Requests
in Business English References and Textbooks for High Schools

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ビジネス英語参考書と高校教科書における
依頼表現の取り扱い

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　依頼表現は、ポライトネスに関わるコミュニケーションにおいて代表的な表現である。その使い分け基準が日英間で異なることはポライトネス研究者の間で知られているが、その知識が英語教育ではあまり活用されていないように見える。本研究では、日本人が英語を学ぶ過程で、依頼表現の使い分けについて学ぶ機会があるかを、高校のオーラル・コミュニケーションⅠの教科書、ビジネス英語書、英語の敬語に関する文献での依頼表現の取り扱いを調査することによって確認した。高校教科書においては、丁寧度に関する詳しい説明なしに、限定された最も適切と思われる表現を提示している傾向があった。ビジネス英語書においては、数段階の表現が提示され、丁寧度レベルの違いについての簡単な説明が付されていた。英語の敬語に関する文献では、できるだけ多くの段階の丁寧度レベルの表現を提示しようとしている様子が見られ、詳細な違いの説明もあった。しかし、日英間の使い分け基準の違いについては、あまり明確には触れられていない。表現の使い分けには場面毎の微妙な判断が必要であり、その基準をわかりやすく提示することは、今後も大きな課題として残ると思われる。

1.Introduction

It is understood that the selection criteria of request expressions are different between English and Japanese, but that does not seem to be a teaching item included in curricula for English learners. *Eigo-no Keigo* [English Honorifics] written by Kazusa, a simultaneous interpreter, translator, English instructor, and writer, explains that in Japanese, honorific forms are discerned depending on the social status of the hearer and the power relationship between the speaker and the hearer, whereas in English, more polite expressions are preferred even between close relations when a request is made or permission is asked for (2005, 24, translation mine). This is the same as the point confirmed by Ide et al. (1986) through a large scale of questionnaire. Ide et al. (1986, 49) report that

Japanese and American university students have different customs of deferential expression use and take as an example that Americans use a variety of expressions for one condition of hearer and setting (translation mine). Ide (2006, 106) states that Americans tend to self-select what they think is the most appropriate expression (translation mine). On the other hand, as Mizuno (2001, 294) points out, it seems that intermediate levels of Japanese English learners are likely to make up for the lack of knowledge by using their own cultural strategies, thus it appears that the Japanese tend to decide an appropriate level of politeness based on certain Japanese selection criteria. Ito & Shaules (2009) introduce the contrast between English and Japanese from a different point of view. "In Japan, warm hospitality means

providing excellent service at every single moment, while in the English speaking countries, you are supposed to take care not to intrude on the rights and freedom of others. The concept of what constitutes good hospitality differs across cultures so appropriate expressions will not be interchangeable (212, translation mine)." "In Japan, businesslike expressions are recommended especially in a business situation because personal feelings are not applied to such expressions, while warmer expressions are preferred in English (112, translation mine)." Accordingly, this research aims to examine commercially-available English learning materials to see if Japanese English learners have the opportunity to learn the differences in selection criteria of request expressions in their English learning process.

2.Literature Review

It might be thought that the authors of English textbooks and other reference have been researching readily available learning materials as well as the markets. However, except for the studies of English education history, it seems not many academic papers report textbooks trends for a particular item.

"Dai 3 bu Nihon-no Eigo Kyōiku to Politeness [Part 3 English Education and Politeness in Japan]" in *Politeness to Eigo Kyōiku* [Politeness and English Education] (2006) introduces two studies carried out by analyzing oral communication textbooks for high schools. Y. Murata (2006) focuses on address form, emphatic response, and joke as positive politeness strategies and also compares the results with those in non-Japanese counterparts; K. Murata (2006) discusses disagreement. Both of them conclude that the target textbooks do not sufficiently explain politeness strategies. Y. Murata (2006) points out that positive politeness strategies are not appreciated as politeness strategies in Japan, which could have caused textbook authors to unintentionally underestimate the importance of positive politeness strategies (158, translation mine). K. Murata (2006) makes the point that about half of proposed disagreement expressions show typical cases or have no

mention about politeness strategies (170, translation mine). They both make the case for teaching politeness strategies proactively by incorporating into textbooks.

