

麻布大学ティーチング・ポートフォリオ

所属 生命・環境科学部共通研究室

職階 講師

氏名

ジョナサン・リンチ

麻布大学では、教育研究活動その他大学の諸活動を恒常的に自己点検・評価し、その結果を検証して改善に結び付けることにより、教育の質保証を行う観点から、各教員が『ティーチング・ポートフォリオ』を作成しています。ティーチング・ポートフォリオの構成及び更新サイクルは以下のとおりです。

1. 教育の責任・・・・・・・・・・・・・・・・・・・・・・・・ 3年
2. 教育の理念・・・・・・・・・・・・・・・・・・・・・・・・ 3年
3. 教育の方法・・・・・・・・・・・・・・・・・・・・・・・・ 3年
4. 教育の方法の改善・向上を図る取組・・・・・・・・ 毎年
5. 学生の授業評価アンケート結果に基づく改善・向上の取組・・・毎年
6. 学生の学修成果向上を図る取組・・・・・・・・・・・・ 毎年
7. 指導力向上のための取組・・・・・・・・・・・・・・ 3年
8. 今後の目標・・・・・・・・・・・・・・・・・・・・・・ 3年

1. 教育の責任

対象期間：2024年4月～2027年3月

更新年月：2024年4月

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 liaising 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.

科目名	学科・専攻	単位種別	配当年次	受講者数(単位:人)
Core I TOEIC A	環境科学科	必修	1	25
Core II TOEIC A	環境科学科	必修	2	24
Core I TOEIC B	環境科学科	必修	1	25
Core II TOEIC B	環境科学科	必修	2	23
英語講読	食品生命科学科	必修	2	16
ライティング基礎	食品生命科学科	必修	2	16
環境英語	環境科学科	選択	3	39
医学英語	臨床検査技術学科	必修	2	40
卒業論文	環境科学科	選択	3	1
卒業論文	食品生命科学科	選択	3	2
卒業論文	環境科学科	選択	4	1
卒業論文	食品生命科学科	選択	4	1
アカデミック英語コミュニケーション	環境保健科学専攻（博士前期課程）	必修		12
地球共生論	獣医学科	必修	1	148
地球共生論	動物応用科学科	必修	1	139
地球共生論	獣医保健看護学科	必修	1	79
地球共生論	臨床検査技術学科	必修	1	84
地球共生論	食品生命科学科	必修	1	49
地球共生論	環境科学科	必修	1	77

2. 教育の理念

対象期間：2024年4月～2027年3月

更新年月：2024年4月

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

対象期間：2024年4月～2027年3月

更新年月：2024年4月

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.

(1) アクティブ・ラーニングについての取組

有

To enhance the overall educational experience and promote active engagement in the classroom, I regularly incorporate a variety of interactive and student-centered activities into my lessons. These activities are designed not only to reinforce language acquisition, but also to develop communication skills, critical thinking, and collaborative learning.

For example, I frequently use pair work and group work to encourage students to communicate meaningfully with their peers. These formats create opportunities for students to practice language in a supportive setting, exchange ideas, and learn from one another. In addition, I integrate language games that make learning enjoyable while reinforcing key vocabulary and grammatical structures in a memorable way.

Role-playing activities are also an important component of my lessons. By simulating real-life situations, students are able to apply language in practical contexts, build confidence, and develop fluency. I further incorporate cooperative, language-based puzzles that require students to work together to solve problems, thereby fostering teamwork and strategic thinking. Finally, I use questionnaires and survey-based tasks to stimulate discussion, personalize learning, and encourage students to express their own opinions and experiences.

Through these varied activities, I aim to create a dynamic and interactive classroom environment that supports both linguistic development and student motivation.

(2) ICTの教育活用

有

In every lesson, I use a structured PowerPoint presentation to introduce and organize the core content. The slides provide a clear framework for the class, highlight key concepts, and incorporate visuals, examples, and guiding questions to support comprehension. This approach helps students follow the progression of the lesson and review important points both during and after class.

