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Korean Flagship Times

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Scott Hutchison-MA Cohort 5



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Korean Language Flagship Center

Center

Ho-min Sohn,
Director

Graham Crookes,
SLS Advisor

Mee-Jeong Park,
Recruitment Advisor

Lydia Chung,
Program Officer

Undergraduate Program

Sang Yee Cheon,
Coordinator

Sumi Chang,
Instructor

Teaching Assistants
and Tutors

Graduate Program

Dong-Kwan Kong,
Coordinator

Overseas Program

In Bum Kang,
Coordinator

Instructors

Current Students

Undergraduates

Cohort 2: David Cho, Clarice Chun,
Ki Jung Kim, Wonkyoung Kim

Cohort 3: Stacey Cha, Jungyun Ha,
Rona Jung, Daniel Kim, Joshua
Nam, Dan Bee Suh, Erin Yoo, Ah
Reum Park

Cohort 4: Alexander Benton, James
Chung, Michelle Ko, Joan Lee,
Joseph Michaels, Kortne Oshiro-
chin, Jae Kwon Sutton

Cohort 5: Emily Boyd, Juann Choe,
Troy Chong, Dean Jagusiak,
Soyoun Joo, Hyogyeom Kim, Janal
Kim, Steve Kim, Jessica Lee, Tyler
Miyashiro, Misun Nakama, Sehun
Nakama, Elliot Oh, Michael Puzon,
Dominique Tosatto, Keoni Williams

Graduates

Cohort 6: Terris Brown, Sean Daly,
Alexandra Hager, Gloria Kang, Cody
Thiel, Taheera Virani, Grayson
Walker, Eunice Yum

The following chart features organizations in Korea and the US that offer internships to students with critical language skills.

| Internship Opportunities in Korea | Internship Opportunities in the US |
|--|--|
| Basket and Sponge Project in Asia | Bureau of Alcohol, Tobacco, and Firearms |
| Bae, Kim & Lee LLC | Bureau of Labor Statistics |
| Cheil Worldwide | Bureau of Land Management |
| Citizens' Alliance for North Korean Human Rights | Bureau of Reclamation |
| The Daily North Korea (newspaper) | Central Intelligence Agency |
| East Asia Institute | Coast Guard |
| Educational Broadcasting System (EBS television) | Defense Intelligence Agency |
| Eugene Bell Foundation | Defense Logistics Agency |
| Green Korea | Dept. of Agriculture |
| Hankyoreh (newspaper) | Dept. of Commerce |
| Hankyoreh Foundation for Reunification | Dept. of Energy |
| HOLT Children's Services inc. | Dept. of Health and Human Services |
| Ilmin International Relations Institute | Dept. of Housing Development |
| Institute for Far Eastern Studies | Dept. of Interior/USGS |
| Korea Chamber of Commerce and Industry | Dept. of Justice |
| Korea Institute for National Unification | Dept. of State |
| Korea Institute of Defense for Analyses | Dept. of Transportation |
| Korea International Cooperation Agency (KOICA) | Environmental Management |
| Korea Trade-Investment Promotion Agency | Environmental Protection Agency |
| Kyobo Securities | Executive Office for US Attorneys |
| Legal Research Institute | Federal Deposit Insurance Corporation |
| National Assembly of the Republic of Korea | Federal Emergency Agency |
| National Human Rights Commission of Korea | Fish and Wildlife Service |
| Overseas Koreans Foundation | Foreign Agricultural Service |
| Scranton Women's Leadership Center | Mine Safety and Health Administration |
| Seoul Broadcasting System (SBS television) | National Agricultural Statistics Service |
| Teen News | National Labor Relations Board |
| Yeoinchisa: Women's Human Rights Defenders | Natural Resources Conservation Service |
| KBFD-television station | National Security Administration |

KLFC Faculty News

TPM Workshop

Thursday,
January 10, 2013

@ 3pm~4pm
Moore Hall 258



Dr. Seok-Hoon YOU
*Professor of Linguistics,
Korea University*

In January, KLFC hosted the Team Protocol Method (TPM) Workshop at the University of Hawaii. This was a joint effort between the University of Hawai'i at Mānoa, Korea University, and Harvard University. This workshop demonstrated and trained faculty in utilizing the TPM methods in their classroom. The TPM has been implemented for group discussion sessions of subject course(s) mediated in English in EFL setting to stimulate and encourage students to be more actively and voluntarily involved in the discussion.

HALT Conference



KLFC participated in the 27th Annual Hawai'i Association of Language Teachers (HALT) Conference. The KLFC met with local language instructors and prospective Korean Language Flagship Students. KLFC instructor, Sumi Chang also presented on "Incorporating the National Standards 5C's in advanced L2 listening comprehension: Using reading as a pre-listening task."

