An evaluation of the extent to which expatriates immerse themselves in to new cultures:

Case study of Japan

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Case study of Japan

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Declaration

I declare that this Dissertation has not already been accepted in substance for any degree and is not concurrently submitted in candidature for any degree. It is the result of my own independent research except where otherwise stated.

Dayna Bee _________________________ Date ______________
Abstract
The purpose of this study is to analyse to what extent expatriates immerse themselves in to an unfamiliar culture, specifically in Japan. The literature explored expatriation, culture, Japan, cultural awareness and challenges of immersion. Using the provided literature review discovered a gap within the knowledge on expats immersing in unfamiliar cultures and to what extent they do when they relocate somewhere new. The study will focus on whether the expatriates have interacted with Japan, made an effort with the country and culture, what Japan is like as an expatriate destination and the participants opinions on immersion.

The investigation was completed through the use of a questionnaire to gather primary data to evaluate and achieve the aim and all objectives and furthermore come to a conclusion concerning the research question. The questionnaire intended to discover whether expats networked and integrated with Japan and the inhabitants, if they tried to adopt and learn about the country and culture, the importance of integrating in the Japanese culture and whether they immersed, how and why.

The questionnaires supported ideas from the literature review about the importance of immersing to the new culture and contradicted Osberg’s model of adaptation, believing culture shock was the main phase of adopting a new culture. The study found that expats want to be able to immerse in to the Japanese culture and that majority do without being able to further extend their immersion due to the language barrier. Although, it was speculated that some expatriates are ethnocentric, believing their culture is more superior, which is why some were not bothered to immerse and ignored the culture.

The researcher suggests further research must be applied to whether the barrier to full immersion, such as language barrier as stated previously, prevents expatriates to fully immerse or whether not knowing a language entirely can still be consider as immersion.

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TCK – Third Culture Kids

YCAC – Yokohama Country and Athletics Club

JNTO - Japanese National Tourism Organisation

USA – United states of America
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Introduction

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An evaluation of the extent to which expatriates immerse themselves into new cultures: Case study of Japan

1. Introduction

Expatriates is a term used internationally to describe the procedure of having employees moved abroad for an international contract (McNulty, 2013). Since 2014, over 2.1 million residents were foreigners living in Japan (Statistics bureau Japan, 2017). As foreigners reside in a new country they must carry the ability to combine their native culture with a new culture in order to be able to fully immerse themselves in the country (Global TCK Care & Education, 2017). Especially in country with such a rich and noticeable culture as Japan.

1.1 Research Problem

There is a gap in the knowledge shown through the research throughout the literature review concluding that there is a need for exploration on culture and how it is established. The study will focus on expatriates and how they immerse themselves in to the culture of the country, their values and beliefs. The methods of immersion and developing ones’ awareness will depend on the host country and culture. Familiarization of a culture is essential to ease and enrich oneself in a new culture (Pedersen, 1995).

As an expat, emerging oneself into the culture is important as it can provide plentiful benefits and can reduce culture shock. The developmental process is not only a geographical relocation, but also essential cultural and mind-set boarders which must be crossed in order to become culturally aware (Fish, Bhanugopan, & Cogin, 2008).

The researcher will use questionnaires to gain an insight into the ability of expats engaging with unfamiliar cultures and inhabitants and how they develop themselves as a result. A basic understanding of culture and cultural development is required to grasp the people, etiquette, communication and resolutions of conflict (Kangas, 2012).
1.2 Significance of Study
This research is significant due to the researcher being an expatriate since she was 5. Living in; Australia, New Zealand, Thailand, America and Japan due to her father’s job in the oil and gas industry. The researcher had to adapt to each culture in order to immerse and engage with the country and locals, this is why the study is of interest as a multicultural person that is able to respect and engage with different and unfamiliar cultures.

Global expatriates amounted for 50 million people in 2017 with growth prospects for over 60 million this year, 2018, according to professional services firm AON (2017). The author noticed an absence of literature and information on expatriates and how they are able to immerse into new cultures. Therefore, with an ever growing and globalising society the need to immerse, understand and collaborate with new unfamiliar cultures is necessary.

1.3 Research Question
To what extent do expatriates immerse themselves into an unfamiliar culture: A case study of Japan

1.4 Research Aims & Objectives
Aim: To critically analyse the extent to which expatriates immerse themselves into an unfamiliar culture

Objectives:
1. To critically review the literature on expatriation, culture, Japan, cultural awareness and challenges regarding immersion
2. To use a combination of primary research methods in order to gain an understanding on expats and cultural immersion
3. To produce information on the challenges expats face while immersing to a new culture
4. To make recommendations for developing cultural immersion amongst expatriate communities
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Literature Review

2. Literature Review

2.1 Expatriation

2.2 Culture

2.3 Japan

2.4 Cultural Awareness

2.5 Challenges of immersion

2.6 Summary
2. Literature Review

This chapter will provide a critical review of the literature supporting the aims and objectives of the research listed above.

2.1 Expatriation

The term expatriate is used to describe a person that has left their country, generally for employment purposes (McNulty, 2013). An elaboration of this has been used, for the purpose of this assignment, to describe an expat as someone who has moved to another country regarding a job for more than a 6-month period (Richardson & Mallon, 2005). The reality of the following literature is what is being researched for the purpose of the study. Dickmann et al (2008) refers to the factors that need to be considered before a manager sends employees abroad. It states that an essential element to aid the consideration of someone being relocated is that they have the ability to interact well with others, different cultures and languages. This is corroborated by Zhang (2013), expats need to be capable of acclimatising to new cultures and different teams.

When people relocate there is a required action for them to adjust their behaviour and accustom themselves to the new culture (Harzing, 1995, 2009; Harzing & Christensen, 2004). Chan (2014) identified that the families that relocate all have to adjust and learn about the new environment and culture. Expats can usually discover cultural situations in work settings and outside of work which tends to test their abilities with understanding and grasping new cultures (Molinsky, 2007). Both of these authors demonstrate the importance for expats to further develop their understanding of the culture in order to be respectful, to reside within the destination and be able to immerse themselves into the culture.

Chan (2014) found that expatriates develop themselves, their confidence and their employability skills but that being an expat also came with sacrifices. Zhang, (2013) provides in depth literature around expatriates. It also entails a multitude of additional references on the lives of expats and the cultural situations they face. These add value to the study through ways in which cultural development is established in regards to expats (Molinsky, 2007). Harzing (1995) and Harzing & Christensen, (2004) verify this research through their opinions that there is a need for immediate action in
growing accustomed and adjusting to new cultures for expats. This literature uses an even-handed interpretation on expats and the adjustment of cross cultures which aids the awareness and elaborates the objectives within the research.

Although there is all this research on expats and expatriation there still isn’t enough research on the lifestyle and how the expats immerse themselves in to new cultures in the new countries they live in (Cockburn, 2002; McLachlan, 2005 cited in Tanu, 2012). Therefore, the intention of this research is to enhance the current literature on expats and immersion. Pollock and Van Reken (2009) have grasped the idea of the lifestyle in which expats live as they describe third culture kids (TCK) as children who spend majority of their life outside of their parent’s culture. In which they are building relationships with alternate cultures, but not having a particular one of their own. Each culture they immerse in to they add to their life experience and their sense of belonging is with others alike. This can link to adults living outside their own culture as well.

2.2 Culture
Culture is guidelines and standards which effect behaviour (InterNations, 2015). Oyserman (2016) identifies additional elements on culture and why it is of significance. It benefits this study as it provides literature on how imperative culture is and that it is used in everyday lives. Culture, as a theme, is established throughout the study which requires a more comprehensive understanding of why it is significant and thus why a gap in the knowledge should be filled.

“Culture is the lens through which experience is interpreted” Oyserman (2016, pg. 24). A persons’ culture takes priority over other cultures due to the recognition and understanding that one develops throughout their lifetime. One’s own culture feels less like a ‘lens’ and more of an ‘eye’ in the way we see things, which proves that it requires fully removing a ‘lens’ in order to immerse oneself in to another culture. While expats are experiencing and live among a new culture, they will require basic awareness of the culture that should assist them with interaction especially in regards to business culture and etiquette (Cross cultural training, 2012). This is corroborated from Cultural Diversity (2015)’s article on cultural awareness stating that in order to
be culturally aware there is no need to be proficient on each culture. However, people should retain information on cultural practices to identify with other backgrounds.

Pollock and Van Reken (2001) have found that there are four alternative ways that someone can relate and immerse themselves in a culture.

Cross Cultural People’s relationship to surrounding dominant culture

<table>
<thead>
<tr>
<th>Foreigner</th>
<th>Hidden Immigrant</th>
</tr>
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<tbody>
<tr>
<td>Look Different</td>
<td>Look Alike</td>
</tr>
<tr>
<td>Think Different</td>
<td>Think Different</td>
</tr>
<tr>
<td>Adopted</td>
<td>Mirror</td>
</tr>
<tr>
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<td>Look Alike</td>
</tr>
<tr>
<td>Think Alike</td>
<td>Think Alike</td>
</tr>
</tbody>
</table>

(Pollock and Van Reken, 2001)

This identity model shows how expatriates are and how they develop themselves in new cultures. A ‘mirror’ is someone who lives, speaks and understands the culture, much like someone’s native culture. The ‘foreigner’ is when first moving to a new county, you look, think and speak differently, an outsider. Adopted is when someone understands the new culture, language and uses it in their daily life but still looks different as they are from somewhere else. A ‘Hidden Immigrant’ is finally going back to the native roots, looking the same but due to the adoptive cultures not thinking alike as they have an insight to the world and their alternative beliefs and values (Global TCK Care & Education, 2017).

Normally an expatriate will always be in the ‘Adopted’ or ‘Hidden Immigrant’ boxes, as they have further developed themselves and their understanding (Pollock and Van Reken, 2001). Their identity has grown and therefore is not clear as it has been transformed over the period in the new country (Global TCK Care & Education, 2017; Chan, 2014). Expats learn about the new country, why people behave differently, how things should be completed and the comparisons between the new and native country (Chan, 2014).
2.3 Japan

Japan is a string of islands in east of Asia and has over 126.9 million residents since 2016 (Nations Online, 2017). Expats amount for two million of Japan’s population and 75% of those are from adjacent Asian countries (Expat Manual, 2014; Statistics bureau Japan, 2017). Japan’s cities have been categorised as the most inhabitable on the planet, this is due to the food, efficient public transport, all around hospitality and safety of the country (Japan Gov, 2017). The country has a combination of modern and old culture, it appears as though it’s a modern land but through travelling and exploration it allows people to connect with the traditional part of the culture (Lonely planet, 2017).

The JNTO, Japanese National Tourism Organisation, (2017a; 2017b) provides two articles that help to support and make sense of the culture and guidelines of Japan. Exploring the new and old cultures and modern futuristic, advancements in technology verifying Lonely Planet.

The other article investigates the common sense rules that Japan abides by. Both of these help enlighten the cultural differences of Japan and explore the country before arriving, thus aiding the in order for immerse themselves.

An article from the Japanese Government (2017) is readily available for expatriates, it benefits the foreigners that wish to move to Japan on how they go about moving and working. All articles show there is an abundance of aid supplied from Japan and other expats on rules, regulations and other aspects on how to be culturally aware and able to immerse oneself into the new culture of Japan.

There has been some research on third cultured kids from Japan relocating to other countries known as Kikokushijo, but there has been very little research on the westerns expatriation experience in Japan (Tanu, 2012) thus proving a gap in knowledge about expatriates in Japan.
2.4 Cultural Awareness
Growing up among different cultures and obtaining a ‘third culture’ has been researched in depth by Pollock and Van Reken (2001), however methods that are used for immersion and adaptation to cultures has very little research. Pollock and Van Reken’s (2001) literature contains changes that occur in people growing up over the world and their views and challenges. Both authors worked with individuals of a third culture for over twenty years, thus proving to be a credible source of literature. This literature is valuable due to the examples and processes of becoming multi-cultural. The literature provides an insight on the individuals and their cultural development methods through personal experiences and interviews. The work still proves the gap is the processes of becoming ‘third cultured’, their developmental process and awareness living among an unfamiliar culture.

Kanga (2012) supplies literature on cross cultural training of expatriates and the importance of it within the workforce. Human resource management plays an imperative part in the training prior to being an expat. This article provides works on the cultural awareness training applied to businesses for individuals to function effectively in multinational teams (Carmel & Nicholson, 2005). Kim (2001, pg.31) defined adaptation as “a process by which individuals, upon relocating into an unfamiliar cultural environment, establish (or re-establish) and maintain a relatively stable, reciprocal, and functional relationship with the environment”. This literature concluded that companies using expatriates are unaware of the significance of cultural awareness and cultural training, which is not generally offered. This demonstrates a gap in the knowledge of the companies not being concerned regarding the cultural awareness and its importance, especially as an expat individual relocating to new countries and working with a multitude of different people.

