

# **PEDAGOGICAL PRACTICES TO IMPROVE LEARNERS' JOB INTERVIEW PERFORMANCE WITH RECRUITING EXPERTS**

Izumi Walker

(clsiw@nus.edu.sg)

National University of Singapore, Singapore

Saeko Kitai

(clskita@nus.edu.sg)

National University of Singapore, Singapore

Akiko Ito

(ito.aki@nus.edu.sg)

National University of Singapore, Singapore

## **Abstract**

Japanese-speaking graduates are in high demand from not only Japanese companies but also multinational companies to expand their Japan-related operations and to promote diversity. However, for university students in Singapore, it can be difficult to achieve a high competency level to match the requirements because the Japanese language is only provided as an elective. Additionally, according to research, there are differences between the expectations of businesspeople and Japanese language instructors. Therefore, Japanese language teachers conducted a 3-week summer intensive programme aiming at preparing intermediate learners of Japanese for job interviews by collaborating with experts from a Japanese recruiting agency. As a result, it was found in the mid-term test that the participants lacked the ability of "asking for clarification," which is essential for interviews. Focused training in the second half of the programme helped to strengthen this skill but mastering it adequately within the programme duration was too difficult. This paper reports on the pedagogical practices, and reviews the importance and possibility of enhancing the ability of "asking for clarification" as a communication strategy from the elementary level.

## **1 Introduction**

Japan has a declining birth rate and an aging population and is predicted to have a shortage of 6.4 million workers by 2030. To compensate for this and to maintain international competitiveness, the employment of foreign nationals is increasing. Singapore is no exception to this trend, and even with the COVID-19 pandemic, which continues to restrict immigration, Japanese companies are actively recruiting graduates from universities in Singapore. This will provide opportunities for the graduates to be advanced foreign human resources. However, it is not easy for learners to study Japanese at universities in Singapore, where Japanese is only an elective subject, to acquire sufficient Japanese to work in Japan. Especially since there are no career centres to assist students in finding employment in Japanese companies, there is an urgent need to enhance Japanese language education in order to develop the Japanese language skills necessary for employment. Especially, preparing for job interviews undertaken in

Japanese is an important issue to be addressed. It is hard to make time for job interview practice within Japanese language classes since not all students wish to enter Japanese companies, even those studying Business Japanese. Therefore, a university in Singapore, where the authors work, has been conducting a summer intensive program for job interviews by collaborating with Japanese recruiting experts since 2017. This study was conducted as practical research focusing on enhancing job interview performance, based on the summer intensive program as an educational field trail.

### ***1.1. Reasons for Collaboration on Job Interview Practice with the recruiting experts***

This study was conducted during an intensive summer programme for preparing Japanese language learners for job interviews, where the authors, three Japanese language educators, were involved: one coordinator and two instructors. The main reason for conducting the present study was that it had been pointed out that there are differences between Japanese language teachers and non-teacher Japanese or businesspeople in assessing learners' oral ability (Koike 1998, 1999, Watanabe 2004, Choi 2013, Chiao 2015, Ogura 2021).

For example, Koike (1998) reports that teachers use a point deduction method of evaluation from the level to be reached, while Japanese in general do not have a fixed evaluation axis and seem to take into consideration the level of each individual learner. She also points out that when learners' ability to express themselves in language is low, they have a high tolerance for errors and unnaturalness, but when learners' ability to express themselves is high, the level of demand is also high, and tolerance for errors and unnaturalness may be low.

Watanabe (2004) claims that Japanese teachers and non-teachers have varied factors that are likely to be evaluated differently. It may be possible to improve the evaluation that learners receive by making them aware of factors that are likely to be positively evaluated by vocabulary and expressions, discourse ability, and dialectical ability. It is thus important to encourage them to actively use these skills.

Ogura (2021) reports that by exploring the relationship between evaluations and impressions in learners' speech in business situations, she found that pragmatic appropriateness, phonetic features, communication strategies, and clarity of delivery, are important in influencing impression formation.

