

TEACHING IN A FOREIGN LAND: THE LIVED EXPERIENCES OF FILIPINO ENGLISH TEACHERS IN SOUTH KOREA

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Abstract-

This research is conducted to explore the experiences of Filipino English teachers in South Korea. An interpretive phenomenological design by Martin Heidegger is used in this study to transform the lived experiences into textual expressions of five Filipino English teachers who are currently teaching in South Korea. The title of the research is "The Lived Experiences of Filipino English Teachers in South Korea". With reference to the title, the first chapter presents the introduction as to why the study was conducted and the useful background of the study. The second chapter present the research methodology which discusses and uses phenomenological method. The environment of the respondents which is in South Korea, the instrument used on the conduct of the study, data gathering procedures and the data analysis which the researcher uses Van Manen's process for phenomenological data analysis. The third chapter is the discussion of the lived experiences of the five participants in this study. These teacher-participants were selected using snowball sampling. The age range of the participants are from 31 to 43 years old. In this chapter, the researcher discussed the unique experiences of each Filipino English teachers as educators in South Korea. The fourth chapter presents the challenges each respondent experience which was categorized into seven themes: (a) Some Korean students are poorly motivated to learn, (b) Korean parents high expectation, (c) Limited Korean language skill, (d) Weather condition, (e) Homesickness, (f) Economic discrimination (g) Dealing with Korean kids with temper tantrums. The fifth chapter presents the coping mechanism employed by Filipino English teachers as they continue teaching Korean students. These coping mechanism were categorized into nine themes such as : (a) Giving small gifts to students, (b) Monitoring and feed backing of student performance to the parents, (c) Exposure to Korean community , (d) Adjusting to Korea's winter season, (e) Constant communication on their origin home, (f) Seek out supplementary job, (g) Going out with Filipino close friends, (h) Attend Filipino Community gatherings, (i) Watch Filipino movies and shows on a Filipino channel. South Korea's satisfied, financially stable, well-adjusted and generous Filipino English teachers faces winter season, Korean language skill and economic discrimination as challenges but deal with the challenges through exposure to Korean community, seek out supplementary jobs and adjusting to Korea's winter season.

Index Terms--Filipino English teachers, Heideggerian, lived experience, phenomenology, South Korea

1 INTRODUCTION

There is no doubt that English language is the fastest spreading lingua franca in the world today and it continues to grow as non-English speaking countries introduce English language to their educational system, business industry, commerce and technology. English language strengthens employment opportunities and expands the horizon in today's interconnected world. Therefore, English language is widely taught globally and

teaching English as a second language has been an in demand job in non- English speaking countries around the world. With the continued need of English teachers throughout the world South Korea ranks sixth as a favorite destination for English educators because of \$ 2000 monthly salary that often includes housing and partial or full flight reimbursement. (Fitzpatrick, 2017). Although E2 visa or teaching visa is restricted to citizens from English speaking countries like Australia, Canada, Ireland, New Zealand, South Africa, United Kingdom and United States, who are considered as the native English speakers (Korea4expats.com, 2015), Filipino English teachers, still, penetrated into the Korean educational system by teaching English among Korean citizens. They can either be primary English teachers, family English tutor and company English tutor. In fact, there are Filipino English educators' organizations in South Korea, one is Filipino English-Speaking Teachers Association (FESTA) and Association of Filipino Educators in Korea, (philembassy-seoul.com, 2008). These organizations are some of the Filipino community organizations in South Korea recognized by the Philippine embassy. And this is a proof that the teaching community in South Korea is as vibrant as its culture.

In South Korea, formal education started from primary to middle school, then, secondary school, vocational high school, junior vocational college, and tertiary bachelor, tertiary master's and finally, tertiary doctorate.(classbase.com, 2012) . Schools from both public and private schools are found around South Korea and these are avenues where Filipino English teachers can be employed. These non-native English speaking Filipino teachers are either Filipino citizen, naturalized Korean whose former nationality is Filipino, undocumented Filipino migrant workers (TnT) and university professors.

Despite the increase in number of Filipino and Filipino-Korean English teachers teaching in South Korea, these English teachers should deal not only with the barriers in language and culture but also the challenges that they face every day in their teaching career and personal lives. Several studies about native and non-native English speakers were conducted but the study on the relationship between the Filipino English teachers towards their students, their fellow English teachers and their adjustment to the new culture have not been elucidated and is sparsely researched. Thus, this research aims to delve into the lived experiences and affiliated outgrowth of Filipino English teachers in South Korea to assess their potential for long term teaching.

The researcher will begin to differentiate the qualifications of Filipino English teachers, the personal and professional challenges they face, and the coping mechanism they employ. Working with five Filipino English teachers from all educational levels in South Korea who either work legally or illegally, the researcher employing a semi-structured interview guide with qualitative aspects, the study reaches enlightening conclusion as to the lives of Filipino English teachers in South Korea. This research intent to examine the lived experiences of Filipino English teachers in South Korea. Specifically, this research tries to respond the following questions: What are the lived experiences of Filipino English teachers in South Korea? What are the challenges they face being an English teacher?

What coping mechanism do they employ to meet those challenges?

2 METHODS

Research Design

This research employed the interpretive phenomenological design founded by Martin Heidegger. Interpretive phenomenology is utilized when the researcher's query asks for splendor and content of the phenomenon and the researcher does not categorized their prejudices and their first engagement with the query under scrutiny. Heidegger broadened the hermeneutics by examining the notion of being in the world rather than grasping the world and Heidegger believed that bracketing was not sanctioned for hermeneutics assumed prior comprehension (Reiners, 2012). Heidegger argues that "being theoretical" is to use ideas that you have purposely chosen as being part of the specialists' world (Slander, 2013). This means that a researcher will be looking only at the tiny sliver of the phenomenon and not being able to look at the phenomenon completely when he is being theoretical. Heidegger believes that given theories limit the power of investigation in the field. Moreover, the researcher believes that bracketing should also be used in this study. Bracketing tries to attain the necessary state of mind of unknowing as a form of openness (Munhall, 1994). Unknowing can be difficult at times since you need to interact with full unknowingness about the informants' lives. Unknowing paradoxically is another form of knowing, knowing that you do not know about the experience of something, that you do not comprehend someone who stands before you, and who is not apt into some pre-existing theory is vital to the development of comprehending meaning for others (Munhall, 1994). To involved oneself in a real conversation means we have to abide on our own socially constructed world in order to reveal the informants world. We should learn to "de-centre" ourselves from the phenomenon and learn to "re-centre" the informants. With Heidegger's interpretive phenomenological design and with Munhalls' unknowing and decentering ideas, the researcher hopes to explore and analyze the subjective experiences of the Filipino English teacher in South Korea.

Initially, the first method the researcher was going to utilize is meeting with the prospect respondents. Informal meeting during lunch with the prospect informants were conducted by the researcher. The researcher together with her sister drives from Yangju City to Namyangju, South Korea which is 50 minutes' drive by car and meet the first two prospect informants at Mr. Pizza, 2nd Floor, Pyeongnae-Hopyeong Station-638 Hopyeong-dong Gyeonggi- Do, Namyangju-si, South Korea. The researcher and the prospect informants spoke about their lives in Korea and get to know each other very well. After eating our lunch and occasional chatting, the first two prospect respondents mentioned to the researcher on their willingness to participate in the study. I let them read the informed consent, and discuss each item with them. I ask them if they had any questions and that if they understood everything written. They said everything is understood and never thought that research is such a meticulous process since each item needs to be discussed

carefully. The prospect informants then affixed their signature below the written informed consent form as their sign of agreement (Appendix F). The prospect informants were informed that an interview will be conducted by the researcher through skype because there is no notice to proceed yet given from the review committee of the University of the Visayas. The researcher asked the prospect informants on their email address, facebook account, and mobile number in Korea and messenger account so we can have constant communication after our meeting. After our meet and greet, the researcher and the prospect informants agreed that interviews will fall every Saturday or Sunday depending on the availability of the informants because their classes are held from Monday to Friday. They also asked that interview should not fall during Korean holidays because it is family time, the researcher agreed. Before we left the venue, the researcher asked them if they knew any Filipino teachers in Seoul. And they said, there are numerous Filipino English teachers and they gave us the mobile number for our third prospect informants.

The third and fourth prospect informants are fellow Filipino teachers who are currently teaching in South Korea. The researcher contacted them through their mobile number and we agreed to meet during the AKBAYANG PINAY 5th Founding Anniversary at Uijeongbu Foreign Human Resources Support Center, Gyeonggi-do Uijeongbu-si, Simin-ro 146 Beon Gil, South Korea. We meet them during lunch together with fellow Filipino who are members of the AKBAYANG PINAY Organization and who at the same time, English teachers in Seoul. After the short program for its founding anniversary, the two prospect informants and the researcher chat about lives in South Korea. I mentioned to them about my study and they told me their willingness to join. A letter of consent was given to the two prospect respondents, they read it and after reading, the researcher explained it to them. They said they understood it very well and asked me if we can then start the interview. They were notified that the interview will be conducted maybe on the second week or third week of March because I still have to comply with the requirements needed at the University of the Visayas Institutional Review Board. We then agreed that we will just keep in touch and they gave me their email address, facebook account, messenger account and their mobile number in Korea. They then asked me to conduct the interview on Saturday or Sunday which I immediately agreed.

The fifth prospect informant is a personal friend of the researcher. She is a disc jockey, translator, part time teacher and a counselor for Filipino women with marital problems. We meet personally at Kiss Music Station at Mapo-gu, Yeomridong, 105-11 Hanjin Plaza Seoul, South Korea where she gave me a free on air advertisement for my study. The researcher recorded the advertisement last January 27, 2018 and will be aired on February 14, 2018. The researcher will interview five informants whom I personally meet but two spare informants were prepared. The research will use the semi-structured form of interview guide to help the informants open up about their previous or presents experiences and to help the researcher follow-up necessary questions to them. The judgment from comprehensive qualitative study are commonly founded on the real life experiences of people who have the primary or direct information of the phenomenon.

Environment

This research focuses on the lived experiences of Filipino English teachers in Seoul South Korea. Seoul is considered as the megacity and the largest city proper developed in the South Capital Area. It is also measured as the second biggest city in the world. It has 10.29 million populations and its land area is 605.2 km². Seoul have a total of 869 kindergarten school, 597 elementary schools, 382 middle school and 318 high school from national, public and private schools (Wikipedia, 2018). Five Filipino English teachers from a private academy in Seoul South Korea were chosen to be the informants of this study. The study will look into the current experiences of these Filipino English teachers, the everyday challenges in their personal and teaching career, the coping mechanism they employ to meet these challenges and the future plans they had.

Informants

In order to obtain an accurate data, the researcher conducted an on air advertisement at Kiss Music Station at Mapo-gu Yeomridong 105-11 Hanjin Plaza, Seoul South Korea to maximize the awareness and participation of Filipino English teachers. (Appendix C). Leaflets were designed and printed and is supposed to be distributed along the street in Seoul near a private academy area but the weather around Seoul is -5 at times and – 3 at other times (Appendix H). Winter season seems unbearable to the researcher so leaflets were not distributed. And since E2 visa or teaching visa is not yet allowed for Filipino passport holders, so the researcher chooses snowball sampling to recruit possible informants. Snowball sampling is a way of sampling where research respondents hire other respondents for the research (statisticshowto.com, 2018). Snowball sampling is used by researcher when potential participants are hard to find. The total number of participants to be included is five, then the researcher will add two more informants when needed. Through snowball sampling, prospect participants will recommend or recruit other possible informants who have the same status as them: Filipino English teachers or former Filipino citizens who are currently teaching in Seoul South Korea. Moreover, teachers who respond to the on air advertisement of Kiss Music station who are teachers but did not teach English will not be included in the study. In addition to, teachers who are teaching outside the city of Seoul will also be excluded. They were notified that they have the right to recant and withheld information if they choose so. Likewise, they were informed that the research is purely for study purposes.

Instrument

The main instrument used in data gathering was semi-structured interview schedule. Internet connection is the basic tool the researcher employ to conduct the interview since

the interview will be conducted through skype. Audio recorder, pen, and paper will also be used during the online interview. The purpose of them is to analyze, describe, interpret and understand the informant's attributes. Interview schedule was crafted to gather more in-depth information than simple yes/no answer. Data from Filipino English teacher's interviews were in narrative accounts.

The interview to be conducted started with series of questions as how these Filipino English teachers become one, why they decided to teach in South Korea, their personal qualifications, the teaching requirements, what are the qualifying exams they undergone, what was the training they received and who paid for the said training and what was the agreed salary to them. They asked on the personal satisfaction they had on their teaching experienced, the unique qualities of the Filipino English teachers that contributed to the Korean educational system and the perceived advantages they experienced as an English teacher. Another questions focused on the challenges these Filipino English teachers had experienced or encountered. Questions on the difficult experiences related to teaching that they encountered, difficult experience related to their stay in South Korea will also be asked, and if they encountered unique challenges or discrimination because of their nationality. Then questions related to their coping mechanism that these English teachers employed to meet that challenges. Questions about professional, personal and cultural adjustments on homesickness, discrimination and teaching styles. Questions also on how they cope with homesickness and how they help their family in the Philippines will also be included in the interview protocol. Follow up questioning will be done after the interview, data gathering, data analysis and data transcription to augment each participants answer. Validation of the interview guide was conducted as three raters were selected to check the validity of the questions. (Appendix K).The first validator is a phenomenologist and a doctor of Education graduate. The second validator is Master of Arts in Education graduate major in English and is currently working on her dissertation. The third validator is a former Filipino English teacher in South Korea who taught in private academies for 14 years. The content validity index of the interview protocol is four which means that the questions on the interview protocol are excellent.