In terms of request expressions, Kuraya (Oshima) (2012) analyzes writing textbooks for high schools. Writing textbooks mainly have two categories of units: functions and grammar items, and "the function-based category efficiently introduces as many examples as possible (250)." However, "little or no detailed explanation is given in textbooks unless the level is decided based on the Japanese translations (250)."

3.Method

This research will be carried out as follows. Firstly, request expressions will be extracted with the title of the unit the extracts are in and their contexts if specifically assumed; secondly, the structures of books will be outlined mainly based on the unit titles; thirdly, the description styles of request expressions will be focused on; and lastly, the politeness levels of the extracted expressions will be briefly described based on the accompanying contexts.

Note that sound-related elements are not subject to examination here though intonation, stress, pitch, and tone can influence the meaning. There are two reasons for that. One is simply because some books have a CD(s) or a DVD but others don't. Another is because learning materials can be assumed to provide standard pronunciation with no exceptional meanings unless any additional notes are attached (to them). Therefore, the main focus is on actual expressions themselves. Analysis targets will be explained in the next two sections.

3.1　Textbooks for High Schools

The first step is to evaluate authorized school textbooks in terms what request expressions Japanese might have studied in their English lessons. In terms of compulsory education, junior high school is the highest education level in Japan, but the English competence at that level is still too low to master the selection criteria

of request expressions. As of 2010, 98%[1] of students go on to high schools after graduating junior high schools, so it can be said that high schooling is virtually a compulsory education in Japan, and it is reasonable to research the education level of high schools instead of junior high schools. There are several kinds of English textbooks for high schools. Here, oral communication I is focused on since this subject aims to give training in communication with others through speaking English. For details of the textbooks, see Appendix 1.

3.2　Learning Materials for Adults

Next, for the purpose of establishing the availability of more practical guidance, business English learning materials will be examined. This is because a proper understanding of request expressions can help effective communication especially after starting working. This is confirmed by Tamura (2004, 29). She reports that more than 80% out of about 30 Americans said they intentionally changed their speaking style when they got to work. However, in this field, a lot of new books are published one after another and it is really hard to examine every available book. Therefore, the selection has been made by using Amazon.co.jp. More specifically, "*business eigo* [Business English]" and "*eigo* [English] AND *keigo* [honorifics]" were put in as search keys, and the top 10 books were selected from the rankings shown as search results. Note that the books specializing in writing (W), vocabulary (V), Japanese (J), and teaching materials (T) are not the subject of this research. For the actual lists, see Appendices 2 and 3. Authors of the target Business English books are native English speakers who teach English in Japan, Japanese who have worked for foreign companies and/or outside Japan and changed their career into English education, and Japanese

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[1]　Sōmushō Tōkeikyoku [Statistics Bureau, Ministry of Internal Affairs and Communications] (2012). Dai 22 shō 22-17 Shingaku-ritsu to Shūshoku-ritsu [Chapter 22, 22-17 Advancement Rate and Employment Rate]. In *Nihon-no Tōkei* [Japan Statistical Yearbook]. Retrieved on August 16, 2012 From
http://www.stat.go.jp/data/nihon/zuhyou/n2201700.xls

simultaneous interpreters and so on. It can be assumed that those Japanese books are for Japanese learners. So, some non-Japanese "Business English" books will also be examined for reference (See Appendix 4).

3.3　Extracted Data

The number of extracted expressions are about 850 each on average from high school texts (hereafter "HS textbooks"), "*business eigo* [Business English]" books (hereafter "BE books"), and "*eigo* [English] AND *keigo* [honorifics]" books (hereafter 'EH books') and about 300 from "Business English" books (hereafter "BE books"). The data include requests, requests for permission, and any other expressions which can function as asking others and are not limited by any specific forms.

4.Oral Communication I for High Schools

The tables of contents of the targeted 20 HS textbooks show that topics are main focuses and combined with specific functions. More specifically, a model dialog, which is proposed at the beginning of each unit, has one or more typical expressions in a certain context and is followed by exercises. Request expressions are included in classroom English, directions, telephone conversations, and so on. Needless to say, classroom English is crucial for participating in English lessons especially when Japanese is not or hardly used in the class. Out of 20, 17 HS textbooks feature classroom English; the same number of textbooks handle directions; and 15 include telephone conversations. Other notable topics are shopping, eating out, cooking, and having guests. There remain some other requests, requests for permission, and instructions, most of which are for asking for information. Note that direct questions such as wh-questions are not subject to analysis here. It is unlikely that high school students often face the necessity to obtain important information. "Asking for information" can rather be thought of as "chatting."