Korean/Engineering Dual Degree



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KLFC, LLL Dean's office, the Dean's office of the College of Engineering, and the Vice Chancellor's office have developed a Korean/Engineering Dual Degree program and are currently in the first stages of recruitment for the program.

Welcome



KLFC welcomes our newest program officer, Lydia Chung.

HI Language Roadmap Initiative



Several KFLC faculty attended the Hawai'i Language Roadmap Initiative sponsored by The Language Flagship on March 13, 2013. The Language Roadmap Initiative seeks to assess the demand for language proficient professionals. Representatives from businesses, organizations, academia, and government agencies gathered to discuss possible short and long-term solutions to build a multilingual workforce. Senator Daniel Akaka was also honored with a special award for his contributions to language education.

2013 Language Flagship Annual Meeting



Dr. Sohn, KLFC faculty, and KFOP faculty from Korea University attended the 2013 Language Flagship Annual Meeting at the University of Mississippi in Oxford, Mississippi. Dr. Sohn led a session with Dr. Carl Falsgraf presenting on the topic "Institutionalizing Flagship Practices: Korean Flagship case"

Korean Language Class at Roosevelt High School



As part of KLFC's K-12 Initiative, KLFC has been teaching Korean classes at Roosevelt High School. This is the only program in the Hawaii Department of Education that provides Korean language education at the K-12 level. The classes have been taught since 2010 and since July 2012, Rachel Nam (BA Flagship Cohort 1 graduate) has taught the classes. We have seen a continuous increase in enrollment with 63 students signed up for this Fall.

UH Mānoa Events

Tutor-Tutee Mixer: Jan 11



The KLFC Tutor-Tutee Mixer on January 11 allowed students to meet their tutors and also familiarize themselves with the Tutoring Guide. Each student worked closely with their tutors throughout the semester for a couple hours per week receiving one-on-one attention for areas of improvement.

HI-5 Recycling: March 3 & April 25



On March 3 and April 25, Korean Flagship students volunteered to clean out and redeem the recyclables for cash. Started by Grayson Walker (MA Cohort 6) the HI-5 Recycling Project for KLFC has already collected over \$50. The two bins are located near the Moore Hall and the KLFC offices (temporary portables).

Korean Culture Day: March 15



Sponsored and supported by the Korean Language Flagship Center, College of LLL, EALL, Center for Korean Studies, and Palama Supermarket the annual UH Mānoa Korean Culture Day was successfully held on March 15. Traditional music (*samul nori* or percussion), games (*konggi* or jacks, *chegich'agi* or hackysack, *ttakchi-chi'gi* or slap match), activities (*Sŏye* or calligraphy and trying on the traditional costume *hanbok*), talent show and food were available for all participants to enjoy. In addition, prizes were awarded to participants who completed 6 activities.

110th Anniversary of Korean Immigration of Hawaii: January 13



The Korean Language Flagship Center's students and faculty attended the 110th Anniversary of Korean Immigration to Hawaii on January 13, 2013. This banquet recognized nine second generation Koreans who have contributed to making a richer and more multicultural Hawaii. It was followed by a book premiere highlighting ten essays written by second and third generation Koreans. The night ended with a special *P'ansori* performance by Professor Chan E. Park.

Tutor-Tutee End of Semester Mixer: April 25



Students were able to express their gratitude and farewell to their tutors on April 25th at the Tutor-Tutee End of Semester Mixer. Students, tutors, and faculty all enjoyed a delicious bowl of black-bean-sauce noodles *Tchajangmyŏn* (짜장면).

End of Semester Ceremony: May 3

This semester we said our farewells to four BA Flagship graduates, five MA Flagship graduates and seven students going to Korea for the overseas component.

BA: Christina Kawai, Anna Lee, Ah Rheum Park

MA: Scott Hutchison, Emily Kessel, Kyndra Love, Aaron Miller, He Jin Park

Overseas: James Chung, Joseph Michaels, Kortne Oshiro-Chin, Juann Choe, Tyler Miyashiro, Elliot Oh, Michael Puzon



Korea University Events

Orientation: January 28



In January 2013, MA Cohort 6 traveled to Korea for the one-year overseas component. The program started with an Orientation on January 28.

Special Lecture: February 13



Professor Ho-chol Choe (Dept. of Korean Language and Literature, Korea University) gave a special lecture on the "Comparison of North Korean Language" on February 13 to KLFC students.

Field Trip: January 28



Students went on a field trip during their Winter Intensive session to learn about Ich'on ceramics. Students were able to make their own and learned about Korea's traditional ceramics. Afterwards, students enjoyed a delicious traditional meal.



End of Winter Intensive:



Students enjoyed a hearty Korean-style BBQ dinner after completing the very rigorous Winter Intensive session.

