

Interview Projects for Oral English Classes at Universities

Cyndee Seton

要約

大学の英語オーラル授業でのインタビュー課題

Cyndee Seton

大学での様々なレベルの学生が混じる英会話のクラスで、祖父母へのインタビューと、学生の選んだトピックに関する専門家へのインタビューという2つの課題を与えてみた。これに関する教室での活動としては、録音テープ、ビデオテープ、ノート取り、二人一組の作業、短い討論を採り入れた。主な目標は、仕事優先で学習者主体の状況において自然なやり方で英語を用いることである。他の目標は、社会に重点をおくことであった。結果は上出来だった。自然な口語英語への慣れ、口頭および文書での興味深い報告、学生側の熱心さがみられた。

Ease in using natural English, interesting oral and written reports and enthusiasm on the part of the students constitute the dreams of many teachers of conversational English classes at Japanese universities. Asking students to do reports or to give speeches generally meets with little interest and gets somewhat stilted, poor results. It is for this reason that I have developed the two content-based interview projects used in my classes of mixed levels and varied numbers of Japanese students. I have used these projects with low intermediate to advanced level students. Class numbers were from eight to fifty.

Project work can help bridge the gap between what students learn in the classroom where most organized language learning takes place and the real world (Fried-Booth 1986, 5). English is often a classroom activity and so, in some sense, not real for many students in Japan where the environment of school, work and family is Japanese. The first project, dubbed the grandmother project, attempts to bring together these two worlds. The second project is more student-centered. The students decide the topic of the interviews, thereby taking responsibility for their learning. They go out into the real world to get the answers to fulfill their needs. This personal involvement leads to motivation that comes from within.

I followed Fried-Booth's mapping of the three stages of project work, "beginning in the classroom, moving out into the world, and returning to the classroom" (6). The skills needed for the projects are speaking, listening, reading, writing, translating, interviewing and notetaking. Practicing these skills takes place in the controlled environment of the classroom. As the students gain confidence, they become ready to move out into the world of family and then to widen their circle to include whoever can help them with their chosen topic. The students then return to the classroom to hand in their written interview scripts and to talk about their findings. At various stages in the process, the teacher acts as teacher, counsellor and consultant.

The actual interviewing is done during the summer and winter vacation periods, giving the students some flexibility in arranging interview times. The colleges where I teach end their semesters in September and February, making the vacation periods suitable to the timetable. The lead-in and follow-up activities are done throughout the semester.

Students are asked to tape the interviews if it is possible, making it easier to remember what was said. They may also take notes.

The Grandmother Project

For the grandmother project, students are asked to interview a grandparent or, if they have no living grandparents, a relative or a neighbor two generations older than themselves. They will be asking questions about the person's childhood and whole life. The project is assigned during summer vacation because, hopefully, they will see their grandparents or relatives during the O-Bon festival or might have some other opportu-

nity to visit and talk.

Although the interview itself will be done in Japanese, the classroom activities are done in English. The language goals are to practice verb tenses and question forms, to do intensive listening, to use the basic vocabulary of daily life, to learn new vocabulary to describe Japanese culture. The students also have practice in the writing skills of note-taking, editing and easy translation. The interviewing techniques of designing a questionnaire, questioning, listening and asking follow-up questions as well as the communicative skills of questioning, interrupting, asking for repetition, rephrasing, and paraphrasing must also be taught. The style of language used will necessarily be intimate or casual style because the interviewee is a close relative.

Japanese university freshmen and sophomores need practice in most of the above language and communicative skills. They often have little chance to listen to and interact with spoken English in their secondary school years of English education. Although they are taught a basic vocabulary in their six years of English studies, they must study long lists of words of latininate origin for the entrance exams. They learn about English or American culture, but generally cannot talk about basics in Japanese culture. They learn by a grammar-translation method in the latter years of high school and so their conversational ability possibly acquired in junior high school is rusty or has been forgotten.

