

Ms. **Charunee Chantarasena**

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Friday, 12 November 2010

Re: Employment Severance and Accurate Reporting to Third Parties

Dear Miss Chantarasena,

As you are likely aware my employment at Udon Thani Rajabhat University ended on 30 September 2010 because of a dispute between one of my colleagues and me on 29 August 2010 (see enclosed 14 Sept. 2010 letter to Ratana Watawatana). It is doubtful, however, that it ended because of poor classroom performance as reported by Ms. Watawatana.

This minor, but unfortunate incident, for which I was fully prepared to apologize and even move my office, so as to assure my supervisor that it would not happen again, led not only to my termination, but has prevented me from finding a new post within the university and is hindering my ability to find new employment outside of it.

No one paid my way for me to come to Thailand, and no one has offered to pay for my exit. In contrast, your office is actively contributing to my forceful departure.

In short, before your office reports negatively about my person or any other foreign member of the Udon faculty considered unfit by a particular department, I would very much like that you read the attached report. For what I have heard from other foreigners in other departments who have been similarly dismissed, Udon Thani Rajabhat University needs an important overall of its decision-making apparatus.

Sincerely,

Roddy A. Stegemann, A.B., M.A., M.A.

kiausau@me.com

cc: Dr. Nattitep Pitaksanurat, President, UDRU
Dr. Chatree Nakagul, Director, Research and Development Institute, UDRU
Ms. Saman Veerakul, Vice President, International Affairs, UDRU
Dr. Wilailak Riach, Head of International Office, UDRU
Ms. Supatra Wanpen, Lecturer, English Program, Humanities Department and Former Director, Language Institute, UDRU
Ms. Supaporn Pongmetha, Director, English Program, Udon Pittayanukoon Secondary School.

Executive Summary

In Search of Objectivity and Well-Reasoned Judgment

Introduction

Because of an isolated verbal dispute between a Thai faculty member and a new non-Thai faculty member of the same department the non-Thai faculty member was asked to submit his resignation at the end of his four-month probationary period. As the non-Thai faculty member was prepared to apologize for his part in the dispute, and as the Thai faculty member was also clearly in the wrong, the non-Thai faculty member could find no good reason to submit his resignation. As a result, the non-Thai faculty member was terminated with the excuse that his classroom teaching performance was poor and showed no desire to accommodate to Thai culture.

This report shows that

1. The reasons for the employee's termination as reported by his immediate supervisor to the Personnel Office are largely unsubstantiated, *ad hominem* in nature, scandalously untrue, and absent of any consideration of the vulnerability of a new faculty member to Thai society.
2. The decision process that led to the employee's termination is critically flawed insofar as the employee's termination was accepted by the university without a proper hearing of the employee's own role in the dispute.
3. The employee was neither offered, nor given an opportunity to appeal the university's decision, and was in fact actively discouraged from seeking one.
4. There is strong evidence of sexist bias in the decision to terminate the employee.

This report also shows that

1. The conditions leading up to the dispute were exceptional and the employee's working conditions were sub-optimal. Moreover, given the conditions of his employment the employee was more likely demonstrating exceptional performance as opposed to substandard performance.
2. The employee's supervisor has an agenda of her own that was not reported and played an instrumental role in the employee's termination. This agenda applies specifically to the department's native English language teachers and is detrimental to good cross-communication between these teachers and their Thai faculty counterparts.
3. Based on her handling of the dispute there is good reason to believe that Ms. Ratana Watawatana is not fit to run an international department despite her superior non-native English language skills.

Finally this report shows that

1. The university's stated curriculum objectives are impossible to achieve given the educational formation of its students. This not only places an unnecessary burden on the department's students and teachers, but it also renders suspect the university's mission as an accredited institution.

List of Exhibits

EXHIBIT Number	DATE (y/m/d)	NUMBER OF PAGES	DOCUMENT DESCRIPTION
1	10/09/14	1	Request for Clarification of Employment Termination Letter written to Ms. Ratana Watawatana requesting a clarification of the reason for my termination.
2	10/09/20	1	Letter of Notification Ms. Ratana Watawatana's response to my request for clarification with regard to my termination.
3	nodate	2	Teaching evaluation results of Mr. R. A. Stegemann The unfiltered portion of a 3-page report issued by the Language Center, Office of Academic Resources and Technology.
4	10/11/12	1	Analysis of Student Evaluations (June - September 2010) A more rigorous examination of the statistic provided by Ms. Watawatana's in her report defending her decision to terminate me (see exhibit 3).
5	10/11/12	4	Employment Resumé (Roddy A. Stegemann)
			Course Syllabi
6		2	Course 155 2499
7		2	Course 155 2500 Sections 1 and 3
8		2	Course 155 2500 Section 2
9		2	Course 155 2500 Section 14
10		2	Course 155 3603
11	10/08/17	1	Request for English Version of Microsoft Office A memorandum to Ms. Watawatana requestion that an English version of MS Office be made available in the classrooms in which I gave instruction.
12	10/09/23	7	Final Examination for Course 155 2499
13	10/09	1	Final Examination Results for Course 155 2499
14	10/09	1	Final Grade Report for Course 155 3603
			Overtime Payment Schedule
15	10/06	1	June
16	10/07	1	July
17	10/08	1	August
18	10/09	1	September
19	10/08/17	2	UDRU International Festival A list of the Utensils and Ingredients for the preparation of Serbian <i>palacinka</i> . Including photographic proof.
20	nodate	1	Intensive English Course for Doctoral Students
21	10/09/08	1	Letter to Ms. Watawatana Letter requesting Ms. Watawatana to find someone else to assume my responsibilities in the Intensive English Course for Doctoral Students.
22	10/09/15	1	Paper Proposal, Thai TESOL Submitted a paper proposal for presentation at the 31st Annual Thailand TESOL International Conference "Transforming the Language Classroom: Meeting the Needs of the Globalized World" between 21-22 January 2011 at the Empress Hotel, Chiang Mai, Thailand
23	10/06/20	4	UDRU Network Analysis A report written by the IT Coordinator, Office of Academic Resources and Information Technology that underwent six revisions at my initiative, was

eventually translated into Thai, and brought BHT1,000,000 into the our department.

24 10/07/05

1 **Letter to Ittipol Triwatsuwan, Mayor of Udon Thani**

Advisory to the May of Udon Thani informing him about the hazardous condition created by the lighting of the footbridge crossing Thaharn Road.

25 10/09/17

1 **Follow-up Letter to Ittipol Triwatsuwan, Mayor of Udon Thani**

A letter of thank-you to the Mayor for at least addressing the problem. Unfortunately the fix was only partial and temporary. The safety hazard has since returned.

44 **TOTAL NUMBER OF PAGES**

The Unreported Facts

There are at least two sides to every human relationship.

This document is divided into the following five sections

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The Incident

1. The incident took place on a Sunday morning (29 August 2010). There was only one person in the office in addition to me and the problem faculty member. The office door was shut, and the dialogue took place in English. I used words that, although harsh even in British and American culture, would not be considered inappropriate among many given the situation. In a similar light, my tone was not inappropriate for the attitude and behavior of the person at whom they were directed. The setting was not Thai society at large.

Moreover, as I saw the other person as innocent of any wrongdoing I apologized to that person for my side of the dialogue immediately after the incident.

2. The incident also took place under unusual circumstances. Since Wednesday of the previous week I had been without an internet connection in my room at the Rajabhat Internship Center. As a result, I was compelled to spend the entire weekend in the office in order to perform my work.

Already there were signs of trouble early Friday morning, when the problem faculty and two other of our colleagues came into the office drunk. It was 6:30 AM. When I asked them where they had been, they laughed, but offered no reply. Apparently they were checking to see why the lights were on so early in the morning. I had been there since before 6:30 AM. Surely the automatic door lock will provide evidence of who entered the building at such an early hour.

In the office there is a kitchen, a toilet, and a copy machine. The problem faculty member had been in and out of the office all morning on Sunday to use the kitchen, the toilet, and the copy machine, but not her own desk that was filled with clutter ever since before the international festival that had taken place two weeks earlier.

3. The problem faculty member and her colleague were in conversation for some 10 minutes before I asked them to move their discussion up to the second floor where the problem faculty's colleague had her own office. Before asking them to move I even went up to the second floor to make sure that the office was empty.
4. My request was not unreasonable, but the response I received was. On top of this I was told that I was rude, because I refused to accept the problem faculty member's unreasonable response as correct. See my 14 September 2010 letter to Ms. Watawatana for more details.
5. Shortly after the incident took place Ms. Watawatana arrived in the office. I immediately pulled her aside and explained to her what happened. It was at this time that I also volunteered my apology to

my other colleague who had appeared willing to move their discussion upstairs. Nothing of what I said at the time of the incident was addressed to her. Simply, I did not feel that it was right for me to have exposed her to the dialogue between the problem faculty member and me.

How the Decision to Terminate Me Was Reached

1. Sometime before 3 September 2010 Ms. Watawatana suggested that I move my office to another room and apologize to the problem faculty member. I agreed to both, but under the condition that the problem faculty member would also apologize to me. The problem faculty member offered no apology of her own and refused to honor my offer.
2. On 3 September 2010 I was asked to submit my resignation or be terminated. As I was still uncertain about other employment possibilities both within the university and elsewhere, I did not resign.
3. Also, on 3 September 2010 I was told by Ms. Watawatana in the presence of another faculty member that Ms. Watawatana had met with other faculty members and that the faculty had decided 3 to 2 that I was no longer welcome.

At the time there were no fewer than 12 full-time faculty members -- five Thai and seven foreign faculty including me. In effect, Ms. Watawatana made her decision based on a quorum of less than 50 percent of the total faculty and in the complete absence of my foreign peers.

Please keep further in mind that

- 3.1. Ms. Watawatana is the head of a faculty in which foreign faculty members outnumber Thai faculty members 7 to 5, or thereabouts.
 - 3.2. I had been in Thailand for exactly 101 days, when the decision was reached.
 - 3.3. Two of the five faculty on the all-Thai committee were in favor of my continued presence.
 - 3.4. Of the six foreign faculty members on the staff not including me three will be gone by the end of the year. All of these latter emanate from a Western country. None of these latter are particularly pleased with the way that Ms. Watawatana manages the department. All of the foreign faculty, with the exception of me, have been with Udon Thani Rajabhat University for more than a year. Of the three departing Western faculty -- not including me -- two of them have been with the university for eight or more years, and the other for some similar number.
- As a newcomer, who had been warned by Ms. Watawatana about the dissension between the Western faculty and her, I generally avoided the Western faculty members who shared an office together in another room down the hall. On several occasions I even defended Ms. Watawatana in their presence, as I found Ms. Watawatana to be a very personable and warm-hearted individual.
- 3.5. As a new-comer to Thailand I was placed in an all Thai office with no knowledge of Thai culture and the Thai language. In my office there was only one person who made a serious effort to communicate with me in English other than for the purpose of conducting business -- namely, Ms. Watawatana. Everyone else spoke Thai in my presence.
4. Ms. Watawatana's report (exhibits 2 and 3) was submitted on 20 September 2010 at my request (exhibit 1) on 14 September 2010. Her decision to terminate my employment was made on or before 3 September 2010.

5. My termination had nothing to do with my performance in the classroom; rather, it was the decision of three Thai faculty -- one of whom was the problem faculty member who failed to apologize for her own wrong doing and refused, according to Ms. Watawatana, to accept my offer of apology.

Ms. Ratana Watawatana's Letter of Notification

WORK PERFORMANCE (1.1)

The following comments are based on Ms. Watawatana's report, and my analysis of it. Please see the following four documents by way of reference:

1. According to Ms. Watawatana, her report was based on evaluations from 82 students. Final grades were issued to 118 students. This means that feedback from nearly $\frac{1}{3}$ of my students was missing in Ms. Watawatana's report.
2. According to Ms. Watawatana's report my average of 3.16 is not sufficient to meet the university's minimum standard of 3.50.

Now, I do not know for whom this standard is set. For example, does it apply only to new teachers, all teachers, or all teachers not including new teachers. In any case, on a scale from 1 to 5 I received no average below 2.5, and in five of the 23 items I received scores above 3.5. More importantly, of the three categories for which I received the greatest criticism from Ms. Watawatana -- namely, *Teacher's Personality* -- I received an overall average of 3.53, clearly above the average.