Special Lecture: March 29



Professor Keun-Sik Kim from the University of North Korean Studies gave a special lecture to KLFC students on March 29.

Language Partner: March 27



Students played games and enjoyed refreshments with their language partners and course partners at the annual Language Partner Gathering.



KLFC Student Submissions



OPI

Danica Lim (BA Cohort 1 graduate)

The ACTFL OPI (Oral Proficiency Interview) is an integral part of successfully completing the BA Flagship Korean Program. This telephone interview is used to assess an individual's functioning ability in a foreign language, and determines the final proficiency level as one graduates from the program. Even if you feel confident about your language ability, I find that it is still important to prepare; and like most tests, I think the OPI also requires some test-taking skills.

If you have an OPI coming up, the first and foremost thing, of course, is to prepare. To prepare for my OPI, I gathered all the important topics we covered in class (such as Korea's low birth-rate problem) and briefly outlined the problem, cause, and possible solution for each. The tester may ask you to comment on certain controversial topics such as capital punishment and privacy laws, so I found it helpful to do some basic research into them so if I'm asked to comment on them, I will at least have one important point to build my case on. It is also important to look into current events to find out the hot issues of the week, month, etc. Also, if you are taking the OPI during a presidential election, or even during the time Psy is taking over the world with his Gangnam Style, you should be prepared to comment. When commenting on topics like pop stars, however, be sure to do some level of analysis by looking at the bigger picture of the K-pop boom and its impact on Korea and how Korea is perceived globally.

Preparing for the kind of topics mentioned above should help you answer higher-level questions prepared by testers, but no matter how well you prepare, you may find yourself stumped by offbeat questions during the interview. I had an interviewer once who prompted me to talk about a recent Korean drama I watched. Sounds easy enough, but I genuinely couldn't think of one that I watched from beginning to end so I actually ended up stuttering through an incoherent plot until the tester suggested moving to a new task. This was especially disappointing because I felt that I was proficient enough to complete this task. I realized after-the-fact that I had a problem with how aptly I can overcome moments of crises.

The testers are assessing our ability to outline the basic storyline and describe main characters. I didn't need the complete

picture, and there was no need for me to get so flustered. I could have laid out the plot up to the point I watched, and then just finish it off with how I think the story will end and how I predict the relationship between the characters will develop. In the same way, if you are asked to describe the items in your room and you find that all the interesting furniture are in your living room... who is to know? The important thing is to showcase your proficiency. I think a certain level of flexibility can be a very useful tool in successfully completing the OPI. With preparation and "crisis management" skills, I hope future BA students will all be able to do well and achieve their target scores.

OPI

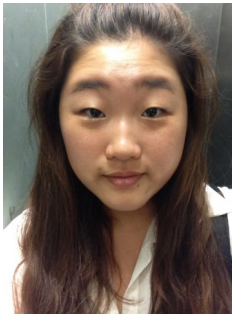
임이슬 (학부 1기)

ACTFL OPI는 외국어 회화능력을 평가하는 시험으로서, 성공적인 BA 플래그십 프로그램 수료에 있어서 아주 중요하다고 볼 수 있다. 우리가 봐야 하는 전화 인터뷰 형식의 이 시험은 한국어 구사력을 테스트하고 있으며, 플래그십을 졸업할 때의 최종 언어능력 성적을 측정하기도 한다. 하지만 조심해야 할 것은, 아무리 본인의 언어구사력에 자신이 있어도 이 시험을 보기 전에는 꼭 준비를 해 가는게 많은 도움이 된다고 생각한다. 대부분의 시험과 다를 것 없이, 이 시험도 약간의 전략이 요구되는 것 같다.

OPI 시험을 치뤄야 할 학생들은 시험준비에 신경을 써주는 게 좋을 것 같다. 나는 OPI 시험준비를 위해 여태까지 수업에서 배웠던 주제들 (한국의 저출산 문제 등)을 모아서 간략하게 문제, 원인, 해결방안 식으로 정리를 해봤다. 테스터가 준비한 주제 중에서도 사형제도, 사생활 보호법 등 논쟁의 여지가 있는 주제 대해 나의 의견을 물어볼 수 있기 때문에, 자주 나올 법한 주제들을 선별해서 간단한 정보 수집을 해두는게 실제로 도움이 많이 될 것 같다. 더불어, 근래에는 어떠한 일들이 이슈가 되고 있는지도 알아두면 좋을 것 같다. 특히, 시험 중 대선에 대한 얘기가 나오던, 강남스타일로 세계를 뒤흔든 가수 사이에 대한 얘기가 나오던, 입을 떼지도 못하는 상황이 벌어지지 않게 준비를 해야한다. 또 알아두면 좋을 것은, 케이팝문화와 같은 주제에 대해 말을 할 땐 큰 그림을 보는 것을 잊지 말고 어느 정도의 분석도 함께 해 주는 것이 좋을 것 같다.

