

On the Importance of Role Expectations in Long-Term Overseas Study

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This article begins by reviewing literature pertaining to teachers researching and positing the attributes of good learners and learners expressing their expectations of good teachers, with a focus on the context of Japanese university students. Next, the responses of Japanese and non-Japanese university teachers in Japan on their own roles as good teachers are discussed in relation to the findings of the previous literature, and a pedagogical implication for preparation programs for long-term overseas study for Japanese university students is delineated. The results indicate a need for consciousness-raising and mediation of role expectations among the participants of such programs.