

# **AATJ JSP SIG Newsletter: Issue no. 29, March 17, 2021**

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 2021. Information received by the end of August 2021 will be included in this issue.

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

It has been a year since the outbreak of COVID-19. Many of us have been teaching online and hybrid since then. We have learned so much during this difficult time and stayed strong together! I had to suspend issuing the JSP-SIG newsletter in the fall, as I was super busy learning to teach online. I am now thrilled to resume the newsletter again.

I created the AATJ-JSP-SIG google group during the summer, replacing the JSP-SIG listserv using my university email system. The new google group allows all the members to send their messages, and it is much easier for me to manage. If you have not joined this google group, please notify me to add you to this group.

This issue features The *JSP Class in the Spotlight* written by Jae DiBello Takeuchi-sensei of Clemson University. Hiroko Harada-sensei writes the Member in the Spotlight of the University of Alaska Anchorage. I hope you will enjoy reading their articles.

Tomoko Takami, JSP-SIG Chair

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

### **The 2021 AATJ SPRING CONFERENCE**

The 2021 Annual Spring conference will be held virtually between Thursday, March 25 and Saturday, March 27<sup>th</sup>, 2021. The event will take place with live online sessions via zoom.

For more detailed information visit: <https://www.aatj.org/conferences-spring>

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

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

#### **Global Business Languages: Call for papers**

*Global Business Languages* publishes original, peer-reviewed articles that make a significant contribution to the field of Business Language Studies. Embracing a broad definition of “business,” we welcome submissions in a variety of related interdisciplinary subfields within Language for Specific Purposes, such as language for the arts, law, healthcare, engineering, etc.

Please visit information for the journal and its call for papers: [https://gbl.digital.library.gwu.edu/issues/volume\\_20.html](https://gbl.digital.library.gwu.edu/issues/volume_20.html)

### (5) JSP Class in the Spotlight: Jae DiBello Takeuchi-sensei

#### **Japanese for International Business I and II**

##### **Introduction**

One of the unique details about the language programs at Clemson University is the Language and International Business (LAIB) Program, which is essentially a double major that combines a full set of courses for a business degree with a full set of advanced language courses. LAIB majors are required to study abroad for at least one semester and to complete an internship, either in the target language country or with a US-based company that has a connection to the student’s language focus. As preparation, LAIB majors are required to complete a two-course sequence at the 3000/4000 level of professional communication. For the Japanese LAIB program, I have been teaching Japanese for International Business I and II since 2016. In addition to Japanese-LAIB majors, students who are majoring or minoring in Modern Languages-Japanese can also receive credit for them since these count towards the upper level language requirements. The first course, Japanese for International Business I focuses primarily on business communication, while the second course, Japanese for International Business II, focuses on business topics.

##### **Course Content**

Japanese for International Business I – Prior to this course, students will have encountered a basic introduction to the topic of honorifics but in general, they are not comfortable with the various forms and they have not studied the “how, when, and why” of Japanese honorific usage in the workplace. Thus, my aim in this course is to introduce them to common workplace interactions, including professional introductions, giving and receiving advice, asking for help, asking for permission and so on. We discuss distinctions between the honorific and humble forms, and students practice task-based role plays to get used to using those forms. I also include short readings in Japanese that highlight cultural expectations in the workplace, including telephone etiquette and advice about visiting an office in a company other than one’s own. I use

authentic materials from online news and blog articles to introduce students to current business topics, for example, how smartphones and email are changing business practice in Japan. Students also read about bowing and exchanging business cards, and we practice these during class, it's fun and sometimes a little bit silly. Another reading focuses on ホウ・レン・ソウ and I use this to get students to think about how expectations may differ in an American or Japanese workplace not only in terms of language use but also in terms of things like when and how an employee gives reports or updates to a supervisor. Near the end of the semester, I encourage students to start thinking about Japanese businesses and encourage them to connect what they will learn in their (English-language) business classes to the topic of our class. The second Japanese-LAIB course uses the textbook “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” (Takami-sensei's book!) so we complete one unit from this textbook before the semester ends. This introduces students to the skills needed to present a company profile in Japanese. As their final project, each student researches a Japanese company and introduces the company to their classmates. In this project, the goal is for students to give a report about a company they are interested in and then to answer their classmates' questions about the company.

Japanese for International Business II – This course focuses primarily on business cases and the concept of localization, as introduced in Takami-sensei's textbook. At this point, students enrolled in the class have usually completed one or two business classes (in English) and they really enjoy learning how to talk in Japanese about topics covered in their business classes. As we work through the Business Cases textbook, I encourage students to think about consumer behavior and preferences. We compare the US and Japan and discuss which aspects are different and which are similar. I ask them to imagine that they are in control of decision-making at the companies introduced in the textbook, and ask them what choices they would make, and why, in order to maximize the benefits for the company. Authentic materials include news articles and videos that are connected to the companies, industries, or products introduced in the textbook, and students always respond enthusiastically to these topics. While the final project for the previous course is to introduce an existing company (i.e., describing and reporting), for this course, the final project asks students to come up with an original product or business plan and convince the other students that it is a good plan (i.e., creating and advocating). An additional unit in this course centers on writing resumes in Japanese. Recently I've been adding news articles about how resumé formats are changing, and students enjoy learning about hand-written versus typed resumé as well as online “entry sheets” and comparing those with expectations for resumé in the US.

