

# 九州ルーテル学院大学

## Teaching Portfolio

### 2026



所 属：人文学部 人文学科 キャリア・イングリッシュ専攻

名 前： 松本ソニア (Sonia Matsumoto)

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教員氏名：松本ソニア

所属：人文学部 人文学科 キャリア・イングリッシュ専攻

## 1. はじめに

Since joining this university in 2022, my classes have changed every year; however, the goal of improving students' English proficiency, raising intercultural communication skills, and preparing students to be proactive members of society have remained the same.

## 2. 教育の責任

My teaching responsibilities at Kyushu Lutheran College primarily focus on the Department of Humanities, specializing in Career English with one class for those who would like to minor in English. I am also an academic advisor and a member of the Community Outreach Committee and the Public Relations Committee.

### (1) 授業科目の担当

#### ■ 主要授業科目

2026年度は以下の科目を担当している。

##### \*前期

Communication English I (週二回)	CE 専攻 1 年次 (15 名)
Communication English III (週二回)	CE 専攻 2 年次 (18 名)
Reading & Writing III (週二回)	CE 専攻 2 年次 (23 名)
Graduation Research	CE 専攻 4 年次 (7 名)
英語コミュニケーション I	共通科目 2 年次 (6 名)

##### \*後期 (履修者数は今日現在の発録者数)

Communication English II (週二回)	CE 専攻 1 年次 (15 名)
Communication English IV (週二回)	CE 専攻 2 年次 (18 名)
Reading & Writing IV (週二回)	CE 専攻 2 年次 (25 名)
Speech & Debate II	CE 専攻 3 年次 (13 名)
Special Research	CE 専攻 3 年次 (未定)
Graduation Research	CE 専攻 4 年次 (7 名)
英語コミュニケーション II	共通科目 2 年次 (2 名)

### (2) 教育組織運営

I am currently an academic advisor to 15 students, all of whom through constructive

support and goal-oriented encouragement have maintained a GPA over 2.0 entering their senior year. In addition, I am a member of the Community Outreach Committee and the Public Relations Committee. Being a former Global Center Committee member, I also continue to assist students in presentations before and after their study abroad or intercultural study programs.

### 3. 教育の理念

College is the steppingstone toward becoming a productive contributing member of society. Hence, higher education should prepare students for what they may encounter outside of the classroom, inspire them to continue learning even after graduation, and help them open their minds to a diverse local and global community.

#### (1)理念1 Connect education to real-life situations

As much as possible, lessons incorporate contextualized learning and authentic learning, applying the lesson to students' everyday lives and potential everyday situations they may encounter. When connecting their education to their personal lives, students perceive greater value in the lessons, and in turn the lessons are internalized to a greater degree.

#### (2)理念2 Encourage autonomous learning

To inspire life-long learning habits, various language learning strategies are employed in class. Earnest students gain a sense of which strategies work best for their own learning style. Critical thinking is also consistently encouraged, guiding students to think more deeply, to offer more concise reasons, and to become aware of their own biases and preconceptions.

#### (3)理念3 Promote a healthy respect for diversity

The global environment is filled with people who think differently, learn differently, and have vastly differing personalities. Students must learn to cooperate, collaborate, and share their opinions with their classmates. From day one, students are encouraged to keep an open mind, respect others' opinions and comments, and try to understand the other person's point of view.

### 4. 教育の方法

(1) To connect education to their personal lives, students are given real-life situations that they may potentially encounter and discuss how they would handle the situation. They must also think more deeply and offer acceptable reasons for their choice of action. Students themselves choose real-world issues to address in all-English

debates. Authentic materials are also utilized in lessons for authentic experiences and a greater sense of accomplishment.

- (2) In many English-speaking countries, the reasons are often more important than the opinion. If the reasons for an opposing opinion are acceptable, the opinion is acceptable. Hence, students are consistently encouraged to give concise reasons that would be acceptable in an international environment. Students must also present their reasons in concise words to avoid misunderstandings in intercultural communication.
- (3) To promote a healthy respect for diversity, group work, classroom discussions, and open communication are incorporated in lessons. Students are encouraged to voice their thoughts and opinions, no matter how different they may be from others. Other students are encouraged to ask questions to better understand that person's point of view. In all discussions, every comment should be given and received with respect.

#### 5. 教育改善のための努力

After each lesson, time is taken to reflect on what went well during the lesson and which areas could use improvements. Appropriate adjustments are made so that little by little each lesson is refined, rendering overall improved education.

##### (1)改善努力: Increase student-centered learning

One point of improvement that is always reflected upon is to increase student-centered learning. After and during each lesson, I try to think of more ways to increase student participation.

##### (2)改善努力2: Encourage feedback from the students

Students are consistently receiving feedback from the teacher; however, I often encourage students to give me feedback on the lessons. By asking what students liked about the lesson and what they thought could be improved allows me to better understand ways to adjust the lesson. Students are even encouraged to offer their own ideas on how to improve the class. When their ideas are implemented, participation and motivation naturally increase.

#### 6. 教育の成果・評価

As the semester progresses, there is usually a gradual elevation of class participation which often results in gradual elevation of grades. End of semester course evaluations are usually above average. Often students write extremely positive comments regarding the class, sometimes even quoting expressions frequently used

in class.

#### 7. 今後の教育に関する課題と目標

Since college education serves as a steppingstone to society, educators need to empower students with 21<sup>st</sup> century skills. Students are usually adept at cooperation and collaboration upon graduation through repeated group work, teamwork, and group discussions. Honing skills such as critical thinking and critical literacy, especially in a foreign or second language, takes more time due to their complexity. Through daily reflections and incremental improvements, these too can be greatly enhanced in education.