



Feature Article

Teaching Japanese language in tourism and customer service skills

Yuka Iwata (University of Guam)
Miho Okada (Shiseikan University)

Introduction

I still remember the comment “Japanese customers are so demanding!” given by my student who works as a front desk staff at a hotel on the first day of the semester in Japanese for Tourism class. His negative comments on Japanese customers went on but I appreciated his honesty and sharing his experience in dealing with Japanese customers. Approached from a different angle, it is well-known that Japanese customer service is the best in the world. Many foreign visitors to Japan seem to agree with this, probably by comparing it to the customer service practiced in their home countries. In acquisition of L2 Japanese in tourism, learning language skills is important but understanding the cultural background of the Japanese customers and acknowledging Japanese customer service strategies are inevitable. For that, learners should be given rationales of why (or what makes) Japanese customers become demanding rather than providing factual explanations such as “Japanese customers have higher expectations.” and “Customers are treated well in Japan.” I have learned that teaching Japanese language in tourism is not just about teaching what to say in face-to-face interaction in the target language. In developing the ability to provide excellent customer service skills, building sociolinguistic and pragmatic competence is unavoidable. In this article, I would like to share my views on teaching Japanese language for tourism to English-speaking learners in Guam based on my teaching and learning experiences obtained from different forms of instructions.

Japanese language education in the island of Guam

The main source of economy in Guam is tourism. According to the Guam Visitors Bureau, 34 % of employment on Guam is tourism related. Japanese visitors used to rank as the top in Guam’s tourism market a decade ago (with an average of 80 %). The island of Guam has been a popular tourist destination for Japanese because of its nice weather and close proximity. However, the number of visitors started to decline since 2011 when a huge earthquake and tsunami struck northeast Japan. The decline escalated when North Korea conducted nuclear ballistic missile tests. These incidents, to a large extent, caused a recent

excessive reduction of tourist population from Japan (down to 40 %) and flights to Guam.⁽¹⁾

Looking at the number of visitors, Guam may not be as an attractive place to visit as it used to be for Japanese nowadays. Nevertheless, Japanese has been a popular language to learn. It is widely taught in secondary schools (all five public high schools and some private high schools) and two academic higher institutes, Guam Community College (GCC) and the University of Guam (UOG). UOG, a four-year university, offers Japanese language courses, ranging from the first to the fourth year. Besides the regular academic courses designed to develop interpersonal communication skills (everyday conversation) which focuses on developing four linguistic skills as well as cultural knowledge, *Japanese for Tourism* has been added to the curriculum since 2007. The students at UOG have to select a language to study from Chamorro, Chinese, French, Japanese, Korean, Spanish, and Tagalog to fulfill the general education requirement. In the fall 2017 semester, 116 students (or 22.9 %) chose to register to Japanese language classes, being the second highest enrollment. (Chamorro language was the most popular but considering that Chamorro is an indigenous language on Guam and is mandatory for all students from elementary to secondary public schools to study, Japanese is the most popular “foreign” language to study.) GCC offers first and second semester Japanese language courses (two levels) besides Chamorro and Korean languages. In the fall 2017 semester, 96 students enrolled in Japanese classes. As a large number of students studying Japanese language (and the fact that Japanese languages are taught at various schools) suggest, there has been a strong demand in learning Japanese on Guam. Many of them are motivated to learn to gain occupational skills. The surveys conducted to L2 Japanese students studying at high schools (both public and private), GCC, and UOG in 2017 confirm that enhancing career opportunity was the second highest motivation.

Aside from learning in formal classroom settings, people can learn Japanese in private language schools. Some tourism-related companies (e.g., hotels, shops, and transportation) are also offering Japanese language training to their employees. In

addition, the Japan-Guam Travel Association, the organization which serves to promote tourism in Guam, has been hosting the Annual Japanese Language Seminars on Customer Service since 2007 for no charge. A total of 1,445 local tourism professionals have taken the opportunity to attend in the past ten years.

