

ATJ JSP SIG Newsletter: Issue no. 16, February 15th, 2014

The ATJ JSP SIG Newsletter bi-annually highlights upcoming events and opportunities of interest. Notices appear under six headings:

- 1. JSP SIG Announcements
- 2. Conferences and Workshops
- 3. Grants and Awards Opportunities
- 4. Other Information
- 5. JSP Class in the Spotlight
- 6. Member in the Spotlight

If you have notices in these categories that you would like posted here, please send them to Tomoko Takami at ttakami@sas.upenn.edu The next newsletter is scheduled to be published on September 30th, 2014. Information received by September 20th will be included in this issue.

(1) JSP SIG Announcements

I hope you all are having a great start to the spring semester. The upcoming 16th Annual CIBER Business Japanese Conference will be held in Park City, Utah, on April 24-26. To register and find out information about the conference please visit: <http://marriottschool.byu.edu/event/ciberblc>

This issue of the SIG JSP Newsletter includes information about the upcoming 2014 AATJ Spring Conference and the 16th Annual CIBER Business Language Conference. JSP-SIG will have one panel at this year's AATJ conference (please see the details below). The *JSP Class in the Spotlight* is Atsuko Suga Borgmann-sensei of University of Wisconsin-Milwaukee. The *Member in the Spotlight* is Yasuo Uotate-sensei of University of Florida.

Have an enjoyable and productive spring semester!

Keiko Kuriyama, Editor, JSP-SIG Newsletter

Belated Happy New Year to everyone. This has been a crazy winter for many places, including Philadelphia, but I hope the weather will be much nicer in March when we have the AATJ conference. The JSP-SIG meeting will also take place during lunchtime on Thursday, and I hope I will see many of you there.

I particularly welcome everyone to the city of Brotherly Love and the University of Pennsylvania (Please note that the evening session will be held at Penn). As many of you already know, there are a lot of nice restaurants near the conference site, including Reading Terminal, Chinatown (I highly recommend Terakara Ramen and Rangoon), Morimoto (the first restaurant of Iron Chef Morimoto), and other great options! We have a lot of restaurants on the Penn campus, as well. Let me know if you have any questions about restaurants and getting around in the city ☺ I will see you in Philly!

Tomoko Takami, JSP-SIG Chair

(2) Conferences and Workshops

The 2014 AATJ SPRING CONFERENCE

The 2014 American Association of Teachers of Japanese (AATJ) Spring Conference will be held in Philadelphia, Pennsylvania on March 27. The conference will be held in conjunction with the Association for Asian Studies (AAS). For more detailed information visit: <http://www.aatj.org/conferences-spring>. A JSP-SIG panel was accepted and will be presented. The title of the panels and presenters are:

SESSION4 D (3:20 p.m.-5:00 p.m): SIG papers on Japanese for Specific Purposes

[MEETING ROOM 408/409]

Chair: Tomoko Takami, University of Pennsylvania

「ビジネス日本語における仕事目標と日本語学習をつなげる試み」 (An attempt to connect professional goals and Japanese language studies in Business Japanese)

Tomoko Takami, University of Pennsylvania

「21世紀を生き抜くためのビジネス日本語教育: 「高度の思考能力」「情報活用能力」「協働作業能力」の獲得をめざして」

(Business Japanese curriculum for a new era) Toshiko Kishimoto, Clemson University

Also, Please note that JSP-SIG will have a meeting during lunchtime.

JSP-SIG meeting (12:30-1:30) : Room 402/402

Bring your lunch and have a good time meeting JSP-SIG members!

The panel below led by Yoshiko Higurashi-sensei may be of interest to many JSP-SIG members

SESSION 2 D (10:50 a.m.–12:30 p.m.): SIG PANEL ON LANGUAGE AND CULTURE

[MEETING ROOM 408/409]

Chair: Yoshiko Higurashi, San Diego State University Panel Title: Issues of Internships in the U.S. and Japan: Evaluation

“Evaluation issues at the sites of internships in the U.S.” Yoshiko Higurashi, San Diego State University

“Developing linguistic and cultural competencies through situated learning” Yuki Matsuda, University of Memphis

“One size fits all one : Managing internship host organizations in Japan” Theodore Gilman, Harvard University

“Balancing quantitative with qualitative evaluations of student performance in internships at an overseas studies program in Japan” Yoshiko Matsumoto, Stanford University, and Andrew Horvat, Josai International University

The 16th Annual CIBER Business Language Conference

"Embracing a New Era for Business, Language, and Culture"

Brigham Young University's Center for International Business Education and Research (CIBER) is hosting the 2014 CIBER Business Language Conference in Canyons Resort, Park City, Utah, April 24-26. The conference is entitled, *Embracing a New Era for Business, Language, and Culture*. The conference's goal is to link the needs indicated by U.S. businesses and the professions' with the skills of language administration, instructors, and researchers at all levels (k-12, college and university, etc.) in the commonly taught languages, as well as those languages for which the current needs are critically lacking or are in a developing stage. Additional information about the conference, including registration and hotel information, can be found on the conference website: <http://marriottschool.byu.edu/event/ciberblc>. Paper presentation proposal submission deadline is past (was February 1, 2014). Conference registration deadline is April 1, 2014.