Ethical Consideration

There are numerous social values this study leads into. First, this study increase the ability of Filipino English teachers to regulate emotions and improve the well-being of their Korean students. Second, this research study increases the Filipino English teachers' confidence in teaching foreign students. Third, this study will give additional compassion to English teachers towards their students and finally, this study can be a way to have a fair and just benefits towards both the native English teachers and the non-native English

teachers. The following ethical guidelines were put into place for the research period. The protection of human rights was first in the mind of the researcher upon meeting the prospect informants. The researcher protects the prospect informants from any or possible discomfort arising due to the involvement of this study. The researcher set a meeting place which is closer to the informants so that the travel time of the informants is shorter and the risk is lesser. During the course of the meeting, the informants were given the freedom and liberty to talk about themselves and whatever they can partake about their experience as an English teacher. During the online interview, the informants were given the freedom of speech as to whatever language they feel comfortable using and whatever words they pleased to use whether it is Korean, English or Tagalog. The informants were also shield from any possible discrimination that might occur. Moreover, the informants were given freedom from prejudice on their nationality, age, marital status and gender. There was minimal risk that this study known to employ such as the physical risk. The possible physical risks might occur on the travel time from their home to the venue where the researcher and the prospect informants meet and know each other. The informants live in different locations in South Korea which is one hour travel or two hours travel from their home. The agreed venue for the meeting is accessible via subway, bus and taxi. But most of the informants went to the venue by car. The psychological risks among the informants were also possible. This might occur upon answering the questions which they might need to recall sad, traumatic, and unpleasant experiences. Also included in the psychological risks is the emotional suffering the informants might have being an English teacher in South Korea. Moreover, an economic risks might also occur as they need to spend budget on gas on their way to the meeting place. But in spite the minimal risk the informants might experience, benefits overcome the risk they might encounter. The physical benefit of being away from home for a while and spending a time with the researcher who is ready to listen to their stories and experiences regardless if it is nasty, sad or happy. The improvement of their teaching skills as they analyze their teaching ability in the course of the discussion can also be a benefits for the informants. The psychological benefits that this study can give to the informants is the comfort from any emotional or psychological suffering they might experience or encounter. And also, the feeling of helping others in the future can still be a great benefits for the informants. With this study, the researcher might possibly have an effective teaching intervention for the future and an essential change in the teaching practice standards can be applied decreasing the number of low self -esteem and poorly-motivated students in Korea. And finally, with this study, hopefully, Filipino English teachers will be acknowledges in South Korea to be legitimate, quality English teachers. These are the s benefit the researcher can give to the informants where they will create self-assessment, reflections and evaluation in relation to teaching. There are 16 items covers the informed consent form in this study. The first item is that the informants were informed that the data gathered for this study is for research purposes only and that the goals of this research study is an employment preparation kit that can be very essential for aspiring Filipino English

teachers who wish to apply for a teaching job in South Korea and in other foreign country. They were informed that the data to be gathered will only focus on their lived experiences as Filipino English teachers and that the criteria for the selection of informants is based on whether they are presently teaching in South Korea. The data collection will be through an online interview where the informants will stay on their home for their additional convenience and the researcher is also in her home where there can be additional confidentiality on data during the interview. The informants were given the contact number of the researcher so that they can contact the researcher for any clarifications they need to ask and at the same time the researcher can contact the informants for any clarifications regarding the data collected. In the informed consent, the informants were briefed that the research study is purely for academic purposes only and that no company or private persons funded the research study but the researcher herself. The informants were also informed that the snowball sampling is the method used during the selection process which means that the selection process used referral process. The informants were also informed that there might be possible risks involved in this study such as physical, psychological and social and economic risks and if these possible risks occur, it was agreed that the informants will seek medical treatment using their medical insurance in South Korea. It was also discussed in the informed consent that there will be a refund for the travel expenses incurred from their home to the venue where the informants and the researcher meet and that a gift of appreciation will also be provided by the researcher to the informants. It was discussed during the meet and greet that the meeting was purely a meet and greet and signing of informed consent form and that the interview will be conducted online. Furthermore, it was discussed in the informed consent that the participation of each informants will be treated with utmost confidentiality and that their participation is purely voluntary and each informants were given a chance to cease any participation they can have in case they don't like participating anymore regardless of their reasons and that they have the right to withheld any information they feel they don't want to share with the researcher. Moreover, this study had been approved by the University of the Visayas IRB- Human Research Ethics Committee and that the informants will have the right to contact the said office in case of grievances or complaints. All of the items mentioned above were discussed one by one to the informants. All of the five informants seemed impatient as there were 16 items to be discussed but the researcher explained to them that each item in the consent is very important to the protection of both parties, and they obliged. After the discussion of the informed consent form, the researcher ask the informants for any part of the informed consent that they don't understand, all of them said they all understood everything and with that, they affix their signature below the informed consent form.

Elements of Informed Consent

The method of selection used was snowball sampling or referral wherein the first Filipino English teacher will recommend another Filipino English teacher who is presently

teaching in South Korea. These Filipino English teachers are the best source of information since they are the one who are actually teaching and have the first hand information being an English teacher. There are five informants selected for this study and each of the informants are Filipino national and Filipino-Korean national who are presently teaching in a Korean school, academy and university. These informants were contacted through mobile phone and later, the researcher meet them in South Korea. There are two spare informants for this study as preparation in case one or two of the informants will back out during the study period. The over-all goals of this study is to design an employment preparation kit for Filipino English Teachers which can be helpful for them as they embark or continue to embark on the teaching job. This employment preparation kit is also useful not only for applicant English teacher in Korea but also to applicant English teachers throughout the world. The data shared from the informants will be gathered, coded, analyze and group into themes to get the main concept of their lived experiences. The informants of this study were informed that the data collected is only on their lived experiences as Filipino English teachers. This is evident in the interview protocol reviewed by credible raters. As to the data collection procedures, the prospective informants were given the choice of the time of the interview since it is conducted online via skype. The researcher wanted to look for the convenience of the informants so their choice was given importance. Three days before the scheduled interview, the set of questions were sent to the informants so that they can study it in advance. As soon as the notice to proceed from the IRB was given, the prospect respondents will be given the interview protocol in advance so that they can read the question ahead of time and can then easily answer the questions. And if they need to elaborate their answers they are given the freedom to do so. Moreover, since all informants have classes from Monday through Friday, interviews will be conducted during Saturday or Sunday. This is to ensure that there will be no disruption on the informants lives. The time for the said interview will also be their choice. They were notified that the interview will last for one hour and one half and if in case we need to extend for another half an hour, the researcher will asked them if they are willing to extend the time. The informants were also informed that the conduct of the study is for academic requirements only and that no company or any private or public person who sponsored this study but the researcher herself. Any assistance given by the researchers' family in Korea is always welcome. The informants' selection process utilized the snowball sampling method. Snowball sampling method which is also known as chain referral sampling method is a non-probability sampling technique that is used by researchers to identify potential subjects in studies where subjects are hard to locate (explorable.com, 2009). With this method, the researcher will reach potential informants that are difficult to find especially in a country unfamiliar to the researcher. This process is also affordable and cost-efficient for the researcher since informants were just referred by friends who knew each other and therefore the researcher does not need to look for other prospect informant for they just need to be actively teaching English in any school in Seoul South Korea. The researcher will choose

five informants for this study. Prior to the conduct of the interview, the informants were also informed on the potential physical, psychological, social, or economic risk that they might encounter. They were told that a possible risk might occur on their way to the agreed venue. Since the informants have to take the KORAIL subway on their way to the venue possible physical risk might occur. If in case stress can be felt with the conduct of the interview will be experienced, informants can reschedule the date or time of the interview. And if there are feelings of guilt or discomfort during the conduct of the interview, the informants can ask for a break or can reschedule the time and date. Also, informants might recall some bad or unhappy memories during their teaching so a possible psychological anguish possibly occurs. Aside from the physical and psychological risk, informants were also reminded for a possible economic risk that they might encounter during the conduct of the interview but they were assured that a refund for any expenses occurred on their way to the venue will be reimbursed. If any physical risk occurred, treatment shall be given to the informants using their insurance in Korea. If informants believe they cannot stand the interview, they will be advised to seek professional help first before they will agree on the interview. Potential Benefits. If there are potential risks for the informants, there will also be potential benefits for them on the conduct of the study. Potential benefits for the informants include the reimbursement of their transportation from their home in Korea to the agreed venue and vice versa. Informants will also be given food and drinks during the meet and greet. After the online interview, a token of appreciation will be given to all informants as a sign of gratitude for the help they extended. Since the interview will be conducted online, there can be possible internet connection problems that might occur. With this, the informants were informed that if in case internet connection fails during the conduct of the interview, a phone interview will be utilized. The researchers' sister will go to the informants' home and then call the researcher to continue with the interview. The reimbursement of the informants' budget for the gas was given after the meet and greet in South Korea. The informants who went to the venue of the meeting who went by subway was given a subway card in the amount of 5,000 won. It is assured that the data collection will be done in a private location to ensure that no one can hear the answer. A complete interview protocol was kept in a secure location that cannot be accessed by other people aside from the researcher. A completed materials and data will be securely disposed after the study. The informants were also assured on the confidentiality and anonymity of their identity. A code for each informants' were assigned to assured that confidentiality is given priority. Aside from the confidentiality of their identity, the informants were also informed that their participation on the study is purely voluntary. And that there will be no penalty imposed if any prospect informants will not volunteer. Right to Withdraw and Withheld Information. Aside from being voluntary, the informants were also informed that they have the right to withdraw in case they feel uncomfortable. Furthermore, if they feel they don't want to share any information on the process of the interview, they may withheld information if they feel not comfortable sharing it to the researcher. The researchers

mobile number in Korea, mobile number in the Philippines, facebook account, messenger and email address was given to each informants in case they wanted to contact the researcher for further questions or clarifications. Meanwhile, the contact numbers, email address, facebook account, messenger account of the informants were also collected by the researcher so that she can contact the informants for further clarifications. The prospect informants were informed that the information they will share are private and personal. Likewise, the informants were also informed that the interview will be recorded using audio recorder and therefore the researcher will ask authority to access such private information. The researcher is the one who will receive the information. Such authority to access private information were part of the consent form discuss to them. They agreed and signed the written informed consent form. The researcher maintains confidentiality of the procedure of the study. A certificate of confidentiality was given by the researcher to the informants to ensure that all the information shared by the informants are purely confidential. Moreover, to ensure confidentiality of the information, interview will be done online via Skype at the researcher's home and in the informant's private home in Korea. All information kept in a safe files and data will be disposed after the analysis or the finality of the study. Prior to the signing of the informed consent form, the informants were provided with accurate and appropriate information regarding the study. They were told that the research is for English Filipino teachers who presently teach English in Seoul South Korea. And the study was conducted to explore the live experiences of these Filipino English teachers. During our debriefing, the informants were advised to stay in her home in South Korea where there is proper lightings and ventilations for them to have better concentrations during the online interview. Incentives were given to the informants after the meet and greet. It is in both monetary and material gains. The informants were given re-imburement on their transportation from their home to the meeting place. Two of the prospect informants decline such incentives, so the researcher give them subway train card amounting to 5,000 won. The material gain are in the form of a dried fish. A danggit dried fish will be sent to the informants via Korean Post after the online interview. The informants sister will send such dried fish since the researcher is already in the Philippines. As an additional incentive to the informants, they were told that a copy of this research study will be provided to them. It will be send via LBC courier to them in South Korea. The recruitment of informants was done by the researcher herself in South Korea. The researcher went to South Korea last January 06, 2018. There researchers' sister is a former English teacher in Seoul and therefore she knew many Filipino English teachers there. The researcher first contacted the prospect informants by calling them thought their mobile phone in Korea. We ask for the contact number of some of the Filipino English teachers in Seoul and they willingly give us the number. Later, we call another four Filipino English teacher and told them about my study and they willingly agreed to meet the researcher and talk about my study. Upon meeting, we shared our facebook account, messenger and email address. That was the beginning of the recruitment of my informants. The modern educational system of South Korea focus on the teaching of

English to their students and employing native English speakers as its teachers. During the last decade, Filipino English teachers penetrated into the Korean educational system by teaching English among kindergarten, elementary and even secondary students. These Filipino English teachers started to understand that the complex and sophisticated educational system of South Korea and its Filipino English teacher needs to be protected. When performing the vulnerability assessment, there no informants who are vulnerable such as the children, mentally and emotionally disabled. There are no severely ill or emotionally disabled persons, nor terminally ill. Furthermore, this study did not use institutionalized people in the hospital home facilities, hospice and rehabilitation institution. No pregnant women was utilized during this study nor junior member of a group. Ethnic and racial minorities were not also used in this study including the homeless and the politically powerless people. During the interview, there is always a risk of becoming emotional on the part of the informants. The researcher mitigate this by stopping the interview for a while and ask questions that are not so emotional in nature. Critical questions were identified by the researcher and decision are made whether or not the informants will answer this questions or not. The decision depends on the risk tolerance of the informants. Other measure taken during the course of the interview include: coordinating with the informants prior to the interview schedule and giving them the questions for them to study, notifying the informants that a possible extension of time can be needed if the one hour time allotment is not enough. The researcher enters into the research without any preconceived ideas of the subject and the informants. The semi-structured interview guide was used on this study. The idea of “decentering” and “re-centering” of Patricia Munhall were applied on this study. In the conduct of the study, the research ensures trustworthiness by providing the strength, validity, and reliability in all stages including data collection, data analysis, coding and descriptions. The study is credible because the researcher analyze the data through a process of sorting the data into categories, creating cluster of themes, and exploring and judging its relevance. The researcher will ensure dependability by maintaining and preserving the transcripts, notes, and audio tapes during the interview process. The researcher will employ reporting for authenticity in a way that it maintains respect for the context of the data and presents all perspective equally so that the reader can arrive with an impartial decision. Finally, the researcher will observe conformability which can be determined by linking the data to other credible sources.

