AATJ JSP SIG Newsletter: Issue no. 30, October 26, 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. The next newsletter is scheduled to be published in February 2022.   Information received by the end of January 2022 will be included in this issue.

(1)   JSP SIG Announcements

I am delighted to share the 30th issue of the JSP-SIG Newsletter with you this time! JSP-SIG was established in 2007, and the first newsletter was published in April 2008. Since then, for the past 13 years, we have continued to publish newsletters, all up to the big 30!

When I look back on when I started to issue the newsletters, I remember facing the challenge of not having enough useful information for the members each time. But then, I came up with the idea of having the JSP Member in the Spotlight section and JSP class in the Spotlight, which was a game-changer! I myself enjoy reading those articles the most, learning about other JSP classes and JSP members! I am so grateful to the JSP members who contributed to those articles!

This issue features The *JSP Class in the Spotlight* written by Hisae Kobayashi-sensei of Connecticut College. Member in the Spotlight was written by Wakana Maekawa-sensei of the Massachusetts Institute of Technology. I hope you will enjoy reading their articles.

Tomoko Takami, JSP-SIG Chair

(2)   Conferences and Workshops

2021 AATJ Fall Conference

The 2021 AATJ Fall Conference will be held in conjunction with the American Council on

the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, which will take place virtually November 19-21.

Information on the ACTFL Conference and links to registration can be found at **https://www.actfl.org/convention-and-expo**. Be sure to identify yourself as an AATJ member when you register to get the best rate

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6th International Symposium on Languages for Specific Purposes (ISLSP) and Centers for International Business Education and Research (CIBER) conference: The Future of LSP: Research, Assessment, Curricula

https://islsp-ciber.event.uchicago.edu/

Hosted by: The University of Chicago Language Center

April 21-22, 2022, In-person

This symposium is a welcome opportunity for the LSP community to gather and share scholarship and pedagogy related to LSP theory, methodology, and practice. The 2022 symposium looks toward LSP's future in all levels of the curriculum and the academy, with an eye toward the growing body of evidence-centered empirical research that will get us there.

Proposals are sought for 20-minute individual papers related to the topics below. Please write your proposal in English and limit it to 300 words. Include a 50-word abstract. We welcome proposals from multiple presenters, but each presentation is limited to 20 minutes. The symposium language is English.

Proficiency guidelines in LSP assessment and curricula

- How do proficiency guidelines and or proficiency / competency targets play a role in LSP assessments and curricula?
- How can ACTFL standards be adapted to the LSP context?
- How can we best measure student progress in LSP courses and programs?

Reverse design of LSP courses for real-world applications

- How can LSP courses be reverse designed?
- What valid assessments are available in LSP – or do we need to design our own?
- How can domain analysis research inform the design of and assessment in LSP courses?

Online LSP

- How can LSP courses be taught effectively online?
- What are exemplary models for virtual exchanges and online internships / Community Servie Learning (CSL)?

Informing LSP curricula through research

- What is the research basis of LSP?
- How can research inform LSP pedagogy?
- How do we build a body of research as in other disciplines?

LSP, cultural paradigms of language education, and issues of social justice

- Where does LSP fit into the cultural paradigm on your campus?
- How are advocacy and outreach part of language programs, especially for LSP / CSL courses?
- How can LSP courses promote social justice?

Professional development and teacher training in LSP

- How do already-trained scholars become active researchers and practitioners in the field of LSP?
- How should graduate students be trained in the theory and practice of LSP?
- Online language teaching readiness in LSP

Proposal submission deadline: November 1, 2021

(3)   Grants and Awards Opportunities (no updates)

(4)   Other Information (no updates)

(5) JSP Class in the Spotlight: Hisae Kobayashi-sensei

Japanese 303: Japanese for the Professions
Connecticut College

The Office of Global Initiatives at Connecticut College is an academic office that is working across departments and divisions.[1] The office applied and successfully received a grant from the U.S. Department of Education's Undergraduate International Studies and Foreign Language (UISFL) program. The aims of the Connecticut College two-year project "Integrating Foreign Language Internships into the Academic Program" include the development of a new module for the career education program focused on languages and 21st century professions, and a database of potential organizations and alumni contacts for language-immersive internship opportunities. As a part of the project, all of foreign language departments were encouraged to create new courses preparing students for post-graduate opportunities by expanding their expertise of specific foreign languages and cultures. Since I was interested in the project, I decided to develop the course.

The following is a course description of Japanese 303:

> Professionals are expected to use "appropriate" language in Japanese work places. This course aims at mastering three types of politeness (honorific, humble, and neutral) that include passive/causative forms. Students will use these forms linguistically as well as pragmatically in various professional contexts, such as a job interview, greetings, exchanging business cards, answering a phone, making an appointment, making a request, apologizing, writing an email, writing a report, business letters, etc.