The language classes in most high schools are large, from thirty to forty-five students. Teen-age peer pressure keeps them from asking questions or speaking English well, if they can. Students who have been overseas have been known to speak with a faked, heavily-Japanese accented pronunciation to avoid being different from the others. Much listening to the teacher's explanations in Japanese of grammar points and translation of vocabulary is done. There is little time given to dialogue work which is usually memorized and then forgotten. Communicative skills such as interrupting, rephrasing in English are not learned or practiced. Reading and translation are emphasized as they are necessary to pass the university entrance exams. Hence, students are taught a formal style of English. Japanese culture also expects a rather formal classroom style.

The social goals of the project are, to me, equally or more important. By choosing a grandparent as interviewee, I hope to bridge the ever-widening generation gap. Many students today live in nuclear families and some have little chance to visit with grandparents who may live in a different city. I hope they will get emotionally closer to a grandparent and be able to see them as a person, who was once young, who had aspirations of his or her own, who has lived through the upheaval of war, and has been present as the technological wonders of the modern world were presented to society. To learn these things from a non-threatening person, a relative, also helps the shy student gain more confidence in interviewing. Students will also learn more family history.

It is also a way for students to get the feeling of the old days: the hardships, war years, daily routines, holidays, food, feelings, emotions and values. They will be more deeply aware of the huge changes in Japanese society on a specific level. Many of the students' grandfathers are dead, so they usually interview grandmothers. The narratives

of women are particularly enlightening in understanding social history.

World War II is inevitably talked about. As an American teaching Japanese students, I feel somewhat uncomfortable teaching or talking about World War II with Japanese students in class. I do not know how much students are formally taught in schools about the war, although I do know they study from closely inspected and controlled textbooks approved by the Ministry of Education. I know individual teachers give added information; I expect some families talk about it. Other families may have put off talking about the war until their children were "older". But how many I do not know. There is a tendency for the newspapers to take the Japan-as-victim view every August, on the anniversary of the dropping of the atomic bomb. So by doing this project, students will have a chance to talk about the war with someone who lived through it as a teen-ager or young adult.

The final social goal is also a language goal. I want students to realize that it is not so difficult to talk about Japan and Japanese culture in English. In encounters between non-Japanese and Japanese, non-Japanese often want to talk about Japan and ask many questions about Japanese culture, especially traditional culture and the arts. Young Japanese often cannot answer their questions very well, not being confident of their English, not having the vocabulary, and in some cases just simply not knowing much about the topic. Some university freshmen may watch kabuki, bunraku puppet, or Noh plays on television, for example, but most have never been to a theater to see a play.

The lead-in activities progress from asking questions, to interviewing techniques, to cultural studies and preparing their actual interview questions. These can be spread out for ten or more classes preceding summer vacation. From fifteen minutes to one hour of class time are used each week, depending on the activity and student response.

Asking questions has never been a strong point of Japanese university students due to language skills and cultural reasons. In a high school classroom, students are often asked to answer questions, not ask them. There is little practice or use in asking questions in English. Students at university may wait until class is over before asking the teacher about something. For these reasons it is necessary to review the grammar of question forms in English as a first lead-in activity. Drills for yes-no questions, wh-questions and tag questions can be found in any language textbook.

The second activity, done the following week, is a sentence-question game. The teacher will read a sentence and the students must make a suitable wh-form question, first with the cue the teacher gives, later on their own. A simple example follows:

Jane is going to Kyoto next Monday. (ask *who, where, when, why*)

The teacher can start with simple sentences and go on to very complex sentences depending on the level of the class. This exercise asks the students to listen carefully and manipulate the verb forms.

The next few activities deal with interviewing. In the third class we discuss what an interview is and problems one might face talking with older people and with taping the interviews. Barbara Walters who had once been the highest paid interviewer in American television history gives this advice on interviewing old people:

Be prepared to listen. The barriers between the generations aren't caused by a failure to talk to one another: they're talking all the time, but no one listens (79)

Walters suggests that as hearing declines with age, old people may be getting deaf and the interviewer will have to "speak a little louder and more slowly, pronouncing the words distinctly" (93). She also says "it helps to look directly at the guest while we talk" (94) and warns us "not to mention health, hospitals or doctors" (95).