Data Analysis

Max Van Manen’s (1997) method of data analysis was chosen for this study. A second school of phenomenology in Utrecht School used Dutch approach combination characteristics of descriptive and interpretive phenomenology. And Max Van Manen’s method is an prototype of this combined approach. The following steps represent Van Manen process for phenomenological data analysis (Polit & Beck, 2010). Turning to the characteristics of the lived experiences. Lived experience is an experience that transpired

in a person's lifeworld prior to their reflection and naming of their experience (Van Manen, 1990). To comprehend and to find meaning on such experiences needs to be reflected on and interpreted. The researcher detailed her findings in her field journal. Exploring the experience as we live it: data gathering. "All recollections of experiences, reflections on experiences, descriptions of experiences, taped interviews about experiences, or transcribed conversations about experiences are already transformations of those experiences" (Van Manen, 1990). Van Manen's four paths for assessing slightly contaminated experiences were used in this study. Using Personal Experience as a Baseline. Using my personal and professional experience as a secondary English teacher gives me an elementary understanding on the teaching experiences. Tracing Etymological Sources. Language evolved over the years in the real world and the meaning of words may not be the meaning of the word we understand many years ago and how we understood it today. For example, the word education, encompassed knowledge, skills, judgment, reasoning, training and pedagogies. And in present time, it can also mean self-learning through different media or outside the four walls of the classroom. Searching Idiomatic Phrases. Just like words, idiomatic phrases in language also evolved. In this study, the meaning of "cultural adjustments" will be explored. There might be new meaning attached to this phrase today as there were in the past. Obtaining Experiential Descriptions from Subjects. The pivotal point in phenomenology is that both the researcher and the informants are significant partners in the understanding procedure of the lived experiences. "We gather other people's experiences because they allow us to become more experienced ourselves" (Van Manen, 1990). With that, this study will use interviews as the way of data gathering. The interview is design to (1) gather and explor narrative materials of the phenomenon of the study to gain understanding of it, (2) establish rapport and develop conversational relationship to understand their experiences. The researcher (interviewer) and the informants (interviewee) are partners in the discovery process of the phenomenon thus expressing a clear open-ended questions gives rise to the clarity of the interview. "There are four existential that may prove especially helpful as guides for reflection in the research process: lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality)" (Van Manen, 1990). Incorporating these four existential in the interview process will augment to generate a flowing, accurate and detailed interview. Lived space (spatiality) is a space that affects how we feel. Lived space in the contexture of English teaching may affect modification in the way we see "English teaching". Teaching English may not be no longer be as fun and as vibrant as we expect it to be but a series of numerous preparations and responsibilities. Lived body (corporeality) relates to the truth that we are all the time physically present in the world, our bodies are inevitable (Van Manen, 1990). This existential is salient towards English teachers since they will impart knowledge, develop skills towards their students. Lived time (temporality) is unique (Van Manen, 1990) Lived experiences affect how time is perceived. English teachers strive against time to finish the responsibilities they had as a teacher while it

alters when they spend time with their friends and family during the weekend. “Lived other (relationality) is the lived relation we maintain with others in the interpersonal space that we share with them” (Van Manen, 1990). An English teacher relationality with her students, parents and school director constantly changed if not progressed. These four existential in lifeworld guided the interview process. The researcher utilized an open-ended questions reflected in the interview protocol in Appendix G. Reflecting on essential themes. Theme provides core, content, and juncture to lived experience. “Themes are the stars that make up the universes of meaning we live through. By the light of these themes we can navigate and explores such universes” (Van Manen, 1990). The three methods of the thematic aspects of experience were also used in this study. The wholesome approach where researchers see the text as a whole and attempt to realize its meaning. The selective approach where the researcher’s highlighted and pull out the statements and ideas that seemed essential to the study. And finally, the detailed or line by line approach where researchers analyze every sentence. When themes will be identified they will become the object of reflection and interpretation and a follow up interview for the informants is necessary so that essential themes will be revealed. Describing the phenomenon through the art of writing and rewriting. The phenomenologist rephrase the informants’ experiences into common themes, with this; the phenomenologist has a vivid comprehension of the phenomenon. The art of writing and rewriting reflects the author’s orientation to the world maintaining a stalwart relation to the phenomenon. Question in relation to the lived experiences should focus only on the lives experiences of the Filipino English teachers. Maintaining a stalwart relation to the phenomenon is a must in a phenomenological study. Balancing the research context by considering parts and whole. The themes gathered and analyzed should be put into context and approached it again and again considering its relationship from parts to whole is necessary in research context.

3 RESULTS and DISCUSSION

Lived experiences of Filipino English teachers

This phenomenological study presents the individual lived experiences of the five Filipino English teachers teaching in South Korea. Phenomenology furnish an opportunity for these teachers to share their life experiences in order to illuminate the previously unknown, misunderstood, or discounted world (Bogdan & Bikken, 1993 as cited by Zeek, 2012). A variety of real life experiences are provided to support the reader to understand the research participants. This study comprises five Filipino English teachers, three are married, one is divorced while the other one is currently processing on her divorce. The five participants are all part time English teachers in South Korea. Following is a detailed description and background of each participants.

Participant 1

Humble Giero is a petite, young woman in her early 30's. who has been in South Korea for 14 years and adopted the Filipino-Korean nationality. She graduated high school in the public school in the Philippines and studied one year in an English Academy in South Korea so she can teach English. Miss Giero is fluent in both speaking and writing Korean language. She is a part time elementary English teacher in a private school in South Korea. Miss Giero is considered a neophyte teacher who teach for two years yet it seems like she enjoyed her new career. On her 14 years of stay in Korea, she never had a chance to find a job since she have 3 children and she spent most of her time taking care of them. When the marriage become cloudy, she looks for a way where she can apply for a job so she can help support her three children. She went to a government recruitment agency and she was advised to enroll for one year in an English Academy. She finished her 1 year training in the academy and she was hired as a part time English teacher who handles grade 1 to grade six Korean students.

Turning to the Nature of the Lived Experiences

The researcher travelled from the Philippines to Korea to conduct the personal interview on the respondents. On our meeting, she wears black long sleeve, brown winter jacket, winter pants and brown boots, this shows that she adjusted to the Korean weather perfectly. Her expressive eyes shows both excitement and sadness. We introduced each other, and I told her I am glad meeting her since she is the first Filipino I personally meet in Korea (aside from my sister who is my host). She said she is happy meeting me since she seldom go out with Filipino friends these days. I ushered Ms. Giero in a buffet table near us guiding her for our late lunch. We were both hungry that time and we barely speak as we gather our chosen food. We sat on the same table as the Korean waitress in her signature mannequin look alike face arrives with a box of Hawaiian pizza. I was hungry, and so is Ms. Giero. After our festive lunch, we talked about her life in Korea and her life as a teacher. She asked me questions often as to when did I arrive and what places did I visit. We had informal conversations and occasional laughter as we get to know each other. In the middle of the conversations, I asked her about her children and family. She was teary eyed at the moment as I told her it is alright if she will not share family trouble to me. She told me she is fine and is presently facing her husbands divorce against her. She told me she have 3 children and all are in the custody of her husband. She said she do have visitation rights, but every time she visits them, it tears her heart apart. She then told me, she focused her life in teaching. She spends most of her time with her Korean students and hugs them, cuddles them most often. Exploring the Experiences as We Lived It. The meeting place of the first respondent Filipino English teachers and the researcher was at Pyeongnae- Hopyeong station, Hopyeong-dong Gyeonggi-Do Namyangju- si. The place is accessible by car but it can also be reach using a subway train and by bus or taxi. Korea is a city without public jeepney unlike in the Philippines so

when someone tries to visit a place, it is always convenient using a car or taxi if you can afford. The meeting place of the researcher and the prospect participants was in Mr. Pizza, 2nd floor Hopyeong-dong Gyeonggi-Do Namyangju- si which is a one and a half hour drive by car. If someone will take the subway train or the bus, it would take longer. The place was accessible to the two English teachers so we proceeded to the place though it quite far from the researchers place. A casual conversation happened before the researcher and the potential participants eat their lunch. The meeting was purely meet and greet. There was an exchange of email account, messenger and facebook account for constant communication. Topic also about Korean students was talked about, their behavior, and their interest in learning English. "The children are difficult to teach but the parents are very supportive" (p2,qln) Conversation also includes Korean parents and their full support to their children to learn the English language. Moreover, how the participants adopted the Korean culture and how they adjusted on such culture was also included in the conversation. There was also conversation about their personal experiences as wife and mother. " We lived separate lives with my Korean husband now and he has the custody of my 3 children" (recorded in an audio recorder, the question was not included in the interview protocol) These conversation took us two hours and it was like we've already knew each other for a long time. Along with our personal conversation was the researchers discussion with them on my study and why did I choose such topic. I presented to them the informed consent form for them to read. It only took a few minutes to read since we were alternating reading, discussion and pizza. The content of the informed consent was discusses to them line by line. The two prospect informants sign at the informed consent form. After about two hours of chatting, the researcher decided to ask the prospect informants for their facebook account, messenger account, email address, and mobile number in Korea. It was discussed to them that the interview will be conducted online. As we bid goodbye, there was a sincere gratefulness in my heart that I finally meet the first Filipino English teachers. We started meeting as strangers and with the conversation that we have, it seems to me that we are already close with each other. Knowing their struggles as a wife, their challenges as a teacher and as a foreigner in Korea, it help me appreciate and respect them more as a person and as an educator. All the private conversation of the prospect informants had been written in the researcher's field notes. It was my intention as researcher to really meet the informants because meeting them personally is my chance of knowing these teachers personality, not just their professional side. Knowing my prospect informants will help me understand them better upon knowing their different circumstances in life. Meeting them helps me understand the struggle and the triumph they are currently experiencing in their lives. And with this, it can be assessed that the researcher was not only able to turn into the lived experiences of these Filipino English teacher as educator but was able to tune in into their lives as well as a wife and as a mother. Using Personal Experience as a Starting Point. The researcher being a secondary English teacher herself in the Philippines gives her a small idea of being an English teacher.Idea on the subject matter to be taught, the

different personalities of students which can be impressive, disappointing or can even be challenging. The idea of going to school everyday from Mondays to Fridays and sometimes Saturdays when needed, and the idea of having to fill up several forms in school as a requirement. These personal experiences was used by the researcher as a starting point to understand these Filipino English teachers in South Korea. Tracing Etymological Sources. There were several words used during the conversation of these Filipino English teachers which can be applicable only to them. Words like “severance pay” or Taechikum is one month salary given to a full time employees, Korean or foreign nationals alike for each year of employment (www.korea4expats.com). This should be stipulated in the employees contract and the Korean employer have no rights to ask the employee to waive this severance pay.. The term “severance pay” was first use in 1943, and it means an allotment usually based on the number of months which is demandable to be paid to a worker or teacher upon the end of their service(Merriam-Webster Dictionary). Severance pay is helpful for Filipino English teachers when they decided to move to another school or academy but not all employers will give employees a severance pay. Some employers will cut off the employment on the 11th month of the year forfeiting the said severance pay. The word “part-time” is used by these English teachers who taught in academy or school for fewer hours than what is considered normal or standard, yet these Filipino English teachers works part-time in several academies and school making them work beyond the standard 8 hours works. Most of them serve more the two academies and most of them work for 10 to 12 hours in a day but considered part-time. Searching Idiomatic Phrases. The idiomatic phrase “cultural adjustment” was experience by the Filipino English teachers. Cultural adjustments refers to the act or process of changing or adjusting to the particular society that has its own beliefs, ways of life, art and customs (Miriam-Webster Dictionary). The first cultural adjustment made was on how the Koreans hire Filipino English Teachers in their academy or school wherein pure Asian looking teacher will not be hired regardless of how impressive the resume can be. Personality matters to Korean employer. The second cultural adjustments made were on how Korean work and the dedication and industry they put on their job. Cultural adjustments on the costumes of Koreans on national dress called Hanbok was also felt and experienced by these English teachers.

