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IMMIGRANT WORKING EXPERIENCE IN JAPAN
A case study of Vietnamese students in Japanese school

Supervisor

Ch. Prof. Andrea Pontiggia

Candidate

Nguyen Hoang Phuong Linh

Student ID: 871689

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ABSTRACT

Although there are more and more Vietnamese students are coming to Japan to study and work as temporary migrant workers, their reasons and experiences remain under-studied. Aiming to fill the gap, this paper purposes to determine the motivations and working experience of Vietnamese students who are learning Japanese in linguistic institutions and working part-time in Japan. A qualitative investigation was conducted on 20 Vietnamese students studying Japanese at Shizuoka International Language School of Japan while working part-time after school. The study found that the participants seem to experience the poor working condition with long working time, unhealthy environment, and cultural barrier as overtime work without a wage. It directly impacts to their study and life balance. On the other hand, the financial benefits and language improvement are the vital factors encouraging them to work in this environment.

Keywords: Vietnamese student, motivation to work, migrant work experience in Japan.

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CHAPTER 1

INTRODUCTION

1. Background

During the last over 30 years, Japan has become one of the most attractive destinations for migrant labor in the area. Following the data taken from the Japanese Government Statistic (e-Stat), the number of migrant residents in Japan increased over 2.5 times from 984,455 in 1990 to 2,471,458 in 2017 leading to the portion of approximately 1.5 percent of the total population. Moreover, the number of foreign citizens in working-age from 15 to 65 years old took over 85% in 2018 that is significantly higher than the Japanese level at only 60% (e-Stat). The migrant people have become more vital and developing the labor force in this sun rising country. As a result, numerous researchers have focused their investigations on the critical issues related to Migrant Work in Japan as well as Komai, H. (1995); Sellek, Y. (2005); and Herbert, W. (2010). However, the main subject concerned in previous studies contained the immigration policies, the infrastructural problems of the nation from a macro perspective. On the other researching perspective, since the Asian immigrant coming mainly from China, Korea, Philippine, and Vietnam, is seen as the largest group of migrant workers in Japan, the modest amount of papers was conducted in specific context about Chinese, Korean and Filipinos migrant workers by their high proportion in the total amount of foreign labor in Japan with the percentage of 29, 18 and 10 respectively (e-Stat). In evident, Le Bail, H. (2013) has invested about the “skilled and unskilled Chinese migrants in Japan”; and the “Filipino irregular

migrants in Japan” became the essential research of Anderson in 2015 (Anderson, 2015). Otherwise, considering the developing speed of foreign citizens by nationality, until 2017, the number of Vietnamese immigrants has rocketed to 232,562 people which is almost 2,5 times compared to the data of 99,865 in 2014 and approximately 37 times compared to the statistic of 6,316 in 1900 (e-Stat), while there still has a minimal amount of paper investigating about Vietnamese labor's experiences working in Japan, especially, those whose migrant status is student – the largest group of Vietnamese immigrants.

2. Objective

In the context when there are more and more Vietnamese students choose Japan as their potential destination, especially for learning Japanese in linguistic institutions, thus the topic relating to their experiences, particularly while studying and working at the same time could be reasonable and vital for Japanese government and schools in order to understand this group better. Then it can be used to adjust and create or improve the suitable policy concerning not only support the students but also prevent the negative consequences. Nevertheless, the issue seems to behave not concerned in previous researches. Therefore, to fulfill the gap, this research is going to explore the migrant working experience of Vietnamese students who are studying and working in Japan. The critical objectives of this paper are to discover what encourage Vietnamese students to work as migrant labor while studying in Japan and what challenges they might face in the Japanese working environment. Especially when they bring the differences in culture and language to the working zone, will this factor impact on their work experiences and motivations and how they can balance their lives in this situation. Additionally, it is expected to explore and

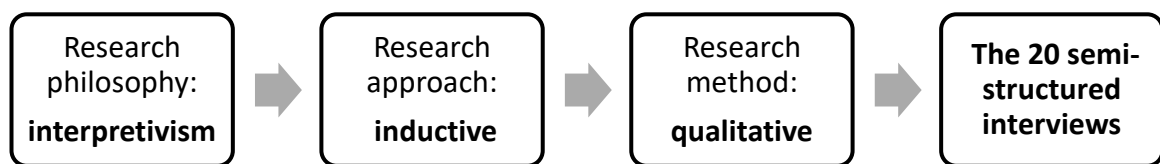
give more in-depth perspectives relating to these issues; then providing valuable discussions around this area.

