

THAILAND-CANADA HRD PROJECT
SUT-CUTC INSTITUTIONAL LINKAGE
AND TECHNICAL COOPERATION

**QUARTERLY PROGRESS
AND
FINANCIAL REPORT NO.5
1 July-30 September 1995**

Submitted to:
Ryerson Polytechnic University
and
The ARA Consulting Group Inc.
September 1995

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**QUARTERLY PROGRESS
AND
FINANCIAL REPORT**

Linkage Project Title : Institutional Linkage Project
Canadian Partners : Ryerson Polytechnic University (Canadian Lead Partner)
Guelph University
University of Waterloo
Technical University of Nova Scotia
Thai Partner : Suranaree University of Technology
Project No. : 906/14868

Report No. 5

Covering the Period

1 July 1995 to 30 September 1995

Submitted to

Ryerson Polytechnic University

and

The ARA Consulting Group Inc.

September 1995

by

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I. REPORT SUMMARY

1.PROGRESS AND ACHIEVEMENTS TO DATE

PROGRAM 1. INSTITUTIONAL CAPACITY BUILDING PROGRAM

The Mission Report of Mr. Suriya Smutkupt of the Institute of Social Technology is appended as Attachment . He undertook a customized study tour in Canada from 6 to 27 May but the report was not submitted on time for inclusion in the previous Quarterly Report.

Mr. Smutkupt gave very favourable review of the study tour, but like the other participants, he would have preferred receiving the program prior to departure from Bangkok to permit modifications as needed.

Dr. Ongkan Indrambarya, formerly Director of the Center for Library Resources and Educational Media, who also undertook a customized study tour in Canada from 6 to 27 May 1995 has not submitted the report as of 15 September, the new deadline given to permit inclusion in this report.

PROGRAM 2.INSTITUTIONAL ACADEMIC PROGRAM

The intensive English course for the International Undergraduate Program (IUP) students was conducted from 19 June to 25 August 1995. The schedule of classes and syllabus are given as attachments together with the mid-term evaluation. A mock TOEFL examination was given on the last day of classes as class evaluation examination and preparation for the actual TOEFL test that is required of IUP students. Except for one student, all the scores were below 550 which is the required score for admission to Canadian universities. There is therefore, a need for more intensive English work .

The English instructors noted relatively low motivation to improve the English language competency from about half of the number of IUP students. Evaluation of teaching methods and materials may be necessary..

Preparations are in progress for a more intensive promotional campaign of IUP 96. Brochures, posters and SUT-CUTC prospectus are being prepared by the Center for International Affairs.

The first semester of the IUP Academic Program in Mechanical Engineering started on 18 September 1995. This corresponds to the second trimester of the SUT regular program. The Calendar of Activities and schedule of classes of the first year IUP students together with the names of professors are given as attachments.

PROGRAM 4. PROJECT MANAGEMENT

The Rector, Project Manager and Chair of the Project Review committee called regular meetings to monitor and coordinate various activities under the project. The Sub-Committees formed to administer the IUP and Co-op Educational Programs also met regularly to monitor the progress of the projects and plan future activities.

Preparations were also made for the coming Second Project Committee Meeting on 2-4 October 1995 at SUT.

2.PLANNED ACTIVITIES FOR THE NEXT QUARTER

The planned activities for the next Quarter (October to December) were given already in the last Quarterly Report.

3.FINANCIAL REPORT

The financial projections for the next quarter (October to December) were presented already in the previous Quarterly Report.

II. PROGRESS REPORT ON PROJECT'S PROGRAMS, ACTIVITIES AND DELIVERABLES

1.ACCOMPLISHMENTS

PROGRAM 1.INSTITUTIONAL CAPACITY-BUILDING PROGRAM

1.2 Development of Academic Programs and Curricula at SUT

A1.21 Provision of customized training in Canada for SUT faculty members and coordinators.

The travel report of Mr. Suriya Smutkukpt of the Institute of Social Technology , who undertook a customized study tour in Canada from 6 to 27 May 1995, is given as Attachment I. The report was not submitted on time for the previous Quarterly Report.

1.3Development of Institutional Support Services at SUT

A1.31 Provison of customized study tour in Canada for SUT support personnel.