Obtaining Experiential Descriptions from Subjects

There are several experiential descriptions gathered during and after the data gathering procedures. In participant 1, experiential descriptions such as employment agency was experienced by the participants. This government employment agency was the government agency that guided participant 1 on how to obtain a teaching job where she was advised to study at MuM English or an English School in Korea to acquire a certification. A family census from Korean government is another document needed by the prospect employer. Descriptions on sending financial help to the family in the Philippines was also mentioned. Participant 1 sent money to her parents in the Philippines

when they need it but will not send them monthly. Another subject brought up during the interview is the salary difference of her job in the Philippines and her teaching salary in South Korea which shows great difference. Participant 1 also mentioned that though she lives separately from her husband because their divorce is on process, she is financially secure. Finally participant 1 hopes to establish her own English Language School in the future.

Participant 2.

The soft-spoken, Ilongga accent Filipino English teacher loves children and art. Miss Ria is my second participants whom I also meet together with Miss Giero at Mr. Pizza in 2nd floor Pyeongnae-Hopyeong Station, Gyeonggi-do South Korea. She is a 43 year old Filipino who garnered her Korean citizenship since she migrated in Korea 14 years ago. A computer Science undergraduate and a TOEFL passer who is teaching English to kindergarten and Grade six Korean students for nine years. She is also a part time teacher in a private academy who render four hours of contact time to students for five days per week. As an English teacher, she believes that teaching the subject matter and loving the students should go hand in hand and she is applying this in her craft that she has been harnessing for almost a decade now. Miss Ria possess a long blonde hair, chinita eyes and well-defined lips. She wears black long sleeve, lavender over coat, blue jeans and a black boots ideal for winter season. Her friendly and positive aura as a person coupled with her out-spoken personality makes the researcher likes her. Miss Ria is not just an English teacher, she is also an art teacher.

Turning to the Nature of the Lived Experiences

For the researcher to have an personal glimpse of the respondents, a personal meeting took place at Mr. Pizza Pyeongnae- Hopyeong station, Hopyeong-dong Gyeonggi-Do Namyangju- si. It is the personal encounter with the respondents where the researcher have the chance to meet, understand and empathize with them since personal meeting is more advantageous on the part of the researcher. Exploring the Experiences as We Lived It At around 7:00 A.M on April 21, 2018, I sent a private message to informant number 2 to remind her of our interview schedule. It took about 15 minutes before she replied telling me that she is almost ready and that she just finish her home chores. She asked me if we can make a quick interview since she and her husband has to attend a party at Uijeongbu, South Korea at lunch time. I agree. I reminded her that our interview will be recorded. And since she already read all the questions I sent her, she easily answered them all. The interview went well and lasted for about 40 minutes. She told me to keep in touch in case there are answers that is clear to me. As I do not want to disturb or interrupt the normal lives of my informants, I did not take much of her time and we said our goodbyes at around 8:42 in the morning. I then proceed with the translation of informant number 2 answer since her answer are mostly in Tagalog. Using Personal Experience as a Baseline. My

long experience as an English teacher in the Philippines has been use to commence the interview. With this experience, I try to empathize with the respondent being an English teacher. For example, I have to respect her time availability since she is also occupied with other personal activities. Another is, I have to understand her answers in relation to students good attitude and students challenging personality. Tracing Etymological Sources. There are two words such as “ school director” and “accent” that are utilize during the conversation. The word “ school director” refers to the school principal of the school or academy the respondent is teaching whereas, in the Philippines, a school director does not necessarily mean the principal but is sometimes known as the head of the school or most of the time the owner of the school. This word differ in meaning. The next word is “ accent” which refers to saying the word with greater stress and force. Accent in Korea means you have to speak the English language like the English native speakers specifically in relation to emphasis, pronunciation and enunciation. Parents will express annoyance to the school director is an English teacher cannot speak like the English native speakers. Searching Idiomatic Phrases. The phrase frequently used during the interview was “ personal appearance”. Merriam-Webster dictionary defines “persona” as belonging to a particular person rather than anybody else while “appearance” is as the way that someone or something look.. Therefore, a “ personal appearance” is the way someone or something look that belongs to a particular person. This phrase is used during the interview and this was given importance by the Korean employer. The color of the skin and the height and your appearance that looks very Asian will not be accepted in a teaching job even if you have an impressive educational background.

Obtaining Experiential Descriptions from Subjects

There are several experiential descriptions that participant 2 shared to the researcher, one of it is “ reading lines from the book with emotion”. This lines gives rise to the experience of an the second respondent as this makes her students more interested in her lesson. Reading lines from the book with emotion is a classroom activity that she adopts when she started teaching. This gives her more creative using her voice and facial expression as this is another way to capture her students attention. Another essential experiential description is “teaching while the parents is watching”. This activity will always happen around September of every year wherein they have orientation in school as they commence their school year. The teacher will teach in front of the students while the parents will watch her and evaluates her. Finally, another experienced shared by the respondent is the personality of the teachers. In South Korean, they do not accept Asian teachers. And respondent 2 shared that if a teacher applicant looks so Asian, for example, she is small and brown complexion, they will not be accepted.

Participant 3.

My third prospect participant is the busiest woman among all my respondents. She is a teacher, disc jockey, marketing consultant, translator, and social worker at the Ministry of Gender Equality in South Korea. Miss Nikkie can speak and write Korean language well. A single mother who lives in Korea for 18 years and is now a Filipino-Korean national who fairly establishes a name. I meet my third participants at the radio station where she worked as a part time disc jockey from a Multicultural Broadcasting network company located at Namjung-si Korea. It was a scheduled meeting. We arrive late at the radio station but we were accommodated. Hot coffee were served together with Paris Baguette toasted bread. Miss Nikkie wore a pink thick dress with a black thick stockings underneath. Her brown shawl that covers her fair complexion skin makes her looks like an elegant woman. We were introduced by my sister and she welcomes me in Korea with a wish that I will enjoy the place. We briefly talked about my intention to broadcast my study so I may invite other Filipino English teacher to participate and she told me that she will give me a chance to do so. She will invite me as a guest disc jockey for that day. Miss Nikkie's sincere accommodating gestures is a remarkable feature of a true Cebuana. Being raised and studied in Cebu, she speaks four languages such as Cebuano, Tagalog, English and Korean and is very fluent at each language. Her soft-spoken voice coupled with her ability to speak many dialects makes her one of the most popular Filipino personality in South Korea. Her radio program is listened by multicultural family and workers especially Filipino factory workers. Ms. Nikkie uses her popularity to help fellow Filipino who are in distress in South Korea. She serves as a translator for Filipino women who are battling with divorced against their Korean husband. She helps facilitate the travel documents of Filipino workers who are either sick, dead or becomes mentally disorder to be sent home back to the Philippines. Miss Nikkie has been teaching in elementary and college for 10 years. She is also a part time English tutor in a Korean family and Korean company. Having a teenager son as her bestfriend in life, Ms. Nikkie enjoys the company of children in the academy where she works part time and in the University where she handles Logistic English.

Turning to the Nature of the Lived Experiences

Personally meeting the prospect informants is an advantage that this researcher saw in this study, so we booked an appointment for the third prospect respondent. Meeting the third prospect respondent does not only gives the researcher a chance to understand her as a teacher but to deduce her personal side, it means understanding this respondent both her professional and personal side. And understanding this professional and personal characteristic is helpful for the researcher in this study. Right after meeting the first two prospect informants, I meet the third informant at the radio station in Mapo-gu Yeomridong 105-11 Hanjin Plaza, Seoul South Korea where she worked as a part time disc jockey in a multicultural radio station. A multicultural radio station caters to different nationalities such as Filipino, Thai, Vietnamese, and Indonesians living in Korea as foreigners. Among all the prospect respondents, Miss Nikkie is the busiest of them all so

setting an appointment with her and talking to her is quite a challenge. We were introduced to each other and after the brief introduction the researcher was invited as a guest disc jockey of the day since the researcher also wanted to advertise the study, we immediately proceed to the radio booth where I invited some fellow English teachers in Korea to take part in my study. I was given 5 minutes to compose the one minute speech for the Filipino community tuning in to her radio station that time. It was my first time meeting this well-known Filipina in Korea and yet she's been very accommodating to me. I had the chance to discuss the informed consent to her inside the car where we bring her to the subway station on her way home. It was only about thirty minutes where we talked about her life before being a teacher, a disc jockey and a translator. She mentioned to me some personal aspect of her life as a mother and as a civil servant in Korea. Miss Nikkie is a very hardworking mom, and a totally sincere person who was able to make a name in a country far from home. Exploring the Experiences as We Lived It Last April 20, 2018, at around 8:00 in the morning (9:00 a.m in South Korea)I started the interview with informant 3, we first exchange pleasantries before the interview started. The researcher asked her if she read the questions they was previously given to her and she said she did. Miss Nikkie said it is her day off from work so she have a lot of time for the interview. The interview started with questions on how did she knew the availability of the teaching job, her qualifications, the requirements needed, teaching benefits, challenges and plans for the future. The questions previously written in the interview protocol was followed. A connection lost was experience in the middle of the interview but we were able to proceed. During the interview, I asked her to write her answer on the chat box because there are times that words are inaudible. She sincerely agree. I end the interview with a hope that she will continue to have a good time in Korea as teacher and as a civil servant. She wished me success of my study. I translated informant number 3 answer since some of the answer are in Tagalog and some in Cebuano language. I had time translating since my next interview schedule will still be at one in the afternoon. Using personal experience as a starting point. In respondent 3, I use not only my personal background as a teacher but also my speaking ability and wit as a Cebuana. With this, I can relate more on the respondent since she is as well a Cebuana (a lady who is raised in Cebu City and speaks Cebuano language). A language can be a powerful link or a barrier in understanding one another but in this case, language becomes a bridge and a potent tool in understand the third respondent. For example, the respondent mentioned the word " carabao English" during the interview and we just both laugh about the term because we fairly understood what is it all about. Tracing etymological sources. Since there are ample time for both the respondent and the researcher for the interview, there are also several words that gives rise to its meaning. The first word is, "recommendation". Merriam-Webster dictionary defines recommendation as " a formal letter that explains why a person is appropriate or qualified for a particular job, or school", another meaning states that, " is is an act of saying that someone or something is good and deserves to be chosen". In respondent 3, recommendation means Korean will not directly recommend someone to be an English

tutor but if they can see someone who is good at it, they will speak to their friends, co-workers, family, community about you and a way of recommendation. Once they like you, they will speak about you to others and as a result, other Korean who heard the good feedback will call you and hire you as their English tutor. This is what happens to respondent 3, she was able to teach in different family, government centers and institutions in Korea because of recommendation. Another word that have emphasis on its meaning is the word “updated”. A Merriam-Webster dictionary states “updated” as to give the most recent information about something, or to make more modern. In respondent 3, updated means not only being aware of the recent information about education but also about Korea as a whole. The parents of her students will ask her about information not related to education and she always see to it that she is ready to answer because if she cannot answer, Korean parents will have an idea that you are not intelligent but just pretending to be one. So being “ updated” means always aware what is happening around South Korea regardless if it is related to education, to the migrants, the foreigners or the Korean citizens. Searching idiomatic phrases. The first idiomatic phrase used by respondent 3 during the interview is “ they give their heart on it”. This phrase was used when the respondent was asked the different quality of Filipino English teachers and Native English speakers. The website www.psychologytoday.com gives meaning to the phrase “as having a positive connotation in that it manifests profound love”. For respondent three, Filipino English teachers does not only teach but also take care of the children. She elaborated that when Filipino teachers are in the classroom, they are very affectionate to the children and that is one of the edge of Filipino teachers. Another phrase is “self-development”, which means that is is a procedure by which a humans’ attitudes or skills will evolved step by step according to www.dictionary.com. For respondent three, self-development means enrolling, studying or learning during free time on topics or subjects that interests her. This is essential for English teacher as their salary will increase according to your educational background. Obtaining experiential description from the subjects. The experiences shared by the respondents are privilege that enhances the experience of the researcher. There are several experiences that the respondents shared. First, on the subject about English tutorial, respondent 3 states that: “Korean parents believe that their children will learn English language fast when the tutor is highly recommended, although they have doubt when they know that I come from the Philippines.” (q1n). It is a natural behavior of a Korean parent or any parent around the globe to always look for the best of their children. In Korea, parents will seek for tutors, academy, English school that can best teach their children on the English language. On the subject about teaching challenges, respondent 3 mentioned that : “ When I started teaching from house to house, it is so difficult because I travelled for hours or minutes and the weather is so cold, it is okay if it is summer, but if it is winter, it is so hard, you are cold, alone, hungry and stress and you will experience terrible homesickness.” (q1n) The cold and/or freezing weather of South Korea adds to the challenge of the teacher in their profession. And also, the distance of the house where of their tutee or the distance of the

school from their home is another challenge to consider.

Participant 4.