Ingredients in teaching Japanese language in tourism

I have been teaching tourism-oriented Japanese language in various instructional settings. The curricula that I developed are designed and structured differently to meet the learner's needs but the following three elements, linguistic components, sociocultural component and hospitality component, are integrated into instruction. The Appendix displays four curricula that I use in teaching Japanese for a tourism context in different learning environments including as an academic course, an annual Japanese language seminar in customer service, and in-house training programs designed for hotel employees and for salesclerks. In teaching Japanese language for tourism, the amount of information in each component can be adjusted accordingly based on variables of curriculum, such as instructional time, level of learner's proficiency, etc. but all three elements should be incorporated into instruction.

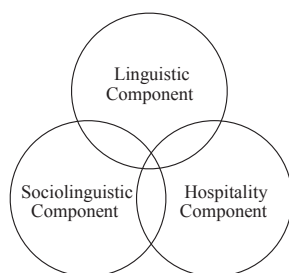


Figure 1: Key elements in teaching Japanese language for tourism

Both linguistic and sociolinguistic components provide learners with linguistic and sociolinguistic information, what to say (verbally) in the target language and how to demonstrate (verbally and non-verbally). The contents of instruction covered in each component are shown in Table 1.

After learning the skills described under the field in Appendix "Language Skills Covered," learners practice function-based dialogues that are likely exchanges between servers and customers. The words and phrases unique to the Japanese language particularly in a tourism context and knowledge of cultural differences that affect communication are emphasized. The demonstrations of non-verbal communication as part of the non-linguistic component include facial expressions, eye contact, personal space, physical contact (including degree of bow), smiling, and posture. In order to raise the learner's cultural awareness, I always introduce characteristics of Japanese communication by referring to high/low-context culture. The discussion includes differences in ethnic diversity, cultural values (individualism vs. collectivism), thought pattern (linear vs. spiral logic), and communication styles (directness and formality). Also, the cross-cultural difference in politeness is

Table 1: Contents of instruction covered in each component

Key Elements	Contents Covered
Linguistic Components	<ul style="list-style-type: none"> • What to say in the target language • Unique words and phrases particularly used in tourism context which include addressing customers; not saying <i>anata</i> (you), saying <i>sumimasen</i> (interpretations of sumimasen), degrees of apology, saying "no," when to say <i>hai</i> (yes?), and address terms
Sociocultural Components	<ul style="list-style-type: none"> • How to say or do • Non-linguistic aspects of language which include non-verbal communication • Characteristics of Japanese communication • Politeness reflected in language
Hospitality Components	<ul style="list-style-type: none"> • Customer-server relationship that affects communication • Cultural differences in application of customer service • Japanese customer service • Tips to improve customer service

addressed. In customer-server interactions, (which is hierarchical in relationship), the server is always expected to use polite speech to the customers in Japan. In addition to the discussion on how politeness is expressed in Japanese language and culture, I inform learners that being polite is often defined as friendly in Western cultures but those are two distinct concepts in Japanese culture.^(2, 3)

The hospitality component demonstrates strategies in customer service which highlight Japanese customer service, called *sekkyaku*, and provides tips to improve customer service. I would like to elaborate further in the next section.

What is customer service? What is hospitality?

The roles of "customer service" vary depending on occupation in the tourism industry but limiting our discussion to face-to-face interactions with customers, it is broadly defined as providing products and delivering quality of service to make profits. The equivalent word of "customer service" in Japanese is 接客 (*sekkyaku*), which consists of two characters, 接 (meaning "to get closer," "to connect" "to meet people," etc.) and 客 ("visitors," "those who are invited," "travelers or tourists," "customers who pay for services," etc.). That is, *sekkyaku* literally means connecting two parties, one offering products or service and the other, the customer, who receives them. In general, it is simply regarded as welcoming customers and providing assistance.

