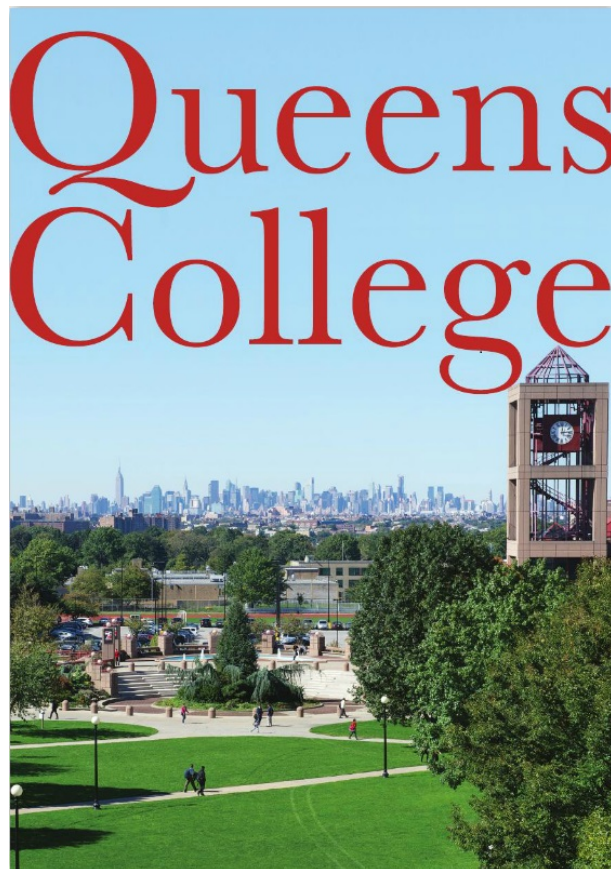


**Toyohashi University of Technology,
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■ Reports

A way of learning English with a language partner

Jongdoc Park, National Institute of Technology, Oshima College

It's been three months since I came to Queens College. I want to evaluate if I did well in this process of learning English to enhance my English skills which are necessary in providing education in English. All FD members agree that we want to expose ourselves in an English environment so that we can enhance more of our English speaking ability.

I have been looking for a language partner to help me practice in learning different languages. I am also searching for a language exchange program on campus that will boost our ideas and help someone learn the language I am fluent in. A native speaker will share their language with me, and I will share with him/her in Korean and Japanese.

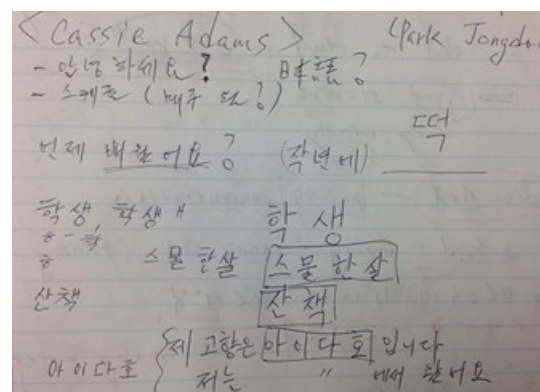
During my ELI classes, I've been asking my English teachers how I can improve my English here in New York. But I haven't found the specific answers yet. During the last one and a half months, we learned English grammar skills in writing, reading, and listening comprehension. However, I am not sure if my listening and speaking skills have improved or not in daily conversation.

In my opinion, the best way for us to learn English is to stimulate our brain continuously. The problem is how long it takes us to construct English in our mind with native speakers. As you know, Japanese and English basically differ in how the sentence structure flows in our mind. Anyhow, if we had language partners, we could do that in a short period of time. Practice will make us perfect on how to draw the idea and on how to infer the next story in our mind quickly (The picture shows a native

speaker and I doing exchange of language).

A good way to learn English in daily-life will be definitely connected with researching activities for the future. It seems like a big hurdle for me to reconcile my English skills with my research activities in a short period of time. But, I believe that the laboratory members also could be my language partners from now on. I am in the nanofluids and nanochiral research laboratory. I will introduce my activities which are improving my English conversation and research in the laboratory someday.

Finally, Queens College organizes a number of social and cultural events throughout the year. These are great opportunities to get to know other students in the program and further explore some of the languages and cultures we are sharing.



Learning physics at Queens College, CUNY

Tomoki Takezawa, National Institute of Technology, Maizuru College

We arrived at Queens College, CUNY (The City University of New York) on June 28. After attending summer intensive courses, which teach English to non-native speakers in The English Language Institute (ELI), for about two months, we attended regular courses in the fall 2015 semester to learn skills of teaching in English. We were able to choose the courses which we wanted to attend. I have been attending three courses: “Thermodynamics and Statistical Mechanics”, “Principles of Quantum Mechanics”, and “Electromagnetism I”. I will explain these courses in detail and comment on them.

All the courses which I have attended are offered by the physics department in the form of combined classes. The combined class puts students of two or more different grade levels in the same classroom. For example, “Thermodynamics and Statistical Mechanics” is one course of the combined classes which consists of three courses, “Thermodynamics”, “Thermodynamics & Statistical Mechanics”, and “Statistical Physics”. “Thermodynamics” and “Thermodynamics & Statistical Mechanics” are undergraduate level, while “Statistical Physics” is graduate level. The lecture period of “Thermodynamics” is a little bit shorter than the others, and the amount of homework of “Statistical Physics” is greater than the others, but the contents of the lecture are the same for all those three courses.

Although all the courses which I have attended are combined classes, the number of students in each of those three combined classes is fewer than 20 because few students major in physics in Queens College. Ten

students are enrolled in the combined class which consists of “Principles of Quantum Mechanics” and “Fundamentals of Quantum Mechanics”, and almost half of the students are international students. Fundamental science courses might be unpopular with the Queens College students.

Those three combined classes which I have attended meet twice a week for 110 minutes. In the course of “Thermodynamics and Statistical Mechanics”, almost half of the lecture time is spent explaining solutions to the homework. There is a lot of homework, especially in the course of “Thermodynamics and Statistical Mechanics”. I have to solve five problems in the textbook after each lesson, so I have to write a five-page report twice a week for the course of “Thermodynamics and Statistical Mechanics”. There are a lot of problems in the textbook, but Prof. Steven Schwarz (Figure 1), who is instructor of “Thermodynamics and Statistical Mechanics”, chooses only five problems as homework to make the students learn effectively. I also think he made a good choice of textbook which is easy for students to read by themselves. Although he teaches only key points in every lesson, he always talks about scientific issues to encourage the students to become more interested in physics. Whenever the students need help, I think that he gives advice about a wide range of learning in physics. I like his lecture style, but the outcome may depend on attitude of the students because they are required to learn a lot outside of the classroom. I think the achievement for learning in the college is left to the students. The homework



Fig. 1. Prof. Steven Schwarz (left).

is a little hard for me, but I enjoy learning as if I were a student again.

I think that Japanese lectures don't differ dramatically from Queens College lectures. Although some students ask teachers a question in the classroom, these questions and answers

don't contribute significantly to the class. A frequent gesture and unique posture by the teachers is not observed in the classroom, but most of the students concentrate on learning. My major problem in teaching in English is an inadequate knowledge of how to express myself in English.

The experience of learning at Queens College reminds me of the importance of the role of a teacher. I think that the teachers should talk with the students and be asked a question frequently, and must always respond to these with a wide range of knowledge as well as expertise so that the teachers encourage the students to become more interested in learning.