Participant number four is a well-educated English teacher who looks more like a Korean national than a Filipino national. The way she dressed herself looks like she embraces the Korean culture completely. Her black thick stockings and her petite shirt coupled with her white long sleeves with ruffled collar covered in a thick winter brown jacket complements her chinita looking eyes. She's been living in Korea with her family for 10 years already and she can speak Korean language well. Her grace in speaking and her accent in English impresses me as an interviewer. When I first meet Miss Vivian, she looks kind and accommodating, and when we get to know each other in the founding anniversary of Akbayang Pinay, she is kinder than I thought. She spent more time with me and answer personal questions from me. She is supposed to enjoy the occasion where Filipino community in Korean gathered at Uijeongbu that time but she prefers to get to know me as I get to know her better as well. She graduated from the University of San Jose Recoletos with the degree of Bachelor of Science in Accountancy but did not pursue her career as an accountancy graduate but chooses to be an English teacher. She is a pure Filipino national who didn't apply for a Korean nationality. She's been teaching in Korean for ten years now and is enjoying her time with her elementary and middle school students. Turning to the Nature of the Lived Experiences

After a few days of meeting the three prospect informants, I travelled again and meet the last two informants. They were the participants recommended by the first two informants I meet at Namyangju-si. The fourth informant I mistook as Korean since she looks like a Korean woman if not because of her Cebuano language. We were briefly introduced and we stayed at the lobby of the building so we will have a chance to talk since the activity for the 5th founding anniversary on Akbayang Pinay is still going on. We discuss life in Korea, culture and expectations. I discuss the informed consent with her and she said it was clear to her and she signed the consent. We add each other on messenger and facebook for constant communication. I thank her for her help on my study. Exploring the Experiences as We Lived It Last April 20, 2018, at around 7:30 P.M Philippine time, I sent a message to informant four for our scheduled interview and she said she is about to finish her late dinner and any moment, we can start the interview. I asked her if she read the questions and she said yes and asked if it's all right that her answer will be in Tagalog and I agreed. The online interview started immediately when the connection was finally fast since it's already night time. The interview protocol schedule was followed. I gave follow up questions to question number 1 letter d, f and j since the answer I can't clearly hear. I thank her for her participation at around 8:52 P.M and she expressed her gratitude also for being a part of this study. The three consecutive interview in the same day is just too much to handle so the researcher decided to translate the answer on the following day. Using personal experience as a starting point. The researcher's personal and professional experiences as secondary school teacher in the Philippines provides a

starting concept to relate to respondent four. On the personal side, respondent 4 hails from Cebu City Philippines which is where the researcher come from. This creates graceful discussion of both the respondent and the researcher as they speak the same language. On the professional side, respondent four teaches for over ten years which have almost the same year as the researcher which give them both related experiences on teaching. Tracing etymological sources. Respondent four noted the impact of “benefit” in her teaching career. Teaching benefits such as severance pay, housing and insurance are provided to native English speaker teachers whereas, this benefits are not provided to Filipino and Filipino-Korean nationals. “When they (school or academy) hire NES (native English speakers), they usually have free housing, severance pay, and insurance. They pay a lot. But if they hire Filipino, they don’t pay housing, severance pay and insurance.” This is the reason why some school and academy will hire only one native English speakers for the school and the rest are Korean or Filipino-Korean nationals. Respondent 4 further add that she experience “discrimination” in relation to the pronunciation of English words. She commented: “They usually complain about pronunciation. I think that kind a personal to me. As a Filipino I think, this is my natural pronunciation but they don’t accept that. There is discrimination. They said Filipinos have terrible pronunciation.”She claims that pronunciation is somehow “personal” which belong to a specific person and should therefore be accepted. But it is not always the case in teaching in South Korea. Because parents will go the the school director to complain if they find the teachers pronunciation not closely the same as that of the native English speakers. Searching idiomatic phrases.The fluent and young respondent number 4 shared to the researcher that every time she will get inside her classroom, she expects negative situations and she will prepare her emotion for it. This is revealed in the interview which says: “I always expect the worst and get ready and I prepare my emotion” In the ten years of her teaching experience in South Korea, respondent 4 have seen differences on her students and on teaching situations. This is what she tries to prepare to everyday every time she comes in to the classroom. Students are sometime inattentive to her therefore, she manage to have either a punishment or reward for them. Punishment for bad behavior and rewards for the good one. She shared:“I talk to the students, I gave them some kind of punishment so they will behave better or I gave them rewards to make them feel loved.” However, respondent 4 clarified to me that punishment are not as severe like what she used to experience in the Philippines school. Punishment means standing at the back of the class facing the wall. This is the sample punishment of respondent 4 which was also utilized by other English teachers. Moreover, respondent 4 also mentioned to the researcher that she does not actually need to work because her Korean husband provided all their needs in South Korea such as food, housing, education and her lifestyle but she needs to send money to her parents to the Philippines to help them. During the interview, she mentioned: “The income that I get from my teaching job, I support it to my parents in the Philippines.” The family support of the English teacher towards their parents seems so common not only to respondent 4 but also to all the

respondents. Money will be set aside for the Philippines had become a part of their budget already. Obtaining experiential descriptions from subjects. On the subject about school or academy training on new teachers, respondent 4 mentioned that there was no training provided in her school. She shared: "There was no training, my school asked me to observe classes and after that you can start." A formal training provided from the school was not conducted by the school who employed respondent 4 but rather, she was allowed to conduct a classroom observation on the school and after it, she was then allowed to teach. The classroom observation she had was consider as the training in the school.

Participant 5.

Miss Yani is the fifth participant whom I meet in the Akbayang Pinay founding anniversary. She is a naturalized Korean whose recent nationality is Filipino-Korean. She is more like a mother to me and a friend who can speak English language well. She mentioned that her 16 years of living in Korean made her more like a Korean national but deep inside her heart, she is a pure Filipino. She still longs for Filipino foods, movies, tele series and Filipino friends. In spite her ability to speak the Korean language well, Miss Yani believes that it is still sweet to speak our own Filipino language. It was in our meeting where she requested if we can speak Tagalog during our conversation. Miss Yani is a college graduate and is a part time English teacher. She's been teaching for 10 years among elementary Korean students. Miss Yani's dressed like a well-respected woman of her age, she is 43 but she looks like 35. She is youthful and she wears dark brown and black winter clothes that made her appear so fabulous. Miss Yani is happily married to a Korean national. Turning to the Nature of the Lived Experiences Just like other participant in this study, the researcher also personally meet respondent five at Uijeongbu South Korea. Both the researcher and the respondent meet during the 5th Founding Anniversary of Akbayang Pinay in South Korea. The personal meeting with respondent number five adds more knowledge on her background and personal informations because we were having a time knowing each other personally. Aside from the questions ask from the interview protocol, respondent 5 also shared some personal information on her life as a wife of a Korean national and mother of Korean child. With this fortunate opportunity, the researcher had been grateful in understanding not only her professional side but also the personal aspect of her life. Exploring the Experiences as We Lived It interview schedule will be at 8:00 P.M but I sent her message in advance to remind her of our schedule. She replied that she will be available at 8:00 P.M as schedule, she's still at Emart grocery store for her grocery shopping. I waited for the time and at around 7:50, I log in to my skype account. It was her who called me telling me that she's ready for the interview. We started the interview at exactly 8:00 in the evening. Internet connection was fact and the interview went well. She answered in English and Tagalog. All the questions at the interview protocol was answered and we end the interview at 9:10 in the evening. Using personal experience as the baseline. My personal experience as a secondary school teacher was my basic knowledge in understanding respondent 5 as a teacher. I approach

respondent 5 as she was recommended by her friend and she willfully granted my request that she can be one of the respondent for my interview. Although respondent 5 is from Luzon and speaks tagalog, she still accommodated me to talk to her and give the researcher a chance to know her. An informal talk about life in Korea and her first experience as an English teacher was part of our conversation. Finally we give each other contact number and e-mail address to schedule an online interview. Tracing etymological sources. Unlike other respondents, we have limited time talking to respondent 5 but I was able to ask all the questions in the interview protocol. The first word that seemed essential during our interview is the word “comfortable”. This word means not causing any physical, unpleasant feeling or experiencing physical comfort, it also means allowing you to be relaxed and causing no worries, difficulty or uncertainty. For respondent 5, teaching in our own country is more comfortable that teaching in foreign country because of the language and cultural barriers however, upon experiencing teaching Korean students, she learned to like them, love them and stay comfortable teaching them. Another word that give rise to the meaning of the conversation during the interview is “sacrifice”. On the question about the edge of Filipino English teachers from the native English speakers, respondent 5 shared that, native English speakers do not sacrifice a lot. Merriam-Webster dictionary shows sacrifice as “the act of giving up something that you want to keep especially in order to help someone.” For Filipino English teachers, sacrificing means showing concern even after and beyond your teaching hours. This Filipino English teacher will focus on Korean students who have difficulty speaking, they spend extra time with them. Searching idiomatic phrases. There were several words and phrases that was given emphasis during the interview. The first phrase is, “... really willing to do everything for the students”. The researcher found this phrase very positive with regards to how the Filipino teacher teach Korean students. This phrase evoke patients, tolerance and responsibility. For example, Filipino teachers will explain everything to Korean students who cannot understand English well. Also they provide their extra time to Korean students who have difficulty learning the English language, like after the class hour, they stay in school and talk to students and tutor them. Another phrase that need more elaboration is the word, “big difference”. When respondent five was ask about the salary difference of the Filipino teachers in the country and Filipino English teachers in South Korea, she answered that there was a big difference on the salary. The researcher believes that the word big difference is an understatement but rather it should have been a “huge difference”. However, respondent five justified that a difference in the teacher salary in the Philippines and in Korea is big because we still have to include their expenses in Korea as well. Like food, transportation, and bills but after all the payment responsibility being made, there is still a big difference on its salary. Obtaining experiential descriptions from subjects. Respondents shared experiences that seems meaningful to both of us. One of the meaningful experiences that respondent 5 shared is on the subject of “knowing the job availability”. “I’m the one looking at the internet. There are lot of sites wherein I can, you can find jobs. And because I can already read Korean language and I can also

understand the language so I just find the sites.” (q1a) Respondent five language ability to read Korean language gives her the edge to find teaching job in the internet easily. Although there are sites in the internet that shows job availability, numerous school in South Korea posted teaching jobs availability in Korean language. And this will give you an edge among other applicant because if you find this job on the internet sites although it was posted in Korean language, it means that you can read Korean language well. And Korean employees prefer teachers who are fluent in speaking and reading the English and Korean language. On the topic about the edge of Filipino English teachers from the English native speakers, respondent five answered: “Filipino English teachers are really patient and then they are really willing to do everything for the students to teach them. But for the native English speakers, they just teach, they don’t sacrifice a lot. We are really different. That’s what I’ve noticed because I have a lot of Americans, Canadians co-teachers. I think they don’t care about the students feelings as long as they just teach and get their salary, that’s all- they don’t care.” (q1i) My brief meeting with some of the Filipino English teachers in Korea was a wonderful experience. I fly back to the Philippines via Cebu Pacific on the 21st of February 2018. I complied the requirements needed by the IRB and as soon as the notice to proceed was released from the IRB, the researcher immediately send private messages to her informants at around two in the afternoon to schedule an online interview. Prior to the interview, I sent them the questions first so they can study it. It is up to the informants to set a schedule depending on their availability and the schedule was the following:

April 20, 2018 Saturday 8:00 A.M (Philippine time) Informant 3, April 20, 2018 Saturday 1:00 P.M (Philippine time) Informant 1, April 20, 2018 Saturday 8:00 P.M (Philippine time) Informant 4, April 21, 2018 Sunday 8:00 A.M (Philippine time) Informant 2, April 21, 2018 Sunday 8:00 P.M (Philippine time) Informant 5. The researcher then agreed to the schedule and stayed in Cebu City for two more days since internet connection in the city is faster compare to her home town. I transferred all the necessary things needed for the interview. The researcher conducts the interview in her home in Cebu City while the interviewee was also in their home in Korea. The interviewees were notified that the interview will be noted upon via an audio recorder.

ID	1	2	3	4	5
Age	31	43	41	35	43
Gender	Female	Female	Female	Female	Female
Marital Status	Divorce is on process	Married	Divorced	Married	Married
Length of Stay in Korea	14 years	14 years	18 years	10 years	16 years

Current Nationality	Filipino/Korean	Filipino/Korean	Filipino/Korean	Filipino	Filipino/Korean
Highest Educational Attainment	High School	College Level	College Level	College Graduate	College Graduate
Employment Status	Part Time	Part Time	Part Time	Part Time	Part Time
No. of Years Teaching	2 years	9 years	10 years	10 years	10 years
Classification of School	Hagwon (Private School)	Academy	University	Academy	Hagwon (Private School)
Grade Level Handled	Grades 1-6	Gr. 6	College	Elementary Middle School High School Adults Kindergarten	Elementary Students

The five informants were asked as widely as possible about their different lived experiences as English teachers on South Korea, the recruitment process they gone through, the challenges they face, the coping mechanism they employed and their plans for the future. The informants' clustered around four superordinate themes: giving preferences to Korean citizens and/or dual citizenship, struggling with teaching challenges, coping with obstacles, and planning for a brighter future.

