

Nationality and race are burdens for some
and sources of pride for others.
That our own pride not become another's burden!

Roddy A. Stegemann
Tōkyō, 2000,

The English Language Industry, TESOL, and I

The English language is truly the modern *lingua franca* of global business, international diplomacy, scientific research, information technology, and popular cross-cultural communication. Accordingly, there should be no need for nationally mandated, universal, K-12, English language training; there is plenty of incentive to learn the language already. Indeed, were the language made optional in public schools, and competitive markets allowed to speak, not only could the cost of English language education around the world be greatly reduced, but the quality of the language taught and learned would be greatly improved.

Unfortunately, national governments have allowed themselves to be co-opted by English language publishing houses, Anglo-American imperial interests, organized labor (teachers unions), big business, and, of course, higher education. The consequent artificially created demand for the English language has necessarily resulted in all sorts of market distortions resulting in massive social and economic waste. Ironically, after all is said and done, still the private sector is needed to clean up the mess.

Obviously, it would be unwise to treat every country or national government the same, because each society has its own special language needs. Nevertheless, it should be clear that all of the aforementioned forces are actively involved in varying degrees in nearly every nation of the world.

As a stark opponent to the just-described disaster I have sought throughout my professional career as both a dedicated language teacher and research economist to avoid getting caught up in this *tsunami* of ignorance and exploitation. Not only have I resisted formal certification in ESL, EFL, and TESOL, but I have ambitiously fought against the usurpation of common sense that has resulted in this madness.

Simply google “HKLNA Project”, and you will find me. No, I am not your typical English teacher, but neither am I a rabble-rouser, as an objective assessment of the HKLNA Project will clearly show. Indeed, if you would like to have a truly caring, highly talented, and industrious individual on your team, then review the enclosed, realize that I am both a competent and highly qualified English language teacher, and do not hesitate to contact me so that we might negotiate a mutually suitable contract with me in your employ.

And, if you are still not satisfied, then have a look and listen at the following URL and experience my talent in action as I teach fundamental grammar skills to intermediate students the world over. www.youtu.be/OTENtBh6BOA.

Roddy A. Stegemann
November 16, 2015, Seattle

TESOL Instruction

Table of Contents

NUMBER OF PAGES	TIME PERIOD	TYPE OF DOCUMENT	NAME OF INSTITUTION	NAME OF COURSE TAUGHT
1	2009	Introduction	Times Media (The Korea Herald)	TESOL
1		Affiliation and American Language Institute, Accreditation	California State University	
1	2009	Letter to Director (signed)		
1	2009	Letter to Director (unsigned with links)		
2+2	2009	Course Summary (student account)		
1	2009	Students' Evaluation		
1	2009	Teacher's Evaluation		
1	2009	Revised Syllabus		

NUMBER OF PAGES	TIME PERIOD	TYPE OF DOCUMENT	NAME OF INSTITUTION	NAME OF COURSE TAUGHT
2	2010	Syllabus and Bibliography	ANAEW and Jinju Assessment and Support University, Jinju, in Language Education Republic of Korea. Material accredited by University of Pennsylvania	

13 **TOTAL PAGES**

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Tōkyō, 2000
Roddy A. Stegemann

Introduction

In a long career dedicated to the education of one's own students and conducted in an academic world that is suspect of many of the same corrupt practices that we find in government today it would be very suspicious not to have a run-in with an occasional employer. Though generally loyal to my employer, my first loyalty is to my students, for it is my students whom my employer professes to serve and to whom I have devoted my professional career. Seldom have I been compelled to choose between my students and my employer.

In 2009 I took Times Media (Korea Herald) and its *DaeJeon* affiliate to the Korean Ministry of Labor and *DaeJeon* District Court and won a negotiated settlement, two cases of prosecution, and a case of defense. It was a resounding victory, but my continued employment with Times Media (Korea Herald) was sacrificed.

The TESOL certificate that I awarded to my students while in the employ of Times Media was endorsed by California State University, San Bernadino. Unfortunately, Times Media, who continues to hold a grudge in my regard, refuses to acknowledge officially that I even worked for them. Moreover, California State University, though having verified my employment with Times Media, does not maintain a record of those to whom Time Media awards the certificate that CSU accredits. To this day Times Media remains an affiliate of California State University (now Long Beach) and the Korea Herald. Its ties with its previous *DaeJeon* affiliate whom I also took to court have been severed.

No, I do not hold a TESOL certificate, but I did teach the 140-hour, 8-week course leading up to the certificate. And, when I was finished, I designed a new syllabus for a second course at my students and my own suggestion. Furthermore, not only did I present the certificate to my students upon their graduation, but my students rated me generally above the endorsed curriculum and the school itself. And, please keep in mind that the majority of my students were themselves English language teachers! Unfortunately, the certificate that I awarded is the same certificate that bars me even from consideration by most institutions to which I apply for work.

