

# **AATJ JSP SIG Newsletter: Issue no. 26, March 12, 2019**

The AATJ 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, 2019. Information received by the end of August 2019 will be included in this issue.

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

Happy Spring! I wish you a very happy spring and a lovely year ahead. The issue includes The *JSP Class in the Spotlight* is written by Yoshiko Fujii Ganes-sensei of the Baylor University. The *Member in the Spotlight* is written by Kazue Kurokawa-sensei of New York 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

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

### **The 2019 AATJ SPRING CONFERENCE**

The 2019 American Association of Teachers of Japanese (AATJ) Spring Conference will be held in Denver, CO on March 21st. 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 3-B: JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [ PLAZA COURT 2 ]

Chair: Motoko Tabuse, Eastern Michigan University

Panel Title: 「2018年のJSP調査より：21世紀型スキルと最新ペダゴジーを組み込んだJSP」 (2018 JSP Survey: Incorporating 21<sup>st</sup> Century Skills and New Pedagogy)

「米国におけるビジネス日本語プログラム：2018年調査結果から」 (Business Japanese programs in the United States: 2018 survey report)

Tomoko Takami, University of Pennsylvania

「21世紀型スキルと新しい産官学連携-GEN-Jプログラムの試み」 (21st century skills and new GEN-J program to promote networking among industry, government, and education)

Hideki Hara, Japan Foundation, Los Angeles

「21世紀スキル・J-CAN initiativesを取り入れたJSPシラバス構築の一考察」 (Creating JSP syllabi with 21st century skills and J-CAN initiatives)

Motoko Tabuse, Eastern Michigan University

### SESSION 3-C: JSP, PROFESSIONAL DEVELOPMENT, AND STUDY ABROAD SIG PAPERS [ PLAZA COURT 3 ]

Chair: Akiko Murata, Hosei University

“Work as Japanese?: Language use and identity formation of transnational staff at a Japanese restaurant in Toronto”

Hae Ree Jun, University of Wisconsin, Madison

「やさしい日本語」を用いたPBL型日本語教員養成授業の可能性 (Using PBL style “Yassashi Nihongo” translation within a teacher training course)

Yusuke Yoda, Masatoshi Takeuchi, Toyo Gakuen University

「夏期短期留学プログラムが学生の異文化理解能力向上に及ぼす効果とは」 (The impact of study abroad experiences in Japan on the development of students’ intercultural effectiveness)

Makiko Fukuda, University of Texas, San Antonio

「英語学位コース (EMI) の学生にとっての「日本語学習」の意義」 (The significance of Japanese language learning in English as medium of instruction courses (EMI))

Akiko Murata, Hosei University

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

### SESSION 1-B: LANGUAGE AND CULTURE SIG PANEL [ PLAZA COURT 2 ]

Chair: Fumi Yamakawa, Toyo University

Panel Title: 「日本語を通じた文化・社会へのつながり：日本語教育多様化への提言」 (Diversify into Culture and Community through Japanese Language Study)

「多様化する留学生の経験的学び」 (Experiential learning by diverse exchange students during study abroad in Japan)

Fumi Yamakawa, Toyo University

「透明性を用いた言語と文化の授業：多様性に富んだ学生を成功に導き、その先の学びにつなげるための一考察」 (Teaching language and culture with TILT: Support diverse students to succeed in college and their future learning)

Akiko Takamatsu, Cascadia College

「多様化する日本文化：隠れた伝統芸能、大衆演劇を日本語教育で用いる意義」 (Japanese culture to diversify: Hidden performing arts, the purpose of using Taishu-Engeki (Theatre of/for the Masses) in Japanese language education)

Yumiko Naito, Washington and Lee University

「企業研究で提案！ビジネス日本語の多様化、キャリアと社会へつながる可能性」 (Diversify business Japanese with business case studies, promote career exploration and community)

Yoshiko Fujii Gaines, Baylor University

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

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

### (5) JSP Class in the Spotlight: Yoshiko Fujii Gaines-sensei

#### Japanese for Business Baylor University

Baylor University's "Japanese for Business" course was officially established in Fall 2017. It is a 3-credit hour course offered every fall semester at 3000-level, and the prerequisite is fourth semester Japanese. This course meets twice a week for 75 minutes each. Prior to the official launch, this topic was taught as an independent study course in a small-group setting for 5 semesters.

