

グローバル COE 招聘外国人報告書
(受け入れ教官が記入して提出してください)

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滞在期間	自 2008年10月 1日 ~ 2008年11月 3日		
談話会	題名：特別講義「科学論文執筆のための英語」		
	日時：2008年10月3 - 31日、8回の講義		
	聴衆数：30名程度		

実際に行った研究活動、成果など簡潔に記述してください。

物理学第一分野の正規の特別講義(物理学第一特別講義4)として、博士前期課程の大学院生だけでなく、博士後期課程大学院生、研究者も対象とする GCOE 特別講義「科学論文執筆のための英語」をしていただいた。毎回の受講・聴講者は45 - 15名であった。

来日前に、受講希望者には宿題として論文形式の作文提出を課した。講義冒頭にパケット氏開発の日本人科学者用の自動添削ソフトを用いた添削結果が返却された。合計8回行なわれた講義では、毎回、受講生の執筆した文章の添削例の詳しい説明に加えて、論文の構成、前置詞、代名詞、動詞、冠詞など文法テーマごとに宿題(提出6回)を課し、それに関する小テスト(6回)も行なわれた。また、受講生全員に対して1対1での個別の英語面談もしていただいた。さらに最終レポートとして、パケット博士による添削例をもとに、受講生が論文形式のレポートの改訂版をつくって提出することが課せられた。それに加えて、受講生は毎回2-3名ずつ、自分の研究テーマについて英語で10分間程度の発表を行ない質疑に应答することが課せられた。

これらによって受講生の英語論文執筆能力や研究発表能力の向上が図られただけでなく、科学論文で記述すべき論理の組み立てに対しても意識改革をもたらすような講義であった。今回は講義期間が1ヶ月程度あったため、各文法テーマの例題の答について解説をしていただく時間も取れた。

この講義は、本 GCOE の目指す「国際性豊かで刺激的な教育研究環境を強化する」、また「大学院生の科学英語能力を強化するため、科学論文執筆の指導に加え、発表や、議論の指導も行う」目的に沿って、大学院生に対する英語力強化と意識改革の面から十分寄与できたと考える。

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Report Concerning My Experience as a
Visiting Faculty in the Kyoto University Department of Physics GCOE

During the period 2008/10/03--2008/10/31, I taught a course entitled 「科学論文執筆のための英語」 in the Department of Physics at Kyoto University as a visiting faculty member in the GCOE program. The course consisted of eight 1.5 hour lectures. In addition, there was one 10-15 minute one-on-one interview with each student. The course was intended for Master's Course students, and the goal was to provide them with a comprehensive introduction to writing scientific papers. The coursework consisted of six homework assignments, six quizzes, a final paper and an in-class presentation. Each student submitted the first version of their final paper before the class began. (Submission of this paper was a prerequisite for enrollment in the course.) The six homework assignments covered the use of words that are particularly problematic for Japanese authors: prepositions, pronouns, verbs and articles. The quizzes tested the concepts that the students were expected to learn from the homework assignments. Most classes consisted of four parts: (i) a quiz, (ii) discussion of the homework due that day and the quiz taken during the previous class, (iii) discussion of individual papers, (iv) two student presentations. Approximately one-half of each class was devoted to the discussion of individual papers. Each class, I selected two or three of the student papers and chose one paragraph from each which I corrected in detail. In class, I presented these original and rewritten versions of the paragraphs together and went through them sentence by sentence, explaining the reasoning behind the changes that I made. I feel that this type of instruction -- pointing out specific mistakes made by the students, explaining the misconceptions responsible for these mistakes, and offering suggestions for ways of correcting them -- is the most effective way to help the students improve their written English. During the course, one section from each student's paper was treated in class. The content of the lectures changed somewhat during the course, as I learned the time required to cover the various types of material. For the first two classes, I attempted to discuss sections of the student papers that were too long, and as a result, too much time was spent on this aspect of the class. By the third class, I was able to judge the amount of material that I could comfortably cover during the 1.5 hours, and the lectures became better organized as a result. This experience will help me in future courses.

Half of the students' grades were determined by the final version of their paper. They

were expected to apply the lessons they learned during each class period to correct and polish these during the entire duration of the course. The remaining half of their grades was determined by their homework, quizzes and in-class presentations. Fifteen students enrolled in the course. Thirteen of these received passing grades, with seven As, two Bs and four Cs. In addition to the students who were officially enrolled, there were approximately fifteen unregistered students who attended the lectures.

Overall, I was pleased with the students' progress. The final versions of their papers were, in general, far superior to the original versions. Their performance on the homework and quizzes could have been better, but I purposely made these very challenging. All of the students prepared well for their in-class presentations. For most (perhaps all) of the students, this was their first experience presenting their research in English, and they seemed to welcome the challenge. In a semester-long class, I would like to give the students more opportunities to present in English. I think that this type of class allows them a non-threatening environment to begin what will hopefully be many years of giving talks in English. I think that there is a psychological barrier in this regard that young scientists must get past. If they can become accustomed to discussing their research in English within this setting, it will be much easier for them when they begin presenting at conferences.

The one aspect of the class with which I was somewhat disappointed was attendance. Although most students attended most classes, in my opinion, the number of absences was too large. However, in most cases, the absences were due to some kind of schedule conflict, and perhaps they were unavoidable. The students who attended the class but were not enrolled were encouraged to do the homework and take the quizzes. Most of them did. For future classes, I would like to increase the attendance of non-enrolled students. I think that the lectures can be beneficial to students at all levels and even faculty members, as most of the discussion in the lectures treats topics with which Japanese scientists of all levels have difficulty.

I was very pleased with the student conduct. They were respectful to me and to each other, and for the most part, they put in a good deal of work.

I received wonderful support from several people, whom I would like to thank. First, Professor Maeno made the entire process run smoothly by taking care of the administrative organization and giving me valuable feedback regarding the content of the course. Also, Ms. Miho Nishikawa provided a great deal of help for a number of things, concerning both the class and my stay in Kyoto. Finally, I would like to thank graduate students Kensuke Arai and Mukesh Jewariya for their assistance as my TAs. They made my job much easier.