九州ルーテル学院大学

Teaching Portfolio

2025

所　　属：　人文学科

名　　前：　Patrick Bencke

九州ルーテル学院大学 "Teaching Portfolio"

教員氏名：Patrick Bencke
所属：人文学部 人文学科 Career English 専攻

1. はじめに

My academic studies and professional training in the area of language
education were primarily in the US states of Pennsylvania and Wisconsin.
The first I taught English at Kyushu Lutheran College was in 1997.
This "portfolio" document is a glimpse of my work in the area of teaching at
Kyushu Lutheran College.　Coverage in this document focusses on work in the
most recent several academic years, 2018-2025.

2．教育の責任

　As a full-time faculty member of Kyushu Lutheran College, I instruct students
in a variety of English courses.　See the courses listed below in section 2.1.

　I also am a facilitator in Chapel services and other activities under the
auspices of the Religious Affairs Committee.　Worship services are held every day
of classes.　Attendance is voluntary.　I support the Chaplain and help guide
student Chapel Committee leaders.

　Additionally, I have helped facilitate student overseas practicums while
serving on the Global Committee.　This involves preparation for cross-cultural
practicums and debriefing after students return to Japan.

　I serve on the Library Committee.　We aim to facilitate ease of use of the
facilities and collections.　We also foster research contributions of fellow faculty.

2.1. 授業科目の担当

2018 年～2020 年度の３年間は以下の表の科目を担当している。

科目名	開講年度時期	履修者数	備考

Communication English	前期、後期	16－22名	Semesters one and four
Advanced English Communication	前期、後期	8－12名	Semesters two and three
Explaining Japan in English	前期	5－25名	an all-English course
Current Global Issues in English	後期	5－22名	an all-English course
Academic Writing	前期、後期	22－27名	
Junior Special Research Seminar	前期	4－6名	
Senior Research Seminar	前期、後期	4－6名	

非常勤講師

　　　On occasion, I visit high schools in the prefecture to give one lesson similar to a college lesson.　I have lectured on the topics of English pronunciation, finding and talking about news topics in English, and starting conversation in English.

教育組織運営

　　　In addition to regular classwork, following are some other tasks I take

on.

On behalf of the Career English major, I conduct "Open Campus" classes for prospective high school students.

I have guided students going on overseas practicum, including teaching special courses and helping with presentations.

I help students train for speech contests and oral interviews for tests and job interviews.

I edit entrance exams.   I also administer and score the exams.

３．教育の理念

Many pillars of sound education are crucial in good language teaching and learning.   These include:

I.   Planning instruction by selecting, interpreting, and sequencing general objectives from the curriculum and formulating/modifying objectives in terms of expected outcomes/student characteristics.

II.   Implementing instruction by means of various delivery modes/strategies and interactive/instructional techniques, using various instructional material and resources.

III.   Evaluating teaching/learning by both formative and summative means and interpreting or using such data to identify student needs, strengths, and weaknesses, to refine instruction, to report the status of individuals or classes, and to modify strategies.

I bear in mind the above in my work at the college.   Several key interests of language learning outcomes are outlined below.

3.1. 理念１

In effort to help students improve their English pronunciation, I have been monitoring individual strengths and weaknesses of each student in the advanced communication classes.

3.2. 理念２

In my classes at KLC, the students get accustomed to exchanging ideas with each other and with their instructor.

3.3. 理念３

I am keen on training students to prepare and deliver oral presentations in English.   This is related to the exchange of ideas with classmates and instructor.

４．教育の方法
教育理念との関係では以下の点を重視した教育方法を取っている。

４．１．
In effort to help students improve their English pronunciation, I have been monitoring individual strengths and weaknesses of each student in the advanced communication classes.   I record their speaking, listening for and noting proper and improper idiosyncrasies, and then inform each individual.   Students can in this way know what they need to concentrate on and realize success over the term of the course.   I also train students in the use of a mirror so that they can immediately watch themselves for proper pronunciation techniques.

４．２.
In my classes at KLC, the students get accustomed to exchanging ideas with each other and with their instructor.   I make efforts to decentralize the classes so that more two-way communication, and less teacher-centered lecture, takes place.   Additionally, each student must communicate with me in English to the best of her/his ability, using as much English as possible.

