

This Unit takes continues the approach of discussing topics close to home. This time students get to talk about their studying plans and in particular whether they want to study abroad. Many of the students who take discussion courses are aiming at some sort of study time abroad, whether it is as an undergraduate, a graduate, an exchange student, or an intern.

The teacher should use his/her judgment on whether to use this Unit. For some students it will be very appropriate and will help them to work on their plans and make realistic expectations of what they want to achieve by going abroad and how they want to do it. However, it might not be an appropriate Unit for students who have no intention of leaving Korea to study.

The teacher should therefore use his/her discretion when deciding whether his/her students would benefit by studying this Unit. Hopefully it will be appropriate for all his/her students.

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Brainstorming (individuals)

Students consider why people study abroad and how they find the best places in which to do this. This activity sets up the learning schema and gets students thinking about the theme of the Unit. Students can think about these questions at the beginning of the class while waiting for the lesson to begin, or while the teacher is calling the roll. Alternatively, they can consider the questions at home as preparation for the Unit.

Task (pairs)

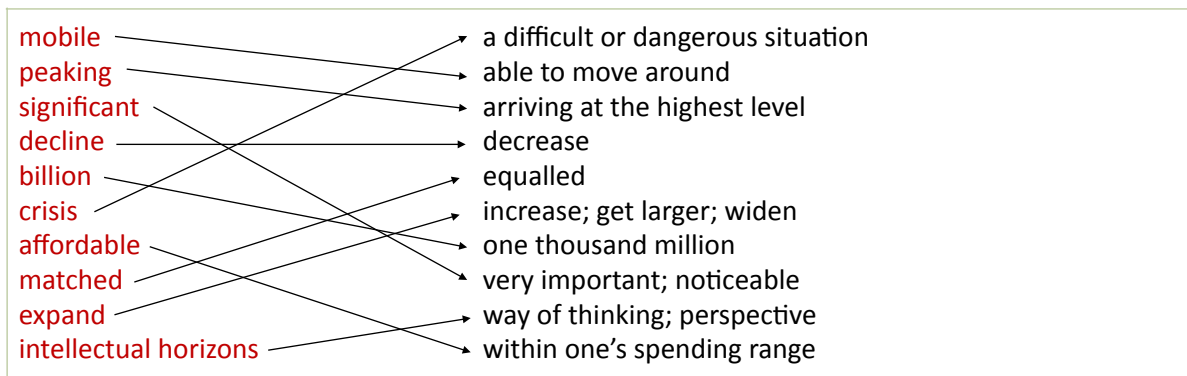
- Students look at a world map which is divided into 4 areas. They write the names of universities that they know of in the boxes provided.
- Students then talk about studying abroad, explaining to each other why they would like to do this (or why not).

Students can be encouraged to find names and locations of world universities by doing an Internet search on an English-medium search engine such as google.com or ask.com. This activity should help them to start thinking about their study plans.

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Home or Abroad? (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 39) and ask students to read the 4 paragraphs silently while they listen.
- T: Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should **match the words and phrases** at the bottom of the page.



As in Units 1, 2 and 3, students can use Classroom Language.

The figures in this passage are changing rapidly. Students (and teachers) might like to find out about the trends in studying abroad at the time when they read the passage. They can do a search for 'Korean students studying abroad'.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.

Students should by now be able to check their answers with each other. They might also like to try another method at this stage. How about reading the comprehension questions before the reading passage? Students could talk about the questions and see if they know any of the answers. This would promote curiosity about the topic. Then they could read the reading passage to satisfy their curiosity.

Answers:

1. The number of Korean students studying abroad peaked in 2011.
2. Korean students studying abroad spent \$5 billion in 2007.
3. 2008 was a turning point because of the global economic crisis. This meant that many students could no longer afford to study in the US or the UK.
4. Many Korean students have decided to stay in Korea because of a weakening economy and improved English education at home.
5. The favorite destination for international Korean students is still the USA.
6. The Philippines increased its number of Korean students by 52% in 2013-14.
7. Advantages of studying abroad are: 1) students can learn in an English-speaking environment; 2) they can also experience a different culture; 3) they can meet other international students; and 4) they can expand their intellectual horizons.
8. Korean students can study English in Korea by watching TV programs in English, studying English online, watching movies in English, and even studying intensively in English Villages.
9. The conclusion of the passage is that many young people are finding that it is not necessary to go abroad, unless they wish to study their major or do graduate studies

Think for Yourself

Students try to find out how many Korean students were studying abroad last year. This is important, since the numbers are always changing due to economic trends (domestic and global). This is an opportunity to use an English Search Engine to find out. As it says in the student book: 'Do an Internet search for 'Korean students studying abroad'.'

