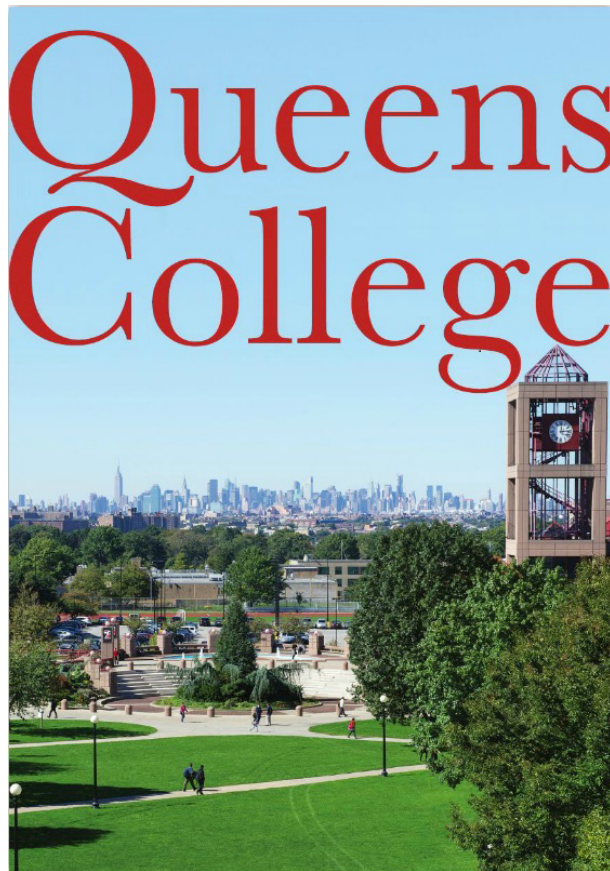


***Toyohashi University of Technology,  
Institute for Global Network Innovation in  
Technology Education***

***News from QC***

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## ■ Reports

### **A Report on Long-Term Faculty Development Program for Nurturing Global Education and Research Abilities in 2016**

Eri Yoshida, Toyohashi University of Technology

#### 1. Outline of Training at Queens College

The long-term faculty development program for nurturing global education and research abilities that started in 2014 with the aim of reforming the educational system in corporation with Nagaoka University of Technology and the National Institute of Technology, has reached the third stage this year. A total of seven faculty members comprised of five from the national institutes of technology, an associate professor from Nagaoka University of Technology, and also an associate professor from Toyohashi University of Technology (TUT) have been participating in the training of the program this year. We finished a 3-month prior English training at TUT from this April to June and started on June 26<sup>th</sup> a 6-month training at Queens College (QC), the City University of New York. The purpose of this training at QC is to learn teaching methodology in English and to acquire improvements of teaching methods and educational systems at this educational institution in the United States. The QC program consists of 2 trainings; an English training during the later summer semester (June 30 – Aug. 11) at English Language Institute (ELI) of QC for nonnative speakers and trainings during the fall semester (Aug. 25 – Dec. 21) for our individual specialties and for an English supporting class and teaching in English class specially prepared for this program. Additional members of 5 young assistant professors of TUT, a staff of the administration office, and a professor of a national college of technology took part in the



**A group photo on the first day of the QC training. In the front of fountains in the QC campus**

English training during the later summer semester. Details of the respective trainings by the present stage are described in this report.

#### 2. The English Training at ELI

We were divided into classes with different levels based on the results of a placement test given on the second day after our arrival in the US and took 4 subjects of listening, speaking, reading, and writing in English each twice a week and 3 hours per once throughout the later summer semester. My class was comprised of 12 students including around 20-year-old Chinese and Korean who were proficient in English based on the fact that QC grants students who have completed this class a qualification for admission. Accordingly, I struggled to keep up with the class with such students in the beginning of the summer semester. I also spent time on finishing my homework given for all the subjects every day.

The listening class focused on dictation and discussion about contents of some videos including the TED program used for educational materials in addition to the

textbook specified by ELI. The speaking class focused mainly on daily conversational expression using metaphorical idioms and on oral presentation about specific themes. I had fun guessing the meanings of the metaphors relying on my intuition because most of them were not found in English dictionaries. The reading class laid stress on improving ability to read and comprehend with essays and articles describing exposure of tricks at carnival, a history of sushi, suits concerning drones, etc. These topics attracted a lot of interest of the students. The writing class was comprised of 2 parts; the first part of class where a teacher introduced 20 new words and explained grammars and the latter part where the students discussed some topics to write and submit a composition on them. The teacher set us a weekly assignment that required to read an article of New York Times and write the summary with the response. She thoughtfully and scrupulously corrected our compositions in class, resulting in improvement of our abilities



**A scene of the listening class  
(The right: Prof. Helen Markou)**



**A scene of the reading class  
(The center: Prof. Roberta Chaco)**

of grammatical expression and composition. We were often required in the reading and writing classes to explain the contents of public speeches made by the presidential candidates and their supporters at the National Convention for a presidential election to be held in this November. I had a struggle to understand the difficult contents of the speeches, sitting in the front of a television for a long time after finished my homework. It's now a good memory for me. The appreciation of a musical in Manhattan for an extracurricular activity of ELI and the following lunch with the teachers have also become pleasant memories for me. A farewell party hosted by ELI on the last day of the summer semester was enlivened by the young TUT members. I completed the English training with these happy memories.