Being culturally aware is essential when the difference between host and home cultures is large (Mao and Shen, 2015). This journal discusses expats, culture, the importance of culture, cultural awareness and variations regarding culture. The research showed that expats often abide by their own choices rather than the host cultures way of doing things (Mao and Shen, 2015). This is of value to the researcher as not being culturally aware and abiding by the home culture is considered rude and disrespectful especially in such a culturally enriched country as Japan. This journal
opposes other researcher stated that even though cultural awareness is imperative and learning about the culture is important to immerse, that expats often disobey this and do not immerse due to the dominance of their home culture. This is a credible source of literature due to the professors in management and business departmental occupations and have experiences in regards to cultural influences and cultures concerning expatriates.

2.5 Challenges of Immersion
Oberg’s model of Phases of Adaption (1960) shows the stages expatriates go through during their stay in the host country. There are four phases in the model which include honeymoon, culture shock, recovery and adjustment. This model helps provide information on how expats should adapt themselves to the new culture and gives an understanding of the challenges they face and how they undergo the immersion of a new culture.

Culture shock is one of the main phases in adjusting to a new country and culture. This is substantiated by USA’s Bureau of Educational and Cultural affairs as they state factors that classify the degree of ‘shock’ along with aid for reducing the feeling of being shocked (USA state government, 2017). This article aids expatriates along with tourists on the experiences and the initial challenge of being in an unfamiliar destination and culture.

The ‘International Journal of Intercultural Relations’ has completed a study on Cultural Intelligence, personality and cross-cultural adjustment of expats in Japan. The study concluded that if peoples cultural intelligence is high and if it is a motivator, the more likely they are to put in the time and effort to adjust to the new culture (Huff, Song and Gresch, 2014). Also stating cultural intelligence is the most important factor of successful cultural adjustment and immersion. This journal aids to this study as it provides literature on the motivations, efforts and potential challenges of adjusting to a new culture.

A LinkedIn article ‘How to overcome the major challenges in cross cultural communication’ provides literature on the three major issues of communication within multiple cultures and three step approach to successfully communicate (Malik,
Ethnocentrism is one of the major issues regarding communicating with other cultures. Ethnocentrism is that someone’s culture is superior than all other cultures. This article assists this study as it includes one of the challenges people face while communicating with other cultures. However, it also helps due to the approaches to take in order to communicate effectively with new and multiple cultures. The article also states three things that everyone needs to improve regarding cultural communication; tolerance for obscurity, flexibility about new and different cultures and decreasing the ethnocentrism (Malik, 2015). All of these points aid in the challenge of efficient cultural communication.

Another issue, mainly directed at being an expatriate, is that they have unknown identity. Becoming culturally aware and immersing oneself allows to build a third culture. Due to the constant change of culture identity is unclear (Fail et al., 2004 cited in Tanu, 2012). Expats find it difficult to know who they are as their identity is constantly transforming, whereas people who aren’t expats have a true identity (Tanu, 2012).

2.6 Summary
All of the literature sources validate the research proposition and prove that there is minimal work on to what extent expatriates actually immerse themselves into the new culture and the challenges of doing so which demonstrates there is a gap in the knowledge in which the researcher can enhance the understanding of these processes. Using these sources along with a questionnaire should be the necessary tools to research how expats are able to develop their cultural awareness and immerse themselves in to a culture whilst relocating to new countries.
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4. Methodology

This section will investigate the research methods used for the purpose of this study along with an analysis of the methods, why they have been used for this report along with ethical considerations.

4.1 Introduction

“Research is an integral part of our society” (Taylor, 2005, pg.3). Research is used as an investigation for essential information on a certain topic (Daniel and Sam, 2011). Throughout the methodology the methods used for gathering data will be reviewed, chosen methods established and justified in addition to the collection methods of data interpreted. The methods chosen will have to appropriately aid the evaluation of the extent expatriates immerse themselves into the Japanese culture. The purpose of this research is to identify the perceptions of expatriates on whether they immersed in to the Japanese culture, why and how.

4.2 Primary & Secondary Research

Research is classified in two categories; primary and secondary (Nykiel, 2007). Primary research is research that must be generated by the investigator through various methods, e.g. Interviews, questionnaires… (Gaillet and Eble, 2015). Whereas secondary sources of research are existing research and literature on particular subjects (Hamilton, 2010). For the purpose of this assignment purely primary research methods have been utilised in order to effectively investigate the extent expats immerse themselves in to the Japanese culture. Primary research is carried out through two key approaches, Qualitative and Quantitative.

4.3 Qualitative Data

The use of qualitative methods aids with the exploration of behaviour, understanding and exploring outlooks of people through the use of focus groups, interviews and observations, to feedback any opinions from the participants (Dawson, 2013). The “ideal in qualitative research is to get inside the perspective of the participants, full participation is not always possible” (Merriam and Tisdell, 2015, pg.146). The use of this method is ‘unstructured’ due to the nature of the method allowing flexibility and the capability to investigate new circumstances (Kumar, 2009). Reflection is a massive constituent in this method, like all methods, and the use of researcher notes is
a valuable technique of engaging with the analysis of the data (Merriam and Tisdell, 2015).

4.4 Quantitative Data
The alternative approach, quantitative, uses techniques like questionnaires and interviews of larger scales to produce values (Dawson, 2013). Opposite to the previous method, this is a ‘structured’ approach due to the nature of the compiled questions, design and objectives that are completed and ready to be conveyed (Kumar, 2009). Flexibility is a major advantage of quantitative as questionnaires can have open-ended questions that permit participants to articulate their views, perceptions and points (Coles, Duval and Shaw, 2013). This approach is also constantly becoming simpler due to improving technology in regards to apps and software that aid the production of questionnaires and the ability to distribute, respond, increase response and analyse these responses.

Both approaches embrace pros and cons and can relate and be used more effectively or collectively for different research studies. Cassell and Symon (1994 cited in Lee, 1999) identified six key differences between the two methods (Qualitative and Quantitative) which include; interpretation vs numerical, subjective vs detached views, flexible vs more structured, perception of development vs prediction, limited to a proximity vs generalized and lastly, realising the reactions and effects of the research on the participants rather than not. These differences aid in choosing the perfect method or combination of methods to obtain the best results from the research.

Both methods can be utilised together to validate and support the other method (Taylor, 2005). This approach has been taken due to the quantitative design of the questionnaire easily compiled and effortlessly sent across the world for responses. Along with the qualitative data methods regarding perspectives and feedback on models and ideas on immersion. Thus giving the researcher flexibility on the input of question types required to accumulate the most effectual results to analyse.
The questionnaires have been designed and piloted to receive the precise responses that resemble the aim, objectives and most importantly aid in answering the question, making them quantitative. They are also created with the intent on attaining approaches, outlooks and opinions on themes and questions making them qualitative.

4.5 Research method

Whilst carrying out this research a combined approach will be used in order to produce the most effective result. Both methods will be utilised through online questionnaires and email interviews to uncover views and attitudes of immersing in to the culture of Japan by the expatriates. A blank questionnaire has been inserted into the appendices 4.5.1.

The data obtained from the questionnaires will be utilised to understand the personal developments expatriates undertake whilst immersing in to the Japanese culture. The questionnaires can be followed up by email interviews to the questionnaire participants regarding more in-depth questions or material needed for the study. Email interviews were not utilised through this dissertation as the questionnaire provided a more than desired response which aided an effective analysis.

The use of a questionnaire is advantageous as there are no costs, all that is required for an effective questionnaire is respondents and time for them to compose a reply to the questions and give their opinions in the responses. There is also no interviewer bias as the participants can respond however they wish with no judgement. The biggest benefit is that there is no geographical limitation, therefore any expatriates around the world that have relocated from Japan can still be reached using the internet and emails (Walliman, 2009). Another advantages include the anonymity of respondents through questionnaires (Kumar, 2009).

Disadvantages of using a questionnaire is that there are no chances to elucidate any issues that come up or to clarify any opinions. Spontaneous and negative responses is another disadvantage as reflection is a big part of having effective information to answer the question and aim of the report efficiently. There is no way of preventing this as it is their own reflection and views. Unfinished questionnaires will also be a disadvantage and will not be used as they have not completed it to their full extent.
Any other issues that arise will be dealt with effectively with the help of the researchers’ personal tutor through the university.

4.6 Questionnaire Structure

The questionnaires were sent out to respondents in January and required around 30 people (minimum) to complete the questionnaire for a successful analysis. The questionnaire respondents were selected through the groups of Japanese expatriates on the social media platform Facebook. The only criteria for inclusion is currently or previously being an expat in Japan and being over the age of 18. The age limit is due to ethical considerations as some of the questionnaire material is too elaborative, may contain potential sensitivity issues and requires personal information. All participants will be messaged through Facebook or emailed about the questionnaire and if they would be able to complete it for this dissertation.

All participants are asked if they could complete the questionnaire to the best of their ability as soon as they possibly can before the end of January. There are also opportunities for the participants of the questionnaire to forward it on to more people that lived in Japan as an expat to expand the variety of responses. This is beneficial as there are large amounts of possible participants that could support this study. Majority of the people participating in the questionnaire is based on the period the researcher was residing in Japan and the period other participants were residing as the questionnaire is forwarded. Therefore, not everyone that has ever been an expat in Japan will be questioned.

The questionnaire design begins with a cover letter (appendix 4.5.1), that they must agree with to continue the questionnaire, describing the purpose of the research study. The cover letter also states the respondents will be treated anonymously and that their data will be protected. If some haven’t responded, emails/messages will go around ensuring they have completed questionnaires.

The data was collected through a software called Qualtrics. The software aids with designing surveys and questionnaires, allowing effectively designed questionnaires and efficient distribution. The software has data collection and analytical abilities which help reporting and displaying the respondents’ information.
The questions were designed to collect information on whether the participant had been linked with Japan in terms of the locals, the land and the culture. This was due to questions on their social groupings, extracurricular activities, travelling around the country, day to day life, researching on Japan before moving, what was noticed about the country and learning the language.

Other questions helped the researcher understand the participants’ association and development with the country for example; the Osberg’s model of adaptation, if they could identify what a respectful or disrespectful act was for the culture and challenges of living there.

The last few questions helped bring the research together and aid identifying the participants’ mentalities of immersion in Japan. These questions included; their mentality of the culture, if they were aided understanding new cultures, opinions on immersion and reasoning for the opinions. All of these questions helped to gather information in order to answer the research question.

4.7 Participants
Everyone asked to complete the questionnaire will be grouped into; man, woman and child (over 18 due to ethical grounds). The groups are chosen to balance the responses and around 10 participants per group will be the ideal amount to gather and receive the maximum amount of information possible and required to answer the research question. These people are grouped to show potential differences concerning immersing and processes of immersion into the culture.

The response rate was high with a percentage of 141% as 41 people responded, shown in table 4.7.1, to the questionnaire rather than 30 that was the target. Response rate is calculated by the number of responses divided by the number originally asked to participate in the questionnaire (OECD, 2018).
Sampling

Theoretical sampling is used to gather information from a sample of the populace who understand the greatest amount regarding a particular subject; sampling a populace of expatriates about the personal developments around being an expat (Walliman, 2009). The aim, in order to collect the most beneficial sample, is to gather individuals of a similar age, class and city (Kumar, 2009). This was followed through due to the three categories of sampling; male, female, and mixed youth all of which are in groups of a similar age and similar class in respect to being an expat in a foreign country and all lived in Japan. The use of Japan, as a country, rather than using a city was due to broadening the number of participants for the questionnaire.

Participants were chosen based on family friends living in Japan over 18 at the time of the questionnaire being taken, due to their increased attentiveness whilst relocating and ethical grounds. Bertaux (1981) states that 15+ is the smallest size acceptable for sampling participants due to the fact that a handful may not respond. This means the sample will be controlled and balanced. The questions were based on the aim and objectives in order to discover how participants reflect on their experience and developed themselves in order to partake or not participate in the rich culture.
4.9 Piloting
Piloting is when the questionnaire is administered to someone in the same conditions as the official questionnaire would be portrayed to ensure effective performance and suitability (Gratton and Jones, 2014). Piloting the questionnaire helps to ensure the questions are understandable and will obtain the information required. Thus is an important step to take prior to releasing the questionnaires so that changes can be assessed. The researchers father was used as a pilot due to being an expatriate whom lived in Japan and that he would be honest about the questionnaire and admit any faults that arose.

4.10 Auto-Ethnography
Chang (2016, pg.48) describe auto ethnography as “ethnographic in its methodologic orientation, cultural in its interpretive orientation and autobiographical in its content orientation”. However, from this quote the researcher describes auto-ethnography more simply as a self-reflection, much like Chang’s (2014) research, on cultural variances and intercultural communication but in cultural immersion.

The researcher is using an auto ethnography as an approach to further analyse data which aids to give a better understanding as another expatriate from the same environment and experience within the new culture of Japan. In appendix 4.10.1 shows the auto-ethnographic questionnaire completed by the researcher.