Students also think about where they would like to study if they go abroad and what sort of student they would like to be in this eventuality.

These questions prepare students for the following discussion page.

Background Information

This information here is about international students. It is significant that in a survey of 420 international students in 2015, 78% thought that studying abroad improved their career opportunities (last piece of information on this page). This will be important for students reading this page.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Generalizing' and 'Expressing doubts'.

These strategies are useful in talking about advantages and disadvantages.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

Suggested answers:

1. As a rule, people study abroad for a number of reasons. Not only can they study in an English-speaking environment, but they can also experience a different culture, meet other international students. They can usually improve their chances of getting a good job as well.
2. - Yes, I would like to study overseas. First, I want to experience different cultures and visit many famous places. Next I want to meet other international students and learn about their countries. Finally, I think that learning in an overseas university would open my mind. so I will apply for a scholarship to study overseas.
- On the whole, I do not want to study overseas. I am satisfied with the educational opportunities in Korea and I have no intention of working for an international company. I think I would get culture shock. Furthermore, it would be too expensive.
3. There are many advantages of studying abroad. Not only can students learn in an English-speaking environment, but they can also experience a different culture, meet other international students, and improve their career prospects. Finally, they have a chance to visit famous places.
4. On the other hand, there are also disadvantages in studying abroad. First, there is the possibility of culture shock. Students who have never been overseas by themselves might feel confused by being in an unfamiliar culture. They might find it hard to adjust. Second, they might also get homesick. This is very normal and can interfere with studying. Third, students can find it difficult

or even stressful to listen to technical lectures in English. All things considered, however, I think the advantages outweigh the disadvantages.

5. - Yes, on the whole I think overseas study is only for rich students. A small number of students can get scholarships, but apart from these, the cost of studying in the USA, the UK, Australia or New Zealand is too high. Because of this, many students are studying in less expensive countries such as China and the Philippines.
- No, I think it is not true that overseas study is only for rich students. Many students can get scholarships to study abroad and others can get bank loans which they can repay later in life. Of course, they can also study in less expensive countries. Global universities are being set up around the world these days.
6. - Yes, if I were to graduate from a foreign university, I would come back to Korea. My goal in studying abroad would be to get a good job in Korea because of my international experience. I have no interest in working in foreign countries.
- No, if I were to graduate from a foreign university, I would not come back to Korea. All things considered, I think a degree from a good global university would let me get a great job in a developed country. I would have more opportunities there.
7. - Yes, as a rule it is necessary to go abroad to study English. Everyone knows that immersion is the best way of learning a language. In addition, while studying English abroad, one can experience an English-speaking culture. On the whole, it is difficult to study English in Korea, since there are not many opportunities to practice English outside the classroom.
- No, it is not necessary to go abroad to study English. This is an outdated idea. Many people learn English now without leaving Korea. There are many opportunities to watch English movies, study English online and even speak with native speakers. All things considered, I think studying English abroad is a waste of time and money.
8. - I have been to an English Village and I really enjoyed the experience. It gave me a chance to speak English with people all day long. We also did tasks in English. I think it is a great idea.
- I have never been to an English Village but I have heard good things about them. In general it seems that students who visit these Villages have good experiences and get enthusiastic about learning English.
- I have never been to an English Village and I don't want to. If I want to spend all day speaking to people in English I will go abroad for a while, or take a holiday in an English-speaking country. I think English Villages are not real. They are just like hagwons or schools.
- Generally, there are many advantages of English Villages. First, we can be in an immersion environment without having to pay to go abroad. Second, we can talk with foreigners and experience interacting with them. Third, English Villages are authentic. They are just like being abroad. Fourth, they are good fun and make us enthusiastic about studying English.
- On the other hand, there are some disadvantages. For example, the experience is very short. We don't really have to live in an English-only environment. Second, the foreigners are all teachers, so it's not like being abroad and talking to normal people. Third, we don't get to visit famous places like the Eiffel Tower. We remain in Korea all the time.
9. - On the whole I agree with the statement, 'Overseas study will help you get a good job in Korea.' This is because there are many international companies in Korea now. Also many Korean companies deal with companies in other countries. They also export goods to other countries. Therefore they need people who can talk, write and negotiate in English. Furthermore, many companies in Asia use English for negotiating and bargaining. English is the common language of business in Asia. Finally, if you study overseas, you get to know the different cultural factors of doing business in English.
- Generally, I disagree with the statement, 'Overseas study will help you get a good job in Korea.' This is because I think many students find it hard to fit into Korean culture again when they come back from studying overseas. They live in another culture and get used to it. Then they find that they have forgotten about Korean culture. This can make it difficult for them to settle into a career in Korea. In my opinion it is better to get a good degree in Korea.
10. - Yes, I generally agree with the statement that 'Overseas study will change your life. You'll come back a new person.' The experience of studying abroad is cultural and personal as

