

1. 教育の責任

At the moment, I teach a total of twelve classes. I have eight classes in the spring and four in the fall semester. Most of my classes are at the Shukugawa campus; however, I only teach nursing classes at the Osaka campus in the spring semester. The Nursing classes at **Osaka campus** are as follows:

Practical English for Nurses I and II – The objective of these classes is to provide trainee nursing students with the adequate vocabulary required for working in the health, medical, and pharmaceutical sectors, as well as give them confidence in using English in a Global environment should they wish to become nurses in countries other than Japan. The classes are heavily vocabulary-based, so students can become accustomed to medical terms and conditions. In addition to learning and memorizing medical vocabulary, students can learn about other countries' customs and cultures by engaging in lessons from a four-skill ESL textbook. Approximately 30 first-year students are in this 2-credit, two-semester required course.

Listening and Speaking in a Global Society I and II – As the title suggests, this class focuses on providing valuable listening and speaking practice through exercises in a medical/hospital situation-based textbook. The students are given opportunities to listen to authentic hospital and clinical dialogs and then engage in conversations relevant to nursing. To consolidate what they learned in their first year, these second-year students continue memorizing and practicing medical vocabulary and expressions. This class is a 2-credit, two-semester required class with approximately 20 students.

GJS (Global Japan Studies) classes at the **Shukugawa** campus. I teach 3 GJS classes at the Shukugawa campus. Two of these classes are in spring, and one is in fall. These are required classes for English and International Communication primary students and carry two credits. The classes are as follows:

English as a Global Language – This class aims to introduce students to the history of the English language and its variations worldwide, both in official English-speaking countries and those where it is a second language. Its influence as a lingua franca and its effect on the growth and decline of other world languages. Students are also given an introduction to the field of linguistics and the various types of competencies in the study of language acquisition. This includes phonology, discourse, sociolinguistics, and grammatical elements. Students also discuss the positive and negative impacts of “katakana English” in the Japanese educational system. This year, 17 students were enrolled in the class.

Tourism English - This class concerns the study, viability, cultural, historical, and economic significance of the tourism industry in Japan and internationally. Students engage in practical exercises and activities related to statistical trends and patterns. They create and present PowerPoint slides on various types of tourism, including the positive and negative relationships with the 17 sustainable development goals (SDGs). The coronavirus pandemic provided an authentic case study on the devastating impact on tourism employment worldwide, and students participated in problem-solving lessons to find solutions to the recovery of this industry. This year, 22 students enrolled in this class.

Tourism World Geography – This class aims to study the relationship between tourism and three fundamental types of geography – human, physical, and environmental. This is initially achieved by concentrating on the significance of river systems and how they contribute to all forms of human civilization, culture, history, etc. We are very fortunate to be located near the Shuku River, and students are given the authentic opportunity to study this river system through fieldwork. We visit this river's middle course, source, and mouth, and students see firsthand the physical, human, and environmental aspects. From a tourism point of view, the Shuku River is famous for its cherry blossom viewing – but students are asked to research and suggest other ways this river can be utilized for tourism. This year, 23 students

attended.

LEO classes at Shukugawa. LEO (Language Education of Otemae) are English classes designed to provide students with engaging and enjoyable ways to improve their reading, writing, listening, speaking, grammatical, and pronunciation skills. Some of these classes are electives, and some are significant requirements. They are generally 2-credit, two-semester courses. I am currently teaching three LEO classes at Shukugawa.

Currently, and for the past few years, I have been the coordinator and director of our English programs - LEO (Language Education Otemae), GJS (Global Japan Studies), and GBS (Global Business Studies). I have also been a member of the Academic Affairs Committee and the International Steering Committee for several years. For seven years, I was also the coordinator of the OCC Program. My duties include interviewing candidates for teaching positions, creating schedules for part-time and full-time teachers, and overseeing curriculum development and syllabus inputting. Recently, I helped redesign the LEO classes by developing new titles and levels, encouraging students to find a comfortable level and topic for study. My teaching duties are LEO classes and GJS classes in both semesters. My research interests are geography, tourism, and second language acquisition.

