

AATJ JSP SIG Newsletter: Issue no. 25, September 13, 2018

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. The next newsletter is scheduled to be published in January, 2019. Information received by the end of December 2018 will be included in this issue.

(1) JSP SIG Announcements

The issue includes special requests to JSP members. Motoko Tabuse-sensei and I are conducting the survey on business Japanese education. Please help us by participating in the survey (Please see more detail below). The *JSP Class in the Spotlight* is written by Yuka Kumagai-sensei of the University of Southern California. The *Member in the Spotlight* is written by Takae Tsujioka-sensei of George Washington 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 (No updates)

(3) Grants and Awards Opportunities (no updates)

(4) Other Information

Business Japanese Online survey:

謹啓

先生方にはお元気で益々ご活躍の事とお慶び申し上げます。さて、このたび 全米におけるビジネスの日本語教育の現状を把握するためにオンライン・アンケートを実施させていただいております。

ます。2008年に同様の目的で田伏がアンケート調査を行いました（<https://www.jflalc.org/pub-breeze38>をご参照ください）。今回のアンケートはその追跡調査であり、10年後のビジネスの日本語教育がどのように変化したかを調べるものです。

2018年、この度の調査はオンライン調査です。こちらのリンクをクリックしてください。アンケートの回答所要時間はおよそ10分ぐらいです。

<https://www.surveymonkey.com/r/BSKS9L9>

当アンケート調査の結果は、AATJの学会で発表させていただく予定です。あまりお時間がなく申し訳ないのですが、9月30日までにアンケートにお答えくださいますよう、お願い申し上げます。アンケート用紙へのご記入希望の方や、何かご質問がありましたら、高見智子 ttakami@sas.upenn.edu、あるいは田伏素子 mtabuse@emich.edu にお気軽にご連絡ください。

ご多忙のところ誠に恐縮ですが、ご協力のほどどうぞよろしくお願いいたします。

敬白

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(5) JSP Class in the Spotlight: Yuka Kumagai-sensei

Business Japanese University of Southern California

USC's "Business Japanese" is a Maymester course offered by the Department of East Asian Languages and Cultures (EALC). A Maymester course is counted as a Spring semester course, but the actual course starts the week immediately following commencement and runs only for four weeks from middle of May to middle of June. Maymester courses often involve off-campus activities at both U.S. domestic and overseas locations. "Business Japanese" class spends the first two weeks of the course on the USC campus, then moves to the Kansai area of Japan for two weeks of onsite activities.

The "Business Japanese" Maymester course was created in 2016 as a response to the increasing demand from EALC majors and minors as well as students who are interested in Japan from both the College of letters, arts, and sciences and the professional schools. The majority of these students expressed their desire to brush up their language skills as preparation for entering professional careers upon graduation. What they envision as their career goals, however, is not always clear to the students themselves due to insufficient knowledge of the Japanese business world. The primary purpose of the "Business Japanese" course is to provide an opportunity for students to learn about the Japanese business world in order to build up practical career plans by visiting companies in Japan and observing business as it is conducted.

The course is conducted solely in Japanese and the prerequisite is Japanese IV, which means the participating students have proficiency at an intermediate to advanced level Japanese. Course components include: acquiring basic business manners and expressions, learning business related vocabulary, participating in a case study project and an individual research project, and a blog project.

During the first two weeks on campus, students learn how to conduct business case studies using the first two chapters of 『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』 (The Japan Times) while learning the use of basic business vocabulary introduced in these chapters. They also practice using basic business etiquette such as exchanging business cards, presenting the class when visiting companies, using honorific expressions (敬語) appropriately, and paying attention to the proper seating order in western style rooms, Japanese style rooms, cars, elevators, etc. Students also prepare for their paired assigned case study projects and commence preliminary research for their individual research projects.

After arriving in Japan, students present their case studies on the companies the class is going to visit. On the day of visit, an assigned student introduces the class to the company representatives, hands them a souvenir from the U.S., and questions about the company. After the visit, the assigned student sends a thank-you email to the company, then posts the experience on the class blog. The companies we have visited in last three years are: Kiku-

Masamune Sake Brewing, Hurxley, Elecom, Mori Kosan, Kobe Shimbun, Hanshin Tigers, Hasegawa Kogyo, Asahi Television Broadcasting, Wadaman, and Mizuno. Besides visiting these companies, the class interacts with the Japanese students of local colleges such as Kobe University, Kwansei Gakuin University, and Osaka University. These Japanese students answer USC students' questions on their individual research projects. The class has a chance to spend a day with young Japanese professionals of the local Roter Act Club. The students also meet and hear the experiences of non-Japanese people who are working in Japan. This session includes USC alumni and is especially inspiring for our students.

