

# Japanese Exchange Students' Study Management Processes

## Abstract

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My current research is designed as a one-academic-year ethnographic study of Japanese exchange students' study management processes during their enrolment at an Australian university. Focussing on Japanese exchange students' responses to the assigned tasks in the subjects in which they enrol, an investigation is made about the problems Japanese exchange students confront, their awareness and evaluations of these problems, the strategies they implement to overcome or avoid the problems, as well as the strategies they pursue to facilitate their undertaking of various academic activities. Their avoidance behaviour is also examined.

Whereas international students' academic writing has been frequently investigated to date, their full participation in university study has rarely been covered. Also, most international students' educational experiences in their home countries have been unwisely regarded as inapplicable to their study in Australia. Such an overgeneralisation needs re-evaluating and requires us to more comprehensively explore the different sub-categories of international students, including the specific cohort of exchange student, their individual educational backgrounds, and how they participate in an Australian university. Examination of various tasks undertaken by Japanese exchange students, who possess membership of a tertiary community in Japan and who also temporarily interact in the Australian discourse community, is thus worthwhile in that it can provide us not only with insights into the processes of how they manage various tasks but also with a better understanding of the relationship between their home academic experiences and their study in Australia.

In order to enable systematic investigation and analysis of the management processes, Neustupny's (1985, 1994, 2001) language management framework is modified and is furthermore integrated with Lave and Wenger's (1991) concept of legitimate peripheral participation. Data triangulation of methodology, including a diary study, interviews with the students and teachers, classroom observations and a collection of written documents, allows this study to present a thick ethnographic description. This paper introduces the conceptual model employed in the study and also illustrates some of the effective approaches which Japanese exchange students implement for their successful transition from the home to the host institution.

## References

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