Based on these previous studies, it was felt that having job interview training conducted only by language teachers may not be sufficient for the learners. By collaborating with the recruiting experts who are the sponsors of the summer intensive programme, it could be discovered if there are gaps between Japanese language teachers and businesspeople. It was also hoped that through collaborative research, key points to succeed in job interviews, and how to improve educational practice could be discovered.

## **2 Study**

### ***2.1 Study Outline***

The aims of this study are as follows:

1. To examine if there are differences of interview evaluation between Japanese language teachers and recruiting experts.
2. To explore how to fill the gaps.
3. To consider how to enhance language instruction for job interview performance based on the above

The participants were as follows:

- 13 undergraduate students from Years 1 to 4 from various faculties
- Japanese intermediate level. Completed at least 5 semesters of Japanese language courses at a university in Singapore

## **2.2 Programme Outline**

The programme was conducted online via Zoom for 14 days in May 2021 after the final exam period of the previous semester. Lessons were conducted every morning for three weeks. The daily lessons were composed of two classes: one focusing on JLPT N2 (Japanese Language Proficiency Test second highest level) and the other on job interview practice. Table 1 shows the schedule of job interview practice.

**Table 1. Schedule**

	Programme Contents	Remarks
		-Seeking support from recruiting experts to have collaborative research on job interview tests
Day 1	-Opening Ceremony -Orientation	
Day 2	-Interview Manners -Interview Preparation “Strengths”	
Day 3	-Practice Interview “Strengths”	
Day 4	-Interview Preparation “Weakness”	
Day 5	-Practice Interview “Weakness”	
Day 6	-Interview Preparation “University Major”	-Evaluation criteria given by the recruiting experts - Evaluation sheet prepared by the language teachers
Day 7	-Practice Interview “University Major”	
Day 8	-Mid-term Interview Test	-Meeting for review of Mid-term test (teachers only)
Day 9	-Interview Preparation “Extracurricular Activities”	-‘Asking for clarification’ enhancement 1
Day 10	-Practice Interview “Extracurricular Activities”	-‘Asking for clarification’ enhancement 2
Day 11	-Interview Preparation “Future Plans”	-Meeting for review of Mid-term test (with recruiting experts) -‘Asking for clarification’ enhancement 3
Day 12	-Practice Interview “Future Plans”	-‘Asking for clarification’ enhancement 4
Day 13	-Interview Preparation	-‘Asking for clarification’ enhancement 5

Day 14	-Final Interview Test	- Meeting for review of Final test with recruiting experts
		- Conducting survey after 5 months and analysing the results

### 2.3 Mid-term Interview Test

The mid-term interview test was conducted on Day 8. Prior to the test, evaluation criteria used by the recruiting experts, were made into an evaluation sheet. The evaluation criteria suggested by the recruiting experts were as below:

- Japanese language proficiency (expression)
- Contents
- Non-verbal behaviour (appearance, facial expression, attitude, aizuchi, voice volume, posture, eyesight, etc.)
- Intention to work in Japan
- Academic grade

Step 1: 10 minutes interview tests were conducted with 2 students. One Japanese teacher asked one question and another Japanese teacher and one recruiting expert asked follow-up questions. One more Japanese teacher and the other recruiting expert also evaluated the interview performance.

Step 2: The Japanese language teachers reflected on the mid-term interview test on the same day.

Step 3: Both the Japanese teachers and the recruiting experts had a discussion on the evaluation criteria and major weaknesses of the learners on Day 11.

### 2.4 Findings from the Mid-term Interview Test

The major findings from the Mid-term Interview Test were as follows:

Firstly, there were not many differences in evaluation between Japanese language teachers and the recruiting experts except for Japanese language proficiency. However, as Table 2 indicates, lower marks were given by the educators overall, especially for Japanese language proficiency compared to the other five evaluation criteria as previous studies suggested (Koike 1998, 1999, Watanabe 2004, Choi 2013, Chiao 2015, Ogura 2021).