Toward the end of the course, each student presents her/his individual research project. The requirements of the project are i) it must be related to business in or with Japan, and ii) the project incorporates the opinions of various Japanese people. The topics of the individual research projects vary with the students' interests and can range from starting business to the trends in Japan in various areas such as gaming, creating apps, planning tourism, gender equality/inequality, people's behavior in choosing restaurants, popular pastimes in Japan, case studies of certain companies or industries, etc.

Past students' comments after completing the course indicate that the goals of the course have been mostly achieved. Here are some excerpts: "The course has helped me understand what working in Japan is like in many industries," "This program has given me more clarity about including Japan in my future career goals," "I have not only realized that I definitely can and want to live in Japan for work, and I have also discovered the kind of company that I want to work at," "This program has been the perfect window into the Japanese business world that was so intimidating before." The comments also reveal that the course promoted the students' motivation toward studying the language itself. They wrote "I have realized that my Japanese skills need a lot more work, and I am determined to keep up with it," "The course has encouraged me to study for N2 level of JLPT." Though planning and execution of this overseas course requires a different kind of preparation and responsibility on the part of the instructor, a course like this is undoubtedly worth the effort as it reaffirms the students' goal of studying Japanese and gives opportunity to the instructor to reconsider the practical side of language education at the college level.



(6) Member in the Spotlight: Takae Tsujioka- sensei

Takae Tsujioka is a Teaching Assistant Professor in the Department of East Languages and Literatures at the George Washington University (GW). She currently serves as the Executive Director of J.LIVE Talk, and the Co-President of the Mid Atlantic Association of Teachers of Japanese (MAATJ). She is also a member of the National Japan Bowl Committee, the Japanese Language Education and Resource Network (J-LEARN) and the Japanese Core Practices Articulation/Advocacy Network (J-CAN) Project.

Takae has an M.A. in Applied Linguistics from Southern Illinois University at Carbondale and a Ph.D. in Linguistics from Georgetown University. Her dissertation titled “The syntax of possession in Japanese” received the Harold N. Glassman Dissertation Award in the Social Sciences and was published in the Routledge Outstanding Dissertations in Linguistics series. Although she has previously published works on morphosyntax of Japanese and still serves as a reviewer for linguistics journals, her research interests have gradually shifted to areas that have more direct impact on classroom instruction. She co-authored the Routledge Grammar Workbooks series on Japanese and has been developing beginning to intermediate-level textbooks with Professor Shoko Hamano at the George Washington University. She has also presented her classroom-based research at various pedagogical conferences and workshops.

Her teaching career started as a linguistics graduate fellow in 1995, followed by a full-time professorial lecturer of the Japanese language at Georgetown University prior to her current position at GW. She has taught Japanese language courses at all levels, as well as a course in Japanese linguistics and made a measurable impact on the curriculum improvement of the GW Japanese program. In 2010, she received GW’s Bender Award for Teaching Excellence.

Takae believes that the ultimate potential of language is to communicate “ideas,” which inspire changes in each other’s world views and consequently transform the world for the better. Given the technological developments in the rapidly changing world, language learning/teaching cannot remain just about functional ability. It is meaningless to train our students to do what machines can/will be able to do. She would rather like her students to expand their horizons through linguistic and cultural learnings and interactions, and to instigate positive changes within themselves, as well as for others.

It was with this belief that she wrote a proposal for *Japanese Learning Inspired Vision and Engagement Talk* (www.jlivetalk.com) in 2015. J.LIVE Talk is a presentation contest that aims to provide a platform for learners of Japanese to:

- showcase their proficiency in Japanese
- polish their public speaking skills
- share ideas from their unique perspectives and
- connect with the larger Japanese-affiliated community.

It encourages participants to share their ideas from their unique point of views inspired by Japanese language learning, and to do so in an engaging manner similar to TED talks. Under her

leadership, J.LIVE Talk entered its fourth year, attracting students from across the US, and annually sending the contest winners to Japan for six to eight weeks so that they can further their study with all expenses paid. While it requires time and energy, she feels that it is also one of the most rewarding experiences she has ever had as she was fortunate to meet so many wonderful people who have expanded her own horizon.

In her free time, she enjoys traveling with her family, dancing salsa with her husband, and singing with her son who is a budding guitarist.



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