

CHAPTER FOUR

GETTING THROUGH SCHOOL



Is it possible to support yourself while you attend college or university? In this chapter we show how some North American and Korean students did. We also discuss some of the differences between education in Korea and in the United States.

IN THIS CHAPTER, STUDENTS WILL

- 1. EXAMINE THEIR OPINIONS ABOUT CULTURAL DIFFERENCES.**
- 2. LEARN ABOUT THE KEY CONCEPTS IN THE CHAPTER—*INDEPENDENT*, *INDIVIDUALISTIC*, *SELF-SUFFICIENT*, AND *SELF-SUPPORTING*.**
- 3. READ THE ROUNDTABLE DISCUSSION ON GETTING THROUGH COLLEGE IN NORTH AMERICA AND KOREA.**
- 4. REREAD THE DISCUSSION AND ANSWER READING TASKS.**
- 5. TAKE THE READING COMPREHENSION TEST.**
- 6. DO ROLE PLAYS AND LISTENING EXERCISES.**
- 7. DO EXERCISES ON COLLOCATIONS, WORDS IN THE CHAPTER AND PREPOSITIONS.**
- 8. DO A CROSSWORD PUZZLE BASED ON WORDS IN THE CHAPTER.**

LET'S START WITH YOU



Rate the following statements according to this scale.

- 5—strongly agree
- 4—agree
- 3—neither agree nor disagree
- 2—disagree
- 1—strongly disagree

1. ____ Students should be as independent as possible, intellectually and economically.
2. ____ Students should be free to concentrate on their studies and not worry about money matters.
3. ____ Students should have some job experience outside of school in order to gain “real life” experience.
4. ____ Overcoming difficulties and working hard “build character” (make you a better person).
5. ____ A person should be willing to go to great lengths to fulfill a life’s dream.
6. ____ Education should be available to everyone, not just people who have money.
7. ____ Korean high school students have to work harder than Western students do.
8. ____ Korean university students have to work harder than Western students do.
9. ____ The teacher’s job is to impart knowledge to the students.
10. ____ The teacher’s job is to show students how to collect information and form educated opinions—that is, to think for themselves.
11. ____ When making out grades, the teacher should consider only the quality of work the student has done, not the amount of effort the student put into it.
12. ____ The teacher should expect the student to find his/her own way through the material and provide extra help only when necessary.

13. ____ Only losers cheat. (A “loser” is someone who can’t do the work and has no self-respect or moral fiber.)
14. ____ Student organizations should make it easy for students to meet others on their campus or other campuses.
15. ____ You would expect a society with a strict hierarchy to have an educational system based on handing down ideas from teacher to student, whereas a more democratic or individualistic society will place more importance on teaching students to think and work independently.

LET’S LOOK AT KEY CONCEPTS.

If you are **independent**, you are not influenced or controlled in any way by other people, events or things. Another meaning of the word is that you are not taking money or help from other people. (neutral or positive connotation)

Before the government approves the use of this drug, we need an **independent study** of its effectiveness and possible side-effects. It’s not enough for the drug makers to show us their own research. (neutral)

I’m only doing **independent study** this term, so I have no classes. I just read the material, talk to the professor occasionally, and write a paper based on my own conclusions. (neutral)

Grandma is very **independent**. She lives alone, and she does all of her own shopping, cooking and housework. (positive or neutral)

If you are **individualistic**, you show your independence from others by being noticeably different, for example in creative work. (neutral)

His writing is so **highly individualistic** that few of his readers really understood it. (neutral)

Nowadays some Korean students show rather **individualistic behavior**, like wearing strangely-cut hair and clothing in strange colors. (neutral)

If you are **self-sufficient**, you are able to provide everything you need for yourself without the help of other people. (neutral or positive)

In the nineteenth century, many American farm families had to be **almost entirely self-sufficient**, producing all their own food and almost everything else they needed, like candles and clothing, on their own farms. (neutral or positive)

I suppose I'm **self-sufficient**, at least **self-supporting**—I've been working and paying all my expenses myself since I was twenty-one, even when I was in school. (neutral or positive)

Exercise: Put a one (1) before a primary bit of meaning which applies to a word. Put a two (2) before a secondary bit of meaning. If an item does not apply, leave the space blank.

	self-sufficient	independent	individualistic
able to provide everything needed for survival			
not influenced or controlled by other people, events or things			
not taking help or money from others			
Existing as a separate person			
having freedom of thought and action			
being different and original			

LET'S TEST OURSELVES.

Without looking at the previous sections, fill in the blanks to complete the sentences.

1. Because everyone was staring at him anyway, a Canadian student at Beijing University started dressing in an _____ manner, wearing cowboy boots and hat, embroidered jeans, bright silk shirts and lots of jewelry.
2. My daughter has always been very _____ in her thinking. Even when she was just ten years old, she read the news and made up her own mind about the issues.
3. On their camping trips, the Boy Scouts and Girl Scouts were taught to be _____. Each scout had to backpack alone into the woods with supplies, make a shelter and live in it for a week.

LET'S LOOK AT COLLOCATIONS.

Exercise 1: The words below are all familiar to you, but do you know exactly how to use them? Fill in the blanks, using some form of each of the words on the list at least once.

degree
diploma

grade
mark

score
year

1. I'm in my third _____ of college.
2. I expect to get a bachelor's _____ with a major in English Education and a minor in German.
3. My _____ are good. I have mostly A's.
4. After graduation, I'll give my _____ to my mother, who wants to frame it and hang it on the living room wall.
5. My _____ on the TOEFL was 585, good enough to get into an American university.
6. My American friend is Superintendent of Schools in a small town in Florida. The school system includes kindergarten and the first through the twelfth _____.
7. She says that students' _____ in math and science classes are higher than they should be, considering how low their _____ are on standardized tests.