**Table2. Result of Mid-term Interview Test**

Mid-term interview	Japanese language proficiency	Content	Non-verbal behaviour	Intention to work in Japan	Academic grade	Total

Recruiting experts	4.27	4.15	4.23	3.85	4.19	20.69
Japanese teachers	3.87	3.95	3.95	3.54	4.18	19.05
Difference	0.40	0.21	0.28	0.31	0.01	0.60

Secondly, it was found that there were two inappropriate evaluation criteria. One was the intention to work in Japan while the other was the academic grade. It was impossible to judge them from the interview, so we suggested replacing them with the underlined two criteria, and clarified details about what to evaluate for each criterion.

- Japanese language proficiency (expression)
- Comprehension and response
- Contents
- Non-verbal behaviour (appearance, facial expression, attitude, aizuchi, voice volume, posture, eyesight, etc.)
- Basic ability in target industry (independence, action, problem finding, collaboration, aspiration, etc.

Thirdly, the lack of ‘Asking for clarification’ was pointed out by the recruiting experts. Having noticed some students’ inappropriate responses, the recruiting experts pointed out that it is a basic manner that the interviewees clarify questions if they do not understand. If learners do not understand something, they should ask questions about the part they do not understand to clear up their doubts and continue the conversation. We also learned that the recruiting experts asked several questions on the same topic that gradually became deeper. They also dared to ask questions that were difficult for the learners to answer. By doing it, they are trying to examine how the learners coped with the difficulties. On the other hand, Japanese language teachers tend to ask easy-to-understand questions for learners.

It is crucial to understand the questions raised by interviewers. Otherwise, the interviewees cannot answer, or can answer wrongly or inappropriately. Furthermore, the interviewees may ask rather challenging questions to see how the candidate can cope with difficulties. Thus, it is important to acquire various strategies that enable candidates to clarify the intended meaning. Therefore, we decided to focus on ‘asking for clarification’ strategies during the second half of the programme, and reviewed the previous studies to improve the educational practice toward the final interview test.

## **2.5 Asking for Clarification**

‘Asking for clarification’ or ‘Listening back’ strategies is one of the communication strategies that were introduced by Selinker in 1972 as follows:

Fossilizable linguistic items, rules, and subsystems which occur in interlanguage performance within the learner's communication with native speaker of the target language (Selinker 1972).

Since then, a number of studies were conducted in the field of second language acquisition and applied linguistics, and communication strategies were defined such as below:

A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared (Tarone 1981).

Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper 1983).

Techniques of coping with difficulties in communicating in an imperfectly known second language (Stern 1983).

The strategies used by both native speakers and L2 learners to overcome communication problems resulting from lack of linguistic resources or inability to access them. (Ellis1997)

The list of communication strategies also varied depending on the researchers but some common strategies are as follows:

1. Circumlocution
2. Approximation
3. Appeal for help
4. Request for repetition
5. Request for hearing confirmation
6. Request for understanding confirmation
7. Semantic avoidance
8. Word coinage
9. Language switch
10. Asking for clarification
11. Non-verbal strategies
12. Avoidance

Communication strategies have been studied in depth in Japanese language education. Among all the strategies, No. 4, 5, 6, and 10 tend to be referred as 'Asking for clarification' by Japanese language researchers and it has been the focus of 'communication strategy' studies. It may be due to the Japanese language features, such as 'omission of subjects and other elements', understanding by 'reading between the lines' as a high-context culture, 'avoiding negative expression' to avoid confrontation, and emphasis on implicit, indirect, and ambiguous communication to be polite, and so on.

For example, the following interaction is often observed in Japanese conversation. However, if it is translated into English, the words in ( ) are omitted, and it may be confusing for learners of Japanese.

A: *Ashita Kimasu ka.* (Are you) coming tomorrow?  
B: *Watashi desu ka.* Do you mean 'me'?

In the above example, the subjects of the utterance A is omitted, so B is asking back to clarify about whom A is talking about.

