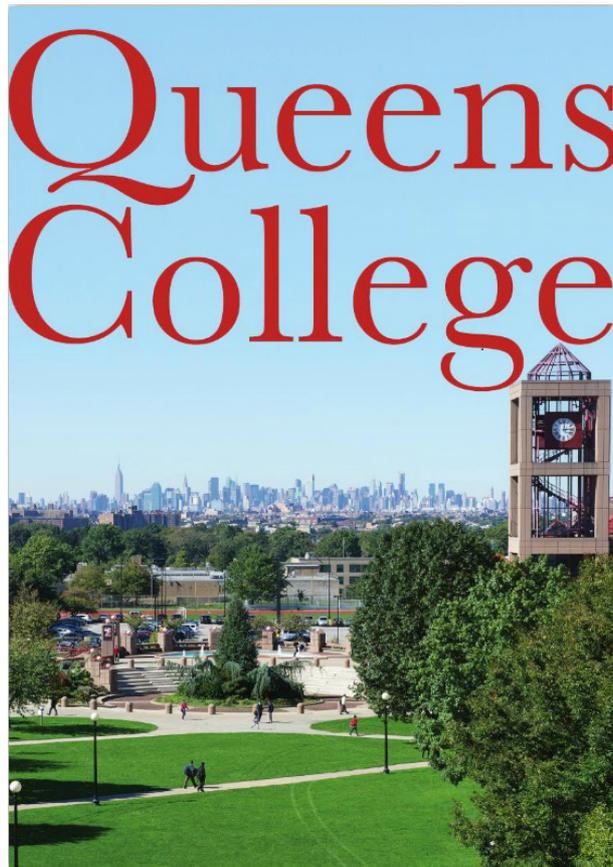


**Toyohashi University of Technology,  
Institute for Global Network Innovation in  
Technology Education**

**News from QC**

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## ■ Reports

### A Report on Long-Term Faculty Development Program for Nurturing Global Education and Research Abilities in 2017

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#### 1. Outline of Program

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 Toyohashi University of Technology, Nagaoka University of Technology and the National Institute of Technology, has reached the fourth year. This year, three National Institute of Technology professors participated in this Global FD program.

Three training sessions are included in this program in a year. First of all, a 3-month (Apr. - June) prior English training was held at Toyohashi University of Technology (TUT). After that, we moved on to English training for a 6-month (July – Dec.) at Queens College (QC) in New York City. Finally, at TUT-USM Penang in Malaysia, we conduct class in English as on-the-job training for a 3-month (Jan. – Mar.). The detailed reports on the prior English training at TUT and the first half the English training at QC will be described as follows.

#### 2. The prior English training at TUT

The contents of the prior English training at TUT are shown below.

- Taking TOEIC IP
- English class by ALC
- ① Rhythm and Beat in English
- ② Creative Speaking
- ③ Teaching in English
- ④ Effective Writing
- ⑤ Presenting & Teaching Simulation

#### ⑥ NetAcademy 2 (Online multimedia English learning system)

- The observation of English classes in TUT
- To communicate with TUT exchange students
- Writing assignment
- Collaborative research with TUT Mentor professor.
- Online English conversation (Rarejob)
- Show case wrap up

In the first month, we learned pronunciation, how to build English for speaking, basic academic writing techniques and so on at intensive courses of ALC. Thereafter, we mainly learned how to organize for English classes and effective way of presentation at regular classes of ALC. Last year, exchange students came from QC in June, however, no one visit this year unfortunately.



Farewell party for GFD member

#### 3. The English Training at QC

The English training at QC provides 2 different training programs for summer and fall. We took classes at English Language Institute (ELI) of QC for nonnative speakers during the summer. Then, we will participate in

undergraduate classes at QC from fall. Incidentally, this English training during this summer was held together with "The Top Global University Project in TUT" and "ELI of QC Short term English training in National Institute of Technology," and a total of 16 people participated.