4.11 Reliability/Validity
Validity is a measurement and ensuring the measurement is measuring what is required accurately (Thyer, 2010). The questionnaires were reviewed and piloted and thus are considered valid as the questions are suitable and obtain information required for the research. Reliability ensures that the measurement of validity is consistent (Bailey, 1994). Reliability is difficult to measure as no responses can be the same but can be similar depending on the views and opinions of the participants. Although, to ensure consistent reliability the ethics form has to be given consent before the study commences.
There is no bias or any influences due to the participants answering themselves and the results are clear on the software and able to be presented effectively in order to interpret. Due to the nature of the analysis of the data there is a potential bias due to the interpretation of results by the researcher. Validity is dependent on the honesty of answers however all participants are considered trustworthy. Both reliability and validity are essential to ensure the outcome is operative and accurate for the research being completed (Law and MacDermid, 2008).

4.12 Ethical Considerations
Prior to the data collection commencing the ethical issues needed to be addressed in order to aid the credibility of the research. Ethics is fundamental to the study to ensure good practice and to conduct effective research with participants while preserving anonymity (Farrimond, 2012). This was carried out by the completion of an ethics form about the topic of research and the ethics committee was gathered to approve or disapprove the project depending on a handful of variables. The project was approved, the original ethics form is attached to the very end of the dissertation, and thus can cause no harm to the public and is suitable for use. Ethical issues can include aspects such as sensitivity of topics and confidentiality and anonymity of the respondents (Research Ethics Guidebook, 2018).

4.13 Summary
This section has revised the methods of conducting research and data collection methods that the researcher has chosen to complete in order to collect the most accurate information for the research. Each method was evaluated and analysed to ensure the most effective method for the purpose of study. This included ethical considerations for the project to take place. If the research was to take place again the researcher would try to get skype interviews or email interviews rather than questionnaires to elaborate on any responses received.
4

Results Analysis and Discussion

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6. Results Analysis and Discussion

In order to understand what extent expatriates immerse themselves in to new cultures, specifically in Japan, there must be an understanding of the culture, expats and Japan as an expatriate hub. Throughout this section the primary research, in the form of questionnaires, will be explored in order to examine the extent of immersion. The analysis of results will establish expatriates’ thoughts and beliefs on whether they feel as though they have immersed in Japan and what they have done to feel that way.

The section is split in to multiple segments that incorporate results from the questionnaires and reoccurring themes. The results will be organised through demographic information, themes emerged from the questionnaires and results from analysed research questions.

This evaluation will aid the overall primary investigation relevant to the aims and objectives which will be examined and discussed further in the conclusion.

6.1 Demographic

Total questionnaire respondents amounted to 41 which is shown in the cross tabulation table shown below (Table 6.1.1). The demographic is proportioned in to three categories; males over 24, females over 24 and youths of both gender under 24.

<table>
<thead>
<tr>
<th>Gender</th>
<th>18-24</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
<th>65+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>0</td>
<td>8</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>41</td>
</tr>
</tbody>
</table>

Majority of those who responded were women in the over 24 categories at 48% of the participants. The other two categories males and mixed youth both amounted for 26% each. This demographic helps the study as the participants are categorised in to three
groups: males (over 24), females (over 24) and mixed youth (18-24) in order to figure out what stage they are in the life cycle to effectively analyse their day-to-day activities and thus their extent of immersion. 19 were females, 10 were males and 10 were mixed youth.

Figure 6.1.2: Gender of respondents
Women amounted for the biggest proportion of participants with a percentage of 60.98 shown in the pie chart to the right. With men as a 39% of respondents.

This could be due to a bias of the researcher knowing more female participants as expats from Japan. It could also have been due to the female counterparts of the expat community having more time as more of the males were employed than females (shown in table 4.1.3 below) which meant females had more time to complete the questionnaire.
Table 6.1.3: Gender of respondents and their occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Employed</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Not employed</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Student</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>25</td>
<td>41</td>
</tr>
</tbody>
</table>

Figure 6.1.4: Word cloud representation of participants’ birth places

The word cloud to the right shows the different places that the participants were born in with the biggest and boldest words being the most common. Australia and the United Kingdom were the most popular birth places from the participants.
The graph above displays the occupations of the respondents from the questionnaire. The 12% of the ‘other’ category includes 3 housewives which should be included within the not employed section and two self-employed individuals. This shows the different percentages that make up the respondents and can be the difference between who they interact with (nationalities) and their day-to-day activities demonstrating the nationalities they are most involved with. This will be further discussed throughout the rest of the results section.

**Figure 6.1.5: Occupation of the respondents**

The bar chart above expresses the number of participants that have previously been an expat. 22 of which had previously been an expat and 19 had never been an expatriate before. This can aid the study as it could potentially be more helpful for them to immerse themselves in to the new culture again. Whereas participants who have never
been an expat before will be faced with more challenges and potentially culture shock of being in a new culture as rich as Japan, this is seen through the Osberg adaptation model (1960), the first stage is culture shock which is normally what first time expatriates experience throughout their experience. This could also corroborate Huff, Song and Gresch’s study (2014) as the previous expats have increased their cultural intelligence which, according to the authors, is one of the most important factors when relocating.

Figure 6.1.7: Length of time in Japan

The graph below shows the number of years each respondent had resided in Japan. The most common, with 7 participants, is 5 years’ length of stay in Japan. The second most common with 4 respondents each is 3, 3.5, 4 and 4.5 years long in Japan.

This could potentially highlight a difference in whether the respondents are able to immerse themselves efficiently or not depending on how long they were able to reside in Japan for. For example, the people able to reside for 5 years and longer will have a
higher chance of immersing as they were able to live in Japan longer adjusting, growing and exploring the culture.

6.2 Interaction with Japan
This section will analyse questions 11 through to 26 from the questionnaire to determine the expatriates’ interaction with Japan and their inhabitants. This will help to see how much the expatriates actually interrelate and network themselves with the locals, which could aid or hinder their immersions techniques. This can relate to objective 2 to gain an understanding of the expats.

The graph 4.1.5, Occupation of respondents, will help differentiate the groups and their interactions. This section will be broken in to 4 due to the occupations of the participants of the questionnaire in order to enable easily understandable analysis.

6.2.1 Employed
Located in appendix 6.2.1.1 is a table of the employed respondents and whether they worked for a Japanese company or not. It displays that 42% of employed participants work(ed) for a Japanese company which is around 8 of 19 employed. This could potentially indicate that almost half of the employed participants that worked for the Japanese companies had an advantage over the others, as they had to grow accustomed to the Japanese work culture and behaviours. If the study was completed again the question would be added to identify whether working for a Japanese company aids the immersion process. Which could reflect on Kangas’ (2012) study of the work culture and that cross cultural training is an imperative part of working for Japanese companies.

In appendix 6.2.1.2 shows a cross tabulation of whether the participants were in employed by a Japanese company and if they mostly interacted with the Japanese. The cross tabulation demonstrates that a total of 8 people predominantly engages with locals in the workplace, this includes 5 of whom work for a Japanese company and 3 who don’t.

In the appendix 6.2.1.3 shows a word cloud of the nationalities interacted with on a daily basis and thus visualises that Japanese, Australian, British and American are the four most interacted with nationalities by the employed participants. Whereas the
appendix 6.2.1.4 shows a word cloud of the main nationalities of people in their friendship groups. Which again indicates that Japanese, Australian, British and American are the main nationalities in the participants’ friendship groups.

This analysis proves that the participants that are employed have friendships, interactions and work relationships with the local inhabitants. Thus means the expats are immersing themselves, beginning with the people and their work culture and developing further in to their friendship group and personal lives.

### 6.2.2 Unemployed

Unemployed participants amounted for 20% of all that responded to the questionnaire. Appendix 6.2.2.1 shows that 75% of all unemployed participants have children and all of the children attended international schools rather than Japanese schools. Children are one of the ways that parents are able to network and make more friendships and social circles. Appendix 6.2.2.2 demonstrates that 100% of all that had children said they interacted and met others at their children’s school. 6.2.2.3 describes the day-to-day activities that each of the respondents all of which includes integrating, socializing and having outings around Japan.

Appendix 6.2.2.4 demonstrates the nationalities that are interacted with daily. Japanese, American, Swedish and Australian were the four most mentioned nationalities that are interacted with daily. Along with appendix 4.3.2.5 the nationalities within their friendship groups consisted of Japanese, British, American and Australian.

All of which had interacted with daily or had friendship groups with Japanese people. This means, similar to the previous occupation of participants that they have already been immersing themselves with the local people.

### 6.2.3 Students

Students amounted for 22% according to figure 4.2.4 in the above demographic section. Appendix 6.2.3.1 shows a word cloud of the nationalities the students mainly socialise with. The main two nationalities include Japanese and Americans with the main nationality included in their friendship circle being Japanese (Appendix 6.2.3.2).
Thus proving that the students were integrating with the local inhabitants and therefore the culture through the people.

6.2.4 Other
The others amount for 12% of the total people that participated in the questionnaire. This amounts to 5 people, 3 of which are housewives and mothers and the other two are self-employed. Appendix 6.2.4.1 illustrates the day-to-day routines of these 12%, socialising being one of the main parts of each of their days. Appendix 6.2.4.2 is a word cloud that demonstrates the people that are mostly socialised with that include Japanese, Australian, American, British and New Zealanders. The nationalities included in their social circles includes; American, Australian, British and Chinese (appendix 6.2.4.3).

6.2.5 Summary
The questions 11-26 make up this analysis of the interactions the expatriates had with Japan. With all of these Interactions within each group taken in to account it proves that each and every one of the participants interacts daily with the local inhabitants and Japan through the socialisations, friendship groups, work and school culture and exploration daily. This can be perceived as the first step of immersing oneself in to the culture. Demonstrating that the respondents, in their own leisure, time and day-to-day routine, were learning and integrating with the inhabitants and culture. Learning and interacting with the inhabitants means that unknowingly the expatriates are interacting with the culture and beginning to immerse themselves through getting to understand the locals, the country and their way of socialising.

6.3 Effort with the country and culture
This segment will analyse the ways in which the expatriates are trying to adopt the culture whilst learning more about the country and its values. It will help aid the research question, to what extent they have immersed, as this is additional effort in engaging with the country and the culture of Japan.
6.3.1 Visit Japan before moving
Appendix 6.3.1.1 shows a bar chart of whether that participants of the questionnaire visited the country of Japan prior to relocating. More than half of all respondents, 24 people, visited Japan before moving whereas 17 relocated without ever entering the country. Thus demonstrating that 58% made the effort to learn more about the country by exploring the country themselves before relocating.

6.3.2 Reading, learning or googled Japan before moving
Appendices 6.3.2.1 shows a pie chart of whether the participants read about Japan, learnt words or googled the country. With the option of ‘none of the above’ all of the questionnaire respondents had executed one of the choices proving an attempt to learn about the country. The biggest percentage of people at 35% googled Japan before relocating, 34% read about Japan and 31% began to learn Japanese words to aid their day-to-day lives. This also relates back to the literature review as Chan (2014) stated that it was important when relocating to learn and adjust to the new environment, also taking into account section 4.3.1 as more than half of respondents visited the new environment they would reside in.

6.3.3 Trying to learn the language
Figure 6.3.3.1 demonstrates whether the participants of the questionnaire tried to learn the native language. Only 4 out of the entire questionnaire, 0.1% of the respondents, did not learn the language. Two people were fluent in Japanese, 14 people in the questionnaire understood the Japanese language but found it difficult to respond in Japanese and the other 21 only learnt words that would aid them with their day-to-day activities. Located in appendix 6.3.3.2 is the response to question 33 are the words that each participant learned in order to get around day-to-day. Majority of the words were associated with being polite and courteous expressions like “thank you”, “please”, “good morning”.
6.3.4 Joining clubs, groups or classes
Responses to question 34 ‘Did you join any local clubs, groups or classes’, is located in the appendix 6.3.4.1. Out of 41 people, 34 said they had joined one of the local activities which amounts for around 82% of all respondents. The next appendix (6.3.4.2) shows all of the clubs, groups and classes that were joined in Japan as said by each of the respondents that joined one. Out of the 38 people, 7 said they took Japanese language lessons and 29 of them stated that they joined a form of sport or athletics club. Majority of the respondents at around 45% joined the Yokohama Country and Athletics Club (YCAC) which was a community of people at a sport recreational club.

6.3.5 Respectful or disrespectful actions
Question 36, was an endeavour to learn whether the expatriates took in to consideration the Japanese culture and being considerate of anything disrespectful or respectful. All of the responses to the question are located in appendix 6.3.5.1. One person out of the 41 people that responded stated that they did not know. This is an anomaly within the data. Majority of the considerations the respondents gave were disrespectful acts towards the Japanese culture, this amounted to around 62%. The most stated respectful action was bowing; this is an expression of respect to another person. Some other examples of disrespectful actions include wearing shoes indoors (17%), being loud (12%), stabbing food with chopsticks (10%). Respectful actions included calm behaviour during stressful times (earthquakes), being polite and train etiquette.

This question allowed an insight to whether the expatriate respondents respected the culture and knew about the etiquette and how to behave properly in the country to not disrespect the inhabitants, their community and their culture. This corroborates with Chan (2014) and Molinsky (2007) in which there is an importance of understanding the culture in order to be respectful, reside in Japan and immerse in the culture. Mao & Shen (2015) stated that the expats abide by their own cultural dos and do nots rather than that host cultures ways. This was corroborated and contradicted through my research. Only one person stated they did not know any of the disrespectful or
respectful actions which confirmed their study whereas the rest respected the host cultural ways and knew what they were challenging it.