### **Vocabulary as a Learning Activity**

One of the biggest challenges for students trying to move through intermediate-level content and on to more advanced topics is dealing with vocabulary and kanji. When I first began teaching these classes, I noticed that students really struggled with the vocabulary, not only because of the degree to which much of the vocabulary is highly specialized but also because of the amount of vocabulary they need to work through. To encourage students to get more comfortable with memorizing vocabulary quickly, I started doing a daily vocabulary quiz with between 10 and 20 words on each quiz. The point value of these quizzes is always low, and I treat it like a homework assignment. As such, it is a “low stakes” activity that ensures that students have prepared for the vocabulary they will encounter in class each day. I also use this activity to point out to students that if they are working or interning in a company where they need to use Japanese, they will

likely need to acquire a set of vocabulary specific to that company and that industry. Learning how to quickly internalize new vocabulary will help them continually expand their Japanese language repertoire, and so I try to ensure that they see the vocabulary quizzes not only as having the goal of learning some specific set of words, but also as having the goal of training them to be able to quickly internalize a new set of vocabulary as an activity in and of itself. I hope that, in addition to the business topics they learn in my classes, students also learn a way of approaching the study of Japanese itself, and see specialized vocabulary as a tool to access new content and contexts.

## (6) Member in the Spotlight: Hiroko Harada- sensei



Hi JSP-SIG members! I am Professor/Coordinator of Japanese and Director of Montgomery Dickson Center for Japanese Language & Culture at the University of Alaska Anchorage. The Center was established to commemorate Montgomery Dickson, who perished in the March 11, 2011 Tohoku Earthquake and Tsunami. After graduating from UAA with a B.A. in Japanese, Monty participated in the JET Program and taught English in Rikuzentakata, Iwate Prefecture. It was Monty's dream to be a bridge over the Pacific Ocean to connect his homeland and Japan. The Center was established in 2012, and the Japanese Tea Room in 2016 in his name.

For the Center activities, I have established the Monty's Kakehashi Project with four major concentrations: 1) Enhancement of Japan-related studies, 2) Bridge between Alaska and Japan, 3) Public Outreach, and 4) Scholarship Program. Our signature products include the followings:

***Monty's Bridge to Tomorrow:*** It is a new theme-based Japanese textbook for college-level learners. It is based on the theme of Disaster and Hope, and it was published in July 2014. Here is the photo of the co-authors.



### **Exchanges with Rikuzentakata and Iwate Univ.:**

In 2015, UAA Faculty and I took 10 students to the disaster area in Japan and connected them with the IU students. Both parties visited Rikuzentakata together and participated in the city's effort to build a disaster-resilient community. Through this joint project, UAA and IU have established agreements for academic cooperation.

**Public outreach:** In addition to numerous tea ceremony events, the Center has hosted and co-hosted many educational events including \*Kimono: Lecture and Fashion Show, \* Omotenashi, \* Ramen Day: Lecture and Tasting, \* 2-day Cyber-ethics Conference, \*75th Commemoration of the Battle of Attu, and \*Hiroshima-Amchitka Legacies: What Future Can We Choose?



**A scholarship program:** To support students who study at our partner universities in Japan: Hokkaido University of Education and Iwate University.

**Monty and the Center's coverage via NHK World:** NHK World aired our stories worldwide on March 11, 2016: <https://youtu.be/dVBHBMoQWCI>

**Monty's Bridge to Tomorrow: 10th Year Commemoration of the 2011 Tsunami:** I hosted this Zoom just a few days ago, March 11, 2021. More than 100 people attended from Japan, Australia, D.C., New York, Chicago, California, Seattle, and Alaska, featuring speakers from the U.S. and Japan. Together, we created a shared promise to continue Monty's Kakehashi to Tomorrow.

At work, I played a key role in establishing exchange programs with Hokkaido University of Education and Iwate University; co-founded Alaska Japanese Language Pedagogy Workshop; co-founded the Alaska Association of Teachers of Japanese; and co-founder of Annal Alaska Nihongo Contest. I am Also on board AKATJ, Anchorage Sister Cities Commission, Bridge Builders of Anchorage, and Asian Alaskan Cultural Center for public service.



It has been 23 years since I moved to UAA from Colby College in Maine, where I taught for three years. We drove from Maine to Alaska. My husband drove a U-Haul truck, and I drove a van all the way. My son was 13 years old, and my daughter, 8. Time passed, and I am now a grandma!

I hold a Ph.D. degree in Comparative Literature from the University of Illinois Urbana Champaign. Recent awards include the 2015 AATJ Teacher Award and PNCFL's 2021 Ray Verzasconi Northwest Postsecondary Educator of the Year award. I am also the first violin player for the Anchorage Symphony Orchestra.

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