Inside This Issue:

» KLFC students
» Current Internships
» UH Manoa Events
» Korea University Events
» Student Submissions

Danica Lim-BA Cohort 1
Dan Bee Suh-BA Cohort 3
Taheera Virani-MA Cohort 6
Scott Hutchison-MA Cohort 5
Korean Language Flagship Center

Center
- Ho-min Sohn, Director
- Graham Crookes, SLS Advisor
- Mee-Jeong Park, Recruitment Advisor
- Lydia Chung, Program Officer

Undergraduate Program
- Undergraduate Program
- Sang Yee Cheon, Coordinator
- Sumi Chang, Instructor
- Teaching Assistants and Tutors

Graduate Program
- 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.

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

TPM Workshop

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

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.
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”

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.

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.
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.

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.

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).
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.

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).

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

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.

Students went on a field trip during their Winter Intensive session to learn about Ich’ŏn ceramics. Students were able to make their own and learned about Korea’s traditional ceramics. Afterwards, students enjoyed a delicious traditional meal.
Students enjoyed a hearty Korean-style BBQ dinner after completing the very rigorous Winter Intensive session.

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

Students played games and enjoyed refreshments with their language partners and course partners at the annual Language Partner Gathering.
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.
이미지향상 효과에 대해 얘기할 수 도 있을 것 같다. 이러한 주제들을 준비하는 것도 중요하지만, 아무리 준비를 하다고 해도 OPI 인터뷰 도중 말이 잘 안나오는 경우가 있다. 나는 한번 테스터가 최근에 본 한국드라마에 대해 얘기할 때 보다고 한 적이 있었다. 하지만 그때 흔적은 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 많았다. 그리고 시험이 끝난 후에 나는, 이러한 당황스러운 상황에 침착하게 대처할 수 있는 조기 대처능력이 부족했다는 것을 깨달았다. 이러한 과제는 우리가 드라마 줄거리 설명이나 등장인물 관계 등을 설명할 수 있는 능력을 간단하게 알아보기 위해 있는 것 같는데, 처음부터 끝까지 본 드라마가 아니었어도 상관이 없고, 그렇기에 난 전혀 당황할 필요가 없었다. 내가 실제로 본 시점까지의 줄거리를 침착하게 얘기하고 그 뒤의 주제 예상하는 결말이나 등장인물들의 관계가 어떻게 풀릴 것 같은지에 대한 얘기할 수도 있었다. 같은 맥락으로, 만약 난 방의 생김새나 방 안에 있는 사물들을 묘사하려는 과제가 주어졌는데, 혹 잘 설명할 수 있는 가구들은 모두 거실에 있다고 생각하면서, 당황하지 않고 방 안에 있는 가구를 설명하는 것처럼 능행스럽게 대처하는 것도 좋을 것 같다. 이 시험의 요점은 자신의 회화능력을 보여주는 것에 있다. 때문에 융통성있게 각 과제를 수행할 수 있는 OPI 시험에 큰 도움이 될 수 있다고 생각한다. 충분한 준비와 대처능력으로 앞으로의 BA 학생들이 모두 OPI 시험을 잘 볼 수 있으면 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 huhpa (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 sitting down for too long. The most touching movie that made me into a crybaby 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.

단비의 일기: 한국 생활 제1편

서단비 (학부 3기)

오늘 날씨는 매우 흐리고 비가 온다. 이제 곧 한국어 플래그십 잡지에 내 글을 실어야겠다는 생각으로 펜을 들여 본다. ‘펜을 들어 본다’ 같은 문구는 다른 곳에서 흔히 나올 법한 멘트였나? 어쨌든 내 글은 다른 친구들과 달리 일기를 쓰듯이 쓸 예정이니 내가 너무 편히 글을 써도 내가 생각하지 않는 글이 아닌 것을 알아 줬으면 한다.