The travel report of Dr. Ongkan Indrambarya, formerly Director of the Center for Library Resources and Educational Media, who underetook a study tour in Canada from 6 to 27 May was not submitted on time for the previous Quarterly Report. nor on 15 September 1995, the new deadline given for submission, if he wanted it to be included in this report.

1.4 Establishment of English as a Second Language Center at SUT.

A1.43 Joint offering of first English as a Second Language course at SUT by Canadian-Thai team.

As previously reported, there were only 11 students who took the Intensive English course from 19 June to 25 August 1995. The schedule /syllabus of the course is given as Attachment 2.

A mid-term review (Atachment 3) was conducted by Ms. Kate Owens, the instructor in charged of the program. She noted lack of strong motivation from about half of the participants. A pep-talk was therefore given by Mr. Robert Burgess, Head of the English Language Center to encourage the students and to emphasize to them the importance of the mastery of the English language for admission to IUP and successful completion of the courses especially in Canada. A visit to the class was also made by the Director of the Center for International Affairs to reiterate the above points and to brief them of the developments in the program.

The Center for International Affairs tendered a dinner for the IUP students to evaluate their performance and for the SUT administrative officers to meet them. Issues and problems were also discussed. The reception was attended by all the students, all the instructors, three Vice Rectors (VR for Administration, VR for Academics and VR for Planning and Development), Dean of the Institute of Industrial Technology, Chair of the Department of Mechanical Engineering and the Director and one staff of the Center for International Affairs.

The students gave a positive impression to the SUT administrators. They were able to practise their language skills as there was a program where the students made a short speech and gave some comments or impressions about IUP and the English course.

A mock TOEFL examination was conducted on the last day of classes to serve as evaluation of the Intensive English course and as a practice to the actual TOEFL examination which is required of all IUP students. The results are given as Attachment 4. As will be noted, except for one who had a score above 550, all the others still need a lot of improvement in their TOEFL scores.

PROGRAM 2. INTERNATIONAL ACADEMIC PROGRAMS

2.1 International Applied Science and Engineering Undergraduate Programs

A2.12 Curriculum implementation of the international applied science and engineering undergraduate program.

Eleven (11) students registered on 15 September 1995 as the first batch of students (Attachment 5) in the first trimester of the IUP Academic Program (Second trimester for the regular SUT Program) for B.Sc. Engineering (Mechanical Engineering).

The Calendar of Activities for the term is given as Attachment 6 and the list of courses for the trimester together with the assigned professors is given as Attachment 7.

Assoc. Prof. Dr. Vorapot Khomphit, Prof. Dr. Ronald Goforth and Dr. Konthorn Chamniprasat were appointed as academic advisors of the IUP students.

Preparation of posters, flyers and prospectus for IUP 96 is in progress for early promotional campaign this year.

PROGRAM 4 PROJECT MANAGEMENT

The provision of project management and administration in Thailand is on-going throughout the life of the project.

The Rector, Project Manager and Chair of the Project Review Committee called regular meetings to monitor and coordinate various activities under the project. The Sub-committees formed to administer the IUP and the Co-op Educational Programs also met regularly to monitor the progress of the project and to plan future activities.

Preparations were also made for the coming Second Project Review Committee (SUT-CUTC) on 2-4 October 1995 at SUT.

2. PLANNED ACTIVITIES FOR THE NEXT QUARTER

The planned activities for October to December were given already in the last Quarterly Report.

3. FINANCIAL REPORT

The financial expenses for the implementation of the IUP Program were covered by SUT.

The financial projections for the next quarter were already presented in the previous Quarterly Report.

THAI CANADIAN HRD PROJECT
Individual Participant Questionnaire

All Canadian and Thai participants under the THAI CANADIAN HRD PROJECT are requested to complete one of these questionnaires.

The information that you provide will be assembled with that provided by other participants. The resulting summary will be reviewed. Your name will **not** appear in the summary data.

Thank you for taking the time to complete this brief questionnaire. Your feedback is important for future project improvements.

1. Please print you name.

SURIYA SMUTKLUPT

2. With what project institutions/organizations are you involved.

In Thailand

SUT

In Canada

CUTC (RYERSON, WATERLOO, GUELPH AND TUNS)

3. What is the name of the project with which you are involved?

SUT - CUTC

4. List the dates of your participation overseas.

Date of arrival in Thailand or Canada.....