In a similar light, for the five items in which I received scores above 3.5 student agreement was high. These items included (exhibit 4)

ITEM	AVERAGE	COEFFICIENT OF VARIATION ¹
Enthusiasm and Focus	3.98	23.1 (high)
Teaching Efficiency	3.97	31.0 (high)
Dress and Appearance	3.78	24.9 (high)
Student Confidence Building	3.76	27.7 (high)
Syllabus and Preparation	3.54	25.7 (high)
Overall Average	3.16	34.6 (average)

In other words, as an instructor I come to class well-prepared, properly dressed, and full of energy. In addition, I provide students with good support and focus on the material at hand.

3. Where I scored poorly, but still always above 2.5 was under the topic *Strengthening Moral Principles*. It is also in this area where student disagreement was the highest ranging in coefficients of variation of 36.6 to 43.9 -- all values below the 34.6 average shown above. (exhibit 4)
4. Once again, keep in mind that I am new to Thai culture and am perceived as coming from a Western land with little or no understanding of East Asia, let alone Thailand. This said, I am not new to East Asia (exhibit 5). This contradiction surely created confusion among my students. In short, it was easy for a student to perceive me as more foreign than I truly am.

Moreover, in this category as in all categories I am being compared not only with foreign faculty who

¹ The coefficient of variation (CV) is obtained by dividing the standard deviation of each item by the average of each item. It is a better measure of student consensus than the standard deviation, because it takes into account both the average and the deviation around that average across items.

Low CV values represent good consensus among students. High CV values represent disagreement among students.

have lived in Thailand and taught at Rajabhat University for many years, but also with Thai teachers that have lived and worked in Thailand for their entire lives.

Further keep in mind that student evaluations were not conducted until after the incident. This provided the problem faculty plenty of time to spread her evil gossip throughout the department and student body.

5. Three of the five sections that I taught were devoted to preparation for the employment market -- a place where moral integrity is often confused with appearance.
6. My student evaluations are generally lower than average wherever I go. This is because I place individual student performance and development over my own popularity. Popularity is a survival skill used by teachers to achieve high scores on student evaluations. My focus in the classroom is on my students' future and the future of society in general. I teach neither to the top, nor to the middle; I teach to the seriously minded, and let my colleagues entertain. This applies to every level of education in which I have ever been engaged.

WORK PERFORMANCE (1.2)

Ms. Watawatana wrote "that there were several complaints from your students mentioning your frustration while you were teaching. Besides, they also complained that your lack of understanding caused them stressful".

Course Taught, Number of Students, and Classroom Attendance

DATE	NUMBER OF PAGES	COURSE NO.	SECTION NUMBER	NUMBER OF STUDENTS	COURSE NAME
11/06/10	2	155 2499	1 and 2	24	English for Academic Purposes
09/06/10	2	155 2500	1 and 3	21	English for Occupational Purposes
09/06/10	2	155 2500	2	22	English for Occupational Purposes
08/06/10	2	155 2500	14	15	English for Occupational Purposes
04/06/10	2	155 3603	n.a.	36	English for Academic Purposes for Teachers
				TOTAL 118	

The following is what Ms. Watawatana did not tell you:

1. **Curriculum objectives and student ability:** I was assigned three impossible tasks in five sections.
 - 1.1. After the first midterm examination I destroyed the course syllabi for courses 155 2499 (writing - exhibit 6) and 155 3603 (reading - exhibit 10), and the rest of the term was spent teaching students fundamentals of English grammar via in-class lecture and exercises.

In section 155 3603 (exhibit 10) the vast majority of students could not read and understand English language texts that they themselves had chosen. In section 155 2499 (exhibit 6) well over half of all students could not write a simple English sentence without error. Concepts like active and passive voice, subject-verb agreement, and verb tense were completely alien to nearly everyone. Even the syntax of simple questions proved challenging for most. One can neither read, nor write the English language without basic knowledge in these areas.
 - 1.2. Although the syllabi for all sections of course 155 2500 (exhibits 7, 8, and 9) were retained, they underwent significant alteration. In the absence of substantial board-work, the use of pictures, vocabulary lists, and slow methodical speech annotated with gesture and student-teacher interaction my students would have understood nothing from my lectures. As it was, much of

what they did understand was likely misinterpreted for lack of a full understanding of the context in which it was presented.

- 1.3. All oral assignments for 2500 (exhibits 7, 8, and 9) were eventually abandoned for the simple reason that most students did not have sufficient command of the English language to answer questions whose answers they could not memorize in advance.

This is not to say that memorizing oral text is not an important exercise, simply it was hardly something that would be very helpful to them in an interview setting in which the interviewer -- not the interviewee -- determines the questions that are asked.

- 1.4. In an effort to overcome their inability to understand the material that was expected of them I resorted to typing my lectures as I presented them. This was facilitated with the use of an overhead projector, a computer, my special request for an English language version of MS Word and Excel (exhibit 11), and my own ability to type quickly. This technique helped in the following ways: one, it utilized my students' greatest strength -- their passive reading skills; two, it preserved earlier parts of the lecture for later illustration (no board erasures); three, it allowed me to reorder my ideas quickly and easily so as to contrast good logic from bad when presenting rules of grammar; and four, I could highlight important words and ideas in passing.

2. **Teaching materials:** Sample syllabi and course booklets that were provided to me by Ms. Watawatana at the beginning of the term were 15-week course books in vocabulary building -- a far cry from the objectives stated in the course descriptions upon which I based my syllabi. (Only later would I realize the practical wisdom of this material as a response to the university's false representation of what is truly being taught at the UDRU Language Center. According to Ms. Watawatana she is powerless to do anything with regard to the abyss between student's average ability and the university's stated expectations as stated in university's course catalogue. This was my first exposure to Thai administrative deception.)

As a result, I was essentially required to develop the curriculum for three courses with subject-area modifications for two additional sections. In order to achieve this task it was essential that my students were able to take good notes.

3. **Note-taking:** It took me three weeks to get all students to bring a notebook and pen to class. It was even more difficult to get them to write anything in their notebooks that was not directly copied from the board or diversions away from material that they did not understand. Regular checks of their notebooks revealed that many students were not even able to copy correctly. In the absence of note-taking many students had no basis from which they could prepare for their examinations -- only their memory that was necessarily poor due to the absence of proper study habits.
4. **Study habits:** Students only studied for examinations, if they studied at all. As four of my five sections met only once a week, the previous week's lesson had to be taught again before presenting new material for the current week. It took on average three to four weeks before students were able to absorb one week's worth of material.
5. **Classroom attendance:** Not only did the failure of students to attend class regularly exacerbate the problems brought about by their poor study habits and inability or unwillingness to take good notes, but it also disrupted the classroom dynamic of each session.

COURSE NO.	SECTION NO.	AVERAGE (%)	MAXIMUM (%)	MINIMUM (%)
155 3603	N.A.	63	89	0
155 2500	1 and 3	65	100	14
155 2500	2	86	100	58
155 2500	14	85	100	64
155 2499	1 and 2	68	100	8

What is truly amazing in this regard is that classroom attendance was taken every day, as a means to encourage student presence. Each student's signature was required for each day of class.

6. **Assignment completion:** Homework assignments that were clearly presented both orally and in writing on the board or screen were on several occasions simply ignored by my students. Many students pretended that nothing had ever been assigned. Many had simply forgotten. Many probably would have performed their homework, if only they had not failed to ask when they did not understand what was being assigned.

7. **Assessment:** The assessment of student performance varied from course to course.

No final examination was required for course 155 2500 (exhibits 7, 8, and 9). Students were assessed on a variety of homework assignments -- many of which were completed, some of which were ignored, all of which were eventually taken into account.

The final examination for course 155 2499 (exhibit 12) was worth 60% and the final examination of course 155 3603 was worth 40%. As you can easily see from the syllabi for these course (exhibits 6 and 10, respectively), it was not my original intention to place so much weight at the end of the term.

My examinations matched one-for-one what I taught my students in the classroom. I know this because the material for each and every examination was taken directly from the notes that I took after every class period. These notes are available for anyone to review and compare.

Students did complain that my examinations were mostly short-answer as opposed to multiple-choice, fill-in-the-blank, *cloze*, or true-and-false.

Although short-answer questions require more time to grade, they also provide greater insight into how students are thinking and thus better feedback than the other question formats. Because communication was the single most important barrier, as much substantive feedback as possible was desired. Still, portions of my examinations were true-and-false and multiple-choice.

None of my students were failed (eg., exhibit 13), because I simply could not penalize them for lacking sufficient pre-knowledge and pre-training to meet the university's curriculum requirements. After the examination one student asked me why he received a D and his friend a B. I told him probably, because his friend had better command of the English language. If I had graded on an absolute scale both his friend and he would have failed the course.

Finally, so that my students' grades would not be jeopardized by Ms. Watawatana's decision to end my contract prematurely, I rescheduled the final examination in two of my sections and completed grade reports for four of my five sections. Accordingly, full information was provided to my colleagues so that they could generate proper grade reports for the students of the remaining fifth section.

8. **Classroom Composition:** A quick look at the final examination results for course 155 2499 (exhibit 13) will show the dilemma that I was confronted in one of my sections. Please compare the grade distribution in these final examination results with the final grade distribution for course 155 3603 (exhibit 14). I do not know who is responsible for classroom and section scheduling, but they need to reset their priorities to meet student needs and ability.
9. **Communication:** As the majority of students did not have sufficient knowledge of the English language to formulate even simple questions, it was difficult for them to obtain proper clarification in the event that they did not understand.

In order to overcome this barrier I invited Ms. Watawatana and another Thai staff member on several occasions to come to the classroom to make clear to the students what was expected of them. In some ways my students abused this opportunity, as they eventually started going directly to Ms. Watawatana, rather than to me, with their problems.

Indeed, on one occasion two entire sections went to Ms. Watawatana to express their fears about a pending midterm examination. For the first time in my entire career as a university instructor did I explain to my students how they would be graded in advance of their being tested. Ms. Watawatana and another faculty member were present to answer the students' questions. The result of this meeting was very positive, and everyone returned to the classroom happy that all was not nearly as bad as they once feared.

10. **Classroom technology (IT):** Although I was able to obtain the installment of English language versions of MS Word, Excel, and Internet Explorer into my classroom computers, I was unable to maintain my own folder of documents in those computers from one class meeting to the next. For each time that I went to retrieve a folder from a previous session I discovered that it had been deleted.

In one classroom I had to wait four weeks before a cable ending was finally repaired so that I could present individual student homework assignments, test results, and daily lecture notes via the overhead.

11. **Discipline:** I am not an authoritarian, but I do expect students to respect the rights of other students to learn as they will. On several occasions students were asked to find a new seat or leave the classroom when it was clear that they could not contain their chatter. Having left, they were always welcomed back.

On one occasion a student was asked to leave the classroom after being repeatedly asked not to engage in note-taking during the previous week's review. Had I allowed her to continue as she was, I would have been compelled to allow everyone to do the same. As note-taking during the review defeated its purpose, I walked up to her, pointed to the door, and repeated the words, "Please go," as many times as was required until she finally left.

As a result, she complained to Ms. Watawatana that she did not understand what was expected of her and that she was embarrassed by my insistence that she leave. This was the only incident in which an individual student and I confronted one another in an unpleasant manner. No voice was raised, and no harsh words were uttered.

Now, it is certainly possible that some students did not understand why this student was asked to leave and felt that my having asked her to leave was unfair. As a result, it is quite possible that they also feared that they would also be asked to leave and would find the situation both embarrassing and stressful. At no time did I ever raise my voice to a student or utter harsh words in my students' direction.

12. **Extra-Curricular Activities:** In addition to my original classroom assignments I was asked to perform the following tasks:

- 12.1. **English Language Pub** -- This item is discussed below under the heading Cultural Context 2.1.
12.2. **English language Conversation for the UDRU Continuing Education Program** (exhibits 15, 16, 17, and 18)
12.3. **Cook for the International Festival** (see UDRU International Festival) (exhibit 19)
12.4. **Intensive English Course for Doctoral Students** (exhibits 20 and 21).

13. **Professional Advancement:** "Is a Little English Better Than None?" -- A paper proposal for presentation at The 31st Annual Thailand TESOL International Conference: *Transforming the Language Classroom: Meeting the Needs of the Globalized World*. January 21-22, 2011, Chiang Mai, Thailand.

14. **Volunteer Undertakings:** Because of my reluctance to volunteer for an activity that I found ethically unacceptable -- namely, the English Language Pub -- I was scorned by several of my Thai colleagues and applauded by my Western colleagues.