Exercise 2: Here are two words which are often confused. Read the definitions, and fill in the blanks with a form of the noun "institute" or "institution" or the verb "institute" or "institutionalize."

An **institute** is an organization for educational, research or social work; it's generally smaller, less diverse and more exclusive than a university. The verb **institute** means to start or cause to exist. (neutral)

An **institution** is first an establishment, custom, system or company, organization which has existed for a long time and is an accepted part of society; second, an institution is an asylum which houses large numbers of people, especially orphans, the old and the mentally ill. The verb **institutionalize** means, first, to make into an established custom or, second, to send someone to an institution to live or to grow used to living in an institution. (neutral)

1. I decided to postpone enrolling in the state university while I applied for admission into the art _____.
2. Despite the high divorce rate, most Americans respect the _____ of marriage. That's why people get married so many times.
3. Mary is tired of her husband's drinking and running around. She's going to _____ divorce proceedings this week.
4. I wouldn't call it an _____. I'd call it a private, for-profit language school.
5. When he died, my father left his collection of Civil War materials to the Smithsonian _____.
6. Noam Chomsky, the world's most famous linguist, teaches at the Massachusetts _____ of Technology.
7. He had to _____ his old mother because she needed 24-hour care, which he couldn't provide.
8. Harvard University is an internationally respected _____.
9. Banks and other financial _____ are essential to the economic recovery.
10. Pittsburgh has an _____ for the blind called the Pittsburgh School for the Blind.
11. Children growing up in an orphanage run the risk of becoming _____, basically unable to deal with people from outside.
12. She's afraid of ending up in a mental _____.
13. The Carnegie Art Museum is one of Pittsburgh's most famous _____.
14. The jazz festival has been on the city's calendar for so many years that it's been _____.
15. The committee is going to _____ a system for paying all club dues and fines.

Exercise 4: The word “enter” is very much overused in Korean English. Rewrite the sentences below by replacing the word “enter” or “entrance” with some form of the words “admission,” “acceptance,” “apply,” “enroll in,” “hire,” “join,” or “start.”

1. I entered college in 1996.

2. I was delighted when I learned I had been granted entrance into the university.

3. When I entered the university, I signed up, but I didn’t know what courses to take.

4. My Chinese friend had such a powerful enemy in her university department that she was not allowed to take the TOEFL, but an American university entered her anyway, based on the excellent letters of recommendation that were written for her.

5. I’ll have to enter the army next year.

6. Hopefully, after I graduate I’ll enter a company.

7. To enter, write to the Office of Student Entrance.

Review of the definitions of collectivism and individualism

In a collectivist society, a person is controlled by the group or groups which the individual belongs to and is held responsible for. It may be difficult for members of one group to interact freely with members of another group. Because group members are held together by the relationship ties which are difficult or impossible to break, a collectivist culture is also a relationship-based culture. Collectivism means that people are closely tied to small groups—such as family, close friends, and schoolmates—and are usually unable to interact freely with people from other groups. Confucian societies also have strict hierarchies, but some collectivist societies do not.

Individualism is the belief in the importance of the single human being and in independent thought and the belief that the individual is more important than the group or the state. Individuals are believed to be basically equal to each other. Individualists believe that the best way to take care of the group is to see that each member is treated well. Interaction between individuals in Western society is based on a respect for the boundaries which surround the individual. Individuals can interact more freely with each other than in a collectivist culture.

Discussion: In small groups, look at the chart on the following page and decide how each item is related to Korean collectivism or individualism.

Collectivist Societies	Individualist Societies
<ul style="list-style-type: none"> • Tradition is good. 	<ul style="list-style-type: none"> • “New” things are good.
<ul style="list-style-type: none"> • The young should learn; adults can’t be students. 	<ul style="list-style-type: none"> • People are never too old to learn—there’s lifelong education.
<ul style="list-style-type: none"> • Students expect to learn how to do something. 	<ul style="list-style-type: none"> • Students expect to learn how to learn to do something independently.
<ul style="list-style-type: none"> • A student will only speak up in class when called upon personally by the teacher. 	<ul style="list-style-type: none"> • A student will speak up in class in when the teacher asks for answers.
<ul style="list-style-type: none"> • Students will only speak up in small groups. 	<ul style="list-style-type: none"> • Students will speak up in large groups.
<ul style="list-style-type: none"> • Large classes split socially into smaller, tighter groups based on background (e.g., region, high school, religion) 	<ul style="list-style-type: none"> • Little groups change based on what the students have to do.
<ul style="list-style-type: none"> • Formal harmony is always necessary. Students don’t ask questions or question teacher. 	<ul style="list-style-type: none"> • Discussions can be heated; students can ask questions or disagree with the teacher (following certain rules of debate, questions and polite disagreement).
<ul style="list-style-type: none"> • Neither the teacher nor any student should ever be made to lose face (be embarrassed). 	<ul style="list-style-type: none"> • People don’t care that much about being embarrassed.
<ul style="list-style-type: none"> • Education is a way of moving up in society. 	<ul style="list-style-type: none"> • Education is a way of making more money and thinking better about yourself because you can do things.
<ul style="list-style-type: none"> • Diplomas are important and displayed on walls. 	<ul style="list-style-type: none"> • Diploma certificates aren’t important unless required by law.
<ul style="list-style-type: none"> • Getting certificates is more important than being able to do something. 	<ul style="list-style-type: none"> • It’s more important to be able to do something than to have certificates.
<ul style="list-style-type: none"> • Teachers are expected to treat some students better than others because of connection or the recommendation of an influential person. 	<ul style="list-style-type: none"> • Teachers are expected to treat all students exactly the same.