MAY 6, 1995

Date of departure from Thailand or Canada....

MAY 27, 1995

Length of participation in days.....

22

5. Before your visit overseas, did you receive adequate information about the overall objectives of the project?

YES

*Received
 10/1/95
 2*

Individual Participant Questionnaire continued

6. Were the activities managed in a way that contributed to the attainment of the overall project's objectives?

YES AND MORE

7. How could the effectiveness of the activities ~~have~~ be improved in future assignments?

8. Was the activity of sufficient duration to achieve the assignment's objectives ?

YES

9. In the context of the overall project's objectives, what were the strengths and the weaknesses of this assignment?

Strengths

Weaknesses

1	1
2	2
3	3

10. What were the objectives of the visit? For each objective, please indicate whether it was achieved or not. If an objective was not achieved please indicate why it was not achieved.

Objectives of the activity	Extent to which each objective was achieved	Major obstacles limiting the attainment of the objective	Plan of action to attain the objective not yet reached
a TO VISIT THE FOUR PARTNER UNIVERSITIES AND DISCUSS WITH COUNTER PARTS THE STRUCTURE AND ORGANIZATION OF GENERAL EDUCATION CURRICULUM ESPECIALLY GENERAL EDUCATION COURSES DESIGNED FOR TECHNOLOGY STUDENTS.	BEYOND MY EXPECTATION		
b TO MEET ADMINISTRATORS AND LECTURERS IN THE SCHOOL OF BUSINESS AT UNI. OF WATERLOO, WHO ARE FAMILIAR WITH TECHNOLOGY MANAGEMENT COURSES AND STRUCTURE AND ORGANIZATION OF MIS PROGRAM	BEYOND MY EXPECTATION		
c TO VISIT LOCAL ANTHROPOLOGICAL MUSEUMS AND TO MEET ANTHROPOLOGY AND ORTHAILAND SPECIALISTS AND LEARN HOW THE CANADIAN UNIVERSITIES DEAL WITH CANADIAN CULTURAL INHERITAGE PRESERVATION	NO ARRANGEMENT WAS DONE	THERE MAY NOT HAVE BEEN PRIOR ARRANGEMENT AS WAS REQUESTED.	CALLING ON ROM ETHNOLOGISTS ON MY OWN, AND WAS LUCKY TO MEET ONE OF THEM

11. Please make ~~an~~ other comments that you would like to make about the experience. (Continue on the back of this page if you wish.)

12. Please attach your schedule of activities. And submit report not later than two weeks upon return to SU.

PATIENT AND
RESPONSIVE
TO OUR
INQUIRY.

Report of SUT Staff Training/Mission in Canada

Type of training: Study Tour

Name of trainee: Suriya Smutkupt

Title/position at SUT: Acting Dean

Name of Center/Institute: Institute of Social Technology

Length of Training: 3 weeks

Date of arrival in Canada: May 6, 1995

Date of return to Center/Institute: May 28, 1995

1. Objectives of mission

1. To visit the four partner universities (4-5 days) and discuss with counterparts the structure and organization of the general education curriculum, especially general education courses designed for technology students and to observe classes where appropriate;

2. To meet administrators and lecturers in the School of Business at the University of Waterloo, who are familiar with technology management courses and structure and organization of the MBA program;

3. To visit local anthropological museums and to meet anthropology faculty and/or Thailand specialists and learn how these Canadian universities deal with Canadian cultural heritage preservation.

2. Preparation undertaken before going

1. Reading existing SUT-CUTC documents,
2. Attending all PRC-Thai sub-committee meetings,
3. Attending all preparation meetings,
4. Attending the pre-departure orientation seminar.

3. Specific assignments given by the Institute

1. To discuss with Dr. Judy Hunter and Dr. M. Morriss the possibility of Dr. Hunter's availability for a short mission with the SUT-CUTC International Intensive English Program;

2. To inform Dr. MacKay about the SUT campus life and living in Thailand.

4. Activities undertaken during the training

1. Through prior arrangement by the Ryerson International Office (Please see the four enclosures), our meetings with administrators and staff the of University of Waterloo, University of Guelph, TUNS and Ryerson, were very productive. Additional meetings without prior arrangement were set up through the coordinators at University of Waterloo, University of Guelph and TUNS. Classroom observation was arranged at TUNS. A very productive ROM visit and a meeting with ROM's ethnologist took place on my own effort. A York University visit also took place on my own initiative. A special informal lecture on the Implementation of Capstone Project, under a civil engineering course of Villanova University, given by Prof. E.M. Wallo, took place at the Delta Chelsea Hotel on one Sunday morning. It was arranged by Dr. Weerapun who is a colleague of Dr. Wallo.

