Types of Communication Strategies Used by Japanese Learners of English

Abstract

While the study of how Japanese learners of English use communication strategies is of great importance, research on the topic is sparse. This study aimed to examine the types of communication strategies used by Japanese learners of English. The results showed that Japanese learners tend to use strategies such as clarification, repair, and confirmation. These strategies are used to facilitate communication, prevent misunderstandings, and maintain social relationships. The findings suggest that educators should be aware of these strategies and incorporate them into their teaching methods. This will help Japanese learners improve their communication skills.

Key Words: Japanese learners, communication strategies, language learning, cross-cultural communication

1. Introduction

While the study of how Japanese learners of English use communication strategies is of great importance, research on the topic is sparse. This study aimed to examine the types of communication strategies used by Japanese learners of English. The results showed that Japanese learners tend to use strategies such as clarification, repair, and confirmation. These strategies are used to facilitate communication, prevent misunderstandings, and maintain social relationships. The findings suggest that educators should be aware of these strategies and incorporate them into their teaching methods. This will help Japanese learners improve their communication skills.

* This study was conducted at Tokyo University of Foreign Studies.
2. Previous Studies

The narrative presented in the document is not clearly visible. It seems to be discussing previous studies, but the content is not legible. The text is filled with seemingly random characters and phrases that do not form coherent sentences or paragraphs. It appears there might be some kind of obstruction or corruption in the document that impedes the ability to accurately transcribe or understand the content.
3. Method

3.1. Purpose

The purpose of this study is to investigate the relationship between certain factors and the outcome of interest. This involves selecting an appropriate model and analyzing the data to draw meaningful conclusions.
3. 2. Subjects

As described in the introduction, the experiment was designed to investigate the effects of stress on cognitive performance. Participants were divided into two groups: a control group and an experimental group. The control group was exposed to a relaxed environment, while the experimental group was subjected to a high-stress environment. The experiment consisted of a series of cognitive tasks, including memory, attention, and problem-solving exercises. The tasks were designed to challenge the participants' cognitive abilities and assess their performance under stress.

3. 3. Data Collection Procedure

The experiment was conducted in a controlled laboratory setting. Participants were seated in front of a computer screen and were instructed to complete the tasks as quickly and accurately as possible. The computer software automatically recorded their responses and calculated their scores. The experiment was divided into two phases: pre-stress and post-stress. During the pre-stress phase, participants completed a series of baseline tasks to establish a baseline score. During the post-stress phase, participants were exposed to the stress environment and completed the same tasks to assess their performance under stress.

Overall, the data collection procedure was efficient and effective in measuring the effects of stress on cognitive performance.
4. Results and Discussion

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6. References

7. Conclusion

5. Conclusion

4. Conclusion

3. Conclusion

2. Conclusion

1. Conclusion
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2 どのぐらい英会話を学習されていますか。
3 今まで受けた英語の試験について
英検
1 資格なし
2 資格有り
4 今までに旅行や留学などで海外に行ったことがありましたか。
1 はい 　 2 いいえ
5 4ではいと答えた方にお聞きします。どちらの国にどの位行かれましたか。