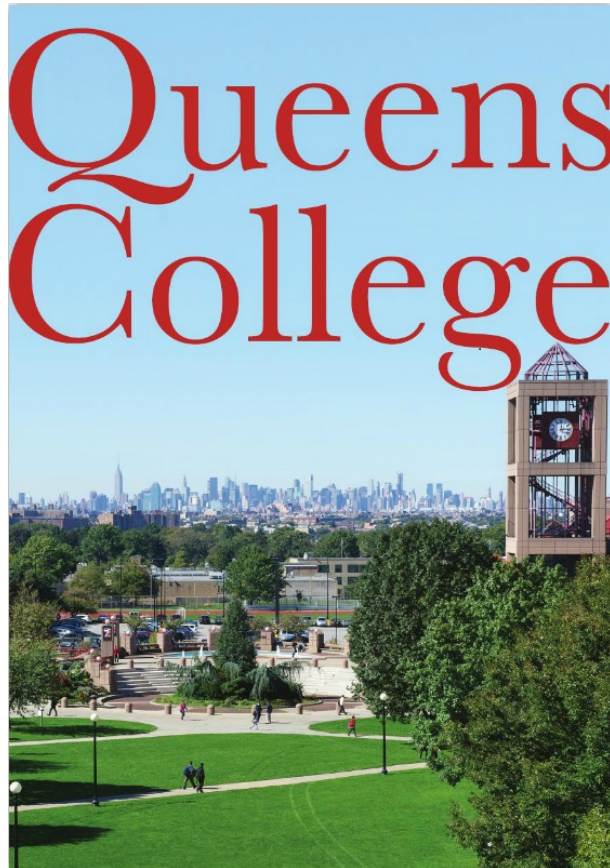


**Toyohashi University of Technology,  
Institute for Global Network Innovation in  
Technology Education**

**News from QC**

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## ■ Reports

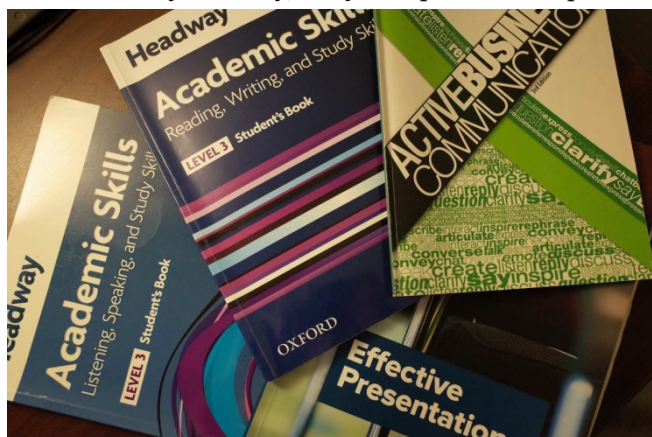
### Activity Report, vol. 1

Junji Sasano, Toyohashi University of Technology

I'm Junji Sasano, an assistant professor in Department of Mechanical Engineering of Toyohashi University of Technology (Toyohashi Tech). I'm a sole participant from Toyohashi Tech. in the training program, Long-term Faculty Development Program for nurturing global education and research abilities. So, I'm going to report what I have learned and felt through this program from the viewpoint of a member of Toyohashi Tech.

This program aims at not only enhancing teachers' English skills which is necessary for providing education in English but also widening teachers' international perspectives and making them learn effective educational methods as demands for global human resources are increasing. In this program, firstly, the participants take three months of English training in Toyohashi Tech. Secondly, they take six months of training at Queens College (QC) in New York City. Finally, they are planned to provide lectures in English at TUT-USM Penang. This year, ten teachers selected from different National Colleges of Technology participate in this program. I'm supposed to take trainings with them and also to support their activities at QC as a participant from Toyohashi Tech.

In this first report, I would like to introduce our three months' English training at Toyohashi Tech.



Some textbooks used in the training.

The three-month training at Toyohashi Tech was provided by the lecturers from ALC Education Inc. In this training, eleven participants were divided into two groups, and lectures were given in two classes in parallel. Before the training, we took exams of Telephone Standard Speaking Test (TSST) and TOEIC IP Test. These results will be used as standards to evaluate the effect of our learning. In TSST, we answer to ten questions provided by the automatic phone system in 45 seconds for each question in English. However, it was difficult for me to answer these questions. So, I felt strong pressure from this exam. Moreover, since this was the first experience for me to take TOEIC test, it was difficult to keep my concentration. This might be due to my age.