In addition, I make extensive use of the Learning Management System (LMS) to support assessment and independent learning. During class time, I use the LMS to administer quizzes and questionnaires, allowing for immediate feedback and efficient monitoring of student understanding. The platform also enables me to set and manage homework assignments, share supplementary materials, and track student progress. By integrating digital tools in this way, I aim to create a cohesive learning environment that extends beyond the classroom and supports continuous engagement with the course content.

4. 教育の方法の改善・向上を図る取組

対象期間：2024年4月～2027年3月

更新年月：2026年4月

(1) 教育（授業及び実習等）の創意工夫

B

Because I try to tailor my classes as closely as possible to my students' needs, I create all of the course materials myself rather than relying on textbooks. I also make a conscious effort to incorporate content that will motivate students (see part (3) above). To maintain focus and engagement, I believe it is important to vary the pace and format of lessons. For this reason, I sometimes include pair work, group work, and even language games.

However, feedback from some students indicates that they prefer studying quietly on their own and do not enjoy working collaboratively during class. In response, I always provide a solo-study option when introducing group activities.

One of the main challenges in incorporating pair and group work is time. Each lesson requires us to cover a substantial amount of core material, which limits the time available for other activities. I am therefore exploring ways to implement shorter, more efficient collaborative tasks, and I plan to trial some new, streamlined activities in the upcoming academic year.

(2) 学生の理解度の把握

B

At the beginning of each semester, I try to administer a brief in-class quiz to gauge students' current level of understanding. In many cases, placement tests are also conducted at the start of the academic year to stream students appropriately. The midterm and final examinations in my courses are designed as achievement tests rather than proficiency tests. They are directly aligned with the course content, so students who study consistently and engage seriously with the material can expect to perform well.

The midterm exam is especially valuable, as it helps identify students who may be at risk of falling behind. Based on these results, I aim to provide additional support to those students during the second half of the course. In addition, I conduct regular in-class quizzes, with students submitting their answers through the LMS. The data collected from these quizzes also helps me identify learners who may need extra assistance. However, I recognize the need to analyze this information more thoroughly and consistently, and I plan to improve this process in the coming academic year.

(3) 学生の自学自習を促す工夫

B

I assign brief preparatory tasks before class and set weekly homework. These assignments are delivered through the LMS, allowing students to check the correct answers immediately after submission. At the start of each lesson, I spend five to ten minutes reviewing the homework, confirming the answers together, and inviting questions about any difficulties students encountered.

So far, most homework tasks have consisted of multiple-choice questions. While this format is efficient and easy to manage, I believe incorporating a wider range of assignment types would be more engaging and could support skill development more effectively. Expanding the variety and depth of homework tasks is therefore one of my goals for the upcoming academic year.

(4) 学生とのコミュニケーション

B

I consider meaningful interaction with students during class to be essential. I make a conscious effort to engage each student by asking at least one question within a two-week period, and I try, as much as possible, to learn and use their names. Outside of class, students are welcome to contact me by email, and some also come to my office for further discussion.

That said, I am aware that being asked to respond in English in front of classmates can be uncomfortable for some students. For certain individuals, it can create considerable anxiety. I would therefore like to explore strategies to ease this pressure and make classroom questioning a more positive and engaging experience that increases, rather than diminishes, students' interest. One idea I am considering is providing structured guidance or "practice" in how to handle questions confidently. I hope to introduce this kind of support at the beginning of the next academic year, particularly in the first semester.

(5) 双方向授業への工夫

B

I devote a considerable amount of time to creating original materials for pair work, group work, and language-based games. I believe that these activities are most effective when they are carefully scaffolded with clear instructions, structured tasks, and practical language support that students can actively use during the activity. Simply asking students to “discuss” or “work together” is rarely sufficient; they benefit from models, key phrases, and step-by-step guidance that build both confidence and competence.