The materials contained herein attest my performance and knowledge of the course material leading up to the certificate.

Roddy A. Stegemann

First Hill, Seattle
13 November 2015

The Official Connection

The information contained herein was downloaded from the California State University's webpage on November 13, 2015. Except for the two annotations the wording and logos are identical.



Annotation: Link to California State University's American Language Institute: [CSULB American Language Institute](#) Once landed, click on Accreditation and Affiliation and scroll down to find:



The American Language Institute works in conjunction with Times Media in offering the TESOL and TESOL for Children Certificate Programs throughout Korea. These certificate programs are designed for individuals who are interested in teaching English as a Foreign Language. The well-balanced programs enable participants to gain an understanding of the theoretical background in TESOL and its practical application. The ALI faculty provides supervision for curriculum development and enhancement, supports professional development for their trainers and endorses the certificate programs.

Annotation: Link to Times Media as provided on the CSULB website: <http://www.ccpe.csulb.edu/link.aspx?url=http://www.timesmedia.co.kr/>

Ms. **Park Mi-Jin**
Executive Director
mjpark@timesmedia.co.kr

Times Media Co., Inc.
Dongin Building 5th Floor
826-22 Yeoksam 1 Dong
Gangnam-Gu, Seoul 135-945

Telephone: 010 9228 6896

Saturday, 12 September 2009
Re: Letter of Endorsement for Roddy A. Stegemann

Dear Ms. Park,

We the undersigned submit the attached document called "What We Learned from Roddy's TESOL Class" in support of his continued employment with Times Media Co., Inc.

Sincerely,

██████████	██████████@hanmail.net	010 7421 ██████████
██████████	██████████@naver.com	010 4485 ██████████
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Unavailable (in Canada)

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Sincerely,

██████	<i>Eun Shim</i>	██████@hanmail.net	010 7421 ██████	
██████	김평주	██████@naver.com	010 4485 ██████	██████ on behalf of ~ .
██████	<i>[Handwritten Signature]</i>	██████@naver.com	010 2018 ██████	
██████	오혜진	██████@nate.com	016 457 ██████	██████ on behalf of - .
██████	<i>[Handwritten Signature]</i>	██████@naver.com	010 9030 ██████	
██████	<i>[Handwritten Signature]</i>	██████@naver.com	010 5237 ██████	
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What We Learned from Roddy's TESOL Class

What Makes Roddy a Good TESOL Instructor

TESOL Methodology

DESIGN

In class we learned the basic structures for designing listening, speaking, grammar, reading, and writing lesson plans. We learned, for example, that listening and reading are both receptive skills and students should be taught how to discover the main ideas and find detail. We also learned that listening and reading are different insofar as listening should be taught without text so that students can focus on recognizing everything according to its sound. Furthermore, we learned that students must speak in order to learn how to speak, and that the communicative language teaching (CLT) method is the best way to achieve this end. With special regard to grammar we learned that grammatical rules must be presented clearly with many examples, and that students should be given the chance to discover these rules on their own wherever possible. In addition, we learned to divide our lesson plans into four parts including a lead-in, some pre-activity, one or more main activities, and some post-activity. Further, we learned that these activities can be modified and that the teacher must be flexible and manage his or her time according to the difficulty of the subject matter and the ability of his or her students to understand it. Most important is that we had the opportunity to improve our ability to develop good lesson plans for ourselves through repeated correction from our teacher.

TECHNIQUE

In our class we learned the importance of special techniques like the jigsaw puzzle for teaching reading and listening. We learned when to segment (chunk) listening and reading tasks, and when we should not. We learned that the number of times we should play a video clip is not arbitrary, but rather determined by time constraints and the ability of students to glean new information. For speaking we learned how to create and manage discussion groups and maximize the amount of student free production. We also learned that role play can be an effective tool in teaching both grammar and speaking. We learned the importance of presentation, practice, and production (PPP) for teaching grammar, and how important clear presentation and concept checking are to the introduction of new grammatical rules, the giving of instructions, and the teaching of new vocabulary. Further we learned that grammatical analysis is not only useful in helping students to understand difficult written text, but also in correcting and assessing their own and other students' mistakes. In this light we further learned the importance of peer correction. In addition, we learned about channel, format, and the target audience and how to take advantage of these notions when assigning written homework. Moreover, we learned that the organization and communication of ideas is more important than understanding single words and isolated grammatical rules, and that new vocabulary should always be introduced in context with a clear understanding of form and use. We also learned how to free ourselves from the written word and focus our students attention on the spoken word -- in short, when to show and when to tell. With regard to classroom management we learned how to handle student complaints, create team spirit, and ensure a healthy and happy learning environment for all students -- no matter their individual level of competence or area of intelligence. In short, we learned many ways to improve our effectiveness in the classroom and realize our lesson plans to the benefit of our students. These are only a few examples of the many teaching techniques that we learned.