I ask the students to first describe the task to the person and to put the interviewee at ease by asking general personal questions such as date and place of birth. They should be seated facing each other. They should use wh-questions to elicit longer answers. They should let the person talk and not interrupt. They should listen carefully to the answers and ask follow-up questions from what the person says. They should use their questionnaire only when there are natural breaks in the conversation. The interviewer has to restate specific points which are unclear. As a rule-of-thumb, I suggest the interviewer talk only about 20% of the time.

Kevin Murphy (1987) writes about effective listening. Here is some of his advice:

What should you listen for?

The little things—

Everything! (52)

Listen for context,

Listen for content,

And you'll listen effectively. (58)

Listen to the particulars of that environment. (59)

Be interested.

Be patient. (63)

There is no greater compliment than

Demonstrating interest in another human being. (46)

Students have to be aware of the various pitfalls of using tape recorders such as putting the recorder too far from the people speaking, using a hand-held microphone which often distracts people, making sure the tape cassette is properly in the recorder, listening for the end of the tape to know when to change it or turn it over. In some cases, taking notes might be preferable to using a tape recorder badly.

In the fourth class, students practice listening to tapes of interviews. They listen first for general comprehension, then to the interviewer's questions, to follow-up questions and finally how the individual interviewer does his interview. It is not difficult to find taped interviews in general English language textbooks. The listening tapes accompanying *In Their Own Words* and the documentary parts of the video series *Follow Through* are very good practice for intermediate students. Students also practice taking notes from

the interviews. The homework assignment is to watch interviewers on television and to make comments in the next class.

The fifth lead-in activity is to pair the students and have them interview each other about their lifestyles and to tape the interviews for homework. When they come to the following class, we will talk about some of the features of lifestyles today which they gleaned from their interviews.

Another part of the sixth class is to interview an English speaker whom I bring to class. This can be anyone who is available, from visiting relative, to neighbor or friend of the teacher. Everyone in the class must ask at least one question. After the interview is over, the teacher can go over some of the other possible questions which the students might have missed and suggest other ways to make a better interview.

As the cultural studies part of the activities, I have the students first read excerpts from the book *Memories of Silk and Straw: A Self-Portrait of Small-Town Japan* by Dr. Junichi Saga, a medical doctor who interviewed elderly people in Tsuchiura, a town southeast of Tsukuba near Tokyo. He writes about old town life, much of which has disappeared. The translation by Evans is well-done and preserves some of the slang and informal style of speech of the interviewees.

I like first to give excerpts about clothes, food, housing, childrens' games, holidays and some of the shops and shopkeepers sections. We then compare them to life today. Here are some of these excerpts:

... as far as clothes were concerned, we had to wear the same things for years on end. I remember even now how happy I was at the age of seven when I was given a new kimono made of cheap cotton; but I'm pretty sure that was the only time I ever had anything new. Apart from very special occasions, everyone wore old clothes, either patched or restitched. But this seemed only natural, and children never tried to pester their parents into buying them new clothes. ("The Rice Merchant's Daughter" 129)

I also used to deliver rice. When I was only ten I had to heave forty pounds of it over my shoulder and deliver it to the rice cracker maker in Omachi... ("The Rice Merchant's Daughter" 131)

What I'm saying is that *okusan* literally means "the person at the back of the house," and these women really did spend almost all of their time in the gloomy back parts of their houses; it was rare if they went outside at all. Even during the annual festivals, they couldn't go out, join in with the crowds, and enjoy themselves. If you watch period dramas on TV, you quite often see scenes with ladies from nice families walking around the streets on their own but, as far as I know, that sort of thing was unheard of. ("Upperclass Women" 139)