It is also essential that such activities are closely aligned with the core content of the lesson. They are not intended as add-ons or entertainment, but as purposeful extensions of what students are learning. For example, in a TOEIC-focused class, a pair or group activity might center on reinforcing key vocabulary from the lesson handouts, practicing common collocations, or applying target grammar structures in short communicative tasks. In this way, the interactive component directly supports test preparation while also encouraging active language use.

However, the primary challenge in incorporating these activities consistently is time. With a substantial amount of core material to cover each week, it can be difficult to allocate sufficient time for well-structured collaborative tasks. Designing high-quality materials also requires careful preparation. Moving forward, I would like to explore ways to streamline these activities so that they remain meaningful and well-scaffolded while fitting more efficiently into the limited time available each week.

(6) 国家試験対策の取組（獣医学科・臨床検査技術学科）

該当なし

5. 学生の授業評価アンケート結果に基づく改善・向上の取組

対象期間：2024年4月～2027年3月

更新年月：2026年4月

(1) 授業評価アンケート結果の授業への反映

I take student feedback seriously and view it as an essential part of improving my teaching. At the end of each semester, I carefully review students' written comments and reflect on how their suggestions can be incorporated into future classes. When multiple students raise similar concerns, I treat this as a strong indication that adjustments are needed. Even individual comments can be valuable if they highlight an issue I may not have noticed myself. Wherever feasible, I make concrete changes in response to this feedback in order to improve clarity, pacing, and overall student engagement.

(2) (1)の結果による改善・向上の具体的な成果又は課題

Examples of comments I have acted on include:

(These comments were made in lesson evaluations that I implemented myself during the semester)

“The lesson pace is sometimes too fast.”

In response, I began building in short review pauses during class and added brief summary slides at key points to reinforce understanding.

“There is too much reliance on multiple-choice practice.”

Following this feedback, I introduced short written-response tasks and speaking-based review activities to provide greater variety.

“Instructions for activities are sometimes unclear.”

I addressed this by simplifying written instructions, modeling sample answers before activities begin, and confirming understanding through quick comprehension checks.

“It is stressful to answer questions in front of the whole class.”

As a result, I started incorporating pair rehearsal time before calling on individuals and offering voluntary participation options where appropriate.

(3) (2) を踏まえた次年度の取組

In the coming academic year I will review the pace of every class and constantly check with participants to make sure that it is not too fast or slow.

I will aim to implement more free-form written tasks, both in class and for homework.

I plan to (wherever possible) provide written instructions for activities in both English and Japanese. These will be added to the Powerpoint slides used in class.

I aim to communicate with students more about which activities they find most stressful and see to agree on a less-stressful approach to Q&A both for the whole class and for individual students.

6. 学生の学修成果向上を図る取組

対象期間：2024年4月～2027年3月

更新年月：2026年4月

(1) 現在までの学生の成績向上に資する取組及びその成果並びに今後予定している取組

I have tried to make success in my examinations more achievable for students by incorporating questions that they have already tackled in class into the tests. I have also indicated to students which in-class questions are likely to appear in the tests in order that they may use their test-study time more efficiently. In addition, in the weeks before the mid-semester and final exams, I have provided sample exam questions in the weekly Powerpoint slide show and given the students hints and advice on how to tackle these questions in the tests.

(2) (1) の取組を通じて改善・向上が図られた学生の学修成果並びに当該取組に対して得られた学生及び第三者からの評価又はフィードバック

Students have communicated to me privately that the approaches described above have been useful for the test preparation. Some students have requested more detailed information on what exactly will appear in the tests. While I do give a specific outline of the range of material that will be tested, I believe I can improve on this and will aim to give students more detail about how to prepare for tests in the coming academic year.

7. 指導力向上のための取組（FD研修参加等）

対象期間：2024年4月～2027年3月

更新年月：2024年4月

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 schedule 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 terms 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 implementation.

8. 今後の目標

対象期間：2024年4月～2027年3月

更新年月：2024年4月

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. ティーチング・ポートフォリオを作成する際に活用した根拠資料

対象期間：2024年4月～2027年3月

更新年月：2024年4月

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