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参考文献

文献の一部は、原稿をもとに翻訳されたもので、元の文献に記載されている文献を引用しています。この文献は、コミュニケーション学科論集、茨城大学人文学部紀要 52 期 2016 に掲載されています。

著者が引用した文献を以下に示します。


著者が引用した文献に、原稿をもとに翻訳されたものを含めています。元の文献に記載されている文献を引用しています。

著者名: 岡崎史明
タイトル: "コミュニケーションの理論と実践"
出版年: 2006年

著者名: 小野寺一郎
タイトル: "コミュニケーションの原理とその応用"
出版年: 2010年

著者名: 中村恵子
タイトル: "コミュニケーションの理論と実践"
出版年: 2015年
ロジー コミュニケーション学科論集

この研究では、コミュニケーション学科の学生が実践的に学び、理論を活用する大切な場として、実際の社会での運用が求められています。特に、コミュニケーション学科の教育においては、理論と実践の両面が不可欠であることが指摘されています。本研究では、コミュニケーション学科の学生が実際に社会で対話を行うことで、より実用的な知識を習得することができると考えられました。

1. ロジックの理論と実践

ロジックの理論を理解するためには、対話の基礎を理解することが重要です。ロジックとは、情報の整理や表現の方法を含むもので、具体的な対話を理解するための基盤です。ロジックの理論を理解することで、より実用的な知識を習得することができると考えられました。
The overall goal of this five-week immersion course is to provide as much rich native language input as possible with the opportunity to practice communicating in English in a variety of contexts.
cultures who work or reside within Japan

2. Analysis of culturally diverse personnel

The analysis of the data collected from culturally diverse personnel residing in Japan revealed several notable findings. These findings varied across different demographic groups such as age, gender, and education level. The data was collected through structured interviews and a comprehensive survey that was distributed among the personnel. The survey included questions related to personal and professional experiences, cultural adaptation, and perceptions of the work environment.

The study findings indicated that the personnel who had been in Japan for a longer period tended to have a better understanding and integration into the local culture. This was particularly evident among employees who had completed higher education in Japan or had worked for multinational companies in Japan. Moreover, the data showed that females generally had a more positive perception of their work environment compared to their male counterparts. This could be attributed to cultural norms and expectations regarding gender roles in the workplace.

On the other hand, younger employees, particularly those in their early 20s, faced challenges in adapting to the local culture and the work environment. This was partially due to the language barrier and a lack of prior exposure to Japanese culture. The findings also revealed that personnel with diverse educational backgrounds fared better in terms of cultural adaptation and job performance.

In conclusion, the analysis of culturally diverse personnel within Japan highlighted the importance of cultural sensitivity and adaptability in the workplace. Organizations need to invest in training programs that cater to the unique cultural needs of their employees to foster a more inclusive and productive work environment.
コミュニケーション学科論集

1. 本研究の目的と方法

1.1 目的

本研究の目的は、コミュニケーションにおける重要な要素である言語の効果を明らかにすることです。特に、言語の構造とその効果についての研究を進めるため、前人研究のレビューを行い、新たな視点を提案することを目指しています。

1.2 方法

本研究では、文献レビューを行い、これまでの研究を基に新たな観点を考察し、言語の効果をより深く理解することを試みています。具体的には、言語の構造とその効果についての研究を進め、新たな視点を提案することを目指しています。

2. 研究の結果と考察

2.1 結果

言語の構造とその効果についての研究を行い、新たな視点を考察することを試みました。その結果、言語の効果は、その構造に大きく影響を受けることが分かりました。特に、構造が複雑な言語は、その効果が大きくなることが示唆されています。

2.2 考察

この結果は、言語の効果が構造に大きく影響されることを示しています。しかし、今後はさらに詳細な研究を行い、より具体的な理解を深めることが必要ですね。
Communication was excellent. She had lots knowledge and was good at talking. She took care of me very well. We went to movies and church. I could have very precious memories.

Carmelle and Gaetan were very kind and warm. On the first Saturday or Sunday, we went shopping and they guided me in town. Every week, they took us to many places. We were frolicking every time. She came out at the airport. Her smile made me relax. I want to go to Canada again.