5. Describe what was learned and highlight related outputs

It was very valuable to learn the following:

- that the Canadian Engineering Accreditation Board emphasizes humanities and social science concepts for an engineering degree. This Board reports that: "While considerable latitude is provided in the choice of suitable courses for the complementary studies component of the curriculum, some areas of study are considered to be essential in the education of an engineer. Accordingly, the curriculum must include studies in engineering economics and on the impact of technology on society, and subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. Provision must also be made to develop each student's capability to communicate adequately, both orally and in writing." (CEAB/BCAPI 94 06 30:page 16)

- that there is a real integration of social science concepts within the courses under the MIS program at University of Waterloo. This will be useful for the Institute of Social Technology in developing new programs at various levels.

- that cultural preservation courses under a consortium on environment have fostered natural resources preservation, such as a native fishing area. Native hunting and gathering has to be preserved. In doing so, environmentalists and anthropologists/sociologists work together. Their integrated experience is passed on to regular students, and to students of outreach programs, who are professionals and are in need of refresher courses, relating to their work.

- that the Toronto Science Park has a native technology section in their permanent as well as occasion exhibitions. Native textile production equipment can be seen as a permanent display. China 7000 Years of Discovery was one of the occasional exhibitions, which deals with indigenous technology. These

examples provide an idea of how indigenous technology can be integrated with modern technology and science.

-that ROM also offers an exhibition combining native technology with modern technology. It deals with an indigenous canoe building concept which was used as a base for modern canoe manufacturing. Fortunately, the ethnologist who was responsible for this exhibition was available to brief me and another colleague on this exhibition. We were lucky that we were well received on our walk-in visit.

-that a classroom observation at TUNS was also very interesting. A small environmental engineering class, taught by an Indian Professor, was observed. It was instructive to see how students interacted with their professor in a small classroom atmosphere at a technical university.

-that a presidential breakfast brings the private sector personnel into closer interaction with administrators and faculty members of TUNS. It is an indication of how a university can closely interact with the business community in the area.

-that all three universities encourage all freshman to acquire strong foundation courses in all fields. They have seasoned professors who volunteer to teach foundation courses. They also provide them with supporting units available for students who need assistance. More than adequate laboratory facilities which are very crucial for their technical training are also readily available for them.

-that they encourage high-school graduates who feel that they are not ready for grueling engineering program to spend an extra year in a preparation program. This enables them to be accepted in highly competitive programs at all the universities. As a result, some of the freshmen will be ready to take part in the cooperative program by the time they are in the last semester of their freshman year, especially at University of Waterloo. Since TUNS does not offer first year and second year courses, they work closely with associate colleges where their transferred students have to take all foundation courses. Through this means, TUNS accept well qualified transferred third year students.

-that the University of Waterloo Cooperative Program has former engineers whose previous employment is within industry. It helps them when they need to place their cooperative students in industry. There are adequate numbers of cooperative supervisors who keep close contact with cooperative students and their employers. This is a time-consuming task for all cooperative field supervisors. It is important to stress that this cooperative program is as important as any other degree program which needs adequate and seasoned supervisors who can run the program full time all year round.

6. How the training and experience relate or contribute to personal development

Perhaps professional development may be explored for one of our faculty whose background, current duty and interest are compatible with the MIS doctoral program at University of Waterloo.

However, SUT-CUTC governing board will have to look into it. Moreover, the potential SUT faculty also has to improve the English language skill up to the acceptable level in order to be considered as a candidate for the joint research and Ph. D. program.

Hopefully, there will be a closer exchange among some SUT-CUTC faculty members who share the same interest in general education, ESL, MIS and so on.

