

## **ATJ JSP SIG Newsletter: Issue no. 20, February 5th, 2016**

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](mailto:ttakami@sas.upenn.edu). The next newsletter is scheduled to be published on September 30th, 2016. Information received by September 20<sup>th</sup> will be included in this issue.

### **(1) JSP SIG Announcements**

This issue of the JSP SIG Newsletter marks its 20<sup>th</sup>!!! I would like to take this opportunity to thank you all for your support, cooperation, and contribution to JSP-SIG throughout the years.

The issue includes information about the upcoming 2016 AATJ Spring Conference and the JSP-SIG presentations. The *JSP Class in the Spotlight* is written by Yoshihiro Mochizuki-sensei of the University of Michigan. The *Member in the Spotlight* is written by Michio Tsutsui-sensei. Tsutsui-sensei, a pioneer in the JSP field, recently retired, however, he has been actively engaged in his work and most importantly, happy and healthy! I am very happy to share his updates with JSP members in this newsletter.

I cannot wait for the end of winter. I hope spring will bring us much happiness and many smiles!

Tomoko Takami, JSP-SIG Chair

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### **(2) Conferences and Workshops**

#### **2016 International Symposium on Language for Specific Purposes/CIBER Business Language Conference**

The Third International Symposium on Language for Specific Purposes will be held on March 17-19, 2016 at Arizona State University, Downtown Phoenix Campus.

<https://cls.asu.edu/lsp2016/registration>.

There is a presentation regarding Business Japanese.

“Business Case as a Lens to Examine Culture and Society”

**Tomoko Takami, University of Pennsylvania; Noriko Takeda, Emory University**

## The 2016 AATJ SPRING CONFERENCE

The 2016 American Association of Teachers of Japanese (AATJ) Spring Conference will be held in Seattle, WA on Thursday, March 31st. 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 few JSP-SIG presentations were accepted and will be presented. The title of the panels and presenters are:

### SESSION 4-D: JAPANESE AS A HERITAGE LANGUAGE (JHL) AND JAPANESE FOR SPECIFIC PURPOSES (JSP) SIG PAPERS [JEFFERSON ROOM ]

「理工学系ゼミ内話し言葉の特徴語 –理工学系話し言葉コーパスと BCCWJ との比較において–」 (Keywords in Science and Engineering seminar talks: SESJ (Science and Engineering Spoken Japanese Corpus) in comparison with BCCWJ)  
**Yumiko Furuichi, Natsumi Ito, and Yuko Sugaya, School of Engineering, University of Tokyo; Naoko Endo, Hiroshima Institute of Technology**

“Developing sociocultural competence in Japanese politeness strategies through the study of business e-mail discourse”

**Lindsay Yotsukura, University of Maryland**

Also, you might be interested in the following presentation, too.

### SESSION 3-D: SECOND LANGUAGE ACQUISITION (SLA) AND LANGUAGE AND CULTURE SIG PAPERS [JEFFERSON ROOM ]

「ビジネス・プロジェクトを使用した中級日本語学習者のための言語・文化学習：在米日系企業の日本人雇用者によるオンライン・レクチャーの有効性」 (The effectiveness of a Japanese employee's online lecture to enhance high-intermediate learners' linguistic and contextual competence)

**Soichiro Motohashi, Kalamazoo College**

## **(3) Grants and Awards Opportunities (no updates)**

## **(4) Other Information (no updates)**

## **(5) JSP Class in the Spotlight: Yoshihiro Mochizuki-sensei**

### **ASIANLAN 441: Practicum in Japanese Translation, University of Michigan**

Practicum in Japanese Translation is an introductory course of translation, complementary to the language curriculum. This course is designed for students who have, or will have, some experience in Japanese translation but have never been formally trained. The course adopts content-based instruction for two major goals. (1) Students develop the basic skills of translation between Japanese and English through their second language. (2) Through hands-on practice, they acquire Japanese proficiency necessary to translate from the source to the target language.

All discussions and class activities in this course are done in Japanese in order to achieve these two goals.

