

教育研究等活動業績

山梨英和大学

フリガナ 氏名		性別	生年(西暦)	職名	所属
ダニー ブラウン Danny W. Brown		男	1961年	専任講師	人間文化学部人間文化学科
取得学位称号	博士		専門分野	外国語教育	
学 歴	1979年	5月	Bowling Green High School, Kentucky, U.S.A. 卒業		
	1979年	9月	Southwestern Assembly of God College, Texas, U.S.A. 入学(1980年12月まで)		
	1981年	1月	Western Kentucky University, Religion Department, Kentucky, U.S.A. 編入学		
	1983年	5月	Western Kentucky University, Religion Department, Kentucky, U.S.A. 卒業(学位、専攻:宗教学)		
	1985年	9月	North Texas State University, Graduate School, English Department, Texas, U.S.A. 入学		
	1986年	8月	North Texas State University, Graduate School, English Department, Texas, U.S.A. 卒業(修士号、専攻:英語教育)		
	1991年	9月	University of Texas at Austin, Foreign Language Education Department, U.S.A. 入学		
	1996年	8月	University of Texas at Austin, Foreign Language Education Department, U.S.A. 卒業(博士号、専攻:外国語教育)		
実 務 経 験	1987年	4月	駿台外語専門学校(大阪市)講師(1989年7月まで)		
	1989年	9月	Pittsburg State University, Kansas, U.S.A., Intensive English Program, lecturer(1991年8月まで)		
	1992年	9月	Austin Community College, Parallel Studies Department, ESL Program, part-time teacher(1997 1月まで)		
	1997年	4月	山梨英和短期大学英文学科、契約教師(2000年4月まで)		
	2000年	4月	山梨英和大学人間文化学部、契約教師(2005年4月まで)		
	2005年	4月	山梨英和大学人間文化学部、専任講師(現在まで)		
受 賞 歴	1979年	5月	German Student of the Year Award, German III class, Bowling Green High School, Kentucky, U.S.A		
	1979年	5月	ROTC Student of the Year Award, High School Reserve Officer Training Corps (all classes), Bowling Green High School, Kentucky, U.S.A.		
	1991年	9月	University Fellowship, Office of Graduate Studies, University of Texas, Texas, U.S.A. (for the 1987-88 school year)		
	1996年	12月	Nominated for Part-time Teacher of the Year Award, Austin Community College (all campuses).		
所属学会	1986年	4月	Member of Japan Association of Language Teaching (JALT)(現在まで)		
	年	月			
	年	月			
	年	月			
e-mail	非公表				

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教育業績

<p>教育理念、方針、方法</p>	<p>As an English language teacher, I am not so concerned with teaching large amounts of information as I am concerned with developing skills within each individual. This becomes a highly personal task for each student, and learning language skill requires high motivations. For this reason, I deal a lot with the motivations of students as I teach. In some ways, I cannot deal directly with the various underlying motivations that bring students to school. But I try to take each student at face value as if I expect him/her to learn for learning sake. I try to deal with the students' most immediate motivations, which are social influences before and during the class, task motivations during class and homework, grade motivations, and achievement motivation. To do this, I make my learning objectives extremely clear and my grading policies extremely clear. I also give a lot of small assignments with very clear feedback. I use social motivations in the class, including my personal presence, small group work, and pair work. In small classes and in seminar classes, I often speak personally to students regarding how I view them, their learning, and their English ability. Students are often shocked that I will sit down with them and give them a basic description of their overall English ability, including grammar, and characteristics of their pronunciation, and I think they find it exciting. Not all classes can be so personal, so I follow basic educational principles, including clear objectives and plenty of practice so students can reach a "saturation point" in which they can truly master objectives.</p> <p>I cannot discuss most methods used in this small space, but let me say that I use a lot of what is called the "direct method" of teaching language, with presentation, testing, and immediate practice. I do break one of the direct method's primary rules, however, in that I give definitions in Japanese when large lists of vocabulary must be learned, which speeds the process immensely. When performing language tasks, such as speaking about topics or reading certain texts, I am concerned to teach the language necessary for each task beforehand and I frequent review vocabulary and grammar learned so students can maintain confidence in their speaking, writing, reading, and listening skills during the class time. Our college encourages us to use what is called active learning in our classes. I often use components of active learning, including group discussions in which students give their opinions about what we are studying. Students also often have the ability to choose topics of their choice and do projects based on their interests, yet with a focus on things we have learned in the class.</p>
<p>教育能力</p>	<p>(1)教育方法実践例</p> <p>English Presentation: Using mostly materials that I wrote myself, students learn the rules of intonation, pronunciation of past tense, speech-giving techniques, and advanced grammar points. They also sing a song as a choir during class, memorize the Lord's prayer with correct intonation and pronunciation, give a personal speech before the whole class using notes, practice and tell a personal story before the whole class without notes, and write and give an academic speech before the class with notes and an outline.</p> <p>(2)作成した教科書、教材等</p> <p>I have not created any books. However, I personally write about 70% of all text material that I use in my classes.</p> <p>(3)教育方法や実践に関する発表、講演等</p> <p>I presented a lecture titled "Grammar is not Communication," at Sundai Foreign Language Technical School (駿台外語専門学校高校で高校の英語の教師のための教育発表会). Also at the FD committee meeting of Yamanashi Eiwa College on July 21, 2013 I presented a lecture on how to teach English to low level students at Eiwa. That lecture was titled "Teaching English Methods in a Culture that is Ill-Suited for Language Learning: Opening Up Students' Hearts to English" 「外国語学習に適さない(てきさない)文化の中で英語を教える方法:学生の心を英語に開くこと」.</p>
<p>担当授業科目</p>	<p>2021年度</p> <p>基礎1ゼミナール、英語1aA、英語1aB、英語1cB、英語1cC、英語2bB、英語2cA、英語音声学、Globalization and Culture 1、Globalization and Culture 2、専門ゼミナール1~2、卒業プロジェクト 1-2、私は正式に「オーストラリア長期留学」という授業を教えていませんが、クラスの編成と運営を手伝っています。</p>