Unmentioned in Ms. Watawatana's report are other volunteer activities in which I did engage.

- 14.1. **UDRU IT Network Analysis** - At my initiative a report written by the IT Coordinator, Office of Academic Resources and Information Technology went through six English language revisions, was translated into Thai, and eventually found its way into the hands of the head of the Information Technology section of our department. This report resulted in the infusion of BHT1,000,000 into the Office of Academic Resources and Information Technology for the purpose of improving the university's computer network. (exhibit 23)
- 14.2. **Student Safety** - At my instigation attention was brought to the unsafe passage of students from one side of Thaharn Road to the other. See 5 July 2010 letter to Ittipol Triwatsuwan, Mayor, Udon Thani Municipality. The problem has since returned, however. (exhibits 24 and 25)

CULTURAL CONTEXT (2.1)

Ms. Watawatana wrote: "You didn't show any signs of willing to learn and adapt yourself to Thai culture even though you were told to do so for several times."

This statement is simply false. Not only have I learned much about Thai culture since my arrival, but I have learned more of the Thai language than many of my foreign peers (not necessarily foreign faculty in my department) who have spent a much longer time in Thailand. I am repeatedly complimented on my effort by other foreigners and am heartily encouraged by Thais who have made it possible.

In contrast, the Thai language class offered by a senior Thai colleague was cancelled within a week after everyone had agreed that it would be taught. By the way, this colleague, who cancelled a class for which she would have been additionally paid out of my pocket and the pockets of others, sat on the committee that expelled me from the university and possibly all of Thailand, if I am unable to find employment soon.

As a result, everything that I have learned, I have learned on my own and with the help of various casual friends in the Thai community -- my own department contributed very little to my edification in this regard.

Indeed, the demands that Ms. Watawatana was placing on me had nothing to do with Thai culture; rather, they reflected my colleagues' frustration to provide them free English conversation practice. The following are a list of the specific complaints that Ms. Watawatana made to me during the course of the term:

1. You still do not know the names of all of the staff.
2. You do not greet the staff when they come in.
3. You do not speak to them in English, but you speak to me.
4. You ignore people when they want to speak to you.

I have spent over half of my adult-life overseas in six countries on three continents. (exhibit 5) I have good fluency in four languages including English (native), German, Japanese, and French. In addition, I have some knowledge of Cantonese, Spanish, Arabic, Korean, and more recently Thai. This knowledge was acquired by my having actively sought conversation with others in their native language. No one came to me to teach their language; always I went out and sought the language myself. I have suffered enormous cultural, physical, and psychological hardship to acquire these important linguistic and cultural skills, and I do not feel obligated to teach anyone my own native language and culture, who does not take some initiative on her own.

The informal English Pub that Ms. Watawatana organized for the Thai faculty would have been conducted at my time and expense. Ms. Watawatana offered me nothing by way of compensation only distress by her repeated expressions of regret and constant reminders that I was not attending.

When I am in the classroom I provide a service for which I am paid. When I am in the office I prepare for what I do in the classroom and provide students with the additional support that they need to acquire the knowledge for which I am paid to provide. This has been the case throughout my teaching career in seven countries on three continents including the Middle East.

In Thai culture, as in all East Asian culture, older members of society are shown respect by younger members. I was by far the oldest member in the office and felt under no obligation to coach staff in the English language who never once came to me with a specific question about the language.

Nor would any Thai ever demand that a senior member of Thai society greet someone who comes into the office without having been greeted by that person first. In contrast, every morning when I came into the office I greeted our secretary in Thai, as well as our building's maintenance staff. I did this, because I live in Thailand, worked for a Thai university, and want to learn Thai. If there were other members in the office at the time, and they were not seated behind their cubicles, they were also greeted in Thai. Many times I received no greeting in return. In contrast, the secretary nearly always replied.

The problem of names had nothing to do with the alleged asocial behavior. Even today I have trouble with Thai names, because they are so long and the vowels themselves often do not change from syllable to syllable. Even the short one-syllable nicknames demonstrate vowel and consonant nuances that are different from the languages that I already know. In order to acquire these nuances correctly, one must be exposed to them frequently and with some coaching. These occasions simply did not occur. Finally, I like to know a person's full and proper name, before I start calling her by her nickname.

Ms. Watawatana differed from my other office-mates insofar as she made an active effort to improve her English in conversation with me. Everyday she would come to my cubicle, and we would speak English together. On those occasions I would also ask her questions about the Thai language. In addition, she was my boss, and I made concessions to her that I did not feel obligated to make to my colleagues.

In the end my Thai colleagues were unhappy, because I did not participate in the weekly English Language Pub that Ms. Watawatana organized for them at my expense. Noteworthy here is that no native English-speaker on our staff participated in the pub for the very same reason as I. We were being asked to teach overtime with no remuneration.

In an effort to placate Ms. Watawatana's demand I did assume responsibility for teaching English conversation to off-campus and foreign UDRU students for which I was adequately and correctly compensated. (exhibits 15, 16, 17, and 18). This course was a great success for the simple reason that those who participated in the class were very interested in learning English and willing to pay for their instruction.

CULTURAL CONTEXT (2.2)

Ms. Watawatana wrote: "You didn't learn to get along with your colleagues and you made them feel uneasy to socialize with you or to ask for help from you since you didn't pay much attention on them."

Firstly, I am not responsible for my colleagues feelings towards me, but I am responsible for my own feelings toward them. Important is that my colleagues never came to me with their questions or desire to learn English; rather, they expected me to go to them.

I rarely refuse anyone who makes an effort, and certainly my colleagues did make an effort to help me with my Thai on the few occasions that I went to them. Most of my time in the office was spent on classroom preparation, however -- not Thai language study. My time for learning Thai was while seated alone at meal times, where on occasion I had the opportunity to speak Thai.

There were also several very important environmental factors that contributed to the overall absence of communication:

1. The office that I occupied contained a kitchen and a faculty toilet, both of which were frequently used. This was a constant source of disturbance.
2. The individual office space of each faculty member was not respected. Conversations that should have taken place within an individual's cubicle or in the open common area, were conducted from

cubicle to cubicle and from the common area to the cubicles. I found this condition counterproductive and thus sought to avoid contributing to it.

3. Nearly all of the discussion that took place in the office was in Thai. This changed for me only when I was visited by foreign faculty in my cubicle whereupon we usually spoke German, French, or Japanese -- not English.
4. All of my office mates were female. I was the only male in the office. In addition, I was the office's senior member and unmarried. Most everyone else was much younger and single. Thus, social contact that was not related directly to work was generally avoided.

CULTURAL CONTEXT (2.3)

Ms. Watawatana wrote: "You were extremely rude to one of your colleagues by yelling and saying swear words to her in the office which was considered offensive in Thai culture."

There is no doubt that I swore at one of my colleagues, and I do not deny having raised my voice. That I yelled or was in some way out of control, as Ms. Watawatana's statement easily suggests, was not the case, however. Moreover, my colleague initiated the confrontation by placing her individual right to the common area over the spirit of cooperation that common areas are typically designed to encourage.

Despite my colleagues intransigence in this regard I was prepared to apologize for my own behavior and even move my office to a different room to avoid further such confrontation. In contrast, my colleague refused to accept my offer of apology and refused to offer any apology of her own. Is slamming a door in another colleague's face considered appropriate behavior in Thai culture?

It takes two to get along, but Ms. Watawatana found it appropriate to lay all of the blame on me with the poor excuse that I was new to Thai culture and made no effort to adopt to it. This behavior, by the way, had already become a general trend by the time the incident occurred.

I have never seen Ms. Watawatana's resumé, but a quick glance at my own (exhibit 5) will show significant experience in cross-cultural communication.

In Ms. Watawatana mind the behavior of my Thai colleagues and students could always be explained and excused as part of Thai culture. When a Thai slammed the door in a fit of anger, it was the wind, if it even happened at all. When a photograph or document went missing, it was the forgetfulness of the foreigner, not the failure of a Thai to return something that she had taken for whatever reason.

When a Thai received harsh words from a foreign colleague for failing to have exhibited a spirit of cooperation, he was asked to apologize with no apology expected from the Thai colleague whose callous attitude triggered the rude behavior of the foreigner. That the same individual, who called me rude even before I swore, lumped me together with my other foreign colleagues many weeks prior for something that I myself disapproved was for Ms. Watawatana a small matter. In fact, I was chastised by Ms. Watawatana for following the matter up in an email exchange rather than direct, face-to-face confrontation. Apparently she was trying to generate English language conversation between my other Thai colleagues and me.

Spying, lying, and mudslinging all appear to be standard Thai behavior for Ms. Watawatana, because this was behavior that she herself engaged in, and she was the grand interpreter for what is proper and not proper in Thai culture. Excuse me, but one's culture should never be made an excuse for one's own inability to manage properly -- especially not in a department that has improved, cross-cultural communication as one of its goals.

CULTURAL CONTEXT (2.4)

Ms. Watawatana wrote: "This kind of incident has never happened before for more than ten years of working with other foreign colleagues in this university."

Now, it is obvious that Ms. Watawatana has been working at the Udon Thani Rajabhat University much longer than I have, I would hope, however, that she is not a spokeswoman for the entire university.

What is more, I should not be blamed for her inability to manage a situation to which she claims never to have been previously exposed. Indeed, a good manager would take the incident in stride as an important learning tool and self-test of her own ability to manage properly in all kinds of situations.

Indeed, the incident for which Ms. Watawatana made me the department's scape goat is relatively minor to what I have experienced in my many years of teaching overseas and living in foreign cultures. Certainly much worse has happened to me, but somehow I have always managed. Indeed, why was I blamed for Ms. Watawatana's inability to deal properly with her own Thai staff member's intransigence.

In the end, only the problem Thai colleague's apology was missing, and things could have returned to normal. It never came, because Ms. Watawatana could not elicit it.

Additional Remarks

IMPROPER REVIEW

As one's employment is critical to one's livelihood and overall well-being, it is important that an employer not overreact when terminating an employee.

Now, it is clear that every culture and even many institutions within the same culture have their own way of dealing with employee conflicts. This said, the following should be noted:

1. I was never permitted to meet with the committee that made the decision to terminate my employment. In short, my voice was never directly heard by those who decided my fate. In effect, I was never given an opportunity to tell my own side of the story directly to those who surely reached their decision in the absence of full information.
2. When I asked to meet with Ms. Watawatana's supervisor I was declined, and when I appealed to a third party within the university administrative hierarchy to intercede on my behalf, he was informed by Ms. Watawatana's supervisor that she had all the information that she required. In other words, Ms. Watawatana's supervisor was satisfied with Ms. Watawatana's biased assessment and was uninterested in obtaining full information before making her decision.

Moreover, I learned from Ms. Watawatana that her supervisor did receive the offended party and listened to what must have been an equally biased assessment of my person and the incident. Why was I not received?

LIKELY SEXIST BIAS

The offended party who offered no apology for her own uncooperative and offensive behavior is a woman. My supervisor, Ms. Watawatana, is a woman. The three Thai committee members who found my presence unwanted are women. Ms. Watawatana's supervisor is a woman. I am a single, unmarried man with no children.

WHAT IS A BITCH?

It is a woman who hides behind her role of a woman to extort from a man what the same man would never concede to another man who behaved in the same manner as the woman.

Conclusion

Was there good reason for me to be frustrated in the performance of my duties? Yes, there was. Did I on occasion exhibit this frustration to my students and others. Yes, I did. Did I ever exhibit this frustration to my students in the same manner that I did in the privacy of my own office to a bigoted, self-righteous, feminist

colleague who took it upon herself to drive me out of my own department and eventually the university in an effort to conceal her own misbehavior? No, I did not.

It has never been my belief that a supervisor should have to put up with an employee with whom she cannot get along. On the other hand, I do believe strongly in fair play, objective assessment, and a willingness to enter into dialogue in an effort to understand and resolve problems with lasting solutions.

To the best of my knowledge the employee with whom I entered into non-physical, verbal conflict because of her own misstep is still employed by the university. It is also my understanding that she has received no disciplinary action.

I, on the other hand, have not only been shown the door, but my further employment in Udon Thani has been impeded by Ms. Watawatana's report and the university's propagation of this report to the greater Thai community.