Revised from Geert Hofstede, “Cultural Differences in Teaching and Learning.” *International Journal of Intercultural Relations*, 10 (1986), 301-320.

LET'S JOIN THE ROUNDTABLE.

Are Western students self-sufficient?

Reading task:

1. According to the people at the round table, how difficult is it to put yourself through school in North America?

Sun-ok looks up from her coffee cup with a curious expression. “I suppose you put yourself through school, didn’t you, Jane? We hear so much about the independence of American young people.”

“Yes, I know you do,” Jane agrees. “We do tend to be independent, but not usually quite as much as Koreans often think we are.”

“Still,” Hyo-bae asserts, “American young people are very independent compared to Koreans. For two years when I was in college in the U.S., I lived in a dormitory. A guy down the hall from me was only eighteen years old, but he’d come all the way from California to Tennessee to go to school. That’s a long way from home.”

“But his parents were paying most of his expenses, weren’t they?” Anne asks.

“Sure,” Hyo-bae agrees. “He was also working in a student cafeteria part-time, but—this was in 1991—tuition was \$3,000 a semester, and then you have living expenses.”

Jane says thoughtfully, “On the average, higher education in the US costs over \$10,000 a year for tuition, room and board. In some schools, the cost is three times as much. It’s just too expensive to get through on your own. I have a friend who’s putting herself through school, but she has both a full-time

job and a part-time job. She only has time for two courses a term, so it’s taking her a long time. For me it wouldn’t be worth it, but I guess she has no choice.”

Marie shakes her head at Jane. “My parents didn’t pay a bit for my college education,” she says. “Now, of course this was in Canada, where college is cheaper.”

“Could you tell us about it?”



“Sure. I finished high school in 1985. That summer and the next two summer I worked full-time in a hardware store, and I also worked part-time on the weekends.”

“You were living at home?”

Marie nods. “With Mom and Dad. I couldn’t have done it if I hadn’t gotten room and board free from them. I started working at the hardware store for \$4.75 an hour. When I quit I was making \$6.50. Then for two summers I worked at a computer camp for kids. That was \$9 or \$10 an hour. Tuition at the local university was \$2,000 a year, which was really cheap, but my books were expensive. Anyway, that was undergraduate school.”

“So what about...”

“I went on to law school. There the tuition was more—\$2,500 to \$3,000 a year—which is still very cheap by U.S. standards, but then I also had to pay for housing. I lived comfortably, and I took a vacation every year. Again I worked during the summers and part-time during my second and third year, but not during the first year.”

“That first year of law school is supposed to be a real killer.”

“It was. But except for the first year I had several jobs. I worked in the law library at \$6.50 an hour, but I could study while I was working. I was a typesetter for the student paper at \$8 an hour. I worked in the personnel office for \$13. And there was a special arrangement with the police force. Law students could work with the police, arresting people and so on. That was fun, and it paid \$8-9 an hour. Still it wasn’t enough, of course, so I took out Canada Student Loans for \$14,000 and I borrowed \$10,000 from my dad. I have just finished paying off the last of the debt.”

“Congratulations!” everyone says enthusiastically.

Ji-young frowns. “But I don’t understand. Since you’re a law school graduate, what are you doing in Korea teaching English?”

“I worked for a law firm for a year and didn’t like it, so I thought I’d try something else.”

Reading task:

2. How did Ji-young put herself through? How about her husband?

A Korean success story

Sun-ok shakes her head. “That’s quite a story. I’m not sure I could have done it.” As she sees Ji-young approaching the table, she blurts out, “But Ji-young did. Here, Ji-young, sit down. I’ll get you some coffee while you tell how you put yourself through school.”

Ji-young looks around the table and laughs.

“Really?”

“Sure.”

“Well, my parents didn’t push us the way some Korean parents do, but they did try to build up our self-confidence. They’d say, ‘It’s your life—you can do anything you want to.’ I went to a commercial high school. When I graduated, my father didn’t have the money to



send me to the university. So I took a job in a bank, saying to myself that the day I had ten million won I would quit. I was making about a million won a month and living at home with my parents. For the first two years I spent money on things like travel and entertainment—but saving some—and then the following two years I saved a lot. The company had an employee stock option, which gave me an additional ten million won. It was a small fortune.”

“You did very well for yourself.”

“Three years and ten months after I started at the bank, I quit. About that time my parents decided to move to another house. I lent them most of the money, they paid me interest on it, and that was enough to get me through school. Actually, I started college in night school while I was still working. This I found nearly impossible. I wanted to be really involved, but I wasn’t. In class I felt like a tourist. I wasn’t really participating because I wasn’t prepared. So I quit my job and went to school full-time. Then, as you know, right before I graduated I passed the exam to get into the School of Translation and Interpretation at Hankuk University of Foreign Studies.”

Anne looks at Ji-young tenderly. “I remember how hard you studied for that exam.”

Jane giggles. “Did Anne tell you that she danced all around the City Hall Subway Station when your mother told her you passed?”

“Now, none of that,” Anne jokes. “How about graduate school?” she asks Ji-young.

“I had some money left, and I also taught private students part-time. And my husband helped me a lot.”

“And now you’re helping him get through school,” Anne remarks approvingly.

“That’s right. Speaking of my husband, he also put himself through. He was born in a poor rural area. Most country people can’t even think of sending their offspring to the university, so it was just taken for granted that he would go to a technical high school. There’s a school in Seoul run by KEPCO—Korea Electric Power Company—which takes less than a hundred students, and gives them room, board and tuition for three years. In exchange, the students agree to work for the company after they graduate. So he came up to Seoul as a high school student at the age of seventeen. From that day on he’s taken care of himself.”

