EPIK APPLICATION FORM INSTRUCTIONS

This document provides detailed information and notes explaining how to correctly complete the EPIK application form. These instructions will assist applicants and ensure that the application is accurately completed. The application is reviewed carefully and is considered an essential part of the application process.

Once completed, your application and two scanned letters of recommendation will need to be submitted to epikapplication@gmail.com. Please review the application submission instructions in the "Apply Now" section of our website under Application > Apply Now so that you may submit your application and letters of recommendation correctly. Some applicants may need to submit additional documents with their initial application and more details are provided in the "Apply Now" section.

Application instructions and notes are separated according to page and question number. Please refer to both the page and question number to find the corresponding information and instructions.

Instructions for Page 1 of the Application Form	
①-Name in Passport & Photo	Enter your name as it appears in your passport. The field in the first row is for your last name, including any suffixes such as Jr., etc. The first field in the second row is for your first name, and the second field is for any middle names. Please write in all capital letters. ★**NOTE:** Next to section 1, there is a box for inserting a photo image. Please click on the box and select a professional photo for submitting with your application. This should be a photo of you from your shoulders up and facing forward. Please try to ensure the background is a solid color and that no part of your head or face is cropped outside of the photo.
②-1 Date of Birth	Select your date of birth.
②-2 Age	Select your age at the time of application.
③-1 Sex	Select either "Male" or "Female".
③-2 Marriage	Select either "Married" or "Unmarried".
③-3 Place of Birth	Enter your place of birth including city, state/province and country.
④-1 Primary Citizenship	Enter the citizenship you will use to teach in Korea.
④-2 Secondary Citizenship	Enter any other citizenship(s) held.
④-3 Korean Heritage	Select whether you are ethnically Korean or not. If yes, please also select whether you are currently considered a Korean citizen or not. It is important that **all ethnic Koreans** must contact their nearest Korean embassy or consulate to determine if they are a dual citizen

	BEFORE they apply to EPIK. Please refer to the "**Guidelines for Korean Nationality Status Check**" document which can be found at the bottom of the "Apply Now" section of our website under Application > Apply Now.
⑤ Interview Contact Information	Fill in all relevant fields. → *Available Interview Start Time:* Please list the weekdays and time frame you are available to start and have an interview. You must list interview times in **Korean Standard Time (KST)**. See the attached World Time Chart (**page 11**) to calculate the appropriate times. → *Primary Phone*: Include the country and area code with the number. → *Primary Email:* If you currently are a university student, only use your university email if it is permanent and if you will be able to access the address after graduation. →**You must include a Skype ID. All interviews will be conducted via Skype and you must have access to a web camera.**
⑥-1 Current and Previous International Residences	Select whether or not you are currently or have previously lived in a country that does not correspond to the primary citizenship listed in Section 4-1. Any period of a month or longer should be listed. Select all relevant selections for each entry. Do not list any residences in your country of citizenship. If there are further listings that do not fit in the rows provided, check the box at the bottom of this section and add these entries to the addendum, page 6 of the application.
⑥-2 Mailing Address	Enter your current physical mailing address.

Instructions for Page 2 of the Application Form	
⑦ Emergency Contact	Enter the contact information for your emergency contact. Your emergency contact cannot be a joint applicant and **must** be a family member that is reliable and easy to contact in case of an emergency.
⑧-1 Educational Background	In the schooling section, enter all schools attended for primary and secondary education. Enter all of the requested fields including Location, Enrollment Period, Number of Years enrolled, etc. For tertiary education, list all of the institutions that you have attended in chronological order.