The English training got started from the beginning of April. At first, Global Vision Training was conducted to reinforce our sense of purpose. Here, each participant acknowledged his strong and weak points, and recognized the purpose of participating

in this program. After that, we took two intensive classes of Rhythm and Beat (R&B) and Creative Speaking. In R&B Training, we practiced to get accustomed to characteristic sounds of English such as intonations and accents, and in Creative Speaking, we learned how to carry on conversations. Then, general classes started. In the general classes, some teachers, native English speakers, taught us several subjects such as Academic Writing, Study Skills, Communication, Presentation and Teaching in English, which are multiple aspects of practical English. Finally, in the middle of June, we gave mock lectures called as Showcase Wrap-up. Since many teachers of Department of Mechanical Engineering attended when I gave a lecture, I really appreciated their attendance but also felt nervous a lot, leading to unfortunate consequence.

Anyway, all of the morning hours were completely occupied by the lectures from Monday to Friday during the training period, and also we had afternoon classes in several days. Moreover, we had to spent considerable time to deal with homework assigned every day and to prepare for the presentations and the mock lectures. So, I thought the training was much harder than I had expected. On the other hand, I feel it was one of the best parts of this program that I could create a good relationship with the other members through the three-month training.

From the next issue, I will report topics about the training at QC and life in New York.

### **QC Letters, No. 1**

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

Toru Okawara, National Institute of Technology, Kitakyushu College

#### First

Hello everyone. Shin-ichi Akazawa and Toru Okawara will describe the objectives of the entire project and our activities over the past few months at Toyohashi University of Technology (TUT) and Queens College (QC), City University of New York.

#### Objectives

The project, which is called as “Long-term Faculty Development Program for nurturing global education and research abilities in National Institute of Technology” sponsored by TUT, Nagaoka University of Technology and KOSEN, is aiming to acquire teaching skills and techniques for engineering education in English prior to launch “English only lectures” at National Institute of Technology. We have eleven



**TUT Lecture class**

trainees in this term (2014-15) from ten different KOSEN campuses and TUT. We had already completed a pre-training at TUT for 3 months. At the training, we had learnt several English skills such as “How to Teach in English”, “Academic Writing”, and “Facilitation”. Now the project is moving onto the much more practical training in the United States. After the intensive training for 6 months, we will transfer to TUT-USM (Universiti Sains Malaysia) Penang in order to put our English teaching plan into action. Through the 1-year program, we will attempt to consolidate an English education style suitable for KOSEN students.

### Pre-training at TUT

This information is provided for teachers who intend to apply for this project in the next year. Everyday, we attend one or two English lectures which offer intensive reading, writing and conversation skills. In our cases, though each of us was collaborating with a TUT professor, we didn't have enough time to do experiments because the priority of English training is higher than the research in the laboratory. However, we were able to somehow deal with the situation with support from TUT.



**Teaching in English**

One that we want to emphasize here is that these experiences described above are currently serving quite important roles in not only English classes in QC but also our daily lives.



**QC Campus**

### Life at QC

We join English classes for foreigners at QC for the first 6 weeks. At the first day of the class, we took a placement test. We were assigned different classes based on the score. Classmates who came from other countries are highly-motivated and overwhelming. In addition, there are incredible amount of homework everyday so there is no time to feel relaxed. Some of you might feel that it is exaggerated. But once you join the program, you will be reminiscent of the importance of the hard work.





**QC Lecture class**



**Members & QC staffs**

Notice

In the later letters, we will provide you more informal information of our lives in the United States.

■ **Members of Long-term Faculty Development Program for nurturing global education and research abilities  
(Academic year 2014)**

Toyohashi Univ. Tech.,	Junji SASANO,	Assistant Professor
NIT, Sendai, Hirose,	Hideyuki KOBAYASHI,	Assistant Professor
NIT, Tokyo,	Shinichiro MITO,	Assistant Professor
NIT, Nagaoka,	Shin-ichi AKAZAWA,	Associate Professor
NIT, Toyama, Imizu,	Shoichi FURUYAMA,	Associate Professor
NIT, Gifu,	Jun SAKAMOTO,	Lecturer
NIT, Toyota,	Yoshitaka MATSUMOTO,	Associate Professor
NIT, Akashi,	Seiji FUJIWARA,	Associate Professor
NIT, Kochi,	Ryushi KIMURA,	Assistant Professor
NIT, Ariake,	Tsutomu IWASHITA,	Associate Professor
NIT, Kitakyushu	Toru OKAWARA,	Assistant Professor

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