3. Methodology

The methodology of this thesis was chosen throughout the process of various stages (shown in figure 1 below). Firstly, the research philosophy defined as "a philosophical framework that guides how scientific research should be conducted" (Collis & Hussey, 2014), is the best first approach for a paper to achieve the research objects by two main philosophies including positivism and interpretivism. When the positivism is interested in general, single and tangible issues for explanation and prediction, the interpretivism prefers the multiple and social structured subjective stances to understand the meanings, the problems and how people deal with them (Myers, 2008). Furthermore, this study aims to discover the migrant working experience of Vietnamese students in Japan in term of their feeling, motivations, and the viewpoint about the working environment. Thus, the interpretivism would build a strong foundation for this project. Secondly, following Saunders, Lewis & Thornhill (2012), the research approach was divided into deductive (the theory testing approach to explaining the relationship of concepts and variables) and inductive (concern with how people see the world to build the theory in the result). Because the project is expected to explore the specific perceptions of Vietnamese students with related events such as their thoughts about the working environment or their satisfaction with the job, the inductive approach becomes the suitable choice. In the third stage, the research method used in this paper is qualitative instead of quantitative. As the key reasons, the qualitative approach can benefit the scholar to fulfill the explanatory why, where and when to understand the data and even to provide detailed description insight (Namey, 1993 and McGivern, 2006). Besides,

the researcher is given a hand to easily access in-depth information to explore why Vietnamese students want to work as an immigrant in Japan as well as how they perceived these experiences. Finally, the semi-structured interview is useful for individual and face-to-face cases to investigate about the participant's feelings, opinions, experiences, and even the sensitive topics (Saunders, Lewis & Thornhill, 2012). These characteristics are entirely compatible with this thesis's objectives, and in conclusion, this project was conducted by the method as 20 semi-structured interviews with 20 Vietnamese students studying Japanese at linguistic schools and working part-time in Japan. It allows scholars to discover new issues during the interviews. Moreover, the theories and literatures would be analyzed with the priority on the migrant motivations and experiences in both macro point of view in countries undergoing a significance of immigration such as United Kingdom, America or Europe and micro context of Japanese as the host nation and Vietnamese students as the immigrants, targeting to build a strong fundamental foundation for the questionnaire used in the interviews.

Figure 1: Explanatory sequential design of the methodology



4. Outline

In order to archive the objectives, the project was step by step conducted and then represented via six main chapters following.

- **Chapter 1: Introduction.** The first chapter presents the background and main objectives of the research. Then the methodology and structure will be explicitly defined.
- **Chapter 2: Motivation and experience of migrant workers.** After defining migrant workers, the literature related to their motivation and experience will be reviewed in detail elements.
- **Chapter 3: The migrant workers in Japan.** In this chapter, the context of migrant workers is contributed by the nation's situation in population declining problem and the overview of current immigrants in Japan. Additionally, the government's policy for foreign residents and the barriers working in Japan are proposed respectively in sub-sections.
- **Chapter 4: Vietnamese students in Japanese language schools.** This chapter describes the background of the target sample in this project in many distinct standpoints, particularly, from the process to become a linguistic student until arriving in Japan. Next, the differences between Vietnamese and Japanese cultures are compared to provide more specific challenges for these students.
- **Chapter 5: Discover the migrant working experience of Vietnamese students in Japan.** The methodology covers the process of question development and data collection, as well as analysis. Then the finding and discussion are provided following in this chapter.
- **Chapter 6: Conclusion.** In this part, the whole research will be summarized with the conclusion regarding the study's objectives. After that, the implication and limitations of this thesis are going to be mentioned.

CHAPTER 2

MOTIVATION AND EXPERIENCE OF MIGRANT WORKERS

1. The definition

According to the International Labor Organization (ILO), the definition of a "migrant worker" is stated as an individual who has moved from one country to another in order to be employed or admitted as a migrant for employment. On the other view, the United Nations Convention on the Protection of the Rights of all Migrant Workers and Members of their Families describes a migrant worker as an individual who gets or has got involved in a remunerated activity in a situation that he or she is not a resident. The United Nations Population Division mainly determines the irregular or undocumented migrants as the people who entry a nation for seeking the employment without the necessary documents or permits, or who overstay the authorized length of visa in the country. Alternatively, the International Organization for Migration (IOM) distinguishes between economic migrants and labor migrants. While the employment is the purpose of "labor migrants" in definition, "economic migrants" covers a broader object that are the people entering a state for economic performance as well as business travelers and investors. In this distinction, the migrant worker is recognized in various subdivisions including contract migrant worker, high-skilled migrant workers, established migrant workers, immigrating investors, the worker in a project, temporary migrant workers or seasonal migrant workers. Following Simon, et al (2015), in an investigation on

Health Status for Labor Migrant, they considered the "labor migrants" are those "seeking work or employed in the host country, or previously seeking work or employed but unable to continue working and remaining in residence in the host country irrespective of their documentation". Summarily, in this study, a migrant worker is defined as a person who leaves his/her home nation to another country for working seasonally or permanently owing to the immigrant policy of the host government. Moreover, the migrant workers working outside their home country are called by a variety of names such as foreign workers, immigrant/migrant labor, expatriates, or guest workers.