Next, extracted request expressions will be carefully observed. In the unit of classroom English, two types of

expressions are shown: from a teacher to a student or students, and from a student to his or her teacher. In the former case, most model sentences are imperative, while in the latter case, common polite expressions starting with a modal like *could* are shown. A typical dialog in the unit of directions is one in which a main character, who is a high school student in many cases, asks directions of a stranger by using several kinds of questions and/or request expressions, and the stranger shows the way by using the imperative.

In terms of politeness levels, it can be said that suitable levels of politeness have already been selected and the corresponding expressions are in model dialogs. However, there are almost no descriptions of the selection criteria and reasons for using those politeness levels. It is true that selecting the best expressions in advance could avoid the possibilities of inappropriate use. By doing so, students can learn necessary and sufficient expressions without being confused at all. However, this could deprive students of the opportunities to learn the selection criteria. As for the Japanese honorifics, the high school curriculum guidelines [2] which were officially-announced in March, 1999 stipulates in linguistic item *a* [a] of *Kokugo Sogo* [comprehensive Japanese] that appropriate speaking styles and resisters depending on the purpose and context must be learned (translation mine). It might be helpful to compare the current trends of English textbooks with those of Japanese textbooks.

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[2] MEXT (Ministry of Education, Culture, Sports, Science and Technology). (2006). Keigo-no Gakushū-ni Kansuru Gakushū Shidō Yōryō tou-no Omona Kijutsu [Main descriptions of studying honorifics in the curriculum guidelines], Shiryō 4-2 "Kokugoka-no Genjō to Kadai, Kaizen-no Hōkōsei" Kankei Shiryō [Document No. 4-2 Document on "The current situation, challenges, and the direction of improvement"]. In *Kyōiku Katei bukai Kokugo Senmon bukai Dai 8 kai Haifu Shiryō* [Handout of the Eighth Special Japanese Committee, Curriculum Committee]. Retrieved on September 7, 2012 From http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/011/siryo/06072701/007/007.htm

5.Learning Materials for Adults

It appears that the commercially-available learning materials for adults (the BE books and the EH books) are accompanied by a wide variety of features which are not seen in the HS textbooks. This would be because the editing is neither subject to strict regulations nor thoroughly examined by the authority and also because potential readers tend to have difficulties in finding time to study from their busy schedules. The most common structure is based on particular settings or functions, which enables easy search and reference. Some books propose model sentences organized by sentence form so as to be easy to practice; some provide one whole story including various scenes; some put more priority on explanations; others are reading materials rather than references or textbooks for learning. For comparing the features of the BE books and EH books with those of the HS textbooks, functions or settings are focused on. Popular scenes in the BE books are telephone conversations, having clients, meetings, and negotiations. On the other hand, the EH books, however, offer many "other" requests and requests for permission which are not included in typical scenes.

Most of the extracted expressions have a modal *may*, *could*, *would*, or *can*, which is the same result Kuraya (2012) finds in English grammar references. The importance of modals can also be observed in Thayne & Sato (2007) starting with general descriptions of basic modals and verbs before proposing model expressions. Following the sentences with a modal, imperatives with please, and expressions asking for permission such as *May I ...?* and *Let me ...* are often observed. Furthermore, considerate expressions are numerous. More specifically, they are not clear requests but predications, such as *I'd like (you) (to)* ~ and *I need (you) (to)*. Those trends are common between the Japanese and non-Japanese BE books. In contrast, the EH books offer many more distancing expressions. For example, there are a variety of explanatory notes, not only to explain sentences with *favor* but also *Do you have time / a minute?, I just wanted* ~, *I was hoping*, and *May I ask, ~?*.