But what a crowd we were: our house was usually bursting at the seams. I had six brothers and sisters and, as well as my parents and my father's parents, a dozen or so clerks and shop boys, four or five maids, and a couple of nannies also lived with us. There was an old laundry-woman, too, who worked for the family for years and years right up until she died. Having to do everybody's washing, in the heart of winter, must have been very tough work—I remember she had the most horrible chilblains, and her skin was as hard as tree bark. ("The General Store" 108)

We kept early hours in father's day. Now almost everything's done by machine, so even if you don't get up till after five you've still plenty of time to make some tofu, but back then we used to get up before two in the morning—more the middle of the night than the morning really! ("The Tofu Maker" 121)

The poorer people almost never ate eggs, either...at primary school, not a single kid had a lunch box with anything made of egg in it...However, if you were laid up in bed and completely lost your appetite, someone would suggest giving an egg to help you get your strength back; you'd be fed a meal of rice gruel with an egg on top. So lots of children actually thought it was just something you had when you were ill, like medicine. ("Country Food" 188–189)

In our village a meal of a mixture of rice and barley, with six parts barley to four parts rice, would've been considered above average. And as side dishes, to flavor the rice, we ate things like dried plums, vegetables or fish preserved in *miso*, and pickled radish...I remember the excitement of having a guest from a long way off come to visit. "We've got a guest coming, so we must have proper rice without barley," my father would say; guests and pure white rice always went together. We children loved the "silver rice," as we used to call it...("Country Food" 187–189)

We ate what was available and just got on with it when there was nothing else in the house; but now that life's become much easier, it seems people are never satisfied, never grateful. ("Country Food" 190)

For homework, the students are each given one of the fifty-eight sketches of life, from three to five pages long. They are to read it, summarize it, pick out details which give color to the narratives and to be prepared to give a two minute speech to the class or to discuss it in groups of four or five. They can then discuss some of the changes to modern

Japan. As Dore in the preface of the book suggests:

Within these stories of hard times one can also find, though, a good many glimpses of what it was that carried Japan from indigence then to affluence now. (11)

The students now ready to make a list of questions that they will ask in their interviews. I ask them to make fifteen questions about the older person's childhood and fifteen about their whole life. Walters states:

There are two approaches which they [old people] will find gratifying and stimulating, and also will provide you with an absorbing conversation. One... is to ask their opinions of today's massive technical and social changes... The other area to explore is their memories. It's a trick that works: when people recall a time when they were happier and more articulate, they *become* more articulate. (91-92)

Walters also suggests using superlatives such as "describe the worst storm ever experienced, the best music he ever hear, the biggest crowd he ever saw" (96). Students often ask about the saddest and happiest times. They should also ask for a description of a typical day during childhood and of typical family meals and festive occasions. Topics about childhood usually covered include family (how they addressed their parents, size, great-grandparents' personalities and jobs, housing, memories), schools (exams, transport, clothes, lunches, favorite and hated subjects), sports and pastimes, special events (festivals, clothes, foods), household chores, food (daily, special, prices), clothes and hairstyles, outings, dreams (what they wanted to be, why they could or couldn't fulfill their dreams). Whole life topics include superlatives (the happiest, saddest, etc.), marriage, children, regrets, treasures, favorite people, books, changes they've seen, World War II (did they flee, move house, stay put, air raids, food, work they did), how they felt when they first saw modern conveniences such as electric lights or television, and what they would do over if they could.

It is now time for summer vacation and doing the interview. Students have to write up the interview and I tell them the script must be more than six pages. It is due on the first day back to class after summer.

On this day, I ask students to quickly reread their interviews, to look for something that surprised them. Then each one has to stand up and talk for two minutes about what surprised them. They hand in their papers at the end of class.

The results are very good. The written interviews are in informal English and read like conversations between real people, lively, and natural. They are usually longer than the required six pages, up to fifteen. If I had told then on the first day of class that they would be writing a six page report in English, they would have moaned and groaned. It is interesting for the teacher to read and correct them because they are about real people.

