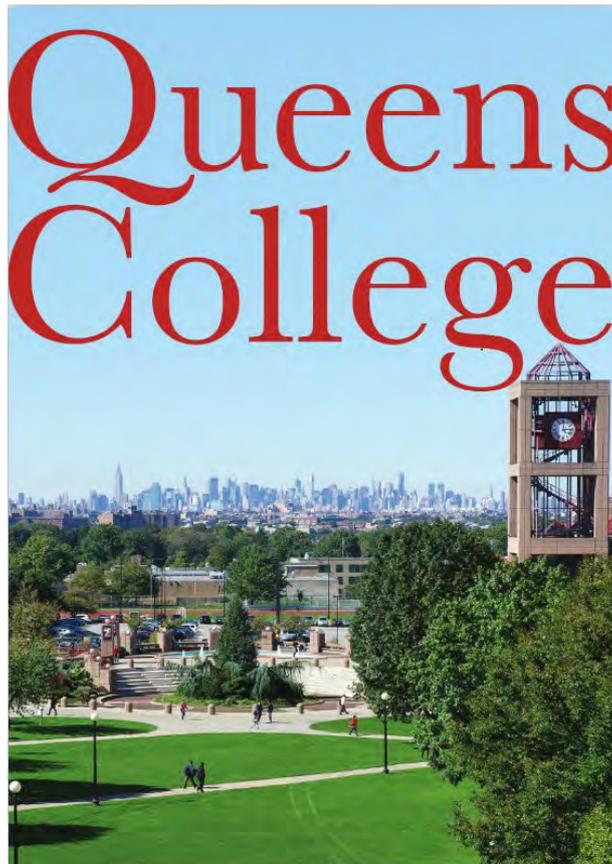


**Toyohashi University of Technology,
Institute for Global Network Innovation in
Technology Education**

News from QC

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■ Reports

Outline of Long-Term Faculty Development Program for nurturing global education and research abilities

Tomoya Matsui, Toyohashi University of Technology

1. Outline of training course

Long-Term Faculty Development Program for nurturing global education and research abilities (Global FD) advance to second term this year. This program aims to improve language skills that will be required for education in English and expand an understanding of different culture and acquire teaching method in English.

This program provides three months of prior training of English in Toyohashi University of Technology, and then provides six months of training of English to learn seriously teaching technique in English in Queens College CUNY. After that, Practical training (lecture in English) is planned in Malaysia.

Eight National Institute of Technology professors and two Toyohashi University of Technology professors attend to this Global FD program.

Member of Global FD in academic year 2015

NIT, Hakodate	Kenji Moriya, Assoc. Prof.
NIT, Tokyo	Yuko Ichikawa, Prof.
NIT, Numazu	Takumi Ohnuma, Assoc. Prof.
NIT, Maizuru	Tomoki Takezawa, Prof.
NIT, Tokuyama	Hideaki Yanagisawa, Associate Professor
NIT, Ube	Hideaki Misawa, Assistant Professor
NIT, Ohshima	Jongdoc Park, Assoc. Prof.
NIT, Anan	Mio Kobayashi, Lecturer

TUT

Tomoyoshi Akiba,
Assoc. Prof.

TUT

Tomoya Matsui,
Assoc. Prof.

Training course plan in this term is shown in the following. As mentioned previously, the training is provided in three places where are Toyohashi Univ. Tech, Queens College CUNY and TUT-USM Penang, Malaysia.

- Phase 1: Training in Toyohashi Univ. Tech.
April 1~June 16
- English class by ALC: 74classes×90min
 - Creative Speaking
 - Effective Writing
 - Teaching in English
 - Academic Writing
 - Presentation and Teaching Simulation
 - Showcase Wrap-Up (25 min simulated lecture)
- etc.
- Online English conversation :25min/day
- ALC Net Academy for Technical English (online materials): self-study
- TSST: ALC Telephone Standard Speaking Test: before and after the course
- Taking TOEIC
- Relationship with QC students by Queens College Exchange Program
- Showcase Wrap-Up
- Phase2: Training in Queens College CUNY
June 28~December 24

- English class by English Language Institute (ELI): 144hr (6hr/day), June 30 ~August 13 (Mon. ~ Thu.)
 - Attend classes in fall semester, August 27 ~ December 23
 - Subject for credit, 1 credit
 - Subject for auditing
 - Special English Class, September 4~
 - Teaching in English
 - Academic Language Support Course
 - Showcase Wrap-Up
-
- Phase 3: Training in Malaysia
 - early January ~ early March
 - Implementation lecture
 - University of Science-Malaysia
 - Penang Skill Development Center

2. Training in Toyohashi Univ. Tech.

In this chapter, I'd like to introduce about English training in Toyohashi Univ. Tech. English class were basically provided in two groups. Obviously, English skill of members differs from one person to another, so required learning content differ from one person to another. English classes in this year get half smaller than that in last year in consideration of feedback. Consequently, we could take time for own learning.