7. What are your re-entry activities? (projects or activities to be done upon return to the Center/ Institute)

1. Informing Bob Burgess, Chair of School of English as follows: 1.1 availability of Dr. Judy Hunter, an ESL specialist from Ryerson, for our intensive English course in the SUT-CUTC International Program; 1.2 availability of Dr. MacKay, a professor of engineering and an ESL specialist from TUNS for our regular and international programs; 1.3 the existence of an ESL testing process at Ryerson which fosters other cultural aspects beyond the English language skills, which produces a well rounded indication of the adjustment of non-English speaking students studying in Canadian universities.

2. Passing on information pertaining to MIS doctoral program at University of Waterloo to one of our faculty whose background, current duty and interest are compatible.

3. making available to all faculty members all materials obtained from the tour.

4. sharing experience obtained from the tour with colleagues.

8. What is your assessment of the training program?

Administrators, faculty members, and staff of all visited offices at all universities of CUTC were very informative and generous with their time. Moreover, additional faculty members of all three small town universities, who were gracious in receiving me without prior appointment, were very helpful in sharing with me their interests and experiences in teaching social science courses for technological students. Special thanks for them.

9. Any suggestions for improvement of any aspect of the training/mission?

Accommodation in Toronto could be improved. The Delta Chelsea is situated on one of the most active streets I have ever seen. It may be the most popular weekend hotel in Toronto. It was extremely busy during our intermittent stays. A less active and crowded hotel may be much more suitable for us. Ryerson has a hotel which seems to be quieter and is situated on a less busy street but within a walking distance to all necessary facilities. It seems to be an ideal accommodation for a group like ours.

10. General recommendations

Date: July, 10, 95

Signature: Suriya Smutkupt
(Suriya Smutkupt)

1. **Course Name** Intensive English (International Undergraduate Program)
2. **Course Code** ?
3. **Target Students** International Undergraduate Program 1st year (1995 intake)
4. **Conditions for Registration** Placement test score equivalent to 425 - 525 TOEFL (exemption for those with 525+ TOEFL)
5. **Course Grouping** 15 hours a week, for 10 weeks.
Hours: 8:30 - 11:45 Monday - Friday.
5 different subjects, using 3 class hours a weeks each.
Three subjects: groups of 45 students for 9 hours a week.
Two subjects: groups of 20 students for 6 hours a week.
2 blocks of 90 minutes each, broken by a 15-minute break.
(see below for proposed schedule)
6. **Teacher Responsible** Catherine Owens
7. **Teachers** Teachers from the School of English staff + 1 Guest Lecturer from the Computer Centre for 1 computer introduction lesson.
8. **Classroom Management**
 - 8.1 **Classroom** The classrooms must be small, with moveable chairs, air-conditioned and with curtains on the windows so that OHP can be used effectively. Each group should use the same classroom as much as possible. One writing class (90 minutes) per week should be scheduled in the computer lab.
 - 8.2 **Media** OHP's for every classroom. Cassette players for Listening. Video player and a TV monitor for Speaking class.

day/time	8:30-10:00	10:15-11:45
Monday	Listening (45)	Study Skills (45)
Tuesday	Writing (20)	Reading (45)
Wednesday	Speaking (20)	Listening (45)
Thursday	Study Skills (45)	(LAB) Writing (20)
Friday	Reading (45)	Speaking (20)

Suranaree University of Technology

International Undergraduate Program

Intensive English

Mid-term Progress Report

NAME	PLACEMENT SCORE /175	RECOMMENDATION
Pornphun Lymchoovong	116	probation
Euai Chantarasombat	78	probation
Nathawan Wanatrong	95	probation
Jirath Buakaew	86/165 (REG PLACE.)	probation
Anantachai Pongson	75	probation
Krittanan Vibhatavanija	80	pass
Lugsanant Phinjaroenphan	92	pass
Pracha Asawateera	78	pass
Sutthinart Chansatja	110	pass
Auttasit Pinasa	116	pass

Intensive English

Mid-term Progress Report

Name: Pornphun Lymchoovong

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	B	B	B	B	A
Test Scores	F	B	F	B	A
Classroom Performance	D	C	D	B	A

Teacher comments:

She is not a strong student. She has good language skills, but she does not use them to her or others' advantage. She has assumed the role of translator, which is not helpful for her classmates' language learning. She does not seem serious.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Nathawan Wanatrong

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	A	B	A	C	D-
Test Scores	F	F	F	C	D-
Classroom Performance	D	F	D	C	D-

Teacher comments:

