

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

**News from Penang**

–Looking back over the past year–

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“I’m going to study English so that I can speak English within two years.” I made up my mind and started learning English hard in May 2013. When I found the application information of this training course, I believed it was arranged for me and applied it. Finally I was accepted one year later.

My mecca New York City never betrayed my expectation; it was miscellaneous, chaotic, dirty, lively and exciting. It was also free and tolerant. I met a lot of people there, they helped me and sometimes I helped them. I had a lovely six months in NYC.

As for me, I devoted myself to NYC so I had not had much expectation for Penang. But it was also a great time. I found that Malaysia has the diversity in Penang which is different from the one in NYC. I touched people’s welcome and warmth. I fulfilled the mission that I had some lectures in English. In Penang, I realized that every country has the history and the country as it is as the result of it. It is nothing special but I expanded my horizon. I might find the answer of the question that we were asked on Apr. 1<sup>st</sup>, “What is GLOBAL?”

By the way, I think what I can do after go back to Japan. I will keep in touch with not only my partners but professors and students in TUT, Queens College, USM and faculties of NIT who I never met in my school. I will find something I can do based on my experience in this course. Although my English is still terrible, I got a confidence that I can survive with my English. I’m going to keep on studying to improve my English.

Last of all I sincerely appreciate all people who related to this Global FD course. Thank you.

This global FD program gave me chances to meet many people. The most impressive experience was a friendship with Nicolas who was one of the classmates at ELI. Before we went to New York, I could not keep up with the others in teaching lessons at TUT. In the class, the instructor gave me an advice, “Be more confident! More passion!” but I could not have them enough at that time. In and out of the class at ELI, Queens College, Nicolas always encouraged me in conversation in English. After finishing the ELI, we started a seminar and I taught engineering to him for two hours every week. He earnestly listened to me and actively learned about my subject. I realized that students are the most important motivation for me to manage a class. After that, I tried to focus my mind on students more than teaching. In addition to Nicolas, many students and faculties at TUT and QC, my friends, and my family gave me a lot of encouragement during the program.

In the last part of the program, the lectures in Malaysia, I understood my strong point and I thought how I contribute to the students who attend my class, and I managed the classes in English with confidence. I appreciated the importance of interaction with students in class and I have all the students to thank for my satisfaction with this results. I met many great people through this journey and have looked into my inner self. Now I am feeling that these experiences cultivated my skills in global education.

It was only one year, but it gave me invaluable experiences in my life. The reason why I applied to this FD program was that I wanted to improve my English speaking skills as a teacher and researcher. When I learned about the offering for the FD program from our institute, I had just returned from an international conference held in Poland, where I could not satisfactorily communicate with people from different countries and felt isolated. At that time, I realized that I had to study English more and wanted to go abroad to study English. I hadn't stayed abroad longer than one month, so I was excited about joining the FD program when I got the notice which told me that I was chosen to be a member and I got the opportunity to study English for a year.

Honestly, I have focused on studying English rather than teaching in English during the program. In Queens College, I took the subject "College Writing" for a whole semester and tried to take time talking with language partners, instead of observing many different subjects. In the class of TiE, which is the special program for us, I tried talking a lot and asked a lot of questions using English.

The experience in Queens College made me get accustomed to setting small goals and trying to achieve them every time. The custom in my mind continued during my stay in Malaysia. I made objectives to archive the lecture for training each time.

It was only one year, but it changed my thought and strategy to overcome difficult situations. By setting small goals, I come to enjoy such situations. I believe a pile of these small goals must be reached to my dreams in the future. I really appreciate all the people who supported and helped me during the FD program.

I think that I could reach the starting point of global education through the faculty development program. I was given the opportunity to give lectures in English at the Universiti Sains Malaysia (USM) and the Politeknik Seberang Perai (PSP) in Malaysia. It is the most valuable experience for me that I gave these lectures in the end of the FD program because I could evaluate my skill of the teaching in English accurately. I really appreciate that the many Malaysian students attended my lectures although I was not good at English. Before the participation in the FD program, I didn't clearly know even which skills I should train to give a lecture in English. But now, I find those and can improve those by my own effort. Although I have to further develop my skills of the teaching in English if I hope that I give a higher-quality lecture, I can begin the teaching in English and give a lecture while improving the skills. I was also given the opportunity to consider globalization during my stay in United States and Malaysia. Of course speaking in English and production in foreign country don't mean globalization in essence. Although it is difficult to teach the essence of the globalization correctly, I believe that we have to give students more opportunities to meet foreign people and to come in touch with foreign cultures to learn and consider the globalization. It is also valuable experience for me to have met the teachers of other colleges who participated in the FD program with a high goal. They always motivated me to consider better education for the students in National Institute of Technology (NIT). I would like to thank them for attending the FD program with me. I also greatly appreciate the support to the FD program by all teachers and staffs in Toyohashi University of Technology (TUT) and NIT.