Teachers' preference and qualifications

Giving preferences to Korean citizens and/or dual citizenship. Four of the five participants are Filipino-Korean citizens while the other one is a Filipino citizen. These Filipino-Korean English teachers teach along with Korean teachers. This means that these Filipino-Korean citizens were given the opportunity to teach in a country whom they consider their second home. Korean government does not accept Filipino teachers to teach in their country but once a Filipino becomes a naturalized Korean, they will have the teaching opportunity like a Korean national. Structure of the experience. The levels of the structure of the informants' experiences were taken as a form of themes and their fellow subthemes. The following is an elaborate description and interpretation of the major themes and their corresponding subthemes. The informants' reply are exactly given. Knowing the teaching job availability. These English teachers have varied ways of

knowing the availability of the teaching job position in South Korea. The first teacher knew the teaching job from an employment agency, the second teacher/informant knew the teaching job from a neighbor, the third and fourth informants were recommended by a friend to the school they applied, while the other teacher knew the teaching availability from the website in the internet. This shows that the Filipino English teachers have varied ways of knowing the teaching job availability before they started teaching. "I asked our Korean neighbor who is a teacher for any teaching job available and at that time she told me it is already the schedule for demonstration so at that same time, I demonstrated to the school director and the next day, I started teaching." (p2, q1a) "When my Filipino friends knew that I'm already in Korea, they recommended me to their Korean friends so that was the start teaching." (p3,q1a) "I'm the one looking (for a teaching job) in the internet. There are lots of sites wherein I can, you can find jobs because I can already read Korean and I can understand the language so I just find the sites." (p5, q1a) English Teachers qualifications. Although the reasons for hiring English teachers is to teach English language among Korean students, English teachers have varied and different qualifications. It will only depend on the school, academy or university the teacher will apply. "I'm a high school graduate in the Philippines but I first studied at MUM English for 1 year before I apply in a government agency."(p1, q1b) "I studies at YBM- Teacher Academy Institute. Although it's quite costly but at least you have a certification to give to the school you wish to apply" (p2, q1b). However, some schools and academy will give more importance on the looks and appearance of their English teachers. "It is easy to apply for a teaching job in Korea but what is important for them is the personality of the teacher. Even if you have a high educational attainment but your pronunciation and accent is not good, and you can't speak like the native English speakers, after six months they will replace you (p 2, q1b). • "Actually in Korea, they don't accept Asian teachers. But then, the qualifications they look for is university graduate but it also depend on the school or academy. They are not really strict even though you are undergraduate as long as you can speak English well and your pronunciation is good (p5, q1b) Lenient job qualifications and requirements for English teachers. The teaching job qualifications are not so strict for several academies and school. Teachers' qualifications will depend on the school or academy. In the case of the five informants, the school they applied for did not impose strict qualifications for their teachers. One of the informant is college graduate without any master's degree yet she was accepted as a university instructor. One informant is a high school graduate yet she was employed as Kindergarten teacher. The rest of the informants are college graduate. "As I was only recommended by my friend to teach, I don't have any training at all. All I did was to search in the internet for teaching materials (p3, q1d). "When I was hired, I was trained for two weeks and I was given a free books and cd's (p2, q1d). "I didn't have any training at all. My school just asked me to observe classes and after that, I started teaching." (p4, q1d) "I didn't received any training. When I go there, I just teach." (p1, q1d) "I graduated Bachelor of Computer Science in the Philippines and I don't have any teaching background. But I studied at YBM- Teachers

Academy Institute.” (p2, q1b&c) “In the Philippines, I graduated Bachelor of Science in Accountancy, but I have TOEFL certificate.” (p4, q1b&c) The informants gave almost the same requirements to the school they applied for before they start teaching. They gave their diploma, transcript of records, curriculum vitae. Other school, academy and university wanted the teacher applicant to have a red ribbon seal on their transcript of records and diploma from the colleges or universities where they graduated. “Actually, it’s just curriculum vitae and then of course your diploma and transcript of records. That’s all. But these days, some academies are very strict. They want your transcript of records and diploma to be sealed in a red ribbon from the Department of Foreign Affairs. I think there is an education government in Korea where they pass it there. But some academy don’t do that (p5, q1c). “Actually in Korea, they don’t accept Asian teachers. But then, the qualifications they look for is a university graduate but it also depends on the academy. There are some academies that are not really strict even though you are an undergraduate as long as you can speak English well and your pronunciation is good. But some academies are really strict, you should be a graduate of 4 years in a university.” (p5, q1c) Absence and/ or lack of training. All five informants expressed that they did not received any training at all from the school, academy and university before they were hired. And after they were hired only one informants received training during her work schedule where she already started teaching. Only one participant was trained before she was allowed to teach.

Characteristics of Filipino English teachers

Filipino English teachers as generous but frugal family supporter. The informants showed vivid enthusiasm on helping their parents and family in the Philippines. With the number of years they’ve been away from their family in the Philippines, they learn to help them in frugal manner. One informants’ build a water refilling station wherein the profit is used for her parent maintenance medicine. Another informant will only send if financial problems back home is very essential. The other informants will only send if requested by parents. The other informants did not send at all. All the informants mentioned that sending financial help from their family in Korea is not on regular basis. They send package occasionally. I asked them what is occasional for them and they said, “Once a year”. “Yeah, I help my family. Financially. Package. Parents’ medicine. But I don’t send regularly.” (p5, q1i) “Before, I send my parents money regularly. But later I realize, I need to be wise. So instead of sending them money, I establish a water refill station for them, and the profit they get from the refilling station will be my financial support to them”. (p2, q1i) “Before I teach, everything that I need comes from my husband, including my parents support. But now that I’m teaching, I help him and I told him I’ll be the one to send money to my parents in the Philippines.” (p3, q1i) Filipino English teachers as well-adjusted, non-nostalgic foreign workers. The length of the number of years on their stay in Korea makes these Filipino teachers non-nostalgic anymore about home. The informants’ has been living in Korea for a minimum of ten years and maximum of eighteen years. All of

the informants mentioned that at the present stage of their lives, they did not feel any homesickness anymore. "I've been living in Korea for ten years now and I can say that I am accustomed to everything." (p4, q1v) "I don't feel any homesickness at all. Maybe in my first year of stay here in Korea but after that, none." (p1, q1v) Filipino English teachers as financially stable educators. The participants were proud of themselves that they don't have any financial trouble at all at the moment. And that unlike other Filipino workers in Korea, Filipino English teachers are paid well. "I think I'm lucky because aside my salary, my husband is also earning well. My son go to school so I have a lot of time. The income that I get, I support it to my parents because my husband supports everything here, housing, food, insurance, lifestyle." (p3, q1t) "My husband is earning so I don't have any financial trouble at all." (p2, q1t) "Aside from being an English teacher, I am also working as a part time court interpreter to multicultural women who have trouble with their marriages .I am also a part time disc jockey to a multicultural radio station in Korea, so modesty aside I can say that I don't have any financial problems." (p3, q1t) Edge among Filipino English educators. Informants expressed confidence that Filipino English teachers are more hardworking, loving, patient and caring teachers. They are more than willing to show affection to their Korean students compare to native English speakers. "Filipino English teachers are really patient and then we are really willing to do everything for the students. But for the native English speakers, they just teach, they don't sacrifice a lot. We are really different. That's what I've noticed. Because I have a lot of Americans, Canadians co-teachers. I think they don't care about the students feelings as long as they just teach and get their salary, that's all, they don't care." (p4, q1j) "Native English speakers speaks very fast that's why some students cannot understand them. Unlike Filipino teachers, we are not that fast when speaking English so student can understand. And their (native English speakers) pronunciation also is a factor, it seemed not understandable to students. (p1, q1j) "We Filipinos are very different how we teach to the kids. We not only say. "Oh this is my job, I'm not going to do another thing". Filipino teachers give their heart on it. They also take care of the children. So the children become very affectionate, very close to the teachers, they hug them, nice to them unlike other teacher with different nationality, they are not very caring. They did not show their affection to the children." (p3, q1j) Satisfied educators. All of the informants experience a level of satisfaction on their job. And this job satisfaction had been unleashed on their dealing with Korean children. "I love kids and I can see that they are learning from me. For example, I have a group of students who cannot read and after a month, they can read and speak English well. I can feel satisfaction on it." (p2, q1k) "Aside from the good earnings, teaching also help me learn Korean language and Korean culture better so I can't think of any other job in Korea better than this." (p1, q1k)

ID	1	2	3	4	5
Lived Experiences	Various ways of knowing the teaching job availability Filipino English teachers as generous but frugal family supporter Korean students who are difficult to teach	Absence and/or lack of training Enjoy time with children Demanding parents	Schools give preferences to Korean citizens or dual citizens Filipino English teachers as well-adjusted, non nostalgic foreign workers Parents want instant learning of English language	Financially stable educator Lenient job qualifications and requirements Parents complaints about English pronunciation	Satisfied educator Love the company of kids Korean students who cannot understand English
Challenges	Limited educational background Marital problems Transcend love to Korean students	Limited Korean language skill English accent Watch Tagalog movies	Doubtful parents Single parent Limited training at the university Social worker	Limited teaching benefits Give rewards to students	Unwilling students to learn English Kids with tantrums Watch movies and shows on Filipino channel
Coping mechanism	Focus on teaching Maintain Filipino close friends	Practice Korean language with friends Go out with Filipino friends and attend Filipino	Disc jockey Translator	Join Filipino organizations Attend Filipino Community gatherings	Call parents and relative back home Attend gatherings among Filipino community

The Display 2 above shows the unique lived experiences of these Filipino English teachers together with the teaching challenges they faced and the coping mechanism they employ. Participant number 1 had several ways finding teaching job and she is a generous financial supporter to her family back in the Philippines. She is a high school graduate yet her skill in speaking and writing Korean language gives her a strong qualification as an English teacher. Participant 1 personal problems such as her impending divorce with her Korean husband, the Korean students who are difficult to teach are some of the challenges she faced as an educator. Yet, these challenges do not stop her to give focus on her teaching job and to transcend her love to her children

towards her Korean students. She maintains a close friendly relationship with fellow Filipino friends whom she considers as her support group. Participant number two is both an English and Art teachers. She was not trained as teacher in her school and she has limited Korean language skill, but in spite her limited Korean language skill, participant number two enjoys time with Korean children. Her teaching challenges includes her limited Korean language skill, demanding parents who wants fast learning of the English language and Korean parents who demands pronunciation and accent like that of the native English speaker. Since participant two really enjoys time with children, she did not succumb to challenges. She learns Korean language from Filipino friends who are fluent in speaking and writing Korean. She watch Tagalog movies more often for she believes that watching Tagalog movies lessen her homesickness. Giving preferences to Korean nationals and dual citizens and Filipino English teacher as well-adjusted, non-nostalgic foreign workers describes the experiences of participant three. She is a part time social worker, translator and disc jockey. Being a single parent does not limit her to help fellow Filipino in South Korea. She speaks and write Korean language well. In fact, she is a court translator in cases of divorce among Filipino women against their Korean husband. Participant three establishes many connections in South Korea, she is well-known among Filipino Community and is the best friend of the first Filipino congresswoman in South Korea, Jasmine Lee. The challenges she faced as a university instructor includes having limited training as instructor and having a demanding parents who wants their Korean children to learn English very quickly. Life in a Korean university is stressful for her so on her leisure time, she spend it helping the Korean government on their social works, court translator and disc jockey in a multicultural radio station. This good-looking Cebuana finds happiness in helping others. Another Cebuana English teacher is a hard-working mom and family oriented woman. She is a financially stable educator and she finds teaching qualifications and requirements lenient among teachers. She's teaching for ten years and over those years, the usual challenges she faced is with parents who used to complaints about the teachers pronunciation of the English words. This will happen if she will substitute the native English speaker in class and the student will complain to their parents on her pronunciation. She used to give punishment to her students and at the same time give rewards to children so they will feel loved by her. A satisfied educator who always loves the company of kids describes participant five. An English teacher who faces children with temper tantrums in her classroom. Her students have difficulty understanding the English language and she needs to explain everything them. She used to watch movies in a Filipino channel to ease her homesickness. She also call her parents and relative at home to cope with the challenges she faced in the educational industry she enjoys.

CHALLENGES OF FILIPINO ENGLISH TEACHERS IN SOUTH KOREA

Teaching in a foreign land is not always a comfortable experience for all Filipino teachers. There were met by several teaching challenges along the way. This chapter reveals the different teaching challenges of our Filipino English teachers in South Korea.

Miss Humble's Story

Miss Giero respondent number one has been teaching in Korea for two years. She's been staying in South Korea for 14 years and can speak and read the Korean language fluently. She is currently teaching elementary student in an academy in South Korea. According to Miss Giero, some Korean children are difficult to teach, but in spite of it, the parent are very supportive. This is one of the challenges that respondent one faced in her teaching career. Teaching new language for student is a skill that other people needs to acquire. Among Korean students, English is necessary for them because it is a culture of the Koreans to pursue their education and pursuing once education means learning an English language. With this situation, respondent one finds it very challenging on her part since, they teach Korean students English in the academy but some student speak and communicate with their parent in Korean language so there is no continuity of the learning from school to their homes.