“You know, a lot of people say American young people are much more independent than Koreans, but that sure doesn’t sound like it. Did he like the school?”

Ji-young smiles. “Well, in some ways he didn’t have much to compare it with, since all of his friends were doing the same thing. He liked computer science, but he wasn’t too fond of some of the school subjects—like the technical stuff about climbing up poles to repair the wires.” She chuckles. “He’s kind of a scholarly person. He did go to work for KEPCO, as agreed, but he had discovered when he got to Seoul that there might be a possibility of going to the university, so while he was working, he started to prepare for the exam. Since his family was so poor, he knew he would have to get a four-year scholarship, and he wanted one at a prestigious university. His exam score was good enough to get into any university in Seoul, but fell short of the score necessary to get a four-year scholarship. He was very disappointed. At that point, it seemed like a good

time to get his military service over with, so he joined the army and became a KATUSA, a Korean Augmentee of the US Army.”

“His English must have been pretty good or he wouldn’t have been selected,” Jane interjects.

“His written English was very good, but his spoken English wasn’t because he hadn’t had the opportunity to speak it. In his barracks at Tongduchŏn there were thirty KATUSA’s, and he was the only one who hadn’t been to the university. That’s when he decided he needed a diploma, even if it meant going to night school. He enrolled as soon as he got out of the army. English wasn’t difficult for him, but he studied without much enthusiasm at first. Then he suddenly decided he wanted more. So one summer day he called me and asked what it was like being a full-time student. I told him it was wonderful and that if he really wanted to go to school, he should quit his job. At that time he about seven million won that he’d saved up. He quit, rented a small room, studied, and got a scholarship. He had very little money as a student. But he got through, and then found a job at Korea Telecom.”

“And now he’s in graduate school as a night student.”

“Yes. He’s got another four years to go before he finishes his doctorate. He’d like to be a professor some day.” Ji-young doesn’t bother trying to conceal the pride in her voice.

“That’s some story,” Anne says. “I had no idea.”

Reading task:

3. How did Hyo-bae find college classes and college teachers in the US?

College abroad

Jane turns to Hyo-bae. “Didn’t you get all of your college education in the States?”

Hyo-bae smiles. “That’s right. Immediately after finishing high school in Seoul I went to Chicago to attend the University of Illinois at Chicago. It’s a big campus with about 20,000 students. I was taking ESL classes.”

Jane leans forward. “What’s their program like? Did you like it?”

“Well, the classes were small, maybe ten or eleven students in a class. And the other students were, of course, not native English speakers—there were a lot of Mexican students—so I had some problems understanding them. We studied grammar in one class, and in another class we had to give speeches. I talked a lot about social science issues. I thought the teachers were very kind. They gave the students a lot of individual help, but that didn’t mean they’d give you a good grade.”

“What about the other students,” Sun-ok interrupts. “Did you like them?”

Hyo-bae shakes his head. “I didn’t get to know them. They were all taking classes part-time, so I only saw them in class. I just knew them to say hello. Actually, I found everyone very individualistic.”

“What do you mean?”

“You know, in Korea there are a lot of clubs. Students often travel together and eat together. They’re very highly socialized as a group. But in the U.S. people did things separately. I had no contact at all with students at other universities.”

“So you mean students were more independent from each other in their social activities.”

“Yes.”

Anne asks, “Why did you leave UIC, Hyo-bae?”

“Hmm. It was in downtown Chicago, and I didn’t like living there. I wanted to go to a small town. So I transferred to Lee College, which is a Church of God school in Tennessee.”

“So how did you like it there?” Anne persists.

“Well, the classes were still small. In Tennessee I was taking regular college classes, like English 101 and 102 instead of ESL. I started working for my major in business administration by studying business communications, marketing, finance, business law, and accounting. I also took political science, American history and anthropology classes.”

Jane interrupts to explain to Sun-ok. “In undergraduate school in the U.S., about half of the classes you take are general studies classes.”

“I worked very hard,” Hyo-bae continues, “but my grades were not that good. Everyone who maintained a B average got a \$300 scholarship, so I did keep a B average and my 10% tuition scholarship.”

Anne protests, “But Hyo-bae, you did very well, particularly considering English is not your native language, and you must have found the teaching style very different from the teaching style in a Korean high school.”

“Right,” Hyo-bae agrees. “I was impressed with how well-planned the classes were. The teachers would usually stick to the syllabus and move along step-by-step. But studying was very different. In Korea the teachers just give the information to you.”

“We call that ‘spoon-feeding,’” Anne interrupts. “Like you feed a baby with a spoon.”

Hyo-bae nods. “That’s because in America people disapprove of it. Students are supposed to take responsibility for their own learning, so they have to figure a lot of it out by themselves from the reading. I tried to memorize the reading, but that didn’t work. There was just too much of it, for one thing. For another, you had to understand everything, not just play it back like a tape recorder. You also had to be able to solve problems. They would give you a business accounting problem with a lot of information in it, and you had to sift through all this data, find out what was relevant, and then solve the problem.”

“Well, sure,” Jane says.

Hyo-bae nods. “It was an eye-opener for me. I was amazed at the work we had to do. In each class there were quizzes every week, four or five major tests a semester, and a term paper.”

“That’s fairly standard. In an drama class, you can read three plays a week—or fifty-two a semester—and write a paper or take a test on all of them.”