シ ラ バ ス 代 表 的	<p>専門演習: 社会及び心理の諸問題について英語で読み、英語で討論する。本学の大学院を希望している学生にとっても、また英語を話す力をつけたい学生にとっても、最適なゼミである。</p> <p>Student will study vocabulary and take multiple tests. Students will do oral readings in class about social problems: hikikomori, makein, drugs, gangs, etc. Students will discuss those social problems with the class. Each student will write a final paper over one social problem of his or her choice, in consultation with the teacher.</p>
教 育 改 善 活 動	<p>I have purchased and learned how to use Adobe Photoshop software to help create pictures for my class Powerpoint presentations.</p> <p>I have studied the Japanese language so I can use it sometimes in class. I learned in graduate school that it is best to speak only the target (foreign) language in the class, but also that on occasion a few words in the students' own language can save much time and confusion. So I probably speak 95% to 98% English in the class. However I can also give word definitions in Japanese, and make short explanations to confused students in Japanese, so I feel that my teaching has greatly improved. I am also now teaching 基礎1ゼミナール completely in Japanese, though I feel I am struggling to teach it well and often don't understand the students.</p>
教 育 能 力 に 対 す る 評 価	<p>(1) 学生による授業評価</p> <p>Students' evaluations of me for many years were always fairly high (4.5 out of 5). However, in the last few years, they have gone down some. This is partially because of the style of evaluation form. My classes have become smaller in the last few years, though I am not sure why, and this gives me a chance to pay very close attention to each student to help them to learn better.</p> <p>(2) 同僚教員等による授業評価</p> <p>Yamanashi Eiwa College does not give formal evaluations of their faculty. This seems to be Japanese culture, though Americans always give formal faculty evaluations. My colleagues informally have told me that my classes are popular and that I get along well with the faculty and staff of the college so they are pleased with my work.</p>

研究業績

研究の特徴	<p>I have not worked on research projects in the last few years because I use much time for my church work, prayer, and in the evenings Japanese language study (now I can read and speak Japanese at an intermediate level). So my research has decreased for the last few years.</p> <p>Learning Motivations: My Ph.D. research focused on student motivations. My own research suggests that Japanese college students' motivations in college classrooms appear to be largely based on task motivation or external motivations provided by the teacher. Japanese students who want to learn English depend on the surrounding context of the classroom to motivate them more than their personal desires to learn English. For example, Japanese students typically do not play with language nor personally motivate other students in the class to study, which is very different than students from other countries, especially different from American education. (I am American.) Instead, the students watch the teacher to see what he will do. As a result, the students are longing for the teacher to motivate them. The teacher should impress or interest the students by using interesting stories, jokes, and other techniques so that help students pay close attention. The teacher should also frequently offer the students tasks to perform even during lecture classes to increase motivation,</p> <p>and the teacher should keep students active working together in pairs to stimulate interest. Furthermore, the teacher should slowly teach students to internalize their motivations for language learning by praising students and talking about their learning in an open way. These are some of the results of my research. At this time, I have collected more data regarding motivations, but due to my Japanese language study, that research is awaiting analysis.</p>
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研究の特徴	Vocabulary Knowledge/English Morphemes: I have also done one study regarding active vocabulary use of students in order to understand the level of language knowledge of students entering our college. I implemented those findings into my curriculum by focusing my teaching more on certain vocabulary groupings. Further more, I also did one study regarding the English morphemes used by Japanese students to learn more about the level of language knowledge of our school's students. I also implemented that research into my curriculum by encouraging particular grammatical points in my class that the students were weak in.	
研究経歴	年	年 特になし 年
研究実績	<p>(1)著書 特になし</p> <p>(2)学術論文</p> <p>1996年 8月 博士論文 The Classroom-related Beliefs and Learning Strategies of Seven Adult Japanese Learners in a United States ESL program, 317 pp.</p> <p>2003年 2月 The Use of Vocabulary by Japanese Learners of English in Speaking Tests, 山梨英和大学紀要第1号</p> <p>2004年 1月 Natural Sequences in the Acquisition of English Morphology, 山梨英和大学紀要第2号</p> <p>2004年 1月 The Motivations of Japanese College Students to Participate in an English Vocabulary Learning Activity, 山梨英和大学紀要第2号</p> <p>(3)その他の研究活動(国際会議発表、学術誌編集、学術論文査読等) 特になし</p>	
競争的資金採択課題	特になし	
学会役員等参加表・	年 月 年 月 年 月 年 月 特になし 年 月 年 月 年 月	
共同研究の実績・受託	年 月 年 月 年 月 特になし 年 月 年 月	