예를들면, 케이팝붐이 한국에 주는 영향이나 이로인한 국가

이미지향상 효과에 대해 얘기할 수도 있을 것 같다. 이러한 주제들을 준비하는 것도 중요하지만, 아무리 준비를 한다 해도 OPI 인터뷰 도중 말이 잘 안나오는 경우가 있다. 나는 한번 테스트가 최근에 본 한국드라마에 대해 얘기를 해 보라고 한 적이 있었다. 하지만 그때 즈음에는 처음부터 끝까지 본 드라마가 없었고, 그 순간 당황을 해 버리는 바람에 버벅거리기만 하다가 다음 주제로 넘어가게 되었다. 그 당시 난 드라마 내용은 충분히 설명할 수 있는 수준이었다고 생각했기 때문에 더욱 아쉬움이 많았었다. 그리고 시험이 끝난 후에 나는, 이러한 당황스러운 상황에 침착하게 대처할 수 있는 위기 대처능력이 부족했다는 것을 깨달았다. 이런 과제는 우리가 드라마 줄거리 설명이나 등장인물 관계 등을 설명할 수 있는 능력을 간단하게 알아보기 위해 있는 것 같은데, 처음부터 끝까지 본 드라마가 아니었어도 상관이 없었고, 그렇기에 난 전혀 당황할 필요가 없었다. 내가 실제로 본 시점까지의 줄거리를 침착하게 얘기하고 그 뒤는 내가 예상하는 결말이나 등장인물들의 관계가 어떻게 풀릴 것 같은지에 대한 얘기를 할 수도 있었다. 같은 맥락으로, 만약 나의 방의 생김새나 방 안에 있는 사물들을 묘사하라는 과제가 주어졌는데, 혹은 잘 설명할 수 있는 가구들은 모두 거실에 있다고 생각되면, 당황하지 말고 방 안에 있는 가구를 설명하는 것처럼 능청스럽게 대처하는 것도 좋을 것 같다. 이 시험의 요점은 자신의 회화능력을 보여주는 것에 있다. 때문에 융통성있게 각 과제들을 수행하는 것도 OPI 시험에 큰 도움이 될 수 있다고 생각한다. 충분한 준비와 대처능력으로 앞으로의 BA 학생들이 모두 OPI 시험을 잘 볼 수 있었으면 좋겠다.



Dan Bee Suh (BA Cohort 3)

Dan Bee's Diary: Life in Korea

Today's weather is very cloudy and rainy. I will be graduating from Korean Flagship program pretty soon but before graduation I wanted to write my story in the Korean Flagship newsletter so here I am typing away. Is the 'typing away' phrase something that will come out in any other writings? Oh well. My writing is a little different from my fellow friends' that have already been published in the newsletter. I will be writing my story like writing a diary. It might seem like I am writing in any way but I hope the readers can see it's not. I tried to organize my days in Korea. It's been almost a year since coming out to Korea to study. Last year, around this time I was getting ready to go to Korea but now I am getting ready to go back to Hawaii. Thinking about it a year has passed in a blink of an eye. However, the four distinct seasons in Korea made me feel that I was actually in Korea and made it seem like the time was going by slowly. When I first came to Korea, it was already summer and just by standing outside it was very sticky and hot that I was sweating. Korea's coffee shops helped me overcome the heat. I can say during summer time in Korea, the coffee shops are almost like heaven. I also remember Korea's transportation giving me a new kind of culture shock. It seemed like it was normal for Koreans getting on the bus or subway to push or get pushed. In the beginning, using the transportation was uncomfortable and scary but now like any other Korean I got used to pushing or getting pushed. In other words, I became well-adjusted to the Korean concept of space which is regarded as being shared than individualistic. When I first arrived in Korea, I was very addicted to *sundae* and huppa (pig sausage and lung). From time to time, I did eat *sundae* in Hawaii but it was rare to eat pig's liver and lungs. So during the whole summer, my roommate and I enjoyed eating the delicacies of *sundae* lungs almost everyday. Thinking about what I enjoyed, the movie theater popped in my head. There are no relation to lungs and movie theater but those two are something I enjoyed in Korea. I never went to the movie theater by myself in Hawaii but in Korea I can watch 2 movies a day. The reason for that is because in Korea the seats are assigned and to get good seats you have to make reservation. I would make reservations for my friends and during the waiting time I would go watch another movie. The only bad part is that my butt gets sore from seating down for too long. The most touching movie that made me into a cry-baby was "Miracle in Cell No. 7", a movie about a mentally



challenged man falsely charged for murder and his love for his daughter. It was the first time I ever cried out loud at a movie theater. This movie made me realize how a movie can make someone feel so much pain it felt like my heart was breaking. Also through the movie I saw how the society was.