Sekkyaku is deeply associated with the concepts of *omotenashi*. *Omotenashi* is the derivative of *motenasu*, which means to entertain, offer one's hospitality, treat, etc. according to the *Kojien* dictionary. In this respect, *sekkyaku* cannot be elaborated further without addressing *omotenashi*. *Omotenashi* often refers to Japanese hospitality, however, it has a different nuance in meaning compared to the English word "hospitality." Below are definitions of "hospitality" provided from dictionaries.

- Cordial and generous reception of or disposition toward guests

(American Heritage Dictionary of the English Language)

- The quality or disposition of receiving and treating guests or strangers in a warm, friendly, generous way (Dictionary.com)
- The activity or business of providing services to guests in hotels, restaurants, bars, etc. (Merriam-Webster)

The significant difference between “hospitality” and *omotenashi* lies in that hospitality may be given for a business purpose but not in *omotenashi*. For example, tipping is a common practice for service in the U.S. (but not in Japan). The fundamental principle of *omotenashi* is that a host does not expect any returns from a guest. Also, it is a once in a life time experience (called *ichi-go-ichi-e* in Japanese) for a guest. In practicing *sekkyaku* derived from the notion of *omotenashi*, a host is expected to keep an eye open (*me-kubari*), be attentive (*kikubari*), and be mindful (*kokoro-kubari*) to determine what he can do to offer the best hospitality to a guest.

I have been always curious and motivated to examine cross-cultural differences in customer service strategies, if any. Proceeding my discussion, I examined tips on (or information on what is considered to be good) customer service available on online resources which anyone can easily find. Table 2 summarizes the strategies introduced in both English and Japanese sites, which are arranged in order of frequency of appearance.

The underlined items, “be attentive” and “greet customers,” are found in both cultures. The strategy “be attentive” includes “listen to customers” and “active listening.” As for “greet customers,” the phrase, “in a friendly manner,” is added in the customer service strategy found in an English site. For further analysis, I conducted prototype and content analysis.

Table 2: Customer service strategies introduced in online resources

Customer Service (U.S./Guam)	<i>Sekkyaku</i> (Japanese styles of customer service)
<ul style="list-style-type: none"> • Greet customers in a friendly appropriate manner • Be an expert, know the products • Be attentive • Be eager to help 	<ul style="list-style-type: none"> • Look and dress appropriately and neatly • Use appropriate language • Show good manners • Be attentive • Smile • Make good facial expressions • Use customary expressions
<ul style="list-style-type: none"> • Be cheerful, courteous, and respectful • Be patient • Ability to read customers 	<ul style="list-style-type: none"> • Greet appropriately • Be hospitable (<i>kikubari</i>) • Speak clearly and slowly (tone of voice) • Be cheerful

1. Prototypes: Knowledge vs. actions

The strategies are grouped into the two prototypes named, knowledge and actions. The items that are general and conceptual are identified as “knowledge,” whereas those which indicate what one should do specifically are acknowledged as “actions.” For example, “show good manners” (found in Japanese sites) is identified as “knowledge” since “good manners” is general and subjective in description, and it is hard to rec-

Table 3: Results of prototype analysis

	Strategies based on Knowledge	Strategies based on Actions
Customer Service (English-speaking culture)	<ul style="list-style-type: none"> • Be an expert, know the products • Be attentive • Be eager to help • Be cheerful, courteous, and respectful • Be patient 	<ul style="list-style-type: none"> • Greet customers in a friendly appropriate manner • Ability to read customers
<i>Sekkyaku</i> (Japanese culture)	<ul style="list-style-type: none"> • Look and dress appropriately and neatly • Show good manners • Be attentive • Be hospitable • Be cheerful 	<ul style="list-style-type: none"> • Use appropriate language • Smile • Make good facial expressions • Use customary expressions • Greet appropriately • Speak clearly and slowly (tone of voice)

ognize what to do to demonstrate good manners. As Table 3, that compares two cultures, shows the number of customer service strategies found in U.S. sites are listed as “knowledge” exceeds “actions,” while the Japanese strategies are, however, evenly distributed in “knowledge” and “actions.”

