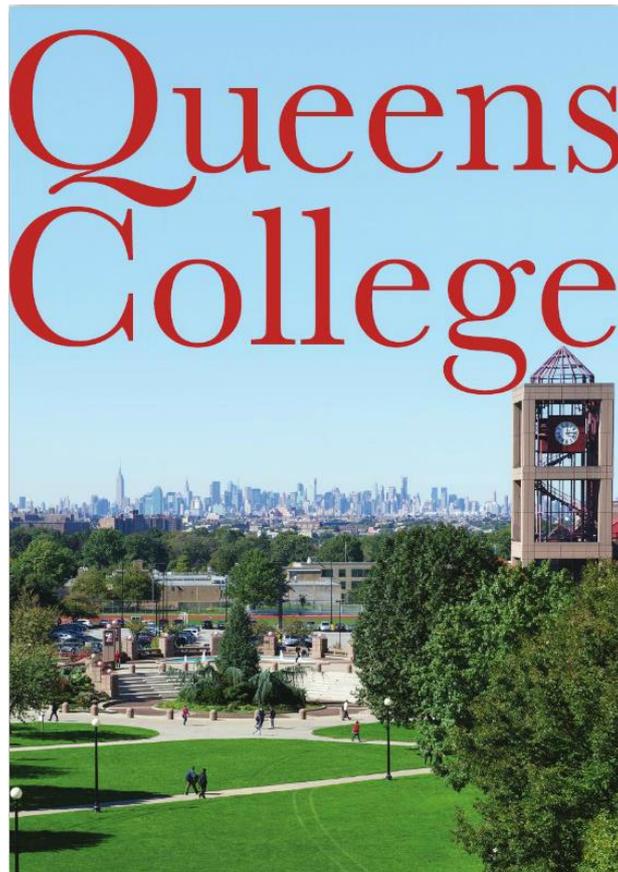


**Toyohashi University of Technology,
Institute for Global Network Innovation in
Technology Education**

News from QC

(Vol.6 2014/11/10)



■ Reports

New York Life

Shin-ichi Akazawa, National Institute of Technology, Nagaoka College

NY life

Do you want to know the “Real New York Life”? This article will present New York to you from a personal perspective.

Around the QC College

There are three different types of supermarkets around QC. The most recommended supermarket as indicated by No.1 on the map is “Seasons” because it has a good atmosphere and is close to QC (20 minutes on foot). The second one is a convenient place which has a home improvement center, a grocery center, and a PC store. The third place is an Asian supermarket where we can buy Asian food. Chinatown is a little far from QC (40 minutes by bus) but it feels like one is in Asia instead of New York. Furthermore, there is a famous dumpling restaurant whose "SHORONPO" is the best food I ate in my life.

Speaking of New York?

Manhattan is one of the most famous tourist destinations and is close to QC College. There are a lot of activities to do in Manhattan, such as sightseeing the Statue of Liberty, night view of the skyscrapers, observing the sculptures at the Metropolitan Museum of Art, and watching Broadway shows in Manhattan. In Queens, you can enjoy watching major league baseball at Citi Field, and watch the Grand Slam US Open tennis tournaments nearby Citi Field. You may ask, how does one get a ticket? A website is one of the places we can use our English skills! You can get a discount or

priority entrance tickets easily using the website. Don't forget to buy a Metro Card when you go to Manhattan! The card allows one to ride the subway and the bus.

Let's enjoy conversation!

In order to improve our conversational English, the group meets at a restaurant to converse. One of the scary and best methods to practice your English speaking skills is to call a restaurant and reserve a table for dinner.



We especially have the chance to improve our conversational English when we leave our dormitory. One of the best feelings I experienced was when I cheered for my favorite baseball team with local people. These are some of the fascinating aspects that we got to

experience because of this project. These experiences are helpful for us faculty members, especially when we take our students abroad.

Natural English

Toru Okawara, National Institute of Technology, Kitakyushu College

In this letter, I introduce some relationships between wording and personality. In Japan, we do have “how-to” books that describe useful English phrases in classroom. We might be able to make English only classes. Eventually, all teachers and students will speak totally identical, colorless English. First of all, what I’d like you to understand is that there are none of the same types of Japanese teachers who uses totally identical tone, expression, formality, and even grammar. English as well. If we want to learn natural English, we should go abroad and learn by ourselves. Fortunately, we are in this situation. One of our missions is bringing back the invaluable experience and teaching to other teachers as many as we can.

I usually talk to around 10 native speakers in both lectures and laboratory works. I sometimes just listen to their conversation. All of them use different types of English in terms of wording and grammar. I can’t go over everything because of the limitation of this paper so I’m going to explain some of them. One researcher, who works with me in the laboratory, often uses “guy” or “stuff”. For example, “this guy attacks to the electron

deficient carbonyl carbon”, “I’ve got yellow stuff” like these. It sounds wild, doesn’t it? And he is like a meister who might be loved by Japanese people. Another Ph.D. student uses a phrase, “let’s say...” very often and he never say “stuff”. Anyway, this phrase means “let’s assume this as ...”, or “for example, ...”. Whenever he and I discuss something, he use the phrase once in three minutes. Even though it means “for example”, I’ve never heard other phrases that have the similar meaning when I talk to him. A master course student says “you know, ...” in conversation. “You know” is frequently spoken everywhere in conversation. This serves as a filler and similar to “Well...”, and “Uh...”. But he uses the phrase as an abbreviation of “Do you know?” At first, I couldn’t catch what he meant. I just nodded unconsciously but he were asking something.

Let’s say, we are in a class. During the class, if a student answers a quiz and it is correct, what could you say? According to an English textbook in Japan, “That’s right” is a good feedback. I learned the phrase when I was a Jr. High student. However, let’s say, if I use the phrase hundreds of times, then I become a boring

teacher. In the actual classroom, American teachers do use “Good”, “Great”, “Perfect”, “Wonderful”, “Awesome”, “I love that”, “Terrific”, “Cool”, “Yes, right”, “Correct”, “Good job” and so on. I’ve heard ten or more variety of feedback phrases from teachers. Next, if the student’s answer is correct and we want to ask a reason or a logic, what would you say? I feel like to say “why?” or “how come?” but these aren’t good choices because these question words are used when someone says something and it doesn’t make sense. In this situation, American teachers might say “how did you know that”. This never hurt the student’s mind. Even teachers are writing something on whiteboard, they intend to ask their

students. I often hear “Am I done?”. In this context, “done” is an adjective, not a past participle. For instance, “ $3 \div 2 = 1 \dots$ Am I done?” like this. It’s not enough, right? $3 \div 2 = 1$ remainder 1, I guess. The wording is totally dependent on teachers and these simple but natural English make teachers special.

I regard these natural English as useful phrases. If we can’t use the natural English in classroom as we do in Japanese, we lose personality and finally, become a boring teacher. The last two more months, we will correct further natural English and make a superior database for other teachers who want to conduct English only lectures.

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