While I was getting used to the life in Korea it was time to take the Test of Proficiency in Korean (TOPIK) exam. Few days before the exam, I wasn't feeling well and on the day of the exam my condition wasn't great either. I was very confused when we had to take the exam in pen because in Hawaii all the exams were taken in pencil. I made some mistakes in the first portion of the exam but in the second portion, I realized my mistake and fixed it. I think I did all right and now I am just waiting for the results. After the midterms and TOPIK exam was over we went on a graduation trip to *Cheju* Island. Arriving in *Cheju* made me think more about Hawaii and miss home. We went on a trip for 2 nights and 3 days but it seemed like we were there for more than a week. It was nice to spend time with the teachers and friends. I felt like I made some unforgettable memories there. Also seeing the ocean and mountains made me want to come back to *Cheju* when I get the chance to. I want to stay at the same pension we stayed at and rent a moped to tour around freely on my own. *Cheju* Island wait a little bit! Dan Bee's coming! There are more exciting stories to tell but I will stop here for now and start getting ready to write my final essay to graduate.

단비의 일기: 한국 생활 제1편

서단비 (학부 3기)

오늘 날씨는 매우 흐리고 비가 온다. 이제 곧 한국어 플래그십 졸업을 앞두고 졸업 전에 한 번은 한국어 플래그십 잡지에 내 글을 실어야겠다는 생각으로 펜을 들어 본다. '펜을 들어 본다' 같은 문구는 다른 글에서 뻔히 나올 법한 멘트였나? 하여튼 내 글은 다른 친구들과 달리 일기를 쓰듯이 쓸 예정이니 내가 너무 편히 글을 써도 내가 생각 없이 쓴 글이 아니라는 것을 알아 줬으면 한다.

그럼 한 번 내 한국 생활을 정리해 보았다. 내가 한국에 공부하러 나온 지도 거의 1년이 다 되어 간다. 작년 이맘 때 즈음에는 한국에 가기 위한 준비를 하고 있었지만 지금은 하와이로 돌아갈 준비를 하고 있다. 그러고 보니 1년이 눈 깜짝할 사이에 지나간 것 같기도 하다. 다만 한국의 4 계절 날씨야 말로 내가 정말 한국에 있다는 사실을 잊지 않게 해줬고 시간이 느리게 간다는 생각도 들게 했다. 내가 처음 한국에 나왔을 때는 벌써 뜨거운 여름이었고 밖에 가만히 서 있어도 땀이 날 정도로 날씨가 끈적이고 더웠다. 한국의 커피숍들이 내 더위를 달래주고는 했다. 냉방이 잘

된 여름철 한국의 커피숍은 거의 천국이라고 말할 수 있다. 다음으로 한국의 대중교통은 나에게 신선한 문화 충격을 준 것으로 기억한다. 사람들이 버스나 지하철을 타려고 밀고 밀리는 일은 당연한 일인 것처럼 보였다. 처음에는 대중교통을 이용하는 것이 불쾌하고 두려웠지만 이제는 나도 다른 사람을 밀고 밀리는 일이 익숙해졌다. 즉, 공간은 개인 것이라는 서양개념보다는 공간은 대중이 함께한다는 한국의 공간개념에 편해진 것이다. 그 다음으로 처음 한국에 왔을 때 내가 빠져있었던 음식은 순대와 허파였다. 하와이에서도 종종 순대를 먹기는 했지만 순대나 간, 혹은 허파를 먹는 것은 드물었다. 그래서 여름 내내 거의 매일 같이 룸메이트와 순대와 허파를 즐겨 먹던 기억이 난다. 허파를 즐겨 먹던 기억을 하니 갑자기 생각나는 것은 영화관이다. 허파하고 영화관은 아무런 관련이 없지만 내가 한국에 와서 즐겼던 것이다. 하와이에서는 혼자 영화관에 가서 영화를 본 적이 없었는데 한국에 나와서는 하루에 두 편도 보고 들어가고는 했다. 그 이유는 자리가 배정되기 때문에 미리 영화관에 가서 친구들과 볼 영화를 예매해야 좋은 자리에 앉을 수 있고 남은 시간에는 그 앞에 상영 되는 영화를 보기도 했기 때문이다. 나는 영화를 좋아해서 첫 학기에는 시간이 될 때마다 영화관에 가고는 했지만 문제는 너무 오래 앉아있어서 엉덩이가 아프고는 했다는 사실이다. 내가 한국에 나와서 본 영화들 중에 가장 감동적이고 나를 울보로 만들었던 영화는 "억울하게 누명을 쓰고 교도소에 수감된 지정장애인 수감자와 그의 딸이야기를 담은" '7번방의 선물' 이었다. 내가 영화관에서 영화를 보면서 폭풍 울음을 터뜨린 것이 처음이어서 새로웠다. 그리고 이 영화를 보면서 영화가 사람의 마음을 속이 터지도록 아프게 만들 수 있다는 것을 느꼈고, 또 한국 영화를 통해서 사회가 어떻게 돌아가는지 알 수 있었다. 이렇게 한국 생활에 적응하면서 시간을 보내는 동안 TOPIK을 볼 때가 다가왔다. 시험 보기 며칠 전부터 몸이 안 좋았는데 시험 보던 날도 컨디션이 썩 좋지 않았다. 그리고 하와이에서는 모든 시험을 연필로 봤는데 한국은 볼펜으로 봐서 무지 혼란스러웠다. 그래서 첫 번째 쓰기/읽기 부분에서는 볼펜 때문에 많은 실수를 했다. 그렇지만, 두 번째 듣기 부분에서 실수를 알아차리고 수정해서 괜찮게 본 것 같다고 믿고 결과를 기다리고 있다. 중간고사도 다 치르고 TOPIK도 다 본 후에 졸업 여행으로 제주도에 갔다. 제주도에 가보니 하와이 생각이 더 많이 났고 집이 그

