

## **ATJ JSP SIG Newsletter: Issue no. 24, March 13, 2018**

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 in September, 2018. Information received by August 31<sup>st</sup> will be included in this issue.

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

The issue includes information about the 2018 AATJ Spring conference. Several presentations will be given on JSP topics! The *JSP Class in the Spotlight* is written by Yoko Nishimura-sensei of the University of Pennsylvania. The *Member in the Spotlight* is written by Masahiko Minami-sensei of San Francisco State University. I hope you will enjoy reading their articles.

Thank you for your contribution and support to the JSP-SIG!

Tomoko Takami, JSP-SIG Chair

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

#### **The 2018 AATJ SPRING CONFERENCE**

The 2018 American Association of Teachers of Japanese (AATJ) Spring Conference will be held in Washington D.C. on March 22. 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>. JSP-SIG panels was accepted and will be presented. The title of the panels and presenters are:

**SESSION 2-B: SIG PAPERS: STUDY ABROAD FOR LANGUAGE ADVANCEMENT (SAFLA) AND JAPANESE FOR SPECIFIC PURPOSES (JSP) [JEFFERSON ROOM]**

*Chair: Atsushi Hasegawa, University of Kentucky*

「日本の大学における留学生と日本人学生の混住寮：コミュニティの形成プロセスとその要因に注目して」  
(International students' socialization processes in a theme-based residence hall in Japan)

Chiharu Shima, Akita International University; Atsushi Hasegawa, University of Kentucky

“Working towards intercultural competence through negotiating and adapting: Case of internship in Japan”

Nobuko Koyama, University of California, Davis

“From talking with restaurant wait staff to explaining U.S. policy: Task-based needs analysis for U.S. Foreign Service officers in Japan”

Kyoko Kobayashi Hillman, University of Maryland, College Park/George Washington University

“Bonding through indexical reference in Japanese and American business discourse”

Lindsay Yotsukura, University of Maryland, College Park

**SESSION 4-C: AP JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [JACKSON ROOM]**

*Chair: Tomoko Takami, University of Pennsylvania*

**Panel Title: 「新しい時代の日本語教育への提言」 (Recommendations for Japanese Education in a New Era)**

「日系企業が日本語教育に期待すること」 (Business expectations for Japanese language education)

Motoko Tabuse, Eastern Michigan University

「日本語教育を通してのグローバル・コンピテンシー育成への提言」 (Global competency in Japanese language education)

Yoshiko Saito-Abbott, California State University, Monterey Bay

「グローバル・コンピテンシーの育成をめざしたビジネス日本語教育：「ワークライフバランス」プロジェクト」  
("Work-life balance" project : An attempt to cultivate global competency in Business Japanese instruction)

Tomoko Takami, University of Pennsylvania

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

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

### (5) JSP Class in the Spotlight: Yoko Nishimura-sensei

#### Japanese-English Translation University of Pennsylvania

In this course, my students learned basic techniques and skills in translation through hands-on practices. Depending on the interests of the enrolled students, both literary and non-literary texts and other media were drawn from a wide range of fields, including popular culture (e.g. manga, animation, film, game, music, and short story), religion, politics, economy, law, technology (e.g. AI, IT, robot), cuisine, and medicine.

As the students read papers pertinent to principles and problems of translation from Japanese to English/English-Japanese, they primarily acquired practical experience in translation tasks and approaches, learn cultural and communicative differences between Japanese and English, and familiarize themselves with ethics and resources.

As the instructor and facilitator of the course, I chose the required reading materials based on the students' academic needs and interests. The students were expected to complete the readings and be prepared for an extensive discussion of the subject matter prior to class. I found that attending and active participation in the class were essential for the students to organize and substantiate the concepts and knowledge acquired in the readings. Their grades in this course were based on participation in class discussions, weekly translation homework, an in-class presentation, and a translation project/paper.

In their translation projects, each of the students was to choose a project that he/she could list in his/her résumé as an academic asset, present at a conference, or submit to a related company and institution. The projects that the students conducted in this course include the construction of a manual for a nuclear fusion device, the writing of a script of an interview by the architect Kuma Kengo, the creation of subtitles and telops in a variety TV show, and the translation of a popular novel.