Before starting my training at NY, I was not sure if I could have English lectures for two hours. So I used to collect presentation materials which are useful for my lectures, and I attended an excellent lecture at QC. In order that I could explain easily, I adopted expressions that came out in the TiE class of QC. However, the more I study English, frankly speaking, the walls of the English seems even higher. The important thing is, the English exposure and training would result to the enhancement of my English knowledge and skill, to which it would be more beneficial in my English lectures.

Thinking back to the past year, I realized that English proficiency was improved through carrying out lectures and student guidance in English. The unexpected questions from the students during the classes and the spontaneous comments on research guidance of Final Project revealed my true knowledge and understanding of the English language. The practical training in Malaysia was a great opportunity to check my English.

The following are future challenges: First, I want to support foreign students. That's because they are good human resources that can be utilized for international exchange, including the local exchange. Second, I like to improve the quality of the international exchange program. I am planning to provide a highly educational program to more students. Third, I am going to conduct my technical subjects in English. By conducting some of my classes in fundamental English, students who are not good at it will be able to learn and use the English language with ease.

Lastly, to all the people who supported me throughout the global FD program, an endless gratitude to you!

The goal of this program is to improve our educational skills in order to let students possess so called the global communication skills. For instance, teaching in English is one of the methods to achieve the aim. We have to feed back to our education the knowledge we got from this program, which means we have to improve our various skills continuously although our program will be finished.

What is the globalization? What are the global communication skills? Is it to speak English? I strongly believe that English is just one of communication tools although speaking English is significantly important. To understand and to respect mutual personal and cultural background is the most important. If we force our cultural method on somebody without acceptance of one's cultural background, absolutely, we will fail to work together in global projects. That indicates we are required to explain our culture. Can you explain "what is Shinto?", "Why Japanese people celebrate Christmas?, you are not Christian, right?" (these are actual questions.)

If we understand each other, our communication must become better. NY city and Malaysia are one of diverse and multi cultural cities/nations. Fortunately, we could learn at such areas. I'd like to feed back these things to my students by various classes, club activities and so on.

Finally, I'd like to acknowledge to persons involved in this program in National Institute of Technology, NIT Hakodate College, Toyohashi University of Technology, Queens College, Politeknik Seberang Perai and Universiti Sains Malaysia (especially Engineering Campus), and I'm grateful for my wife who has been keeping everything about our house during this program.

I stayed in New York for 6 months and in Penang for about 2 months in this program. It was the first time for me to stay for a long time abroad. I have had an experience of knowing the differences in lifestyle and the way of thinking in the different countries. I noticed that I have the flexibility of being able to live abroad.

This program offered me the greatest opportunity for improving English reading, listening, writing, and speaking in my life. Although I feel the improvement of listening to English, I cannot feel the significant improvement of the others. Although this is due to my lack of effort, this is partly because it takes a long time to improve English skills, especially speaking. I need to continuously practice speaking English. I think that one of my roles is to tell my various experiences in this program to students.

I had not tried to teach my course in English and I had not thought that I could do that before this program started. After this program, I managed to clumsily give a lecture in English when I took enough time to prepare the lecture. To make my lecture in English effective, I need to improve my teaching skill as well as to increase phrases that I can use in my lecture. As a participant in this program, I want to contribute to the expansion of teaching in English in NIT.

I am going to become a member of the international office in my college this April. I want to utilize my experiences in this program to support students who go to abroad and come to my college from abroad.

Finally, I would like to thank all of you who have helped me to participate in this program.

I realized that I did not have a global mindset through the one-year program, Long-Term Faculty Development Program for nurturing global education and research abilities.

The reason why I joined this program was to improve my English skills. I had wanted to give students lectures in English. I thought I was able to give lectures in English by learning how to give lectures in English. As the result, students are able to improve their English skills by taking lectures in English.

I concentrated on what I should do to give lectures in English during my stay in Malaysia. Therefore I did not try to learn Malaysian Language and culture at all.

However some GFD member tried to learn Malaysian Language and make a greeting. When I saw that, I felt that making a greeting in Malaysian Language is better than in English. I realized this meant that trying to understand and communicate with each other was more important than speaking English well.

As a teacher who is with National Institute of Technology, I would like to think about what I should do for global human resource development. I would also like to give students lectures in English for students to utilize English as a tool.

Finally, I would like to express my sincerest thanks to Toyohashi University of Technology, National Institute of Technology, Tokuyama College, Queens College, Politeknik Seberang Perai, Universiti Sains Malaysia, and all the other people who supported this program.



Completion Ceremony of Global Faculty Development Program in TUT-USM Penang

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