She seems to be in her own world much of the time. Her written work shows more ability than her speaking and listening. She therefore needs to work harder on speaking and listening, but she doesn't make the effort required. She is slow to get going on classroom tasks. She will not be able to follow a lecture in English, as required in the International Program.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Lugsanant Phinjaroenphan

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	B	C	B	C	B-
Test Scores	D	F	D	C	B-
Classroom Performance	C	C	C	C	B-

Teacher comments:

She seems to be working hard. She should spend more time reviewing class work and learning vocabulary.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Anantachai Pongson

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	B	B	B	C	C+
Test Scores	F	F	D	C	C+
Classroom Performance	D	D	C	C	C+

Teacher comments:

He does not seem very compelled to learn more English. He seems to rely on what he already knows, which is not enough. He is bored by the class and does not appear to learn anything new from week to week.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Krittanan Vibhatavanija

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	B	B	B	C	B-
Test Scores	D	C	F	C	B-
Classroom Performance	C	C	D	C	B-

Teacher comments:

He seems to be working quite hard. He would succeed more if he learned more vocabulary and used it. His writing shows effort, although he needs to clarify his thoughts and correct his grammar.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Auttasit Pinasa

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	D	A	C	B	C
Test Scores	F	C	F	B	C
Classroom Performance	D	B	D	B	C

Teacher comments:

He needs to use the resources presented to him more thoughtfully. He has a lot of background knowledge and is quite fluent in English but he needs to check his own output more for errors. He should use the books and skills in this course to help him actually learn how to use English more correctly.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Jirath Buakaew

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	A	A	A	C	D-
Test Scores	F	F	F	C	D-
Classroom Performance	D	D	D	C	D-

Teacher comments:

He has a lot of work to do in order to learn enough English to study in the medium of English. He is very weak in vocabulary, structure, oral and written expression and study skills. He must apply himself more or he will not succeed in the IUP.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Euai Chantarasombat

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	A	C	A	C	B-
Test Scores	D	F	F	C	B-
Classroom Performance	C	F	D	C	B-

Teacher comments:

She does not seem to want to study English. She needs, however, to improve dramatically if she wants to continue. This program may not be suitable for her.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Sutthinart Chansatja

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	C	A	B	C	C
Test Scores	D	C	F	C	C
Classroom Performance	C	C	D	C	C

Teacher comments:

He has a lot of potential, with some good background knowledge and some good language skills. But he should be working a lot harder. He is not improving his use of grammar, nor is he carefully reviewing the classroom materials and skills.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English

Mid-term Progress Report

Name: Pracha Asawateera

	Reading	Speaking	Writing	Study Skills	Listening
Attendance	C	C	D	C	C
Test Scores	F	F	F	C	C
Classroom Performance	C	D	D	C	C

Teacher comments:

He has a strong receptive base in both listening and speaking; that is, he understands well. But his speaking needs a lot of work and his grammar is very poor. He needs to push himself harder to succeed.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Intensive English Course Final Grade Report:

August 25, 1995

Attachment 4

Student ID#	Name	Entrance /175		Exit /175		Oral /20	TOEFL
		total	%	total	%		
2	Nathawan Wanatrong	95	54	103	59	12	378
3	Suwat Suetrong	77	44	--	--		--
5	Lugsanunt Pinjaroenphan	92	52	90	51	18	377
6	Anantachai Pongson	75	43	91	52	14	365
8	Krittanan Vibhatavanija	80	46	86	49	12	369
9	Pornphan Lymchoovong	116	66	133	76	19	458
12	Auttasit Pinasa	116	66	120	68	18	347
17*	Jirath Buakaew	86	52	105	60	12	370
18	Euai Chantarasombat	78	44	104	59	11	375
19	Sutthinart Chansatja	110	63	111	63	15	388
20	Pracha Asawateera	78	44	102	58	17	347
24	Natthapon Thongtharb	155	88	--			557
--	Nuttapon Poopipat	--	--	--			467