In this course, we spent most of our time examining and discussing elements that were beyond the language skills that were needed to translate the materials. As they translated the texts, video clips, and audio materials, the students constantly contemplated the socio-cultural contexts (e.g. time period, region, location, social class), character types (e.g. dialect, gender, degree of politeness), useful tools (e.g. books, dictionaries, Websites, journal articles), jargons/technical terms, and conventional expressions. They also took into consideration the appropriate ratio between direct and indirect translations, the suitable length and timing of the translated sentences, the potential audience for whom the translation is created, and effective solution to expressions and ideas that are culture specific.

The students learned that, depending on the topic and genre, different skills and tools were required to successfully translate the material. We also discussed that there might not be a "correct translation" and that translation was often filled with interpretation. This course provided an opportunity to advance Japanese proficiency especially for students who may pursue translation as part of their professional careers.

## (6) Member in the Spotlight: Masahiko Minami- sensei

Masahiko Minami received his doctorate from Harvard University and is currently Professor of Japanese at San Francisco State University. Masahiko has also held the position of invited professor at the National Institute for Japanese Language and Linguistics (2012–2016) and currently serves as Editor-in-Chief of the *Journal of Japanese Linguistics*, a leading journal in the field of Japanese linguistics.

<https://www.degruyter.com/view/j/jil>

Masahiko's career has been strongly influenced by his Harvard advisor, Dr. Catherine Snow, who is former President of the *American Educational Research Association* and widely regarded as the United States' leading scholar and proponent of literacy development, second-language acquisition, and bilingual education. She has influenced Masahiko's academic career and research, particularly in the areas of first and second language development.

Within his specialty of language and linguistics, Masahiko's research focuses on bilingual education and cross-cultural studies. He has written extensively on psycho/sociolinguistics, emphasizing cross-cultural comparisons of language development and narrative/discourse structure. His published works cover a broad array of topics including cultural constructions of meaning, childcare quality in Japan, and experiences of East Asian students in US classrooms. His published books in English include: *Language Issues in Literacy and Bilingual/Multicultural Education* (Harvard Educational Review, 1991), *Culture-specific Language Styles: The Development of Oral Narrative and Literacy* (Multilingual Matters, 2001), *Applying Theory and Research to Learning Japanese as a Foreign Language* (Cambridge Scholars Publishing, 2007), *Studies in Language Sciences* series (3, 4, 5, and 6, Kurosio Publishers, 2004–2007), *Telling Stories in Two Languages: Multiple Approaches to Understanding English-Japanese Bilingual Children's Narratives* (Information Age Publishing, 2011), and, most recently, the "*Handbook of Japanese Applied Linguistics*" (De Gruyter Mouton, 2016).

Masahiko's books published in Japanese include: *Gengo-gaku to Nihongo-kyōiku: New Directions in Applied Linguistics of Japanese* series (II, III, IV, V, and VI, Kurosio Publishers, 2001–2010). Masahiko also summarized his many years of sociolinguistic research in the publication, *Gengo to Bunka: Gengo-gaku kara Yomitoku Kotoba no Bariēshon* (Language and Culture: Understanding Language Variations from the Viewpoint of Linguistic Theories, Kurosio Publishers, 2009), and, most recently, *Shakai-shikō no Gengo-gaku* (Socially-oriented Linguistics, Kurosio Publishers, 2017). In addition, he has translated two books from English into Japanese: *Culture and Psychology: People Around the World* (2001) and *Yochien: Diversity and Change in Japanese Preschools* (2004), both from Kitaoji Publishers.

Masahiko's contributions to language education extend beyond the academy into the San Francisco Bay Area community and beyond. Since 2003, Masahiko has served as Coordinator of the Japanese Language Proficiency Test (JLPT). He also served as President of the *Northern California Japanese Teachers' Association* for six years (2005–2011) and as President of the *Foreign Association of Northern California* for four years (2010–2014). He has focused his efforts on fostering collaborative efforts

between board members and the general membership in order to create opportunities for these organizations to engage actively in intellectual exchange and discussion, and to promote studies aimed at increasing the scope of knowledge among persons interested in foreign languages and different cultures.

Currently, Masahiko services on the executive board of the Kinmon Gakuen (Golden Gate Institute) in San Francisco. Established in 1911, the school currently offers Japanese-language programs to children from kindergarten to high school. Masahiko was the recipient of the Phi Beta Kappa Excellence in Teaching Award for Northern California (2007), and since 2013 he has been President of the Omicron of California Chapter of Phi Beta Kappa.



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JSP SIG Newsletter No. 24

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