# 教員活動状況報告書

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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 | | 24人 |
| Core II TOEIC A | 2E | 必 | | 24人 |
| Core I TOEIC B | 1E | 必 | | 24人 |
| Core II TOEIC B | 2E | 必 | | 24人 |
| 英語講読 | 2F | 必 | | 12人 |
| ライティング基礎 | 2F | 必 | | 12人 |
| 環境英語 | 3E | 選 | | 30人 |
| 医学英語 | 2M | 必 | | 46人 |
| 卒業研究 | 3/4 E/F/M | 必 | | 4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 | | | 8人 |

For the academic year April 2023 to March 2024 I have taught the classes listed above. In addition, for Core I and Core II TOEIC, I am also responsible for liasing with and supporting two part-time teachers. For all of these courses, I prepare original 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 opinion, young adults should make efforts to become active members of society in today's globalized world. Aiming towards this goal, acquiring functional skills and abilities in English is most definitely required. Although these skills and abilities may not be directly needed in daily life or even in the workplace, a good basic English ability in reading, writing, speaking and listening will certainly broaden the horizons of young people and allow them to

access information and opinions from around the world. Through this process, young people will be able to participate more fully in any endeavor that they undertake. 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. Japanese researchers must be able to announce and share their excellent research and results in English with the wider world. In this way, we can see that English ability is a "two-way" street, in which receiving information and sharing information are equally important.


## ３．教育の方法（理念を実現するための考え方，方法）

To make progress in acquiring English proficiency, students must be motivated. I believe that a fundamental part of our job as a teacher is to motivate students through our teaching efforts AND also help them to find their own sources of motivation. If this can be achieved at a fundamental level, English learners will certainly become able to make big improvements in their language skills, above and beyond simple memorization of grammar and vocabulary for tests and so on.

Given this starting point, it is one of my fundamental goals to try to make each lesson as interesting and accessible as possible for the participants. I believe that 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

To enhance the educational experience for students, I include 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 LMS to conduct tests and questionnaires in class time, and also to set homework.

### 4. 教育方法の改善の取組（授業改善の活動）
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。

①教育（授業，実習）の創意工夫（A〜C）

（B）Because I am aiming to tailor the content to match my students needs to as far as possible, I produce all of my course content myself (I do not use textbooks). In addition, I aim to introduce materials that will motivate students (please see part (3) above). I believe that it is important to add variety and "change the pace" of the class in order to keep students motivated and focused. Therefore I sometimes implement pairwork activities, groupwork activities and even language games in class. Nevertheless, 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. I think the main obstacle to introducing groupwork/pairwork activities

is time. We have to cover a lot of core material in each lesson and the time for other activites is limited. I am currently looking for ways to implement groupwork/pairwork activities in a shorter format. I will try some new shorter activities in the new academic year.

②学生の理解度の把握（A〜C）

(B) At the start of each semester, I aim to conduct a short in-class quiz to enable me to understand the participants' level. In many classes, we implement placement tests at the start of the new academic year in order to stream students. The mid-semester and end-of-semester tests in my classes are achievement tests (not proficiency tests). They are closely based on the contents of each course and, if students have diligently studied and mastered the content to some degree, then they can be certain to gain a good grade. The mid-semester tests are particularly important because they can indicate which students are in danger of falling behind. Based on the results, I aim to offer such students extra support in the latter half of the course. I also implement regular in classes quizzes and the students enter their answers into the LMS. Such data also helps me to identify the students in need of more support, but I need to analyze it in more detail and more regularly. I am aiming to do that in the new academic year.

③学生の自学自習を促すための工夫（A〜C）

(B) I give my students simple pre-study assignments and I set a homework each week. The homework assignments are LMS-based so students can get the correct answers immediately. In addition, I spend the first 5 or 10 minutes of each class going through the questions and checking the correct answers together and asking students about any problems that they had tackling the homework. The homework assignments have tended to be questions with multiple-choice style answers for students to click on. I think a greater variety of homework would be motivational and more productive homework could serve to improve skills more effectively. One goal for the new academic year is to implement new types of 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+) Direct communication with students during class is extremely important in my opinion. I aim to ask each student at least one question over a period of two weeks and also (as far as possible) try to remember their names. Students contact me by email and some students also visit my office occasionally.
Some students, however, do not react well to being asked a question in English in front of their peers. I understand this and indeed it can be a very stressful situation for some students.