Special Knowledge

In addition to the above design theory and teaching techniques we acquired special knowledge about student retention, the assessment of student competence, and how to obtain feedback, teach students to be good citizens, and cope with difficult students, teachers and school administrations. Many times we learned that the traditional Korean way is not always the best way and that more emphasis should be placed on communication skills over vocabulary, grammar, and reading skills. We learned the importance of communication theory (not in the book) and how it relates to the communicative language teaching method. We even reviewed the basic elements of a sentence -- an invaluable tool for teaching reading and correcting written assignments. Further, we learned when it is appropriate to use Korean in the classroom, and when it is not. We even learned the proper use of English-English and Korean-English dictionaries. In addition, we learned the need to make learning fun and enjoyable, and how important it is that the teacher learn from his/her students. Simple things like when to show and when to tell, when to teach vocabulary and when not were also important parts of our lessons. And, most of all we learned how to be creative in the classroom and not allow ourselves to be stifled by an outdated system of English language education.

Roddy's Approach to Teaching ESL And Why We Like It

What we learned from Roddy and could probably not learn from other TESOL instructors is how the current system of education works and why it works the way it does. With this knowledge we better understand our role in the system and what we can do to improve it. The world that we live in today is very different from the world of long past, and because of Roddy we are now ready to help Korean students cope in the 21st century. From Roddy we did not learn a Western philosophy of teaching, rather we learned a modern philosophy of education that teaches students how to think on their own and not depend on others to think for them. Roddy rarely explained directly what we needed to know and asked many questions in order for us to discover it for ourselves. In addition, he gave us assignments to help us organize our own thoughts in our own way. Even though it took much time, Roddy is very patient, gave us many chances, and waited for us until we got the gist and could stand on our own two feet,. He always told us that we are our own best teacher, and we are very happy with the idea that the role of the teacher in the TESOL classroom is to guide his or her students so that they can develop their own best learning methods for themselves. Many Korean students feel uncomfortable with this kind of approach, and at first we could not understand very well either, but once we got use to Roddy's style it became easy to follow and understand. Roddy taught us to take the initiative, experiment, and discover on our own. He gave us the tools that we need to organize and lead ourselves, so that we can be better teachers and Korean citizens.

We now have confidence that we never had before, and we really appreciate having had the chance to learn from Roddy. So much so, we would like to take another course from him, but this time Advanced TESOL.

TESOL 수업 때 라디 선생님으로부터 배운 것과 좋았던 점.

TESOL Methodology

DESIGN

저희는 라디 선생님으로부터 수업을 어떻게 만들어야 하는지 확실히 배웠습니다. 예를 들어 듣기와 읽기는 인지하는 학습과 주제와 소재를 어떻게 찾는지 가르치는 것을 배웠습니다. 또한 읽기와 듣기의 다른 점에서 듣기는 문장을 보여주지 않고 소리만으로 모든 것을 이해할 수 있도록 연습하는데 초점을 두었습니다. 게다가 듣기 수업 때에는 커뮤니케이션을 위해 배우는 언어로써 가장 좋은 방법으로 어떻게 말하는 법을 배울 수 있는지 배웠습니다. 특별히 문법을 위해 문법에 관해, 많은 예를 들어가며 문법을 설명해 주었으며, 저희 스스로 어떤 문장에서든 올바른 문법을 찾아 가르칠 수 있도록 연습시켜 주었습니다. 수업계획을 짤 때에는 4가지 부분 즉 'a lead-in, some pre-activity, one or more main activities, and some post-activity'으로 나누어 체계적으로 할 수 있게 배웠습니다. 게다가, 저희는 이런 부분들이 수정될 수 있고, 교사는 수업주제의 난이도와 학생들의 이해력에 따라 수업시간에 탄력적으로 대처해야 한다고 배웠습니다. 가장 중요한 것은, 저희는 라디의 반복된 수정(피드백)을 통해 저희 스스로도 훌륭한 수업계획서를 짤 수 있는 능력을 향상시킬 수 있는 기회를 가졌다는 것입니다.