2. Motivation for migration

The developed nations have fundamentally risen demand for labor, especially unskilled labor, as a solution, the migrant workers from developing countries are attracted to travel to find work, particularly in the economic globalization. In recent year, the number of international migrants worldwide has continuously gone up in high speed from 173 million in 2000 to 47 million more in 2010 and 258 million in 2017 (International Migrant Report of United Nations, 2017). The migrants moving from low-income to middle and high-income countries aim to seek a job to support their family or to escape from unemployment, war, or poverty in their home countries (GCIM, 2005).

Following de Lima (2005), it is emphasized that "migration as a process that starts before the journey" and the vital role of the motivations in the relationship of migrants and their destination. The economic consideration was the most cited reason for migration, as well as the different wage between the receiving country and the country of origin (de Lima et al., 2005). There additionally are an array of inspirations containing the similarities in culture, the opportunity to learn or improve

new language, the purpose of being with family or friends and the role of social networks, which was concluded as non-economic factors. In another investigation, it is highlighted that the most significant motivation is economic aspect, Winkelmann-Gleed A (2005) induced eight reasons for migration as historical links between home and host countries; family-related such as parents, spouse or friends working in receiving nation; economic reasons linked to unemployment in the country of origin; international recruitment; adventure a desire for new experiences; language improvement; working experience; threats and persecution experience. Briefly, the economic motivations dominated the migration decision dramatically, which is probably seen as the emerged issues from the area of researches about migration motivation (de Lima et al., 2005). In a more distinctive analysis, the term "economic motivation" is explained in numerous perceptions by scholars. Some investigators interpreted the economic motivation as the socio-economic disadvantage at the country of origin (Dustmann et al., 2003; Grzymala-Kazłowska 2005), when it is described as the favorable economic environment of receiving country, such as the UK in the study of Blanchflower et al., 2007. In evident, a study investigated by Scullion, L., & Pemberton, S. in 2010, has grouped the migrant workers' economic motivations into pull factors and push factors. While pull factors are considered in the host country as specific as "the availability of employment and a favorable exchange rate," the push factors in the home country comprise mainly "the high rates of unemployment and a perceived lack of opportunities, along with continuing discrimination." Next, responding to Janta (2011), the socio-economic drawbacks in the home country can be experienced as high unemployment rates, poor economic performance, low wages, and lack of opportunities for graduates. Besides, the objects related to economic and political conditions in the home country significantly influence the migrant decision (Sriskandarajah et al., 2004). It is finally possible to

conclude that the gap in socio-economic conditions between the country of origin and receiving nation, usually between developed and developing countries, has become the principal reason for migrant workers with the name as economic motivation.

On the other hand, Paraskevopoulou and McKay (2007) suggested that motivations are multi-layered; thus, the migration decision is affected by not only the economic issue but also the individual's expectation to try life abroad or learn a new language. Similarly, Conradson and Latham (2005) discovered that some foreign workers prefer personal development as an essential purpose of their migration decision to driving attention to financial benefit. Both old and young migrants stated that they travel to work overseas for new experiences as well as to improve their linguistic capabilities, then examining in the medium to long-term living and working in the host country, these immigrants committed within the new nation, remarkably when they are taking part in the pension plan there (Scullion & Pemberton, 2010). As mentioned before, the cultural similarity between two nations and the family-related or friends even the role of social networks in receiving country contribute noticeably contribute to the migrant decision in choosing a new destination for his or her career (de Lima et al., 2005). Therefore, besides the economic inspiration, the non-economic issues also push the migrant choices, such as the abilities to improve new language, the opportunities to see the new world with the cultural or traditional resemblance.

3. Working experience of migrant workers

Generally considering the Japanese labor market, especially for foreigners, it has been suggested that the ministry has separated the targeted immigrant workforce ultimately into two significant segments through visa status for working visa and

non-working categories. While the working visa details the requirements and authorized activities for high-skilled and professional human resources, the status for non-working, such as student, trainee, and intern, can be understood as the control policy for the entrance of low-skilled labor force. Besides the significant active position in deciding on building a career in Japan of high-skilled and professional employees, the un-skilled ones tend to be dependent on not only the government's policies or conventions but also the regulations of employers. By contrast, Japan's human resources demand mainly prefers the low-skilled labor for a short-term solution, as evidence as to the workers with non-working visa comprised nearly 81% of all foreigner working in Japan in 2018 (the Ministry of Justice, 2018). In April 2019, the authority has introduced new visa status as well as enlarged immigrant quota for adapting mainly the low-skilled workforce shortage, which covers agriculture, construction, shipbuilding, lodging services, elderly nursing care, manufacturing, fisheries, and food processing. Thus, the priority of many papers under the context of migrant human resource in Japan has been orchestrated about these cheap, flexible and low-skilled workers owing to their enormous contribution to adapt the segment of Japanese labor shortage, typically about their working experiences (Mori. H, 1997; Douglass. M & Robert. G, 2000; Piper. N, 2003). The precise experiences summarized from these relevant papers are corresponding to the low-quality working condition of low-skilled jobs, Japanese culture in business and discrimination, which will be discussed below.