４.３
In my non-writing centered courses, part of the emphasis is on students' preparation and delivery of presentations in English.   I guide students in honing skills in the areas of the physical message, the visual message, and the story message.   We focus on specific skill sets in various assignments.   I provide rubrics for students to refer to when preparing their presentations. Students also evaluate peer presentations.

Students choose what they wish to research and learn about.   They then share what they have learned with classmates.   This is related to the decentralization of class referred to in 4.2.

５．教育改善のための努力
Evaluating teaching/learning by both formative and summative means and interpreting or using such data to identify student needs, strengths, and

weaknesses, to refine instruction, to report the status of individuals or classes, and to modify strategies are all crucial. In order to improve my teaching and student outcomes, each semester I reflect on my teaching for each course.   I also respond to student evaluations of all of the courses I have taught that term.

Following are a couple of areas which I have focused on improving in the past few years.

5.1. 改善努力 1　授業評価アンケートと授業改善報告書

In the area of writing, students have expressed a need for clarity of writing assignments.   To complicate this, in the third-year Academic Writing class, many students are absent from campus for stretches of up to 3-4 weeks for teacher training practicums.   At the same time, over the years, student writing samples show lack of paragraph writing knowledge and skills.

Several years ago, I incorporated a blog for Academic Writing, which I have continued to use every term since creating the blog. With the blog, I can post weekly assignments, due dates, expectations and even samples for students to access on demand.   This has proven helpful for clarifying assignments and helping to improve student writing.   I also have created forums on the blog for students to submit their writing samples, read those of classmates, and formally respond to classmate writing.

5.2. 改善努力 2

As stated above in section 4, I make efforts to decentralize the classes so that more two-way communication, and less teacher-centered lecture, takes place.   In my classes at KLC, the students get accustomed to exchanging ideas with each other and with their instructor.   Additionally, each student must communicate with me in English to the best of her/his ability, using as much English as possible. This sometimes causes tension in students, but many express an eventual appreciation for the push to try harder to communicate in English.

One matter which is clear from student feedback in this area is this: Clarity of expectations is important.   I have learned that even if students do not understand the English content in the class to some degree, they can be comfortable with that.   For example, they can miss much of the meaning of an article we are reading, yet still basically follow. However, they must be clear about what I expect from them in classroom activities, on-line work,

assignments, quizzes, presentations, writing, and other measures that are part of the formal assessment.   For this, I have learned to clearly write in English, and in many cases orally communicate in Japanese, so that students are clear.   Sometimes I ask students to repeat or restate what the assignment is in order to check whether or not they truly understand it.

6. 教育の成果・評価

Following are some of the prevalent student outcomes I witness, as well as some reported by students themselves in their course evaluations:

Awareness of customs and values of other cultures and nations

Appreciation of own culture

Ability to explain Japanese customs, values, arts, education, society, history

Ability to summarize and evaluate issues about topics such as water supply, food supply, famine, hunger, armaments race, and gender equality

Ability to summarize and react to films in English

Ability to make predictions about film plot in English

Ability to write and present a movie review

Improved writing skills

Writing organized paragraphs with main idea and supporting details.

Improved grammar

Improved and consistent use of transitions and sequencers

Improved speaking skills

Improved discussion skills

Adoption of conversation strategies

Mastery or great improvement of presentation skills and awareness

Ability to explain, demonstrate, compare and persuade in oral presentation

Improved English listening skills

Appreciation for music in English

Ability to identify rhyme and other sound patterns in English lyrics

Improved English pronunciation

Gained comfort and habit of speaking English with peers

Improved reading comprehension

Reading and responding to peer writing

English proofreading skills

７． 今後の教育に関する課題と目標

- Keeping up with technological advancements useful for language instruction and learning
- Improving my "on-line" (or "remote") teaching
- Improving the on-line (or remote) learning experiences of my students
- Improving the English pronunciation of KLC students
- Making audio/visual feedback for student performance
- Christian outreach on campus and in Kyushu
- Maintaining contacts with the Japan-America Society of Kumamoto
- Maintaining contact and collaboration with other English language researchers and teachers