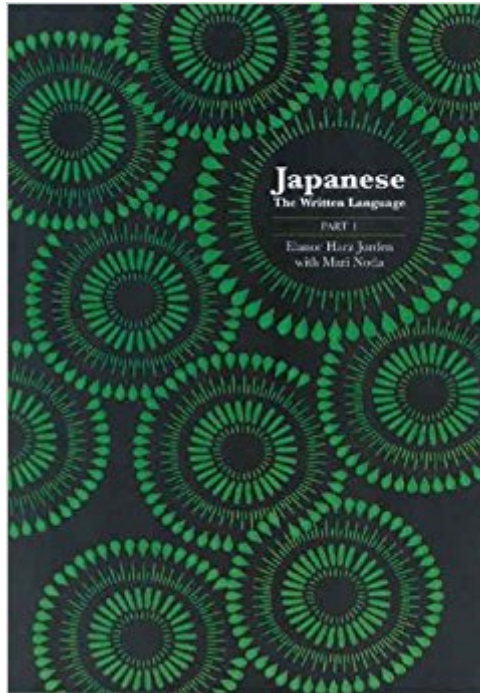




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Japanese: The Written Language: Part 1, Volume 1: Katakana



Synopsis

Eleanor Harz Jorden and Mari Noda, authors of the widely used language textbook *Japanese: The Spoken Language*, now offer the first volume of the much anticipated companion to it, *Japanese: The Written Language*. This new series is designed to enable the learner of Japanese to establish a solid foundation for communicating with the Japanese through the written language. It is arranged so that each lesson coordinates with the lesson in *Japanese: The Spoken Language* of the same number. This first volume, devoted exclusively to the katakana syllabary, which is used to represent loanwords in Japanese, provides the most comprehensive pedagogical treatment of the subject available today. Audio files and flash cards are available from the web, and a workbook is available for separate purchase.

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Customer Reviews

ELEANOR HARZ JORDEN is the Mary Donlon Alger Professor of Linguistics, Emerita, Cornell University. MARI NODA is associate professor of Japanese, Department of East Asian Languages and Literatures, The Ohio State University.

This is a great textbook for classroom learning. It also has a companion CD for aural practice but in the review I posted for the CD, I think it is quite outdated.

good

Good.

This product only has Katakana in it! There is a product that looks the same, but has Kanji instead. BE CAREFUL! It comes with an extra practice pad, which is nice.

Japanese: The Written Language, an updated version of Jorden's older Reading Japanese book. It has languished in a field test edition for years, but at last the final version of the book is starting slowly to come out. This book, as the name implies, is 123 pages (plus an associated workbook) devoted entirely to katakana, the syllabery used in Japanese primarily to represent foreign loan words. The first thing that may strike the purchaser is the length of the book in comparison to the subject covered. Many Japanese courses deal with katakana by handing out a table to their students and asking them to memorize it within a week, give a quiz, and then assume the students have mastered them after that. The result is people who have been studying Japanese for years but still cannot reliably read items written in katakana. The subject of this book is not simply acquiring knowledge of the symbols, but developing a true *reading* knowledge of katakana. Knowing how a single symbol is pronounced (or knowing the romanized equivalent) does you no good if you cannot read words that contain the symbol. In addition to introducing the symbols, the book spends a great deal of time teaching the student to convert foreign words to Japanese, and vice versa. Armed with this knowledge, the student can read a good amount of authentic material such as menus and catalogs. (For those readers who are interested in video games, an enormous amount of material in all kinds of video games are written in katakana.) This last point also explains why katakana are covered before hiragana. Much more authentic Japanese can be read with only katakana than with only hiragana. Given the subject of the book, it does not directly deal with the pronunciation of Japanese. It is correlated with the book Japanese: The Spoken Language that covers the topic in more depth, and the learner is assumed to already have some knowledge of pronunciation and the spoken language. However, audio files are available on the web for every example in the book so that the sounds of the words can be heard spoken by a native speaker. The book utilizes the same style of romanization that is used in JSL -- some people may be unfamiliar with the standard type of romanization used in Japan that contains such syllables as "si" and "tu", but it should always be remembered that no romanization system can teach pronunciation on its own. Even if Hepburn romanization were used in the book (and so the syllables were written "shi" and "tsu"), that still would not enable you to pronounce the syllables correctly without hearing them spoken. (If you are

interested in why the author has chosen this kind of romanization, the introduction to JSL explains it.) My chief complaint with this book is the price; at some point in the future when JWL is completed, hopefully a single volume will be published that is more economical. For those working on a tighter budget, the field test JWL or even the older Reading Japanese are fairly good as well, and also contain hiragana and some kanji practice. But this is a highly recommended book for anyone going to Japan with no knowledge of the writing system, or for someone who is starting the long process of learning to read Japanese. (One last note -- this book was developed at Ohio State University primarily to fit in with the JSL series; as was stated above. In OSU's program, students begin studying this book after 6 weeks of study (roughly after lesson 3 of JSL); this is not intended as an introduction to the Japanese language.)

