

ATJ JSP SIG Newsletter: Issue no. 23, December 7, 2017

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 in March, 2018. Information received by March 1st will be included in this issue.

(1) JSP SIG Announcements

Time flies so fast, and the end of 2017 is quickly approaching. I apologize for the delay of publishing this newsletter issue.

The issue includes information about the upcoming International Symposium of Language for Specific Purposes/ CIBER conference. The *JSP Class in the Spotlight* is written by Eriko Ike-sensei and Yumiko Nishi-sensei of University of Iowa. The *Member in the Spotlight* is written by Yuko Prefume-sensei of Baylor University. I hope you enjoy reading their articles.

Thank you for your contribution to the JSP-SIG and your help to move the field forward. I wish you all a wonderful holiday season and a happy new year.

Tomoko Takami, JSP-SIG Chair

(2) Conferences and Workshops

International Symposium of Language for Specific Purposes/CIBER Business Language Conference
February 22-24, 2018

Call for papers due: 6/15/2017

<http://www.latam.ufl.edu/outreach/services/islspciber-business-language-conference/>

(3) Grants and Awards Opportunities (no updates)

(4) Other Information (no updates)

(5) JSP Class in the Spotlight: Eriko Ike-sensei & Yumiko Nishi-sensei

Japanese for Professional Purposes I & II University of Iowa

Our JSP courses, Japanese for Professional Purposes I and II (Formerly Business Japanese I and II), were established in 2015 and 2016, respectively. Details about the establishment and the process of course development and implementation are detailed in our article published in CATJ 25 Proceedings.

(<https://oatj.wordpress.com/catj/catj-25-presentation-materials/>)

Japanese for Professional Purposes I (JPP I) is targeted for students who are at or above the third-year second-semester level of Japanese. The class meets twice a week for 75 minutes each. A total of 26 students have taken this course in three years. About 70% of the students are Japanese majors (among which 67% are double-majors) and about 20% are Japanese minors. Non-Japanese majors include Linguistics, International Relations, Business, Economics, Marketing, Computer Science, Engineering, Psychology, Mathematics, and Health.

The goal of this course is for students to acquire the essential basic linguistic skills and practical knowledge needed to effectively communicate in a socially appropriate manner in everyday situations in various professional contexts. Students will learn phrases and expressions commonly used in the Japanese workplace, skills to utilize those phrases and expressions, and basic business manners, customs, and some cultural knowledge associated with workplace competence.

We have been using *Getting Down to Business: Japanese for Business People* (『ビジネスのための日本語』スリーエーネットワーク) as a main textbook, along with some other audio-visual materials. A typical class consists of 1) introduction of business manners (e.g. bowing) and their application, 2) introduction of new phrases/expressions, 3) role-play exercises using new phrases/expressions, 4) reading comprehension of a text with a topic related to Japanese work culture and a follow-up discussion. After completing each lesson of the textbook, a written test is given. We give two oral exams during the semester, and conduct one final project, which is a skit, at the end of the semester.

Each semester, we invite at least one Japanese company employee to class as a guest speaker or organize a VoIP interview with Japanese company employees. This has provided students with opportunities to interact with Japanese professionals, and to ask

questions to reinforce their knowledge learned in class, as well as to deepen their understanding of Japanese work culture and ethics.

We feel that the course has been generally successful in achieving these course goals. Students demonstrate more confidence in using contextually appropriate language than before taking the course. It also appears that they have become more familiar with Japanese workplace culture and have gained better understanding of the concepts such as *uchi* and *soto*, and *nemawashi*.

Japanese for Professional Purposes II (JPP II) is designed for students who have taken JPP I. It was first taught in Fall 2016 with the enrollment of 4 (2 Japanese majors, 1 Economics, and 1 Engineering major). While JPP I focuses more on linguistic knowledge, JPP II intends to equip students with intercultural communication skills through the use of the language. This is because the results of our interviews with Japanese employees at Japanese companies in Iowa revealed that, more than advanced-level linguistic skills, they expect their non-Japanese employees to have basic knowledge of Japanese business culture, flexibility for interacting with different cultures, and skills to communicate effectively. Students will broaden their knowledge of Japanese business culture through reading and enhance their oral communication skills through discussion. Another important goal is to develop skills to read and write basic business e-mails. We added this component after receiving requests from students and suggestions from alumni who have worked for Japanese businesses or with the Japanese.

In JPP II, we used excerpts of cases from books and textbooks that address conflicts in multicultural business settings such as 『ビジネスコミュニケーションのためのケース学習 – 職場のダイバーシティで学びあう – 教材編』 (コク出版) . We also incorporated some original case studies based on the interviews we conducted with Japanese employees in Japan and the U.S. Since most of the Japanese businesses in Iowa are in manufacturing, we included the chapter about Toyota Way in 『中級から伸ばすビジネスケースで学ぶ日本語 – Powering Up Your Japanese through Case Studies: Intermediate and Advanced Japanese』 (The Japan Times) . The cases used address the following topics: teamwork vs. individual work, how to push through one's opinion, the decision-making process, job responsibilities, and work-life balance. For each topic, students were asked to discuss the cause of the problem in the text, how Japanese and non-Japanese employees may react, and strategies for resolving the issue. After participating in discussion, students wrote a dialogue between a Japanese employee and a non-Japanese employee, putting themselves in the mindset of each interlocutor. The goals of this activity were to increase effective communication through conversation and to find ways to overcome the real-life conflicts that frequently arise in multi-cultural work settings. Students then performed this dialogue in the form of a skit, which functioned as an oral test. Such oral tests were given three times. For business e-mails, we used 『しご

との日本語 メールの書き方編』(アルク) . Four written tests were given to check students' understanding of email expressions and Japanese business culture.