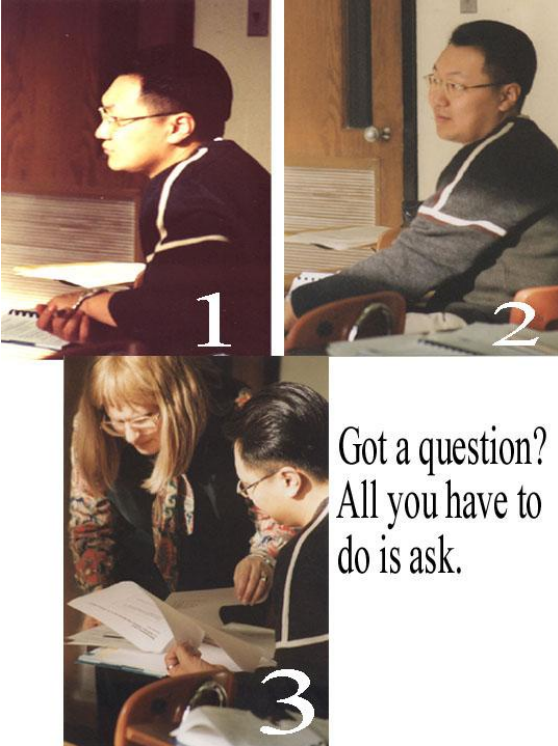
“But there was very little cheating, or at least I didn’t see any, and that made me embarrassed when I thought about Korea.”

“It does go on, believe me,” Anne says. “Cheating on exams and plagiarism—

copying papers. But students do it less because the punishment is very harsh. In addition to strong disapproval from your classmates, you get an automatic *F* on the exam or paper, and you might be thrown out of class, or even out of the program.”

Reading task:

4. What are some common American beliefs about education?
5. What are some differences between American and Korean education?



Got a question?
All you have to
do is ask.

Education reflects social values

Jane looks at Anne for confirmation to what she is about to say. “You know, I think probably as much as anything else, educational systems reflect the society they come from. In the U.S. people believe in education for all, even if the quality of the education is not particularly good. There’s no question but that elementary, middle and high schools in other countries—Germany, for example—educate very bright students better than we do, although by graduate school the Americans have probably caught up. American public schools below the college level are free of charge to the students. Hot meals are provided for poor students, and students who live beyond walking distance can ride one of the school buses. The school system is under local control. The school board is elected, and its meetings are public. Textbooks are selected

locally to meet local needs and values. Much of the money comes from local property taxes.”

Anne interrupts, “Which in many ways is unfortunate, because it means that some areas have much better schools than others.”

“Right. But I think it’s connected with the ideal of local independence—or partial independence. The idea originally was that all the children should go to school together. At times we’ve gone to extraordinary measures to create a mixture of students of different races and social classes.”

“Not always successfully,” Anne adds.

“No, not always successfully, but the fact that we have tried shows a lot about the values we claim to have. Also, from an early age children are shown how to plan their own projects and look into things themselves. Elementary school children write papers under the direction of the teacher. Often students work individually at the classroom computers so they can work at their own speed and have some measure of control over their own learning.”

“Which reflects the individualism in the culture,” Hyo-bae adds.

“Yes,” Jane agrees, “but it also reflects the fact that children have different abilities and learn things at different speeds. A great deal of attention is paid to problem-solving from elementary school through graduate school.”

“And that comes from the preference for logic and rationality of the West,” Hyo-bae continues.

“Yes, but it also shows the American bias for practicality,” Anne says.

Marie nods. “Also, Westerners, and maybe particularly North Americans, have little experience memorizing anything. We do not have the idea of anything handed down from above which has to be learned by heart—or, if we’re speaking about society as a whole—accepted without question or analysis.”

Hyo-bae looks startled. “So you’re saying that Korea’s tradition of memorizing comes from the traditional authoritarianism, and that in democracies the teachers show the students how to think for themselves.”

“That’s right,” Anne says. “I remember once during the Vietnam War, I overheard one of the professors in the English department complaining about the student demonstrators. And my favorite professor turned to him and said, ‘Harry, I’ve spent almost all my life trying to get these kids to think for themselves. And when they finally do start finding their own answers, I can’t blame them for not having the same ones I do.’”

“Hmm!” Sun-ok murmurs.

Anne shakes her head. “I think Korean professors also try to teach students to reach their own conclusions, but the system as a whole is focused much more on passing on information than teaching students how to form and express knowledgeable opinions.”

LET’S TEST OURSELVES.

1. **Marie put herself through undergraduate school and law school by**
 - a. living at home when she could.
 - b. working at a hardware store, in the law library, on the student paper, and with the police department.
 - c. working at a computer camp during summer vacations.
 - d. all of the above.

2. **Ji-young put herself through undergraduate school by**
 - a. teaching English to middle school and high school students.
 - b. playing the stock market.
 - c. working full-time for almost four years.
 - d. all of the above.

3. **Ji-young is proud of her husband because he**
 - a. got a four-year scholarship to Seoul National University.
 - b. had the opportunity to study abroad.

- c. made it through high school, college, and some graduate school with a lot of hard work and self-sacrifice.
 - d. all of the above.
4. **In Hyo-bae's business classes in the U.S., he had to**
- a. sift through a lot of data and then solve problems.
 - b. take quizzes every week and four or five major tests a semester.
 - c. write a paper.
 - d. all of the above.
5. **When he thought about Korea, Hyo-bae noticed that American students**
- a. learn much of the material on their own.
 - b. work hard, even if they're on athletic scholarships.
 - c. don't often cheat.
 - d. all of the above.
6. **Jane feels that elementary, middle school and high school education for bright students is**
- a. better in the U.S. than in Korea.
 - b. better in Germany than in the U.S.
 - c. better in Japan than in Korea.
 - d. all of the above.
7. **Traditional American values call for education below the college level to be**
- a. free for everyone, with lunch and transportation provided if necessary.
 - b. under local control and open to public debate.
 - c. mixed, with children of all races and classes studying together.
 - d. all of the above.
8. **According to the text, in the U.S. learning is based on the idea that**
- a. only the slow students have to study.
 - b. students should learn to solve problems themselves.
 - c. intense competition will lead to great results.
 - d. all of the above.