If Udon Thani Rajabhat University is serious about improving the quality of its students' education, then it should be prepared to consider all sides of a dispute before actively destroying another's future. One cannot grow by pushing one person out the door while sweeping the dirt of another under the rug. Someday that dirt will reappear and still another highly qualified faculty member will be shown the door in order to sweep it back under.

cc: Dr. Nattitep Pitaksanurat, President, Udon Thani Rajabhat University
email: nattitep@udru.ac.th
facsimile: 042 2245 75

Ms. **Ratana Watawatana**

Director, Language Center
Udon Thani Rajabhat University

Mobile: +66 (0)81-975-5134

Tuesday, 14 September 2010

Re: Employment Termination

Dear Ms. Watawatana,

On Sunday, August 29th 2010, I uttered harsh words towards one of my colleagues after being told that I was rude for objecting to her refusal to a very politely worded request that she move with another colleague to another office to conduct their conversation so that I could perform my work. Upon her eventual departure from the office my colleague slammed the door in my face.

After several days I was asked to apologize to my colleague and move to another office. I agreed to both of these proposals provided that my colleague apologize to me. She refused. To the best of my knowledge no incident followed until Friday, 3 September 2010 when I was asked to turn in my resignation or be terminated.

Sometime during the following week I was presented with a letter of dismissal that I refused to accept.

With regard to these and alleged other events I would like written clarification from your person as to why my employment has been terminated.

Importantly, I would like to know the extent to which your decision was influenced by my conduct in the classroom. In this light, I am also requesting copies of student evaluations of my performance.

As you appear to be well aware my current work visa expires on September 26th 2010. Accordingly I am requesting that you present your clarification by Monday, September 20th 2010 so that I may pursue this matter with the appropriate people before my departure at the end of the month. Someday, I may like to return to Udon Thani Rajabhat University, and I would like to know, if I might be welcome under another's supervision.

Sincerely,

Roddy A. Stegemann, A.B., M.A., M.A.
kiausau@me.com



Language Center
Udon Thani Rajabhat University
64 Thaharn Road, Udon Thani
Thailand 41000

September 20th, 2010

Re: Letter of Notification

Dear Mr. R.A. Stegemann,

I, Deputy Director of the Office of Academic Resources and Information Technology in charge of the Language Center, would like to inform you that your performance did not meet the criteria of the evaluation during the probation term for the following reasons:

1. For the working performance

1.1 Your teaching performance has been evaluated by your students and the results showed that you were at the fair level (3.16 out of 5.00) which was considered not to pass the criteria. (3.50-4.49)

1.2 There were several complaints from your students mentioning your frustration while you were teaching. Besides, they also complained that your lack of understanding caused them stressful.

2. For the cultural context

2.1 You didn't show any signs of willing to learn and adapt yourself to Thai culture even though you were told to do so for several times.

2.2 You didn't learn to get along with your colleagues and you made them feel uneasy to socialize with you or to ask for help from you since you didn't pay much attention on them.

2.3 You were extremely rude to one of your colleagues by yelling and saying swear words to her in the office which was considered offensive in Thai culture.

2.4 This kind of incident has never happened before for more than ten years of working with other foreign colleagues in this university.

For all information mentioned above, you have caused us come to the final decision that you are not suitable for this position.

Therefore, I am regret to inform you that the university will not offer the entire period of a one-year term to you and **your contract will be terminated on September 30th, 2010**

Sincerely,

A handwritten signature in black ink, appearing to be 'Ratana Watawatana'.

Ms. Ratana Watawatana

Deputy Director

Office of Academic Resources and Information Technology

Teaching evaluation results of Mr. R.A. Stegemann

The Language Center,

Office of Academic Resources and Information Technology

This teaching evaluation for the academic year 1/2010 of Mr. R.A. Stegemann, English lecturer, teaching at the Language Center, attached to Office of Academic Resources and Information Technology is done in order to evaluate the teaching performance in the area of teaching activities, strengthening moral principles and teacher's personality by using the university's evaluation questionnaire. The data collected from the students taught by Mr. R.A. Stegemann are as follows;

Mean	Interpretation
4.50-5.00	Very satisfactory
3.50-4.49	Satisfactory
2.50-3.49	Fair
1.50-2.49	Rather unsatisfactory
1.00-1.49	Unsatisfactory

Table 1: Teaching evaluation results of Mr. R.A. Stegemann

Evaluation Items	N	\bar{X}	SD	Interpretation
Teaching activities	82	3.54	0.91	Satisfactory
1. Clarify course syllabus and prepare teaching.				
2. Provide teaching documents related to method of teaching.	82	2.59	1.08	Fair
3. Provide self-learning activities.	82	3.12	1.07	Fair
4. Determine problems and ask appropriate questions.	82	2.89	1.03	Fair
5. Be able to transfer concept and idea to students together with exemplifying them clearly.	82	3.04	1.06	Fair
6. Present opportunities to students to ask questions both during and outside class.	82	2.97	1.12	Fair
7. Stimulate students to express opinions.	82	3.25	1.16	Fair
8. Take time for teaching efficiently.	82	3.97	1.23	Satisfactory
9. Teach all course content inclusively.	82	3.10	1.01	Fair
10. Provide appropriate and reliable evaluation.	82	3.03	0.99	Fair
11. Provide appropriate teaching materials.	82	2.84	1.05	Fair
Total (Teaching activities)	82	3.12	1.06	Fair
Strengthening moral principles				
12. Integrate moral principle during teaching.	82	2.62	1.15	Fair

13. Encourage students to learn.	82	3.03	1.12	Fair
14. Furnish good atmosphere in class.	82	2.80	1.11	Fair
15. Support good interpersonal among students.	82	2.78	1.17	Fair
16. Pay attention to students' behavior individually.	82	3.00	1.13	Fair
17. Pay attention to students' performance relating to university's regulation.	82	2.95	1.08	Fair
Total (Strengthening moral principles)	82	2.86	1.12	Fair
Teacher's personality	82	3.36	1.16	Fair
18. Behave as a teacher appropriately.				
19. Speak politely to students.	82	3.15	1.09	Fair
20. Be friendly to students.	82	3.15	1.13	Fair
21. Be enthusiasm and concentrate on teaching.	82	3.98	0.92	Satisfactory
22. Be able to make confidence to students in background knowledge.	82	3.76	1.04	Satisfactory
23. Dress appropriately.	82	3.78	0.94	Satisfactory
Total (Teacher's personality)	82	3.53	1.04	Satisfactory
Overall Score (3 areas)	82	3.16	1.07	Fair

From table 1, the teaching evaluation results from Mr. R.A. Stegemann students reveal that;

- Efficiency in teaching activities is at fair level ($\bar{X} = 3.12$)
- Efficiency in strengthening moral principles is at fair level ($\bar{X} = 2.86$)
- Teacher's personality is at satisfactory level ($\bar{X} = 3.53$)

Overall score in 3 areas is 3.16 which is at **fair** level.

Udon Thani Rajabhat University Analysis of Student Evaluations for the Period of June-September 2010

ITEM	ITEM DESCRIPTION	AVERAGE	STD. DEV.	TOPIC	CV (%)
Average in Descending Order					
21	Enthusiasm and Focus	3.98	0.92	TP	23.1
8	Teaching Efficiency	3.97	1.23	TA	31.0
23	Dress	3.78	0.94	TP	24.9
22	Student Confidence Building	3.76	1.04	TP	27.7
1	Syllabus and Preparation	3.54	0.91	TA	25.7
18	Teacher Behavior	3.36	1.16	TP	34.5
7	Student Stimulation	3.25	1.16	TA	35.7
19	Polite Speech	3.15	1.09	TP	34.6
20	Friendliness	3.15	1.13	TP	35.9
3	Self-Learning Activities	3.12	1.07	TA	34.3
9	All Course Content	3.1	1.01	TA	32.6
5	Knowledge Transfer	3.04	1.06	TA	34.9
10	Appropriate and Reliable Evaluation	3.03	0.99	TA	32.7
13	Student Encouragement	3.03	1.12	MP	37
16	Individual Attentiveness	3	1.13	MP	37.7
6	Opportunity to Ask Question	2.97	1.12	TA	37.7
17	University Regulations	2.95	1.08	MP	36.6
4	Problem Solving	2.89	1.03	TA	35.6
11	Provide Appropriate Teaching Materials	2.84	1.05	TA	37.0
14	Study Atmosphere	2.8	1.11	MP	39.6
15	Interpersonal Development	2.78	1.17	MP	42.1
12	Integration of Morality	2.62	1.15	MP	43.9
2	Documentation Relative to Teaching Method	2.59	1.08	TA	41.7
	Overall Average	3.16	1.08		34.6
CV in Ascending Order					
21	Enthusiasm and Focus	3.98	0.92	TP	23.1
23	Dress	3.78	0.94	TP	24.9
1	Syllabus and Preparation	3.54	0.91	TA	25.7
22	Student Confidence Building	3.76	1.04	TP	27.7
8	Teaching Efficiency	3.97	1.23	TA	31.0
9	All Course Content	3.10	1.01	TA	32.6
10	Appropriate and Reliable Evaluation	3.03	0.99	TA	32.7
3	Self-Learning Activities	3.12	1.07	TA	34.3
18	Teacher Behavior	3.36	1.16	TP	34.5
19	Polite Speech	3.15	1.09	TP	34.6
5	Knowledge Transfer	3.04	1.06	TA	34.9
4	Problem Solving	2.89	1.03	TA	35.6

ITEM	ITEM DESCRIPTION	AVERAGE	STD. DEV.	TOPIC	CV (%)
7	Student Stimulation	3.25	1.16	TA	35.7
20	Friendliness	3.15	1.13	TP	35.9
17	University Regulations	2.95	1.08	MP	36.6
13	Student Encouragement	3.03	1.12	MP	37
11	Provide Appropriate Teaching Materials	2.84	1.05	TA	37.0
16	Individual Attentiveness	3.00	1.13	MP	37.7
6	Opportunity to Ask Question	2.97	1.12	TA	37.7
14	Study Atmosphere	2.80	1.11	MP	39.6
2	Documentation Relative to Teaching Method	2.59	1.08	TA	41.7
15	Interpersonal Development	2.78	1.17	MP	42.1
12	Integration of Morality	2.62	1.15	MP	43.9

NOTE: The light-shaded items represent those items where student agreement was two out of three or higher -- namely, a coefficient of variation of 33% or under. The heavily shaded items represent items closest to the average for the particular ranking in which each occurs.

On average students agreed somewhat less than two out of three times across the board. By coincidence polite speech is the item closest to the average in both rankings. It is difficult to imagine that most of my students even know how to distinguish between impolite speech in the English language, however.

The high level of skewing towards the top of each ranking suggested by the placement of the average item suggests that the more negative items should be discounted in the overall evaluation.

Roddy A. STEGEMANN

kiausau@me.com

Udon Thani, Thailand

Telephone: +66 (0)42 24 8756

Extension #419

U.S. Passport

Date of Birth: 13 Dec. 1949

Non-smoker

Red Cross First Aid Certification



RECENT EMPLOYMENT (Saudi Arabia, South Korea, Thailand, USA)

Udon Thani Rajabhat University, Makkhang, Muang, Udon Thani, Thailand, Summer 2010. English Language Instructor. Taught five 15-week sections of EAP, EAPT, and ESP including English language composition, reading skills, resume and cover writing, and career planning.

ANA English Worldwide, Jinju University, South Korea, Spring 2010

TESOL Instructor. Taught two four-week courses in language assessment from a syllabus created by the University of Pennsylvania's Graduate School of Education. Covered topics such as test validity and reliability in a rigorous statistical manner in all key areas of language competence.

Times Media Co., Ltd., DaeJeon and Seoul, South Korea, Summer 2009

TESOL Instructor. Taught eight-week courses in TESOL to both neophyte and experienced ESL teachers. Awarded the California State University (San Bernadino) TESOL certificate. Joined KOTESOL (Oct. 2009).

Language Studies International, Berkeley, California, U.S.A., Summer 2008

Temporary employment - Taught English language phonology, business English, and cross-cultural communication to young professionals in both individual and group settings.

Jubail University College, Royal Commission of Jubail and Yanbu, Eastern Province, S.A. August 2007 - June 2008. English Department

Taught three (one first-level and two second-level) English composition courses for science and business majors and one course in oral presentation. Taught three sections of intensive English grammar and writing to 1st-year students using *Interactions*, 4th Edition, Middle East Edition, McGraw-Hill Inc.