	→ *Major Information:* Put your primary academic focus or concentration (major) here. Do not list any specific classes. → *Double Major:* If you were a double major, list both majors. For example: English/History, etc. → *Overall Grade:* Put your final or current GPA, percentage (ex. 57%), or honors grade (ex. 2:1) in this space. You must show the grade on your school's scale (**ex. 3.2/4.0 or 8.9/12.0**). For applicants whose grade is a percentage or in a different format put your overall grade as listed by your school **(ex. 65% or 2:1, or etc.)**. → *Diploma Information:* It is important for us to know when you will receive your physical diploma. If you already possess your diploma, please leave this section blank. **If you are in the last semester at your university, contact your registrar's office and obtain the approximate date of when you will receive the diploma.** If there are further listings that do not fit in the rows provided for either section above, check the box at the bottom of the relevant section and add these entries to the addendum, page 6 of the application.
⑧-2 English Teaching Certification / Valid Teaching Certification	List all English Teaching Certifications and Valid Teaching certifications. → Title of Certification: Select the appropriate certification from the drop-down. If requested, list the qualifications in the field below. For example, Teaching Certification > Elementary English, etc. → Program Name: Put the name of the TEFL/TESOL/CELTA provider or the issuing authority for any certification or license, etc. → Issue Date/Expected Date: If the certificate has been issued, please select "Issue Date" from the drop-down and enter the issue date below. If the course/certification/etc. is currently in progress, please select "Expected Date" from the drop-down and enter the expected issue date below. → Total Course Hours: For TEFL/TESOL/CELTA certifications please list the total number of hours you have completed or will have completed at the end of the courses. For non-TEFL/TESOL/CELTA certifications, please leave these boxes empty.
⑨-1 Current Employment	Please list your current occupation. If you are currently a student, please enter "Student" under "Job Title" and your university under the "Employer" sections. If you have graduated within 6 months, please enter "Recent Graduate." If you are currently unemployed, enter

	"Unemployed." ★**NOTE:** If your current position is a teaching position, fill in the school name, subject and age range boxes. Also, enter your official contract end date.
⑨-2 Teaching Experience	→List all teaching experience obtained (excluding current teaching experience listed in 9-1). All requested information should be provided. If there are further listings that do not fit in the rows provided, check the box at the bottom of this section and add these entries to the addendum, page 6 of the application.

Instructions for Page 3 of the Application Form	
⑨-3 Additional Information for Teaching in Korea	Enter the requested information for main co-teachers/mentor teachers or direct supervisors who have worked with you in a close, supervisory role. List information for each teaching experience in Korea only. If there are further listings that do not fit in the rows provided, check the box at the bottom of this section and add these entries to the addendum, page 6 of the application.
⑨-4 Previous EPIK Experience and Orientation Information	Select an answer for both questions and enter the location and date of the first EPIK orientation you attended.
⑨-5 Non-Teaching Work Experience	→List all work experience obtained (excluding current experience listed in 9-1). All requested information should be provided. If there are further listings that do not fit in the rows provided, check the box at the bottom of this section and add these entries to the addendum, page 6 of the application.
⑩ Salary Level	In the row labeled "CURRENT QUALIFICATION", please select the box which corresponds to the salary level for which you currently qualify. In the row labeled "EXPECTED QUALIFICATION", please select an "X" in the box which corresponds to the salary level for which you expect to qualify by the time you would begin the EPIK contract. Please fill both in, even if the current and expected qualifications are the same.

	Current level 3 applicants may still apply, but all applicants **MUST** provide proof of level 2 or above qualification no later than 6 weeks prior to the intended start date.
⑪Joint Applicant or Dependents	→ Joint Application: If you have a joint applicant, please enter their name and select the appropriate information. → Dependents: If you have any legal dependents accompanying you who are not joint applicants, please list their names and select the appropriate information.
⑫-1 Placement Preference	Applicants should ultimately be flexible about working anywhere in Korea. If you have a specific preference for placement location, please select that location from the drop-down. Final placement in that location is not guaranteed. If you are flexible to be placed anywhere in Korea, please select flexible from the drop-down. If it is not possible to place you in your selected preferred location would you wish to withdraw from the program or would you be open to placement in other locations at our discretion? Please make your selection in the corresponding section.
⑫-2 Preference for a Later Start Date	The majority of the positions for the Fall 2018 term are in August. Late intake positions start in late September and late October. Mark your preference for whether you wish to be considered for the main, late, or both main and late intakes.