well as educational. We meet other international students, find out about other cultures, and experience many different attitudes to life and learning. If we stay in Korea we see only the small picture of life in Korea. If we study abroad we get a global perspective. This widens our mind. We start to think in a different way. We become more tolerant of other people and other cultures. We become world citizens.

- All things considered I disagree with the statement that 'Overseas study will change your life. You'll come back a new person.' In my experience people who study abroad often come back with strange ideas. They find it hard to fit into Korean culture again. They would do better either to stay home in the first place or stay abroad after they graduate.

Page 61

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 40 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Answers:

1. As far as we know, Mrs. Brown is not going skating.
2. Ji-hye is very satisfied with her situation. She likes living 'here'.
3. She is thinking of going to Korea in order to learn Korean.
4. Ji-hye can't learn Korean from her parents because it's completely different learning in the actual country. She doesn't need to speak Korean 'here', so she doesn't study very hard. However, in Korea you have to use the language in order to survive.
5. Ji-hye says she's not leaving yet. She is only thinking about going to Korea. We don't know when that will be.
6. We don't know whether Ji-hye will go with Seung-min. She doesn't mention him and she says 'I'm thinking of going there later on'. Therefore it seems unlikely.

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Debate Corner (groups of 4 or 5)

- Students in groups choose one of 4 motions for their debate topic.
- They choose two students to give the Pro arguments, and two to give the Con arguments. If they have 5 members, then one student can be the Timekeeper.
- The rest of the page is taken up with suggested phrases.

These phrases take the debate to a further level, so this page can be used as a reference page for future use. When students begin the debate (page 63) they should use these phrases as often as possible.

Phrases are also given for the Timekeeper. If there is a 5th student in the group, then he/she can be valuable in terms of controlling the debate. Each speaker can be given 1 or 2 minutes (for example) and the Timekeeper can control this. At the end of the debate, the Timekeeper can decide whether the proposition has been accepted or rejected. If possible there can be a vote, perhaps by students in another group.

Debating is getting more structured now. If students can learn the phrases as they are presented in the Units, they will find the debates more and more enjoyable.

More phrases appear in Unit 8. Along with this page they can be referred to in future.

The phrases given for the debates are the same as in *Active English Discussion 1* in the same Units. This is because the phrases are vital for debating. Students who have studied *Active English Discussion 1* will be able to refresh their use of these phrases and use them even more meaningfully. Those who have not studied *Active English Discussion 1* will be seeing the phrases for the first time and will need to learn them.

Page 63

Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion on this page.
- The first speakers can simply write their 3 arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55 and 62).
- The timekeeper should look at the phrases on page 62 and think about how to start and end the debate.

The question of whether both speakers should write three arguments has been left vague. This is up to the students and the teacher. If the teacher feels that the students are able to write 3 arguments each, they can do that. In this case the second students would give 3 arguments, disagree with the opponents and give a conclusion. If the teacher feels that it will be better to have the first speaker give 3 arguments and the second speaker to disagree with the opponents and give a conclusion, that is fine.

Let's Begin!

- The Timekeeper starts the debate using the phrases on page 62 and following the structure on this page.
- Speaker 1 of the Pro pair gives their three arguments, followed by speaker 1 of the Con pair.
- Speaker 2 of the Pro pair then disagrees with the Con pair and gives the Pro conclusion. Speaker 2 of the Con pair then does the same.
- Students should use the phrases on pages 55 and 62.

A shortened sample debate appears on the next page. Argument 1 is in favor of the proposition. Argument 2 is a sample rebuttal.

The debate is getting more structured now and the phrases more sophisticated. It will be worth spending time acquiring the phrases on pages 62 and 70 (Unit 8).

Page 64

Debate Samples

- Students listen to Track 41 on the CD-Rom.
- At the same time, they read the Debate Sample.