Ozaki (1992) calls this kind of strategy ‘kikikaeshi’ (asking for clarification) and defines as “When faced with the problem of not being able to hear or understand what the other person is saying, strategies to work with the other person to resolve the problem” (Ozaki 1992: p.252) and listed the strategies as follows:

1. Request for repetition (when the other person's speech was not understood)
2. Request for confirmation of listening comprehension (when you are unsure of your comprehension and ask the other party for confirmation)
3. Request for explanation (when the other party's speech is understood but the meaning is not clear)
4. Request for confirmation of understanding (request for confirmation of whether the other party's understanding is correct or not)
5. Unspecified (other than the above)

Ikeda (2003), based on Ozaki's (1992) classification, recorded approximately 10 hours of work-related conversations between Japanese businesspeople and learners of business Japanese, and analysed the strategies of asking for clarification. The results showed that, even at the advanced level, business Japanese learners could only use a fixed form of asking for clarification or avoidance strategies such as silence, and as a result, there were cases in which they failed to elicit the information they needed from the other party by asking for clarification. Ikeda recommends that the function of asking for clarification strategies be clearly presented to learners, and that tasks be included in the teaching so that learners can learn while being aware of the function of these strategies.

Horiuchi (2011) analysed conversations between three pairs of beginner and intermediate non-native Japanese speakers and five pairs of native speakers, and found that not only do the listening responses used by non-native speakers differ from those used by native speakers, they also differ depending on the level of Japanese language learning. For example, the authors noted that non-native speakers lack the subject matter and expressive forms of asking for clarification, which may cause confusion in communication, burden both parties, and interrupt communication because the intent of asking for clarification and the content of what is being heard is not conveyed precisely. This can cause confusion, strain both parties, and interrupt communication. By learning strategies for asking for clarification, the participants need to be able to overcome communication difficulties and continue communicating with each other.

These studies emphasize that ‘asking for clarification’ is extremely important and yet, it is hard to acquire for learners and there are gaps of expressions between Japanese native speakers and learners. Based on these previous studies as well as reflection on the mid-term interview test, it was seen that there were three main cases. Firstly, they misunderstood the question, secondly, they pretend as if they understood the question and answer wrongly, and thirdly, they noticed that they did not understand the question, but did not know how to clarify the question.

### **3 Educational Practice**

Based on the reflection of the mid-term interview test as well as previous studies, the second half of the programme focused on strategy training aiming at, 1) How to answer questions when

they were asked more on the same topic and, 2) How to clarify the interviewer questions. Accordingly the following lessons were conducted in the second half of the programme.

### ***3.1 Preparation for In-depth Questions***

In the first half of the programme, learners had prepared answers to questions that would explain their thoughts in about one minute plus. However, it was found that the recruiting experts asked progressively deeper questions on the same topic during the mid-term interviews. Therefore, the teacher advised students to keep one response short, to anticipate several subsequent questions, and prepare answers to them. In other words, it was as if the learners had several drawers in their minds for each question. The goal was to be able to answer any question that came up by opening the drawers in their mind. At the end of the programme, the teacher encouraged the learners to increase the number of drawers and combine them in order to answer any questions in the future.

### ***3.2 Enhancing “Asking for Clarification” phrases***

We tried to improve learners’ operational ability by increasing the number of expressions to ask for clarification of words and phrases they did not understand. We first told the students that it was very rude to answer an interviewer's question without understanding the content of the question. Then, variations of expressions were presented in order to increase the number of expressions that confirm the meaning of the question.

Even for native English speakers, it can be difficult to ascertain the meaning of a person's question, and many sites on the Internet introduce expressions to them. For example, the following can be found:

Asking for Repetition:

- Would you please repeat that again?
- Could you clarify that, please?
- What do you mean by...?
- Sorry but I don't quite follow you.
- Do you mean...?

In Japanese, there are also expressions to confirm the meaning of questions. The students were introduced to expressions that could be used in job interviews.

In the job interview practice in the second half of the programme, questions were asked without consideration of the learners' Japanese language level in order to master the skill of 'asking for clarification.'

## **4 Outcomes**

### ***4.1 Result of Final Interview Test***

At the end of the programme, the Final Interview Test was conducted. The results are summarized below. As you see from Table 3, the Japanese language teachers were stricter than



the recruiting experts in terms of Japanese language proficiency, same as seen in the mid-term interview test. However, there were no other major differences between the two parties.