TECHNIQUE

저희는 수업에서 reading과 listening을 가르치기 위해 jigsaw puzzle과 같은 특별한 technique의 중요성을 배웠습니다. 저희는 언제 listening을 끊어서 들려줄지, 언제 reading을 시킬지 그리고 언제 이런 일들을 진행시키면 안 되는지를 배웠습니다. 수업에서 video clip을 교사가 들려주는 횟수가 임의적이면 안 되고, 오히려 시간적인 제약과 학생들이 video clip으로부터 새로운 정보를 조금씩 얻는 능력(상황)을 보아가며 결정해야 한다는 것을 배웠습니다. speaking 수업에 있어서, 저희는 어떻게 토론 그룹을 정렬하고 운용하는지 그리고 어떻게 학생들이 스스로 말할 수 있는 능력을 최대한 끄집어 내는지를 배웠습니다. 저희는 또한 role play가 grammar와 speaking 둘 다를 가르치는데 효과적인 도구가 될 수 있다는 것을 배웠습니다. 저희는 grammar를 가르치는데 PPP 접근법의 중요성을 배웠고, 명료한 presentation과 concept checking이 새로운 문법규칙의 소개할 때, instructions을 줄 때 그리고 새로운 어휘를 설명하는데 얼마나 중요한지를 배웠습니다. 게다가, 문법적 분석이 학생들이 어려운 텍스트를 이해하는 것을 돕는데 유용할 뿐만 아니라, 그들 스스로의 실수와 다른 학생들의 실수를 고치고 접근하는 데에도 도움이 된다고 배웠습니다. 이러한 견지에서 더 나아가 동료(학생)들이 돌아가며 오류 부분을 수정하게 하는 것의 중요성을 배웠습니다. 게다가 저희는 channel(수단), format(형식) 그리고 target audience(수신자)에 대해 배웠고, 작문 숙제를 낼 때 이런 개념을 어떻게 이용할지를 배웠습니다. 더욱이 단어 하나하나와 개별적인 문법 규칙을 이해하기보다는 생각을 구성하고 (그 생각을) 나누는 게 더 중요하다고 배웠고, 새로운 어휘는 언제나 그 형태와 쓰임을 분명하게 이해하며 문맥 안에서 소개되어야 한다고 배웠다. 또한 글로 쓰여진 것으로부터 어떻게 저희를 자유롭게 할 수 있는지를 배웠고, 어떻게 저희의 학생들을 말하는데 집중시킬 수 있는지를 배웠습니다 - 다시 말해서, 언제 보여주고 언제 얘기해줄지를. 학급관리에서는 학생 개인적인 능력 정도나 지역감정과 상관 없이 모든 학생들이 배움의 환경을 행복하고 유익하도록 확실하게 팀 분위기를 창조하고 학생들의 불평을 어떻게 다루는지

를 배웠습니다. 저희는 수업시간에 능력을 효과적으로 증진시키는 많은 방법과 학생들을 위해 수업계획을 유익하게 짜는 법을 배웠습니다. 이것들은 저희가 배운 테크닉 중 오직 몇 개의 예일 뿐입니다.

전문적 지식

위의 디자인 이론과 기술을 가르치는 것에 덧붙여, 저희는 학생들이 가지고 있는 특별한 지식, 학생들의 능력, 피드백을 얻는 방법, 학생들을 좋은 시민으로 가르치는 방법, 문제가 있는 학생, 선생님, 학교기관을 조절하는 방법들은 얻을 수 있었습니다. 여러 번 저희는 전통적 한국 교육 방법이 항상 최고가 아니며, 더 중요한 부분은 단어, 문법, 읽기 기술을 넘어 대화기술이 강조 되어야 한다는 것을 배웠습니다. 저희는 한 문장의 기본적 요소를 다시 보았습니다. - 이것은 읽기를 가르치고 작문 과제를 교정하는데 귀중한 방법이며, 또한 저희는 영어를 배울 때 한국어를 언제 사용하고, 언제 사용하지 않는 것이 효율적이지도 배웠습니다. 저희는 영영 사전과 한영 사전의 올바른 사용도 알게 되었습니다. 그리고 저희는 재미있고 즐겁게 언어를 배울 필요성과 교사도 학생을 통해 배우는 것이 얼마나 중요한지를 알게 되었습니다. 언제 보여줘야 하고 언제 말해야 하는 것처럼 언제 단어를 가르치고 가르치지 말아야 하는지도 저희가 배운 중요한 부분입니다. 그리고 저희 모두는 수업시간에 창의적으로 생각하는 방법과 기존의 영어교육을 통해 저희가 배우지 말아야 할 것이 무엇인지도 알게 되었습니다.

