

Rethinking Japanese Communication Style

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Abstract

The importance of teaching “culturally specific” communication skills has long been emphasized in foreign language education. In this discourse “culturally specific” communication skills are constantly produced by researchers. The process of dissemination does not depend on the activities of researchers who produce the texts. Ground level dissemination is accomplished through instruction by teachers who often use textbooks. In this paper I analyze a Japanese textbook as case study to reveal the problems in teaching cultural knowledge (e.g., “Japanese” communication skills) and measuring how well learners acquire cultural knowledge.

Key words: communication skill, culture, standard, textbook, norm

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