1. Unofficial TOEFL Scores

August. 25, 1995

Student ID#	Name	TWE	Section 1 Listening	Section 2 Structure	Section 3 Vocab/Rdg	TOTAL
						converted
2	Nathawan Wanatrong	2	41	37	36	378
3	Suwat Suetrong	--	--	--	--	--
5	Lugsanunt Pinjaroenphan	1	43	37	33	377
6	Anantachai Pongson	3	39	37	33	365
8	Krittanan Vibhatavanija	3	41	37	33	369
9	Pornphan Lymchoovong	5	51	46	41	458
12	Auttasit Pinasa	2	31	37	36	347
17	Jirath Buakaew	4.5	39	34	38	370
18	Euai Chantarasombat	3.5	43	34	36	375
19	Sutthinart Chansatja	5	40	40	36	388
20	Pracha Asawateera	3	38	34	31	347
24	Natthapon Thongtharb	4.5	59	54	54	557
--	Nuttapon Poopipat	3.5	44	52	43	467

RESULTS

BEFORE THE COURSE BEGAN

How did you feel about taking the Intensive English Course?	happy 9	sad 0	no strong feeling 2
Did you think you needed to improve your English?	yes 11	no 0	a little 0
If yes, what did you need to improve?	Grammar 11 Listening 9	Vocabulary 11 Writing 11	Reading 9 Speaking 9
Did you expect to learn a lot from this course?	yes 11	no 0	didn't think about it 0

NOW THAT YOU HAVE FINISHED

Do you think that you have improved in English?	yes 7	no 0	a little 4			
If yes, what have you improved?	Grammar 2	Vocabulary 6	Reading 8	Listening 9	Writing 9	Speaking 8

How would you rate your own English over the past 10 weeks?

Grammar	great improvement 0	medium improvement 3	little improvement 8
Vocabulary	great improvement 1	medium improvement 5	little improvement 5
Reading	great improvement 3	medium improvement 6	little improvement 2
Listening	great improvement 5	medium improvement 5	little improvement 1
Writing	great improvement 5	medium improvement 4	little improvement 2
Speaking	great improvement 5	medium improvement 4	little improvement 2

If you have not improved your English, can you suggest why?	not enough time 4	boring lessons 1	did not work hard enough 3	badly organized course 0	teachers did not teach well 0	teachers demanded too much 1
	not interested in learning 0	course book is not helpful 1	lazy 3			

The School of English might expand the Intensive Course to 6 hours a day. What do you think?	it would be better for students to study English more hours per day 5	it would be worse for students to study English more hours per day 4	it won't help students to spend more time if they do the same things
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Of the five components you took, which was your favorite?	Reading 3	Study Skills 3	Writing 5	Speaking 6	Listening 6
Why?	good activities 4	interesting class content 2	good practice for me 6	good teacher 4	helped me develop 4
Of the five components you took, which was the most useful for you?	Reading 4	Study Skills 2	Writing 4	Speaking 2	Listening 6

Why?	good activities 3	interesting class content 1	good practice for me 6	good teacher 4	helped me devel 8
Of the five components you took, which was the least enjoyable?	Reading 7	Study Skills 1	Writing 2	Speaking 1	Listening 0
Why?	I didn't need this practice 1	I wasn't interested in the content 5	The teacher didn't help 0	I had to work too hard 1	I didn't have tim to learn 4
Of the five components you took, which was the least useful for you?	Reading 1	Study Skills 2	Writing 2	Speaking 1	Listening 0
Why?	I didn't need this practice 3	I wasn't interested in the content 2	The teacher didn't help 0	I had to work too hard 1	I didn't have tim to learn 1

List of IUP Students in B.Sc. Engineering
(Mechanical Engineering)

1. Mr.Nattaphon	Thongtharb
2. Mr.Auttasit	Pinasa
3. Mr.Sutthinart	Chansatja
4. Mr.Krittanan	Vibhatavanija
5. Mr.Pracha	Asawateera
6. Mr.Anantachai	Poungson
7. Miss Nathawan	Wanatrung
8. Miss Pornphun	Lymchoovong
9. Mr.Nuttapon	Popipat
10. Miss Eai	Chantarasombat
11. Mr.Jirath	Bunknew

SCHOOL CALENDAR YEAR 1995
INTERNATIONAL UNDERGRADUATE PROGRAM
SURANAREE UNIVERSITY OF TECHNOLOGY

TRIMESTER 1(SEP.-FEB.) (using 'regular school calendar' Term 2)

