

九州ルーテル学院大学

Teaching Portfolio

2022



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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九州ルーテル学院大学 ティーチング・ポートフォリオ

教員氏名：松本ソニア (Sonia Matsumoto)

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

筆者は2022年4月に九州ルーテル学院大学に着任し、人文学科キャリア・イングリッシュ専攻准教授として勤めている。研究は児童英語教育、英語教育、とサービスラーニングを中心に行っている。

2. 教育の責任

As a member of the Career English Department, I am responsible for classes that help improve students' four skills in English, as well as classes pertaining to English education and pedagogy for those who wish to attain an English teaching license.

2.1. 授業科目の担当

2022年度は以下の表の科目を担当している、又は担当予定である。

科目名	開講年度時期	履修者数	備考
リーディング&ライティングI	2022年度・前期	15名	
小学校英語教育法	2022年度・前期	30名	
フレッシュマン・ゼミ	2022年度・前期	12名	共通教育 オムニバス形式で
小学校英語ワールドワークI	2022年度・前期	1名	
英語科教育実習I	2022年度・後期		
リーディング&ライティングII	2022年度・後期	22名	
小学校英語	2022年度・後期	30名	
小学校英語ワールドワークII	2022年度・後期	1名	

■ 主要担当科目

1. Reading & Writing I:

Every class begins with a Reading Faster passage. Students do a timed reading and answer questions based on that reading. By comparing the times and the number of correct answers, students can quickly gauge how well their reading is improving. Since no dictionaries can be used for this extensive reading exercise, students are encouraged to use the context of the reading to grasp unfamiliar words and concentrate on the general meaning of the passage.

Every week, the students read a longer passage for a short comprehension test. A closer analysis of new vocabulary and grammar are encouraged for this intensive reading exercise. To solidify understanding, students act out the reading whenever possible, then discussions follow for a deeper dive into various interpretations of the reading.

After the discussions, students then write about what was discussed in a designated writing structure such as evaluative, causal, or comparative. Students are asked to pay attention to content and fluency as well as grammar and accuracy.

2. Methodology of Teaching English at Elementary Schools

In this class, students apply the language acquisition teaching methods they learned in mini-demonstration lessons. Students practice teaching new vocabulary, chants, songs, communicative activities, and games. While one student is teaching, the others become the elementary school students in the class. After each demonstration lesson, students give a peer evaluation to help that student see the good points of his/her lesson and parts that need improvement. The student then writes a detailed a report on ways to improve his/her teaching.

学部での教育以外の教育実践は以下のようなものがある。

■ 非常勤講師

(2012年～2022年に) 放送大学宮崎学習センター非常勤教員

2.2. 教育組織運営

大学内において、グローバル委員及び広報委員の役目を担っている。その上に九州ルーテル学院大学付属黒髪乳児保育園へ英語保育活動を務めている。

3. 教育の理念

In every aspect of life, especially education, effective communication is essential. Effective communication is more likely to be attained when all parties cooperate to create a respectful helpful environment for mutual learning. In addition, rather than just passively listening to lectures, applying what is heard or read in immersive activities will more likely yield deeper understanding and greater recall.

3.1. 理念 1

Education is the process of teaching and acquiring knowledge or skills. Hence, effective communication is necessary to facilitate learning. In my classes, we not only practice expressing opinions and thoughts, but we also encourage asking for clarification when the process of communication is obstructed between teacher and student, as well as amongst students themselves.

3.2. 理念 2

A cooperative attitude amongst everyone in the classroom helps create a learning rich environment. Hopefully students will continue to carry this cooperative mindset when they become active members of society.

3.3. 理念 3

Comprehending explanations and readings is sometimes not enough for practical application of knowledge. In other words, knowing and doing are different. In class, we use what we have learned as much as possible to confirm and deepen understanding.

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.

Communication is a two-way street; therefore, questions and comments are always encouraged in class. For easy reference, we all make name plates which have clarification questions in English; however, students are encouraged to ask questions, make comments, and communicate in any language they feel most comfortable. We also frequently have discussions in which students share their thoughts and opinions on the reading or the topic at hand. As long as they are not offensive or rude, any and all comments are encouraged. I appreciate when students make an effort to communicate. Even mistakes are appreciated for it shows courage to speak in a classroom of people.

4.2.

Cooperation is also highly encouraged in my classroom. Since English is the target language, when a student makes a comment in Japanese, I encourage the other students to help that student explain in English. When a student stumbles to answer a question, the other students are encouraged to help that student explain their thoughts more accurately. Due to language barriers, we all work together to help understand each other. Cooperation is also encouraged in other aspects of the class. Students, along with the teacher, help set up and clean up the classroom before and after class. Instilling cooperative thinking in the classroom will potentially lead to a cooperative mindset in their future workplace.

4.3.

Practical application of knowledge is a key element in my classes. Doing is quite different from just knowing. In my reading class, students must first read to understand meaning and then to deepen understanding, students demonstrate what they read. They act out the reading whenever possible. Reading the words and imagining the scenes help deepen understanding and increase the paths of recall. Similarly, for English education classes, student first learn several language acquisition teaching methods and then apply those methods in mini-demonstration lessons. In this way, students can experience firsthand how those methods are used in language classes.

5. 教育改善のための努力

5.1. 改善努力1 授業評価アンケートと授業改善報告書

5.2. 改善努力2

6. 教育の成果・評価

7. 今後の教育に関する課題と目標

8. 参考資料

- (1) 担当科目シラバス
- (2) 授業評価アンケート結果