6.3.6 Travelling the country
Appendix 6.3.6.1 shows a bar chart of whether the expatriates took the opportunity to travel around Japan or whether they just stayed where they were residing. Only one person stayed where they resided and did not take the opportunity to travel. 2 people travelled around where they were living staying close and not visiting too far away. 9 people travelled all over Japan visiting as many places as possible. Out of the 41 people 14 of which travelled to a handful of places and 15 travelled to a majority of places taking the chance they were given being in such a beautiful and culturally diverse country.

6.3.7 Summary
The whole section ‘Effort with the country and culture’, all of the questions (27,28,32,33,34,35,36&37) have been developed and analysed through the subheadings allows an insight of the expatriates. It shows that they are or aren’t trying to adapt to the surroundings and if they are trying to learn more about the country and culture. In other words, it helps aid the research question and demonstrates the extent to which the expats are immersing themselves.

This section, 4.3, validates Harzing (1995) and Harzing and Christensen (2004) as they believe that immersing in a culture requires immediate action to grow accustom to the culture. This is what every person participating in the questionnaire began with; either reading, learning or googling about the country prior to relocating, more than half visited Japan, 37 people tried to learn or learned the language, 34 joined local clubs, 40 people knew considerations of the culture and over half were able to travel around the country and explore more of the culture. Majority of people tried their best to accustom themselves to the culture and new surroundings which the researcher believes is the first step in immersing to a new culture.
6.4 Japan as an expat destination
This section will analyse what the expatriates noticed whilst being in Japan, their relations to the adaptation model, their mentalities becoming an expat along with challenges they had adjusting to the country and culture.

6.4.1 First things noticed about Japan
Located in appendix 6.4.1.1 is multiple gauge charts to understand what was chosen as the most noticed aspect when first relocating to Japan. The respondents could choose whether to rate the aspects from 0-10 and the analysis will be using the mean (average) of the responses to the question. The aspect that rated the highest with an average of 9.07 was the Japanese’ Welcoming society. The second highest aspect is cleanliness of the country (8.32) and Safety (8.22). Rich culture had an average of 7.59. Architecture of Japan came next with a mean of 6.37 and the welcoming society at 6.32. The least chosen aspect, Agriculture, with an average of 4.49. This question was used as to analyse whether the expatriates observed and perceived their surroundings whilst adapting to the new country, which all of them did as the question was answered by each participant.

6.4.2 Osbergs’ adaptation model
Question 30 is a description of each stage of Osbergs’ adaptation model where each of the respondents can choose whether they strongly disagree or strongly agree and anywhere in between (Appendix 6.4.2.1). The honeymoon stage of adapting to a new culture had 12 people agreeing with the definition, 12 people somewhat agreeing and 9 of which strongly agreed. One disagreed with this part of the model with 3 somewhat disagreeing and 4 neither agreeing nor disagreeing with the honeymoon stage.

The next stage of the adaptation model is Culture shock, in which no one strongly agreed with this stage, 6 agreed and 10 somewhat agreed with it. 4 of the respondents neither agreed nor disagreed. 8 Somewhat disagreed with this stage, 9 disagreed and 4 strongly disagreed with this stage of the adaptation model. Thus this stage of the model was the most disagreed with. Majority of people felt as though culture shock and feeling homesick in Japan was not correct.
The recovery stage is the most agreed with as 19 chose agreed, 13 strongly agreed and 5 somewhat agreeing. Each of the other choices saw one person responded to each. This shows that most people were able to start adapting to the culture and country properly as everything is familiarised and everyone makes the most out of living in Japan.

Adjustment stage also had a large proportion of people strongly agreeing with the stage, 13 people strongly agreed, 14 agreed and 7 somewhat agreed. 3 people were neither agreeing nor disagreeing, 3 people somewhat disagreed and 1 strongly disagreed with this stage of the model. So some people disagree with the fact that the culture and country of Japan is like a home away from home and that they have not adjusted accordingly. However, 66% of all respondents felt the opposite and that Japan is comfort and have adjusted to the people, culture and country.

This model proves that not all of the participants felt as though they enjoyed their experience especially with the results from the adjustment stage. This could be seen as an anomaly as they may have just not enjoyed their time, the country or the culture and it clashed with their first culture. It also contradicts the study on Osbergs’ model as Culture Shock is the main phase of adapting to a new culture however using the data provided from the questionnaire the recovery stage is the main phase of adapting to the Japanese culture. Perhaps different cultures require alternative key stages using the model.

6.4.3 Mentality becoming an expat
The bar chart in appendix 6.4.3.1 demonstrates how the respondents felt becoming an expat and adjusting to the new culture. 1 person out of the entire 41 people participating in the questionnaire decided they had ignored adjusting to the new culture of Japan. Again, an anomaly occurrence through the questionnaire respondents as someone particularly did not enjoy their time in the country nor try to immerse themselves in to the culture and communities. 12 people had gradually involved themselves in to the new culture, 20 said they had involved themselves and 8 insisted that they had fully immersed themselves in to the new culture of Japan.
6.4.4 Most challenging aspect adjusting to new culture

68% of all respondents mentioned language barrier as one of the most challenging aspects when adjusting to the new culture, especially outside of touristy areas (Appendix 6.4.4.1). Trying to get your point across, being polite etc. were very difficult without fully understanding the language to be able to communicate appropriately. Understanding the transportation was also a difficult aspect for some people, integrating the family to the new lifestyle, making friends, grocery shopping and finding food that was recognised. Applying and getting a mobile phone and a drivers’ licence were also mentioned as challenging aspects. One person had no response to the question and one person stated that “dealing with over entitled expats” was his/her most challenging aspect. This supports the article from the Japanese Government (2017) which aids expats with rules and regulations to be aware of when residing and immersing in to the culture, this is why it is of importance due to the challenges the participants had faced and would be recommended to all future expats residing in Japan.

6.4.5 Summary

This segment focused on questions 29, 30, 31 and 38 in order to form an understanding on objective 3. It also aided the understanding of how the expats feel the importance of Japanese culture is and the influences it creates which also can demonstrate the impacts on how the expatriates act.

It proves Chan’s (2014) study which states that expats learn about the country, their welcoming society, how to behave and how to integrate and abide with the cultural norms along with comparisons between their native culture and Japan. The literature review supports the results as the Japanese National Tourism Organisation provides articles to support and aid travellers and expats of the culture and guidelines of Japan to aid immersion. The provision of these articles proves that some people find it difficult to immerse and become comfortable with the Japanese culture. Signifying that Japan is a difficult place to understand and immerse. This can also apply to the next section on immersion.
6.5 Immersion // Immersion techniques

This section is about investigate what the expatriates thought and understood about the new cultures, whether it was easier to immerse a second time, if they believe they immersed themselves and why they believe what they do. This relates to object two ‘an understanding on expats and cultural immersion’.

6.5.1 Immersion helped understand new cultures

Appendix 6.5.1.1 shows a bar chart using question 39 if this immersion experience has aided the respondents to understand new cultures. None of the respondents said that the immersion experience had not helped well enough. 3 said is slightly helped, moderately helped 10 respondents, 12 helped very well and the majority 16, said that the immersion experience helped very well to understand new cultures.

Using this analysis can demonstrate whether the respondents immersed themselves enough in to the Japanese culture which opened their eyes to alternative ways of living and different culture that it aided with their understanding of more and different cultures.

6.5.2 Easier to immerse a second time?

The bar chart in appendix 6.5.2.1 shows whether immersing themselves made it easier to do so a second time with another unfamiliar culture. This question was directed at the 9 people that continued on being an expatriate in new countries and cultures. 3 people said it kind of helped and 6 said it helped immersing a first time to be able to immerse themselves the second time around. This proves they utilised their first experience immersing, understanding the culture and community to put it in to practice again with a new country and culture.
6.5.3 Believed immersed?
Appendix 6.5.3.1 shows another bar graph which looks to identify whether the respondents of the questionnaire believed if they immersed themselves into the culture of Japan. This is further explained and analysed in the next section which why they thought they believed this is elaborated on.

None of the 41 respondents decided they strongly disagreed that they had immersed themselves. One chose that they disagreed that they immersed themselves, 5 somewhat disagreed and 3 did not agree or disagree. The most responded with somewhat agreeing that they immersed in the culture of Japan. 10 people agree that they immersed themselves and 7 people strongly agreed. This proves that over half of all the respondents at 78% thought they had somewhat immersed or fully immersed themselves in to the culture of Japan.

6.5.4 Why?
Appendix 6.5.4.1 is a table of all responses received from the question ‘why do you believe/no believe you have immersed yourself in to the culture of Japan’. The responses demonstrate their thoughts and feelings on why they believed immersion was a process they have completed. Each person has different reasons towards why they believed they did or did not immerse themselves in to the culture of Japan. 31 of all participants gave reasons to why they believed they immersed which is around 75%. This percentage does not match up with the 78% above which saw people that said they thought they immersed to a degree. This can be seen as an anomaly as perhaps the participant said they somewhat immersed but gave reasons to why they did not immerse which is why they did not agree to full immersion.

Reasons why the participants felt as though they had immersed included enjoying the food, understanding the people, learning about the language and the culture and participating in Japanese traditions including their ceremonies and visiting their shrines and temples. Some believed they had immersed due to their comfortability in the country as they would move back and made life-long friends. Others thought there was an extent to which they could immerse as there were barriers socially and culturally due to the language and the cultural differences between the western culture and Japanese culture.
Some believed they had not immersed due to the fact they stayed within the western areas, only socialised with the expats and expatriate community and some had no reasons or just ignored the culture around them. Others gave reasons such as not learning the language well enough which hindered their ability to socialise with the locals.

6.5.5 Summary
This section, questions 39 through to the end of the questionnaire 42, helped to understand the immersion of the expats and any immersion techniques used. It helped to conjugate their feelings and thoughts on themselves as expats, immersion and understanding the culture.

6.6 Auto-Ethnographic Results
This particular analysis was chosen to reflect on the personal experience of the researcher. The section will concentrate on the reflections of the experience from the researcher regarding the same questionnaire produced for this study which is located in appendix 4.10.1. This will compare the results gathered from both the researcher and the participants in the questionnaire.

6.6.1 Interaction with Japan
The researcher resided in Japan for 4.5 years and was not the first expatriate experience, but was too young to recall the process of immersion the previous time. The researcher was a student in an international school with many nationalities socialised with including Japanese, British, Australian and American. The three main nationalities in the social circle were British, Japanese and American. This demonstrates, as stated previously, that the researcher has undertaken the first step of immersion through interacting with Japan and the culture through interactions with local inhabitants and having Japanese within the social circle. Much like majority of the respondents, she is beginning to immerse through understanding locals and the country.
6.6.2 Effort with the country and culture
The researcher visited Japan before moving, she also took immediate action prior to relocating to Japan by visiting, reading and learning words in Japanese. She was able to understand Japanese but found it difficult to respond in some cases. Clubs were joined including the Yokohama Country and Athletics Club and many community service activities were engaged in. The researcher stated something disrespectful and respectful showing that she was aware of the cultural dos and do nots and travelled around Japan allowing her to explore more of the culture. This, again, relates back to Chan (2014) in the literature review as learning and adjusting to the new culture is an important aspect whilst relocating to a new culture. Which means the researcher has begun the processes of learning the customs and culture through knowing disrespectful and respectful aspects of the culture and learning the language. Through learning the customs of the culture and the language it allows the researcher to begin to immerse, to a certain degree, continuing to learn further about the country and culture corroborating Molinsky (2007).

6.6.3 Japan as an expat destination
The first things noticed about Japan that received the highest rating included cleanliness, rich culture, safety and accessible transport followed by a welcoming society, architecture and agriculture. The researcher strongly agreed with two aspects from Osberg’s model of adaptation, Honeymoon and Adjustment. Recovery was agreed with and culture shock was neither agreed nor disagreed with. This contradicts the beliefs of Orberg’s model (1960) and the USA state government (2017) as the ‘main phase’ is supposedly the shock of the new culture. However, the researcher didn’t believe this was as strong of a stage compared to the honeymoon and adjustment stage. This could be due to the excitement of the honeymoon stage as the researcher noticed the rich culture and cleanliness which seemed exciting and was able to discover the destination travelling around Japan that the miscommunication and homesick feeling was overpowering by the new surroundings.

The adjustment stage is also more prominent and the cause of this is due to carrying many of the customs along with her now according to her answer from question 42. Perhaps the beauty of the country and the culture overpowers the differences from the native cultures and the feeling of being homesick. Globalisation could also play a part
in the lack of culture shock, as not only the researcher but all participants agreed that it wasn’t as prominent in Osberg’s model. This could be due to Japan being perceived as a very modern and almost futuristic country regardless of the strong culture corroborating Lonely Planet (2017).