LET'S TALK ABOUT IT.



1. Consider how Marie put herself through school. Would you have liked to have had similar opportunities? Why or why not?
2. In what ways is college different for Korean students whose parents put them through school and Korean students who have to work their way through?
3. Do you think working your way through school can be a valuable experience? Why or why not?
4. Do you have any experience studying which you'd like to share with your classmates? Explain.
5. In Korea, information is usually passed on from teacher to student. In the West, teachers often feel that it's their job to assist students in teaching themselves. Which philosophy do you prefer? Explain.
6. What is the best way to study the material in your major? Explain.
7. What changes would you like to see in the Korean educational system? Explain.

LET'S LOOK AT KEY CONCEPTS IN REAL LIFE.

1. A Western teacher who has just arrived from North America is getting very angry with her first class. As she is trying to explain the grammar in the lesson, the students whisper among themselves, making it difficult for her to continue. Each time she stops to ask the students whether they have a question, nobody says anything. Explain why the students are behaving as they are and why the teacher is getting angry.
2. A Korean student has just gotten a paper back from his composition instructor at a North American university. The instructor has written him a note saying, "You claim that Korean high school students have to work much harder than American high school students in order to get into college. This may be true. However, you need to provide evidence to support this claim." Explain the instructor's thinking. Then explain what the student will have to do in order to get a good grade on the paper.

LET'S ACT IT OUT.

An old friend

A: When you were in high school, your parents sent you to institutes to learn English, hired a private tutor to help you with your math and even sent you abroad one summer. After working hard, you passed the entrance exam to get into a good university. You're now a senior, and you're looking forward to leaving school and making something of your life. You run into an old middle-school friend whose life has not been as easy. You're surprised to learn that it will be several years before he can expect to graduate from college.

B: (male) You like your old friend, and you congratulate him/her for having done so well. You know, however, that s/he doesn't understand how much easier life is for people whose parents have money. You work long hours in an office. Two nights a week you rush off to class. Because you have little time to do your homework or money for tuition, you can only afford to take two classes a semester. As it is, your professors scold you for coming late to class or missing class because of business trips.

C: (female) Your situation is the same, but there are no business trips. Instead you have to do the work of an "office flower," which you hate. You're hoping that a college education will put you in a professional position with better working conditions, more money, and the possibility of working until you reach retirement age.

Grades

A: You are a Korean university student studying in the US. You find the homework very difficult, and you are amazed at how much there is to do. One of your instructors has often given you special help in her office. You are grateful, but very disappointed at receiving only a C+ as your final grade. You believe she or he should have given you special consideration since s/he knew how hard you were trying. You go to him/her to ask about it.

B: You are an instructor at a major university. You believe that a teacher should be fair, which means strictly impartial. One of your students is a foreign student who has asked for a lot of special help. You were happy to help him/her but you can't believe that s/he now also wants you to change his/her grade. You try to explain this in an unemotional, detached manner.

C: You are A's friend. You have come along to help with possible communication problems. At times, you step in to explain the teacher's viewpoint to the student or the student's viewpoint to the teacher.

LET'S LISTEN.

An old friend

1. The first time the dialogue is played, do not look at your book. Just listen and try to pick up the main idea of the dialogue.
2. Before the dialogue is played a second time, read over these questions.
 - a. Why hasn't the old friend heard from Laura in a while?
 - b. What is Laura doing?
 - c. Do you think Laura is being polite, friendly, envious or jealous?
 - d. A full teaching assistantship (to teach undergraduate classes) will take care of the old friend's tuition and moderate living expenses. Does this mean that life will be easy?
 - e. Does the friend sound sympathetic to Laura's situation? Understanding?
3. Listen to the dialogue a second time. Then discuss the answers to the questions with your partner.
4. Listen a third time. Discuss the answers with the class.

Grades

5. The first time the dialogue is played, do not look at your book. Just listen and try to pick up the main idea of the dialogue.
6. Before the dialogue is played a second time, read over these questions.
 - a. Does Dr. Meyer sound polite, friendly, or cold? Do you think this professor believes in treating all students equally?
 - b. How much does sincerity count in Dr. Meyer's book? Hard work?
 - c. How does Dr. Meyer try to encourage the student?
 - d. Do you think Dr. Meyer should have changed the student's grade?
7. Listen to the dialogue a second time. Then discuss the answers to the questions with your partner, listen again and discuss with the class.



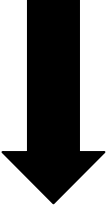

LET'S LOOK AT PREPOSITIONS.

- Prepositions are listed among the function words, a category which also includes articles and conjunctions. The function words are the glue between the lexical words like nouns, verbs, adjectives and some adverbs. Prepositions help hold the language together, but they do not have meaning in the sense that words like *chair* and *eat* have meaning. They do have some, so we'll discuss them in terms of meaning and context.

Prepositions and the roles played by nouns (case grammar)

- If you look at the roles nouns play in a sentence, you'll see that prepositions are used in marking some of those roles. There is no preposition preceding either the agent of the action (the subject), or the patient (theme, direct object), but the preposition *on* marks the location and *with* the instrument.

The carpenter hit the nail on the head with a hammer.
 [carpenter = agent] [nail = patient] [head = location] [hammer
 =instrument]



The carpenter	hit	the nail	on the head	
		patient 		
agent			(on) location	(with) instrument

- The agent of an active sentence is not preceded by a preposition.