3.1. Working condition of low-skilled job

According to Orrenius and Zavodny (2009), it was confirmed that the migrants hold the jobs with lower conditions, in another word, they work in more dangerous industries or occupations compared to native workers in the US. Similarly, the

migrants working in the UK can deal with poor-quality jobs (Anderson et al., 2006). As a source of flexible, cheap, and low-skilled labor in destination countries, the migrants are more frequently offered the health-damaging working conditions than local employees (Benach et al., 2011). It was described more details by Fernández and Ortega (2008) that the dangerous, dirty, and degrading jobs, namely 3D jobs, are often taken by migrant workers in Spain. It is also considered as the same situation for migrants working in Japan where the low-skilled laborers such mainly as students, trainees, technical interns containing non-working visas when they are not legally workers protected by labor laws. Thus, it is undergone the high possibility of rife with abuse: exploitation under sweatshop conditions, restrictions on movement, unsafe workplaces, uncompensated work, and work-site injuries, bullying and violence, physical and mental abuse, sexual harassment, death from overwork and suicide, even slavery and murder. Evidently, according to government-led labor inspections conducted in 2015, violations of labor-related regulations, such as failure to pay wages and harsh overtime work, were confirmed at 3,695 businesses, or over 70 percent of the 5,173 companies that accepted technical interns. Then in 2016, a record 4,004 employers engaged in illegal activities (The Ministry of Health, Labor, and Welfare, 2017).

3.2. Business culture in Japan

Japan, the island country located off the Pacific coast of the mainland of Asia. With the combination of 4 main islands including Honshû, Shikoku, Kyûshû, Hokkaidô and more than 6 thousand surrounding smaller islands, the Japan's geography plays a vital role in not only its societal and cultural development but also its intercultural relations with other countries and in the international market (Heinrich, Japan's Geography). The isolated location of Japan has significantly

contributed to its exceptional history of culture defined as a multi-layered structure of the adaptive and tailored selection between Confucianism, Buddhism, and Shintoism. These elements and philosophies, as a result, have become the fundamental foundation for societal norms in Japanese business culture.

While the culture is generally defined as the accepted norms, values, beliefs and traditional behavior of a group, it is illustrated in the managerial context as the feeling about the organization and authority system or even the level of involvement and commitment from staff (Schein, 1990). Then the concept of business culture can be understood as the collection of both human and organizational behavior; the expectations of society, company and country; and the individuals' working style belong to the business establishment. Thus, working in a high context culture environment of Japan, it is necessary for the employees, especially the low-skilled as well as migrant workers, to not only deal with but also adapt to the typical characteristics of Japanese business culture as following.

3.2.1. Overtime work

Working overtime has become a common theme in Japanese working culture or a habit of Japanese human resource; it is reported as average 99 hours overwork a month (Fujikawa, 2018). Notably, as a staff in an organization, it seems impolite if he or she leaves the office before the boss. Even nearby the workplace, convenience stores are selling clean clothes for officers who have not had enough time to go home (Sharon, 2018). According to a survey of Expedia.com (an online travel agent) to workers from 30 countries, the labor in Japan answered that they just used average 50 percent of their vacation, as individual perception, approximately 63 percent of Japanese employees felt guilty for taking paid leave. It is additionally cited from this survey that the main reasons consist mainly of "colleagues not taking days off" and

"lack of staff" (Martin, 2017). In a more sensitive perspective, the phenomenon "karoshi" meaning death from overwork and "Karojisatsu" as suicide from overwork and stressful working conditions, was first identified in Japan then adopted internationally (Case Study: Karoshi: Death from overwork). They have been represented as the severe issues in Japan's cultural and social stress of diligence and self-sacrifice for the sake of the enterprise (Kawanishi, 2008; Yamauchi, T. et, 2017). On the other hand, the Japan government is making an effort in the cooperate sector to resolve this problem by promoting work-life balance and work style reform. In evidence, Prime Minister Shinzo Abe has driven a proposition aiming to decrease overwork and encourage work-life balance; by more detailed solutions such as decreasing working hours, giving incentives for taking a vacation and urging Premium Friday releasing workers early (Reuters, 2017).

3.2.2. Lifetime employment

Responding to Abegglen (1958), the lifetime employment used to be a distinctive characteristic of Japan's labor system which works following the procedure: The employees are recruited right after graduated from colleges and universities then kept working in the same organization until retirement. The company will consider these people as its human capital; as a result, the individuals are not required any professional skills; instead, they will be trained and cultivated then assigned to post in the best interest of the enterprise. This system makes employees commit and serve the business loyally without leaving for a better position even there is no written contract to guarantee lifetime employment. Even in intensive economic conditions, the employers, by contrast, will not dismiss their workers. The advantages and disadvantages always go hand in hand as similar in this lifetime employment system.