She believed that she gradually involved herself in to the new culture with the only challenge mentioned as the language barrier. Which, relating back to the participants’ answers, was the most stated challenge with 68% of people agreeing that language was the toughest part of trying to immerse. With only one challenge mentioned it appears as though the researcher was able to immerse as much as possible without fully understanding and learning the language along with many of the other participants.

6.6.4 Immersion opinions
The researcher states that she believes the immersion experience had allowed an understanding of new cultures extremely well and believes it was easier to immerse herself a second time in to a new culture. She strongly believes that she immersed herself into the culture of Japan as much as she could without knowing the full language. Much like 78% of the participants from the questionnaire. This was due to aiding charities, attending local festivals and events and exploring the country also as she states she carries many of the customs with her today.

This is the extent that the researcher and many other participants were able to immerse, knowing majority of the customs, understanding, respecting the culture and locals and knowing a degree of Japanese.
7. Conclusion

7.1 Introduction

7.2 Aims and Objectives

7.3 Conclusion on findings

7.4 Strengths of the project

7.5 Limitations of the project

7.6 Recommendations for developing cultural immersion

7.7 Recommendations for further research

7.8 Summary
8. Conclusion

8.1 Introduction
This concluding chapter will entail several segments through this study in order to reflect, analyse and draw conclusions. It will also include an overview and reflection of the aims and objectives, express a conclusion of the findings produced by the questionnaire, any strengths and weaknesses that became exposed throughout the study along with recommendations for further investigations of research to improve this investigation.

8.2 Aims and Objectives
The research aim of the dissertation was to critically analyse the extent to which expatriates immerse themselves into an unfamiliar culture.

The researcher was able to conduct a questionnaire allowing people over the world to respond and give their opinion which allowed for the analysis of information resulting in an effective conclusion on the extent expats immerse into an unknown culture. Also allowing to inform and recommend how to further the investigation to allow more gaps in the knowledge to be filled.

The objectives were as follows:

1. To critically review the literature on expatriation, culture, Japan, cultural awareness and challenges regarding immersion
2. To use a combination of primary research methods in order to gain an understanding on expats and cultural immersion
3. To produce information on the challenges expats face while immersing to a new culture
4. To make recommendations for developing cultural immersion amongst expatriate communities

The literature review provided in depth knowledge and a critical review on expatriates in general, culture, Japan as a destination, cultural awareness along with challenges of immersion. They all bring aspects to the study and provides models, articles and books regarding the information required. All of which aid to begin answering the research question and aim of the dissertation.
The next objective was carried out through the use of a questionnaire in order to understand the expats which was demonstrated through the results section 6.1. The section 6.2 allowed an insight to the expats, their day-to-day activities, how they networked and integrated and their first steps of immersion. Throughout the next section 6.3-6.5 showed the understanding of cultural immersion along with the respondents’ thoughts and feelings on the matter especially in section 6.5 ‘immersion/immersion techniques’.

Object 3 included producing information on the challenges expats face while immersing to new cultures. This objective was completed through the section in the literature review and through results section 6.4. The results section allowed the respondents to state what they found challenging about immersing in Japan as their new culture and the importance of the culture and influences. Section 6.5 also provided information on whether it was easier to immerse a second time around and why they believed or did not believe they had immersed which also gave reasoning’s to why it was difficult to.

The fourth objective will be discussed in section 8.6 ‘recommendations for developing cultural immersion amongst expat communities’ therefore completing all objectives throughout the study.

8.3 Conclusion on findings
The respondents’ results allowed the researcher to consider a few key points. It concluded that expatriates immerse themselves in different levels. Some people fully immerse themselves as they learn and take language lessons, attend cultural events, use local businesses and believe they have immersed to a strong degree. This corroborates Pollock & Van Rekens’ (2001) four alternative ways that someone can relate and immerse themselves in a culture. Expats, if believed they have immersed, will be ‘Adopted’ to their surrounding as they think alike and look different. Whereas on the other side of the spectrum some believe the did not immerse they were the ‘Foreigner’ as they think different and looked different. It was as though as they did not care about the culture nor include themselves within the community, they were residing in Japan for the job and the job alone.
8.4 Strengths of the project
Due to the accessibility of the library and online resources through the university it made researching and completing the literature review less troubling. The strengths included the use of a questionnaire as it made the lives of everyone asked to fill it in easier as they could to it at their own leisure, however long it takes them and wherever they are. The researcher knowing people and having lived in Japan made the distribution of questionnaires much easier along with knowing one expat in particular that was able to further circulate. After an effective questionnaire and thorough analysis, the researcher was able to establish a conclusion for the dissertation and further studies for the investigation.

8.5 Limitations of the project
One of the weaknesses about the project was that everyone that needed to be interviewed was all over the world which made interviewing very problematic hence questionnaires were used. If the researcher was able to fly across the country and visit everyone questioned, then interviews would have been used rather than questionnaires. This would be the difference if the study commenced again as interviews allow for the chance to probe further with answers and observations.

The anomaly was also a weakness throughout the project. It can relate back to the literature review as the International Journal of intercultural relations stated that higher cultural intelligence means more effort is put in to adjusting and motivating oneself, this could mean the person has a lower cultural intelligence. It can also corroborate culture as a lens. Meaning some of the anomalies or people who felt they did not immerse themselves saw their own culture through their eye and struggled to use a lens to see the culture of Japan.

This supports the fact that expatriates often chose their own way rather than doing things through the hosts’ cultural way from the literature review. Another supportive literature proves that Ethnocentrism is a popular cause of lack of immersion as someone’s’ culture is seen to be more superior. This could be another reason for the anomalies as they did not try to immerse due to their own ‘superior’ first culture.
8.6 Recommendations for developing cultural immersion

The recommendations the researcher has established for developing cultural immersion amongst expat communities are to aid the industry and is as follows:

8.6.1 Expatriate Pack

A lot of the participants knew the culture was rich and that there were plenty of guidelines but unaware of some aspects. An expatriate pack that includes general knowledge, guidelines and rules of the culture. It could also be a monthly pack where it states what is occurring each month, the cultural events along with any other events, any popular aspects, what to do, where to go and what to see throughout each season.

8.6.2 Cultural immersion programmes

Perhaps a programme to aid the expats have a more authentic Japanese experience could aid them to immerse in the country and see it as a second culture rather than somewhere they have just lived. It would benefit the expats to try and get more involved with the culture and adapting to it.

8.6.3 Taking part in cultural events

If each of the expats take part in more cultural events and local events, it would bring them and the community closer together and allow a more in-depth understanding of the culture and the inhabitants.

8.6.4 Supporting local communities through local businesses

Visiting local shops, restaurants and cafes will help the expats to begin to understand the community and the people along with beginning to learn the language to communicate. It can also let the expatriates experience that authenticity of Japan and their delicious food.

8.6.5 Language lessons

Taking language lessons would be a main point for developing the expats cultural immersion as this is one of the biggest challenges that was pointed out through the results of the questionnaire. This would aid their overall experience as they could visit more rural areas and understand and communicate with them, travelling becomes
easier, day-to-day activities become easier and overall immersion with be comfortable.

8.7 Recommendations for further research

8.7.1 Barriers to full immersion
Recommendations for further investigation would include whether there are barriers to full immersion due to language barriers and cultural barriers. Cultural barriers are proven to not be an issue due to literature on second and third culture children and people as they have taken other cultures and made them their own as they had immersed themselves so efficiently that they feel as though more than one culture is their own

8.7.2 Osberg’s Adaptation model
Another further study could be on Osberg’s model of Adaptation and whether different cultures require a different focus on a particular stage as seen in this study. The main stage is supposed to be culture shock but the respondents stated that the Japanese culture required a focus on recovery.

8.7.3 Length of time residing in Japan and extent of Immersion
A further study could potentially be conducted on whether there is any difference on how long expatriates reside in a country and whether the length of time results in a stronger immersion process and a potential further extent of immersion. As perhaps people who are only residing for 1 year would not bother interacting with the culture and community and would only be an employment opportunity.

8.7.4 Building a third culture
Additional further investigations could be on whether building a third culture through immersing more than once in new cultures means that expats have an ‘unknown identity’ either confirming or contradicting Tanu’s study from 2012. This could prove to be an interesting study as many expatriates do not know where they call home and what culture is their home culture as it is normally a mix of where they have relocated, in the researchers’ opinion.
8.8 Summary
The concluding section elaborates on the aims and objectives, how the researcher was able to achieve them and the results. It also includes strengths and weaknesses that arose from the dissertation process and future recommendations.

In conclusion, the researcher began wanting to investigate to what extent expatriates immerse themselves into an unfamiliar culture in Japan. The author believes majority of expats attempt to immerse themselves to a degree without being able to fully understand the language, all of the history and the culture. Many of the expats need additional help with language barrier and understanding the culture. Although, some of the expats cannot be bothered to adjust to the culture and primarily ignore it.
9. References


Cockburn, L. (2002). Children and young people living in changing worlds: the process of assessing and understanding the 'third culture kid'. *School Psychology International*, 23(4),


10. Appendices

Figure 4.5.1: Blank Questionnaire

Start of Block: Default Question Block

Q0.
I understand that my participation in this project will involve completing a questionnaire about 'The extent to which expatriates immerse themselves into an unfamiliar culture', which will take approximately 10-15 minutes of my time.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason or can discuss my concern with Dayna Bee (St20093196@outlook.cardiffmet.ac.uk).

I understand that any identifying information provided by me will be held confidentially, such that only the PI (Dayna Bee) can trace this information back to me individually.

I understand that my data will be stored on password protected computers, anonymised after completion of the survey and that no one will be able to trace my information back to me. The raw data will be retained for five years when it will be deleted/destroyed.

If you are 18 years of age or over, understand the statement above and freely consent to participate in this study please tick the consent box to proceed.

Thank you very much for helping with this project and participating in the research, Dayna x

☐ I consent and am happy to complete this questionnaire (1)

☐ I understand and would NOT like to complete this questionnaire (2)

Skip To: End of Survey If Q0 = I understand and would NOT like to complete this questionnaire
Q1 How old are you?

- 18-24 (1)
- 25-34 (2)
- 35-44 (3)
- 45-54 (4)
- 55-64 (5)
- 65+ (6)

Q2 Gender

- Male (1)
- Female (2)

Q3 Where were you born?
Q4 Had you been an expatriate previously?

- Yes (1)
- No (2)

Display This Question:
If Q4 = Yes

Q5 Where were you previously an expatriate?
________________________________________________________________________

Q6 How long were you in Japan for?
________________________________________________________________________

Q7 Are you currently living there

- Yes (1)
- No (2)
Q8 Are you still an expat?

○ Yes  (1)
○ No  (2)

Q9 Occupation

○ Employed  (1)
○ Not employed  (2)
○ Student  (3)
○ Other  (4)

Display This Question:
If Q9 = Other

Q10 Specify your occupation

Display This Question:
If Q9 = Employed
Q11 Did you work with a Japanese company?

- Yes (1)
- No (2)

Display This Question:
If Q9 = Employed

Q12 Was it predominantly Japanese people you interacted with at work?

- Yes (1)
- No (2)

Display This Question:
If Q9 = Employed

Q13 Outside of work, what were the nationalities you would interact with on a daily basis?

________________________________________________________________

Display This Question:
If Q9 = Employed

Q14 In your friendship group what were the nationalities?

________________________________________________________________
Display This Question:
If Q9 = Not employed

Q15 Do you have children?

- Yes (1)
- No (2)

Display This Question:
If Q15 = Yes

Q16 What type of school did they attend?

- International school (1)
- Japanese school (2)

Display This Question:
If Q15 = Yes

Q17 Did you meet people from the school?

- Yes (1)
- No (2)
Q18 Describe your normal day

________________________________________________________________

Q19 What were the nationalities you would interact with daily?

________________________________________________________________

Q20 In your friend group, what were the nationalities?

________________________________________________________________

Q21 What type of school did you attend?

- International school (1)
- Japanese school (2)
Q22 What nationalities did you mostly socialise with?

________________________________________________________________

Q23 What are the nationalities within your social circle?

________________________________________________________________

Q24 What was your day to day routine?

________________________________________________________________

Q25 What were the nationalities you would interact with daily?

________________________________________________________________
Q26 In your friendship group, what were the nationalities?
________________________________________________________________

Q27 Did you visit Japan before moving there?

○ Yes (1)

○ No (2)

Q28 Did you read about Japan, learn words or Google the country before moving?

☐ Read (1)

☐ Learned words (2)

☐ Goggled (3)

☐ None of the above (4)
Q29 What was the first thing you noticed about Japan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

Q30 Do you have any relation with Osberg’s Model of Adaptation? (located below)
<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Somewhat disagree (3)</th>
<th>Neither agree nor disagree (4)</th>
<th>Somewhat agree (5)</th>
<th>Agree (6)</th>
<th>Strongly agree (7)</th>
</tr>
</thead>
</table>

**Honeymoon:**

Overwhelmed by the amazing language, people and new surroundings. Seems like the most exciting and best decision - Becomes almost tourist like discovering the destination (1)
Culture Shock:

Tired of not being able to understand everything, miscommunications, focusing on the differences between home country and new country. Begin to feel homesick. (2)
**Recovery:**
Feeling more familiarised with the culture, people and the general environment. Navigation becomes easier as you start to find your way around properly. Begin to make the most out of the move. (3)

**Adjustment:**
Now the new culture feels like a home away from home. (4)
Q31 What was your mentality whilst becoming an expatriate, in terms of adjusting to a new culture?

