

1. 教育の責任 (Educational responsibility)

- * As coordinator for the native English classes offered in the Faculty of Global Nursing, I work to ensure that both general language proficiency and English for specific purposes (ESP) needs are met in the lessons offered to the first, second, and third year students.
- * For university-wide elective and required classes, I aim to deliver engaging lessons that develop language skills, general thinking ability, and content knowledge.
- * [Practical English for Nurses I & II] Expand students' ability to communicate in English with a wide variety of people and from a global perspective, as well as learn specific medical vocabulary to allow them to use English in the Medical profession; required courses for first-year nursing students offered in the Spring semester.
- * [Listening & Speaking in a Global Society] Listening and speaking focused on English use in the field of nursing; a required course for second-year nursing students offered in the Spring semester.
- * [Academic Writing & Debate] Recognize and understand the different sections of an academic research paper, become familiar with the goals and methods of both qualitative and quantitative research, develop cultural awareness and understanding, and to think critically about health care issues from a variety of perspectives; a required course for third-year nursing students offered in the Spring semester.
- * [Advanced Presentation I & II] Develop critical thinking skills, view global problems as a world citizen, and present original ideas in a concise and dynamic manner; elective course for English Communication and International Communication majors, year round.
- * [Comparative Studies of the US and Japan] To think about cultural issues such as immigration, minorities, and gender equality from multiple perspectives; A Global Japan Studies (GJS) elective course for English Communication and International Communication majors, Winter semester.
- * [English and Globalization] A content course that builds an understanding of the origins of the English language, the spread of English around the world, the influence of other languages on English, and the modern role of English as a lingua franca; A Global Japan Studies (GJS) elective course for English Communication and International Communication majors, Winter semester.

2. 教育の理念 (Educational philosophy)

The ideas of professor I.S. Paul Nation, a leading scholar in linguistics and pedagogy, have greatly influenced me as his theories are based on extensive research and offer practical, concrete ideas on how to apply theory in the classroom. Prof. Nation feels that 4 strands should be present in any well planned English curriculum, and they each should occupy roughly an equal part of time in whole of the foreign language courses.

Nation's 4 Strands are:

1. Meaning Focused Input
2. Meaning Focused Output
3. Language Focused Learning
4. Fluency Development

In the past, language education in Japan was biased towards number 3, language focused learning. The traditional grammar-translation method concentrated on learning grammar and vocabulary in isolation and without meaningful context. The rise of communicative language teaching has incorporated more of numbers 1 and 2, meaning focused input and output, into language classes. Meaning focused input consists of things such as extensive reading, listening to stories or "extensive listening" and the receptive part of most pair or group activities. Meaning focused output of course is speaking in pair work, making speeches or presentations in class, and writing a journal. Language focused learning can be a useful part of the curriculum, as long as isn't the dominate focus, because it's an efficient way to learn and an effective use of limited class time. Ideally language focused learning can be done in conjunction with meaning focused input and output. Fluency development is the

strand that is almost always overlooked or under emphasized, which is why I try to incorporate it into my classes as much as possible.

3. 教育の方法 (Education method)

Many variables enter into the classroom and these change on a daily basis. So I believe in viewing each lesson as a personalized learning experience. To achieve this, I try to get to know students as much as I can: their names, interests & hobbies, family & friends, and what their personal education goals are. I want my students to have a voice in class and I try to make lessons as student centered as possible. I design activities so students don't just sit and watch, they have to take an active part in the class. I offer students as much autonomy in class as they are able to handle. For students not used to such a learning style, this may simply mean a choice of homework assignments or presentation topics. For students capable of working and learning independently, I provide a framework and we collaboratively choose topics and materials to focus on.

4. 教育の成果 (Educational outcomes)

My teaching style relies on feedback and reactions from students. Extensive pair and group activities keep students engaged and actively learning. Several students have told me "I fall asleep in other classes, but never in your class."

One of the strengths of a small, liberal arts institution like Otemae University is close relationships that develop between educators and students. We know our students, and help them to grow and develop. Older students and international students often help their younger classmates. Post-COVID, a real sense of community is developing both within and outside of the classroom. This aids in both academic and personal growth.

5. 改善への努力と今後の目標 (Efforts for improvement and future goals)

- * One increasing challenge for language teachers is how to use technology to enhance learning, rather than a crutch that prevents growth. With the phenomenal growth of AI technology, this has become an even more prominent issue within the last few years. I want to encourage students to use technology in a way that helps them learn.
- * Voice to text apps and voice recognition software can be good ways for students to check and improve their pronunciation.
- * Online websites provide an efficient and effective way for students to study outside of class, especially as they can be accessed anywhere and require only a smartphone or tablet.
- * Plagiarism software can help student writers learn how to correctly paraphrase and cite works they use.
- * Tech savvy students are already using chatGPT and other AI, but they need examples and directions on how to use these in a way that increases their skills and knowledge.
- * I want to incorporate more technology in my lessons in the future, and make better use of it to enhance learning outcomes.

【添付資料】