On the one hand, by applying this system, the company enable to focus on its long-term innovations without the fear of turnover or the cultivation for labor via cross-training about knowledge, skills, and abilities. On the other hand, the employees are imperative to begin their career from the beginning position with a low salary level, and it possibly spends much time to be promoted. Another weakness of this system is the low motivation in creativity and competition due to every staff receive general training instead of developing specific skills or rotating around the company in the internal experiential program. It additionally limits organizations from firing employees who perform their jobs unsatisfactorily.

3.2.3. Hierarchical Structure

Like Japanese society, the Japanese companies, distinctly the traditional ones, are organized in the hierarchical structure. In there, the individuals know their position and social role in a group or related to each other. Compare to western culture; it has a sustainable high-power distance meaning that, in this culture, the sizeable differences in power are readily accepted as well as the seniors who hold authority and have a long time working in the company will obtain considerable respect from others (Keegan, 2011). Moreover, Haghirian (2010) emphasized a specific example that the relationships between the mentors (or senpai in the Japanese language) and the younger employees (or kohai) will go on for a long time in the Japanese organization. Another common disadvantage is possible the limitation in opportunity for younger staff to speak up their voices in formal meetings owing to the miscommunication in a hierarchical system; instead, they can input their opinions at the informal drinking parties. However, from the changing time as specific as the marathon to prepare for the 2020 Olympics, Japan has implemented

more and more western practices in its business culture, for instance, using debate in meetings or adding corporation and cross-level communication in teamwork.

3.3. Discrimination

Working in the low paid economy along with the minimal protections and supports from the government, foreign workers could experience discrimination at working place. It is proved to be authentic by a significant number of writers identifying problems and facts around the racism issue faced by migrant labor in the context of employment in Japan. It is noticeably discovered from a government survey run by the Centre for Human Rights Education and Training in November and December 2016 with more than 30 percent of 4,252 foreign residents responded that they were often discriminated in Japan (Hurst, 2017). More specific, approximately 20 percent of respondents said they got a lower salary than Japanese in the same job, and over 17 percent found it difficult to be promoted owing to their foreign nationality. Additionally, around 13 percent responded that they worked in worse working conditions, such as longer hours or fewer days off compared to Japanese colleagues (Funakoshi, 2017). In another consideration, Stevens et al. (2012) concluded that migrant employees could face different forms of discrimination experiences. They are presumably represented as the fear of low wage or displacement; and the abusive employment (Rogaly, 2008). It has also appeared when the migrant workers encounter the bullying from co-workers or the racial abuse by customers in the restaurants (Wright & Pollert, 2006). In short, the racism is unallowable even implicit or explicit, but it still dominates the migrant staffs at their working place.

Significantly, it is worth mentioning that not only the migrant workers experience unequal treatment, the foreigners in general also deal with the same pressure in Japanese society. It is evidenced by various foreigners who were denied admission

in "minshuku" and "ryokans," the typical kinds of accommodation in Japan, because of their nationality (Hays, 2011). In a survey through 2,044 attendants who had looked for a living place in the past five years, they confirmed the housing discrimination for foreigners (Hurst, 2017). Another survey in 2008 showed that 70 percent of house owners were not willing to accept foreign guests, as the reasons, around 46 percent concerned about foreigners causing problems while other 40 to 50 percent worried that foreigners could not understand rental rules in Japan (Hays, 2011).

4. Conclusion

To sum up, from numerous pieces of literature mentioned above, it can be beneficial in revealing the issues around migrant laborers from a macro point of view such as their motivations to work as well as their specific experiences working in the destination country. Firstly, the inspirations focus on both economic aspects, such as financial benefits or opportunity for employment and non-economic issues as language improvement and interdependent in a new place. Secondly, the migrant workers experience many pressures, including low working conditions, culture barrier, and racism, especially in Japan. However, there are not explorations for the similar perspectives experiences by international students studying and working oversea. It is incredibly vital since the students coming abroad are mainly for studying, which possibly produces different experiences from those who come to Japan for work only. Moreover, the differences in culture of Japan would create diversity in adapting and reacting to the events leading to a variety of experiences during the part-time work besides learning Japanese of Vietnamese students.