- Ignore it (1)
- Gradually involve yourself (2)
- Involve yourself (3)
- Fully immerse (4)

Q32 Did you try and learn Japanese?

- Yes, I was fluent (1)
- Yes, I understood what was being said, but was difficult to respond (2)
- Yes, a couple of words to help with day-to-day activities (3)
- No (4)

Display This Question:

If Q32 = Yes, a couple of words to help with day-to-day activities

Q33 What were the words you learned? (In English)
Q34 Did you join any local clubs, groups or classes?

- Yes (1)
- No (2)

Display This Question:

If Q34 = Yes

Q35 What did you join?

________________________________________________________________

Q36 What is one thing considered disrespectful or respectful in the Japanese culture?

________________________________________________________________
Q37 Did you visit around the country or stayed where you were residing?

- Travelled all over Japan (1)
- Travelled to a majority of places (2)
- Travelled to a handful of places (3)
- Travelled close by to where I was residing (4)
- Stayed where I was residing, didn't travel (5)

Q38 In detail, what was the most challenging aspect of adjusting to a new country and culture?

________________________________________________________________

Q39 To what extent has the immersion experience helped you understand new cultures?

- Extremely well (1)
- Very well (2)
- Moderately well (3)
- Slightly well (4)
- Not well at all (5)
Display This Question:

If Q4 = Yes
And Q8 = Yes

Q40 Was it easier to immerse yourself a second time into a new culture?

- Yes (1)
- Kind of (2)
- No (3)

Q41 In your opinion, do you believe you have immersed yourself into the culture of Japan?

- Strongly disagree (1)
- Disagree (2)
- Somewhat disagree (3)
- Neither agree nor disagree (4)
- Somewhat agree (5)
- Agree (6)
- Strongly agree (7)
Q42 Why do you believe/not believe you have immersed yourself into the culture of Japan?

Q44 I thank you for your time in completing this questionnaire. All information will be treated privately.

End of Block: Default Question Block
6.2.1.1: Question 11: Working with a Japanese company

<table>
<thead>
<tr>
<th>Category</th>
<th>Desired Proportion (%)</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42.11</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>57.89</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

6.2.1.2: Cross tabulation of working with a Japanese company and interacting with Japanese at work

<table>
<thead>
<tr>
<th>Did you work with a Japanese company?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was it predominantly Japanese people you interacted with at work?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>
6.2.1.3: Employed - Word cloud of the nationalities interacted with on a daily basis

6.2.1.4: Employed - Word cloud of friendship group nationalities
6.2.2.1: Percentage of unemployed that have children

6.3.2.2: Percentage of unemployed that met people at school
6.2.2.3: Unemployed - Normal day-to-day activities

<table>
<thead>
<tr>
<th>Describe your normal day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got children off to school, head off to an activity (at athletic club, or at school, or language/culture lesson), lunch with friends, grocery, fix dinner, time with family or activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch and Exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busy with school activities and child care</td>
</tr>
</tbody>
</table>

| Taking the children to school, having coffee with friends and playing tennis or some other activity at the fitness and social club. Collecting the children from school and escorting them to after school activities usually held at the Yokohama Country and Athletic club where I would socialize with the other expat parents. Some days we would stay for dinner and fine days return home for dinner. |

<table>
<thead>
<tr>
<th>Sport/shopping/cooking/socialising/transporting children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids to school, coffee with other mums, exercise, maybe a craft class or culture trip to a temple or an onsen or museum, market, etc. Also a weekly Japanese lesson</td>
</tr>
</tbody>
</table>

| Monday-Friday school run, I was on school parents board so that meant attending meetings or planning/organizing and participating in various activities. Normal household chores, sight seeing with friends or hanging out with friends in their homes. Weekends was family time. |

| Taking care of the home, meeting friends for outings |
6.2.2.4: Unemployed nationalities interacted with daily

6.2.3.1: Nationalities students socialise with everyday
6.2.3.2: Students – word cloud of friends in social circle

6.2.4.1: Others – Day to day routines

What was your day to day routine?

Very regular

Gym, tennis, shopping, catching up with friends, sightseeing

Took children to school, walked the city of Yokohama and shopped for food for an hour or so, sometimes taught Conversational English, drove to stores if something else was needed, picked children up from school, homework, play, supper

Taking care of the needs of my son aged 4/5 yrs at the time. Meeting other expat wives on a daily basis for social activities. Sometimes sightseeing, shopping, exercising together.

School drop off, cooking dinner and socializing
6.2.4.2: Others – Daily interactions word cloud

6.2.4.3: Others – Friendship group nationalities
6.3.1.1: Did the participants visit Japan before relocating

Q27 - Did you visit Japan before moving there?

6.3.2.1: Learning about Japan before moving

Q28 - Did you read about Japan, learn words or Google the country before moving?
6.3.3.1: Did they try to learn Japanese

Q32 - Did you try and learn Japanese?

- Yes, I was fluent: 2
- Yes, I understood what was being said, but was difficult to respond: 14
- Yes, a couple of words to help with day-to-day activities: 21
- No: 4
6.3.3.2: Words learned (in English)

Random day to day words- left right, stop here, foods, prices, daily words to get by

HELLO, GOODBYE, HOW ARE YOU, DIRECTIONS (LEFT, RIGHT ETC)

Hello, Goodbye, hello my name is Kirra, how are you? Yummy, very

too many to list, but I learned what I called "shopping Japanese" and various friendly phrases.

Hello, thank you, excuse me, sorry, left, right, straight, good evening, good morning, please,

Hello, thank you, excuse me, left, right, how much, it's ok, my name is, 1, 2 etc

Good morning, good evening, right, left, here, stop,

too many to mention, but general getting around, pleasantries and interaction

How much is this? Too expensive, cheaper please, please and thank you, where is the toilet? Do you speak English? My name is, what is your name? How are you? I'm fine, colors, numbers, weather, good morning, good night, hello, goodbye, thank you, you're welcome. I'm sorry, are you ok? Is this ok? Food names (how to order at a restaurant), water, drinks

Words to do with shopping, catching transport including taxis, polite greetings etc

Too many to list

There were many: where is...?, how much is...?, hello, thank you, how to order off a menu

Greetings and food related words

Hello, Goodbye/night, thank you, please, where is the ......, how much is ......, I could order food and drink in basic Japanese, get directions etc

Hello, goodbye, good morning, good afternoon, good evening, how are you? My name is? Directions, basic food and drink requests.

Too many to list but very basic, polite conversational words, numbers to 20, directions. Standard lines when catching taxi or in a shop or restaurant

Greetings, polite terms eg please and Thankyou, some adjectives, directions, menu / food ordering, transportation words

Hello, thank you, coffee, cute dog

Hello, Goodbye, Thank You, Left, Right, Straight on

Hello, goodbye

Thankyou, Good morning, Left, Right, Straight, Tastey, Beer, Good evening, Please
6.3.4.1: If the respondents joined any local clubs, groups and/or classes

Q34 - Did you join any local clubs, groups or classes?

[Bar chart showing a majority of responses are 'Yes' with a few 'No' responses]
6.3.4.2: What local clubs, classes and groups were joined

<table>
<thead>
<tr>
<th>Club/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yokohama Athletic Club</td>
</tr>
<tr>
<td>Yokohama International Women’s Club, Yokohama Country and Athletic Club, Bible Study Fellowship</td>
</tr>
<tr>
<td>Yokohama country and athletic club</td>
</tr>
<tr>
<td>Yokohama Country and Athletic Club</td>
</tr>
<tr>
<td>Yokohama Country &amp; Athletic Club</td>
</tr>
<tr>
<td>YIWC</td>
</tr>
<tr>
<td>YCAC - Sports club and a gym</td>
</tr>
<tr>
<td>YCAC, YIWC, BSF, Saint Maur Parent Group</td>
</tr>
<tr>
<td>YCAC, Language class, Running/walking group</td>
</tr>
<tr>
<td>YCAC, Expat Golf society</td>
</tr>
<tr>
<td>YCAC, Brownies</td>
</tr>
<tr>
<td>YCAC activities</td>
</tr>
<tr>
<td>YCAC</td>
</tr>
<tr>
<td>YC&amp;AC</td>
</tr>
<tr>
<td>Tennis club</td>
</tr>
<tr>
<td>Sports clubs/expat clubs</td>
</tr>
<tr>
<td>Sporting teams</td>
</tr>
</tbody>
</table>
PTA, Officer Spouse Association, Conversational Japanese

Mountain Bike

Local Japanese class

Kumon, swimming

JAPANESE LESSONS, ZUMBA CLASSES, GYM

Japanese lessons

Japanese Language Class

International Women's Club, YCAC (spirts n social club in Yokogama). Daughter did ballet and swimming lessons.

Golds Gym, Language Class, International Womens Group, Cooking Class

Football teams

Flower arrangement class, yoga

Fathers

Expat club YCAC

ExPat Athletics Sports Club

Clubs, groups, fitness classes

Club

A sports club
### 6.3.5.1: Something considered respectful or disrespectful in the Japanese culture

<table>
<thead>
<tr>
<th>Late for work, respecting elders</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT REMOVING SHOES INDOORS</td>
</tr>
<tr>
<td>Tipping at restaurants</td>
</tr>
<tr>
<td>Not taking your shoes off when you enter the house.</td>
</tr>
<tr>
<td>Bowing down when meeting people</td>
</tr>
<tr>
<td>Wearing your shoes in the house was considered disrespectful along with raising your voice</td>
</tr>
<tr>
<td>Stabbing food with chopsticks</td>
</tr>
<tr>
<td>Not considering others before yourself.</td>
</tr>
<tr>
<td>Loudness/impatience is disrespectful and proper greeting and expressed interest in Japanese culture is respectful</td>
</tr>
<tr>
<td>It is very disrespectful to not recycle properly or to litter. It is very respectful to enter someone's home by removing your shoes.</td>
</tr>
<tr>
<td>Not waiting to let people off the train, before you board is very disrespectful</td>
</tr>
<tr>
<td>Sticking chopsticks in rice</td>
</tr>
<tr>
<td>bowing</td>
</tr>
<tr>
<td>Not acknowledging someones seniority in a business is considered disrespectful.</td>
</tr>
<tr>
<td>So many things....shaking hands no, bowing yes, not being too loud, no shoes in the house or on furniture</td>
</tr>
<tr>
<td>Talking on the phone in public transportation</td>
</tr>
<tr>
<td>Not apologising when you bump into someone</td>
</tr>
<tr>
<td>Greeting politely</td>
</tr>
<tr>
<td>Using mobile phones on the trains is considered disrespectful. Bowing is considered respectful and becomes a normality.</td>
</tr>
<tr>
<td>Eating, blowing your nose in public</td>
</tr>
</tbody>
</table>
Bowing

Respectful - to bow

Passing food chopstick to chopsticks

Wearing shoes inside

To bow lower than your host is disrespectful, and to take a gift to your Japanese acquaintances is respectful.

Wearing shoes in the house is considered disrespectful and Bowing is considered respectful

Disrespectful - talking loudly on public transport. Respectful, the opposite - being silent.

respect others

Mobile phones not on silent is disrespectful, being loud on trains / transport, pushing in queues, Respectful: Bringing gifts when visiting others, giving up your seat fit others

Phone calls on the train/ in public.

Politeness

Respectful: bowing. Disrespectful: littering

N/A (don't know)

The way thank you was said and the Boeing

Calm public behavior during times of high stress i.e. Earthquakes

Sneezing in public

leaving tips is disrespectful

Disrespectful - often people came across as judgemental. Respectful - the strong bond between family

Bowing

Being loud

Wearing shoes in someone's home.
6.3.6.1: Did the expats travel around Japan

6.4.1.1.: What the first thing was noticed about in Japan
6.4.2.1: Relation to Osbergs Model of Adaptation

Honeymoon/Overwhelmed by the amazing language, people and new surroundings. Seems like the most exciting and best decision - Becomes almost tourist like discovering the destination.

Culture Shock/Tired of not being able to understand everything, mis-communications, communications, focusing on the differences between home country and new country. Begin to feel homesick.

Recovery: Feeling more familiarised with the culture, people and the general environment. Navigation becomes easier as you start to find your way around properly. Begin to make the most out of the move.