2. 教育の理念

I firmly believe in creating inclusion, confidence, tolerance, and respect for self and others in all my classes. In particular, with the presence of international students, empathy, knowledge, and understanding of Japanese and other cultures is extremely important. When achieved in the classroom, it benefits education and learning and provides a caring and enjoyable atmosphere to study. Language classes should be fun, and students should not feel pressured or judged on their ability. For this reason, encouragement, praise, and positivity are significant in maintaining motivation to learn a foreign language.

3. 教育の方法

The COVID situation dramatically changed the ways most teachers conducted their classes. The switch to remote Zoom classes was detrimental and positively instrumental in the quality of lessons. This hardship increased teachers' abilities to become more creative despite the challenging circumstances. In my case, it provided opportunities to utilize all the technology and modern teaching tools available. It was still possible to conduct engaging lessons Through PDFs, websites, applications, and the online textbook components supplied by publishing companies. It was also possible to connect with the students individually and more personally by talking to them in the privacy of their homes. Many of them felt more comfortable speaking in this environment. Indeed, attendance and homework were both of a very high standard during the Zoom semesters. I expect students to try their best, regardless of ability or fear of mistakes. Students are not penalized for ability but rather for work ethic, attitude/lack of homework, or classroom contribution. In my opinion, as teachers, we can never stop learning and improving. For our personal growth, and for the benefit of our students, we should always strive to be the best we can by embracing current research, practices, information technology, the advice of other teachers, and by reading comprehensively. Attending other lectures and observing our peers is an excellent method of keeping lessons refreshing, engaging and relevant. We can also learn a lot from attending lectures, workshops, symposiums and conferences both in Japan, and abroad.

ティーチング・ポートフォリオ

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In short, we should not become complacent in our teaching methods and practices but should be constantly adapting and relating to our students' needs and expectations. We should also not expect all students to possess the same learning styles, motivations, study patterns and approaches to second language learning - and should conduct our classes accordingly. This can include peer support and encouragement from stronger to weaker students, classroom management and seating and attention to varying levels of ability and fluency. Mixed level classes are a challenge for any teacher and can also present problems and motivational issues for students. These challenges need to be overcome through constant attention and in some cases, personalized or additional instruction. A clear and comprehensive outline of the class and syllabus prior to the semester is essential - as is the role of teacher and the expectations and responsibilities contained within the course. In the classroom, students should always be monitored, encouraged and when necessary, corrected immediately an error is made.

4. 教育の成果

As a teacher, I believe that it is crucial to continuously search for creative, innovative, and enjoyable ways to help students learn a second or third language. Constant self-evaluation and reflection should be a part of our everyday practice, as it helps us improve our methods and techniques. It's also essential to listen to our students' needs and requests, and not underestimate their opinions. Similarly, we should pay attention to our colleagues' advice or feedback. To stay updated with modern teaching practices and research, it's essential to attend academic conferences and read and publish articles related to teaching practices. As educators, we should never stop learning or improving.

5. 改善への努力と今後の目標

I am highly interested in creating a curriculum and syllabus that accurately reflects the objectives and outcomes of my classes. To achieve this, I take into account student feedback, surveys, and classroom practices. Moreover, I am looking to develop my own textbooks and teaching materials that can be used in our university as well as for publication. I am committed to responding to comments directed at improving my classes and lessons from the students' perspectives. Additionally, I am determined to improve my Japanese language proficiency to better understand my students and colleagues at Otemae.

My challenges and goals for the future are to contribute to the success and long-term viability of the LEO and GJS programs. I will liaise with Admissions and other departments to effectively promote our programs and to build student registrations and enrollments to pre-COVID numbers. I am very fortunate and appreciative for the strong support I receive from my teaching colleagues and academic affairs staff and management. I believe we all have a unified vision to build the very best programs we can and to constantly improve. I will continue to do my very best to build, maintain and share a close working relationship with all departments at Otemae. As a facilitator, I will continue to explore methods of effective curriculum development, and as a teacher, I will strive to keep my students' best interests at heart.

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【添付資料】

