

Dissertation Abstract

Chinese Study-Abroad Students' Expectations and their Negative Perceptions: Educational intervention toward promoting friendship formation

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With recent globalization, the number of study-abroad students in Japan has been rapidly increasing. However, qualitative problems remain unsolved, such as the relationship between study-abroad students and inhabitants of their host country, Japan. It is important for the well-being of Chinese study-abroad students to associate with the Japanese students they encounter on university campuses on a daily basis; however, there are a number of issues surrounding this interaction. Therefore, I conducted empirical research on Chinese study-abroad students' expectations toward association with Japanese students, their negative perceptions and related factors to elucidate such issues. I also investigated the effect of educational intervention on friendship formation in an effort to find solutions addressing these problems.

This dissertation is composed of three sections constituting nine chapters in total. Below, I will present a survey of each content. Chapter 1 provides an overview of the current state of and trends in study-abroad student exchange. It shows that, e.g., in countries around the world, the acceptance of study-abroad students is being promoted in the hope that they will be active as global human resources while countries are proactively sending their students with this aim in mind.

Chapter 2 provides an overview of various theories and research trends regarding cross-cultural contact and discusses how exchange between study-abroad students and Japanese students on university campuses has become stagnant. Furthermore, after providing an overview of various theories regarding causal attribution, I showed that there is a possibility that when conflicts arise between study-abroad students and host country students, where the former perceives that there is a source of conflict, it is difficult for them to form friendships.

Chapter 3 summarizes theories and research trends regarding friendship. After first outlining theories regarding cross-cultural adaptation, I showed that the friendship formation encourages cross-cultural adaptation, and then I discussed language/communication, culture, and environment as the three factors related to friendships. Furthermore, I considered study-abroad students' expectations toward association with Japanese students, focusing on the following categories: gender differences, intercultural differences, and gaps in actual experiences. Next, I discussed three theories regarding community support for the promotion of friendship: community approach-based study-abroad student support, educational intervention, and social support intervention.

Drawing from the above, Chapter 4 uses a qualitative synthesis method to detect categories in the friendship formation and non-formation processes of Chinese study-abroad students: concern to the friendship formation, expectations toward association with Japanese students, negative perception of association, coping behaviors of the negative perceptions, and positive perceptions toward association with Japanese students. Then, dividing study subjects into four types—"active interest, active behavior," "active interest, passive behavior," "passive interest, active behavior," and "passive interest, passive behavior,"—I analyzed friendship formation and non-formation processes and showed that institutional support systems and the activeness of study-abroad students are factors that promote friendship formation.

Chapter 5 examines the expectations toward association with Japanese students of Chinese study-abroad students and the relationship of these expectations with negative perceptions of such association. Cooperative relationship with both Chinese and Japanese students on equal footing, reliable supports, sharing activity, the empathy and interest for the individual, and Japanese students' interests in Chinese students regions of origin were found to be expectations toward association with Japanese students. A sense of discrimination, the failure of the cooperative relationship with both Chinese and Japanese students on equal footing, the difficulties in making relationship, a failure of exchange, and the difficulty of interaction caused by differences in the styles of interaction were found to be negative perceptions toward association with Japanese students that hinder the formation of friendships. Study-abroad students' expectations toward association with Japanese students were not realized and led to negative perceptions, and one-directional expectations and differences in age stood as obstacles to interaction between them and Japanese students.

Chapter 6 investigates Chinese study-abroad students' negative perception toward association with Japanese students, friendship dissatisfaction, and the relationship of causal attribution. I found that personal inner factors, personal external factors, and social external factors are causal attribution factors in friendship dissatisfaction. Study-abroad students who feel there was a failure of exchange tend to attribute the cause of their dissatisfaction regarding friendships to social external factors such as their university's environment. Those who have little sense of discrimination and are early in their university studies tend to attribute it to personal inner factors such as insufficient effort on their part, whereas those who have a strong sense of discrimination tend to

attribute it to personal external factors such as passivity in interaction with Japanese students.

In chapters 4 to 6, the difficulty of friendships arising between study-abroad students and Japanese students emerged as a problem. Chapter 7 considers learning by educational intervention aimed at study-abroad students and Japanese students who participated in a multicultural camp has on friendship formation. Results show that it promoted friendship formation. Furthermore, using a qualitative synthesis method to consider the exchange experiences of Chinese study-abroad students and Japanese students who participated in the camp, I detected the following categories: exchange with participants in general, exchange within discussion groups, close familiarity with others as transcending discussion groups, and exchange between individuals. Furthermore, I found that in the process leading from interaction with participants in general to individual interaction, there is a stage in which both Chinese study-abroad students and Japanese students participate in the community at their own initiative, and by passing through this stage, relationships are deepened. Besides, study-abroad students learn mutual understanding with Japanese students and Japanese students learn pleasure of cultural exchange by educational intervention.

Chapter 8 uses a qualitative synthesis method to consider post-retreat continuation of exchange between the Chinese study-abroad students and Japanese students who participated in the same camp discussed in Chapter 7. The categories of continuation of post-camp exchange, post-camp failure of exchange, and exchange from before the camp showed that participants tend to continue interacting. Furthermore, it was also shown that Japanese students who attended the camp more than once act as intermediaries who encourage exchange. Chapter 9 provides an overall analysis of the this research, focusing on the factors hindering and encouraging friendship formation as well as the support needed from universities in the form of institutional support systems for study-abroad students' friendship formation.