For the brief talk on what surprised them, they can all talk about a person, without notes, at ease, in natural English, often smiling and with genuine feeling. There are no stilted, half-memorized speeches given by nervous students. It is fun for the teacher and

the class to hear what surprised them, "She had a boyfriend! She wore Western-style clothes as a child. She didn't eat sweets as a child. She never had a birthday party. They are dirt during the war. She didn't finish school. She wanted to be a teacher but her father said she couldn't work."

Most of all, the students enjoyed the project. They all had good experiences and gained confidence. I know some of the grandmothers also enjoyed the experience because some have sent personal mementos to be shown to me and the class, for example, a ration coupon for clothes from the war days, a rectangle of silk printed with a tiger and with one thousand knots sewn into it. One student said her grandmother died three weeks after the interview and that she was grateful to talk to her grandmother about these subjects. The saddest times were usually the war years and the message that comes through the hardships and death is overwhelmingly one of peace. One grandmother summed it up in this way, "We were happy if the enemy died. We were happy Japanese died for their country. It's nuts. War is crazy."

The Search Project

The search project is to be done during the second semester. I have adapted this project from Ken MacCrorie's book, *Search Writing* (1980). MacCrorie's problem was that students at Western Michigan University were writing research papers from books and journals they did not understand and he was bored reading such papers. He devised a writing project in which students would record a search that had meaning for them. He thought this would affect the quality and truth of their writing and would stimulate their interest. The idea of what he named the I-Search (not research) project has been adapted in various writing programs from elementary to university level in the United States and abroad.

For my search project, students are asked to think of a 'burning question,' choose two or more people to interview during the New Year's vacation period, write their list of questions, do the interviews and write them up.

The language goals are similar to the grandmother project: to use natural speech in writing and speaking about a topic. It is their language, not that copied from a book. Their topic is more specialized than before and they will have to learn more of the vocabulary suited to their topic. The style of speech is casual or consultative style, or a mixture of both. According to Martin Joos, casual style is used for friends, acquaintances, and insiders while consultative style is used with strangers and supplies background information (1961, 23). Both styles are considered informal.

Other goals are to get students away from relying too heavily on books. To most Japanese students the written word is language. Students must decide who might be a reliable resource person. They must choose a topic which is interesting, burning, a need to them. If they feel they need to know about a subject, they will find the project satisfying and be more motivated in doing it. Doing the project encourages students to get out of the classroom and to talk to people and ask them for information and opinions.

In doing this, students, especially shy ones, will find that it not so frightening to ask questions to a stranger; they can derive courage from saying that it is a class project for school. They might talk to someone they might not usually talk to or talk about a topic not usually talked about with that person.

There are various lead-in activities done in the classroom and at home. In the first five or six classes, I show some interviews from the documentary parts of the *Follow Through* video series produced by BBC and from CNN's *American Package* videotapes. Students then will have practice in hearing American English in the CNN shorter interviews and British English in the BBC longer documentary interviews. Both sets of tapes offer more specialized interviews on a wide range of topics such as business and money, show business, health, science and technology, sports, people. The teacher can choose topics which might interest a particular class at a particular school : the CNN tapes offer one hundred short interviews and the BBC tapes offer twenty-nine longer interviews. Students practice listening comprehension and note-taking skills with these videos. I also ask them to pay particular attention to the types of questions asked. If video equipment is not available, some good audio tapes for practicing note-taking are *Listening Focus*, *Talk Radio* and *A Guide to Taking Notes*.

The activities that follow are directly related to their topics. First, students have one week to think about and write down their 'burning question'. They must choose two topics and put the topics in question form. The 'burning question' should ideally be something immediate and necessary to them, a question they need to have answered. In the next class, I go over their topics with them and usually let them have their first choice unless too many people have the same topic, or the topic is too vague or if I think they will have too much difficulty finding people to answer their questions. In some cases, they have to give good, solid reasons for a choice of topic. A list of some of the topics chosen is in the appendix. You can see that these topics are often extremely personal. One young woman felt very angry that her father had to work in Tokyo away from the family and wanted to know if it was really necessary for him to have been transferred there. Another was suffering from severe atopic dermatitis, in her case I think, due to contact with chemicals in common soaps, shampoos and washing detergents. She had been going to doctors for six years but still did not understand specifically what her allergies were and wanted to know more about the treatments available. A third student's parents were going to allow her to buy a car and she had no idea whatever of how to do that. Two students who spent from four to five hours commuting a day were thinking of moving to an apartment nearer to campus and decided to find out more about living away from home. Another girl was seriously considering converting to Christianity.