This observation is, to some extent, supported by Iwata ⁽⁴⁾ which reports cross-cultural differences on application of politeness strategies in serving customers in English-speaking and Japanese cultures. The strategies that English-speaking groups employ are more general and conceptual (e.g., “be helpful,” “be respectful,” and “be kind/nice”) than Japanese counterparts. However, Japanese groups choose more strategies based on specific and concrete actions (e.g., “maintain eye-contact,” “speak clearly,” and “hand products over with both hands”), which contradicts the information provided in online resources.

2. Content analysis

The customer service strategies introduced online are analyzed based on content to see any distinctive features that divide the two cultures. They are grouped into four categories which are adopted from Iwata ⁽⁴⁾: Language use, non-verbal behaviors & manners, general concepts related to customer service, and verbal behaviors. Table 4 shows the results.

It is quite surprising that all strategies shown in English sites are centralized in “general concepts related to customer service” category. Table 5 compares the contents of the strategies shown between online references and Iwata.⁽⁴⁾ The findings that are consistent are: (1) none of the customer service strategies employed by the English-speaking group are related in use of language, and (2) the English-speaking groups tend to choose more strategies that are general and conceptual.

“Use of appropriate language” and “use of customary expressions” are regarded as good customer service skills and strategies in assisting customers exclusively acknowledged by the Japanese but not in the application in the English speaking culture. I would like to approach this issue and share my viewpoints on why lan-

Table 4: Results of content analysis of customer service strategies

Category	Customer Service	<i>Sekkyaku</i>
Language use	None	<ul style="list-style-type: none"> • Use appropriate language • Use of customary expressions
Nonverbal behaviors & manners	None	<ul style="list-style-type: none"> • Look and dress appropriately and neatly • Smile • Make good facial expressions
General concepts related to customer service	<ul style="list-style-type: none"> • Be an expert, know the products • Be attentive • Be eager to help • Be cheerful, courteous, and respectful • Be patient • Greet customers in a friendly appropriate manner • Ability to read customers 	<ul style="list-style-type: none"> • Show good manners • Be attentive • Be hospitable • Be cheerful • Greet appropriately
Verbal behaviors	None	Speak clearly and slowly (tone of voice)

 Table 5: Comparison of content analysis between online resources and Iwata⁽⁴⁾

Category	Customer Service Strategy in online		Iwata	
Language use	ENG	0	ENG	0.0 %
	JPN	2	JPN	25.0 %
Nonverbal behaviors and manners	ENG	0	ENG	60.5 %
	JPN	3	JPN	47.4 %
General concepts related to customer service	ENG	7	ENG	26.7 %
	JPN	5	JPN	18.6 %
Verbal behaviors	ENG	0	ENG	12.8 %
	JPN	1	JPN	8.5 %

Note: ENG and JPN indicate English speakers and JPN Japanese speakers, respectively. The number indicates the counts of items found in online resources.

guage use is considered to be more important in delivering good customer service for the Japanese in the following section.

Why is language use important in assisting Japanese customers?

The strategies that are associated with language use include “use of appropriate language” and “use of honorific expressions.” The use of appropriate language in customer-server interaction regards in the use of polite language. The words, phrases, and expressions used in a tourism context are polite in nature regardless of languages, though politeness is expressed differently across cultures. In spoken English, for example, use of polite marker “please,” modal auxiliary verbs (e.g., “may,” “could,” and “would”), and qualifiers (e.g., “very” and “a little”) are common approaches to express politeness. On the contrary, in the Japanese context “appropriate language” often refers to customary expressions (called *sekkyaku-yoogo*), routinely and frequently used phrases and expressions used in assisting customers. (The *sekkyaku-yoogo* that covered in instruction are shown in Table 6.) The examples of such expressions include “*Mooshiwake gozaimasen*. (I am very sorry.)” or “*Kochira wa ikaga desu ka*. (How about this?)” that are equivalent to “*Sumi-*

