

By the end of this course, students will have...

- Practiced job interviews and work-related roleplays
- Received hand-on experience with academic emails for a range of situations
- Constructed English drafts of their resume to be used for real job-searching
- Learned about cultural differences between Korea and their chosen country
- Learned important social and safety tips
- Discussed the relevancy and accuracy of stereotypes
- Received extensive opportunity to practice spoken English with classmates in a fear-free environment
- Been presented with opportunities to request specific topics and information from the teacher in full class, small group or one-to-one environments

| | | |
|-------------------|--|--|
| 3/20 & 3/22 | Session 1: Welcome & Introductions Welcome activities Textbook p. 3-4 Course Q & A | Session 2: Welcome & Introductions Construction and presentation of short student-student introductions |
| 3/27 & 3/29 | Session 1: Travel Travel vocabulary: textbook p. 43 Travel experiences: textbook p. 46-47 Travel photo group show and tell | Session 2: Travel Travel nightmares: brainstorming 'worst-case scenarios' Travel tips: textbook p. 44-45 Travel tips: small group presentations / role-plays |
| 4/3 & 4/5 | Session 1: Culture Shock + Cultural Differences Mythbusters: Cultural Differences (Spot the Lies) Cultural differences in USA/Canada: textbook p. 36 Vocabulary: textbook p. 34 Conversation questions: textbook p. 37-38 | Session 2: Culture Shock + Cultural Differences Experiences of cultural differences: Small group discussions Culture shock tips: Small group discussions |

| | | |
|-------------------|--|---|
| 4/10 & 4/12 | Session 1: Academics Vocabulary: textbook p. 5 <i>'What kind of student are you?'</i> : Teacher-led discussion questions about academic vocabulary <i>'Korea vs North America: Academic Similarities and Differences'</i> : Small group discussions based on textbook p. 6 and 7 Conversation questions: textbook p. 9-10 | Session 2: Academic Emails A full explanation of the format of academic emails and useful phrases and expressions for constructing them, followed by authentic practice whereby students email the teacher with different queries in order to receive individual feedback. |
| 4/24 & 4/26 | Session 1: Work & Resumes Work experiences: Small group discussions Popular student jobs: Small group discussions Vocabulary: textbook p. 11 Resume tips led by the teacher, inc. some information from textbook p. 12-13 and teacher's <i>Good</i> and <i>Bad</i> examples. Students asked to start prepping a resume ahead of Session 2. | Session 2: Work & Resumes Teacher checks prepared resumes, allocating some time for students to complete a first draft of their resume according to the tips in Session 1. Small Group student-student feedback of resumes. |
| 5/1 & 5/3 | Session 1: Work & Interviews Interview experiences: Small group discussions Interview nightmares: Teacher-led explanation of worst-case scenarios and how to avoid them Interview tips, including information from textbook p. 14-15 Popular Interview Questions, inc. some from p. 16-17 | Session 2: Work, Interviews & Role Plays Speed interviews: students interview each other 1:1, rotating every 5 minutes. <i>'Now you've got the job...'</i> : Phrases and expressions needed for common student jobs (cafes, restaurants etc) Student-student role plays to practice these expressions |
| 5/8 & 5/10 | Session 1: Social Life Ideal friend: Small group discussions Ideal hangout: Small group discussions Social vocabulary: textbook p. 22 | Session 2: Social Life Show and tell 'My Friends': Small Group Discussions 'How to be an Interesting Friend': Small Group Discussions |

| | | |
|-------------------|--|---|
| | <p>Social tips: textbook p. 23</p> <p>Important social tips: Small group discussions</p> | <p>Conversation questions: p. 24-25</p> |
| 5/15 & 5/17 | <p>Session 1: Stereotypes</p> <p>'All Americans....' Teacher-led stereotype examples of North American and British people</p> <p>Vocabulary: textbook p. 26</p> <p>Tips for handling discrimination: Small group discussions including information on p. 27</p> | <p>Session 2: Stereotypes</p> <p>'Blind stereotypes': Full class activity, secretly writing stereotypes that students (and the teacher) hold</p> <p>'Fighting stereotypes': Small group discussions, diffusing the above stereotypes</p> <p>Conversation questions: p. 28-29</p> |
| 5/22 & 5/24 | <p>Session 1: Safety</p> <p>'Jack's tales': A small, teacher-led explanation of dangers and scams that he has experienced</p> <p>'I witnessed...': Small group discussion of dangerous situations</p> <p>Vocabulary: textbook p. 39</p> <p>Discussion questions: textbook p. 42</p> | <p>Session 2: Safety</p> <p>Safety tips: Small group discussions, inc. information from textbook p. 41</p> <p>'Potential Dangers': Teacher-led example scenarios, students find the potential problems</p> <p>'Reassuring your friends': Small group presentations, based on the concept of reassuring your friends that you will be following safety tips while staying abroad.</p> |
| 5/29 & 5/31 | <p>Session 1: Closing</p> <p>These sessions will focus on closing matters and give students one more chance to ask questions.</p> <p>The teacher will use this time to set students up with the resources they need for further focus and study of 'studying abroad' beyond this ten-week course.</p> | <p>Session 2: Closing</p> <p>(See session 1)</p> |

Course design rationale:

Week One: Splitting the 'Welcome and Introductions' theme across both sessions gives the students and teacher plenty of time to get to know each other.

Week Two: 'Travel' is the easiest section of the textbook and the topic with the most common ground for students to talk about. This allows for lots of speaking opportunity.

Week Three: 'Cultural Differences' is an important topic and one which S-FLEC students usually ask to cover. Thus, it has been placed early in the course.

Week Four: 'Academics' is covered 4 weeks into the course as students are now comfortable with the format of the class. Here, there will be plenty of practical focus on emails, including sending emails to the teacher in live time.

Week Five and Six: Following a break for mid-terms, the theme of 'work' is covered across two weeks. This two-week focus allows for focus on role-plays for popular student jobs to increase their confidence as well as practical advice on the construction of resumes and preparing for job interviews.

Week Seven: A discussion of social elements of studying abroad is crucial for students to get the most out of a special opportunity.

Week Eight: A discussion of 'stereotypes' is necessary for to broaden the horizons of students who will be staying in a foreign country for an extended period for the first time.

Week Nine: 'Safety' is an important topic, and one that is potentially uncomfortable to discuss at times. Therefore, it features late in the course to ensure that a comfortable and safe classroom atmosphere has been constructed. Students will discuss various situations in which danger may arise, as well as how to avoid these potential dangers.

Week Ten: These final sessions should be left unplanned for now. Between now and Week Ten, various matters will have arisen and students may request topics that they would like to cover. These could be voted on. Therefore, Week Ten will be planned a little closer to the date. Aside from that, the teacher will use this time to give plenty of resources for independent study beyond this ten-week course.