The parents taught the child at home. .
 [parents = agent] [child = patient] [home = location]




- When the sentence is made passive, the agent is usually dropped. If it remains part of the sentence, it becomes oblique and is preceded by the preposition *by*.

The child was taught at home by her parents.
 [child = patient] [home = location] [parents = agent, but not subject]

The child	was taught	at home	by her parents
patient 		↓ (at) location	(by) oblique agent 




- The preposition *to* marks the recipient—the one who receives the patient. Some grammarians would call *person* the indirect object; while more traditional grammarians would say it’s not an indirect object when preceded by a preposition.

The waiter gave the check to the oldest person
 [waiter = agent] [check = patient] [person = recipient]

The waiter	gave	the check	to the oldest person,.
 agent		patient 	(to) recipient 

- The preposition *for* marks the benefactive—the one who benefits from the action. You could also say this is like the recipient, but used with different verbs.




I bought a present for you.
 [I = agent] [present = patient] [you = benefactive]




Sally	bought	a present	for her husband.
 agent		patient 	(for) benefactive 

- Just as several different prepositions can mark the location, several are used for marking time.

In an hour the plane will take off from Kimpo and fly to Pusan.
 [time = hour] [plane = agent] [Kimpo = location] [Pusan = location]




At nine o'clock I'm supposed to be at work.
 [nine o'clock = time] [I = agent] [work = location]

In one hour	the plane	will take off and fly	to Pusan.
			 (to) location
(in) time	agent		

At nine o'clock	I	am supposed to be	at work.
			 (at) location
(in) time			

- The preposition *of* marks possession, as well as several other things, like measurements and whole/part relationships.

A friend of mine brought a present for us.
 [friend = agent] [mine = possession] [present = patient] [us = benefactive]

A friend	of mine	brought	a present	for us.
	'S		patient 	(for)  benefactive
agent	(of) possessio n			

- This approach to prepositions makes it easier to understand why some sentences are ungrammatical, for example:

Ungrammatical: The table was made by wood. (The wood didn't make it.)
 Grammatical: The talbe was made of wood;

Ungrammatical: He died by an accident. (*Die* can't be made passive)
Grammatical: He died in an accident.

Exercise 1: Fill in each blank, by circling the best answer. If there is more than one good answer for an item, what difference is there in meaning?

Example: They were held accountable by the group.
after by on
from for to

1. The teacher stood _____ the blackboard

at by on
before for
and pointed _____ a sentence
at by on
before in to
written _____
after for on
by from to
one _____ the students.
of on to

2. I washed the dishes _____ you.

after by to
at for without
before on

3. _____ the West, education often means emphasizing problem-solving and knowing where to find answers.

after in to for
at on with

4. He had no hair _____ the top

at for on
before in to
_____ his head.
at for of
before in on

5. _____ this school

at for on
before in with
we try to meet the needs _____ the children.
by for of

6. _____ the summer, I held three part-time jobs.
after during in
at for on
before
7. _____ the discussion, he turned
after by in
at on
_____ the woman
at in to
by on with
_____ his left
at by in
on
8. The discussion was marked _____ a spirit
at in to
by on with
for
_____ togetherness.
by of without
9. We can do much more _____ computers
after for on
at from with
by
than we can _____ them.
before from to
by on without
for
10. Don't try to impress the boss _____ how much you know.
by on with
in
11. Our approach comes _____ the idea of individualism.
after for on
before from to
by in with
12. He was so ashamed that he found it difficult to look anyone _____ the eye.
at in on

Prepositions and fixed phrases

- As you may have noticed, the explanation above is helpful, but it doesn't work beyond very limited roles assigned to nouns and the prepositions which precede them. However, it certainly would make no sense to consult a dictionary and try to memorize thirty-five different meanings of the word *for*.
- Probably the best way to learn prepositions is in context, through lots of reading or conversation with native or near-native speakers. For example, certain prepositions tend to occur after certain nouns or adjectives or before certain nouns or adjectives. Fortunately, another approach works quite well in a fairly large number of cases, and that is simply memorizing prepositions as a part of fixed phrases. This is how native speakers learn them and how you have probably learned a great many. If you don't know which preposition to use in which context, try consulting the sample sentences in a good learner's dictionary.
- Here are some of the prepositions which occur in this chapter.

Some prepositions occur after certain words:

afraid <i>of</i>	except <i>for</i>	sift <i>through</i>
amazed <i>at</i>	fond <i>of</i>	some <i>of</i>
connect <i>to</i>	free <i>of</i>	speak <i>of</i>
contact <i>with</i>	get <i>out of</i>	spend money <i>on</i>
control <i>over</i>	kind <i>of</i>	spend time <i>with</i>
cost <i>of</i>	most <i>of</i>	stick <i>to</i>
difficult <i>for</i>	pay <i>for</i>	study <i>for</i>
disapprove <i>of</i>	pay attention <i>to/for</i>	think <i>of</i>
do well <i>for</i> someone	pay interest <i>on</i>	throw someone <i>out of</i>
exchange <i>for</i>	possibility <i>of</i>	time <i>for</i>
enroll <i>in</i>	preference <i>for</i>	transfer <i>to</i>
	put someone <i>through</i>	work <i>in/for</i>

Exercise 2: Fill in the blanks with the appropriate prepositions. _____

1. The cost _____ tuition and room and board is over \$25,000, which you can't afford if you're working _____ five dollars an hour.
2. My parents didn't pay a bit _____ my college education.
3. You did very well _____ yourself.
4. I lent my parents most _____ the money for the new house, and they paid me interest _____ it.
5. I remember how hard you studied _____ that exam.