리웠다. 제주도에서 2박 3일 여행을 했는데 한 일주일 이상 있었던 것처럼 느꼈다. 그리고 선생님들과 친구들과 좋은 시간을 보낼 수 있어서 좋았고 잊지 못할 추억을 만들고 왔다고 생각한다. 또한 바다와 산들을 보면서 다음에 기회가 된다면 혼자 제주도에 가서 우리가 목었던 똑같은 펜션에 예약 하고 스쿠터를 빌려서 여유롭게 여행하고 싶은 생각이 들었고 꼭 해봤으면 좋겠다. 제주도야, 조금만 기다려다오! 단비가 간다! 더 신나고 많은 이야기들이 있지만 오늘은 여기까지만 하고 졸업을 위해서 기말 보고서를 쓸 준비를 해야겠다.



My Brother's Visit

Taheera Virani

(MA Cohort 6)

A few weeks ago my brother came to visit me in Korea for the very first time. Until now, my family had no perception of what Korea was really like.

They had never watched Korean dramas or Korean movies; all they had seen were the pictures I had taken from previous visits. I remember that they used to ask me whether I was going to the North or the South, not realizing that there was a vast difference between the two.

So, my brother had no idea what Korea was like. Except for a couple visits to Canada, he had never been out of the United States. I was both anxious and excited when he came. I wanted to show him how I lived, show off my language skills that I had worked so hard for, and try to somehow get him to see the magic Seoul has.

But, I was worried too. At first, his insistence on eating McDonald's, the face he made when we smelled kimchi as we passed a Korean restaurant, his refusal to walk any farther as we toured Insadong all made me afraid that he didn't like it.

But, as time went on, he became to change and slowly adapt to the foreign environment that he was in. I watched as he marveled over the public transportation system, the incredibly speedy Internet, and the general technological advancements that Seoullites take for granted every day. I saw him discover the cultural differences first hand as he would move to shake someone's hand when introduced

rather than bowing his head politely.

He loved to explore alone while I was at school or at my internship, and he had several interesting encounters. At one point, he asked and mimicked to someone that he wanted a shave at a barbershop and was taken to a sauna and handed a razor instead. Rather than being deterred by the fact that he had been led to a room full of naked men, he was more surprised at how nice, helpful, and polite everyone was. And he got to learn about a part of Korean culture that most foreigners don't get to see, something that I certainly never expected.

Still, he was quite reserved throughout the trip and didn't voice his opinions to me. It wasn't until he was back home that he said anything, and until then, I thought his experience was just so-so. But, one of the first things he told me when he got back home was that he loved it, wanted to come back, and he wanted to bring a friend as well. He's already planning for another trip to Seoul in a few months!

Seoul seems to have cast its spell on my brother just as it did on me. Now that I think about it, there hasn't been one person that I know that has come to Seoul and not wanted to come back. I hope that more of my friends and family come to visit, so I can show them this part of my life as well.

남동생의 방문

타히라 비라니 (석사 6기)

얼마 전에 우리 남동생은 처음으로 한국을 방문하였다. 지금까지 우리 가족은 한국에 대해 아는 것이 별로 없었었다. 한국 드라마나 영화를 본 적도 없으며 한국에 대해 본 것 이라고는 내가 한국에서 찍었던 사진들 밖에 없었다. 심지어 한국과 북한의 차이도 몰라서 내가 가는 곳이 한국인지 북한인지 물어본 적도 있었다. 동생은 한국에 오기 전에 한국에 대해 전혀 모르는 말이다. 뿐만 아니라 캐나다 밖 에는 다른 나라에 가 본 적이 없었다. 평생 미국에서 살던 동생이 한국에 오게 되어 덩달아 나도 긴장되며 기대되었다. 나의 일상생활을 보여주고 나의 한국어 실력도 자랑하며 어떻게든 서울의 매력을 느끼게 해주고 싶었다.