It can be said that the average politeness level of extracted requests in the BE books and EH books is relatively higher than in the HS textbooks. One more notable point is that several levels of examples are supplied with some explanations, unlike the HS textbooks. Especially, the EH books can be characterized in the variety of expressions they offer, each group of which has more detailed descriptions including the understanding among different politeness levels of expressions. Actually, the proposed levels of politeness depend on the context. However, one of the target BE books (Soresi & Soresi 2002, 59) says that trying to comprehend too many expressions can cause confusion, which will prevent smooth communication (translation mine). This indicates that BE books are also restricted in their variety though this lack of variety is not as limited as that of HS textbooks. As for the aim of this research, the differences in selection criteria are rarely mentioned in the target books. Tsuruta et al. (1988, iii) begin from the assumption that even if the motivation to deal with people in a polite way is the same, the meaning of "polite" is different. So, Japanese polite behaviors are not always polite in English cultures (translation mine)," but that book is a reading material rather than a learning material since they explain various cases related to social skills throughout the book. *Eigo-no Keigo* [English Honorifics] (Kazusa, 2005) mentioned earlier describes just her own experience. Hamada (2009, 31) says, "for example, when you ask one of your close friends something that can be troublesome, the approach should be as polite and tentative as possible (translation mine)," however, unfortunately, specific explanations are not given. Critchely (2010, 3) points out, "in English the core message of what you want to say influences the actual wording (translation mine)," but it seems that here he is referring to a casual speaking style suitable for people you usually talk to in a polite way. Consequently, it can be concluded that the differences in selection criterion of request expressions are not effectively illustrated for Japanese English learners.

6.Telephone Conversations

Telephone conversations is a common topic between the HS textbooks, the BE books, and the EH books. In this chapter, request expressions in telephone conversations will be compared between the HS textbooks and the learning materials for adults, mainly the BE books. Firstly, the comparison items are limited to: 1. asking for someone, 2. asking someone to wait, 3. asking for personal information such as name, 4. transferring a call, 5. offering or asking to take a message, 6. messages, and 7. other technical requests such as speaking up. For reference, other typical scenes are making an appointment, asking for directions, other business correspondence, and dealing with complaints in the BE books.

To ask for a person you speak to, over half of the target HS textbooks suggest *May I speak to ~?*, whereas the BE books and EH books have a wider variety. For example, not only *may* but also *can* and *could* are combined to *I speak to ~?*. In addition, *I'd like to ~* is another typical expression. As for verbs, *have* as well as *speak to* is very common. *Please* is sometimes added at the end of sentence. In summary, the politeness levels more frequently occur in the learning materials for adults than in the HS textbooks.

It is usual practice to ask the caller to wait until looking for or transferring a call to someone. In such a situation, it seems that a shorter expression is preferable. The HS textbooks introduce *Hold on*, *Hold on a minute*, *Hold on a moment*, *Hold on, please*, and *Hold on a minute/moment, please*. On the other hand, the BE books and the EH books show more polite versions of "hold" expressions, such as *Hold on a minute/moment, please*, *Can/Could you hold on?*, *Would you mind holding on?*, and other versions like *Just a moment/second*. When a long sentence is preferred, the speaker knows he or she will take time to have the person asked for come to the phone. For example, when one says, "*I'm afraid her line is busy. Would you mind holding? (Hinata 2007, 87)*", the speaker is asking for permission of the caller because he or she is not sure how much time the caller will have to

keep waiting unlike a simple case of just transferring. In this item, example sentences of the BE books and the EH books demonstrate a wide range, but again, it can be said that the average level of politeness is higher than that of the HS textbooks.

To exchange information, what high school students need to know is *May I have ~?* and *Who's calling, please?*. It is true that *May I have ~?* is the most common expression introduced by the BE books and the EH books, but additional common questions are *Can you give me ~?* and *Could you spell ~?*. That is not surprising because students usually call their friends and do not have to talk about spelling or other information except name. Therefore, the difference is seen in the items and not in the politeness levels unlike the former two points.

It seems that transfer is not necessary for high school students. No example sentences for transfer are given in the HS textbooks. The suitable verbs used in the BE books are *put through* and *transfer*. The person answering simply says *I'll ~* while the caller uses a longer sentence like *Could you ~, please?*. There would be rare cases where the caller needs to ask the person answering to put him or her through to the person asked for since the person answering usually offers to do so. This could influence the level of politeness to ask to transfer.