6. Speaking _____ my husband, he came from an area where most people can't even think _____ sending their offspring to a university.
7. In exchange _____ room, board and tuition, the students agree to work for the company.
8. He's kind _____ a scholarly person, and he wasn't fond _____ some _____ the school subjects.
9. Later he discovered there was a possibility _____ going to the university.
10. He enrolled in school as soon as he got _____ the army.
11. English wasn't difficult _____ him.
12. Hyo-bae was disappointed that he had no contact _____ students from other universities.
13. Hyo-bae transferred _____ a small college where he studied business.
14. The teachers would usually stick _____ the syllabus.
15. Most Americans disapprove _____ spoon-feeding and like problems with information which they have to sift _____.
16. Because they would be afraid _____ being thrown _____ school, few American students cheat.
17. A great deal of attention is paid _____ problem-solving, which comes from a preference _____ logic and rationality.
18. Local control is connected _____ the idea of independence.
19. Hyo-bae was amazed _____ how much work he had to do.
20. I enrolled _____ the program in order to spend more time _____ my girlfriend.

Some prepositions occur before certain words:

at the college level

at...speed

below/above that level

by (someone's) standards

by heart

down the hall

during the summers

during the year

for years

in class

on one's own

through school

under control

under someone's direction

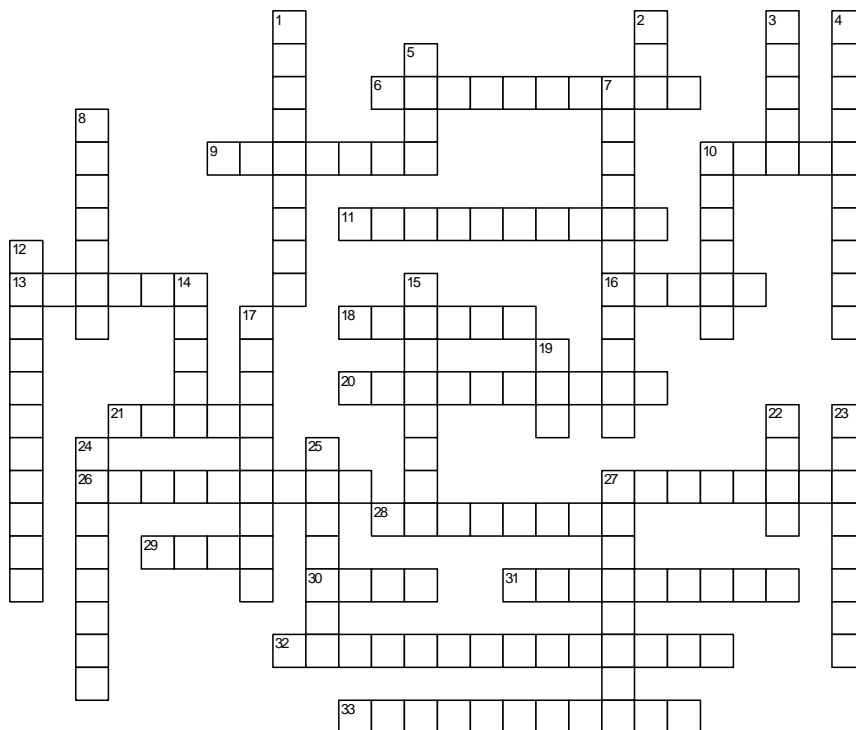
without question

Exercise 3: Fill in the blanks with the appropriate prepositions before or after certain words.

1. The guy _____ the hall from me worked _____ the school cafeteria, but his parents paid most _____ his expenses.
2. I have a friend who's putting herself _____ school entirely _____ her own, so she only has time _____ two classes a term.
3. Tuition in Canadian schools is cheap _____ U.S. standards.
4. I worked full-time _____ the summers, and except _____ my first year in law school I had several jobs.
5. _____ the first two years I spent money _____ things like travel and entertainment.
6. American public schools—elementary, middle and high schools, or all schools _____ the college level—are free _____ charge.
7. The system is _____ local control, which is connected _____ the ideal of independence.
8. Elementary students have to write papers _____ the teacher's direction.
9. Computers allow students to work _____ their own speed and have some control _____ their own learning.
10. Little has to be learned _____ heart or accepted _____ question.
11. He was so shy that _____ years he said very little _____ class.

Note: The preposition *of* is greatly overused in Korean English. Also, please be careful not to confuse *most of the students* with the ungrammatical **almost students* or *almost of students*.

LET'S DO A CROSSWORD PUZZLE



Constructed using Crossword Weaver

ACROSS

- 6 Type of high school
 9 Money a student pays to the university in exchange for classes
 10 Arrive at the answer to a problem
 11 Basic; first school a person goes to
 13 Place where school buildings are located
 16 Request admission to a school
 18 Sign up at a school
 20 Decision made about something after thinking about it; ending
 21 Be dishonest with schoolwork
 26 Knowledge and understanding acquired at school
 27 Information or works studied for a class
 28 What you hope to do at the end of your schooling
 29 Money owed

- 30 Test, short form
 31 Supply someone with everything they need in a form that's easy to digest (hyphenated)
 32 Able to function without others (hyphenated)
 33 Not controlled by others

- 12 Money for school given to an outstanding or needy student
 14 Number of points made on a test
 15 Move from one school to another

DOWN

- 1 Housing for students
 2 Abbreviation for "grade point average"
 3 Covering a smaller area than national or regional
 4 Collection of colleges where people study for a degree
 5 Money borrowed
 7 Facts and news about something
 8 Certificate given at graduation
 10 Kinds of ability, for example, reading _____