Theme 1: Some Korean students are poorly motivated to learn

The informants uniformly responded that they considered their students as an important factor in their teaching career however; teachers experienced handling students who are poorly motivated to learn the English language. Some Korean students will not listen to the teachers' discussion, and students will show uncooperative attitudes during classroom activities. All informants believe that Korean students are actually very hardworking in terms of learning the English language yet the informant felt that these Korean students had been bored learning the language since they use Korean language at home and Korean language somehow dominates their lives. These are some of the factors that teachers need to address. "There are students who will not listen to my discussion and who uncooperative during classroom activities. There are also kids who have tantrums so you really have to be patient." (p4, q1p) "There are some kids who really cannot understand English you have to go to their level. Some are very difficult to teach." (p1, q1p) "Actually these Korean students speak Korean in their home, in the mall, in the sauna, in the park, restaurant and anywhere. It is only in school where they are obliged to speak English so the result of learning English language is not really that impressive" (p5, q1p)

Theme 2: Korean parents' high expectations

Korean parents spend enormous amount from their budget to address the need for their children to learn the English language. Choi (2007) stresses that an enormous amount of money is allocated for the education and tutorial of English not only on the national level but also on the private family level for the investment of their children with English. Therefore, most of the informants seemed to experience greater expectations from parents in connection with their children's learning of English language. These high expectations from parents will always be transpired as the school director will receive complaints from Korean parents regarding students' pronunciation and learning. In addition, teachers also reported that there are students who will tell their parents if their teacher has different pronunciation of a certain word compared to their previous English teacher who is a native English speaker. "The parents always talk to you before you get into the classroom and asked, "What's going on with my child, why they still cannot speak English?" Like they want that instant. These students only learn English language when they are in school but when they are at home, they speak Korean." (p3, q1n) "In front of the students, you need to let them learn during your discussion because if not, parents will call the academy president or the Hagwon president and complain. So I was challenged." (p4, q1n) "They usually complain about pronunciation. And I think that kinda personal to me because as a Filipino, I think this is my natural pronunciation. But they don't accept that. There is discrimination. They said Filipinos have terrible pronunciation" (p3, q1n)

Miss Creative's Story

The second female respondent number two is a Filipino-Korean citizen who has been residing in Korea for 14 years. In spite of the number of years of her stay in South Korea, respondent 2 is not fluent in Korean language and can only speak basic Korean. With this, her first challenge as a teacher is the language barrier. "... like at first, you need to communicate with the school principal in Korean, but in my case, I do not speak Korean well. And also with the children sometimes they don't understand if you speak pure English." The language barrier is the first challenge of respondent two in her teaching profession. With her conversation with the school principal, it needs to be in Korean but since, her Korean language ability is limited, and this hampers the correct and proper communication between her and the school principal. With her experience with Korean children, she has limited ideas conversing with them since some of them wants their teachers to translate some words in Korean. This is the most challenging experience of respondent number 2.

Theme 3: Limited Korean language skills

Korean language skill has been a tremendous help when it comes to teaching English. Basically because some Korean students cannot understand pure English when their English teacher discussed with them using pure English language. There are Filipino English teacher who are skilful in speaking Korean language and they will, most of the time translate some words for their students. However, there are Filipino English teachers who are not adept with Korean language therefore language barrier seemed to limit these Filipino English teachers from taking actions for their students. "The Korean students sometimes they don't understand your language especially if you use pure English. And the school director will sometimes talk to you in Korean. Unlike in my case, I don't speak Korean and I don't understand Korean so I just try and try and search it on the internet." (p2, q1q) "Sometimes I wanted to talk to the parents regarding their children behavior but I don't do it because I can't speak Korean." (p2, q1q)

Miss Sociable's Story

My third participant is a 41 year old single mother and the busiest among all the respondents. Miss Nikkie graduated at the University of San Jose Recoletos at Cebu City Philippines with a four years degree course. She stays in Korea for 18 years and acquired a Filipino-Korean nationality. She can speak Cebuano, Tagalog, English and Korean languages well. Miss Nikkie is a part time teacher, disk jockey, translator and part time social worker. I meet Miss Nikkie at the radio station where she worked as a part time disc jockey from a Multicultural Broadcasting network company located at Namjung-si Korea. It was a scheduled meeting. We arrive late at the radio station but we were accommodated. Hot coffee were served together with Paris Baguette toasted bread. Miss Nikkie wore a pink thick dress with a black thick stockings underneath. Her brown shawl that covers her fair complexion skin makes her looks like an elegant woman. We were introduced by my sister and she welcomes me in Korea with a wish that I will enjoy the place. We briefly talked about my intention to broadcast my study so I may invite other Filipino English teacher to participate and she told me that she will give me a chance to do so. She will invite me as a guest disc jockey for that day. Miss Nikkie's sincere accommodating gestures is a remarkable feature of a true Cebuana. Being raised and studied in Cebu, she speaks four languages such as Cebuano, Tagalog, English and Korean and is very fluent at each language. Her soft-spoken voice coupled with her ability to speak many dialects makes her one of the most popular Filipino personality in South Korea. Her radio program is listened by multicultural family and workers especially Filipino factory workers. Ms. Nikkie uses her popularity to help fellow Filipino who are in distress in South Korea. She serves as a translator for Filipino women who are battling with divorced against their Korean husband. She helps facilitate the travel documents of Filipino workers who are either sick, dead or becomes mentally disorder to be sent home back to the Philippines. Miss Nikkie has been in Korea for 18 years and is now a Filipino-Korean national. She's been teaching in elementary and college for ten years. She is also a part time English tutor in a Korean family and Korean company. Having a teenager son

as her best friend in life, Ms. Nikkie enjoys the company of children in the academy where she works part time and in the University where she handles Logistic English. There are several challenges that respondent three experienced, first is the weather.

Theme 4: Winter Season

Being born and raised in a tropical country Philippines, respondent 3 find winter as a first challenge in her teaching career. The weather in Korean during winter season will reach up to - 10° to - 15 ° degrees and adjusting to this cold weather is quite difficult...” due to weather it is so hard because it is very cold, you are hungry, alone and stressed”. (p3,qn)

Theme 5: Homesickness

Another challenges that respondent 3 face is homesickness. She shared, “I experience homesickness because I am alone and I have to do everything for myself”. Being away from your family was considered a big challenge for respondent 3. She is used to have friends around her, family and close relative around, but when she arrived in South Korea, she only knew few Filipino and Koreans and they live far from each other. For her who loves the company of people you know, homesickness is a great challenge.

Miss Amiable’s Story

Respondent 4 is a 35 year old Filipino-Korean who marries a Korean national and has been living in South Korea for ten years. She is a college graduate and works part time as an English teacher in an academy. Respondent 4 handles Kindergarten, middle school and high school students. Miss Vivian is well-supported by her Korean husband but she find her teaching job a fulfilling one. However, there are several challenges that she encountered in her teaching career. First is the inequality of salary among native English speaking teachers and Filipino English teachers.

Theme 6: Economic discrimination

Economic discrimination was experienced and is still experienced by all the informants. This economic discrimination are in the form of salary, insurance, housing, severance pay, ticket reimbursement and vacation pay. Native speakers who are on the list of countries who can legally teach in Korean are paid well. In hagwons, monthly monetary compensation range from 1.8 to 2.3 million won or around 1,589 to 2, 031 USD if you work full time. Full time teacher work for at least 30 hours per week. Education major or license teachers can make up somewhere between 2.2 to 2.6 million won or 1,942 to 2,296 USD. There are reports that university professors with outstanding credentials can get up to 5 million won or 4,415 USD. Aside from their salary, a health insurance is also included as their benefits. Korea is a “country first” nation, and thus, any health insurance

outside Korea will not be honored. A school or academy are obliged to enroll their native English speakers to have a health insurance in Korea. “When they hire native English speakers, they usually have free housing, they give severance pay, medical insurance and for native English speakers, the school pays a lot. Unlike Filipino English teachers, they don’t need to pay for housing, severance pay and medical insurance.” (p4, q1s) “There are 13th month pay given to the teachers. But it depends on the academy. If the academy is so small, they can’t give you 13th month pay. Some academy will hire only one native speaker in their school because native speakers are quite expensive compare to us, Filipino teachers.” (p5q1s) Aside from health insurance, housing is also expensive in Korea. And a school will cover the housing of these native English speakers. In addition to housing, schools and academy are also obligated to give severance pay to their native English speakers’ teachers. Severance pay or Taechikum is one month salary given to a full time employees, Korean or foreign nationals alike for each year of employment. This should be stipulated in the employees contract and the Korean employer have no rights to ask the employee to waive this severance pay. Some Korean employers have been known to try to get out of severance pay by terminating the employee on the 11th month, or by firing the staff before the end of the 12th month. Severance pay is to be paid within two weeks of termination of employment.

Miss Youthful’s Story

Miss Yani is my fifth participant whom I meet in the Akbayang Pinay founding anniversary. She is a naturalized Korean whose recent nationality is Filipino-Korean. She is more like a mother to me and a friend, she speaks English language well. She mentioned to me that her 16 years of living in Korean made her more like a Korean national but deep inside her heart, she is a pure Filipino. She still longs for Filipino foods, movies, tele series and Filipino friends. In spite her ability to speak the Korean language well, Miss Yani believes that it is still sweet to speak our own Filipino language. It was in our meeting where she requested if we can speak Tagalog during our conversation. Miss Yani is a college graduate and is a part time English teacher. She’s been teaching for ten years among elementary Korean students. Miss Yani’s dressed like a well-respected woman of her age, she is 43 but she looks like 35. She is youthful and she wears dark brown and black winter clothes that made her appear so fabulous. Miss Yani is happily married to a Korean national. Teaching in a Korean private school for several years, Miss Yani meet several teaching challenges, these includes:

Theme 7: Dealing with Korean kids with temper tantrums

I asked participant 5 about the challenges she faced in her teaching career and she immediately responded that there are kids with temper tantrums and so teaching them is quite a challenge. “There are many difficult experiences that any English teacher will experience, first is dealing with Korean kids who have temper tantrums. So when you

teach them, you have to be patient.” (p5,q5) A great amount of patience is needed for an English Filipino teacher in South Korea because South Korea does not impose physical punishment as a type of penalty therefore, a creative way to discipline them is needed coupled with your patience in dealing with them.

COPING MECHANISM OF FILIPINO ENGLISH TEACHERS

This chapter commences with the coping mechanism the Filipino English teachers enforced to overcome the different teaching challenges they encountered in their teaching career in South Korea. Based on the data gathered during an online interview and personal meeting with them, eight themes emerged as a coping mechanism among these Filipino English teachers.

Theme 1: Giving of small gifts to students

Just like any other country and other nationality, Korea has students who are poorly motivated to learn the English language and some Korean children have temper tantrums. This challenge does not stop these Filipino English teachers from educating them. They find ways to motivate these Korean children in school, first strategy they employ is giving small gifts to the Korean children. Small gifts include stationery, pencil, ballpen and stickers. With these gifts, they can have the attention of the children. During the casual conversation with the respondents, they shared that giving small incentives to Korean children has proved to be very effective so far in their teaching career. And they continue giving these small gifts to them.

Theme 2: Monitoring and feedbacking of students' performance to parents

In Korea's culture, education is very, very important among Koreans and only educated people are civilized and respected. With this, it is normal for every Korean parent to have high expectations from the teachers handling English classes. And these expectations provide additional stress and pressure towards Filipino English teachers. But being a resilient worker and professional, Filipino teachers always ensure that they will have communication with the Korean parents regarding the students' performance, achievement and under-achievement. They will call Korean parents at home if they cannot come to school. If they visit the school, they will spend time talking to them about the students' performance in school. Filipino English teachers find this technique effective and useful.

Theme 3: Exposure to Korean Community

Among the five informants only one informant has basic knowledge on Korean language and she continues to learn the language in spite of the number of years living in Korea, still

she cannot speak and read Korean language well. Unlike the four of the informants where they can speak and read Korean language impressively. But all the informants appreciated the services provided by the Korean government for a free Korean language lesson for multicultural families. "I don't understand Korean that much. But I try hard to learn the language. I used to bring Korean-English dictionary with me." (p2, q1n) "Korean government provided free English lesson to their citizens in the community and they also provide free Korean lesson to multicultural families and I believe it is very helpful to us." (p3, q1n)

Theme 4: Adjusting to Korea's Winter Season

Among the challenges all Filipino English teachers respondents experience, weather condition is the challenge that they have no control of. All of the respondents learned to adjust to the cold if not freezing weather in South Korea. They learned that proper dress during the winter season is essential for their survival. Proper dress for winter season includes warm clothes for inner wear, winter pants, winter jacket, gloves and winter boots. All the respondents seemed to have adjusted to the country's winter season since all of them dress appropriately for winter during our meeting.

Theme 5: Constant communication at their origin home for teacher new in South Korea

Homesickness can only be beaten when you have constant communication with your family in you origin country and this is what all the respondents was doing. They used to call their parents and relatives back home. In the advent of new technology nowadays, communications seemed easy and affordable for them so they find communicating with family back home a solution when they miss their home country.

Theme 6: Seek out supplementary job

All Filipino English teachers do not have the control on the salary difference among Filipino English teachers and Native English Speakers. It is a policy of the Korean government to hire and provide appropriate salary to Native English Speakers. Therefore, some Filipino English teachers will find a second job. All of my respondents are part time English teachers and so they have more time for the second job. Four of them found a second job which is still related to teaching, only one find a second job as a disc jockey in a multicultural radio station. Aside from an additional income, the second job is also a way to ease the homesickness they feel being away from their family in the Philippines.