Since we expected this course to raise students' awareness about their career goals, we introduced segments on job fairs and internship opportunities, how to write a resume, and how to apply for a job. As a final project, each student gave a presentation about their career goals, or on a topic related to potential challenges for learners of Japanese in Japanese business culture, addressing how they would respond in such hypothetical situations.

Although JPP II has only been offered once so far, we feel that the course has achieved its goals. Using case studies based on real business situations has enabled students without full-time working experience to understand those perspectives, and to develop a clearer vision of their post-graduate career. Some students told us that practicing business email writing skills helped prepare them not only for the job search, but for other situations in which they would need to write to Japanese speakers formally. However, students in both JPP I and II have requested more opportunities to interact with employees of Japanese companies as well as recent alumni who are employed in Japan. Our goal is to reduce as much as possible the significant gap that tends to exist between the classroom and the real world, especially when most of our students have never had a full-time professional working experience. It is difficult for students to envision work environments and to relate to working professionals. Due to the scarcity of Japanese companies in Iowa, identifying Japanese employees who can provide such opportunities locally has been the greatest challenge for developing the courses. We plan to increase such opportunities by incorporating more video conferences as well as multi-media materials such as films. Many students who took JPP courses are currently applying for or working in positions in Japan. We hope to bring these students back as guest speakers, and build a sustainable network among alumni, faculty, and current students.

(6) Member in the Spotlight: Yuko Prefume- sensei

Yuko Prefume is a Senior Lecturer of Japanese in the Department of Modern Languages and Cultures at Baylor University in Waco, TX. She enjoys teaching and creating opportunities for students' personal development. She has taken a unique path to her current position. Her husband, Tim, is a retired U.S. Navy Veteran. Yuko followed her husband to a Texas small town called Waco in 1989. Prior to coming to Texas, she had aspired to be a Japanese interpreter but quickly realized that there was no demand for Japanese interpreters in Waco, Texas. After the youngest of her four children became a sophomore in high school, she decided to pursue a Masters degree to start a new career in teaching. She earned a Masters of Science in Curriculum and Instruction with a focus on Sociology of Education from Baylor University in 2006.

Yuko's teaching career in Japanese began while she was in the Masters program. She first taught as a graduate assistant at Baylor and was later hired as a full-time faculty

member. At that time, the Japanese program was in danger of being discontinued. Yuko immediately focused her efforts on rebuilding the program. She later entered the Doctorate program at Baylor University while working as a full-time lecturer and earned her Doctorate of Education in 2015. Over the last ten years, she has mentored several students who have won the Japanese speech contest at both the regional and state levels, and recently at the national level at the J.LIVE Talk in Washington D.C. in November 2017.

In addition to serving on various campus committees, she has also planned, organized, and established numerous Japan-related events and programs: The Annual Japanese Spring Festival; the Japanese Minor, and the Japanese Honor Society-College Chapter at Baylor. Her latest project was the Japan-Texas Business Forum, held in November, 2017, the very first of its kind at Baylor University.

<https://www.baylor.edu/business/globalbusinessforum/index.php?id=946725>

Furthermore, Yuko began the Baylor in Japan (BIJ) Summer Japanese Language program in 2012, the highlight of which was community service activities in the town of Minamisanriku, which was totally devastated by the Great East Earthquake and Tsunami of March 2011. The BIJ group continues to visit Minamisanriku every summer and recently produced a joint project with Tohoku University, "Humans of Minamisanriku."

<https://www.facebook.com/TohokuBaylor/>

Baylor in Japan:

(2012) <https://www.youtube.com/watch?v=LE69XobWj9o&t=34s>

(2014) <https://www.youtube.com/watch?v=brz20ibbJol>

(2017) <https://www.youtube.com/watch?v=a2M0-39a2rw>

Yuko's next plan is to expand the Japanese program with the help of her colleague by adding more upper-level content courses. Her long-term goal has been to reach out and introduce Japanese language and culture to the Waco community.

She has presented at the CASTEL/J and the Princeton Japanese Pedagogy workshop, and regularly presents at ACTFL, TFLA, and AATJ. Her co-authored book chapter titled 「北米の大学生の日本体験プログラムを通じた学び: 東北被災地視察・支援活動を中心に」 is forthcoming in the edited book, 『大学における多文化体験学習への挑戦：学生の深い振り返りと学びの可視化に向けて』In Murata (ed.).

In her free time, she enjoys traveling, playing with her grandchildren, playing folk guitar, and tasting good food and wine. She is interested in teaching in third-world countries one day after she retires.



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