Two features characterize the pedagogy of Practicum in Japanese Translation. First, the class aims to be learner-centered, encouraging learners' collaboration. After learning the basics in the course students then learn to train themselves and to cultivate more advanced, professional skills of translation on their own. Second, the course introduces students to the three principles of business translation: "Audience, Purpose, and Impact" (Narita, 2011). Excellent translations result from the awareness that every translation is aimed at a specific audience, for a specific purpose, to produce a specific impact. Benefiting from these two pedagogical features, students improve their translation skills and Japanese proficiency in a short period of time.

The course focuses mostly on *jitsumu hon'yaku* (実務翻訳), or business translation, rather than literary and visual translation. Given this limitation, however, the course materials cover a diverse range of genres and styles, such as news articles, instructions, product manuals, business documents, and advertisements. This course specializes in business translation because it is most likely the type of translation students will work on in their future career. There is no required textbook; Yoko Hasegawa's *The Routledge Course in Japanese Translation* (Routledge, 2012) is recommended for students as the optional textbook. I have also been developing original teaching materials, in hope of publication, that include basic exercises for Japanese proficiency and translation skills, reading materials, discussion topics, and authentic materials for hands-on practice.

The course has six lesson units in which theory and practice are incorporated (See the charts below). One class is devoted to having students build a foundation; the following two classes are for hands-on translation practice. The foundation session introduces translation theory and the background knowledge necessary to translate each style or genre. For example, students learn about Japanese business culture and the language typically used in Japanese business documents in Unit 4: Translating business documents. In the hands-on practice sessions, one class is devoted to J-E translation and the other to E-J translation. Students practice translating in both directions because both hands-on practices develop different skills. By translating a Japanese text into English, students can improve their Japanese reading skills, and by translating an English text into Japanese, they can improve their Japanese writing skills. A J-E assignment precedes an E-J assignment mainly because students can build knowledge of the text type and its conventions through the attentive reading of the Japanese text when they tackle the J-E assignment. This schema enables them to smoothly shift to translating from L1 to L2.

Each hands-on practice session consists of these activities:

- 1) a translation assignment is given to students;
- 2) students translate the text and submit their translations to the instructor by the deadline;
- 3) prior to the instructor's evaluation, students give one another constructive feedback on each other's translation and revise it if necessary (peer-editing);
- 4) the instructor evaluates and grades the students' translations; and
- 5) students discuss the translation problems in class.

For the assessment criteria, I use an analytic rubric that I developed (see below).

Peer-learning is the essential part of the course and has produced great results. First, by analyzing and critiquing other students' translations, students are able to improve their ability to evaluate and discuss translations objectively. This cannot be achieved by hands-on practice alone. Second, by reading many other students' writings, they acquire the viewpoint of a reader. Students thus learn to consider their audience while translating, which significantly improves their translation skills. Last but not least, peer-response and peer-editing helps students improve their Japanese proficiency through close reading of Japanese texts, peer-editing, and in-class discussions.

I will continue to develop original teaching materials in order to synthesize theory and practice more effectively. I am also thinking of including a component in which students can develop their interpreting skills in the translation course. I consider Practicum in Japanese Translation as a Japanese course for professional purposes, through which students will not only improve their language proficiency but also build a career out of that proficiency. I am hoping that students who have acquired the basic skills of translation in this course continue developing their skills and give back to their communities by using their translation skills in their future career. This is the ultimate goal of foreign language education.

#### Class Units

Unit 1	Informative texts
Unit 2	Instructive texts
Unit 3	Instructive texts
Unit 4	Business documents
Unit 5	Operative texts
Unit 6	Expressive texts

#### Lesson Units in detail

Unit 1: Informative texts	Day 1: Foundation
	Day 2: Hands-on practice (J-E Translation)
	Day 3: Hands-on practice (E-J Translation)
Unit 2: Instructive texts	Day 1: Foundation
	Day 2: Hands-on practice (J-E Translation)
	Day 3: Hands-on practice (E-J Translation)