CHAPTER 3

THE MIGRANT WORKER IN JAPAN

1. Japanese population declines against economic development

In the 21st century, the population decline is highlighted as a significant challenge that is being faced by the Japanese government. After reaching the top of 128.1 million in 2008, the population of Japan has slightly fallen to 126.7 million in 2017 ("Population Statistics of Japan 2017. National Institute of Population and Social Security Research", 2017). In 2018, the ministry estimated that there were 921,000 births and 1,370,000 deaths in Japan. The birth rate was recorded at the lowest level stemming from the tendency of having fewer children of the next generation whose parents are the first baby boomers born in the 1970s. In terms of population aging, the percentage of Japanese who are 65 years old and over increased approximately triple in just 27 years from 9.1% in 1980 to 27.8% in 2017 ("Population Statistics of Japan 2017. National Institute of Population and Social Security Research", 2017). It means that the age of the productive population, as well as the proportion and the number of sufficient labor force, has declined dramatically in Japan.

Standing at an economic point of view, Japan is considered a highly developed and market-oriented economy. The nation had undergone the rapid economic development stemming mainly from the automobile manufacturing and electronic goods industry in the 1980s, then following the evolution of globalization, its speed

in term of economic growth has reduced moderately. It is provided as the evidence after the end of World War II, the GDP of Japan had rocketed to the first stop at 5,449 billion USD in 1995 then fluctuated to reach the second peak of 6,203 billion USD in 2012 before going down noticeably to 4,395 billion USD in 2015 ("GDP (current US\$) - Japan | Data", 2018). Nevertheless, the domination of Japan was also recognized when its nominal GDP was the fourth-largest level in the world; just after United State, European Area and China; with a value of 4,970.72 billion USD in 2018 ("Japan GDP", 2018).

Furthermore, the industrializing progress of Japan during the past has created a large-scale of the labor movement from rural areas to the metropolitan ones. Consequently, the municipalities neighboring the non-metropolitan areas are dealing with a substantial decline in population and de-industrialization, leading to possible problems as well as lower tax revenues for local government or constraining economic growth. Meanwhile, the demand for immigrant residents has become an enormous issue in Japan, notably in rural or non-metropolitan areas.

For historical consideration, Japan did apply a range of solutions for the problem of labor shortages instead of importing labor. These manners which were advocated dramatically by government and were adopted by employers, did mainly concentrate on increasing worker productivity and output, exporting production to low-wage countries, hastening the mobilization of "reserves" labor into the urban labor force, allowing inflation to increase as labor shortages contributed to increasingly militant wage demands and even allowing the transfer of income from capital to labor (David, 2000). However, given the current challenges in the backdrop of globalization, Japan government is required to get over the numerous problems of the decreasing population, the aging society, the declining birthrate, the

lack of labor force population. In conclusion, using immigrants as a new labor source has been probably noticed as a potential solution in both short-term and long-term perspectives. In specific, Japan is in the process of making as well as improving its policies and constitutions in order to not only attract but also support the migrant population in adapting the Japanese working environment.