During the following class, students will talk with a partner about what they already know and about what vocabulary they think will be needed. Their homework is to decide on three or possibly four interviewees and to write a list of questions in English.

When they next come to class, they will have to check the people they will interview with the teacher. I rarely approve family members. They will work again with a partner and expand their question lists. If they know little about a topic, other students may also

suggest possible questions.

The students then do the interviewing during the winter vacation and must write a minimum of six pages, due on the first day of class in January.

When they return to class after vacation, I ask them to skim their papers mainly to refresh their memories especially in regards to vocabulary. Each one has to stand up and talk for two minutes about what they learned about their topic, what they decided is the answer to their burning question and what further action they might take.

Again, the results are good. The written interviews are in informal English and read like real conversations, with good content. Again, the written papers are usually longer than the required six pages, up to twenty in one case. One girl decided to interview six people, rather than the required two simply because she had the opportunity to do so.

For the brief talk, they can all talk about their topic using very specific vocabulary, without notes, at ease, in natural English with genuine feeling. The student with the father in Tokyo felt she had a better understanding of why he was there and said she no longer hated him. The student with skin problems had learned a lot about alternative treatments and wanted to stop taking medication, which she felt didn't work anyway. The student who was buying a car had a much better idea of what was important in buying a car. The girls who wanted to live alone, to my surprise, all decided to continue living at home at least for another year. The young woman who was thinking of converting to Christianity still wasn't completely sure if she would, but seemed to have gained strength from the people she had interviewed. The students all enjoyed the project, many coming to me after class to thank me.

There are various problems connected with these projects. The biggest problem is translation since the students usually conduct the interviews in Japanese. When asking students to speak English in conversation classes, what we are really doing is to ask them to translate their thoughts, ideas, experiences and life into English. Consequently, I do not feel it out of place to ask them to do the work in class in English, then interview in Japanese and then write it up and talk about it in English. It is necessary for them to speak Japanese with their grandparents and I feel the family and social benefits of the project far outweigh my being a purist and insisting they interview only English speakers. The same is true for interviewing people who can give them information about their 'burning question'. Since most of the information they use in daily life is in Japanese, I feel there is no reason to insist that native English speakers be interviewed. Students do sometimes interview non-Japanese in English if they are willing to and if they have foreign friends or contacts who can help with their topic. But there are no foreign dermatologists in the Kansai region, for example, and very few foreign car salesmen. I also do not want students to indiscriminately attach themselves to some foreigner just to practice their English; I have been subjected to this behavior many times by gaggles of giggling school girls, at inappropriate moments, and personally find it extremely irritating.

There are surprisingly few translation mistakes in their interviews compared with other written work and especially compared with compositions. Perhaps this is due to the

interview format.

Another problem for the students is deciding how much to edit. They will probably not include some of the jokes or asides, although some do attempt to write everything up and the result is very human. This is a difficult question which the student has to decide.

The last problem is missing potentially interesting points and not digging deeply enough. This comes from not enough practice asking follow-up questions and from relying too heavily on the list of questions. One student's grandmother mentioned a fire. The student disregarded it and asked her next question from the list. I wanted to know more about the fire.