I would like to find ways to reduce this stress for students and make Q&A a more enjoyable experience that serves to heighten their interest in the lesson. I have been thinking that a kind of "training" for dealing with questions might be effective, so I would like to try this in the new academic year, especially at the start of the first semester.

⑤双方向授業への工夫（A〜C）

（B）I make a lot of original materials for pairwork/groupwork/language game activities. I think it is important to "scaffold" such activities with well-designed materials and clear language that the students can practice during the activity. Of course, the contents of the activity should be directly related to the contents of the lesson. Thus, using a TOEIC lesson as an example, the activity could aim to practice the main vocabulary items appearing in the lesson handouts. As noted above, time constraints are the main obstacle to implementing these activities on a weekly basis.

※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）

## 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。

The most useful part of the course evaluation for me are the comments that students write. I always ask my students to make a comment when they complete the evaluation form. However, the majority of students do not write a comment and that is a pity. I feel that we need to redesign the feedback system to esure that students write comments rather than just click answers for multiple-choice style questions.

If students do make comments, I aim to act on specific points, especially if several students mention them in the class evaluation.

Examples of comments that I have acted on:

1. A student mentined that more example sentences are needed in my Powerpoint slideshows. Thus I have tried to included such examples, especially for difficult grammar points or problems with a lot of new vocabulary.

2. 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.

3. 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.

4. Some students indicated that they wanted more practice of the class content so I have prepared more exercises that students can complete as an option.

②①の結果はどうでしたか。

I think that I am dealing with student feedback to some degree but, frankly speaking, it should be a continuous open-ended effort. I want to continually review my lessons, both from the point of view of the students and also based on my own impressions on what is working and what needs to be improved.

③②を踏まえて次年度はどのように取組みますか。

## 6.学生の学修成果
①学生の成績向上に資する取組を何か考えていますか。

Almost all English classes at Azabu University are focused on reading and writing skills. However, I strongly believe that improvements in speaking and listening can also help learners in developing their reading skills and written work. I think we should offer any student at Azabu the opportunity to undertake online speaking courses, in support of their overall English learning effort. Such courses are now available at very reasonable cost and I think the financial burden on Azabu would be relatively low.

②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

## 7. 指導力向上のための取組（FD 研究会参加状況）

I aim to participate in all FD study sessions. These have been very beneficial and I have learned a lot and been provided with opportunities to reflect on my own approach to teaching with classes, both in overall approach and also on specific points. I have also learned of new ways to teach and organize courses. I feel that listening to the "Good Teaching Award" speeches from the award winners have been very useful for me in particular.
I think if we could organize follow-up sessions for each FD activity then it would certainly enhance the learning process for teachers. For example, after an FD session, teachers could be assigned to small groups (of 4 to 6 members) and told to shedule a short follow-up meeting.

Then in our group we could discuss the content of the FD session, reaffirm what was taught and what we took away from the session, discuss the content in temrs of own teaching situations and share experiences. I think that implementing such follow-up sessions would be valuable, but time constraints might make them difficult to implement for every FD session. Perhaps just for selected sessions might be the best implementaion.

## 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）

Short Term Goals (1 year from now)
1. Continue to improve, update, refresh and add to more course content.
2. Include more example sentences in my presentations.
3. Make sure that those example sentences are easy to understand and illustrate the grammar or vocabulary point clearly.
4. Become more proficient at using the AzaMoodle system and use it for identifying potential dropout students based on the recent FD training session.
5. Use the AzaMoodle system to help students self-monitor their own progress and take responsibility for their own learning.
6. Investigate and identify new apps (such as flashcard apps) than can help students to enjoy learning English and practice the course content in different ways.
7. Encourage students to take proficiency tests such as the TOEIC test as soon as possible (preferably in their first year) so that they get in the habit of taking such a test at least once a year during their four years at university.

Long Term Goals (5 years from now)
1. Revamp English syllabuses.
2. Conduct university-wide surveys with all stakeholders (students, teachers, department heads, administration staff, etc.) on the type of English education that our students want and need for their futures.
3. Fully integrate AI and other advanced tools into the English program at Azabu.

## 9．添付資料（根拠資料）（※）資料名のみ

Examples of class evaluation
Example of self-made material
Example of interactive groupwork activity with alternative solo activity
Example of a presentation on teaching practice at an international conference