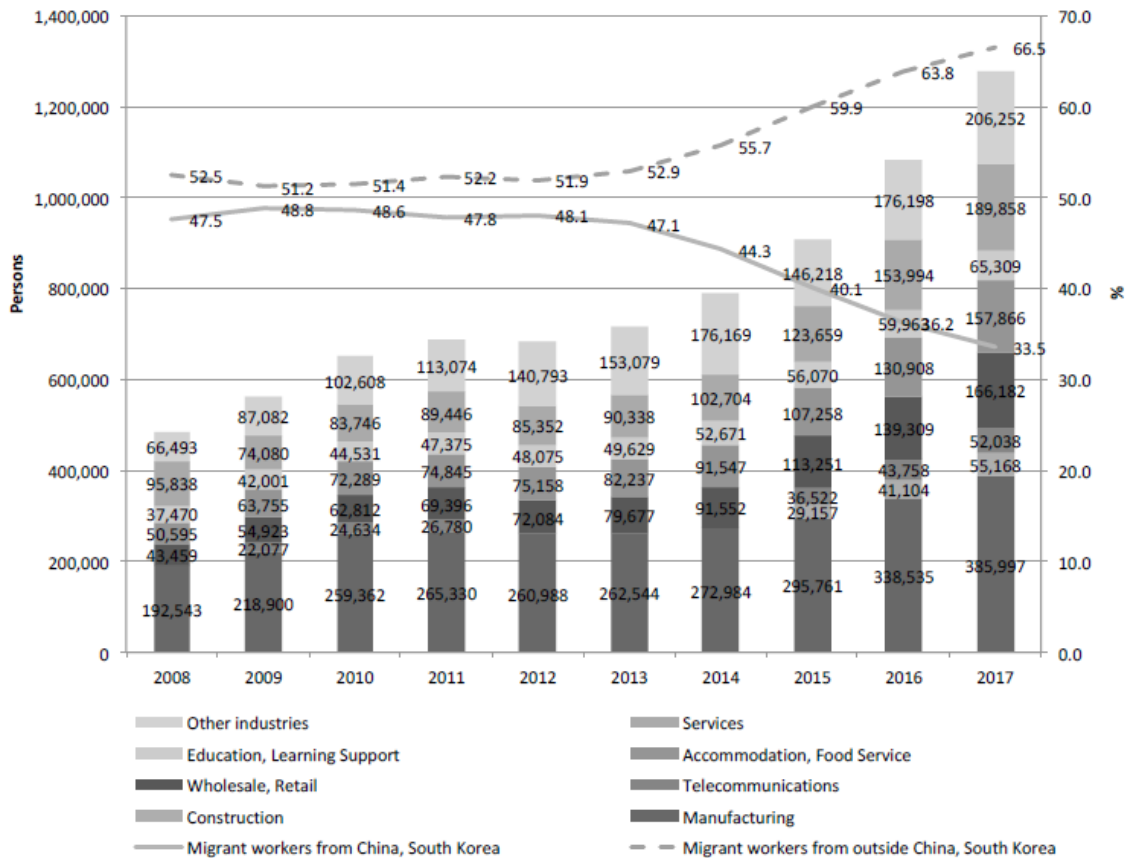
2. The status of migrant labor in Japan

Following the increase of immigrant population, Japan has witnessed the highest level of migrant workers, which is 1.28 million in 2017 (the Ministry of Health, Labor and Welfare, 2017). Data taken from figure 1 illustrates that the manufacturing industry employed the most significant number of migrant workers with 385,997 people accounting for more than 30% of total foreign labor in 2017. Then the primary industry group of accommodation, food service, wholesale, retail, and services had obtained the increasing quantity of migrant workers. It is discovered that these industries require low skilled labor significantly as well as working as a farmer, waiter, cleaner, maid, scullion, or factory worker. Besides the primary reason of the labor population shortage, another critical cause is possibly stated that the local people have no willing to process these types of jobs concern with low salary, long working hours or lack of security so that the migrant labor would be concluded as the absolute solution.

In the past, migrant workers from China and Korea dominated almost half of immigrant labor in Japan. However, in recent years, this proportion had dropped dramatically to only 33.5% in 2017 from 48.8% in just eight years before. At the same time, the marked increase of migrant workers from other than China and Korea had reached the level of over 66% (see figure 1). It seems like the representation of

a change about the country of origin from which the immigrant labor in Japan comes. In more specific, the new tendency of migrant worker's nationality has combined mainly Vietnamese, Filipinos and Brazilian with the statistics of 18.8%, 11.5%, and 9.2% respectively besides 29.1% of Chinese nationality (the Ministry of Health, Labor and Welfare, October 2017).

Figure 2: The number of migrant workers in Japan by industry and by country of origin (from 2008 to 2017)



Source: Ministry of Health, Labor, and Welfare, 2017.

The status of the migrant resident is prescribed and restricted by the immigration policy of Japan government in order to limit and excommunicate the migrant labor actively. Yamada (2010) grouped the status of foreign workers in Japan into four critical categories consisting of the workers in specialized or technical fields, the long-term resident, the technical interns, and the students. Primarily, the status of workers in specialized or technical files is broken into two subtitles known as Specialist in Humanities or International Services visa and Engineer visa. Furthermore, considering as an exceptional and narrow category of individuals, the people with Japanese ancestry, Indochinese refugees, and the spouses or children of Japanese nationals remaining in China after World War II are collected as the long-term residents. Additionally, a technical internship is the program aiming to transfer technology to developing countries by receiving foreign-born trainees to the nine to twelve months training process. Then these trainees will work continuously on the job training to improve their skills as well as technical proficiency after getting over all required evaluations about their training results. The length of the visa of these technical interns lasts till three years and significantly works in manufacturing, welding, and plastic molding industries attracting mainly Chinese, Vietnamese, and Indonesian trainees. Finally, the international students staying in Japan for college, University, language, and vocational education, enable work for 28 hours per week in a part-time job and even a full-time shift in long vacations. Moreover, after graduation, if they decide to stay and work in Japan, these students would transfer their status to a working visa in Specialist in Humanities or International Services. Similarly, when investigating the Chinese migrants in Japan, Le Bail, H. (2013) divided the migrant status into four principal groups through the way it is taken to come to Japan: as students, skilled workers, technical interns and spouses of Japanese nationals.

Nonetheless, there is no doubt that the foreigners overstayed their visas, namely illegal overstayers are obviously accredited as a segment in total foreign residents, even in a negative perspective. Following the statistic revealed by the ministry, the number of foreigners overstayed their visas has increased to 74,167 in January 2019, which rose up 11.5% from one year earlier. In that, the South Koreans topped the list with 12,766 illegal residents. Next, Vietnamese with 11,131 overstayers represented the highest increase of illegal citizens from previous years, up to 64.7% from December 2017. It is highlighted that approximately 80 percent of those illegal overstayers came to Japan with student visas or under the technical trainee program. Notably, in 2018, the total number of foreign trainees who were staying illegally in Japan rose from 6,914 to 9,366 within a year (the Ministry of Justice estimate). It is impossible to entirely blame for foreign trainees breaking visa rules since they also become victims of rogue dispatchers in their home countries that force applicants to take sizeable loans in order to pay for their trips to Japan. Under the visa rules, the trainees are not allowed to change their jobs in Japan if the promised employment conditions are not met. As a consequence, some trainees end up seeking different job opportunities then become illegal residents in Japan.

