A Bachelors degree in any discipline plus one full year of teaching English or; (4) A Masters degree in any discipline or; (5) A currently valid elementary or secondary teachers certification or; (6) A TESOL/TEFL or English Teaching Certificate comprised of a minimum of 100 course hours.</p> <p>→ <i>Level G Qualifications:</i> If an applicant expects to qualify for a Level G salary by taking a TEFL/TESOL/CELTA course, the course must be completed by January 20, 2012 and digital certificates and/or original certificates must be submitted before arrival. Teachers must present the original certificate during the Orientation.</p> <p>→ <i>TEFL/TESOL/CELTA certificates:</i> If an applicant expects to qualify for a Level G salary by taking a TEFL/TESOL/CELTA course, they must provide either proof of enrollment (e.g., letter or email from course instructor confirming enrollment) or the completed certificate upon document submission after a successful interview.</p>
⑩-8 Military Service	<p>If applicable. Answer this question only if you are a male citizen of the Republic of Korea under the age of 35.</p>



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Instructional Notes for Page S-2 of the Spring 2012 Application Form

18-9 Lesson Plan

SMOE requires all applicants to submit a lesson plan along with their application. Please use the sample template provided to assist you with your lesson plan. Lessons plans will be assessed according to style, content, form, and viability. They should be age-appropriate and written for an ESL/English class. For your assistance, we have attached a Lesson Planning Tips Guide to these instructions. Lesson plans must be a minimum of 2 pages, single-spaced.



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A Guide to Lesson Planning

This is meant to be a concise statement of what you will need to think about for each stage of a lesson plan while you are putting it together. As you can find many examples of excellent lessons through your own research, this will be a general statement and discussion on the lesson planning process.

I. On Lesson Plan Template

The first parts of this section on the template Date, Unit (Title), Grade (No. of Students) will be largely self explanatory, so only brief mention will be made of 'Unit (Title).'

- **Unit**

For a particular topic, you should be planning (approximately) five different lessons, so the 'unit' or theme should be the same over those five lessons, e.g. 'Fruit', 'Transportation', 'Sports', etc.

The remaining three items in this section, 'Objectives', 'Key Expressions', and 'Teaching Aids/Materials' will require a little more explanation:

- **Objectives**

It is in this section where you must describe the *skills* that a student should have by the end of the lesson. Of course, whether or not every student will grasp the objectives is another story, but you must list the goal(s). For example, you might put, "By the end of the lesson, students should be able to identify items on a menu and order a meal."

- ◆ Make sure that your objectives are about *conversation* not *memorization*! It is not a good objective to have simple vocabulary as the only target, e.g. "By the end of the lesson, the students will know the names of fruit in English." This could be a beginning, but it would have to be followed by a contextual skill for that vocabulary, e.g. "By the end of the lesson, the students will be able to tell each other their favorite fruit."

- **Key Expressions**

Here, you would list the *main* phrases that the students should, at a minimum, master during the lesson. For the 'Objectives' examples above, an example might be, "I'd like ..., please." Or, "My favorite fruit is ..."

- ◆ The important thing here is that you don't write your key phrases in your objectives. The objectives are the context within which the key expressions would be used.

- **Teaching Aids/Materials**

Anything that you will use in the course your lesson should be listed here. Are you going to use a text, a worksheet, video, something from the internet? Write it down and *list where you got* and *where you can find it again*. Knowing how to access your materials again (especially if you need a URL) is pivotal to the flow of your lesson and it will also help any future teachers who teach it.

II. Introduction

The Introduction to your lesson will consist of, Greetings & Warm-up, Review, Class Arrangement and Presentation of Objectives.



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- **Greetings and Warm-up**

This isn't just a space for you to write 'Hello' or 'How are you?' It's from this point where you set the entire lesson. Again, in line with the example of 'Objectives' and 'Key Expressions' above, your 'greeting' could be, "Hi, class. Do you know my favorite fruit? What do you think it is?" Or you can start the class off with a fun game to warm up the class. Engaging a class, getting them to think right away, and giving them the focus of the lesson is what you should try to do in the greeting.

- **Review**

This could be an interactive question/answer about what you did with the students last class, or it could be accomplished by showing the students some of the material that you used last class to spark their memory. Most importantly, you should review what is *linked* to the material that you will cover in the current lesson. Even if you're moving from 'fruit' to 'vegetables', you could still show them the flashcards from the former class and ask, "Do you like fruit?" and follow it with, "What food *don't* you like?" to lead into vegetables.

- **Class Arrangement**

Will the students need to be in groups, pairs, or threes? Or, will you need to put something special on the board or walls; something on the video screen, perhaps? This is where you would list the use of any aids/materials that will be placed around the class, too.

- **Presentation of Objectives**

This can be done in many different ways, but it's important that students know what they are going to accomplish so that they are prepared to learn. A common spot on the black board that always has, "Today we will..." for the students to see what they'll be doing, or a Power Point slide of the day's 'Key Expressions' to which the students can continually refer is acceptable. It's even acceptable to elicit the objectives from the students to present them: After a review, asking, "So, what do you think we're going to do today?" (with a little prompting) will often result in the students outlining for each other what they are going to work on.

III. Development

The Development of your lesson is the most student centered part of the process. Therefore, all the activities must be *what the students are going to do*. The teacher will definitely need to facilitate the activity, but they must also stand back and let learning happen between the peer groups of the class.

Will the students do a mill drill – an activity where class members must move around the class speaking to other class members on a certain topic – or will they play Go Fish with flashcards matching the topic of the day? Will they act out a sport, or recite a recipe for the rest of the class to guess what they're playing/making? Will they have to do a running dictation – going in and out of the class individually to listen to a cassette for a limited amount of time to come back and tell their group so the whole script can be recited by the entire group once all the members have put it together – or will they create a sketch? This is where you write it all down.

It might be the case that one activity is sufficient. For example, a game of Go Fish can be a lengthy process, but if the first activity you have planned is a mill drill, a class of thirty-five (an average Korean class size) will exhaust a short dialogue in about ten minutes, so make



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sure you have an idea of how long an activity will last so you are prepared to use as many activities as necessary to reach your lesson objectives.

IV. Conclusion

The three parts of the Conclusion, Summary, Evaluation of Objectives and Closing would be as follows:

- **Summary**

A good idea here is to go back to your 'Presentation of Objectives' portion of the lesson and repeat what was done here. If it's on the board or a Power Point slide, the students should be able to say what the 'Key Expressions' were and identify what was achieved with an appropriate prompt, e.g. "What's your favorite fruit?" for the student to respond, "My favorite fruit is...".

- **Evaluation of Objectives**

Moving on from the 'Summary', once the students have re-visited the day's objectives, they should be able to demonstrate that they have reached your objectives by performing the dialogue, identifying one of the cards from their game of Go Fish (and then asking for it the way they would have in the 'Development'), or reporting what the other groups showed them in a game of charades about, for example, *My Favorite Sport*, saying, "My favorite sport is ... and group one's favorite sport is ..."; and so on .

- **Closing**

Just as 'Greetings' isn't about 'Hello', the 'Closing' isn't about 'Good-bye'. This is the most important part of your *next* lesson because it is here where you let them know what you'll be doing in the next class. After praising the students for their performance in the 'Summary' and 'Evaluation of Objectives', you should tell them that next class they'll be continuing with more work on the day's topic, or that they'll be moving on to something different. If it is different, now would be a good time to see how much prior knowledge that your students have by eliciting some of the vocabulary you might be using. Saying that you'll be looking at transport and getting them to list, 'car', 'plane', 'train', is a good finish and good preparation.