AATJ's online professional development course, JOINT, on "Designing a Business Japanese Curriculum," offered in Fall of 2011, was instrumental in designing and establishing Baylor's or my "Japanese for Business" course. While I was taking this course, I conducted the interest survey on Business Japanese course and realized that the students in our Japanese program came from different majors, from pre-med to Asian Studies, and "business" topics were not necessarily appealing to all students. I searched for useful skills and topics common to all majors and decided to build the curriculum around the skills needed to apply for a job. I also gave this independent study course a title "社会人の日本語 Japanese for Professionals" instead of "Business Japanese" in order to appeal to a broader audience.

During the first three semesters as an independent study course, I introduced students to cross-cultural communication topics in English and situational conversational Japanese in the work place through speaking and writing tasks. In lieu of final exam, students completed a series of job application related tasks that included a mock job interview, a phone conversation and an email. Soon I realized that students may be equipped with the necessary *keigo* to speak professionally at a mock job interview but were unable to articulate what was going on with the business or industry they were interviewing for or why they were applying for the company in the first place.

In the next few semesters, I offered the course as an independent study with a modified curriculum. Students followed a company or industry of their choice in the Japanese news throughout the semester and gave a short oral report on the news weekly. The mock job interview project was implemented as the midterm project instead. Because of the weekly industry news assignment, students were able to give more specific responses during the mock job interview or in the objective section of the resume. For the final, students presented a business case study of their choice.

In Fall 2017, the course started as twice a week 75-minute each regular meeting session. The official course title became "Japanese for Business" to have some uniformity with other language

programs at Baylor. The course continues to include bi-weekly news reports, speaking and writing tasks in work situations, a mock job interview project, business case studies, and a business case presentation. For business case studies, I introduce various online tools and authentic online materials such as company websites. Students also use online news or magazine articles. Corporate history pages and latest news pages in Japanese sometimes offer insights into Japanese history, geography, culture and its global relations. When students put together a real job or internship application in English, this type of knowledge gained through the use of the Japanese language may give them a unique edge against other applicants.

The current “Japanese for Business” curriculum consists of content-based instruction and task-based instruction. So far, the class has been small enough to be able to personalize the business case studies based on students’ interests and to offer ample time to repeat and practice speaking tasks. Recent students’ comments say that they have learned so much in one semester. I believe that students are not only learning new Japanese vocabulary and expressions, but also new topics related to Japan through business perspectives. They are also learning about their own interests and career aspirations through the mock job interview project. This is transferrable knowledge in English. I believe all of these aspects contribute to them feeling that they are learning much more than before.

## **(6) Member in the Spotlight: Kazue Kurokawa- sensei**

Kazue Kurokawa is a senior language lecturer in Japanese in the Department of East Asian Studies at New York University (NYU), where she has been teaching full time for the past eight years. She is originally from a small town in eastern Hokkaido and holds a bachelor of arts from the Pacific University in Oregon in modern languages with a Spanish concentration. After obtaining a master of arts in Asian civilizations (teaching Japanese as a foreign language track) from the University of Iowa, she taught Japanese at Texas A&M University and Haverford College prior to joining NYU. Aside from her teaching duties at NYU, she serves as a member on the Japanese American Association Committee of Japanese Language Education in New York.

Kazue teaches first-year to third-year Japanese courses at New York University. Through years of teaching experience and interaction with students and other instructors, she feels that connections (つながり) among people can make a difference and have a significant impact not only on language education but also on life beyond college. This philosophy started with her connection with and support from her own teachers in college, who opened up an opportunity to study abroad in the United States. She is also indebted to the Japanese faculty members at Pacific University of that time, who allowed her to observe their Japanese classes when she was an undergraduate student. Without their kindnesses, she may not have chosen Japanese teaching as her career. She also had a fascinating opportunity to have her students studying Japanese language at Texas A&M University interact with middle-school students in Japan during a summer study abroad program, with one of her former students who was teaching English there. One of Kazue’s current projects involves connecting her current students with former students of hers whose careers are related to Japan and/or Japanese language. She will also be working



with a former English teacher of hers in Hokkaido to promote language exchange among their students.

When she is not teaching, especially during summer and winter breaks, she enjoys visiting her family in Hokkaido as well as exploring New York City and the world, especially Spanish-speaking countries. So far, she has traveled to Peru, Bolivia, Chile (including Easter Island), and Spain (including the Canary Islands) on her own. If you have a plan to visit Easter Island, she can recommend the best activities and restaurants to try.



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