그런데 걱정이 많았다. 처음에 동생은 맥도날드에서만 먹고 싶어하였다. 또한, 김치 냄새가 나는 한국 식당을 지나 가게 되면 얼굴을 찌푸렸다. 인사동을 구경했을 때에는 피

곤해서 더 이상 견디지 못 하겠다고 하며 카페에서 자 버리기도 했다.

그런데 점점 시간이 갈수록 동생은 이 낯선 환경에 적응해 갔다. 나는 동생이 대중교통과 초고속 인터넷 전용선 등 서울 사람들은 이미 너무나 익숙해진 전반적인 기술에 놀라는 것을 봤다. 또 동생이 문화차이에 대해 알게 된 것도 봤다. 예를 들면 사람을 처음 만날 때 동생은 항상 악수를 하려고 했는데, 한국에서는 대부분의 경우에 악수보다 절을 꾸벅 하는 것에 대해 알게 된 뒤로 고개를 숙여 인사를 하는 것을 봤다.

내가 수업을 듣고 있거나 인터넷에서 일을 할 때 동생은 혼자 서울을 답사하였다. 동생은 그 때 아주 재미있는 경험을 하였다고 내게 말해 주었다. 경험 한 가지에 대해 말하자면 동생이 어느 날에 이발소에서 면도를 하려고 어떤 사람에게 손짓으로 어디에서 할 수 있느냐고 물어봤다. 그런데 그 사람은 동생을 찜질방에 데려가서 면도기를 주었다고 한다. 동생이 그런 곳에 가게 돼서 짜증을 낼 줄 알았는데 그보다는 사람들이 매우 친절해서 신기했다고 하였다. 내가 예상하지 못한 면에서도 동생은 한국 문화에 대해 배우게 되었다.

그런 동생은 여행하는 동안 나한테 이번 여행에 대한 자기의견에 대한 말을 한 마디도 안 하였다. 그래서 나도 동생이 좋아하는 건지 싫어하는 건지도 모르면서 이번 여행은 그냥 좋지도 않고 나쁘지도 않은 험이라고 생각하였다. 그러나 동생이 미국에 돌아간 후에 아주 좋았다고 친구와 같이 다시 돌아오고 싶어했다고 말했다. 사실 동생은, 벌써 한국에 오기 위해 계획을 세우고 있다.

동생은 이번 여행을 통해 나처럼 서울의 매력을 발견한 것 같다. 생각해 보면 내가 아는 사람들 중에서 한국에 한 번 오면 다시 돌아오고 싶어하지 않은 사람은 한 명도 없었다. 앞으로도 가족과 친구들에게 나의 한국생활을 보여 줄 수 있는 기회가 많이 생겼으면 좋겠다.



Social Issues Report- Wan-dük

Scott Hutchison (MA Cohort 6)

Film Synopsis:

To Wan-dük is a poor high school student who lives next-door to his gruff yet kind teacher Lee Tong-ju. While Wan-dük's father looks for a new job after losing his job as cabaret clown, Teacher Lee works to motivate Wan-dük to reach his potential. He does this by taking Wan-dük's penchant for fighting and channeling it into kickboxing. Wan-dük likes kickboxing, although in the movie we never see him win a match.

Teacher Lee is an activist for the rights of illegal immigrants. He ends up purchasing a neighborhood church and converting it into a multicultural center.

Wan-dük finds out that his long-lost mother is still alive and is from the Philippines. Teacher Lee helps Wan-dük meet her. While talking with his mother, Wan-dük finds out that she still has feelings for his father and helps facilitate a reunion. Together, Wan-dük and his mother go to watch his father perform in the market.

Film Analysis:

This movie addresses significant social issues in Korean society, such as poverty, illegal immigration, international marriage and education.

Poverty-

The characters in the movie ask the question "Why are the rich always rich, while the poor are unable to escape poverty." Teacher Lee is the son of a wealthy family, and because he feels guilty that his family exploited the labor of illegal immigrants, he refuses to receive financial support from them. Also, Wan-dük is very ashamed for receiving food assistance from the school he attends.

Illegal Immigration-

One of the families that lives in Korea illegally is discovered and deported. Teacher Lee is interested in helping them after realizing how they were being exploited. Because of his actions, Teacher Lee is arrested on charges of assisting illegal immigrants.

International Marriage/Multicultural Families-

Wan-dük's mother is from the Philippines. Although she is highly educated, she comes from a country that is poorer than Korea. She has worked in Korea for a long time, but she will never fully fit into Korean culture. For instance, whenever she makes Korean food, it is always a little too

salty, and she always speaks more politely than most Koreans. She married Wan-dŭk's disabled father and loved him despite his disability.