Instructions for Page 4 of the Application Form	
⑬ Additional Personal Information	Please select yes or no for each question. Aside from question 1, if you answer “yes” to any of the questions, please make sure to explain in detail in the column on the right side. →Tattoos and Piercings: If “Yes”, in the space provided, please indicate where the tattoo or piercing is located. For tattoos, please give a short description of the image and size of all tattoos. →Criminal Record: Applicants with any criminal record should contact the EPIK Office or their recruiting agency to verify their eligibility. → Vegetarian and Vegans: EPIK recommends that vegetarians and vegans research life in Korea and available food products before arrival → Housing in Korea: If you have housing in Korea under your own name and wish to receive the housing stipend, list your address in the

	column to the right. This selection cannot be changed after application submission. →Are you applying with any other person (excluding joint applicants)? If yes, please indicate their full legal name and your relation to them to the right. **Keep in mind, unmarried couples, friends, and relatives are NOT guaranteed a placement near one another.** Even if you are recommended to the same Office of Education, there is no guarantee that the applicants will be placed near one another within that Office of Education. Within provincial Offices of Education, the applicants could be up to 2 hours away from one another.
⑭ **Self Medical Assessment**	Please select yes or no for questions 1 through 11. Not including questions 1 and 12, if you answered 'yes' to any of the questions, please make sure to explain in detail in the column to the right. For question 11, please answer in the space provided to the right. At the bottom, put your height and weight in **cm** and **kg**. For reference, 1 lb = 0.45 kilograms and 1 inch = 2.54 cm. Formula: Height: (your height in inches) x 2.54 = your height in centimeters. Weight: (your weight in pounds) x 0.45 = your weight in kg.

Instructions for Page 5 of the Application Form	
⑮ **Acknowledgment of EPIK Policies**	Please read everything in this section. This section provides important information that potential applicants need to know. By checking each box, you are acknowledging that you have read and understand each statement. All applicants must fill out the application as truthfully as possible. Misrepresentation and omission of information will result in serious consequences such as contract termination or automatic withdrawal of your application.
Signature	For the initial submission, please fill in the fields in type. An ink signature is necessary only for final document submission following a successful interview.

Instructions for Pages 7-8 of the Application Form	
Personal Essays	The short responses must be a **minimum** of 250 words and no longer than 300 words for each question.
Questionnaire	Please select how you first heard about the EPIK Program. List as

	many options as are applicable. If your source is not specifically listed in the drop-down, please detail it in the field marked “Other”.

Instructions for Pages 9-11 of the Application Form	
Lesson Plan	***A Guide to Lesson Planning*** Please follow the lesson plan format and guide provided here when creating your lesson plan. For some videos of a typical of EPIK classroom please review some lesson demonstration videos at our YouTube page. These videos are based on co-teaching, but your lesson plan does not need to be co-teaching based. Some further resources can also be found on our official news page, EPIK e-Press. • **Grade/Ability Level** Choose a specific grade range (elementary, middle, or high) and specific level (beginner, intermediate, or advanced) for your lesson plan. Please note that in Korea, English education begins in the 3rd grade of elementary school. English classes in elementary schools are 40 minutes, 45 minutes in middle schools, and 50 minutes in high schools. • **Number Of Students** The number of students is set at 30. Please write your lesson to suit 30 students. • **Lesson Topic** For the EPIK application, you only need to create and submit ONE lesson (equal to one class period). You should choose a conversation-based English topic for your lesson. Please avoid grammar-based lessons, number or alphabet/phonics focused lessons, and lessons focused on introducing yourself to the class. • **Previous Class** Briefly detail the prior lesson and show how your current lesson will expand on this prior lesson. • **Additional Handouts / Teaching Materials** List any handouts, worksheets, materials, etc. that you will use in this lesson. Anything that you will use in the course of your lesson

should be listed here. Do not list URLs or link websites in this section.

When submitting your application, please attach any handouts, worksheets, PPTs, etc to the application email. Please do not attach more than 2 pages. For PPTs, please shrink to fit 1 or 2 pages, and the full PPT is not necessary.

- **Objectives**

  For the first box, please give the general goals or objectives for the class using the prompt sentence provided. You may list multiple objectives.

  In the following boxes, list the Key Expressions and Key Vocabulary that will be taught in the lesson. These are phrases or specific words that students will be able to understand and use by the end of the lesson. For key expressions, a good example would include a prompt question with different answer patterns.

- **Introduction (Enter planned duration in minutes on the left.)**

  For the greeting, this isn't just a space for you to write 'Hello' or 'How are you?' It's from this point where you frame the entire lesson. Engaging the class, getting them to think right away, and giving them the lesson focus are what you should try to do in the greeting. In this section, explain how you plan to grab the students' attention.