**Table 3. Results of Final Interview Test**

Final interview	Japanese language proficiency	Comprehension & response	Content	Non-verbal behaviour	Basic ability in target industry	Total
Recruiting experts	4.42	3.74	4.15	4.27	4.12	20.70
Japanese teachers	3.74	3.97	4.23	4.09	3.94	19.50
Difference	0.68	-0.23	-0.08	0.18	0.17	1.20

We also examined the learners' performance of asking for clarification by transcribing both the mid-term and the final interviews. The strategies used by the learners were classified based on Ozaki (1992). As a result, it was clear that some learners tried to clarify questions using some of the strategies. More learners tried to clarify questions when they were not sure if their understanding was correct or not. Their usage of polite expressions also increased in the final interview (See Table 4).

**Table 4: Samples of "Asking for Clarification"**

Mid-term interview	Final interview
Four learners asked 6 times	Six learners asked 11 times
[request for repeating] "Ano, shitsumon mo ichido..." (Well, question once more...) "Sensei, sumimasen, ima chotto setsudan..." (Teacher, sorry, it was just cut off...)	[request for repeating] "Ano, sumimasenga, goshitsumon mo ichido onegai..." (Well, sorry, but your question once more please...) "Ano, sumimasen, mo ichido kiite itadakemasenka?" (Well, sorry, but could you please ask me again...) "Etto, sumimasen, mo ichido onegaishimasu." (Well, sorry, once more again please.)
[request for confirmation on what they heard] "Eh, ... desu ka?" (Um, is it ...?) "... desu ka?" (Is it ...?) "... desu ne?" (Is it ..., right?) "Ah, ...?" (Oh, ...?)	"Etto, sumimasen, mo ichido itadakemasenka?" (Well, sorry, once more again please?) "Sumimasen, mo ichido kudasai." (Sorry, once more please.) [request for confirmation on what they heard] "... desu ka?" (Is it ...?) "... desu ne?" (Is it ..., right?) "Ah, ...?" (Oh, ...?) "(repeat and pause) ..." (...)
	[request for explanation]

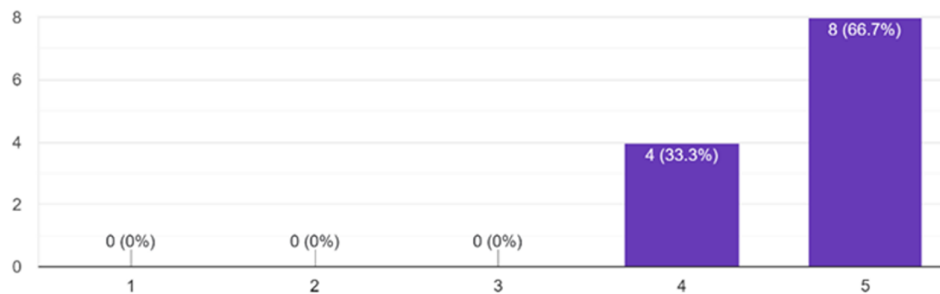
	<p>“A, sumimasen, ...to iu, ano imiwa nandesuka?”                  (Ah, sorry, what does ... mean?)                  [request for confirmation on what they understand]                  “E, sumimasen, shitsumon wa ... desu ka?”                  (Ah, sorry, is the question ...?)                  “A desu ka, B desu ka?”                  (Is it A or B?)</p>
--	---

However, there was some room for improvement. Although learners wanted to clarify questions, many of their expressions were grammatically incorrect. This implies that it is not possible to acquire “asking for clarification” strategies within a short intensive programme. Thus, it is important to start from the beginner level.

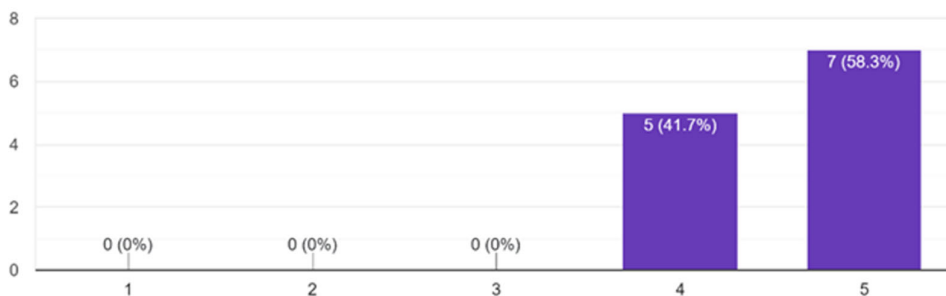
#### 4.2 Learners’ Perception on the importance of ‘Asking for clarification’