Theme 7: Going out with Filipino close friends

With the several teaching challenges the Filipino teachers faced, they find comfort in going out with Filipino friends such as partying or visiting Korea tourist spots and malls. This is one way to relax from their school challenges and responsibilities. Once they find Filipino friends, they will sometimes eat outside and drink a couple of bottles with friends. With this, they find it quite relaxing.

Theme 8: Attend Filipino Community gatherings

Filipino Community in Korea are numerous and most of the time, the hosts get together to party for fellow Filipinos. With this, most of the Filipino teachers will attend these gatherings because this is a way where they meet Filipino friends and kababayans and they can update on each other's lives. The researchers' meeting with all the respondents is a proof that Filipino English teachers will mostly attend such gatherings because it was during the Akbayang Pinay 5th Founding anniversary where I met all of them. Usually in a Filipino community gathering, you have to register first and then pay for a registration which includes the meal. In the Akbayang Pinay 5th Founding Anniversary, we paid 20,000 won per person for the meal. It is all worth it because you have a chance to eat Filipino foods which English teachers love and miss.

Theme 9: Watch Filipino movies and shows on a Filipino channel

When asked about how they unwind after work, they responded that when there are no Filipino community gatherings, they used to watch Tagalog movies and shows on a Filipino channel. They are updated on the Filipino shows and movies and even admired actors and actresses from the Philippines. Watching Filipino movies and shows is a way to release their stress from work. This is their time where they listen to the language they miss speaking and the language they first truly love and admired. Also, watching Tagalog movies at home is budget-friendly because you don't need to spend money for it and they can cook for their snacks when hungry.

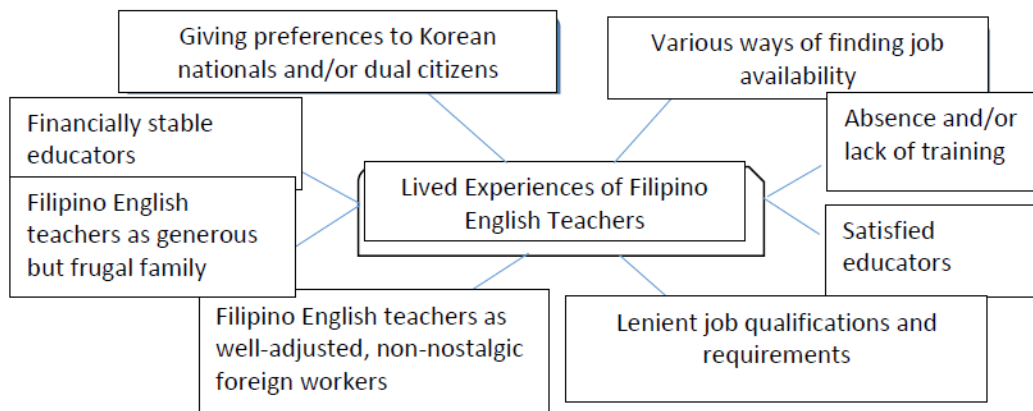
4 Summary of findings

The title of the research is "The Lived Experiences of Filipino English Teachers in South Korea". With reference to the title, the first chapter presents the introduction as to why the study was conducted and the useful background of the study. The second chapter presents the research methodology which discusses and uses the phenomenological method. The environment of the respondents which is in South Korea, the instrument used on the

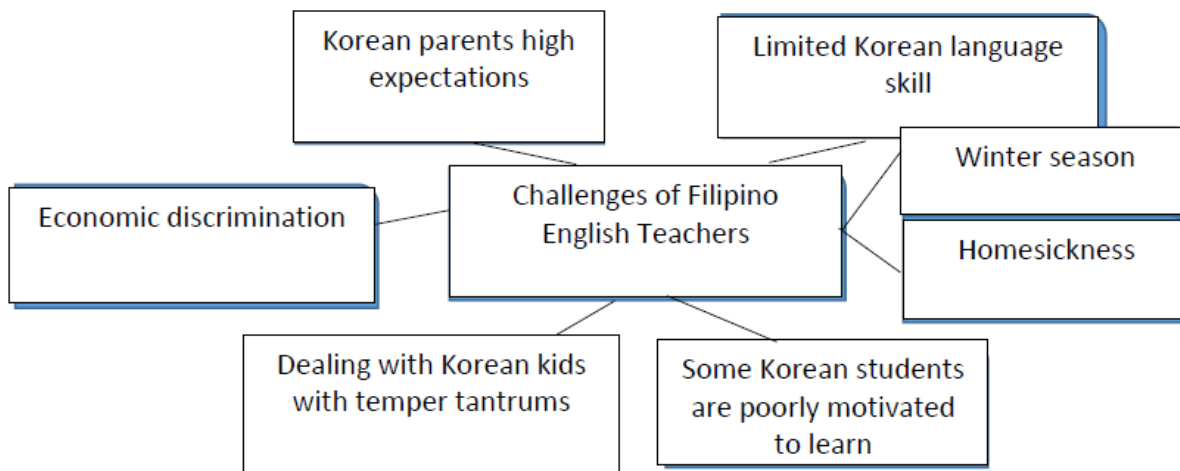
conduct of the study, data gathering procedures and the data analysis which the researcher uses Van Manen's process for phenomenological data analysis. The third chapter is the discussion of the lived experiences of the five participants in this study. These teacher-participants were selected using snowball sampling. The age range of the participants are from 31 to 43 years old. In this chapter, the researcher discussed the unique experiences of each Filipino English teachers as educators in South Korea. The fourth chapter presents the challenges each respondent experience which was categorized into seven themes: (a) Some Korean students are poorly motivated to learn, (b) Korean parents high expectation, (c) Limited Korean language skill, (d) Weather condition, (e) Homesickness, (f) Economic discrimination (g) Dealing with Korean kids with temper tantrums. The fifth chapter presents the coping mechanism employed by Filipino English teachers as they continue teaching Korean students. These coping mechanism were categorized into nine themes such as : (a) Giving small gifts to students, (b) Monitoring and feed backing of student performance to the parents, (c) Exposure to Korean community , (d) Adjusting to Korea's winter season, (e) Constant communication on their origin home, (f) Seek out supplementary job, (g) Going out with Filipino close friends, (h) Attend Filipino Community gatherings, (i) Watch Filipino movies and shows on a Filipino channel. The sixth chapter is epilogue where the researcher has presented the summary, conclusion, recommendation and insights of the study. Finally, references were mentioned. Findings are relevant and substantial in this study and the salient results are mentioned here in brief.

Display 3 shows the lived experiences of Filipino English teacher who are presently teaching in South Korea. These Filipino educators revealed several lived experiences in their teaching career. The ultimate lived experiences of these Filipino English teachers are the Korean government and educational institution's preferences to hire Korean national to teach in their country. If the applicants are not a Korean national, they must be a dual citizen such as Korean-Filipino citizens. If an applicant does not meet both citizenship qualifications, then they must be from the seven English speaking countries such as Australia, Canada, Ireland, New Zealand, South Africa, United Kingdom and United States. Also, there are several ways where Filipino English teacher can find an available teaching job, it can be on the internet, in the newspaper or through a friend's referral. The absence and lack of training was common among all of the participants. They are all financially stable and satisfied educators. Being financially stable, they financially help their origin family back in the Philippines, they are well-adjusted to Korea culture and weather and they do not feel homesick anymore after several years of stay in Korea, and they all know that there is a lenient job qualification and requirements in their teaching profession. Along with the lived experiences as Filipino English teachers, all five respondents experienced different challenges in their teaching career. These challenges is shown on display four.

Display 3: The Lived Experiences of Filipino English Teachers in South Korea



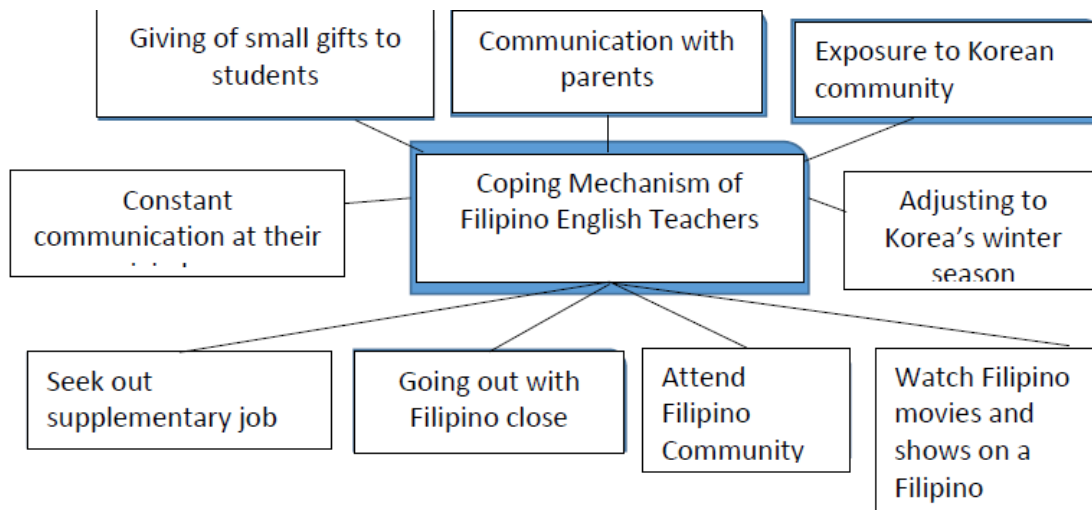
Display 4: Challenges of Filipino English Teachers



Display four shows the different challenges Filipino English teachers faced in their teaching career. This includes Korean parents high expectations from them, some Korean students are poorly motivated to learn, limited Korean language skill, winter season, homesickness, kids with temper tantrums and economic discrimination. These challenges

are common among the five respondents. In spite all the teaching challenges they faced, they employ several coping mechanism to overcome such challenges.

Display 5: Coping Mechanism of Filipino English Teachers



The display five shows the coping mechanism of Filipino English teachers in South Korea. This includes giving small gifts to Korean students, communication with Korean parents and continuous learning of Korean language. Coping mechanism among these Filipino teacher also includes adjustment to Korea weather condition, constant communication to their origin home, going out with friends, attending Filipino community gatherings and watching Filipino movies and shows. They will also seek out second job in South Korea. This qualitative research was initiated to study the lived experiences of Filipino English teachers in South Korea. Based on the results, pure Filipino citizens were not given the privilege to teach English in South Korea. But dual citizens like Filipino-Korean were given the chance to teach provided they can speak and write the Korean language better. The success of the Filipino teachers including Filipino-Korean citizens in South Korea and their continued employment to Korean schools depend strongly on the attitudes they showed to their employer. Their strong sense of commitment, the inherent loving and caring ability of these Filipino teachers, their ability to adapt to the Korean culture and their unwavering interest to learn the language. In other words, although the first major thing essential for teaching English in South Korea is their educational background and personality, this does not necessary follow among Koreans since they are nations who

always think of country first before anything else. They give priorities to their Korean citizens and they also give chance to dual citizens such as Korean-Filipino. The exclusive need of the Korean government of English teachers from seven countries like Australia, Canada, Ireland, New Zealand, South Africa, United Kingdom and United States limits the chance of pure Filipino English teachers who wished to impart their English language competence to the Korean schools. Ultimately, it is important to hire a mature, loving, caring, and patient teachers who are sincere second parent in school. During this evolving process, Filipino English teachers can play a big role as supporter, loyal friend, motivator, counselor and teacher who positively affects Korean educational system.

5 Conclusion and Recommendations

South Korea's satisfied, financially stable, well-adjusted and generous Filipino English teachers faces winter season, Korean language skill and economic discrimination as challenges but deal with the challenges through exposure to Korean community, seek out supplementary jobs and adjusting to Korea's winter season. Based on the above diagnoses, the researcher present some recommendations for Filipino and Filipino-Korean English teachers on their educational attainment, teaching practice and research. First, Filipino citizens will be given a chance to teach in Korea if they meet the requirements of the Korean government and Korean schools. That they will be included in the list of the seven countries such as Australia, Canada, Ireland, New Zealand, South Africa, United Kingdom and United States who are given E2 visa. Second, equal salary and benefits should be given to the Filipino teachers against the native English speakers. Korean government should take into consideration the hard work, passion, dedication, and commitment of these Filipino English teacher towards Korean learners and should include Filipino educators to be given the E2 visa or the teaching visa. Second, the inclusion of English teachers training and workshop that plays a pivotal role in teachers' success should be embrace in every school, academy or university regardless of teachers' nationality. This will not only refresh teacher with new trends in education but also to empower them as they integrate into the Korean society. Along with this, an online education or continued education program for Filipino and Filipino-Korean teachers need to be included in the Philippine and Korean government priorities. This is needed to strengthen the educational attainment of these Filipino and Filipino-Korean nationals, who can provide quality education towards Korean younger citizens. Finally, this research should be expounded to other populations. Experiences of other dual citizens who are also teaching in South Korea, level of resilience needed to endure the stress on working away from the family relative to their level of performance in school, factors affecting teachers' adjustments and development, difficulties of Filipino and Filipino-Korean English teachers need to be researched.

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