Table 6: Customary expressions used in assisting customers

Situation (When to use)	What to say in Japanese
Welcome customers	<i>Ira'shaimase.*</i>
Express appreciation	<i>Arigatoo gozaimasu.*</i>
Ask a customer to wait	<i>Shoo shoo omachi kudasai.*</i>
Acknowledge a customer's request	<i>Kashikomarimashita.*</i>
Apologize to a customer	<i>Mooshiwake gozaimasen.*</i>
Thank for waiting	<i>Omatase shimashita.*</i>
Address hotel guests/customers	<i>Okyaku-sama</i>
Ask the customer to repeat	<i>Mooichido onegai shimasu.</i>
Escort the customer	<i>Kochira e doozo.</i>
Enter/leave from a guest's room	<i>Shitsuree shimasu.</i>
Suggest the product	<i>Kochira wa ikagadesu ka?</i>
Ask the number of customers	<i>Nanmee sama desu ka?</i>

Note: The items marked * are basic expressions.

masen” and “*Kore wa doodesu ka.*” uttered in inter-personal communication. Many customary expressions contain honorifics which appear in various lexical levels or completely different expressions. In acquiring Japanese language skills for customer service, learning customary expressions becomes unavoidable.

Curriculum design

Now, I would like to share my practical views on teaching Japanese language for tourism focusing on the process of the learner's analysis and curriculum development.

In developing any curriculum in L2 Japanese instruction, I first conduct a learner's analysis by using the fields shown in the left column of Figure 2. Identifying instructional goals, learner's proficiency level, and duration of instruction etc., in the preliminary stage of curriculum construction help me define the contents of instruction, select appropriate teaching materials (if not determined), and selection of teaching approaches to deliver instruction effectively and efficiently.

Pedagogical implications

Japanese language skills to serve customers are taught mainly

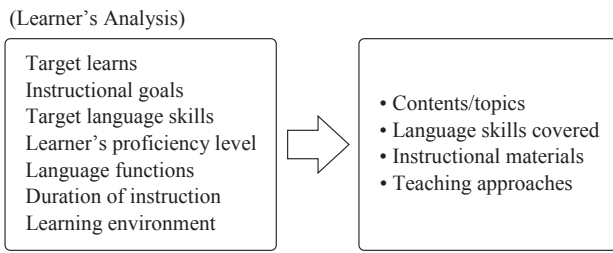


Figure 2: Process of learner's analysis and curriculum development

in Communicative Language Teaching (CLT) approach with a combination of other approaches and techniques. The characteristics of CLT in tourism language include focusing on development of listening and speaking skills, increased pair-work and group-work which give real-world language tasks, learners spending more time in practicing, and language being taught in context. Translation is de-emphasized and situational cues are provided to complete tasks. The instruction is learner-centered, interactive, and collaborative but different approaches are adopted in distinctive programs that I developed. As Table 7 shows, direct and deductive approaches are used in six-hour intensive seminars due to limitation of instructional time. In introducing new linguistic information, I first demonstrate model dialogues or conversation and then provide lexical and structural explanations in English in direct and deductive ways to ensure time for practice. In contrast, indirect-guided, inductive, and constructive approaches are more effective in the instruction delivered in the academic environment taught over one semester. I usually provide brainstorming activities by asking the class what verbal exchanges are possibly made, for example, in taking orders in restaurants. After they responded, I ask them to think how to say in Japanese and moving forward to provide input activities. This process fosters the learner's critical thinking skills.

Conclusion

I take this article as an opportunity to share my perspectives in teaching Japanese language for tourism for English-speaking learners by examining “customer service” along with the concept of “hospitality” based in both English-speaking and Japanese cultures, focusing on the comparison of customer service strategies. The realizations of “customer service” (*sekkyaku* in Japanese) in English-speaking and Japanese cultures are somewhat different due to dissimilar notions of “hospitality”

and *omotenashi* that affect customer service strategies in face-to-face interaction. Both cultures seem to agree that becoming attentive is important to offer better customer service; however, in Japanese *sekkyaku*, attentiveness is delivered by carrying out *me-kubari*, *ki-kubari*, and *kokoro-kubari* (keep an eye open, be attentive or considerate, and be mindful) to assert customer's needs and wants, which are motivated by an *omotenashi* mind. Also, the customer service strategies exercised by Japanese are focused on the use of appropriate language and honorific expressions, and English speakers tend to rely more on knowledge-led approaches (rather than action-led approaches) which are more general and conceptual. Aside from linguistic competence, improving sociocultural and pragmatic competences are a crucial part in the development of overall communicative competence. For that, raising learners' cultural awareness of the differences in practice in customer service and providing cultural backgrounds, I believe, are important roles for instructors.