#### 翻訳評価

【合計： /20】

	優	良	可	不可
ソース言語 (4.0)	原文の意味を概ね正確に理解している (4.0)	小さい解釈ミスの疑い 小さい解釈ミスがある (3.5/3.0)	原文の意味を明らかに大きく誤解している箇所が見られる (2.5/2.0)	全体的に原文の理解が浅い 原文の意味を理解していない (1.5/1.0)
ターゲット言語 (正確さ) (4.0)	文法・語彙の違いが全然/ ほとんどない (4.0)	小さい間違いが少しあるが、 読むのに支障なし (3.5/3.0)	小さい間違いが目立つ 大きい間違いがある (2.5/2.0)	意味が通らない部分が目立つ 読むのが困難 (1.5/1.0)
ターゲット言語 (表現力) (4.0)	読者・用途・効果に適った 読みやすい文章 (4.0)	文章として読みやすく、 特に問題はない 用途への意識は何える (3.5/3.0)	文章の流れが悪く、読みにくい 箇所がある/多い 読者への意識は何える (2.5/2.0)	読者・用途・効果を全く考慮 せず、全体的に読みにくい (1.5/1.0)
Transfer Competence (2.0)	翻訳の仕方に問題はない (2.0)	翻訳の仕方に気になるところが ある (1.5)	翻訳の仕方に問題がある (1.0)	翻訳の仕方に問題が多い (0.5/0)
トピック (3.0)	トピックに関する理解が深い よく調べている (3.0)	トピックに関する理解が 足りない (2.5/2.0)	トピックの知識不足による 誤訳/不適切な語彙・表現 (1.5)	トピックに関する理解がない 調べようとした努力もない (1/0.5)
スタイル (3.0)	スタイル・慣例に合った文体 (3.0)	スタイル・慣例に合わない箇所 がある (2.5/2.0)	指示を無視するなど、 スタイル・慣例に合っていない (1.5)	スタイル・慣例を全く 考慮していない (1/0.5)

## (6) Member in the Spotlight: Michio Tsutsui- sensei

Professor Emeritus Michio Tsutsui (Dept. of Human Centered Design and Engineering at the University of Washington) is the former Director of UW's Technical Japanese Program and was a Donald E. Petersen Endowed Professor in the College of Engineering. Currently, he is an Adjunct Professor in East Asian Languages and Cultures at Columbia University, teaching in its Master's Program in Japanese Language Pedagogy.

Tsutsui joined the University of Washington's College of Engineering in 1990 where he developed and launched the Technical Japanese Program (TJP), a first-of-its-kind inter-engineering master's program that combined a two-year sequence of advanced Japanese courses, a graduate-level engineering curriculum tailored for each student, and a paid internship in Japan. He directed and taught in the program until his retirement in 2015.

During his tenure at UW, Tsutsui was also active in the field of Computer Assisted Language Learning (CALL). He developed several software applications for purposes such as self-conversation practice and oral performance evaluation, including *Language Partner Online*, an application widely used with the Japanese language textbook *Jookyuu e no Tobira*, which he co-authored.

In 1985, prior to his work at UW, Tsutsui established a Japanese language program at the Massachusetts Institute of Technology, directing and teaching in MIT's program until 1990. While with MIT, he also co-developed and taught the MIT Summer Technical Japanese Program for Computer Scientists and Engineers.

Tsutsui obtained a B.S. in Naval Engineering from Osaka University and an M.A. and Ph.D. in Linguistics from the University of Illinois at Urbana-Champaign. Before he came to the United States, he worked for five plus years at IBM Japan as a Systems Engineer.

Tsutsui's research interests include Japanese linguistics, Second Language Acquisition, Japanese for Specific Purposes, CALL, and international technical communication. His publications include *A Dictionary of Basic Japanese Grammar* (1986), *A Dictionary of Intermediate Japanese Grammar* (1995), *A Dictionary of Advanced Japanese Grammar* (2008), *Jookyuu e no Tobira* [main text and three accompanying volumes (2009 – 2012)], and numerous book chapters and articles in Japanese linguistics, Japanese pedagogy, and CALL. Additionally, he has co-edited three volumes (collections of research papers) in Japanese linguistics and Japanese language pedagogy, including *Nihongo-kyoiku no Atarashii Chihei o Hiraku* (2014).

Tsutsui served as board member of the American Association of Teachers of Japanese (then, the Association of Teachers of Japanese) from 2009 to 2012.

Life in retirement, Tsutsui finds, is not very different from his life at work. He is currently involved in several book projects as well as ongoing research projects, teaching, etc. However, he plans to find more time for reading, for traveling, and most especially, for playing his guitar.



With my wife Sharon and the UW mascot “Dubs I” (Summer 2015)

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