A survey was issued to the participants five months after completion of the programme. 12 out of 13 learners replied. Since it was a while since the programme ended, the learners were provided with a link to the programme materials and resources to help them recall their experiences. The survey was sent by the coordinator, not from the teachers they learnt from so that they could write honestly.

Most of the learners indicated positive answers to participation in the programme as well as their improvement from the mid-term interview to the final interview (see Figures 1 and 2).

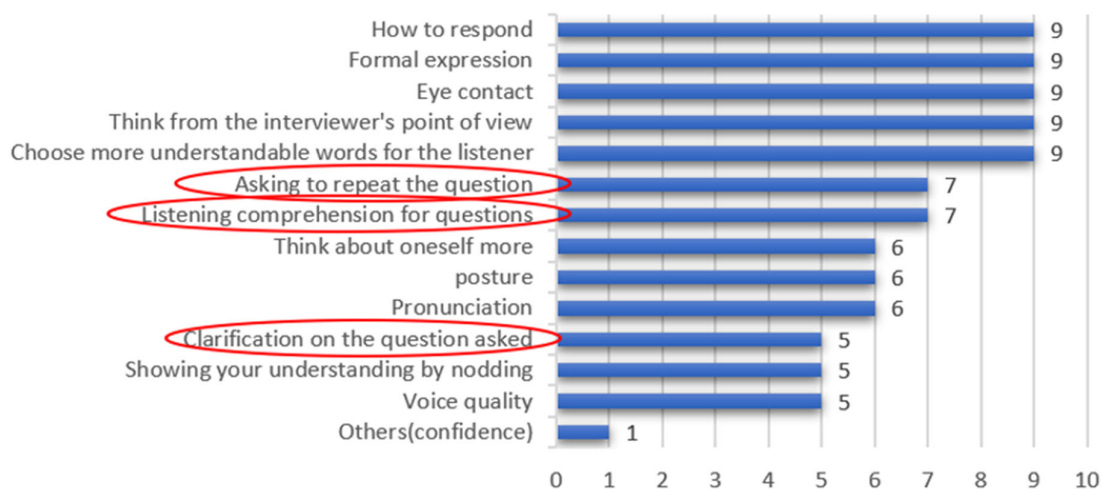


**Fig. 1. Do you think it was beneficial to join the Asia to Japan Summer Intensive Programme? (n=12)**



**Fig. 2. Did you find any improvement in your performance between the mid-term interview and the final interview tests? (n=12)**

However, not all the students indicated the importance of ‘asking for clarification’ although this was one focus of the second half of the programme. (See Figure 3.)



**Fig. 3. Which areas were improved? (n=12)**

Only five learners out of twelve claimed improvement on “Clarification on the question asked.” Seven learners claimed improvement both on “Asking to repeat the question” and “Listening comprehension for questions.”

## **5 Discussion**

The result of this study indicates that training of communicative strategies is useful, thus, we would like to propose the following three points.

### **5.1 Support learners to improve their ‘asking for clarification’ strategies from beginner level to intermediate and business level**

There are many types of expressions for ‘asking for clarification’, and introduction at the beginner level is not the end of the process. Then what kind of expressions should be introduced to enhance the job interview performance? Ikeda (2003) analysed that there are differences in the use of ‘asking for clarification’ strategies between Japanese businesspersons and learners of Japanese. Japanese businesspersons do not use the ‘asking for clarification’ form of “Excuse me, could you please repeat that again?” while many learners use this form even at the advanced level. It has also been said that inappropriate ‘asking for clarification’ expressions may not convey the intention of “asking for clarification” to the other party, and the conversation may end or be understood as an acknowledgment (Ikeda 2003). Such a tendency was observed in this study as well. Therefore, it is necessary to increase the number of expressions according to the learners’ proficiency level, from beginner to the intermediate/ business level.