EMPLOYMENT (Hong Kong S. A.R, China) 2000 - 2006

LEFT COLUMN (READ DOWN)

EARTH - East Asian Research and Translation in Hongkong

Founded and developed a company dedicated to improved cross cultural communication.

- **Hong Kong Language Needs Assessment (HKLNA) Project** ([website](#))- A self-funded three-year research project dedicated to the reform of national English language policy in Hong Kong, East Asia, and the world. A multi-disciplinary study combining socio-linguistics, economic theory, and public administration.
- **English or Languish** ([website](#)) - An economic model that describes a condition of government-generated artificial demand and excess supply of English language competence.

(READ DOWN) RIGHT COLUMN

Part-Time Employment

Taught students a variety of subjects at different levels of academic achievement in varying learning environments in order to fund the development of **EARTH**.

SINO GROUP

BUSINESS COMMUNICATION

Government funded program for adult English language skills training in presentation, business correspondence, and report writing. Preparation for the TESOL examination.

MICROECONOMICS FOR BUSINESS MAJORS

Introductory course work for senior secondary English speakers interested in improving the quality of Chinese-English language translation.

ENGLISH FOR HOTEL AND RESTAURANT MAJORS

Specialized vocational English language conversation, comprehension, and writing.

- **Tsong Kit for Chinese Language Beginners** ([website](#)) - An online forum for English language speakers interested in improving the quality of Chinese-English language translation.

Acquired Work Skills - Government and community outreach • Writing of research and funding proposals • Business administration and accounting skills • Spoken and written Cantonese • Java and ActionScript programming • Webpage development and maintenance • Online instruction.

ENGLISH LANGUAGE COMPOSITION
English grammar, vocabulary, and writing.

FUNDAMENTALS OF BUSINESS MANAGEMENT
Standard introductory course in business management. Senior secondary students.

Various Secondary,
Post-Secondary, and Primary Schools

Phonics training, grammatical analysis and reading comprehension, vocabulary building, and debate, negotiation, conversation, and writing skills.

NOTE: The HKLNA Project is under revision and will reappear as **The GENA Project** ([website](#)) including other countries of East Asia, Asia, the Middle East, South America and beyond.

Chinese University of Hong Kong, Faculty of Social Science, Economics Department.

August 2000 - July 2001. Full-time employment with one-year contract. Taught contemporary Japanese economy. Supervised more than 40 English language senior thesis projects on various topics related to the Chinese and world economy.

EMPLOYMENT (Japan) 1991 - 2000

Academic

04/92 - 07/00 **Saitama (National) University**, General Studies Department, Urawa-shi, Saitama-ken. Part-time instructor. Taught cross-cultural communication in both Japanese and English. Published monograph: "English: Bridge or Barrier?" Wrote a collection of 40 one-page essays on Japanese society and cross-cultural communication in Japan and from these essays created a textbook and course for undergraduate instruction.

04/93 - 02/99 **Saitama (National) University**, Economics Department, Urawa-shi, Saitama-ken. Part-time instructor. Taught comparative political economy, US-Japan trade relations, and industrial organization in Japanese and English.

07/91 - 01/92 **The University of Maryland**, Overseas Division, US Air Force Base, Yokota-shi, Tokyo, US Army Base, Fort Zama, Kanagawa-ken, and US Naval Base, Yokosuka, Kanagawa-ken. Full-time instructor. Taught macro- and microeconomic principles in English.

Business and Government

01/95 - 08/00 **Bayerische Hypo- und Vereinsbank**, Marunouchi, Tokyo. Freelance instructor. Taught financial English and translated corporate reports, speeches, and correspondence from German and Japanese into English.

04/92 - 03/98 **Shinko-Pantech, K.K.**, Hamamatsucho, Tokyo. Freelance instructor. Taught English related to environmental research and equipment development and installation.

12/92 - 12/94 **House of Councillors**, Japanese Government Research Staff, Nagatacho, Tokyo
Freelance instructor. Taught English related to the world political economy and Japanese domestic politics.

03/92 - 03/93 **Cosmopolitan Language Institute**, Yaesu, Tokyo. Part-time instructor. Taught financial English including financial ratios, options, accounting principles and microeconomic theory at the following firms: Nomura Securities, K.K., Nikko Securities, K.K., The Japanese Development Bank, Tokyo Marine and Fire Insurance Co., K.K.

EMPLOYMENT (Germany) 1974-1976

Academic

1975-1976 **Staatliches Gymnasium Gernersheim**, Gernersheim am Rhein. Federal Republic of Germany. Awarded second contract with the Rheinland-Phalz, Ministry of Culture.

1974-1975 **Rittersberg Staatliches Gymnasium**, Kaiserslautern, Rheinland-Pfalz. Ministry of Culture. Federal Republic of Germany. Awarded a Foreign Language Teaching Assistantship to teach English to German middle and high school students.

EMPLOYMENT (United States of America) Until 1990

Academic

09/90 - 12/90 **Western Washington University**, Economics Department, Bellingham, Washington. Full-time Associate Faculty. Taught macroeconomic and microeconomic principles in English.

01/89 - 03/89 **City University**, Economics Department, Seattle, Washington. Part-time Adjunct faculty. Taught microeconomic principles and industrial organization.

09/88 - 12/88 **North Seattle Community College**, Social Sciences Department, Seattle, Washington. Part-time Adjunct Faculty. Taught macroeconomic and microeconomic principles.

01/87 - 05/87 **Oklahoma City University**, Department of Business Management and Statistics, Oklahoma City, Oklahoma. Full-time Adjunct faculty. Taught intermediate macroeconomics, securities markets, and portfolio management.

09/84 - 12/86 **University of Oklahoma**, Oklahoma School of Business Administration, Economic Department, Norman. Graduate teaching assistant. Taught macroeconomic and microeconomic principles, as well as US economic history.

1984 **International Language Villages**, Concordia College, Moorhead, Minnesota. Village counselor and language instructor. Taught beginning, intermediate and advanced level German to middle and high school campers.

1982 **Macomb County Community College**, Warren, Michigan. Associate faculty member. Taught an introductory course to the German language.

1981 - 82 **Wayne State University**. Institute for English as a Second Language, Detroit, Michigan. Part-time faculty member. Taught intermediate and advanced level courses in English to students from Latin America, East Asia, and the Middle East.

1971 - 73 **Livingston County Intermediate School District**, Livingston County, Michigan. Substitute teacher. Taught a variety of courses in various schools throughout the district including elementary, middle, and high schools. Classes ranged from second language, mathematics, and science classes to physical and general education classes.

Business and Government

1990 **Gambrel-Urban Associates**, Seattle, Washington. Freelance economic research. Designed project proposal for Port of Seattle expansion project.

06/89 - 09/89 **Apogee Research, Inc.**, Seattle, Washington. Freelance economic research. Researched, designed, developed and administered survey instruments to collect data on the socioeconomic impact of air traffic noise on residential communities surrounding the Vancouver International Airport, British Columbia, Canada.

1981 - 1982 **Berlitz, International School of Languages**, Detroit, Michigan. Instructor, translator, and interpreter. Taught introductory and intermediate conversational German and French to business people with overseas corporate assignments. Interpreted in French and English for the Exxon Corporation. Translated from English into German for the Windsor Tourist Department, Toronto, Canada.

ACADEMIC DEGREES

Graduate and Undergraduate

09/87 - 03/90 M.A. **University of Washington**, Seattle, Washington.

08/84 - 12/86 M.A. **University of Oklahoma**, Norman, Oklahoma.

08/70 - 05/72 A.B. **University of Michigan**, Ann Arbor, Michigan.

COMPUTER SKILLS

Most Commonly Used Applications, Languages, and Systems

- Data Archiving and File Management
- Dynamic Imaging
- Graphics and Photography
- Instant Messaging and
- Operating Systems
- Presentation
- Programming
- Version Cue (CS3)
- Acrobat Professional (CS3)
- Bridge (CS3)
- Stuffit Deluxe 12.0.1
- MacOS 10.5.8 (Leopard)
- Flash V8.0 (Studio 8 and CS3)
- Illustrator (CS3)
- Photoshop (CS3)
- Fireworks
- iChat [moogoonghwa]
- Yahoo Japan [kiausau]
- SKYPE [kiausau]
- ICQ Teleconferencing [235721442]
- Apple's MacOS 10.5.8 (Leopard)
- Keynote (iWork '08)
- Javascript
- jQuery
- Action Script 3.0
- CSS
- HTML
- PHP

- Spreadsheets and Statistical Analysis
- Network Security
- Web Publishing
- Word Processing and Publication
- Numbers (iWork '08) • MS EXCEL • SPSS 16.1 (MacIntosh) • SAS (Windows)
- For my eyes only.
- Acrobat Professional (CS3) • Dreamweaver (CS3) • ImageReady (CS2) • Fireworks (CS3)
- Pages (iWork '08) • InDesign (CS3) • MSWord Office • Apple Works V6.2.9.

Principal Software Packages: Apple Computer's iWork '08 • Adobe System's CS3 Master Collection • SPSS Base 16.1 (Macintosh). MS Office (MSWord and EXCEL)

WORKING LANGUAGES

Good to Excellent Written and Oral Fluency in English (native), French, German, and Japanese
Some knowledge of Arabic, Cantonese, Korean, Spanish, and Thai

It is not so much what, or even how we think that counts; rather, it is what we do with our thoughts.

Roddy A. Stegemann
1 October 2010

English for Academic Purposes

Course No. 155 2499
 Sports Science and Statistics

SECTION	ROOM	DAY	TIME
1 and 2	112	Friday	13:00-16:00

COURSE DESCRIPTION: In this course students will focus on advanced reading and writing skills related directly to their field of study. Special emphasis will be placed on subject-related vocabulary and expressions, as well as grammatical structures commonly used in scientific literature. Additionally students will learn how to outline and summarize what they have read and write abstracts.

Course Schedule

DATE	CLASS MEETING	ACTIVITY
11 June	1	FIRST ASSIGNMENT Choose three articles that are <ul style="list-style-type: none"> • between 400 and 1200 words in length. • taken from an English language book, journal or newspaper. • about sports science or statistics. • likely to be of interest to your classmates. • at a level that your classmates will likely be able to understand. In addition, you must provide <ul style="list-style-type: none"> • enough bibliographical information about the article so that someone else can find it without your help. • five copies of each article that you find.
Lecture 18 June	2	The Organization of Words and Sentence Structure -
25 June	3	The importance of subject-verb pairs and their
02 July	4	agreement. The notions of singular and plural, verb tense, and the use of the definite and indefinite articles. The structure of the English sentence including the parts of speech, prepositional phrases, clauses, and the sentence. Last Day to Pay Tuition without a Fine
06 July	5	The Organization of Ideas - Different ways to organize
09 July	6	one's thoughts and the structure of a paragraph.
16 July	** 7	Midterm Examination and Article Selection
23 July		Asaha Bucha Day and Buddhist Lent Day
26 - 27 July		
1st Cycle 30 July	8	First Reading Last Day to Choose 2010/2 Foundation and Elective Courses on the Internet.
30 July	* 9	First Written Correction and Group Edit
06 August		Queen's Birthday
12 - 13 August		

Word Count:

Telephone: 042 2111 08

	DATE	CLASS MEETING	ACTIVITY
2nd Cycle	20 August	10	Second Reading
	27 August	* 11	Second Written Correction and Group Edit
3rd Cycle	03 September	12	Third Reading
	10 September	* 13	Third Written Correction and Group Edit
	10 September		Last Day to Withdraw from a Subject
4th Cycle	17 September	14	Fourth Reading
	24 September	* 15	Fourth Written Correction and Group Edit
27 September - 8 October		*	FINAL EXAMINATION PERIOD

Assessment

DUE DATE	ASSIGNMENT NUMBER	VALUE	DESCRIPTION
30 July	1	10	Article Selection - Three articles, five copies each.
30 July	2	20	Midterm Examination.
06 August	3	10	First Summary
27 August	4	10	Second Summary
10 September	5	10	Third Summary
24 September	6	10	Fourth Summary
27 September - 8 October		30	Final Examination
	TOTAL	100	

English for Occupational Purposes

Course No. 155 2500

SECTION	ROOM	DAY	TIME	SUBJECT AREA
14	112	Wednesday	09:00-12:00	Biological Sciences
2	208	Thursday	13:00-16:00	Communication Arts
1 and 3	109	Friday	09:00-12:00	Journalism and Public Relations

COURSE DESCRIPTION: In this course students will develop the four English skills necessary for finding and obtaining employment. Students will also learn within the limits of their ability how to select a career path and find an employer, how to format and write a well-written resumé, auto-biographical sketch, and cover letter, and how to prepare for an interview.