3. Policies on migrant labor

3.1. Policy on accepting foreign labor

The Refugee Recognition Act and Immigration Control have the power in deciding the level of foreign workers accepted by Japan government. It is considered especially about the influences on the Japanese industry and public welfare. Mainly, the Employment Measures Act is used to encourage employing foreign labor in specialized and technical aspects in Japan. In a dual structure of the labor market in Japan, on the one hand, the labor force by domestic young citizens, women, the

elder, and disabled people is necessary to receive more attention in improving conditions of employments instead of widening the scope of acceptance for foreign workers.

On the other hand, in order to secure the human resource for national economic development, the policy on accepting unskilled labors from foreign also becomes a vital issue for the ministry. In specific, the policy in legalizing Visa status as Student, Trainee, and Technical Internship is underlined as the answer for low skilled workforce shortage by allowing these immigrants to work at the last 28 hours weekly and up to 40 hours per week in holiday time. Moreover, through learning the immigration problems and the dealing processes experienced by Europe countries, the more wide-ranging and multiple perspectives are compulsorily concentrated on such as the impacts on health care, social security, education and the community rather than just focusing individually on the economy as well as the labor needs only.

3.2. Employment policy

In Japan, the Ministry of Health, Labor and Welfare introduces and implements the employment policy separated into four general groups as an assessment of the employment situation of foreign workers, an appropriate response to foreign job applicants, raising awareness on and provision of employment management assistance for employers and promotion of appropriate employment. For assessment of the employment situation of foreign workers, the government manages through promulgating visa policy in three main categories based on immigrant purposes, as working, non-working, and family-related visa. Furthermore, aiming to appropriate response to foreign job applicants, besides providing additional services as

interpreters to foreign job applicants, the numerous service corners for foreign were established in 126 public employment security offices in regions where there are many foreign nationals. Peculiarly, the Ministry of Health, Labor and Welfare have inaugurated an array of new measures to support the foreign job seekers who have a barrier in language and Japanese working environment, for an instant, the foreign nationals of Japanese descent. In the third mission of employment policy, based on Article 9 of the Employment Countermeasures Act, the Guidelines to Assist Employers with Appropriate Handling Related to Improvements in Employment Management of Foreign Workers is carried out by providing advisors on employment of foreign labor and lectures to every single industry, especially in June (the month for issues on employment of foreign workers), in order to raise awareness on and provide employment management assistance for employers. Eventually, there is an increasing number of meetings between the Liaison Councils of the relevant Ministries and Agencies for the promotion of appropriate employment.

3.3.Social security policy

Generally, social security has become the global demand for all employees even are local or foreign people because it provides necessary supports to the livelihood of attendants when facing difficulties from poverty, illness, injury, death, aging or unemployment. In a similar principle, the foreign labor in Japan enrolls in healthcare insurance, employment insurance, work-related accident insurance, employee pension plan, and even the National Health Insurance or the National Pension Plan for the entrepreneurs. In the pension system, the foreign workers are possible to receive not only disability and survivors' benefits but also the pension welfare even when returning to their original nations after completing qualifications. If the

foreigners have at least six months in the pension program, they can claim for a lump sum as one half of the insurance payment when withdrawing to come back to their home countries. Notably, Japan has conducted social security agreements with many foreign nations such as Germany, the United Kingdom, the United States, South Korea, France, Belgium, Canada, Australia, Netherlands, and the Czech Republic. These agreements involve coordination of pension rights in the counterparty countries in the same period of pension enrollment that prevents redundancy in the pension systems of different countries. Simultaneously, the Japan ministry is making efforts to support migrant workers in a similar medical insurance system with the local population.

3.4. Education policy

The children of migrant workers are imperative to struggle with numerous challenges such as cultural differences or language barriers when relocation in a new country, particularly in adopting a distinct education system. Although Japan's system of compulsory education does not require foreign nationals attending school, the local boards of education will provide a variety of supports for non-Japanese children if their parents wish them to receive a formal education in the country are accommodated within the country's public schools for compulsory education. For instance, the guardians of school-age children would obtain the information on school attendance, the benefits including free attendance and free textbooks are offered similarly to Japanese students when they attend public elementary schools or junior high schools.

3.5. Employment discrimination policy

From a distinctive perspective of employment discrimination, Japan takes both approaches on human rights and employment policy. A variety of regulations has prescribed fundamental protections for women, elderly, disabled persons, and part-time workers. The example given, the subsidies have been paid for companies hiring and maintaining elderly employees, but there are not comprehensive age discrimination laws. