

## 1. 教育の責任

Now, I teach a total of twelve classes. I have six classes in the spring and six 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. This will change in the academic year of 2026

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 that 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. These second-year students continue memorizing and practicing medical vocabulary and expressions to

consolidate what they learned in their first year. This class is a 2-credit, two-semester required class with approximately 20 students.

GJS (Global Japan Studies) classes are on the Shukugawa campus. I teach 2 GJS classes at the Shukugawa campus. Two of these classes are in spring, and one is in fall. These are required classes for primary English and International Communication students and carry two credits. The classes are as follows:

Tourism English - This class concerns the study of the 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.

## ティーチング・ポートフォリオ

大学名：大手前大学 所属：現代社会学部 名前：ジョン ジャクソン 作成日：2026年1月30日

LEO classes at Shukugawa. LEO (Language Education of Otemae) is an English class 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 two-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 am also a member of the Academic Affairs Committee, the International Steering Committee, and the English Entrance Examination Committee. 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 myself 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 factors in maintaining motivation to learn a foreign language.

### 3. 教育の方法

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 in Japan and abroad. In short, we should not become complacent in our teaching methods and practices but should constantly adapt and relate 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 we should conduct our classes accordingly. This can include peer support and encouragement from more substantial 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.

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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 before the semester is essential - as is the role of the teacher

and the expectations and responsibilities contained within the course. In the classroom, students should constantly be monitored, encouraged, and, when necessary, corrected immediately if an error is made.

### 4. 教育の成果

As a teacher, 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. Attending academic conferences and reading and publishing articles related to teaching practices are essential to stay updated with modern teaching practices and research. As educators, we should never stop learning or improving.

### 5. 改善への努力と今後の目標

I am interested in creating a curriculum and syllabus that accurately reflects the objectives and outcomes of my classes. I consider student feedback, surveys, and classroom practices to achieve this. Moreover, I am looking to develop my own textbooks and teaching materials that can be used in our university and 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 understand my students and colleagues at Otemae better.

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 enrolments to pre-COVID numbers. I am very fortunate and appreciative of the strong support I receive from my teaching colleagues, academic affairs staff, and management. We all have a unified vision to build the best programs we can and constantly improve. I will continue to do my very best to create, 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.

### 【添付資料】