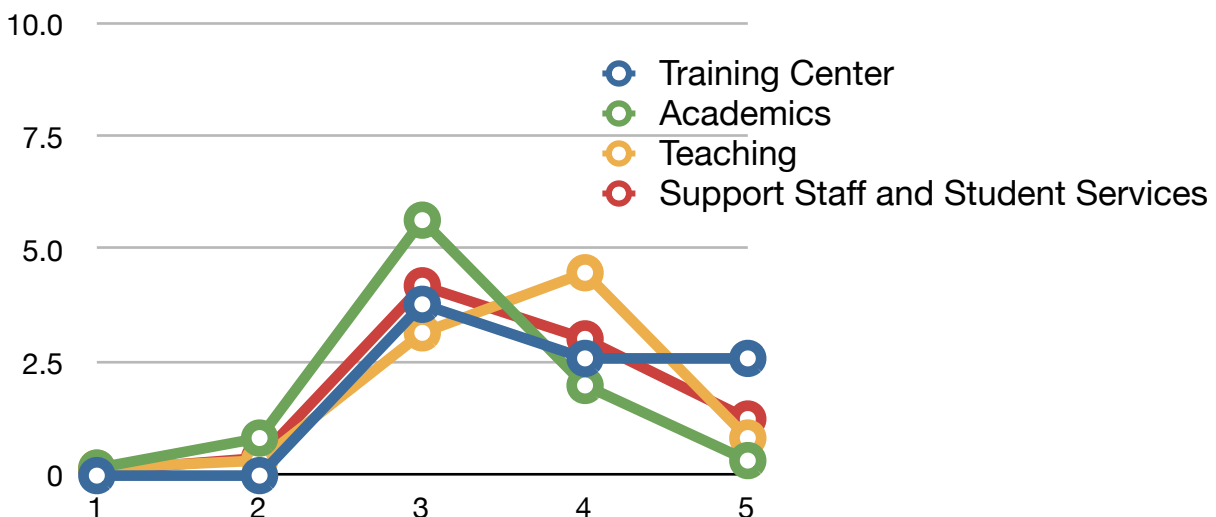
Roddy의 ESL 교수법과 학생들에게 유익한 이유

라디에게서 배웠던 것과 다른 교수님에게부터 배우지 않은 것이 있다면 현 교육정책이 어떻게 돌아가고 왜 이러한 방법으로 가고 있는지에 대해 배운 것입니다. 저희는 교육정책에 따른 영어교사의 위치에 대해 잘 이해하고 이것을 발전시키기 위해 무엇을 해야 하는지는 배울 수 있었습니다. 저희가 살고 있는 이 세상은 예전과는 전혀 다릅니다. 그리고 라디의 교육방법을 통해서 21세기를 살아가는 한국 학생들을 도와줄 준비를 할 수 있게 되었습니다. 저희는 라디로부터 저희 정서에 맞지 않는 외국방식이 아닌 현대 교육철학을 통해 학생들이 어떻게 스스로 배움을 터득하고 선생님만 의존하는 학생이 아닌 독립심을 가르치는 교육을 알게 되었습니다. 라디는 저희들이 알아야 할 내용을 거의 직접적으로 가르치지 않았습니. 라디는 수업시간에 많은 질문들은 학생들에게 던지면서 저희가 스스로 답을 발견하도록 지도했습니다. 또한 라디는 저희가 이해하는 범위에서 스스로 생각을 잘 정리할 수 있도록 도와주는 숙제를 내줬습니다. 라디는 저희들이 요점을 파악할 때까지 기다려주고 많은 기회를 주었습니다. 저희의 두발로 잘 일어나도록 말입니다. 라디는 항상 저희 자신이 가장 좋은 선생님이라는 것을 가르쳐주었습니다. 그리고 저희는 학생들이 그들 스스로를 위한 자신만의 최선의 학습방식을 발전 시킬 수 있도록 테솔 교실에서 교사의 역할이 학생들의 가이드라는 생각에 감동을 받았습니다. 많은 한국 학생들은 이런 식의 접근법에 어색함(어려움)을 느낍니다. 그리고 처음에 저희 역시 잘 이해하지 못했지만, 일단 라디의 스타일에 적응을 한 뒤에는 잘 따라가고 이해할 수 있게 되었습니다. 라디는 저희 스스로 개발하고, 경험하고, 창조할 수 있도록 가르쳤습니다. 저희 스스로 더 낫은 선생님과 사람이 되게 하기 위해 이끌고 체계를 잡는데 필요한 것을 가르쳐주었습니다.

저희는 지금 결코 전에 가져보지 못한 자신감을 가지고 있습니다. 저희가 정말 감사하고 있는 것은 라디에게 배울 수 있는 기회가 주어졌다는 것입니다. 저희는 이번 상급 테솔반이 아니더라도 그를 다른 수업에서 만나고 싶습니다.

TRAINING CENTER	1	2	3	4	5
Apperance and Cleanliness	0	0	4	4	1
Classroom Space and Seating	0	0	4	3	2
Access to Computer and Copier	0	0	5	1	3
Access to Classroom Supplies and Supplementary Materials	0	0	4	2	3
Overall Score	0	0	2	3	4
Average	0	0	3.8	2.6	2.6
ACADEMICS					
Books, Material, and Curriculum	1	2	3	3	0
Topics, Exercises, and Activities	0	2	5	1	1
Standardized Testing and Evaluation	0	0	7	1	1
Homework, Assignments, and Projects	0	0	6	3	0
Unbiased Teaching, Unbiased Feedback	0	1	5	3	0
Overall Score	0	0	8	1	0
Average	0.2	0.8	6	2	0.3
TEACHING					
Professional Attitude and Approach	0	1	3	3	2
Student Support and Understanding	0	0	5	4	0
Lesson Planning and Preparation	1	1	2	4	1
Clear and Precise Instruction	0	0	4	5	0
Knowledge and Experience	0	0	1	7	1
Overall Score	0	0	4	4	1
Average	0.2	0.3	3	5	0.8
SUPPORT STAFF AND STUDENT SERVICES					
Always Available When Needed	0	0	6	2	1
Knowledgeable and Able to Assist With All Questions and Concerns	0	1	4	3	1
Helpful	0	0	4	3	2
Kind	0	0	2	4	3
Overall Score	0	0	4	3	2
Average	0	0.2	4	3	1.8
OVERALL SCORE SUMMARY					
Training Center	0	0	4	3	3
Academics	0.2	0.8	6	2	0.3
Teaching	0.2	0.3	3	5	0.8
Support Staff and Student Services	0.1	0.4	4	3	1

