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コミュニケーション学科論集

1 引観

両校間の相互理解を深める目的で、以下の共同研究に関する協定が作成されました。

We have had a mutual exchange program with Oklahoma Christian University since the 1970’s, and celebrated the 30th anniversary of the program in 2003. More than a thousand students of both institutions considered have crossed the ocean to participate in the program. They have two long-term exchange students a year there and we have two here of theirs. 22 short-term students are coming for a month in October, and we will hopefully send about the same number to them in February. It has not only lasted but has become stronger and more beneficial to both institutions.
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.

The course is structured to ensure that learners are immersed in the language through various activities and interactions. Direct communication with native speakers is a key component, allowing learners to develop the sensitivity that is needed for successful contact with people from foreign backgrounds. Through these interactions, learners will gain an understanding of the culture and context in which the language is used, enhancing their ability to communicate effectively in real-life situations.

The program emphasizes both the acquisition of language skills and cultural awareness, preparing learners for a variety of situations where English proficiency is required. By the end of the course, learners should be able to communicate confidently and effectively in English, not only in academic settings but also in professional and social contexts.
cultures who work or reside within Japan

2. 2.3.1  Background

The study involved a sample of 500 participants who were either working or residing in Japan. The data was collected through a combination of surveys and interviews. The participants were selected based on their employment status or residential status in Japan. The sample included a diverse range of individuals from different backgrounds, including both urban and rural areas.

The data collection process was designed to ensure anonymity and confidentiality. Participants were informed about the purpose of the study and their rights as research participants. The data was analyzed using statistical software, and the results were presented in a comprehensive report. The findings of the study highlighted several key trends in the working and residential experiences of individuals in Japan.

The results indicated that there were significant differences in the experiences of individuals based on their employment status. Those employed in the formal sector reported higher levels of job satisfaction and better working conditions compared to those in the informal sector. Similarly, there were differences in the experiences of those living in urban and rural areas, with those in urban areas reporting higher levels of social connectivity and access to amenities.

The study also identified several challenges faced by individuals working or residing in Japan. These included issues related to language proficiency, cultural differences, and employment opportunities. The findings underscored the importance of addressing these challenges to enhance the well-being and success of individuals in Japan.
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コミュニケーション学科論集

新たなコミュニケーションの文化であるデジタル社会において、情報の流れが加速し、情報の流通が容易になったことで、コミュニケーションの形態は大きく変わっています。従来のコミュニケーションとは異なり、新たな形態のコミュニケーションが求められています。この課題に対する対応法は、情報の流れを把握し、適切なコミュニケーションを講じることが重要です。

1. デジタル社会におけるコミュニケーション

デジタル社会におけるコミュニケーションは、情報の流れが加速し、情報の流通が容易になったことで、従来のコミュニケーションとは異なり、新たな形態のコミュニケーションが求められています。この課題に対する対応法は、情報の流れを把握し、適切なコミュニケーションを講じることが重要です。

2. デジタル社会におけるコミュニケーションの課題

デジタル社会におけるコミュニケーションにおいては、情報の流れが加速し、情報の流通が容易になったことで、従来のコミュニケーションとは異なり、新たな形態のコミュニケーションが求められています。この課題に対する対応法は、情報の流れを把握し、適切なコミュニケーションを講じることが重要です。

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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.
コミュニケーション学科論集

1 開 章 通 言

コミュニケーションとは、主に人間の思想と情報を変換し、伝達する活動を指す。したがって、コミュニケーションの役割は、人間の社会生活において重要な位置を占めている。しかし、コミュニケーションにおいては、個々人や集団の目標に応じて、情報を適切な形で伝えることが重要である。したがって、コミュニケーションの研究は、人々が情報を適切に伝えるための手段を明らかにすることを目指しており、社会学、心理学、社会物理学など、さまざまな学問の分野から取り入れられている。

この研究は、情報伝播における理論的枠組みを構築するための基礎を築き上げるものである。情報伝播の理論は、情報の変換と伝達のメカニズムを解明し、社会の交流の基礎を明らかにするものである。この研究は、人間の社会生活における情報伝播の役割を解明し、社会の交流の構造を明らかにするものである。
Learners’ active and independent involvement in their own learning increases motivation to learn and consequently increases learning effectiveness. This is crucial for students to foster a positive attitude towards learning and to develop effective study strategies. Classroom activities that encourage active participation and self-directed learning offer opportunities to connect classroom learning with students’ lives outside the classroom, enabling them to become more active in engaging and developing their own learning styles and strategies in ways which they find appropriate.
Second-language learning is a process of empathetically reaching out and looking at the university in another way.
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 Japanese 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 [of] "l" and "r", "er", and liking, etc. In Ibaraki English classes, I try to be [like] English speakers (everytime).
Fan!!! [fun] It was a lot of work but it helped me to improve.

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

I think this course got [made] my pronunciation really better.

It was a precious and unforgettable experience.

Very fun & interesting. Easy to understand. I loved the daily classes' atmosphere and her. I want to take her classes again if I can.
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 places to visit at [in] Montréal and study little by little".
She came out at [to the] airport. Her smile made me relax.
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.
コミュニケーション学科論集

したがって、我々は通信の重要な特性を理解するために、通信の定義を検討する必要がある。通信は、情報の伝達と理解のプロセスである。情報は、個々の意図に基づき、言語、非言語、音声、画像、テキスト、データ、音楽、映画、ゲームなどの形式で伝達される。情報の理解は、受信者が送信者の意図を正確に理解する能力を指す。通信のプロセスは、送信者から受信者の間に起こるものであり、その間に信号量、ノイズ、エラーや他の障害が存在する可能性がある。

コミュニケーションは、人間の社会的と心理的面を含む。コミュニケーションの結果は、社会的、心理的、経済的、文化的、政治的影響をもたらす可能性がある。したがって、コミュニケーションの理解は、社会の発展と進歩に寄与している。

コミュニケーションの重要性は、コミュニケーションの研究が急速に進歩していることを示す。コミュニケーションの研究は、コミュニケーションの理論、方法、技術、歴史、文化、社会、政治、経済、心理等の分野で展開されている。これにより、コミュニケーションの理解は、個々の生活を含む社会全体の発展に寄与している。
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Always we were together after class so it is sometimes not good sometimes to learn another language and actively engaging in the process of learning and using the language with commitment and effort. [5] A mismatch between wanting and doing.
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.