그럼 한 번 내 한국 생활을 정리해 보았다. 내가 한국에 공부하러 나온 지도 거의 1년이 다 되어 갔다. 작년 이맘 때에는 한국에 가기 위한 준비를 하고 있었지만 지금은 하와이로 돌아갈 준비를 하고 있다. 그리고 보니 1년이 눈 꼭 뽑할 사이에 지나간 것이다. 또한 한국의 4 계절 날씨에 일이 많아서 가만히 서 있어서도 많이 일하고 싶다.

내가 처음 한국에 나왔을 때는 별세 뜻겨운 여름이었고 밖에 가만히 서 있어도 맑게 날 정도로 날씨가 끊임없이 더웠다. 한국의 커피숍들이 너무 더워 난 것 같았다.

단비의 일기: 한국 생활 제1편

서단비 (학부 3기)

오늘 날씨는 매우 흐리고 비가 온다. 이제 곧 한국어 플래그십 잡지에 내 글을 실어야겠다는 생각으로 펜을 들여 본다. ‘펜을 들여 본다’ 같은 문구는 다른 곳에서 흔히 나올 법한 멘트였나? 어쨌든 내 글은 다른 친구들과 달리 일기를 쓰듯이 쓸 예정이니 내가 너무 편히 글을 써도 내가 생각하지 않는 글이 아닌 것을 알아 줬으면 한다.

그럼 한 번 내 한국 생활을 정리해 보았다. 내가 한국에 공부하러 나온 지도 거의 1년이 다 되어 갔다. 작년 이맘 때에는 한국에 가기 위한 준비를 하고 있었지만 지금은 하와이로 돌아갈 준비를 하고 있다. 그리고 보니 1년이 눈 꼭 뽑할 사이에 지나간 것이다. 또한 한국의 4 계절 날씨에 일이 많아서 가만히 서 있어서도 많이 일하고 싶다.

이제 곧 한국어 플래그십 잡지에 내 글을 실어야겠다는 생각으로 펜을 들여 본다. ‘펜을 들여 본다’ 같은 문구는 다른 곳에서 흔히 나올 법한 멘트였나? 어쨌든 내 글은 다른 친구들과 달리 일기를 쓰듯이 쓸 예정이니 내가 너무 편히 글을 써도 내가 생각하지 않는 글이 아닌 것을 알아 줬으면 한다.

그럼 한 번 내 한국 생활을 정리해 보았다. 내가 한국에 공부하러 나온 지도 거의 1년이 다 되어 갔다. 작년 이맘 때에는 한국에 가기 위한 준비를 하고 있었지만 지금은 하와이로 돌아갈 준비를 하고 있다. 그리고 보니 1년이 눈 꼭 뽑할 사이에 지나간 것이다. 또한 한국의 4 계절 날씨에 일이 많아서 가만히 서 있어서도 많이 일하고 싶다.

이제 곧 한국어 플래그십 잡지에 내 글을 실어야겠다는 생각으로 펜을 들여 본다. ‘펜을 들어 본다’ 같은 문구는 다른 곳에서 흔히 나올 법한 멘트였나? 어쨌든 내 글은 다른 친구들과 달리 일기를 쓰듯이 쓸 예정이니 내가 너무 편히 글을 써도 내가 생각하지 않는 글이 아닌 것을 알아 줬으면 한다.
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 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.
곤해서 더 이상 걷지 못 하겠다고 하며 카페에서 자 버리기도 했다. 
그런데 점점 시간이 갈수록 동생은 이 낯선 환경에 적응해갔다.

나는 동생이 대중교통과 초고속 인터넷 전용선 등 서울 사람들은 이미 너무나 익숙해진 전반적인 기술에 놀라는 것을 보았다. 또 동생이 문화차이에 대해 알게 된 것도 놀랐다.

예를 들면 사람을 처음 만날 때 동생은 항상 악수를 하려고 했는데, 한국에서는 대부분의 경우에 악수보다 절을 꾸벅 하는 것이 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 말해주었다. 경험한 것에 대해 말하자면 동생이 어느 날에 이발소에서 면도를 하려고 어떤 사람들한테 손짓으로 어디에서 할 수 있느냐고 물어봤다. 그러니 그 사람은 동생을 찜질방에 데려가서 면도기를 주었다고 한다. 동생이 그런 곳에 가게 돼서 짜증을 낼 줄 알았는데 그보다는 사람들이 매우 친절해서 신기하다고 하였다. 내가 예상하지 못한 면에서도 동생은 한국 문화에 대해 배우게 되었다.