For example, the following expressions can be introduced at the beginner level.

- “Is it me?” “Tomorrow?” “This one?” (Echoing part of the question)

- I'm sorry, can you repeat that again?
- What do you mean by that?

The following expressions can be introduced at the intermediate/business level.

- Could you please explain ..... in more detail?
- I'm a little confused about .....
- Do you mean that .....

### ***5.2 Teachers need to pay attention to "the types of expressions of 'asking for clarification'" and "the reasons why learners chose those expressions".***

We tend to pay attention to whether learners ask for clarification to what they do not understand. However, through this study, we realised that the educators also need to pay attention to 1) what kind of 'asking for clarification' expressions learners used and 2) why learners chose the expressions they used. Such observations of learners' performance would certainly help us to find what strategies are lacking among learners.

For example, when the learners use an expression like "Excuse me, can you repeat that again?", teachers should check whether the learner did not understand the meaning of the question at all or only part of it. If they did not understand part of the question, teachers should suggest that they use "What do you mean by ~?" or ask them to rephrase the question with an expression such as, "Do you mean that ~? Teachers need to pay close attention to the strategies learners use to 'asking for clarification' and support learners to improve them.

### ***5.3 Include 'asking for clarification expressions' in the syllabus***

Although 'asking for clarification' strategies are not introduced in the Japanese language textbooks, but they are extremely important in communication. In order for teachers to recognize the importance of 'asking for clarification' strategies, it should be clearly elaborated in the syllabus.

## **6 Conclusion**

In this study, Japanese language teachers conducted a 3-week summer intensive programme aimed at preparing intermediate learners of Japanese for job interviews by collaborating with experts from a Japanese recruiting agency.

After the mid-term interview test, it was found that the level of difficulty of the questions was different between Japanese language teachers and the recruiting experts. The recruiting experts tried to give more challenging questions after a simple question in order to observe how well the learners coped with such difficult situations. On the other hand, teachers tended to ask questions that could be answered easily by the learners using vocabulary and grammatical structures they have learned.

It was also found that the most critical problem of the learners was not to be able to clarify questions, which is most fundamental ability for job interviews. Therefore, it was decided to focus the second half of the programme on ‘asking for clarification’ strategies.

At the end of the programme, the final interview test was conducted and it was found that the focused training in the second half of the programme clearly helped to strengthen the learner’s interview performance. However, it also suggests that mastering it adequately within the programme was too difficult. In fact, the number of expressions asking for clarification increased, but the variation was still limited and they were not effectively operationalised.

In summary, this study indicates the usefulness of strategy training for enhancing job interview performance as well as the limitation of mastering them in a short period of time. Based on that it was suggested that the Japanese language syllabus should integrate strategy training from the beginner level and gradually advancing the strategies toward the business level.