### 3. The Trainings for Specialty and Teaching in English

The fall semester began late in August. This semester is a new term in the US, so that the QC campus has been in a fresh atmosphere with new students and full of bounce with students who came back from their summer holidays as are campuses of Japanese universities in April. Before the beginning of this semester, I attended an orientation for new graduate students at Graduate Center of the City University of New York (CUNY) in Manhattan along with my supervisor, Prof. Mirkin and his students. The faculty members gathered together for this orientation from departments of science and technology in all the campuses of CUNY to do a poster presentation about their research in order to encourage new students to join their groups. The students can improve their understanding of the research and obtain knowledge outside their fields.

Our 7 members take courses of major

subjects for a credit and observation during this semester. In addition to these classes, we attend a class of teaching methodology in English once a week. This course is useful to learn a teaching method from the viewpoints of pedagogy and linguistics, the specialties of

teachers of this class. I expect to apply the concepts of these fields to improvement of my teaching method. Furthermore, a class of English pronunciation for Japanese will start in this October, which should promote our training at QC.

## **Start up the Program in New York City**

Masayoshi Sekiguchi, National Institute of Technology, Kisarazu College

### **1. Overview of the program in NYC**

The program in NYC consists of English courses, science or technology classes with credits, observing such classes, and various academic activities which include a kind of collaboration if possible. The period is from June 26 (our arrival) to December 24. The place is Queens College (QC, for short) of the City University of New York (CUNY, for short). QC is a college of CUNY located in Queens county, in New York City.

### **2. English Courses**

We take courses at English Language Institute (ELI, for short) of QC. Our first course is a six-weeks long Summer II which anyone can take, and actually many people take because of the reasonable tuition fees. Many of students are Chinese or Korean, around twenty years old, and hope to get a better job after the entrance and graduation of QC. Other students need to get a job just after the Summer II because they have already their green cards. Anyway, I met many students who live in NYC for a long time.

The course began with a placement test two days before the first session on June 30, and finished on August 11. About 15 students attended my class.

Four teachers had two sessions in a week, so

we had eight sessions per week. Each session was three-hours long and occupied AM or PM, individually, on Monday to Thursday. The contents were reading, composition, grammar, and conversation. Of course, all sessions were in English. We needed to understand their explanation and instructions. Students and their teacher must exchange questions and answers. All were our conversation exercise.

Textbooks depended on levels. My class used a grammar book: Top20 (ISBN-13: 978-0-618-78967-2). As materials, we used articles from "Readers' Digest," and Internet Sites: "TED" and "ProCon" etc. I would like to introduce these sites because I like them.

TED<[www.ted.com](http://www.ted.com)> offers various talks by specialists. They are usually monologue, take around 15 minutes, and contain some exciting new knowledge. The presentations are in English; in which we can take many options of subtitles in other languages. Enjoy it.

ProCon<[www.procon.org](http://www.procon.org)> offers pros and cons on various topics. We enjoyed to debate on topics "School Uniform" and "College Education" by using pros and cons taken from this site. I argued on the opposite side of school uniform and also on the opposite side of college education. I really learned a lot through this experience.

We will take other courses on Teaching in

English in Fall semester.

### 3. Academic Activity

The program contains visiting departments and allocating mentors. In fact, we visited four departments of Chemistry & Biochemistry, Earth & Environmental Science, Computer Science, and Physics, for exchanging our academic information. A faculty member will be chosen as our mentor individually.

Other academic activities depend on personal situations. For me, they begin with reviews of an academic paper and a book. The former one is a series of unpublished referee comments in English, and the latter one is a kind of criticism which will be published in an academic journal.

Next, I hope to participate in seminars, and to give my lectures. I think some possibilities to collaborate with someone, which is not so frequent in my field.

When I visited Department of Physics, I told them on my hope as mentioned above. On the other hand, I emailed to the organizer of colloquium of Department of Mathematics for my request of giving my seminar and my lectures. As a result, they promised my opportunity to give my seminar at their colloquia. But it seems difficult to give my lectures.

I will participate some seminars organized by Hunter College, Graduate Center of CUNY, and Columbia University in the City of New York because a professor at Hunter College whom I emailed recently recommended me. I am looking forward to attending them.

### 4. Life in New York City

New York City is located at the most southern part of New York State. The central part is Manhattan. The northern side is Bronx. There are Brooklyn and Queens on the east.

They are at the west end of Long Island.

QC is located almost at the midpoint of two airports: JFK and LGA, in a multicultural area of Chinese, Jewish, etc. with a relatively high altitude.

We visited the Consulate General of Japan in NYC a few days after our arrival in order to vote from abroad because it was just before the periodic election for the House of Councilors, Japan. But, they cannot add us on it because of the lack of pre-formality in Japan.

On the same day, we visited the Ground Zero which was the monument build after the twin towers of the World Trading Center. The locations of the towers are indicated by two big rectangular falls where a lot of water falls in toward the center. We can find names of victims on the side of falls. Because of our late arrival the day, we were not able to enter the memorial center next to the falls, so we looked at some wrecked parts of the iron frame beyond the glass wall.



### Memorial Pool for 911 victims

We feel at rest when we walk in the campus of QC where are a lot of green and many cute squirrels. There is a square at the center of the campus with a flag pole and a monument inscribed “WORLD WAR II MEMORIAL PLAZA” at the east end. This place reminds us students of QC died during the war. I am ashamed not to know what I should say on December 8 when we will be still here.





### **Monument for WWII victims**

In last May, I received a news of death of my

old acquainted Russian researcher. I sent an English condolence to his family in which I wrote we must progress based on his academic accomplishments.

Profile of the writer: Professor of Mathematics and a specialist of Celestial Mechanics who likes cooking, muscle training, and AIKIDO.

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