Registration Courses	Thursday 14 - Friday 15 September 1995
Class begins	Monday 18 September 1995
Deadline of adding courses	Friday 29 September 1995
Deadline of withdrawal courses	Friday 20 October 1995
Class closes (for WorldTech'95)	Saturday 4 November - Saturday 16 December 1995
Deadline of final withdrawal of courses	Friday 5 January 1996
End of class	Friday 26 January 1996
Examination	Monday 29 January - Friday 2 February 1996
School closes	Saturday 3 February 1996

(School closes for a total of 9 days)

TRIMESTER 2 (FEB.-MAY) (using 'regular school calendar' Term 3)

Registration Courses	Thursday 8 - Friday 9 February 1996
Class begins	Monday 12 February 1996
Deadline of adding courses	Friday 23 February 1996
Deadline of withdrawal courses	Friday 15 March 1996
Deadline of final withdrawal of courses	Friday 19 April 1996
End of class	Friday 10 May 1996
Examination	Monday 13 - Friday 17 May 1996
School closes	Saturday 18 May 1996

(School closes for a total of 9 days)

Course Title : 195101 PHYSICS I

Prerequisite : None

Date	Time	Group	Room
Monday	10:00 - 12:00	D4/4	B1217
	14:00 - 15:00	D4/4(T)	B1217
Thursday	08:00 - 09:00	D4/4	B1217
Friday	13:00 - 14:00	D-1/4(T)	B1217

by Dr.Edouard Berge Manoukian

Course Title : 195102 PHYSICS LABORATORY I

Prerequisite : Registration required in Physics I or a passing grade in Physics I

Date	Time	Group	Room
Wednesday	13:00 - 16:00	D4/4	F2

by Dr.Edouard Berge Manoukian

Course Title : 293100 ENGLISH AS FOREIGN LANGUAGE I

Prerequisite : Intensive English or 550 TOEFL

Date	Time	Group	Room
Monday	15:00 - 16:30	D4/4	B1217
Wednesday	16:30 - 18:00	D-1/4	B1217

by Mr.Robert H.Burgess

FINAL EXAMINATION

Date	Time	Course Code	Course Title
29-Jan-96	09:00 - 12:00	193101	CALCULUS I
	13:30 - 16:30	192102	CHEMISTRY LABORATORY
30-Jan-96	09:00 - 12:00	193102	LINEAR ALGEBRA
31-Jan-96	09:00 - 12:00	195101	PHYSICS I
01-Feb-96	09:00 - 12:00	192101	GENERAL CHEMISTRY
	13:30 - 16:30	195102	PHYSICS LABORATORY I
02-Feb-96	09:00 - 12:00	293100	ENGLISH AS FOREIGN LANGUAGE I

TIME TABLE FOR INTERNATIONAL UNDERGRADUATE PROGRAM

Course Title : 192101 GENERAL CHEMISTRY

Prerequisite : None

Date	Time	Group	Room
Tuesday	10:00 - 11:00	D4/4	B1217
Wednesday	10:00 - 11:00	D4/4	B1217
Thursday	10:00 - 11:00	D4/4	B1217
Friday	08:00 - 09:00	D4/4(T)	B1217

by Dr.Kritsana Sagarik and Dr.James R.Ketudat-Cairns

Course Title : 192102 CHEMISTRY LABORATORY

Prerequisite : General Chemistry or concurrent with General Chemistry

Date	Time	Group	Room
Tuesday	13:00 - 16:00	D4/4	F2

by Dr.Kritsana Sagarik and Dr.James R.Ketudat-Cairns

Course Title : 193101 CALCULUS I

Prerequisite : None

Date	Time	Group	Room
Tuesday	11:00 - 12:00	D4/4	B1217
Wednesday	11:00 - 12:00	D4/4	B1217
Thursday	11:00 - 12:00	D4/4	B1217
Friday	10:00 - 11:00	D4/4	B1217
	11:00 - 12:00	D4/4 (T)	B1217

by Dr.Eckart Robert Schulz

Course Title : 193102 LINEAR ALGEBRA

Prerequisite : None

Date	Time	Group	Room
Tuesday	09:00 - 10:00	D4/4	B1217
Wednesday	09:00 - 10:00	D4/4	B1217
Thursday	09:00 - 10:00	D4/4	B1217
Friday	09:00 - 10:00	D4/4	B1217
	14:00 - 15:00	D4/4(T)	B1217

I : T_IUP138.XLS : 09/15/1995

by Dr.Boris I. Kvasov