Related to messages, there are two sides necessary to be taken into account: the caller who leaves a message and the person answering who takes a message. One common point between the HS textbooks and the learning materials for adults is the use of *Please leave a message*. This is introduced in connection with voice mail. The HS textbooks deal with only one side, the caller's side, while the BE books and the EH books handle both sides but are likely to prefer the other side, the side of the person answering. The HS textbooks show *May I leave a message?*, whereas offers such as *Can I take a message?* and *Can you give him/her a message?* are more important in the BE books and the EH books. As a result, the expressions in the HS textbooks can be slightly more polite than those in the BE books and EH

books because the HS textbooks are on the caller's side for asking and the BE books and the EH books are on the side of the person answering for offering.

A typical message to leave is to ask for call back. The HS textbooks choose relatively low politeness levels of expressions, such as the imperative *Call me*, *Please ~*, and *Can you ~?*. The BE books also have *Please call me* though this type of expression is rarely seen for asking for someone and asking for information. This would be because short and simple expressions would be favorable since a message is passed on through a person or recorded as voice mail. However, *Could you please ~?* and *Can you ~?* are also observed and again, the average level in the BE books is higher than in the HS textbooks.

The last items are asking for repeating, which is not a form which is restricted only to telephone conversations. There are not many models available in the HS textbooks, but *Could you ~, please?* is seen. On the other hand, the BE books have a similar tendency where *Could you ~, please?* and *Would you ~?* are shown. The levels of politeness are almost the same, but more cases can be expected in business conversations because unclear understanding can affect their business. This is an important strategy mentioned by Vance (2011, 037) as in "when you cannot catch what the speaker says, you must ask him or her even more than twice (translation mine)."

7.Conclusion

Three categories of English learning materials have been examined to see how request expressions and their selection criteria are illustrated so far. The learning materials for adults, especially the EH books, have a wider variety of request expressions for context, and are accompanied by descriptions of the politeness levels and usage. The HS textbooks show carefully selected reasonable request expressions with no or little specific explanation. Regardless of the categories, however, given information is limited to cases where a model is polite or not and discussion on which is more polite between proposed models, while the differences in selection criteria between English and Japanese is hardly

mentioned.

A thorough comparison of materials relating only to telephone conversations has been carried out in this survey. It is highly likely that the findings are valid only within this limited context, and further examination will be required for other situations. It is true that some English learners could gradually get to know the differences as they repeatedly talk with English native speakers. Nevertheless, further investigation is necessary focusing on how the differences could be taught effectively because such differences could cause misunderstanding and prevent smooth communication.

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Appendices

Appendix 1 Textbooks for High Schools

Table 1 Textbooks for High Schools
(Academic Year 2012)

Title	Published by
Atlantis Oral Communication I	Cheers
Birdland Oral Communication I New Edition	Bun-eido Publishing
Daily Oral Communication I	Ikeda Publishing
Departure Oral Communication I Revised Edition	Taishukan Publishing
Empathy Oral Communication I Revised Edition	Kyoiku Shuppan
Expressways I Advanced Edition Oral Communication Revised	Kairyudo Publishing
Expressways I Standard Edition Oral Communication Revised	Kairyudo Publishing
Hello there! Oral Communication I	Tokyo Shoseki
Interact Oral Communiation I Second Edition	Pearson Kirihara
Mainstream Oral Communication I Second Edition	Zoshindo-Jukenkenkyusha
On Air Communication I New Edition	Kaitakusha Publishing
Open Door To Oral Communication Book I New Edition	Bun-eido Publishing
Planet Blue Oral Communication I Revised Edition	Obunsha
Sailing Oral Communication I Revised	Shinkoshuppansha Keirinkan
Screenplay Oral Communication I	Screenplay Dept., Fourin
Select Oral Communication I New Edition	Sanseido Publishing
Step Oral Communication I [Revised Edition]	Obunsha
True Colors Oral Communication I Revised	Suken Shuppan
Voice Oral Communication I New Edition	Daiichi Gakushusha
Why Not? Oral Communication I	Ikeda Publishing