I learned about what is necessary to improve our English skill in intensive class, in other words, reason that Japanese are not skillful at English as the following: word order is different, we can't follow to speaking speed since we grasp the meaning after translating English to Japanese, I can't listen to words if I can't pronounce it correctly, pronunciation changes due to linking sound of words, it is difficult for native speakers to listen to Japanese English

without intonation, etc. I further understood importance above in New York.

We learned about skills of presentation, communication, teaching and writing from teachers who are native speaker of English in regular class.

Online English conversation was introduced as one of new training from this year. We had a conversation with Philippine teacher for 25 minutes a day. We can study also by using learning material. I was used to talking with native speakers.

In addition, an individual consultation by English learning adviser and English teachers in Toyohashi Univ. Tech. was available.

Finally, we demonstrated trial lecture as Showcase Wrap up, and the trainings in Toyohashi Univ. Tech. was closed.



Global FD initiation



Effective Writing class

3. Afterword

This report was written in late August. We finished English class provided ELI, and we

prepare for training in fall semester. We will strive to improve English skills continuously.

We started the Global FD program at QC in NY

Kenji Moriya, National Institute of Technology, Hakodate College

1. The Project Outline

This FD project, Long-term Faculty Development Program for nurturing global education and research abilities (GFD), aims 1) to improve our English skills in order to teach engineering education in English and 2) to develop intercultural communication skills. The program consists of three stages: training basic English skills (@Toyohashi University of Technology: TUT), learning practical teaching skills in English and various educational styles (@Queens College: QC), and actual teaching in English (@Universiti Sains Malaysia: TUT-USM). We are ten project members, who are two TUT professors and eight KOSEN professors.

I'd like to report on an introduction of NY life and the QC training program.

2. Beginning of the daily life in NY

Here, time goes back to the TUT training phase. I'd like to tell you relationship between the GFD members and some QC students. Five QC students learned Japanese culture for two weeks in Jun at TUT. We, the GFD members, participated in a course which was designed for the QC students, and we introduced Japanese culture and had various discussions with them; we have had good relationship. Because they had strong and logical opinions, we could have active discussion. I thought again "Silence is NOT golden" in the world aside from Japan; I strongly believe we, especially students, have

to have active attitude and communication skills including English skills. Thus, we got the information about actual NY and QC life; they gave us a lot of useful advice. Let's go ahead!

Now, time travels to our arrival at NY. When we arrived at NY, they welcomed us at the JFK airport. Additionally, they assisted our first preparations for the NY life. If they hadn't helped us, we would have had some troubles. I really appreciate their hospitality.

By the way, I was disappointed with my English skills by New Yorkers' very quick speaking speed and various pronunciations due to their home countries on the first night. Probably, most non-English speakers will have same experience.

3. Beginning of the ELI

The English Language Institute (ELI), whose period is for six weeks, began after the placement exam. Students come from mainly East Asian area during a long vacation, and there are various age students. The youngest student was 15 years old that is same as a KOSEN freshman. Three TUT professors and one KOSEN professor, who are involved in other projects, also had the ELI lessons.

We had learned the four English skills at the ELI. What do you think "four English skills"? Those may be "reading, writing, speaking and listening." However, an ELI professor said that speaking and listening is the same skills; she told us four skills are R, W, S/L, and grammar.

In addition, because each English skill connects to other skills, we have to learn all skills evenly.

I could also learn QC professor's education styles at ELI, that is, both of traditional and interactive teaching styles. Although the youngest student told me "Kenji, this class is boring, isn't it?", I liked that class because professor's speaking was useful for not only

English lesson but the daily life in the USA. We can learn from this story that we have to consider the students' ages and/or their comprehension levels. Additionally, I believe motivation or activity of students is really important for learning.

In the next my report, I'm going to report on taking credits and my cooperative research.



With the GFD members (including one KOSEN professor attending at other project). I hope everything goes well as such cloudless blue sky! (However, it sometimes rain very heavily in NY. How about the project...?)



One of the ELI lessons. Students divided into groups; and, each group was preparing about debate theme. Rule of this debate: each group gets or loses points depending on students' actions, and the group which has the highest score is the winner. Our group seriously discussed for winning the debate; of course, our group won!

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