Course Schedule

DATE	CLASS MEETING	ACTIVITY
11 June	* 1	Course Introduction FIRST ASSIGNMENT: Write 200-400 words about why you chose your current course of study.
PART I 18 June	2	YOUR SUBJECT AREA
25 June	3	An introduction to the English vocabulary and
02 July	4	organization of your field of study.
06 July		Last Day to Pay Tuition without a Fine
PART II 09 July	5	PLANNING YOUR CAREER
16 July	6	How to plan your career with a view toward your short-
23 July	7	and long-term employment objectives. Networking.
26-27 July		Asaha Bucha Day and Buddhist Lent Day
PART III 30 July	* 8	YOUR FIRST RESUMÉ AND YOUR CAREER
30 July		Last Day to Choose 2010/2 Foundation and Elective Courses on the Internet.
06 August	9	The purpose of a well-written resumé and auto-biographical sketch and how to write them.
12-13 August		Queen's Birthday
20 August	10	
PART IV 27 August	* 11	YOUR FIRST COVER LETTER
03 September	12	How to find and target your first employer and obtain
10 September	13	your first employment interview.
10 September		Last Day to Withdraw from a Subject
PART V 17 September	* 14	YOUR FIRST EMPLOYMENT INTERVIEW
24 September	* 15	How to prepare for your first interview and how to conduct yourself during an interview. Practicum.
27 September - 8 October		FINAL EXAMINATION PERIOD

Assessment

DUE DATE	ASSIGNMENT NUMBER	VALUE	DESCRIPTION
11 June	1	10	Essay - 200 words or more about your chosen area of study at the university.
30 July	2	30	MIDTERM EXAMINATION - Will cover the English vocabulary of your area of study and a brief essay on your short- and long-term career strategy.
27 August	3	20	Resumé and Autobiographical Sketch - A one page resumé and auto-biographical sketch of undetermined length related to your long-term career target.
17 September	4	20	Cover Letter - A one page cover letter written to the department manager of the company where you would like to work.
24 September	5	20	Mock Interview - Five minute interview with your instructor.
NO FINAL EXAMINATION			
	TOTAL	100	

English for Occupational Purposes

Course No. 155 2500

SECTION	ROOM	DAY	TIME	SUBJECT AREA
14	112	Wednesday	09:00-12:00	Biological Sciences
2	208	Thursday	13:00-16:00	Communication Arts
1 and 3	109	Friday	09:00-12:00	Journalism and Public Relations

COURSE DESCRIPTION: In this course students will develop the four English skills necessary for finding and obtaining employment. Students will also learn within the limits of their ability how to select a career path and find an employer, how to format and write a well-written resumé, auto-biographical sketch, and cover letter, and how to prepare for an interview.

Course Schedule

DATE	CLASS MEETING	ACTIVITY
10 June	* 1	Course Introduction FIRST ASSIGNMENT: Write 200-400 words about why you chose your current course of study.
PART I 17 June 24 June 01 July 06 July	2 3 4	YOUR SUBJECT AREA An introduction to the English vocabulary and organization of your field of study. Last Day to Pay Tuition without a Fine
PART II 08 July 15 July 22 July 26 - 27 July	5 6 7	PLANNING YOUR CAREER How to plan your career with a view toward your short- and long-term employment objectives. Networking. Asaha Bucha Day and Buddhist Lent Day
PART III 29 July 30 July 05 August 12-13 August 19 August	* 8 9 10	YOUR FIRST RESUMÉ AND YOUR CAREER Last Day to Choose 2010/2 Foundation and Elective Courses on the Internet. The purpose of a well-written resumé and auto-biographical sketch and how to write them. Queen's Birthday
PART IV 26 August 02 September 09 September 10 September	* 11 12 13	YOUR FIRST COVER LETTER How to find and target your first employer and obtain your first employment interview. Last Day to Withdraw from a Subject
PART V 16 September 23 September	* 14 * 15	YOUR FIRST EMPLOYMENT INTERVIEW How to prepare for your first interview and how to conduct yourself during an interview. Practicum.
27 September - 8 October		FINAL EXAMINATION PERIOD

Assessment

DUE DATE	ASSIGNMENT NUMBER	VALUE	DESCRIPTION
10 June	1	10	Essay - 200 words or more about your chosen area of study at the university.
29 July	2	30	MIDTERM EXAMINATION - Will cover the English vocabulary of your area of study and a brief essay on your short- and long-term career strategy.
26 August	3	20	Resumé and Autobiographical Sketch - A one page resumé and auto-biographical sketch of undetermined length related to your long-term career target.
16 September	4	20	Cover Letter - A one page cover letter written to the department manager of the company where you would like to work.
23 September	5	20	Mock Interview - Five minute interview with your instructor.
NO FINAL EXAMINATION			
	TOTAL	100	

English for Occupational Purposes

Course No. 155 2500

SECTION	ROOM	DAY	TIME	SUBJECT AREA
14	112	Wednesday	09:00-12:00	Biological Sciences
2	208	Thursday	13:00-16:00	Communication Arts
1 and 3	109	Friday	09:00-12:00	Journalism and Public Relations

COURSE DESCRIPTION: In this course students will develop the four English skills necessary for finding and obtaining employment. Students will also learn within the limits of their ability how to select a career path and find an employer, how to format and write a well-written resumé, auto-biographical sketch, and cover letter, and how to prepare for an interview.

Course Schedule

DATE	CLASS MEETING	ACTIVITY
09 June	* 1	Course Introduction FIRST ASSIGNMENT: Write 200-400 words about why you chose your current course of study.
PART I 16 June 23 June 30 June	2 3 4	YOUR SUBJECT AREA An introduction to the English vocabulary and organization of your field of study.
06 July		Last Day to Pay Tuition without a Fine
PART II 07 July 14 July 21 July	5 6 7	PLANNING YOUR CAREER How to plan your career with a view toward your short- and long-term employment objectives. Networking.
26 July		Asaha Bucha Day
27 July		Buddhist Lent Day
PART III 28 July 30 July	* 8	YOUR FIRST RESUMÉ AND YOUR CAREER Last Day to Choose 2010/2 Foundation and Elective Courses on the Internet.
04 August 11 August	9 10	The purpose of a well-written resumé and auto-biographical sketch and how to write them.
12 August		Queen's Birthday
PART IV 18 August 25 August 01 September	* 11 12 13	YOUR FIRST COVER LETTER How to find and target your first employer and obtain your first employment interview.
PART V 08 September 10 September 15 September 22 September	* 14 15 * 16	YOUR FIRST EMPLOYMENT INTERVIEW Last Day to Withdraw from a Subject How to prepare for your first interview and how to conduct yourself during an interview. Practicum.
27 September - 8 October		FINAL EXAMINATION PERIOD

Assessment

DUE DATE	ASSIGNMENT NUMBER	VALUE	DESCRIPTION
09 June	1	10	Essay - 200 words or more about your chosen area of study at the university.
28 July	2	30	MIDTERM EXAMINATION - Will cover the English vocabulary of your area of study and a brief essay on your short- and long-term career strategy.
18 August	3	20	Resumé and Autobiographical Sketch - A one page resumé and auto-biographical sketch of undetermined length related to your long-term career target.
08 September	4	20	Cover Letter - A one page cover letter written to the department manager of the company where you would like to work.
16 September	5	20	Mock Interview - Five minute interview with your instructor.
NO FINAL EXAMINATION			
	TOTAL	100	

EAP for Teachers

English for Academic Purposes for Teachers I
Course No. 155 3603

Concentration: Physical Education
Location: Building 17, Room 110
Meeting Days: Monday and Tuesday
Time: 10:00 - 12:00

COURSE DESCRIPTION: The purpose of this course is to enhance your ability as a physical education teacher to use the English language in your work. In this class we will read, summarize, and present articles written in English that are related to physical education and are of likely interest to students of physical education.

Course Schedule

DATE	CLASS MEETING	ACTIVITY
COURSE INTRODUCTION		
07 June	1	First Assignment: Choose three articles that are <ul style="list-style-type: none">• between 800 and 1200 words in length.• taken from an English language book, journal or newspaper.• about physical education as it relates to secondary school education.• likely to be of interest to your classmates.• at a level that your classmates will likely be able to understand. In addition, you must provide <ul style="list-style-type: none">• enough bibliographical information about the article so that someone else can find it without your help.• five copies of each article that you find
08 June	2	Lecture - What makes a good bibliographical entry?
14 June	3	Lecture - What makes a good summary?
15 June	4	Lecture - What makes a good presentation? FIRST ASSIGNMENT DUE
18 June		Last day to satisfy final exam requirements for 2009/2
21 June	5	Collective Article Review and Selection
CYCLE ONE		
22 June	6	Reading
28 June	7	Summarization
29 June	8	Presentation
05 July	9	Correction
CYCLE TWO		
06 July	10	Reading
12 July	11	Summarization
13 July	12	Presentation
19 July	13	Correction

Word Count:

Telephone: 042 2111 08

CYCLE THREE		
20 July	14	Reading
26 July	no class	Asaha Bucha Day
27 July	no class	Buddhist Lent Day
02 August	15	Summarization
03 August	16	Presentation
09 August	17	Correction
CYCLE FOUR		
10 August	18	Reading
16 August	19	Summarization
17 August	20	Presentation
23 August	21	Correction
CYCLE FIVE		
24 August	22	Reading
30 August	23	Summarization
31 August	24	Presentation
06 September	25	Correction
CYCLE SIX		
07 September	26	Reading
10 September		Last day to withdraw from class and pay tuition with a fine.
13 September	27	Summarization
14 September	28	Presentation
20 September	29	Correction
21 September	30	Vocabulary and Grammatical Review (Attendance Voluntary)
27 September - 8 October		FINAL EXAMINATION PERIOD

Assessment

POINTS	ASSESSMENT ITEM
10	First Assignment
30	Summarization (6 summaries)
30	Presentation (chance)
30	Final Examination
100	TOTAL

Request for English Version of Microsoft Office

Concerning ESP 2500 Sections, 1, 2, 3, and 14

To: Ratana Watawatana
From: Roddy A. Stegemann
Date: 17 August 2010
Subject: Request for English Version of Microsoft Office

In order to teach my students how to write a proper resumé, cover letter, and other job-related documents it is necessary that I am able to teach them proper formatting skills. In order to achieve this goal I must have access to software that they themselves use -- namely, Microsoft Office.

As

- all of the rooms in which I currently teach have only Thai versions of Microsoft Office, and
- my ability to read Thai is severely limited by my lack of knowledge of the Thai language;

and with the understanding that Thai teachers would have

- the same trouble as I with an English version of MS Word, and
- occasion to use MS Word in the classroom

I am asking that

1. **sections 1, 2, 3, and 14 be assigned to the same classroom until the end of the semester, and**
2. **an English version of Microsoft Office be installed in the room's computer.**
3. **the software be up and ready by Thursday, 19 August 2010.**

For in this way the Thai teachers using other classrooms would not be disturbed by the presence of an English version of Microsoft Office in their classroom

English for Academic Purposes

Course No. 155 2499
Sports Science and Statistics

SECTION	ROOM	DAY	TIME
1 and 2	112	Friday	13:00-16:00

Final Examination (60 Points)

STUDENT NAME (English): _____

STUDENT NAME (Thai): _____

STUDENT NUMBER: _____

I Subject-Verb Agreement (10 POINTS)

- 1 **In each of the following sentences underline the subject or subjects. Then, write the number and person of each corresponding verb and the verb's correct form.**

EXAMPLE

The boy and the girl (be) in love.

Number: plural
Person: third person
Correct Verb Form: are

- a **I (go) to school every day.** (2 points)

Number:
Person:
Correct Verb Form:

- b **Many children (like) to eat ice cream.** (2 points)

Number:
Person:
Correct Verb Form:

- c **The girl (have) a bow in her hair.** (2 points)

Number:
Person:
Correct Verb Form:

Word Count:

Telephone: 042 2111 08

d **You and I (work) together and (be) very happy.** (2 points)

Number:

Person:

Correct Verb Form:

Correct Verb Form:

e **She (do) her homework everyday.** (2 points)

Number:

Person:

Correct Verb Form:

II Formulating Questions from Simple Statements (6 POINTS)

2 Consider the following simple sentence:

Maitree and Sarawut play ball.