Appendix 2 Japanese "Business English" Books

Table 2 "Business eigo [Business English]" Books

-- Search Results in <amazon.co.jp> as of August 1, 2012 --

		Title	Published by
	1	*Eikaiwa Perapera Business 100* [English Conversation Speak Fluently in Business 100]	Alc
	2	*Native-ni Tsutawaru Business Eigo 700* [Business English easy to understand for Native Speakers 700]	Ascom
	3	*Business Eigo-ryoku Kyoka Program Shokyu-hen* [Business English Skills Training Program for Elementary Learners]	Nikkei Publishing
	4	*Sokusenryoku-ga Tsuku Business Eikaiwa Kihon kara Ouyo made* [The Nuts and Bolts of Workplace English]	DHC
W	5	*Zettai-ni Tsukaeru Eibun e-mail Sakusei-jutsu* [Absolutely Helpful E-Mail Writing strategies]	Kadokawa SS Communications
	6	*Nihonjin-no Shiranai One-rank Ue-no Business Eigo-jutsu* [English Communication Skills That Move Your Business Forward]	Hankyu Communications
	7	*NHK Radio Jissen Business Eigo Sugita Satoshi-no Global Jidai-no Eigo* [NHK Radio Practical Business English English of Global Era by Satoshi Sugita]	NHK Publishing
	8	*Scene-betsu Honto-ni Tsukaeru Jissen Business Eikaiwa* [Actual Conversations from Corporate America, Practical Business Dialogue in English]	Beret Publishing
	9	*Kyukyoku-no Business Eigo Listening* Vol. 1 [Ideal Business English Listening Vol.1]	Alc
	10	*"Yarinaoshi Eigo" kara Hajimeru "Business Eigo" 3-kagetsu Training* [Business English 3-month Training from Remedial English]	NHK Publishing
	11	*Kyukyoku-no Business Eigo Listening* Vol. 2 [Ideal Business English Listening Vol.2]	Alc

1. Soresi, S., & Soresi, R. (2002). *Eikaiwa Perapera Business 100* [English Conversation Speak Fluently in Business 100]. Tokyo: Alc.

2. Thayne, D. A. (2010). *Native-ni Tsutawaru Business Eigo* 700 [Business English easy to understand for Native Speakers 700]. Tokyo: Ascom.

3. Hinata, K. (2009). *Business Eigo-ryoku Kyoka Program Shokyu-hen* [Business English Skills Training Program for Elementary Learners]. Tokyo: Nikkei Publishing.

4. Hinata, K. (2007). *Sokusenryoku-ga Tsuku Business Eikaiwa Kihon kara Ouyo made* [The Nuts and Bolts of Workplace English]. Tokyo: DHC.

6. Vance, W. A. (2011). *Nihonjin-no Shiranai One-rank Ue-no Business Eigo-jutsu* [English Communication Skills That Move Your Business Forward] (Kanda, F. Trans.). Tokyo: Hankyu Communications.

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8. Oshima, S. & Bernstein, S. (2008). *Scene-betsu Honto-ni Tsukaeru Jissen Business Eikaiwa* [Actual Conversations from Corporate America, Practical Business Dialogue in English]. Tokyo: Beret Publishing.

9. Eigo Shuppan Henshū-bu [English Publishing Editing Department]. (2011). *Kyūkyoku-no Business Eigo Listening Vol. 1* [Ideal Business English Listening Vol.1]. Tokyo: Alc.

10. Takemura, K. (2011). *"Yarinaoshi Eigo" kara Hajimeru "Business Eigo" 3-kagetsu Training* [Business English 3-month Training from Remedial English]. Tokyo: NHK Publishing.

11. Eigo Shuppan Henshū-bu [English Publishing Editing Department]. (2011). *Kyūkyoku-no Business Eigo Listening Vol. 2* [Ideal Business English Listening Vol.2]. Tokyo: Alc.