Lastly, this article presents elements of instruction and pedagogical approaches I apply in teaching. I am hoping that it will serve as a reference to colleagues who engage in Japanese language education, especially trainers and instructors who are teaching or preparing to teach Japanese language for tourism purposes.

Notes


- (1) Guam Visitors Bureau (2017). April 2017 Preliminary arrival summary. Retrieved from <https://www.guamvisitors-bureau.com/docs/research-and-reports/research/visitors-report/fy-2018/april-2018-preliminary-arrival-summary.pdf>.
- (2) Ide, S., Hill, B., Carnes, Y. M., Ogino, T., and Kawasaki, A. (1992). The concept of politeness: An empirical study of American English and Japanese. In R. J. Watts, S. Ide, and K. Ehlich (eds.), *Politeness in language: Studies in its history, theory and practice* (pp. 281-297). Berlin, Germany: Mouton de Gruyter.
- (3) Obana, Y. and Tomoda, T. (1994). The sociological significance of ‘Politeness’ in English and Japanese languages: Report from a pilot study. *Japanese Studies Bulletin*, Vol. 14, No. 2, 37-49.
- (4) Iwata, Y. (2016). A contrastive study of cultural values and politeness in Japan and the United States. In K. Papaja & C. Can (eds.), *Language in focus: Exploring the challenges and opportunities in linguistics and English language teaching* (pp. 97-110). Newcastle, U.K.: Cambridge Scholars Publishing.

Table 7: Teaching approaches and activities

Steps	Academic course (60-hour classroom instruction)	In-house training (for hotel employees and sale staff)	Six-hour Intensive Seminar
Demonstration of the skill	Indirect-guided Inductive ↔ Direct		Deductive
Providing drills and practice	Mechanical drills and pair-/group-work		
Providing extended practice	Role plays (Teacher-learners and learners-learners)		
Checking for understanding and providing feedback	Speaking exams	Peer-/self-feedback	

Appendix

Curricula in teaching Japanese language in tourism

	Academic Course	Annual Seminar	In-house Training I (Hotel)	In-house Training II (Shop)
Target Learners	English speakers studying at the University of Guam	Any adults who are working or intend to work in the tourism industry on Guam	Employees working at a high class hotel located in Guam	Employees working at a famous brand shop located in Guam
Instructional Goals	<ul style="list-style-type: none"> Demonstrate communicative skills to assist Japanese customers in hotels, restaurants, and boutiques. Be able to respond to the basic needs of customer/guest involving more complex tasks Be familiar with Japanese social norms and cultural values which include understanding of Japanese customers, their habits and behaviors, and expectation of high quality of service 	Be able to respond to general inquiries to hotel guests and customers	Be able to demonstrate the basic level of communication skills to serve Japanese hotel guests	Be able to demonstrate the basic level of communication skills to serve Japanese customers in stores
Target Language Skills	Listening and speaking (Cultural knowledge)			
Learner's Proficiency Level	At least novice-mid to high (ACTFL guideline) Prerequisite: completion of instruction equivalent to 60-hour instruction	No prior Japanese knowledge required		
Language Functions	Including items stated on right columns. In addition, the followings are included: <ul style="list-style-type: none"> Counting nights to stay Referring sizes (e.g., dress and shoes) Receiving and returning credit card Informing procedures (e.g., tour schedule and how to receive luggage from bell desk) Informing available sizes Making suggestions 	<ul style="list-style-type: none"> Welcoming customers Asking and confirming customer's name, number of customers, room number, and hotels where they stay 	<ul style="list-style-type: none"> Welcoming guests Asking and confirming guest's name, number of guests, room number, number of luggage, etc. Taking a reservation and room service order (over the phone) Asking for payment method and filling out forms Taking meal and drink orders Informing location of hotel facility, total charges, and exchange rate Informing waiting time Assisting customers at cash register 	<ul style="list-style-type: none"> Welcoming customers at stores Asking and confirming customer's name, phone number, and hotel where the customer stays Asking for customer's preferences (color and size) and recommending products Describing products (color, fabric, patterns and sizes) Asking for payment method Clarifying products Apologizing
Duration of Instruction	One semester (equivalent to 60 hours of instruction)	Six-hour in a day	16 hours (meeting two hours twice a week)	14 hours (meeting two hours twice a week)
Learning Environment	Classroom (maximum capacity of 20)	Hotel ballroom (less than 100 learners)	Conference room (20 learners)	Conference room (10 learners)
				