From the above sentence write three questions. Two of your questions should make use of the question words "Who" and "What". For each of your questions write a correct answer.

QUESTIONS

a _____ (1 point)

b _____ (1 point)

c _____ (1 point)

ANSWERS

a _____ (1 point)

b _____ (1 point)

c _____ (1 point)

III Making Good Use of Your Dictionary (3 POINTS)

3 When seeking a word in a dictionary there are three things that you should always consider. **What are they?**

a _____ (1 point)

b _____ (1 point)

c _____ (1 point)

IV Compound Subjects, Verbs, and Sentences (4 POINTS)

4 **Combine the following pairs of sentences as either compound or simple sentences.**

- a The boys were playing ball.
The girls were playing ball.

_____ (1 point)

- b The boys were playing ball.
The girls were playing tennis.

_____ (1 point)

- c The boys were playing ball.
The boys were playing tennis.

_____ (1 point)

- d Roddy is a bad English teacher.
Roddy does not speak Thai.

_____ (1 point)

V Simple Negation (3 POINTS)

5 **Negate each of the following sentences.**

- a The rain is pouring very hard.

_____ (1 point)

- c The girl studies.

_____ (1 point)

- d The boy and girl play very well together.

_____ (1 point)

VI Gerunds and Infinitives (6 POINTS)

6 Write the gerund and infinitive forms of the following verb.

play

a Gerund Form _____ (1 point)

b Infinitive Form _____ (1 point)

Use the above gerund in a sentence.

c _____
_____ (2 points)

Use the above infinitive in a sentence.

d _____
_____ (2 points)

VII Any and Some (6 POINTS)

7 Which of the following sentences is *incorrectly* written? (1 point)

- a There are not some books on the table.
- b There are not any books on the table.
- c There are no books on the table.
- d There is no book on the table.

8 Which of the following sentences is *incorrectly* written? (1 point)

- a Is there no book on the table?
- b Is there any books on the table?
- c Is there any water in the cup?
- d Is there some water in the cup?

9 Which of the following sentences is *incorrectly* written? (1 point)

Hint: The singular and plural forms of fish are the same.

- a There are no fish in the sea.
- b There are not any fish in the sea.
- c There is some fish in the sea.
- d There is a fish in the sea.

10 **Which of the following sentences is *incorrectly* written?** (1 point)

- a There is a book that I would like to buy.
- b There is some book that I would like to buy.
- c There are some books that I would like to buy.
- d There are any books that I would like to buy.

11 **Which of the following question-answer pairs is *incorrectly* written?** (2 points)

- a Q Are there any books on the table?
A Yes, there are some.
- b Q Are there any books on the table?
A No, there are none.
- c Q Are there any books on the table?
A No, there are not any.
- d Q Is there any books on the table?
A Yes, there is some.

VIII **Comparative and Superlative Forms (8 POINTS)**

12 **Write the comparative and superlative forms for the following words.** (8 points)

ADJECTIVE	COMPARATIVE	SUPERLATIVE
EXAMPLE		
slow	slower	slowest

red

pretty

handsome

expensive

great

big

good

less

IX Use of Comparative Forms (5 POINTS)

- 13 Ratana is short.
Roddy is tall.

a **In one sentence compare the two people above using shortness as your standard of comparison.**

_____ (1 point)

b **In one sentence compare the two people above using tallness as your standard of comparison.**

_____ (1 point)

- 14 Thailand is hot and wet.
Saudi Arabia is hot and dry.

a **In one sentence compare Thailand and Saudi Arabia using hotness and wetness as your standards of comparison.**

_____ (1 point)

b **In one sentence compare Thailand and Saudi Arabia using hotness and dryness as your standards of comparison.**

_____ (1 point)

- 15 English grammar is precise in terms of number.
Thai is not precise in terms of number.

In one sentence compare Thai and English grammar in terms of number using precision as your standard of comparison.

_____ (1 point)

X Use of Too and Very (4 POINTS)

- 16 **Read the following brief passage.**

There were many people in the street, and it was difficult to pass. Still, we were able to get through to the other side of the street.

Circle the correct use of too or very.

There were (very / too) many people in the street. (1 point)

17 **Read the following brief passage.**

I have so much to do tomorrow, and I will not be able to make it.

Circle the correct use of too or very.

I have (very / too) much to do. (1 point)

18 **Read the following brief passage.**

These pants are tight. I could never feel very comfortable in them.

Circle the correct use of too or very.

These pants are (very / too) tight. (1 point)

19 **Read the following brief passage.**

There is a lot of sugar in the food that Thai's eat, but there are also many spices, and I like it.

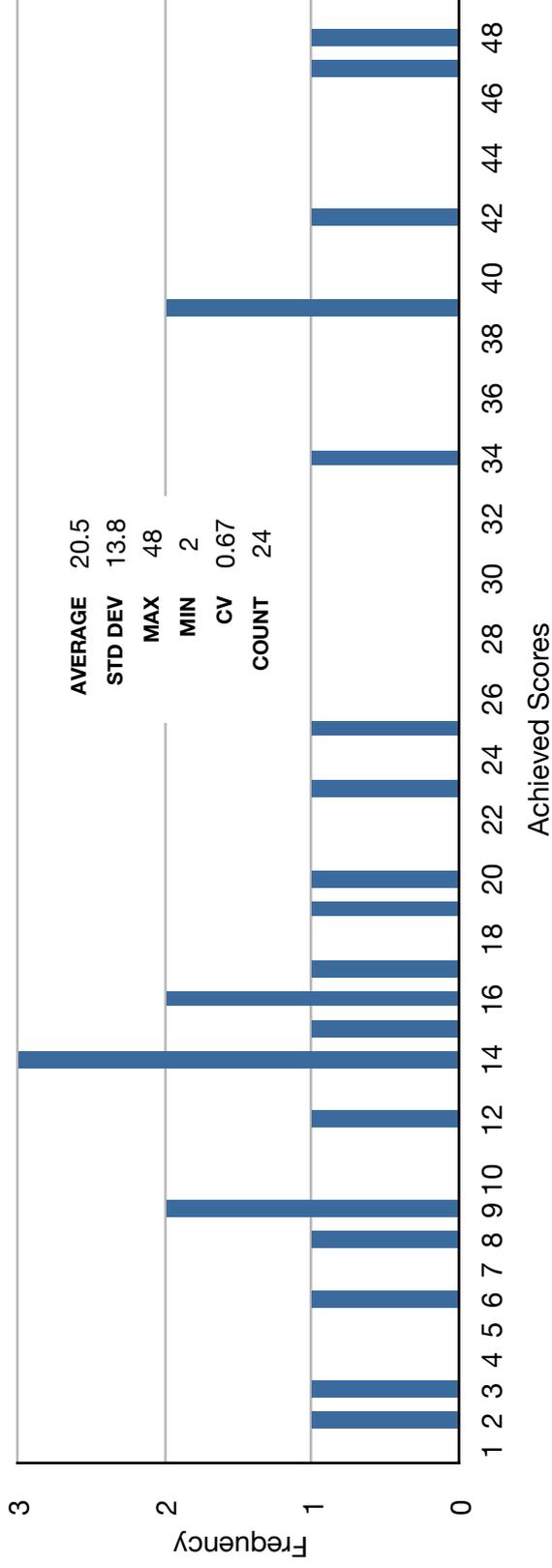
Circle the correct use of too or very.

Thai food is (very / too) sweet. (1 point)

XI Writing (5 POINTS)

20 **Write a brief essay about what it means to be polite in Thai culture.**

EAP 2499 Final Examination Results



Udon Thani
 Rajabhat University
 EAP 2499 • Sections 1 & 3
 Final Examination Results
 September 2010

Grade	F	D	C	B	A	Total
Frequency	0	6	12	4	2	24

Student Number	Score	Grade
51040220	101	C
51040220	102	D
51040220	103	C
51040220	104	D
51040220	105	C
51040220	107	D
51040220	108	D
51040220	109	C
51040220	110	D
51040220	112	C
51040220	113	D
51040220	114	C
51040220	115	C
COUNT	13	
AVERAGE	16.5	

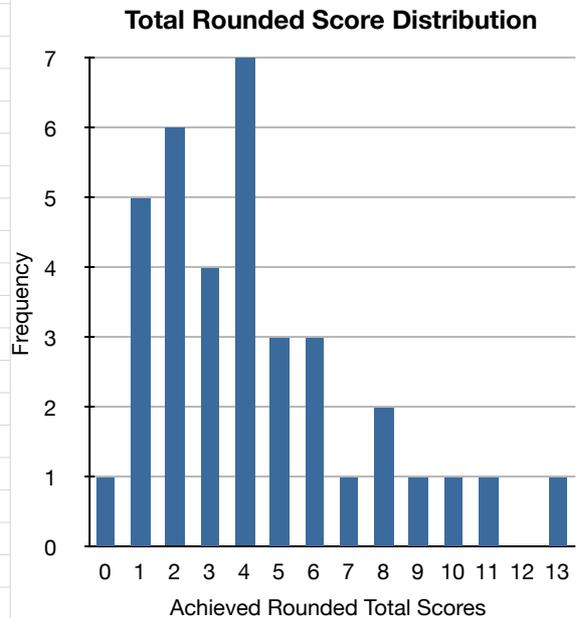
Student Number	Score	Grade
51040240	101	C
51040240	102	C
51040240	103	C
51040240	104	B
51040240	105	C
51040240	106	A
51040240	107	A
51040240	108	B
51040240	111	B
51040240	112	B
51040240	114	C
COUNT	11	
AVERAGE	31	

Udon Thani Rajabhat University
EAPT 3603 September 2010
Student Grade Report

Lecturer: R. A. Stegemann

Obs	Student Number	Total	Total Rounded	Course Grade	Achieved Total	Frequency
1	103	2.1	2	D	0	1
2	104	2.3	2	D	1	5
3	106	4	4	C	2	6
4	107	13	13	A	3	4
5	109	9	9	B	4	7
6	110	5.90	6	C	5	3
7	111	4.2	4	C	6	3
8	112	2.0	2	D	7	1
9	113	4	4	C	8	2
10	114	1	1	D	9	1
11	115	1	1	D	10	1
12	118	3.90	4	C	11	1
13	119	6.2	6	C	12	0
14	120	4.3	4	C	13	1
15	121	8	8	B	TOTAL	36
16	122	3	3	D		
17	123	3	3	D		
18	127	0.50	1	D		
19	129	6.8	7	B		
20	130	1.0	1	D		
21	131	1	1	D		
22	133	8	8	B		
23	136	4	4	C		
24	137	4.80	5	C		
25	138	5.3	5	C		
26	139	0.0	0	D		
27	141	4	4	C		
28	142	10	10	B		
29	143	2	2	D		
30	144	10.60	11	B		
31	145	4.6	5	C		
32	146	2.0	2	D		
33	147	2	2	D		
34	148	6	6	C		
35	149	3	3	D		
36	150	2.50	3	D		

Achieved Total	Frequency	Course Grade
0	1	D
1	5	D
2	6	D
3	4	D
4	7	C
5	3	C
6	3	C
7	1	B
8	2	B
9	1	B
10	1	B
11	1	B
12	0	
13	1	A
Total	36	



UDRU International Festival Food Festival

BUILDING	ROOM	DAY	DATE	TIME
17	Foyer	Wednesday	18 August 2010	09:00-14:00

Utensils for Preparation of Serbian Palacinka

QUANTITY	NAME OF UTENSIL	NOTE
1	large mixing bowl	
1	large wooden spoon	
1	soup ladle	
1	frying pan with beveled edge	already acquired
1	small metal container with handle	for capturing hot oil that can be reused
1	thin, wide spatula	must be usable with a teflon pan
2	large plate	these plates must of equal size as one is used to cover the other
1	cutting board	
1	small sharp knife	
1	sturdy fork	
1	small mixing bowl	
1	table spoon	
1	measuring cup	capable of measuring two cups
1	trash container	this can be any container to capture waste, such as egg shells and plastic wrap

Ingredients

QUANTITY	INGREDIENT	AMOUNT (BHT)	
6	package of feta cheese	<u>1,050</u>	SUB TOTAL (Robinson's)
2	olive oil	215	
		405	
2	1 kilo of flour	300	
2	half-gallon of milk	160	
1	salt	11	
1	tray of eggs	93	
1	paper towel	85	
		<u>1,039</u>	SUB TOTAL (Makro)
		BHT 2,089	TOTAL