Overall Score Summary



Times Media TESOL - DaeJeon

Final Report

Term 6 July-August 2009

Full Name	K	e	Micro-Teaching														Current Total	Rank
			Essay		Midtern		Lesson Plan		Speaking		Grammar		Reading		Final Examination			
			10 Percent	15 Percent	10 Percent	15 Percent	10 Percent	15 Percent	15 Percent	15 Percent	15 Percent	15 Percent	20 Percent	Adjusted				
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Adjusted				
			75	7.50	83	12.50	90.0	9.00	90.0	13.50	85.0	12.75	80.0	12.00	58.0	11.60	78.9	3
			52	5.20	80	12.00	65.0	6.50	80.0	12.00	90.0	13.50	75.0	11.25	56.0	11.20	71.7	9
			85	8.50	85	12.75	85.0	8.50	90.0	13.50	90.0	13.50	85.0	12.75	90.0	18.00	87.5	1
			90	9.00	71	10.67	60.0	6.00	90.0	13.50	85.0	12.75	78.3	11.75	51.0	10.20	73.9	7
			80	8.00	61	9.08	85.0	8.50	90.0	13.50	90.0	13.50	80.0	12.00	78.0	15.60	80.2	2
			75	7.50	84	12.67	85.0	8.50	90.0	13.50	75.0	11.25	85.0	12.75	54.0	10.80	77.0	4
			65	6.50	82	12.33	75.0	7.50	80.0	12.00	90.0	13.50	80.0	12.00	58.0	11.60	75.4	5
			75	7.50	72	10.83	85.0	8.50	90.0	13.50	75.0	11.25	80.0	12.00	49.0	9.80	73.4	8
			65	6.50	75	11.25	80.0	8.00	90.0	13.50	80.0	12.00	75.0	11.25	60.0	12.00	74.5	6
		Total Possible	100	10	100	15	100	10	100	15	100	15	100	15	100	20	100	
		Average	76		77		81		89		84		80		62		78	
		StDev	8.20		8.05		8.82		3.31		5.99		3.09		13.37		4.37	
		CV	10.7%		10.5%		10.9%		3.7%		7.2%		3.8%		21.5%		5.6%	
		70%		7		10.5		7		10.5		10.5		10.5		14	70.0	
															High	90.0		87.5
															Low	49.0		71.7

COURSE SYLLABUS

September–October 2009

Weekly SCHEDULE		Wednesday	Thursday	Friday	
1	Daily Schedule	TESOL 01	TESOL 01	TESOL 02	
	08:00-09:10	Language & Learning	Language & Learning *Assign Essay	Methodology	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
Daily Schedule	TESOL 03	TESOL 03	TESOL 03		
2	08:00-09:10	Classroom Management 01 – Essay due	Classroom Management	Classroom Management	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
	Daily Schedule				TESOL 04
3	08:00-09:10	Listening	Listening	Listening *Assign Listening Lesson Plan	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
	Daily Schedule				TESOL 05
4	08:00-09:10	Speaking 02 Listening Lesson Plan	Speaking *Assign Speaking Micro-Teaching	Speaking 03 Midterm Exam	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
	Daily Schedule				04 Speaking Micro-Teaching
5	08:00-09:10	05 Grammar Micro-Teaching	Grammar *Assign Grammar Micro-Teaching	Grammar	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
	Daily Schedule				06 Reading Micro-Teaching
6	08:00-09:10	07 Final Exam		Graduation Day	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
	Daily Schedule				TESOL 08
7	08:00-09:10	06 Reading Micro-Teaching	Writing	Writing	
	09:20-10:30				
	10:40-11:50				
	12:00-13:15				
	Daily Schedule				07 Final Exam
Undetermined					
8	Daily Schedule	07 Final Exam		Graduation Day	
	Undetermined				

Monday, 8 March 2010

Assessment and Support in Language Education

University of Pennsylvania
Graduate School of Education
TESOL

INTRODUCTION: This module provides an introduction to basic principles, terminology, and current and innovative approaches in the assessment of English language learners. Class discussions, presentations, and activities address assessment procedures and strategies with regard to first and second language oral proficiency, literacy, and subject content knowledge, and application of test results to decision making for student placement and promotion. Activities focus on test preparation, construction, adaptation, and integration into curriculum development and classroom instruction.

