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## I ティーチング・ポートフォリオ

1. 教育の責任（教育活動の範囲）				
科目名	学科・専攻	必, 選, 自	配当年次	受講者数
Core I TOEIC A	1E	必		25 人
Core II TOEIC A	2E	必		25 人
Core I TOEIC B	1E	必		25 人
Core II TOEIC B	2E	必		25 人
英語講読	2F	必		30 人
ライティング基礎	2F	必		30 人
環境英語	3E	選		80 人
医学英語	2M	必		45 人
卒業研究	3/4 E/F/M	必		5 人
アカデミック英語コ ミュニケーション	環境保健学研究科			12 人

I am in charge of the classes listed above. For Core I and Core II TOEIC, I am also responsible for liaising with and supporting two part-time teachers. For all of these classes I prepare course materials, supplementary materials, quizzes, tests and deal with any problems or questions that students may have in connection with the course.

### 2. 教育の理念（育てたい学生像, あり方, 信念）

In my humble opinion, in order for young adults to become fully fledged members of society in today's globalized world, English is most definitely required. It may not be directly needed for a job or in daily life, but a good basic English ability in the four skills (reading, writing, speaking, listening) will broaden the horizons of young people and allow them to access information and opinions from around the world, thus enhancing any endeavor that they are participating in. In the world of scientific endeavor, research is now a globalized activity and scientists in every country must base their own research on the existing knowledge in their field, from both Japan and around the world. Being able to quickly understand and utilize this information is a fundamental requisite for all researchers. And in today's multi-media world, scientific information is not just the written word. Understanding spoken content, for example videos from scientific conferences, is also a basic skill for international researchers. As an English teacher at a scientific-focused university, I hope to be able to help students develop the English skills needed for their careers in science and for their personal growth. In addition, sharing knowledge in person and online is the responsibility of all scientists and to do this at a global level, basic English skills are required. English is a "two-way" street... receiving information and sharing information.

### 3. 教育の方法（理念を実現するための考え方, 方法）

One key to learning English is motivation. If students can motivate themselves AND be motivated by their teachers, they will certainly become able to make big improvements in their language skills beyond memorization for tests and so on.

In view of this, a fundamental goal of my educational approach is to try to make each lesson as interesting and accessible as possible for the participants. I believe there are four important ways to do this: ① Preparing interesting and relevant materials; ② Establishing a friendly, pleasant and non-threatening environment in the classroom, where students can comfortably study English; ③ Creating an interactive classroom in which two-way communication between the students and teacher is encouraged; ④ Paying careful attention to the level of the class to try to ensure that weaker participants are not left behind but at the same time stronger participants are challenged to improve their skills.

For my classes, I only use self-prepared materials. By preparing the materials myself I believe that I can have a greater involvement in my students' learning process and directly try to achieve points ① and ④ mentioned above.

Student preparation is also crucial for the class and I also prepare pre-study materials myself and give quizzes at the start of class to make sure that as many students as possible are actively using these materials. I ask students for their answers but always try to encourage students, even if their answer is not correct.

When time allows, I think it is important to include video and audio content or even just 'teacher-talk' that is not necessarily directly related to the content of the lesson, but which expands the students language horizons and also serves to motivate the students to participate in the lesson.

#### アクティブラーニングについての取組

I incorporate the following types of activities into my lessons on a regular basis:

Pairwork, groupwork, language games, role playing, language-based puzzles to be solved cooperatively, questionnaires.

#### ICT の教育への活用

I present content in every lesson with a Powerpoint slideshow. I use the Gakuri LMS to conduct tests and questionnaires in class time.

### 4. 教育方法の改善の取組（授業改善の活動）

① 教育（授業、実習）の創意工夫（A～C）

B: All my content is self-produced and I try to add materials that will motivate students (please see part (3) above). I am willing to try almost any kind of activity in the classroom if I think it will enhance the students' learning experience. This includes activities such as group-based language games. However, some students have indicated in lesson feedback that they do not enjoy cooperating with classmates during the lesson and would rather study quietly by themselves. I therefore always give students an option for solo study when a group activity is attempted.

② 学生の理解度の把握（A～C）

B: I usually conduct a quiz or other language exercise at the start of each course to enable me to understand the participants' level. For example, at the start of a writing course, I ask students to write a short self-introduction (or similar) in English and I read these and write a response.

③ 学生の自学自習を促すための工夫（A～C）

B: I set pre-study exercises (almost every week) and I set homeworks. My homeworks are Gakuri-based so students can get the correct answers and feedback, scores and feedback immediately after finishing the homework. I feel that setting written homework is a big problem for English teachers these days. Many students use translation software for composing sentences for a written assignment. Therefore, I tend to assign written work in class and set quiz-type exercises for homework.