Adjustment: Now the new culture feels like a home away from home.
6.4.3.1: Mentality becoming an expat in terms of adjusting to a new culture

Q31 - What was your mentality whilst becoming an expatriate, in terms of adjusting...
6.4.4.1: Most challenging aspect adjusting to a new country

- Language, size of city, climate?
- Understanding the transport systems, red tape (banking, government forms, mobile phone contracts etc)
- Adapting to the new ways of living and how that would particularly affect me.
- The language. Limited interaction with locals who could not speak English.
- Using polite Japanese when speaking to people older than me
- Sometimes not understanding what people were saying
- Understanding the culture
- Dealing with overly entitled expats
- The language barrier
- The only challenges were figuring our how to use the subway train, but I quickly adapted. I found it difficult to make friends with Japanese people because they were too shy to speak English with me.
- Travelling in a taxi and not being able to make yourself understood.
- Language
- Language
- Intergrating family into a comfortable life. Building a friendship circle is challenging when you start from zero. Business life is much more structured and almost builds itself.
- Just learning to drive on the other side of the road, learning to get around, the language, learning to be more quiet and humble and less “American”
- Driving
- Language
- Language
- The language barrier.
- Illiteracy
- the language
In the less touristy areas it was difficult not speaking Japanese.

The most challenging aspect is trying to understand their language

Language at first

The Language was the biggest barrier to integration.

The most challenging aspect of adjusting to a new country and culture is the language. Being able to communicate about what you need, where to go is vital to being able to settle in a new place. Without knowing the language you are quite often left in the dark, not being understood and left frustrated. However, as an expat in Japan in particularly in Yokohama, there are many English speaking people who are able to support you through their own knowledge and experience of the country.

No detail needed. Lack of language was the biggest barrier

communication

Grocery shopping, language barrier

Learning to shop at the Grocery store

Language, smoking everywhere

Language

Not speaking/reading the language

Food that we'd eat

The big thing for me was always just trying to be sure you're always putting your best foot forward when dealing with locals. A lot of times as the foreigner you're more or less expected to not have ALL of the local customs down perfectly, but typically people are going to think much more highly of you if you're seen to regularly try

- language

Trying to learn and become accustomed to a new language

Language barriers

Fitting into the new society

getting a driving license and mobile phone.
4.10.1 Auto-Ethnography

Q0
I understand that my participation in this project will involve completing a questionnaire about ‘The extent to which expatriates immerse themselves into an unfamiliar culture’, which will take approximately 10-15 minutes of my time.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason or can discuss my concern with Dayna Bee (S120093196@outlook.cardiffmet.ac.uk).

I understand that any identifying information provided by me will be held confidentially, such that only the PI (Dayna Bee) can trace this information back to me individually.

I understand that my data will be stored on password protected computers, anonymised after completion of the survey and that no one will be able to trace my information back to me. The raw data will be retained for five years when it will be deleted/destroyed.

If you are 18 years of age or over, understand the statement above and freely consent to participate in this study please tick the consent box to proceed.

Thank you very much for helping with this project and participating in the research,
Dayna x

☐ I consent and am happy to complete this questionnaire
☐ I understand and would NOT like to complete this questionnaire

Q1. How old are you?
☐ 18-24
☐ 25-34
☐ 35-44
☐ 45-54
☐ 55-64
☐ 65+

Q2. Gender
☐ Male
☐ Female

Q3. Where were you born?
Scotland

Q4. Had you been an expatriate previously?
☐ Yes
☐ No

Q5. Where were you previously an expatriate?
NZ, Australia, Japan, Thailand

Q6. How long were you in Japan for?
4.5 Years

Q7. Are you currently living there
Q6. Are you still an expat?

☐ Yes
☐ No

Q8. Occupation

☐ Employed
☐ Not employed
☐ Student
☐ Other

Q21. What type of school did you attend?

☐ International school
☐ Japanese school

Q22. What nationalities did you mostly socialise with?

Japanese, British, Australian, American

Q23. What are the nationalities within your social circle?

British, Japanese, American
Q27. Did you visit Japan before moving there?
- Yes
- No

Q28. Did you read about Japan, learn words or Google the country before moving?
- Read
- Learned words
- Googled
- None of the above

Q29. What was the first thing you noticed about Japan?

- Cleanliness: 10
- Rich Culture: 10
- Safety: 10
- Accessible transportation: 10
- Architecture: 8
- Welcoming Society: 9
- Agriculture: 6
Q30. Do you have any relation with Osberg's Model of Adaptation?

<table>
<thead>
<tr>
<th>Honeymoon: Overwhelmed by the amazing language, people and new surroundings. Seems like the most exciting and best decision - becomes almost tourist like discovering the destination</th>
<th>Strongly disagree</th>
<th>Diagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
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<tr>
<th>Culture Shock: Time or not being able to understand everything, misinformation/communications, focusing on the differences between home country and new country. Begin to feel homesick.</th>
<th>Strongly disagree</th>
<th>Diagree</th>
<th>Somewhat disagree</th>
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<tr>
<th>Recovery: Feeling more familiar with the culture, people and the general environment. Navigation becomes easier as you start to find your way around properly. Begin to make the most out of the move.</th>
<th>Strongly disagree</th>
<th>Diagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
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<tr>
<th>Adjustment: How the new culture feels like a home away from home.</th>
<th>Strongly disagree</th>
<th>Diagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
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</table>

Q31. What was your mentality whilst becoming an expatriate, in terms of adjusting to a new culture?

- Ignore it
- Gradually involve yourself
- Involve yourself
- Fully immerse

Q32. Did you try and learn Japanese?

- Yes, I was fluent
- Yes, I understood what was being said, but was difficult to respond
- Yes, a couple of words to help with day-to-day activities
- No

Q33. What were the words you learned? (In English)

This question was not displayed to the respondent.

Q34. Did you join any local clubs, groups or classes?

- Yes
- No

Q35. What did you join?

YCAG, community service jobs
Q36. What is one thing considered disrespectful or respectful in the Japanese culture?

Being rude, many other disrespectful things came with eating and the culture. Respectful of elders.

Q37. Did you visit around the country or stayed where you were residing?

☐ Travelled all over Japan
☐ Travelled to a majority of places
☐ Travelled to a handful of places
☐ Travelled close by to where I was residing
☐ Stayed where I was residing, didn’t travel

Q39. In detail, what was the most challenging aspect of adjusting to a new country and culture?

Language barrier as majority of the people were so friendly, loving and welcoming toward anyone. It was just the language barrier.

Q39. To what extent has the immersion experience helped you understand new cultures?

☐ Extremely well
☐ Very well
☐ Moderately well
☐ Slightly well
☐ Not well at all

Q40. Was it easier to immerse yourself a second time into a new culture?

☐ Yes
☐ Kind of
☐ No

Q41. In your opinion, do you believe you have immersed yourself into the culture of Japan?

☐ Strongly disagree
☐ Disagree
☐ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☐ Agree
☐ Strongly agree

Q42. Why do you believe/not believe you have immersed yourself into the culture of Japan?

I believe I immersed myself as much as I could without knowing the language to its fullest. I helped with festivals and went to local festivals and explored the country. I also carry many Japanese customs with me today.

Q44. I thank you for your time in completing this questionnaire. All information will be treated privately.
6.5.1.1: Immersion helping to understand new cultures:

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

6.5.2.1: Easier to immerse yourself again into another culture

Q40 - Was it easier to immerse yourself a second time into a new culture?

- Yes
- Kind of
- No
6.5.3.1: Did you immerse in to the culture of Japan

Do you believe you have immersed yourself into the culture of Japan

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree
### 6.5.4.1: Why?

I wouldn't say Japan was open to foreigners but I felt over time included and some what immersed

**BECAUSE I JOINED A COMPANY WITH A WELL ESTABLISHED EXPAT GROUP WE HAD A READY-MADE SOCIAL GROUP AND DIDN'T NEED TO TRY AND INTEGRATE. WE WERE ALSO IN A CITY SO THERE WAS MORE OF AN INTERNATIONAL FEEL.**

During the traditional days that were celebrated I would participate but I would not participate on a regular basis

The language made it difficult to create real relationships with Japanese people.

Because I understand the people, the language and it's culture well.

Because I took part in some of their ceremonies and visited their shrines and temples

It's a great fit to my nature suits my style

Japanese friends consider me 85% Japanese

I made an effort to learn about and participate in Japanese culture. However, I wish that I had made more of an effort to learn the language.

Because I would move back in a minute. Best experience of my life

I tried to communicate with the Japanese people. I learned about their culture and history. I learned what i should and shouldn't do when interacting with people and when travelling on public transport.

Could travel anywhere and do just about anything that I wanted

I was not there full time

We were very limited to the expat community. The Japanese culture is very welcoming to a limited degree but in order to fully integrate a total immersion would be needed which for a transient expat would be difficult from both a limited time aspect and the ability then to exit to other locations/cultures

I made many life-long Japanese friendships and I actually miss and love living there!

Believe

Because I have similar perspectives to others who are immersed

Did not learn to speak Japanese as well as I had hoped

I believe we immersed ourselves into the culture of Japan by having respect for the Japanese ways and cultures and changing our behaviors to fall in line with the expectation of Japanese society.

Fully participated many activities over a long period of time.
We will nemese in the expat community which is like a microcosm if Japanese culture. We did not fully immerse in Japanese culture primarily because we were not fluent in the language and therefore could not fully converse with the people outside school.

I believe I immersed myself fully into the culture by trying to learn the language, customs and traditions.

marriage to Japanese helps me a lot

Enjoying Japanese. Food and culture. Living in Japanese Home for short period. Also I enjoyed Japan it’s people and culture so much I would move back at the drop of a hat.

It was very difficult to communicate fully due to the very difficult language barrier. Even those Japanese I did get to know were very insular and reserved. The culture is very different to Western Society and barriers exist socially as well as culturally.

By living in an expat area you live somewhat in a bubble. Quite often not mixing with the local Japanese community.

Lack of language. Japan is a mono-culture and while welcoming and friendly, only to a point. We did as best we could with help from friends and feel blessed to have connected.

comfortability

Learnt many things about Japanese culture

I joined the YWCA and joined with their activities as they supported children’s orphanages and an elderly home. I helped planned parties and was involved in fundraising for them. I was also a board member.

Socialized expats

Because hang out with expats all the time so didn’t really immerse myself overly

Primarily ignored the culture.

Don’t believe I did

For me it was mostly out of interest. Canada and Japan don’t have a whole lot of parallels culturally or socially, and I think myself and the rest of my family noticed this pretty quickly. We all definitely went out of our way to be as open as possible to new languages and customs as much as we could. At my first international school almost all of my friends were half or full Japanese, and watching their own day to day lives really helped settle in and organize my own.

- mostly stayed around western areas

We always made the effort to participate in activities that were a large part of Japanese’s culture such as cherry blossom festivals.
Still carry Japanese rules/customs with me today and their traditions and culture make up a large part of my family.

Playing traditional instruments such as the koto

enjoyed their food and bars
## DEVELVED ETHICS APPROVAL APPLICATION SUMMARY

Student Name: Dayna Bee  
Student Number: 20093196  

Module Name: Dissertation  
Module Number: HLT6009  

Programme Name: Dissertation  
Supervisor Name: Emma Bettinson  

### To be completed by student and supervisor before submission to Ethics Approval Panel

<table>
<thead>
<tr>
<th>Document Type</th>
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<td>Application for ethics approval</td>
<td>[x]</td>
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<tr>
<td>Participant information sheet</td>
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<td>Letter/s to participating organisation/s</td>
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<tr>
<td>Confirmation of interviewee participation</td>
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First Submission: [ ]  
Resubmission: [ ]  

Date: ____________________________

For use by the devolved ethics approval panel:

<table>
<thead>
<tr>
<th>Panel Members</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
</table>

Module leader, Chair:

Page 1
Outcome:
Project Approved [V] Reference number issued: 2016D535576
Chair's Action [ ]
Application not Approved [ ]

Comments for projects not fully approved:
Amend questions for clarity as specified.
Amend consent form.

The original to be retained by the supervisor and a copy given to the student and module leader.

In the case of a resubmission being required this original form should be submitted with the resubmission not a new, blank one.
When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

If the project requires ethics approval from an external agency (e.g., NHS), you will not need to seek additional ethics approval from Cardiff Met. You should however complete Part One of this form and attach a copy of your ethics letter(s) of approval in order that your School has a record of the project.

The document *Ethics application guidance notes* will help you complete this form. It is available from the [Cardiff Met website](#). The School or Unit in which you are based may also have produced some guidance documents, please consult your supervisor or School Ethics Coordinator.

Once you have completed the form, sign the declaration and forward to the appropriate person(s) in your School or Unit.

**PLEASE NOTE:**
Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.

**PART ONE**

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Dayna Bee</th>
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<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Emma Bettinson</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>Cardiff Metropolitan University</td>
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<tr>
<td>Student number (if applicable):</td>
<td>20093196</td>
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<tr>
<td>Programme enrolled on (if applicable):</td>
<td>International Tourism and Events Management</td>
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<tr>
<td>Project Title:</td>
<td>An evaluation of to what extent expatriates immerse themselves into new cultures: Case study in Japan</td>
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<tr>
<td>Expected start date of data collection:</td>
<td>04/12/2017</td>
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<td>Approximate duration of data collection:</td>
<td>5 weeks</td>
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<td>Funding Body (if applicable):</td>
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<td>Other researcher(s) working on the project:</td>
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<tr>
<td>Will the study involve NHS patients or staff?</td>
<td>No</td>
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<tr>
<td>Will the study involve human samples and/or human cell lines?</td>
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Does your project fall entirely within one of the following categories:
<table>
<thead>
<tr>
<th>Description</th>
<th>Yes/No</th>
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<tbody>
<tr>
<td>Paper based, involving only documents in the public domain</td>
<td>No</td>
</tr>
<tr>
<td>Laboratory based, not involving human participants or human samples</td>
<td>No</td>
</tr>
</tbody>
</table>
Practice based not involving human participants (eg curatorial, practice audit) | No
Compulsory projects in professional practice (eg Initial Teacher Education) | No
A project for which external approval has been obtained (e.g., NHS) | No

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required.