Schedule

Week One - Test Purposes and Uses

08 MARCH (MONDAY) - Introduction

10 MARCH (WEDNESDAY) - Test Types and Test Criteria

12 MARCH (FRIDAY) - Purpose and Use

Week Two - Measurement and Assessment

15 MARCH (MONDAY) - Reliability and Validity

17 MARCH (WEDNESDAY) - Assessment

19 MARCH (FRIDAY) - Language, Content, and Instruction

Week Three - Testing Language Skills

22 MARCH (MONDAY) - Listening and Speaking

24 MARCH (WEDNESDAY) - Reading

26 MARCH (FRIDAY) Writing

Week Four - Accommodation and Technology

29 MARCH (MONDAY) - Integrating Assessment and Instruction

31 MARCH (WEDNESDAY) - Presentations

02 APRIL (FRIDAY) - Presentations

Reading List

TEXTBOOK

Hughes, Arthur. 1989. *Testing for Language Teachers*. Cambridge University Press.

ADDITIONAL READING

Alderson, J. Charles. 2000. Technology in testing: the present and the future. *System* 28. pp. 593-603

Bachman, Lyle F. 2000. Modern language testing at the turn of the century: assuring that what we count. Monograph.

_____. 2009. Language Assessment: Opportunities and Challenges. Monograph.

Hamp-Lyons, Liz. nodate. Rating Nonnative Writing: The Trouble with Holistic Scoring. *TESOL Quarterly*. Research Issues: Research on the Rating Process. pp. 759-62.

Kim Hyunjoo. nodate. Task-based Performance Assessment for Teachers: Key Issues to Consider. *Columbia University Working Papers in TESOL & Applied Linguistics*, Vol. 4, No. 2. The Forum.

Monday, 8 March 2010

Course Requirements

EMAIL SUBJECT HEADING: ANA2010 이과도 Name of Assignment

DUE DATE	POINTS	REQUIREMENT
22 March	40	Term Paper Word Count: 1,500-2,500 Select one of the following five topics: 1) Test types and test criteria. 2) Test purposes and uses. 3) Test reliability and validity. 4) Relationships of linguistics, language testing, and language teaching. 5) Alternative assessment procedures: Portfolios, work samples, performance tasks, projects, etc. 9 Write about three themes or issues related to your selected topic. 9 Summarize the findings for each theme or issue. 9 Describe the implications of the findings for language test improvement. 9 Include 3-6 references that support your findings. 4 Use of academic writing, syntactic and mechanical accuracy, and editing.
31 March 02 April	40	Research Project and Presentation Obtain a formal language test and present the following five items about the test to the class: 6 Purpose of the test. 6 Description of the test format and content. 6 Practicality of the test for classroom use. 6 Information on reliability. 6 Information on validity. 6 In addition, submit a single-page handout listing the major points of your oral presentation and 5-10 references. 2 Use of academic writing, syntactic and mechanical accuracy, and editing. 2 Use of academic language, syntactic and pronunciation accuracy, and vocal clarity.
02 April	10	Class Participation Report List four contributions you made voluntarily during class meetings. For each contribution list the date of the meeting and a short note that describes your contribution.
	10	Attendance
<hr/> TOTAL	100	

Grading Scale

LETTER	POINTS	LETTER	POINTS	LETTER	POINTS
A+	100	B+	87-89	C+	77-79
A	95-99	B	84-86	C	74-76
A-	90-94	B-	80-83		

Certified Training in Language, Literature, and Linguistics

United States

Undergraduate and Graduate Completed and Certified Coursework

COURSE NAME	CODE	CREDITS	TYPE	LEVEL	INSTITUTION
English Composition	ENGL 123	3	S	U	Purdue University
Speech	ENGL 210	3	S	U	Purdue University
German	GER 231	6	S	U	Purdue University
German Writing and Speaking	GER 325	3	S	U	University of Michigan
Introduction to Linguistics	ANTHR 411	3	S	G	University of Michigan
Advanced Grammar, Composition & Speaking	GRM 421	3	Q	G	Michigan State University
Advanced Grammar, Composition & Speaking	GRM 422	3	Q	G	Michigan State University
Advanced Grammar, Composition & Speaking	GRM 423	3	Q	G	Michigan State University
Schiller	GRM 405	3	Q	G	Michigan State University
Goethe	GRM 406	3	Q	G	Michigan State University
Goethe Faust	GRM 407	3	Q	G	Michigan State University
Contemporary German Scene	GRM 427	3	Q	G	Michigan State University
German Literature to 1700	GRM 441	3	Q	G	Michigan State University
19 th Century Literature	GRM 834	3	Q	G	Michigan State University
Contemporary Literature	GRM 837	3	Q	G	Michigan State University
Contrastive Structure (English and German)	GRM 434	3	Q	G	Michigan State University
History of the German Language	GRM 435	3	Q	G	Michigan State University
Special Projects	GRM 499	3	Q	G	Michigan State University
Graduate Reading (Master's Thesis)	GRM 860	5	Q	G	Michigan State University
German Lyric Poetry	GRM 661	4	Q	G	Wayne State University
Studies in German Literature	GRM 679	4	Q	G	Wayne State University
Intensive Elementary French	FRN 104	12	Q	U	Michigan State University