(3) Grants and Awards Opportunities (no updates)

(4) Other Information

Business Japanese Proficiency Test 2014 BJT ビジネス日本語能力検定試験 schedule is available at <http://www.kanken.or.jp/bjt/>

(5) JSP Class in the Spotlight:

Business Japanese I at the University of Wisconsin-Milwaukee
Atsuko Suga Borgmann, University of Wisconsin-Milwaukee

Introduction

In Fall 2011, a new online Business Japanese course (Japan 441) was offered at the University of Wisconsin-Milwaukee. This course is one of the electives for the newly-developed interdisciplinary Japanese Language and Culture Major, which started in Fall 2011. In its initial year, the course covered honorifics in the workplace, writing emails and completing job applications. In Fall 2012, the course went through a major restructuring after the instructor took a JOINT (Japanese Online Instruction Network for Teachers) course titled, "Designing a Business Japanese Curriculum."

In Fall 2012, at the beginning of the semester, a needs analysis was conducted among eleven students who were enrolled in the course. All of the students were from the Milwaukee area and eight of eleven had studied abroad in Japan. Students shared the following as their reasons for taking the Business Japanese course:

1. Want to learn business practices in Japan
2. Want to be able to use honorifics in business settings
3. Want to be able to have a career using Japanese
4. Want to learn Japanese business manners
5. Want to increase business-related vocabulary

Goals and Final Project

Our Final Project learning outcomes have been set with these goals in mind. The utmost goal of this course is to visit a local Japanese company and be able to converse with a Japanese businessperson using honorifics. The second goal, based on this interview, is to create a video similar in fashion to NHK broadcasting company's "Project X" to illustrate a businessperson's life and their daily challenges at work. To attain these goals, students brush up on honorifics as well as learn business customs and business manners in Japan. Lastly, they watch the NHK TV program *Project X: 醤油アメリカ市場を開拓せよ (Shoyu, Amerika Shijo wo Kaitaku Seyo)*. This program discusses how the Kikkoman Corporation entered the US market and learned how to "localize" their business. (The Kikkoman soy sauce factory was established in Wisconsin). In this manner, students successfully make connections to the real world.

Before the interview, students create business cards and after the final project is completed, students write a thank-you letter to the person whom he/she interviewed. Please see the attached chart for its detailed activity, learning outcomes and the assessment plan.

Understanding Challenges Japanese Companies May Face

Students read a chapter from 言い返さない日本人：あなたの態度が誤解を招く. The chapter deals with the tendencies of Japanese customers, issues of miscommunication with overseas customers, and solutions for success across different business customs. Based on the knowledge that they gain, students create their interview questions for the final project.

Midterm Project

The goals for the Midterm Project are:

- to identify a type of Japanese business that would be successful in Japan.
- to apply textbook readings about US and Japanese businesses.
- to perform online research, read company profiles, and learn about their products and services.
- to create a short video on a Japanese business or product that "hits the spot" for customers (かゆいところに手が届く).

Students choose from various topics such as karaoke, convenience stores, high-speed trains, stationery, cars and the *Washlet*. They identify and illustrate customer needs and how Japanese businesses try to meet those needs. Through this project, students learn about the expectations and demands of Japanese customers.

Technologies Used

To make this online course as interactive as possible, Google Hangouts and CLEAR Conversation are used. Google Hangouts is used to host weekly online discussions. In Google Hangouts, the instructor is able to share her screen and show the readings of the texts and students are able to speak or type kanji. It also allows the participants to post Youtube videos. As the discussion progresses, we watch the *Project X* video on Youtube and a discussion follows after each video clip. CLEAR Conversation is used to practice answering questions in a concise and composed manner.

In Conclusion

Hiring trends have changed drastically for speakers of Japanese. More and more academic institutions are focusing on students' 21st century skills and the practical knowledge connecting them to the real world and to their career opportunities. The business sector needs people who are functional in their

specialty as well as proficient in other languages. In 2013, a recruiting company that specializes in Japanese speakers gave a presentation and held interview sessions at the University of Wisconsin-Milwaukee. They emphasized that there are various positions available for college graduates depending on their Japanese proficiency level. They need college graduates who are flexible with different cultures and who can navigate them, as needed, in this diverse and global society in which we now live. Therefore, developing business language courses to nurture such students is necessary to better prepare students for the global workplace. The business sector is eager to connect with academic institutions.