Korean Education-

This movie teaches that a more valuable education can be gained from life's experiences than from just studying books. Not every student can ace the college entrance exams, but each individual student needs to find the path that will lead to both personal success and happiness. For example, under his teacher's direction, Wan-dŭk goes to kickboxing training instead of study hall.

Critique:

This movie critiques the Korean education system, immigration, and the role of multiculturalism in Korean society. It is a great movie, with a strong script and storyline. Teacher Lee in particular is a very impressive character. The actor did a very good job of portraying Teacher Lee as a very tough and complex person who is also caring and has a sense of humor.

사회 문제 고발 – 완득이

Scott Hutchison (석사 6기)

영화내용 요약:

도완득은 가난한 고등학생이다. 완득의 선생님인 이동주는 완득의 집 근처에 살고 있고, 겉으로는 냉혹하지만 친절한 내면을 가진 사람이다. 어느 날 완득의 난쟁이 아버지가 카바레 광대 일에서 실직하게 되어 새 직장을 찾는 동안, 이동주는 스승으로서 완득이 잠재력을 찾아갈 수 있도록 격려를 해 준다. 그것은 완득이 싸움질을 멈추고 그 재능을 킥복싱에 사용하도록 하는 것이다. 비록 완득은 킥복싱을 좋아하지만, 영화 도중 킥복싱 경기에서 이기지는 못 한다.

이동주는 불법 이민자를 위해 일하는 운동가이다. 근처 교회를 매입해서 건물을 다문화 센터로 바꾼다.

완득은 아직 만나 본 적이 없는 그의 어머니가 아직 살아 있고 필리핀인이라는 사실을 알게 된다. 그리고 이동주는 완득이 어머니와 만날 수 있게 도와준다. 완득은 어머니와의 대화에서 그녀가 아직 아버지에게 대한 감정이 남아있음을 확인하고, 둘의 재회를 도와준다. 완득의 어머니와 아

버지는 여전히 서로 사랑하고 있다는 것을 안다. 완득이와 어머니는 시장에서 하는 아버지의 공연을 같이 보러 간다.

영화 분석:

이 영화와 관련된 사회 문제들은 빈곤, 불법 이민자, 국제 결혼/다문화 가족, 한국식 교육이다.

빈곤-

“왜 부자들은 항상 부자고 가난한 사람은 가난을 벗어날 수 없는가?” 하는 것이 바로 부익부 빈익빈이다. 이동주는 원래 부잣집 아들이었으나, 자신의 가족이 불법 이민자들을 이용해 이득을 착취하는 것을 보고 죄책감을 느꼈고, 결국 가족으로부터 금전적 지원을 받기를 포기한다. 그리고 완득은 학교로부터 급식을 지원받는데, 그것을 매우 창피하게 여긴다. “무슨 놈의 가난이 그렇게 쪽팔릴 여유가 있나?”

불법 이민자-

이동주는 불법이민자를 도와준 죄목으로 체포된다.(형의) 교회 노동자 중 한 가족은 불법으로 한국에 체류했기에 추방된다. 불법 체류/이민자들이 착취 당하는 현실이 대두되고, 이것은 이동주로 하여금 불법 이민자들을 돕는 것에 관심을 갖게 한다.

국제 결혼/다문화 가족-

자스민 리가 완득의 어머니 역할을 연기했다. 이 캐릭터는 한국에서 일을 하고 있고, 한국 음식을 조금 짜게 만든다. 그리고, 표준말 만을 쓴다. 그녀는 고학력자이지만 한국보다 못사는 나라에서 온 것이 암시됐다. 그녀는 장애인인 완득의 아버지와 결혼한다. 장애인임에도 불구하고, 그녀는 완득의 아버지를 사랑한다.

한국식 교육-

책과 씨름만 하는 학교가 아니라 직접 경험으로 배우는 사회 전체가 훌륭한 대학이다. 모든 학생들이 대학에 합격할 수 있지 않다. 개개인의 학생들이 행복과 성공을 동시에 쫓을 수 있는 방향으로 이끌어야 한다. 예를 들면, 완득이는 선생님의 재량권으로 방과 후 자습 대신 킥복싱 훈련을 했다.

평론:

한국식 교육 마인드, 이민자와 다문화 가정에 대한 사회의 대우 등에 대한 비판을 하고 있다. 매우 탄탄한 대본과 줄거리로 훌륭한 영화였다. 이동주가 가장 인상 깊었던 캐릭터였다. 그는 매우 거칠면서도, 자상하고 유머 감각까지 갖춘 복잡한 성격 구조를 가졌고, 연기자가 심리 묘사를 잘 해냈다.



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