NOTE: Q = Quarter credits. S = Semester credits. U = Undergraduate. G = Graduate

NOTE: Senior level coursework was treated as either undergraduate or graduate coursework depending on one's academic classification.

NOTE: Credits completed at Purdue University were transferred to the University of Michigan (see UM transcripts)

France and Germany

Completed and Certified Course Work

DATE	NATURE OF STUDY	INSTITUTION
June 1975	Certification in intensive French studies including a broad range of topics	Institut d'Etudes Françaises aux Etrangers Université de Tours
1976-1977	Certification in the French language and French literature, and civilization	Institut International d'Etudes Françaises Université des Science Humaines de Strasbourg
1975-1977	Certification in applied languages (English, French, and German translation and interpretation)	Angewandte Sprachwissenschaft in Germersheim Johannes-Gutenberg Universität Mainz

Japan

Completed and Certified Course Work

DATE	NATURE OF STUDY	INSTITUTION
1991	Certification in intensive Japanese	Asuka Gakuin, Yokohama, Japan

Saudi Arabia

Completed and Certified Course Work

DATE	NATURE OF STUDY	INSTITUTION
2012	Certification in Arabic Studies (40 calendar hours)	Arabic Language Institute King Abdulaziz University, Jeddah
2014	Certification in Arabic Studies (80 calendar hours)	Al Bayan Institute, Jeddah

UnCertified Informal Training in Language, Literature, and Linguistics

My informal training in Spanish, Korean, Thai, and Cantonese to say nothing of my further self-acquired erudition in Arabic, English, French, German, and Japanese should not be slighted, as I regularly apply the same rigor in self-study that I do in formal accredited work. The important difference is that I explore in self-study areas that are of interest to me personally and tend to be more thorough in my investigation as a result.

By way of example, I invite you to explore the Tsong Kit Project that I began while still resident in Hong Kong. Though never completed it is regularly visited by English speakers wishing to learn Cantonese and the Tsong Kit input method: <http://www.hashimori.com/moogoonghwa/tsongkit/>

Kingdom Of Saudi Arabia
Ministry of Education
Arabic Bayan Institute
for Arabic Teaching
Under the supervision of
the Ministry of Education
(Jeddah)



المملكة العربية السعودية
وزارة التربية والتعليم
معهد البيان العربي
لتعليم اللغة العربية
تحت إشراف وزارة التربية والتعليم (جدة)

شهادة إنهاء دورة

Certificate of Achievement

Albayan Arabic Institute hereby certifies that
Roddy A. Stegemann
has completed an 80-hour course in the Arabic
language for non-Arabic speakers.
Level One, Part III
Course duration: 2 May 2013 to 23 Dec 2013 .

هذه شهادة من معهد البيان العربي لتعليم اللغة العربية، بأن

رأضي استجمن

قد أكمل دورة اللغة العربية للناطقين بغيرها
المستوى الأول القسم الثالث
خلال الفترة من (٢/رجب / ١٤٣٤هـ إلى ٢٠/صفر / ١٤٣٥هـ)
وكان عدد ساعاتها ٨٠ ساعة .
مع تمنياتنا له بالتوفيق ..

حررت في ٢٩ / ٢ / ١٤٣٥هـ
Date of issue: 1/1/2014



Director: **Dr. Mutair Al Malki**



شهادة حضور دورة Certificate of attendance

This is to Certify that:

Mr: **RODDY A. STEGEMANN**

Has attended a 40-hours course in Arabic
Language for Non-Arabic speakers.

Level: **Beginner**

Held in King Abdulaziz University

from 27th Feb -26th April, 2011.

يفيد معهد اللغة العربية للناطقين بغيرها
ان السيد/ **رادي ستجمان**

قد اتم حضور دورة تعليم العربية للناطقين بغيرها .

للمستوى : **المتوسط**

المقامة في جامعة الملك عبد العزيز

خلال الفترة (11/11 - 11/11هـ). بواقع (E ساعة تعليمية).

مع تمنياتنا له بالتوفيق

عميد معهد اللغة العربية للناطقين بغيرها المكلف
Dean of Arabic Language Institute



أ.د. محمد سعيد الغامدي

Prof. Mohammed Saeed Al Ghamdi

دورة: 1111111111111111
Issue Date: 11/Jan/2011