The course was offered first time in the fall of 2020. The targeted students are those students who finished Japanese 202: Intermediate Japanese, or students who receive permission from the instructor. International students from Japan are also permitted to take this course. Although we didn't have any native Japanese students last year, two first-year students from Japan expressed their strong interests in taking this course next semester. I'm very excited about their involvement. One of the reasons I allow native speakers to take this course is to increase enrollment numbers. Another reason is that even native Japanese speakers need to learn how to speak appropriately for their job interviews as well as at their workplaces. I am sure that all of us have some experienced that native Japanese students emailed us by using inappropriate Japanese to communicate with us.

The textbooks I used for my class were:
1. Nakama 2 Chapter 11
2. 中級レベル　ロールプレイで学ぶビジネス日本語—就活から入社まで一
　　　　　　　　　　　　　　スリーエーネットワーク

3. 中級からの日本語プロフィシェンシーライティング

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[1] https://www.conncoll.edu/academics/global-focus/the-office-of-global-initiatives/

I enjoyed using "中級レベル　ロールプレイで学ぶビジネス日本語—就活から入社まで—." Each unit of this textbook constitutes model conversations, role-plays, and applications. They also include case studies after every two units to have the students to develop a deeper understanding of the business culture. Each role play allows students to perform on the basis of what they learned in each unit. Since I haven't tried using other textbook, I should explore more possibilities to improve this course.

The website I used for my class were:

1. リクナビ　就活準備ガイド
    https://job.rikunabi.com/contents/

2. エンカレッジ
    キャリア支援 NPO 法人
    https://en-courage.com/articles/3221

These websites were very useful from my perspective. It is challenging for Japanese learners to read them. However, these sites present clearly what each job applicant is expected by a company. They show how each job applicant should present themselves depending on what the company is looking for. They simulate scenarios, which will help our students learn how each candidate was successfully accepted or unfortunately rejected. I'm planning to use these sites next spring as well.

When I presented my experience of teaching this course as a case study at a regional conference, I was advised to involve a person from the Career Center. I love this idea and I would like to invite them to talk about how individuals should prepare themselves for a job interview, and what a company expects for an individual candidate. Last fall students tried to make excuses by saying that expectations were different for the US. I disagreed with them. In order to prevent the students from making excuses, I'm going to ask a person from the Career Center to train my students for interviews for internships and/or jobs. I hope that the students will be able to prepare themselves for interviews in both English and Japanese.

Since I just started offering this course, I need to improve the course quality. I would love to hear your thoughts on this, and I will welcome your feedback in order to make this course more attractive. I hope that many of you will create a course for Japanese for Specific Purposes.

(6)   Member in the Spotlight: Wakana Maekawa- sensei

Wakana Maekawa is a lecturer in Japanese in Global Languages at the Massachusetts Institute of Technology. She holds a B.A. in Education with a concentration in Teaching Japanese as a Foreign Language from Aichi University of Education and an M.A. in Applied Linguistics and Second Language Studies from Texas Tech University. Since high school, Wakana has always been interested in helping non-native speakers learn Japanese and started teaching as a volunteer teacher in a class for foreign workers and their children in the community at Aichi University of Education. After graduation, she received teacher training through Alliance for Language Learning and Educational Exchange (ALLEX) and started teaching as a graduate instructor at Texas Tech University. Before joining MIT in 2017, she taught Japanese at Hamilton College and Harvard University. She has also taught summer intensive programs at Middlebury Language School, Cornell University, and International Christian University.

One of her goals is to create a learning environment that facilitates students' collaboration and autonomy and guides them to become effective communicators in the global community. Through interactions with diverse students who have a variety of motivations, aims and learning styles, she has learned that developing these abilities is important for students' growth as global citizens. No matter where she has taught, she has embraced this philosophy and adapted her teaching to best support her students in advancing toward their personal and professional goals.

At the Massachusetts Institute of Technology, Wakana teaches all levels of Japanese language courses. The past four years have been full of new and stimulating challenges, as her students' expertise and goals are different from those of students she has previously taught at other institutions. Many MIT students wish to intern at Japanese STEM-related institutions and are learning Japanese for their future careers. Currently, Wakana has been working on creating a new course that focuses on Japanese for Professional Communication with her colleagues to better prepare students for their internships and future career opportunities abroad. She is also interested in developing STEM-related learning materials that connect students' expertise and Japanese language abilities for beginning to intermediate courses. As the first step, she is going to investigate the vocabulary and expressions her students need and create reading materials and model dialogues that are more relatable and useful for their future careers.

Outside her work, Wakana is an avid volleyball player. She plays volleyball with her students and teaches them how to play at Middlebury School of Japanese. She enjoys seeing students improve their skills and build teamwork through matches against other language schools. The end-of-summer match between students and teachers is especially fun to play, even when we teachers are defeated. When back home in Hyogo, Japan, she enjoys spending time with her family and two mini schnauzers and helping her mother groom all breeds of dogs, from the toy poodle to the Shiba Inu, at her grooming salon.

After student vs. teacher match at Middlebury School of Japanese

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