

The Motivation Factor of the Foreign Students of a Japanese School

From the change of student's networks

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This study investigates the relationships between the make changes in student's networks and their motivations. The term examined here is semi-annual. I want to make clear how changes in the students networks influence their motivation.

Research method

45 item questionnaire

I referenced Nuibe, Karino, and Ito (1995) and took in the opinion of the foreign students enrolled in the graduate school. The questionnaire was changed to make it more suitable contents for qualitative study.

Free comments

Students wrote their impressions in Chinese or in Japanese about how they felt about their stay in Japan.

Interview

I interviewed the students. I want to find the crucial point that had made them change their impression of Japan.

Interview of the teachers

At the end of term, interviews were conducted of the teachers by e-mail about relations between the classmates and their attitude during class. I also asked the teachers how they felt the students had changed from the beginning class to end of the term.

As a result of the analysis, four networks were revealed. There were four different kinds of networks.

1. the student had a Japanese tutor(tutor means a person who help the students

study as volunteer)

2. the student worked a part-time job with Japanese co-workers.

3. the students were in a Japanese language class together

4. long-term expat communities divided by nationality

These networks influenced their motivations. Changing their networks motivate their Japanese study. That is why networks relate to motivations.

What schools and teachers can do for students about making new networks are the following:

1. Providing a class guest and a tutor system.

2. Preparing the opportunity in which students can make networks with longer-term expats.

It is not easy for students to make these networks; their teachers can greatly assist the development of these networks.

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