  Following the greeting, review could be an interactive question/answer activity about what you did with the students during the last class, or it could be accomplished by showing the students some of the material that you used previously to spark their memories. 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 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. Describe how you plan to do this in your lesson.

- **Development (Enter planned duration in minutes on the left.)**
  The development section of your lesson plan will be divided into three distinct parts: Presentation, Practice, and Production. Each part should be fully detailed and explained in the provided spaces. Please avoid listing just bullet-points and relying solely on outlines. Give full-sentences and explain how each part relates to the class objectives and covers the key vocabulary and key expressions. Please also avoid having sections where students are quietly working on worksheets or handouts. The lesson should be focused on conversation and having students speaking and listening. Writing and reading are of course important, but when using worksheets or handouts, try to make them interactive.

  For the **PRESENTATION** explain how you will be introducing students to the new materials (key vocabulary and key expressions). Will you be using a video clip, a song, flashcards, a skit, etc. to introduce students to the new concepts? How will you use these materials in the presentation? How should students be reacting and how will you check for understanding and comprehension? The presentation is often teacher-oriented but do include any student involvement you wish to employ during the presentation.

  In the **PRACTICE**, students get a chance to practice and use the concepts (key expressions and key vocabulary) that were presented in the presentation part. This section should consist of 1 to 2 games or activities where students can interact with the teacher or other students to practice the new concepts aloud. Teachers can use this section to check pronunciation and understanding. Please explain your games or activities in this section and specifically show how students will use the key expressions and vocabulary during these.

  Finally, for the **PRODUCTION**, the teacher will take a step back and allow students to show what they have learned. This part should also consist of 1 or 2 games or activities, but these should be more focused on having students use the lesson concepts

more independently. They should be asked or tasked to solve problems or answer independent questions using the key expressions they have learned. Groups and pairings can be used during the practice activity, but they really shine in the production section.

- **Conclusion (Enter planned duration in minutes on the left.)**
  For the summary and closing, a good idea here is to go back to your 'Presentation' part and go over what was covered. Whether it is on the board or in a PPT, the students should be able to say what the 'Key Expressions' were and identify what was achieved with an appropriate prompt. For example: "What's your favorite fruit?" for the student to respond, "My favorite fruit is…"

  For the "Evaluation of Objectives" section even a simple/quick post-assessment is important in order to see how each student has progressed and in what areas further review or learning may be necessary. Please describe your plans for evaluating your students' progress toward the lesson objectives.

- **Next Class**
  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 your students know what they will be covering in the next class. After praising the students for their performance during today's class, you should tell them if they will be continuing with more work on the day's topic in the next class, or if they will be moving on to something different. If it is different, now would be a good time to see how much prior knowledge your students have by eliciting some of the vocabulary you might be using. For example, saying that you will be looking at transportation in the next class and getting them to list, 'car', 'plane', 'train', etc. is a good finish and good preparation for the next lesson.

Time Conversion Chart

Korea (KST) Seoul GMT +9	9:00	10:00	11:00	14:00	15:00	16:00	17:00
Australia Sydney GMT +10	10:00	11:00	12:00	15:00	16:00	17:00	18:00
Canada Vancouver GMT –8	16:00	17:00	18:00	21:00	22:00	23:00	24:00
Canada Toronto GMT –5	19:00	20:00	21:00	24:00	1:00	2:00	3:00
Ireland Dublin GMT	24:00	1:00	2:00	5:00	6:00	7:00	8:00
New Zealand Auckland GMT +12	12:00	13:00	14:00	17:00	18:00	19:00	20:00
South Africa Cape Town GMT+2	2:00	3:00	4:00	7:00	8:00	9:00	10:00
England London GMT	24:00	1:00	2:00	5:00	6:00	7:00	8:00
U.S.A. Pacific GMT –8	16:00	17:00	18:00	21:00	22:00	23:00	24:00
U.S.A. Mountain GMT –7	17:00	18:00	19:00	22:00	23:00	24:00	1:00
U.S.A. Central GMT –6	18:00	19:00	20:00	23:00	24:00	1:00	2:00
U.S.A. Eastern GMT –5	19:00	20:00	21:00	24:00	1:00	2:00	3:00

Note that all times are in standard time and do NOT reflect Daylight saving time.