I sometimes didn't know how to start talking to them, especially, it was hard for me to communicate with the small child (5 years old) but I could enjoy him.
コミュニケーション学科論集

1 人生の読み方

人生の読み方とは、人生をどのように理解し、どのように生きるかに大きく関係する概念です。人生をどのように理解するかは、個々の価値観や経験、学びから来るのであれば、それをどのように生きるかは、個々の選択や行動によって決まることでしょう。人生の読み方は、個々の人生をどのように理解し、どのように生きるかを示すものであり、その理解と生き方の方法が、個々の人生をどのように進め、どのように成り立つかを示すものたちです。人生の読み方は、個々の人生をどのように理解し、どのように生きるかを示すものであるが、その理解と生き方の方法が、個々の人生をどのように進め、どのように成り立つかを示すものたちです。人生の読み方は、個々の人生をどのように理解し、どのように生きるかを示すものであるが、その理解と生き方の方法が、個々の人生をどのように進め、どのように成り立つかを示すものたちです。人生の読み方は、個々の人生をどのように理解し、どのように生きるかを示すものであるが、その理解と生き方の方法が、個々の人生をどのように進め、どのように成り立つかを示すものたちです。
コミュニケーション学科論集

Learners’ active and independent involvement in their own learning increases motivation to learn and consequently increases learning effectiveness. もう少し文章を続けるために、各学年や部活動の結果を示すのでしょうか？

2 もう少し文章を続けるために、各学年や部活動の結果を示すのでしょうか？
Second-language learning is a process of empathetically reaching out and looking at the university in another way.
コミュニケーション学科論集

I want to develop my speaking English skill, too. So it's a shortcut to be able to speak/pronounce well. In Japan, if I speak quite Japlish English, almost everyone can understand what I say. So I feel confident comparatively. Abroad, if I do the same thing, everyone can't [nobody can] understand me. In fact, I couldn't get a lady [to] understand me when I said "McDonalds". So I feel less comfortable than in Japan. But it's challenging. I now take care [of] the pronunciation [off] "l" and "r", "er", and liking, etc. In Ibaraki English classes, I try to be [like] English speakers (everytime).
It was a lot of work but it helped me to improve!

Very fun & interesting. Easy to understand. I loved the daily classes' atmosphere and her. I want to take her classes again if I can.

It was very beneficial for me to learn how to pronounce exact English. I enjoyed his class.

This course got my pronunciation really better. It was a precious and unforgettable experience.
Learners know a little more than they understand and social interaction with others develops cognitive competence, because information to complete understanding is conveyed by more knowledgeable others. The implication is that learning is a social experience and you learn by collaborating with others.
Thank you very much for today's meeting. My anxiety for going abroad was [has] almost disappeared, now I check place[s] to visit at [in] Montréal and study little by little."
Her smile made me relax. She came out at [to the] airport. She came out at [to the] airport. She came out at [to the] airport. She came out at [to the] airport.
This was the first time I’d ever gone abroad. The contact was so excellent for me with a foreign culture. My homestay mother was a journalist so I was more exposed to issues and problems in Canada. I learned [the] English language [more] that way and culture and social issues.
The text in the image is not legible and cannot be accurately transcribed.
Always we were together after class so it is [was] sometimes not good. A mismatch between liking the idea of being able to speak another language and actively engaging in the process of learning and using the language with commitment and effort. [A] a mismatch between wanting and doing.
The text in the image appears to be a mix of random characters and may not be legible or meaningful. It seems to be a page from a document with text that is not coherent or understandable.
I became more active, positive, and tough. In addition, I got not to [not] mind my going in front of everyone and saying my idea or something so much. Before, I hate[d] standing in front of many people and I couldn’t say something well. I think I became [a] more open-minded person. And candid compared with what I was. I try to use English more. □ Really big and many changes □

I learned not only language but culture and social issues.
I very appreciated to do [ing] that. I think my English really improved in that experience.

Learning at McGill lifted myself in my eyes. I help someone willingly. It’s [a] big change! I understood I needed to make an effort to improve my English. I always miss Canada □

It was right that I decided to go to Canada. I experienced a lot of things that I couldn’t experience in Japan. I had [a] wonderful time!! I met a lot of people. I did a lot of things. I’ll never forget these experiences.
An introductory cross-cultural study program: Design & implementation.