	Academic Course	Annual Seminar	In-house Training I (Hotel)	In-house Training II (Shop)
Contents/Topics	Hotel Services: Taking reservations over the phone, check-in, at the door, money exchange, talking about optional tours, room services, taxi service, ground transportation, check-out, and holding customers' luggage) Food & Beverage Services: Restaurant (a. Taking reservations on the phone; b. seating; c. informing customers of the unavailability of the table; d. at the table; and e. at the cash register), fast food restaurant, and self-service coffee shop At stores: Boutique (a. Inquiring about the size and b. recommending products), jewelry shop, and shoe store	(No particular topics)	Front Desk: Escorting to rooms, check-in, check-out taking reservations, money exchange, and vocabulary of hotel facility Bell desk & Room Services: Keeping customers' luggage, taking room service orders, and delivering room service orders Food & Beverage Services: Seating, at the table, at the cash register, and vocabulary of utensils, food, and beverages	Assisting customers who are at the following sections: Bags, accessories (necklaces and wallets), and shoes
Language Skills Covered	<ul style="list-style-type: none"> Honorifics (honorific and humble forms) Circumlocution Alternative words and phrases (e.g., <i>chuushoku</i>, <i>ranchi</i>, and <i>(o-)hirugohan</i>) Conditionals Expressing opinions Indefinite pronoun, no State of condition Compound verbs Expressing approximate time, <i>~goro</i> Expressing approximate amount and degree, <i>~gurai</i> (The items stated in right columns were required prior to this course.)	<ul style="list-style-type: none"> Basic structure of Japanese language Sounds/pronunciations Simple greetings Numbers (up to 100) Introducing yourself/Asking for name Addressing time and prices Questions words Demonstrative pronouns & adjectives Counting floor, money, and people Basic customary expressions 	<ul style="list-style-type: none"> Basic structure of Japanese language Sounds/pronunciations Greetings Numbers (up to 10,000) Introducing yourself & asking for name Addressing time and prices Time expressions (day and week, etc.) Question words Demonstrative pronouns & adjectives Counting floor, money, people, money, luggage, and other objects Customary expressions 	<ul style="list-style-type: none"> Basic structure of Japanese language Sounds/pronunciations Greetings Numbers (up to 100,000) Introducing yourself & asking for name Addressing time and prices Question words Demonstrative pronouns & adjectives Counting floor, money & objects Places & facility Positional words Adjectives Customary expressions
Selection of Instructional Materials	<ul style="list-style-type: none"> <i>Japanese for Tourism Professionals</i> (Iwata, 2010) <i>Welcoming the Japanese Visitors: Insights, Tips & Tactics</i> (Nishiyama, 1996) 	Handout	Course packet Audio CD	Course packet
Teaching Approaches	Indirected, inductive, learner-centered, interactive, and collaborative	Direct, deductive, learner-centered, interactive, and collaborative	Indirected-guided, deductive, learner-centered, interactive, and collaborative	