A day after arriving in New York the teachers who will support us about this program in QC held welcome party for us, and we introduced ourselves. And the next day we took placement exam. This placement exam which includes composition, aural, structure and CLOZE took about 3 hours from the morning. We were divided into 7 levels of English skill according to the result of this exam. After the exam was over, I remember that I quite became emaciated by reason of relief and jet lag.

In classes of ELI, we learned about reading, writing, listening, speaking. Regarding reading and writing, I mainly learned grammar and vocabulary, the rest to write summaries about reading newspaper, to learn how to write composition and so on. As for the content of grammar it was not so difficult, but the degree of difficulty rose because it was explained in English. Moreover, the articles used in the classes were well designed and showed useful topics for practical use, for example crime prevention in the New York and precautions in the summer sea. As for the composition, I had trouble with leaning it because I had hardly done anything it so far, but studying the way of thinking of the composition and how to use the conjunction was very helpful for me.

The class of listening and speaking was the greatest difficulties for me, and I could hardly follow it at first. In that class, we listened to a conversation for a few minutes and an interview with a TV program, and we had to do content questions and discussions soon. I remember that feeling despair because I could

not understand the contents of the conversation for my classmates who answered any questions easily. However, I was able to get a sense of accomplishment by managing to finish it apart from improved listening and speaking skills.

In addition, as part of extracurricular activities, ice cream party, karaoke party, etc. were held and we were able to have a rich and a fun content in the first half of English training.



Japanese group singing  
at a karaoke party



Group photo with Prof. Robin  
and classmates

From September, the fall semester will begin. There are a lot of things to learn, such as taking courses of major subject for a credit and observation at QC, training on teaching methodology in English. I am grateful that you have given me this kind of opportunity and I will do my best in the second half of English teaching.

## English learning at Queens College

Kenji Kashine, National Institute of Technology, Kagoshima College

The second stage of our Global Faculty Development (GFD) program began on July 4th in Queens College (QC) in New York. We are going to improve our English skill and learn about teaching techniques in English until the end of this December. This stage can be divided into two parts. One of the parts is learning English at the English Language Institute (ELI) in QC from July to August. Another part is attending from September to December the lectures that are offered in technical subjects to students enrolled in QC, to improve our teaching skill. In addition, through this stage, we have extra study in collaboration with a mentor to develop a new study subject or to improve our own studies. The mentor, who is a professor of QC, gives us some advice concerning the GFD program. In this report, I would like to tell about learning English in ELI.

We participated in the summer program which is provided by ELI for teaching English as a second language to non-native speakers. The students of this program are overseas students and immigrants that come from all over the world. Many of these students are young people who want to improve their English skills for their own future careers. We can learn about English listening, speaking, grammar and writing in this program. Before entering this program, we have to take a placement test to decide the class level. Therefore, we can learn English at a suitable level. The number of students in a class is about 20. The teachers are native speakers who belong to QC. There are two classes each day. The time duration of each class is 3 hours, so that we have to participate in the class from

8:30 to 11:30 in the morning and from 12:30 to 15:30 in the afternoon every day. We have two subjects for each class. One of the class is listening and speaking, and another is reading and writing. Both classes have many kinds of subjects and activities such as grammar, quizzes, discussion, and presentation. Most of the class activities were carried out in pair work or group work with other students, so that I had a chance to learn not only English but also foreign culture and their attitudes. In these class subjects, the English writing was a hard task for me, because I had never learned about it in Japan. In English writing, we have to choose a main topic quickly and describe the topic details logically and with our own opinion. Therefore, we must have not only English grammar knowledge but also the skill of summarizing our own idea in paragraph and essay form. Although English writing is difficult, it can improve my English skill effectively. Therefore, I tried to learn this subject as best I can. Those classes have their own homework assignment every time. The homework is an important part of class activity. Therefore, we must study English after every day's class.

Through this summer program, I think I can improve my English skill. Moreover, I realized the importance of self-study for learning English. Each student must take responsibility for his or her own improvement. Therefore, asking questions to the teacher and doing homework by oneself are important acts for improving their skills. I think it is a difference between the Japanese education style and the American style.

I would like to study English more and learn about the education style of this country throughout this GFD program.



Fig.1 Classmates in my class.

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