Intensive English course for Doctoral Students

Day	Time	Content	Lecturers
Sat 28 Aug 2010	13.30-16.30	Overview of US educational system	Dr. Supattra
Sun 29 Aug 2010	13.30-16.30	Learning about cultural issues	Aj. Ratana Mr. Pongkrapan
Sat 4 Sept 2010	13.30-16.30	Reading US educational case studies (1)	Dr. Kittiporn
Sun 5 Sept 2010	13.30-16.30	Describing school management in Thailand	Dr. Wilailak Aj. Steven
Sat 11 Sept 2010	13.30-16.30	Reading educational case studies (2)	Dr. Kittiporn
Sun 12 Sept 2010	13.30-16.30	Talking about US school management (1)	Aj. Ratana Aj. R. A. Stegemann
Sat 18 Sept 2010	13.30-16.30	Talking about US school management (2)	Aj. Ratana Aj. R. A. Stegemann
Sun 19 Sept 2010	13.30-16.30	Reading educational case studies (3)	Dr. Wilailak
Sat 25 Sept 2010	13.30-16.30	Reading educational case studies (4)	Aj. Ratana
Sun 26 Sept 2010	13.30-16.30	PowerPoint Presentation / wrap up	Aj. Ratana Aj. R. A. Stegemann

Wednesday

9:00-2:00

Ms. **Ratana Watawatana**
Director, Language Center
Udon Thani Rajabhat University

Mobile: +66 (0)81-975-5134

Wednesday, 8 September 2010

Re: Ph.D. Intensive English Course

Dear Ms. Watawatana,

In light of recent events I believe it would be a serious mistake for us to appear together in front of UDRU Ph.D. students. Until we can steer a better course together I must decline your invitation for the additional teaching hours on the 12th, 18th, and 26th of September.

Please find someone else to undertake my responsibilities.

Sincerely,

Roddy A. Stegemann, A.B., M.A., M.A.
kiausau@me.com

Paper Proposal for Presentation at
The 31st Annual Thailand TESOL International Conference
“Transforming the Language Classroom: Meeting the Needs of the Globalized World”

January 21-22, 2011
The Empress Hotel, Chiang Mai, Thailand

http://www.thaitesol.org/index.php?option=com_content&view=article&id=88:2011-conference&catid=59:callforpaper&Itemid=91

Paper Title: **Is a Little English Better Than None?**

Presenter: Roddy A. Stegemann

Institution: Udon Thani Rajabhat University

Paper Abstract (138 words)

Our national universal English language (UEL) requirements are failing in their mission -- not because they have not succeeded, rather because their success has been achieved with little regard to their cost.

There are too many people learning English to provide adequate training, and there is insufficient real demand to help sustain what has been learned after having been trained. As a result the overall quality of the English language has suffered, many languages of the world are being neglected, and understanding between peoples has been impaired.

The obvious solution to this problem is to remove the artificial demand for the English language created by national governments and the language's global proponents. Unfortunately, those who are in the best position to remove this excess demand and consequent oversupply of poor quality English are the least inclined to do so.

Autobiographical Sketch (49 words)

B.A. in anthropology, University of Michigan. Second M.A. in economics, University of Washington. I have spent 17 of the past 20 years in Asia teaching ESL and TESOL. In all of these countries I have sought to acquire the principal language and culture of my host country.

Assoc. Prof. Nopporn Sarobol
Language Institute, Thammasat University
2 Prachan Road, Phranakhorn,
Bangkok10200, Thailand
Tel: 66 81 933 4673
Fax: 66 2 696 6017
Email: nopporn9@hotmail.com

Deadline: 15 September 2010

Udon Thani Rajabhat University Network Analysis

Between October and December 2009 I conducted a comprehensive analysis of the Udon Thani Rajabhat University network. During this period I examined the network from a variety of perspectives and found the system to be in generally good health. Notwithstanding, I found areas of important weakness that, if corrected, could lead to important improvements in both security and performance.

This report is divided into four parts including a current status report, suggested security modifications, recommended performance upgrades, and my conclusion.

CURRENT STATUS

AntiVirus and Security: Although the anti-virus and network access control servers are adequate, there is no mechanism in place for endpoint control. This deficiency, though not a direct threat to the system, places a drag on the system's overall performance and is an important threat to individual users. TrendMicro is one of the best anti-virus servers on the market, but in the absence of endpoint control its effectiveness is limited. The access control system is NAC Consentry; it is used to identify, monitor, and control user access to the network.

Hardware: The network hardware is relatively new and in good condition. In addition, the topology of the network is adequate, but could be easily improved.

Software: There is a mixture of both LINUX and Microsoft Servers, but most of the servers' operating systems are out-of-date and need to be upgraded. Microsoft Windows is the predominant client software.

Internet Proxy Servers: Although internet proxy servers enjoy limited use within the university system, they are not being used by everyone. As a result, there is a loss of efficiency, and overall system performance is being sacrificed.

Network load: The peak network loads at the firewall of the core switch are currently between 90 and 100 Mb/s. The core switch capacity has been nearly exhausted.

SUGGESTED SECURITY MODIFICATIONS

Endpoint Control: Although the system's core switch is well-protected, there is currently no endpoint control in place. As a result, the system is rampant with viruses that have easily spread from computer to computer. In order to correct this situation the following conditions must be met for each and every computer that has access to the system

- all computers must have installed anti-viral software that is turned on.
- the installed anti-viral software must be kept up-to-date with the latest version.

- the firewalls of each computer must be enabled.
- all operating system patches must be installed.
- important hot fixes for specific operating systems must be installed
- software programs with known vulnerabilities should be denied.
- the above controls must be applied to removable devices (USB, DVD, etc.) where appropriate.

Any computer that does not meet the above specification should be denied access to the system. In order to achieve compliance all computers should be regularly checked by a knowledgeable technician.

Further Recommendations

Uniformity Across Users: In order to insure compliance with the above controls all university-owned computers should be installed with the same anti-virus software wherever possible. This would not only ease the workload of the university IT staff, but it would also make it easier to monitor and control a viral outbreak should one occur. As a campus-wide license for TrendMicro is already owned by the university, TrendMicro should be installed on all university-owned computers.

LINUX Servers: In order to improve reliability, reduce cost, and improve network performance for university and privately owned machines the university should gradually move from the current mixture of LINUX and Microsoft servers to an all-LINUX server network. Such a transition would in no way affect the operating systems of individual end-users, as a LINUX server network can easily be adapted to accommodate any client operating system including Microsoft Windows, MacOS, and others. More importantly, because LINUX is an open source server it can be obtained at no cost, and everything one needs to know about the operation and maintenance of LINUX servers (Red Hat, Debian GNU/LINUX, openSuse, etc.) are freely available in English and many other languages on the internet. Furthermore, LINUX is less vulnerable to attack for the simple reason that it is not Microsoft. Finally, LINUX servers are UNIX based, very stable, and tend to be faster. As a result, they would make better use of the current system's structural capacity.

Network Separation: It is important to distinguish between computers that are owned and monitored by knowledgeable technicians at the university and those that are brought onto campus by students, faculty, and staff for personal and/or university-related use. In short, it is impossible to provide the aforesaid protective measures to this latter category of end-users. For this reason, a minimum of two networks should be created: one, for the those devices that are owned by the university and monitored by university technicians; and one, for privately owned machines that are not subject to the university's direct control. Each university machine has a unique verifiable identity called a MAC address of which the current system is not taking advantage. For additional security, a third network could be created for sensitive areas such as accounting, human relations, and management. Each network would be subject to its own separate firewall and other security precautions.

Education: As private end-users would not enjoy the security controls of university-owned and monitored machines, students, faculty, and staff should be educated about how to protect their own machines from virus and other network threats.

RECOMMENDED PERFORMANCE UPGRADES

Although this analysis is not yet complete, the following statements can be made with good authority.

Wifi Network: The university's wireless networks have a maximum capacity of only 54 Mb/sec with an effective load much closer to 20 Mb/sec.

This situation could be improved in three ways: one, use the current wifi access points, but upgrade to newer technology that operates at 108 Mb/sec; two, replace the current wifi bridges with cables that operate between 100 Mb and 1 Gb/sec with no compromise in speed due to heavy traffic; and three, upgrade the wifi bridge antennas to increase throughput. Finally, simultaneous improvement in any or all of these ways would greatly enhance network performance.

Wired Network: The core switch in the new computer center has nearly reached its capacity and will soon have to be upgraded as traffic continues to increase. Alternatively, one should consider decentralizing various, but not all aspects of the system to insure a more uniform and point-specific distribution of the system's work load (see *Department Servers* below).

Server Room: The current structure of the Server Room is haphazard and difficult to manage. System-level (DNS, DHCP, and Proxy Servers) and application-level (Data and Web servers) should be separated and clearly marked. In effect, the room should be organized in such a way that any experienced person off the street can find his way around. This would insure effective maintenance, especially in times of crisis.

Department Server: Individual department servers should be moved from their current centralized location to a location closer to the departments that they serve. This would provide for a more uniform distribution of the work load and increase overall performance of the university network. It would also provide each department with the opportunity to manage its own firewall, in addition to the one managed for the university as a whole. This, by the way, would also eliminate the need for a third network (see *Network Separation* above).

Internet Proxy Server: By storing the content of visited web pages such as Ellis locally, proxy servers eliminate the need to download the same content each time a page is visited. When the same page is visited by many different users a significant reduction in the amount of data transferred from the Internet to local users can be achieved. Some departments/areas should have their own proxy server including such areas as student housing and campus wifi. These servers can be installed at very little additional cost.

CONCLUSION

Although comprehensive, this report is not complete. This is due to the fact that certain crucial information was not made available to me at the time of my investigation. In order to complete my report the following information is required:

- A Detailed Description of the Network's Topology
- A Detailed Description of the Installed Servers and their Operating Systems
- A Detailed Inventory of all Installed Network Equipment

With this information, a brief market query, and additional consultation with university staff I could provide the university with an accurate estimate of the expenses necessary to facilitate the aforementioned network enhancements.

Based upon the knowledge currently in hand a 20 to 30 percent improvement in performance could be obtained for approximately THB100,000.

cc: Dr. Nattitep Pitaksanurat, President, Udon Thani Rajabhat University
email: nattitep@udru.ac.th
facsimile: 042 2245 75

Mr. **Ittipol Triwatsuwan**
Mayor, Udon Thani Municipality

Muang, Udon Thani 41000
Institution

Telephone: 042 3251 76
Extension: 302

Monday, 5 July 2010

Re: Hazardous Condition of Footbridge at the Main Gate of Udon Thani Rajabhat University

Dear Mr. Triwatsuwan,

It is my sincere hope that you are a dedicated mayor who is concerned about the safety of our city's infrastructure. Accordingly, I would like to alert you to the unsafe condition of the footbridge that connects the two sides of Thaharn Road in front of the main gate of my university.

This unsafe condition is particularly dangerous at night when the flood lights used to illuminate the bridge's colorful façade blind the descent of pedestrians at the top of the steps on either side of the bridge. In addition, the unsecured flag poles present a problem during both the day and night.

Please have the floodlights adjusted and the flag poles secured or removed. Your attention in this small, but urgent matter would be greatly appreciated.

Sincerely,

Roddy A. Stegemann, A.B., M.A., M.A.
Lecturer, Udon Thani Rajabhat University
kiausau@me.com

cc: Dr. Nattitep Pitaksanurat, President, Udon Thani Rajabhat University
email: nattitep@udru.ac.th
facsimile: 042 2245 75

Mr. **Ittipol Triwatsuwan**

Mayor, Udon Thani Municipality

Muang, Udon Thani 41000
Institution

Telephone: 042 3251 76
Extension: 302

Friday, 17 September 2010

Reference Date: Monday 5 July 2010

Re: Hazardous Condition of Footbridge at the Main Gate of Udon Thani Rajabhat University

Dear Mr. Triwatsuwan,

I am happy to bring it to your attention that the hazardous night condition on the footbridge in front of the Udon Thani Rajabhat University has been eliminated.

Many thanks on behalf of my students, myself, and many others who are no longer blinded by the flood lights on their descent.

Sincerely,

Roddy A. Stegemann, A.B., M.A., M.A.

Lecturer, Udon Thani Rajabhat University
kiausau@me.com