- They can try reading this sample debate out loud if they wish and practice using suitable stress and emphasis.

This Debate Sample models the phrases on page 62. It shows Pro Speaker 1, Con Speaker 2 (rebutting Pro Speaker 1) and the Timekeeper.

This is a condensed role-play of the debate. Pro Speaker 2 and Con Speaker 1 are omitted. The sample goes from Pro Speaker 1 to Con Speaker 2, who rebuts Pro Speaker 1.

Students could try this as a role-play first, before making their own debate.

Levels of proficiency tend to vary significantly even in a streamed class of students. The teacher should therefore allow students to perform at their particular level. If reasoned argument is too difficult for the students, there are a number of alternatives:

1. They can be encouraged to do what they can, following the structure in this book, but using whatever language they can manage (such as a number of short sentences). In this case they need positive feedback and assistance.
2. They can read the sample debate as if it were Readers' Theatre.
3. There are a number of online debate sites where they can find sample arguments. For example: <http://idebate.org/debatabase>. There are many debates on this site, including ones similar to the ones in this book. Students having difficulty with making their own arguments can find arguments on this site and either memorize them or adapt them to their needs. This is not cheating; it is modeling. Many great artists learn their skill by copying the masters. Students can do the same and gradually learn how to make their own arguments.

Here are some more Argument Samples based on the other topics. First of all, based on the first motion: 'Overseas study is only for rich people'.

Pro Speaker 1: Yes, it is true that overseas study is only for rich people. Let me tell you why. First, studying abroad has always been expensive. Only rich people have been able to send their children to schools or universities in the US or the UK. Second, since the global economic crisis of 2008, overseas study has become even more expensive. It is now beyond the means of most people. Third, normal people don't need to get a foreign degree. They can live and work in Korea without wasting time, money and effort in an unfamiliar culture.

Con Speaker 1: I disagree entirely, for three reasons. To begin with, studying abroad is a lifetime experience. Everyone should take the opportunity to do this if they can. It will change their way of thinking. Second, there are scholarships that students can apply for. These help them to live and study in the host country. Third, studying abroad is an investment. It will pay back well beyond its cost in the long run. I we can get a bank loan, or a scholarship, or even study in an inexpensive country, it will be well worth it.

Now here are two Argument Samples based on the third motion: 'It is not necessary to go abroad to get a good education'.

Pro Speaker 1: I support this motion for three reasons and I hope you will agree with me. Most importantly, I trust Korean universities. Even if I had the money, I wouldn't study overseas. I want to make the most of what my country has to offer. That's good enough for me. If I can't get a good job with a Korean degree, then something's wrong. Second, why should I have to spend large amounts of money to get an education? This will only start me off in life with a huge debt. Third, I believe that effort and a positive attitude are most important. It doesn't matter where I study if I have the right attitude and work hard.

Con Speaker 1: I'm afraid I can't agree. You are missing the point. Let me put you right. Personally, I can't wait to study abroad. Everyone knows that the best universities are overseas. If I really want to get ahead, I need to make the most of my studies and get a degree from the USA or Europe.

Next, I can return to Korea and get a good job. Not only that, but I'll also be contributing to my country's future, since I'll be bringing foreign knowledge back home. On the other hand, I might stay overseas if I can get a job there. Whatever happens, studying abroad opens up all sorts of opportunities. I can't believe that anyone would want to miss out on these.

Now here are two Argument Samples based on the fourth motion: 'People who study abroad are helping the future of Korea'.

Pro Speaker 1: This is an important motion and I support it for three reasons. To start with, it is obvious that people who get degrees at famous technical universities abroad bring their skills and expertise back to Korea. What's more, by becoming top class professionals, people who study abroad help the economy of Korea by bringing cutting edge knowledge and methods to the country. I might add that people who study abroad in the social sciences can become top decision makers, politicians and professors in Korea and apply what they have learned to this country. This is all so obvious I am surprised that anyone can even think of denying it.

Con Speaker 1: You can't be serious! I'll give you three reasons why you are mistaken. First, everyone knows that nearly half the people who study abroad stay in that country to work. This means that their study is wasted as far as Korea is concerned. In addition, many who do come back to Korea have great difficulty in fitting back into the Korean culture. Again, they cannot contribute effectively to the country. Finally, people who study abroad are actually taking money out of Korea. Just imagine if all those tuition fees were spent in Korean universities. They would be able to upgrade and improve greatly. In conclusion, people who study abroad are a brain drain. Instead of helping Korea they are actually draining away its human resources.