## References

- Chiao, H. (2015). Taiwanjin Nihongo Gakushuusha no Bijinesu Kaiwa ni Mirareru Tokuchoo – Nihongo Washa no Hyooka kara –. *Hitotsubashi Daigaku Kokusai Kyoouiku Sentaa Kiyoo*, 6, 65–78.
- Choi, M. (2013). Nihongo Gakushuusha no Hatsuwa ni taisuru Nihongo Bogo Washa no Hyooka – Nihongo Kyooshi to Hinihongo Kyooshi no Inga moderu o chuushin ni –. *Kokuritsu Kokugo Kenkyuusho Ronshuu*, 5, 1–26.
- Ellis, R. (1997) *Second Language Acquisition*. Oxford University Press.
- Faerch, C. and Kasper, G. (1983). Plans and strategies in foreign language communication. In Faerch, C. and Kasper, G. (eds.), *Strategies in interlanguage communication*. London: Longman.
- Hayashi, R. (2009). Requests for clarification and problems solving: Functions and forms chosen by non-native speakers in the stage of adjustment plan – In H. Muraoka (Ed.). *Tabunka Sesshoku Bamen no Gengo Koodoo to Gengo Kanri: Chiba Daigaku Daigakuin Jinbun Shakaikagaku Kenkyuuka Kenyuu Purojekuto Hookokusho Dai 218 Shu Sesshoku Bamen no Gengo Kanri Kenyuu vol.7*. Chiba: Chiba Daigaku Daigakuin Jinbun Shakaikagaku Kenkyuuka
- Horiuchi, N. (2011). Sesshoku Bamen ni okeru “Kikikaeshi” no Sutorategii – Nihongo Hibogo Washa no Gakushuu Reberu no Sooi ni yoru Tokuchoo –. *Shitennooji Daigaku Kiyoo*, 51, 307–322
- Ikeda, N. (2001). *Bijinesu Nihongo kyōiku no kenkyū: An experimental study on the business Japanese training*. Tokyo: Tokyōdō Shuppan.
- Ikeda, N. (2003). Usage of Clarification Questions in Business Conversations. *Hiroshima Daigaku Ryūgakusei Sentaa Kiyoo*, 13, 37–45.
- Ito, K. (1999). Shokyuu Nihongo Jugyoo ni okeru Gakushuusha no “Kikikaeshi” no Tokuchoo. *Bulletin of the International Student Center Gifu University*, 1, 52–60.
- Koike, M. (1998). Gakushuusha no Kaiwa Nooryoku ni taisuru Hyooka ni Mirareru Nihongo Kyooshi to Ippan Nihonjin no Zure – Shokuu Gakushuusha no Tootatsudo Shiken no Rooru Purei ni taisuru Hyooka –. *Hokkaido Daigaku Ryūgakusei Sentaa Kiyoo*, 2, 138–156.
- Koike, M. (1999). Jiyuu ni Kataraseru Choosateki Mensetsuhoo no Yuukoosei – Gakushuusha no Kaiwa Nooryoku ni taisuru Bogo Washa no Hyooka no Choosa ni oite –. *Hokkaido Daigaku Ryūgakusei Sentaa Kiyoo*, 3, 114–134.
- Krimmel E. (2020). *Business English Tip: Asking to Repeat vs. Clarify*. Retrieved from <https://www.linkedin.com/pulse/business-english-tip-asking-repeat-vs-clarify-eugenia>
- Ogura, F. (2021). Japanese Teachers’ Assessment of Japanese Learners’ Discourse in Business Settings: Focus on the Impression Formation Factor. *Global Studies*, 5, 111–124.

- Ozaki, A (1992) “Kikikaeshi” no Sutorategii to Nihongo Kyooiku, *Nagoya Daigaku Nihongo Kenkyuu to Nihongo Kyooiku*. 251-263
- Ozaki, A. (1993). Sesshoku Bamen no Teisei Sutoratejii – “Kikikaeshi” no Hatsuwa Kookan o megutte, *Journal of Japanese Language Teaching*, 81, 19-30.
- Saito, H. (2013). How Japanese Business People Consider the Response by International Students in Job Interview Scene: A Basic Study on Job Hunt Support Project for International Students. *Bulletin of the Research Institute of Regional Area Study Nagasaki Wesleyan University 11-1*, 53-60.
- Selinker, Larry (1972). Interlanguage. *International Review of Applied Linguistics*. 10 (1-4), 209-241.
- Tarone, Elaine (1981). Some Thoughts on the Notion of Communication Strategy. *TESOL Quarterly*. 15 (3), 285-295.
- Thomson, K. C. (1994) Shokuu Nihongo Kyookasho to “Kikikaeshi” no Sutorategii. *Sekai no Nihongo Kyooiku*. 4, 31-43.
- Watanabe, T. (2004) What Factors are Evaluated Positively or Negatively: Native Speakers’ Evaluation of Learners’ Oral Proficiency. *Chuugoku Shikoku Kyooiku gakkai Kyooikugaku Kenkyuu Jaanaru 1*, 77-81.
- Watanabe, T. (2005) Nihongo Gakushuusha no Hatsuwa ni taisuru Nihongo Bogo Washa no Hyooka – Kyooobunsan Koozoo Bunseki ni yoru Hyooka Kijun no Kaimei -. *Nihongo Kyooiku 125*. 67-75.