I feel the benefits far outweigh the problems. One of the goals of a conversation class is that students speak somewhat fluently in natural English. By using content-based projects, they can do so. They can use the English which they have previously learned, have a brush-up on question forms, expand their vocabulary and use it to talk and write about something they have learned, be it family history, social history or about a specific topic they perceive as important to them. They also learn to listen carefully in either language and to ask questions based on what they have heard. Not everything is one way, unlike a lecture. They gain more confidence talking with people in either language and have learned to contact people to find out about something they want to know. Their curiosity is satisfied. Because their projects are interesting to them, they become more alive and lively when speaking. Their enthusiasm shines through.

Appendix

Topics Students Chose for the Search Project in January, 1994

1. Should one be married and have a child and work?
2. What sport is good for someone with an injured knee?
3. Where should I get a driver's license, at a camp or at a school?
4. What kind of part-time job would be good for me?
5. What do people think about girls' schools?
6. Should I or shouldn't I live by myself?
7. Does my father really need to work in Tokyo away from my family?
8. Which car is best for me?
9. Should the doctor tell the patient he or she has cancer?
10. I want to know more about old age and Alzheimer's. (her grandmother is becoming forgetful)
11. What is the best way to learn French?
12. Should I continue to work after I get married?
13. What does it mean to be a Christian?
14. What do you think about dialects in Japan? (a girl from Nagoya)
15. What is it like to be a teacher at a cram school?
16. What do you think about the coming Asian games in Hiroshima? (she has volunteered)
17. How can I travel around Europe without much money?
18. Should I go to China or England first?
19. What can I do about stray animals?
20. What is atopic dermatitis and how can I get rid of it?
21. How can I give a good party?

22. What is the difference between the Kansai and Kanto districts? (from Mie)
23. Which way is easier to get a driver's license—going to a driving school or practicing with a licensed driver teaching me?
24. What do you think of going to a tennis school?
25. Why do you want to get a driver's license?
26. Why can't I live alone?
27. Where can I go shopping for clothes? (someone not from Kansai)
28. How can I save money?
29. What's the difference between cram school teachers and high school teachers?
30. What does a flower co-ordinator do?
31. What difficulties does a Japanese have living outside Japan?
32. How did it feel to live outside Japan?
33. What is the difference between the lives of active nuns and those living in a monastery?
34. How do exchange students learn Japanese?
35. Why do you find knitting attractive? (asked 5 nationalities)
36. Is it difficult to run a coffee shop?
37. What differences are there between males and females living in lodgings?
38. What is miso and why is it healthy?
39. The world of interpreters—image and reality.
40. Taking lessons on the electric organ in order to become a player at weddings.

Works Cited

- American Package*. Vol. 1–5, Prod. Database Co., CNN–JCTV–Shogakukan, 1985.
- Bantock, Gavin. *Asking and Answering: Model Interviews for Active Communication*. Tokyo: Kinseido, 1994.
- Boyd, Tom. *In Their Own Words*. Walton-on-Thames: Thomas Nelson & Sons, 1988.
- Engetsu, Yuko, Masahiro Minai, Toshimasa Oshimoto, and Takao Saijo. *A Guide to Taking Notes*. Tokyo: Eihosha, 1990.
- Follow Through*. BBC English by Television, 1985.
- Fried-Booth, Diana L. *Project Work*. Oxford: Oxford UP, 1986.
- Joos, Martin. *The Five Clocks*. New York: Harcourt, Brace & World, 1961.
- Kisslinger, Ellen and Michael Rost. *Listening Focus*. Tokyo: Lingual House, 1980.
- Macrorie, Ken. *Search Writing*. Upper Montclair: Hayden Book Co., 1980.
- Murphy, Kevin J. *Effective Listening*. New York: Bantam Books, 1987.
- Sadow, Catherine and Edgar Sather. *Talk Radio*. Reading, Mass.: Addison-Wesley, 1987.
- Saga, Junichi Dr. *Memories of Silk and Straw: A Self-Portrait of Small-Town Japan*. Trans. Garry O. Evans. Tokyo: Kodansha International, 1987.
- Walters, Barbara. *How to Talk with Practically Anybody about Practically Anything*. New York: Doubleday, 1970.

(Received April 18, 1994)