Material Used

『ビジネス日本語 Drills』 (Tokyo: UNICOM, 2009) ISBN 978-4-89689-461-5

『言い返さない日本人：あなたの態度が誤解を招く』 (Tokyo: IBC Publishing, 2009) ISBN 978-4-7946-0027-1


『プロジェクト X 醤油アメリカ市場を開拓せよ』

Youtube Links: <http://www.youtube.com/watch?v=qBle35eBYRQ>

Learning Outcomes in Business Japanese I at University of Wisconsin-Milwaukee

Activity	Learning Outcomes (Students are able to:)	Learning Plan	Assessment Plan (What you will grade:)
Final Project	<ul style="list-style-type: none"> • Compare and evaluate the interviewee's experience in business • Compare Japan-US business customs • Summarize a formal interview • Increase business-related vocabulary and present it in appropriate context 	<ul style="list-style-type: none"> • Discuss what students learned from the company visit • Create a video script draft • Revise the video script 	<ul style="list-style-type: none"> • Creating a short video to summarize a business person's career and challenges (Presentational Mode)
Company Visit & Interview (Scaffolding Activity for Final Project)	<ul style="list-style-type: none"> • Create questions using honorifics • Demonstrate practical communication skills in speaking (introducing oneself and exchanging business cards) and in understanding corporate culture in Japan 	<ul style="list-style-type: none"> • Compose interview questions (Draft & Rewrite) • Practice exchanging business cards • Practice introducing oneself • Watch YouTube videos on exchanging business cards 	<ul style="list-style-type: none"> • Conducting an interview • Exchanging business cards (Interpersonal Mode) • Writing email
Creating Business Cards (Scaffolding Activity for Final Project)	<ul style="list-style-type: none"> • Identify the importance of business cards in Japan • Integrate this knowledge into creating your own business card 	<ul style="list-style-type: none"> • Read the textbook about business cards • Compare business cards • Make your own business card 	<ul style="list-style-type: none"> • Creating business cards (Presentational Mode)





Activity	Learning Outcomes (Students are able to:)	Learning Plan	Assessment Plan (What you will grade on:)
Watching a YouTube video on local business (<i>Project X—Kikkoman</i>)	<ul style="list-style-type: none"> • Identify a local business • Discuss and summarize the content of the video • Define business-specific vocabulary • Understand the challenges of a Japanese company in Wisconsin • Discover the history of business development in the US and in Japan 	<ul style="list-style-type: none"> • Comprehension check on the video content • Rephrase vocabulary • Summarize the video 	<ul style="list-style-type: none"> • Vocabulary quiz • Discussion participation • Comprehension check (Question & Answer)—CLEAR Conversation (Interpretive Mode)
Midterm Project (Creating Video on a Japanese business)	<ul style="list-style-type: none"> • Identify a type of Japanese business widely accepted in Japan • Apply textbook reading about US and Japanese business 	<ul style="list-style-type: none"> • Discuss customer needs in Japan • Discuss the characteristics of a business that satisfies customer satisfaction • Create a script draft • Revise script 	<ul style="list-style-type: none"> • Creating a short video on a Japanese business with a high rate of customer satisfaction (Presentational Mode)
Reading about a different business custom	<ul style="list-style-type: none"> • Recognize the barrier between Japanese business customs and other business customs • Conduct a solution analysis for the different business styles 	<ul style="list-style-type: none"> • Read a business person's complaints from both the Japanese and other sides • Discuss the differences and solutions 	<ul style="list-style-type: none"> • Vocabulary quiz • Discussion participation • Comprehension check (Interpretive Mode)
Practicing honorifics	<ul style="list-style-type: none"> • Articulate different honorifics • Apply honorifics in different situations 	<ul style="list-style-type: none"> • Practice honorifics for various situations (Self introduction, exchanging business cards, visiting a company, etc.) 	<ul style="list-style-type: none"> • Vocabulary quiz • Quiz on honorific forms • Creating sentences for different situations (Interactive Mode)

(6) Member in the Spotlight: Yasuo Uotate sensei

Yasuo Uotate is a senior lecturer in Japanese in the Department of Languages, Literatures and Cultures at the University of Florida. He holds a Bachelor's degree in English from Kansai Gaidai University in Osaka, Japan, and a Master's degree in Teaching English as a Second Language from West Chester University of Pennsylvania. Before joining the University of Florida in 2005, he taught Japanese at Williams College as a Language Fellow and at Bates College as a visiting lecturer. He has also taught at summer intensive Japanese programs at Cornell University, the Kanazawa Institute of Technology in Japan, and the University of Florida.

At the University of Florida, Yasuo has taught all levels of Japanese language courses as well as Business Japanese. He teaches the Business Japanese course every spring for students who have completed four semesters of university level Japanese (JPN 1130-1131 Beginning 1-2 and JPN 2230-2231 Intermediate Japanese 1-2) and completion of Yookoso Vol. 1 and 2, or the equivalent.

Yasuo is actively involved in the work of the Association of Florida Teachers of Japanese (AFTJ), serving as Secretary of the association. The AFTJ annually hosts Articulation Day for the professional development of its members. The members assemble and discuss topics concerning teaching Japanese. Those activities have deepened his exchanges with colleagues in the state of Florida. Last academic year, he demonstrated leadership by conducting a collaborative action research project in a Japanese language classroom together with colleagues in the Florida State University System. He and his colleagues gave a presentation titled, "Learning through a collaborative action research project" at ACTFL Annual Convention and World Languages Expo 2013 in Orlando, FL.

In his personal life, Yasuo enjoys locally grown food in the Gainesville, FL, area, and photography. He goes to local farmers markets and tries his best to cook from scratch. Last year he was into making a variety of fermented foods from kefir to natto.



Yasuo with his professor from Kansai Gaidai University

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