大学院生指導	特になし
研究能力に 評価に 対する	特になし

サービス活動業績

学内委員会・ 作業部会等 活動実績	2005年 4月 国際交流委員会委員(2011年3月まで) 2008年 4月 宗教委員会委員(現在まで) 1997年 4月 入試の試験作成(現在まで) 2005年 4月 国際交流委員会委員(2011年3月まで) 2011年 4月 入試委員会委員(2012年3月まで) 2016年 4月 英和学院の評議員会の一員(2017年4月まで) 2005年 4月 入試英語試験作業部会(現在まで) 2010年 4月 入試英語試験作業部会-(主任)(2011年3月まで) 2017年 4月 入試英語試験作業部会-(主任)(現在まで) 2020年 4月 非常勤英語教師の連絡員と翻訳者(現在まで)
アドバイザー活動実績	2000-2006年度 Advisor of the English Life Club (English conversation club) 2011-2012年度 Advisor for the Maple Leaf Club (English conversation club) 2015-2016年度 Advisor for the Flocks (Christian rock music band circle)
後進育成活動実績	1997-Present I have taught numerous small weekly English Bible studies in my home and on campus to encourage understanding of Christian faith and morals. Many semesters I have held English Bible studies in my office at school. In January-February 2021, three seminar students voluntarily attended an online (Zoom) English Bible study outside of class activities.
社会貢献活動	(1)講演会 年 月 特になし (2)出前講座 年 月 特になし (3)公開講座 年 月 特になし (4)学外審議会・委員会等 2015年 4月 2015年～現在まで Administrator for New Life International Elementary School in Kofu: academic program advisor, budget, contracts, ESL testing, substitute teaching when needed. This is voluntary--no pay.

社会 貢 献 活 動	(5)その他 1999/3/1
	<p>I am pastor of New Life International Church in Kofu, Japan (2002 till present). New Life is a bilingual church with English/Japanese. This church currently averages 50 people in attendance, one who is a graduate of our college, and another who is currently a student at Eiwa College. The church meets in our own building in Kofu north of Kofu Station. As pastor, I plan and lead the church service one time each week, preaching to the church each time, leading prayer and social activities. I coordinate programs of the church including church Bible studies (Japanese and English), the council of elders and elders' meeting, the church worship band, the children's program, and missionary offering support. I lead an online English Bible study every Tuesday. I also perform many small activities related to being a pastor, such as writing recommendations for jobs or school entrance, visiting the sick, and counseling those with personal problems. Furthermore, I coordinate temporary projects, such as our annual fall retreat at Lake Yamanakako. I organized a 4-day trip for 5 people (myself included) to do volunteer work in the area of the Noto Peninsula Earthquake (能登半島地震) in March 2007.</p> <p>I organized another 4-day volunteer trip to the area of the Chūetsu Offshore Earthquake (新潟県中越沖地震) in July 2007 for 5 people. I have also led our church in giving food to local refugees from the Miyagi-ken and Iwate-ken area who live in Kofu City area in March-May 2011.</p>
	<p>I have organized many visits to old folks homes in which my church members and other community people visit, sing, and present gifts to the old folks. We visit three homes each year—March 2005 to present (2005年3月—現在まで). Due to coronavirus, the 2021 visits were cancelled. However, we plan to continue as soon as coronavirus will allow us to return.</p>
	<p>Each December (2019, 2020, 2021, 2022), I organized on Christmas visit to an orphanage in Kofu City. Many church members bought presents for the orphans, and several of us brought them to the orphanage Christmas party and presented the gifts to them. However, in 2021 and 2022, we could not physically attend but we merely sent the presents due to coronavirus.</p>

成果と目標

専門的成果	<p>① I have learned how to better motivate students in English classes by my teacher presentations and text writing.</p> <p>② I have learned more about the language knowledge (vocabulary and grammar) of Japanese college students for curriculum planning purposes.</p>
専門的目標	<p>① My first goal is a greater understanding of what content in teacher's lectures is most motivating to students.</p> <p>② My second goal is to learn more about how to motivate students so that they will want to speak more English during class time.</p> <p>③ My third goal is continue to continue to write classroom materials that are understandable and motivating to the students, and that contain enough repetition for learning. I often write my own class materials so I use few textbooks during class time.</p>

作成基準日	2023年3月31日
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