Appendix 3 "English AND Honorifics" Books

Table 3 "Eigo [English] AND Keigo [Honorifics]" Books

-- Search Results in <amazon.co.jp> as of August 1, 2012 --

		Title	Published by
	1	*Eigo-no Keigo* [English Honorifics]	Chukei Publishing
	2	*Keigo-no Eigo* [Honorific English]	The Japan Times
	3	*Keigo-no Eigo Jissen-hen* [Honorific English Practical Version].	The Japan Times
J	4	*Gaikokujin-no tameno Keigo Nyumon* - Japanese Respect Language	
	5	*Senren-sareta Kaiwa-no tame-no Eigo Hyogen-shu* [English Expressions for Sophisticated Conversations]	Beret Publishing
	6	*Manner Ihan-no Eikaiwa* [English Conversation with Lack of Manners]	Kodansha International
	7	*Eikaiwa Keigo-hyogen 100 Patterns* [English Conversation Honorifics 100 Patterns]	Natsumesha
	8	*Chiteki-na Eigo, Sukareru Eigo* [Intelligent English, Favorable English]	NHK Publishing
	9	*Keigo-kara Slang-made Kurabete Wakaru Eikaiwa* [English Conversation to Understand by Comparing from Honorifics to Slang]	J Research Shuppan
	10	*Eigo-no Social Skill* [Politeness Systems in English and Japanese]	Taishukan Publishing
	11	*Eigo-no Keii Hyogen* [Deferential English – For Better International Communication]	Taishukan Publishing

1. Kazusa, N. (2005). *Eigo-no Keigo* [English Honorifics]. Tokyo: Chukei Publishing.

2. Thayne, D., & Sato, J. (2005). *Keigo-no Eigo* [Honorific English]. Tokyo: The Japan Times.

3. Thayne, D., & Sato, J. (2007). *Keigo-no Eigo Jissen-hen* [Honorific English Practical Version]. Tokyo: The Japan Times.

5. Hamada, I. (2009). *Senren-sareta Kaiwa-no tame-no Eigo Hyogen-shu* [English Expressions for Sophisticated Conversations]. Tokyo: Beret Publishing.

6. Vardaman, Jr., J. M., & Morimoto, T. (1999). *Manner Ihan-no Eikaiwa* [English Conversation with Lack of Manners]. Tokyo: Kodansha International.

7. Ito, Y., & Shaules, J. (2009). *Eikaiwa Keigo-hyōgen 100 Patterns* [English Conversation Honorifics 100 Patterns]. Tokyo: Natsumesha.

8. Tamura, A. (2004). *Chiteki-na Eigo, Sukareru Eigo* [Intelligent English, Favorable English]. Tokyo: NHK Publishing.

9. Critchely, M. (2010). *Keigo-kara Slang-made Kurabete Wakaru Eikaiwa* [English Conversation to Understand by Comparing from Honorifics to Slang]. Tokyo: J Research Shuppan.

10. Tsuruta, Y., Rossiter, P., & Coulton, T. (1988). *Eigo-no Social Skill* [Politeness Systems in English and Japanese]. Tokyo: Taishukan Publishing.

11. Osugi, K. (1982). *Eigo-no Keii Hyōgen* [Deferential English – For Better International Communication]. Tokyo: Taishukan Publishing.

Appendix 4 Non-Japanese "Business English" Books

Table 4 "Business English" Books

　　-- Search Results in <amazon.co.jp> as of August 12, 2012 --

		Title	Published by
	1	Business English	Living Language
W	2	How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, E-mails and More, for Today's Business Needs	Kogan Page
W	3	Effective Business Writing: Strategies, Suggestions and Examples	Collins Reference
V	4	Business Vocabulary in Use (Cambridge Professional English)	Cambridge UP
	5	Communicating in Business Second Edition Student's Book	Cambridge UP
	6	Workplace English	Harper Collins Publisher
	7	Business One:One Intermediate+	Oxford UP
W	8	Business English: The Writing Skills You Need for Today's Workplace	Barrons Educational Series
V	9	Business Vocabulary in Use Advanced	Cambridge UP
T	10	Five-Minute Activities for Business English	Cambridge UP

1. Cid, M. I. C., & Montes E. (2005). *Business English.* (Schier, H., Walter, M., & McQuade Eds.). New York: Living Language.

5. Sweeney, S. (2004). *Communicating in Business (2nd ed.).* Cambridge: Cambridge UP.

6. Schofield, J. (2011). *Workplace English.* London: Harper Collins Publisher.

7. Appleby, R., Bradley, J., Brennan, B., & Hudson, J. (2006). *Business One : One Student's Book Intermediate +.* Oxford: Oxford UP.

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