그런 동생은 여행하는 동안 나한테 이런 여행에 대한 자기 의견에 대한 말을 한 마디도 안 하였다. 그래서 나도 동생의 이야기를 나누는 건지 싫어하는 건지 모르면서 이번 여행은 그냥 끝자고 했지만, 그리고 동생이 미국에 돌아가 후에 아주 좋았다고 친구와 같이 다시 돌아와서 이야기했다고 말했다. 사실 동생은, 별세한 한국에 오기 위해 계획을 세우고 있었다.

그런 동생은 여행하는 동안 나한테 이번 여행에 대한 자기 의견에 대한 말을 한 마디도 안 하였다. 그래서 나도 동생이 좋아하는 건지 싫어하는 건지 모르면서 이번 여행은 그냥 끝자고 했지만, 그리고 동생이 미국에 돌아가 후에 아주 좋았다고 친구와 같이 다시 돌아와서 이야기했다고 말했다. 사실 동생은, 별세한 한국에 오기 위해 계획을 세우고 있었다.

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

---

Social Issues Report– Wan-duk
Scott Hutchison (MA Cohort 6)

Film Synopsis:
To Wan-duk is a poor high school student who lives next-door to his gruff yet kind teacher Lee Tong-ju. While Wan-duk’s father looks for a new job after losing his job as cabaret clown, Teacher Lee works to motivate Wan-duk to reach his potential. He does this by taking Wan-duk’s penchant for fighting and channeling it into kickboxing. Wan-duk 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-duk finds out that his long-lost mother is still alive and is from the Philippines. Teacher Lee helps Wan-duk meet her. While talking with his mother, Wan-duk finds out that she still has feelings for his father and helps facilitate a reunion. Together, Wan-duk 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-duk 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-duk’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-dük’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-dük 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 선생님이 이동주는 원래 부잣집 아들이었으나, 자신의 가족이 불법 이민자들을 이용해 이득을 찍취하는 것을 보고 죄책감을 느꼈고, 결국 가족으로부터 급직할 지원을 받기 위해 퇴각한다. 그로

불법 이민자-

이동주는 불법이민자를 도와준 죄목으로 체포된다. (혐의) 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-

자스미 리가 완득의 어머니 역할을 연기했다. 이 캐릭터는 한국에서 일을 하고 있고, 한국 음식을 조금 짜게 만든다. 그리고, 표준말만을 쓴다. 그녀는 교학자적인지만 한국보다 낫다는 나라에서 온 것이 암시했다. 그녀는 장애인의 완득의 아버지와 결혼한 다. 장애자인에도 불구하고, 그녀는 완득의 아버지와 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 줄거리를 훌륭한 영화였다. 이동주가 가장 인상 깊었던 캐릭터였다. 그는 매우 가칠면서도, 자감하고 유머 감각까지 갖춘 복잡한 성격 구조를 가졌고, 연기자가 심리 묘사를 잘 해냈다.
Be the next generation of Korean Global Professionals.

Funded by the National Security Education Program, the Language Flagship leads the nation in designing, supporting, and implementing a new paradigm for advanced language education. Through an innovative partnership among the federal government, education, and business, The Language Flagship seeks to graduate students who will take their place among the next generation of global professionals, commanding professional-level proficiency in Korean or one of the other languages critical to U.S. competitiveness and security.

KOREAN LANGUAGE FLAGSHIP CENTER
University of Hawai‘i at Mānoa
1859 East-West Road, Suite 110
Honolulu, HI 96822
Phone: 808-986-8469
Fax: 808-956-6026
Email: flagship@hawaii.edu
http://koreanflagship.manoa.hawaii.edu