④ 学生とのコミュニケーション(質問への対応等)（A～C）

B+: I try to talk with students in class and also (as far as possible) remember their names. Students contact me by email and some students also visit my office occasionally.

I also chat with students in Google Meet chat window.

I do not tend to ask questions to distance-learning students. I tend to ask questions only to students who are in the classroom. I want to ask more questions to distance-learning students but lack confidence to do this.

⑤ 双方向授業への工夫（A～C）

B: I will always try to talk with students but, to be honest, I feel there is something of a 'generation gap' recently. I must try harder to relate to students and their study preferences and try adapt my lessons to suit the students.

※A（十分実施している） B（実施しているが十分でない） C（うまく取り組めていない）

上記を鑑みて現在の授業実践・教授手法をどのように改善していますか。

⑥ 国家試験対策としてどのような取組をしましたか。

5. 学生授業評価

① 授業評価の結果をどのように授業に反映させましたか。

I aim to act on specific points, especially if several students mention them in the class evaluation. To that end, I always ask students to write comments in the evaluation (in English or Japanese) rather than just mark evaluation scores.

Two examples of comments that I have acted on:

1. Several students mentioned that the textbook(s) I used were 'not useful' or 'boring'. I have therefore stopped using textbooks and instead make all of my own materials.
2. Several students mentioned that they did not want to engage in groupwork activities during class time (mentioned above). To support these students, I now try to include a 'solo study option' for these students when we do groupwork in class.
3. Some students indicated that they wanted more practice of the class content so I have prepared

<p>more exercises that students can complete as an option.</p> <p>②① の結果はどうでしたか。</p> <p>I am satisfied with both of the changes I mentioned above. In my opinion, students can now study more comfortably and more effectively in my classes.</p> <p>③② を踏まえて次年度はどのように取組みますか。</p>
<p>6.学生の学修成果</p>
<p>1 <u>学生の成績向上に資する取組を何か考えていますか。</u></p> <p>I have stopped using my own "clicker" class-response system and now use the questionnaire system in Gakuri. I think that questionnaires are a very good way to provide further English practice for students in a "low-pressure" format which does not have "right or wrong" answers. Students can also complete cooperatively in pairs or groups. After completing the questionnaire on Gakuri, we can check the responses as a class in a graph format, and that provides an interesting environment for more English practice and communication.</p> <p>② <u>教育活動によって得られた学生の成果及び学生・第三者からの評価</u></p>
<p>7. 指導力向上のための取組 (FD 研究会参加状況)</p> <p>I participate in most of the FD study groups and watch recordings. However, I think lecture-based FD is of limited value. We need a more 'active' and 'hands-on' kind of FD. For example, we could make a 'buddy system' that pairs up two teachers for a period of one year. During the year, each teacher must participate in the buddy teacher's lesson at least twice. They give feedback to each other, based on the lesson experiences. We could also have short 'lesson demos', where teachers give other teachers a short lesson (based on their real lessons) to show a good teaching method or approach.</p> <p>Follow up → I think that new "class observation" system that has started this year is an excellent idea. I have found the feedback so far to be useful. I still think that a "buddy pair" system might be good for this type of exercise. Personally speaking, I want/need/appreciate criticism. In a buddy-pair system, it might be easier to make critical comments with a partner.</p>
<p>8. 今後の目標 (理念の実現に向かう今後のマイルストーン)</p> <ol style="list-style-type: none"> <li>1. Improve my Powerpoint slideshows (make them more interesting and more useful).</li> <li>2. Improve my grammar explanations.</li> <li>3. Use less Japanese in lessons, aiming for nearly 100% English lessons.</li> <li>4. Use the 'clicker' function on Gakuri rather than my own remote-control based clicker system (which seems a s little old-fashioned)</li> <li>5. Create web-based homeworks, that provide students with instant scores and feedback.</li> <li>6. Start using smartphone-based flashcard apps. These can help students to memorize words very effectively. → not implemented yet... will implement in 2022 academic year.</li> <li>7. In the "Academic English Communication" course, I want to reduce the time spent on listening exercises and increase the speaking/communication exercise times. I also need to improve my timing for this course. I always do not have enough time to finish all of the material I have prepared.</li> </ol>
<p>9. 添付資料 (根拠資料) (※) 資料名のみ</p> <p>Examples of class evaluation</p> <p>Example of self-made material</p> <p>Example of interactive groupwork activity with alternative solo activity</p> <p>Example of a presentation on teaching practice at an international conference</p>