If you have answered NO to all of these questions, you must complete Part 2 of this form

In no more than 150 words, give a non-technical summary of the project

It is said that there are over 2.2 million long-term foreign residents in Japan since 2015 (Mural, 2016). Japan, as a country, has such a rich and noticeable culture. So when foreigners begin to live in the country they must mix their native cultures with the residential culture in order to fully immerse themselves in the country. So this project will focus on, to what extend the expatriates develop and adapt themselves to the new cultures. The study will also determine the challenges that are faced whilst developing their awareness. It will also intend to discover how expats become aware to how significant the cultures are within the country. Questionnaires will be used by the researcher in order to gain knowledge about the expats, their personal lives abroad and how immersed they are in the culture.


DECLARATION:

I confirm that this project conforms with the Cardiff Met Research Governance Framework

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disclose any information about this project without the prior approval of my supervisor.

Signature of the applicant: 

Date:

FOR STUDENT PROJECTS ONLY

Name of supervisor: 

Date:

Signature of supervisor:
<table>
<thead>
<tr>
<th>Decision reached:</th>
<th>Project approved ✓</th>
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<td>Project approved in principle</td>
<td>✓</td>
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<td>Decision deferred</td>
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<td>Project rejected</td>
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Project reference number: Click here to enter text. 2016 0053596.

Name: Click here to enter text. Signature: [Signature]

Date: Click here to enter a date. 14/4/17

Details of any conditions upon which approval is dependant:
Click here to enter text.
PART TWO

A RESEARCH DESIGN

A1 Will you be using an approved protocol in your project? No

A2 If yes, please state the name and code of the approved protocol to be used

Click here to enter text.

A3 Describe the research design to be used in your project

Questionnaire:
- Qualitative questionnaire will be used.
- Questionnaires will be used to identify the expats personal lives in Japan, how they become culturally aware and how immersed they became in the culture.
- The researcher will aim to have around 12 questions in order to investigate about the respondent’s daily lives to find out how they interact with the surrounding culture.
- All the participants are able to choose anonymity and can remain anonymous for the study.
- Pilot the questionnaire in order to check the questions are relevant to the study.

Email Interviews
- Will be used as a follow up for a more in-depth result.
- The questionnaires will be used as background in order to identify who to interview.
- Used to probe further with different groups of people.

Sampling:
- Theoretical sampling will be used due to the sample of the population being questioned knowing most about the subject (Walliman, 2009).
- Auto-ethnography will be used in order to reflect and compare thoughts and feelings on being culturally aware and immersing into the Japanese culture.
- All participants are over 18 years of age.

Recruiting:
- Recruiting the participants will not pose a threat as the researcher lived in Japan and holds the contacts in which to send the questionnaires. Around 12 people will be sampled as it is essential that the reply rate is high (Dawson, 2013).

Analysing:
- The analytical technique that will be applied to the research will be a grouping method known as a discriminant analysis. This technique helps to identify the different characteristics of people which will help to identify how the expats use different techniques to become culturally aware and adapt to the culture (Researchconnections.org, 2017).

Consent:
- Consent from the participants is required. Participants will have to complete a consent form prior to taking part in the project.


1 An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>A4 Will the project involve deceptive or covert research?</td>
<td>No</td>
</tr>
<tr>
<td>A5 If yes, give a rationale for the use of deceptive or covert research</td>
<td>N/A</td>
</tr>
<tr>
<td>A6 Will the project have security sensitive implications?</td>
<td>No</td>
</tr>
<tr>
<td>A7 If yes, please explain what they are and the measures that are proposed to address them</td>
<td>N/A</td>
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**B PREVIOUS EXPERIENCE**

B1 What previous experience of research involving human participants relevant to this project do you have?

No previous experience

B2 Student project only

What previous experience of research involving human participants relevant to this project does your supervisor have?

Yes, completed a PHD

**C POTENTIAL RISKS**

C1 What potential risks do you foresee?

A potential risk that could be foreseen is the outcome of the questionnaires being too brief and perhaps the people being questioned will have issues understanding the questions as they may be slightly complex. Arranging a certain time limit for everyone to have the questionnaires completed by, keeping in mind people are busy so give enough time for everyone to have them completed without hindering the study. Risk of not meeting the research deadlines due to overseas respondents and the time delay/time zones.

C2 How will you deal with the potential risks?

Consent for undertaking the questionnaires will be completed by the front page and if they do not agree to terms and conditions they will be sent to the end of the questionnaire. The brief answers can be avoided by putting a disclaimer on the questionnaires asking for as much information as possible and by creating a question that requires a more in-depth answer rather than a yes or no answer. Email follow up interviews can be used to extract a more in-depth answer to aid the research project. The understanding can be overcome due to easily comprehensible questions and the researchers email to ask if need be. It will also be stated that there is no right or wrong answer and that those participating can be completely honest and will not be judged to help make them feel more comfortable and confident with the questionnaire. Sending out the questionnaires early so then giving enough time for everyone to complete them in their own times but also enough time to go through all the data.
When submitting your application you MUST attach a copy of the following:

- All information sheets
- Consent/assent form(s)

An exemplar information sheet and participant consent form are available from the Research section of the Cardiff Met website.
FRONT/ENTRY PAGE FOR AN ONLINE QUESTIONNAIRE

Participant Information Sheet

School of Management, Cardiff Metropolitan University

An evaluation of to what extent expatriates immerse themselves into new cultures: Case study of Japan

This project has received the approval of Cardiff School of Managements’ Ethics Committee, Cardiff Metropolitan University

I understand that my participation in this project will involve completing a questionnaire about the extent to which expatriates immerse themselves into an unfamiliar culture which will take approximately 10-15 minutes of my time.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason or I can discuss my concerns with Dayna Bee (St20093196@outlook.cardiffmet.ac.uk).

I understand that any identifying information provided by me will be held confidentially, such that only the PI (Dayna Bee) can trace this information back to me individually.

I understand that my data will be stored on password protected computers, anonymised after completion of the survey and that no one will be able to trace my information back to me. The raw data will be retained for five years when it will be deleted/destroyed.

If you are 18 years of age or over, understand the statement above and freely consent to participate in this study please tick the consent box to proceed.

☐ consent box

Thank you very much for helping us with this project and participating in the research.
PILOT QUESTIONNAIRE

Example:

An evaluation of to what extent expatriates immerse themselves into new cultures: Case study of Japan

The purpose of this study is to collect primary data in relation to immersion of expats in to a new culture and country; in Japan. If you would rather not take part in this project, then I thank you for all your time and you may not complete the questionnaire.

If you are able to take part in this project then I thank you very much and you can continue to complete the questionnaire.

All information given will be treaded privately.

Questionnaire:

1. Age range:
   a. 18-25
   b. 25-30
   c. 31+

2. Gender:
   a. Female
   b. Male
   c. Other

3. Where were you born?

4. Had you been an expat previously?
   a. Yes
   i. Where?
   b. No

5. How long were you in Japan for?

6. Are you currently living there?
   a. Yes
   b. No

7. Are you still an expat?
8. Occupation:
   a. Working Parent
   b. Work at Home Parent
   c. In Education
   d. Other
      i. Specify:

Following on:
9. 
   a. Working parent
      i. Did you work with a Japanese company?
      ii. Was it predominantly Japanese you interacted with at work?
      iii. Out of work, what were the nationalities you would interact 
            with daily? 
      iv. In your friendship group what were the nationalities? 
   b. Work at Home Parent
      i. Do you have any children? 
      ii. If yes, what kind of school did they attend? – International or 
          Japanese 
      iii. Did you meet people from the school? 
      iv. Describe what you would do on a normal day 
      v. What were the nationalities you would interact with daily? 
      vi. In your friend group what were the nationalities? 
   c. Education/Student
      i. What type of school did you attend? – International or 
         Japanese 
      ii. What nationalities did you mostly socialise with? 
      iii. What are the nationalities within your social circle 
   d. Other
      i. What was your day to day routine? 
      ii. What were the nationalities you would interact with daily? 
      iii. In your friendship group what were the nationalities? 

10. Did you visit Japan before moving there?
    a. Yes
    b. No
11. Did you read about Japan, learn words or google the country before moving?

12. What helped you increase your knowledge on the Japanese culture?

13. What was the first thing you noticed about Japan?
   - Cleanliness
   - Rich Culture
   - Safety
   - Accessible transportation
   - Architecture
   - Welcoming Society
   - Agriculture

14. Do you have any relation of Oberg’s Model of Adaption?
   Oberg’s Model has 4 Stages: Honeymoon, Culture Shock, Recovery and Adjustment

Honeymoon:
Overwhelmed by the amazing language, people, and new surroundings. Seems like the most exciting and best decision – Becomes almost tourist like discovering the destination.

Culture Shock:
Tired of not being able to understand everything, miscommunications, focusing on the differences between home country and new country. Begin to feel homesick.

Recovery:
Feeling more familiarised with the culture, people and the general environment. Navigation becomes easier as you start to find your way around properly. Begin to make the most out of the move.

Adjustment:
Now the new culture feels like a home away from home.

15. What was your mentality whilst becoming an expatriate, in terms of adjusting to a new culture?
   - Ignore it
   - Gradually involve yourself
16. Did you try and learn Japanese?
   a. Yes, I was fluent
   b. Yes, I understood what was being said, but was difficult to respond
   c. Yes, a couple of words to help with day-to-day activities
   d. No

17. 'If – Yes a couple of words’
   What were the words (in English) you learned?

18. Did you join any local clubs, groups or classes?
   a. If so what?

19. What was one thing considered disrespectful or respectful in the Japanese culture?

20. Did you visit around the country or stayed just where you were residing?

21. In detail, what was the most challenging aspect of adjusting to a new country and culture?

22. To what extent has the immersion experience helped you understand new cultures?

23. If you had been an expatriate before or have continued the experience, was it easier to immerse yourself a second time into a new culture?
   a. Yes
   b. No
   c. Was a one-time expat

24. In your opinion, do you believe you have immersed yourself in to the culture of Japan?
   a. Yes
   b. No
   c. Unsure

25. Why do you believe/not believe you have immersed yourself in to the culture of Japan?
Cardiff Metropolitan University
Ethics Committee

PARTICIPANT CONSENT FORM

Cardiff Metropolitan University Ethics Reference Number:

Participant name:

Title of Project: An evaluation of to what extent expatriates immerse themselves into new cultures: Case study in Japan

Name of Researcher: Dayna Bee

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. [ ]

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. [ ]

3. I agree to take part in the above study. [ ]

4. I agree to the email interview being recorded [ ] Yes No

5. I agree to the use of anonymised quotes in publications [ ] [ ]

6. I would like my organisation's name to be anonymised in all publications [ ] [ ]

Signature of Participant

Date

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Name of person taking consent ___________________________ Date __________

Signature of person taking consent ___________________________

*When completed, 1 copy for participant & 1 copy for researcher site files*
EMAIL INTERVIEW

The purpose of this study is to collect primary data in relation to immersion of expats in to a new culture and country; in Japan.

Email interviews will be used to probe further with a select few of the participants of the questionnaires. At least one of each; working parent, income working parent and student, will be asked to complete an email interview as a follow up elaboration of research.

All information given will be treated privately.

The following themes will be used to conduct the Emails.

- Opinions on immersion—whether they believed they immersed or not
- Immersion techniques
  - Learning about Japan before moving
- Stages in which becoming immersed in Japan
  - Relation to Obeng’s Model
- Challenges of immersion in Japan
QUESTIONNAIRE PARTICIPANTS

Some of the participants have emailed saying they are able to participate in the questionnaire for the purpose of this study:

On 3 Dec 2017, at 4:48 pm, sophie plater <sophieplater@yahoo.com.sg> wrote:

I am willing to participate in your questionnaire and email interview.

On 2 Dec 2017, at 10:32 am, Helen Bee <bees.sting@gmail.com> wrote:

I am willing to participate in your questionnaire and email interview for your dissertation.

Regards,

Helen Bee

Sent from my iPhone

On 7 Dec 2017, at 1:32 pm, Wendy Machin <welshwoo@gmail.com> wrote:

My husband and I are willing to participate in your questionnaire and email interviews for your dissertation.

Regards,

Wendy and Gareth Machin

On 2 Dec 2017, at 10:18 am, Andrew Bee <andybee03@gmail.com> wrote:

I am willing to participate in your questionnaire and email interview for your dissertation.

Regards

Andrew

Sent from my iPhone