I will start this out by saying that I already learned my katakana a long time ago, and I only purchased this book secondary to a college class I took. I learned using the traditional method of using the gojuuon, drilling each character until I learned it. In doing so, I learned the logical and alphabetical order of Japanese (Ah! Kana Signs, Take Note How Many You Read Well!), and the "exceptions" to our Western ears (shi, chi, tsu, fu, etc) in understanding pronunciation. By learning how certain things were written, and practicing the reading of loan words in katakana, over time I gained an intuitive understanding of how English words were translated into Japanese sounds. This book takes quite the opposite approach. Imagine, if you will, being taught your ABC's all over again. Now imagine that, instead of being taught the alphabet in order, you were taught the letters "A", "L", "E", and "P" in your first lesson (and in that order), so you could spell words only containing those letters (leap, apple, etc). Then imagine you were given various "spelling tips" on how certain things were spelled, using only those letters. We wouldn't want to go too fast, and introduce alphabetization, because that would "confuse and overwhelm the learner," as Jorden so eloquently and repeatedly put it. Does this sound like a system that makes sense? Absolutely not. We teach letters in alphabetical order because that's the order we have placed them in, as a matter of social convention, and to aid in a native's understanding of the written language. Likewise, in Japanese, the gojuuon serves this purpose. Teaching things out of this order, and introducing random characters in no particular order so you can spell various names and borrow words, is both baffling and confusing. I cannot imagine someone gaining any useful sense of the basic Japanese structure using this method. Her "conversion tips" seem like common sense if you have studied the written or spoken language for any amount of time, and are putting the cart before the horse in terms of language comprehension. A serious student will develop an understanding of these, intuitively, over

time, much as we English speakers have done with our often-confusing method of spelling. It seems counter-intuitive to teach someone how to convert things into katakana when they barely understand the order the kana are placed in (though she does introduce the gojuuon periodically and in later lessons, almost like a byproduct.) Another serious detraction is her use of her own, made-up Romanization. It does bear more of a resemblance to the phonetical structure of Japanese; except if you count how "ou" and "ei" are rendered in JSL Romanization as "oo" and "ee." She interestingly chooses to write as it is sounded, rather than remaining true to the language, as she does with the consonant sounds. This adds an element of confusion, because the point of reading the language is to be able to say it aloud correctly. This is where the Jordenites will come in and say "but that's what Japanese: The Spoken Language, Part 1 is for!" However, a written language only serves as a function of its spoken counterpart. While speech can be conducted independently of writing, you cannot say the same of the reverse case. To deliberately introduce the romanizations si, zi, ti, and hu (among others) seems to be a deliberate attempt to mislead the non-native speaker on how these are pronounced, all to prove some grammatical point she's not even consistent with (see the vowel romanization above for a good example.) It is far better to teach these as "exceptions to pronunciation" on the gojuuon than it is to teach someone using a Romanization system that defeats the entire point of Romanization, which is to provide a close equivalent for a non-native speaker to how the symbols should be pronounced. This has real world implications, because if you pronounced a word like "shichi" as "siti" in Japanese, you would likely not be understood. Lastly, I want to comment on this book's prose. Like its counterpart, it uses extremely technical, and even proprietary language (i.e. "mora" for syllable), that further harms any attempt to actually understand any valid points she might be conveying. This text is not written for beginners, and has no doubt driven many people from wanting to learn the written component of Japanese. It has a very haughty and hostile tone towards the reader. She wastes several paragraphs throughout the book to explain why she's great and why this book is your only salvation to truly learn Japanese without seeming like a baka gaijin. There are better methods out there to learn written Japanese, and I would suggest seeking those out. Even printing out a copy of the gojuuon and writing the characters until you memorize them is better, and less time-consuming, than this.

Having studied Japanese for five years under three native speaking teachers, I can assure you that buying this book is the biggest mistake possible if you want to learn the Japanese. It is riddled with factual errors and is an overall convoluted approach to learning the Japanese writing system. Of the

five Japanese textbook series that I have used, this one stands unparalleled as the absolute worst. To list the actual mistakes contained therein would be a gargantuan task that I am not about to begin. Let me give one example, something so elementary that it should stand as representation for the whole: In a table of the Japanese characters and their pronunciations, the author includes the following as pronunciations: ti, tu, si. These sounds do not exist in Japanese and you will never hear them. They instead are supposed to be chi, tsu, shi. This is a fact that I have not seen misrepresented anywhere else, ever. There is no explanation of the pronunciation of r-based symbols in which the r is supposed to be pronounced as subtle combination of r and l. These mistakes (of which there are more, and more again in Jorden's other textbooks) are then spread throughout the entirety of the book. This drastically alters the sound of the language and you will find yourself quite embarrassed if you go to Japan and try to speak like this. Do yourself a favor and buy something else.

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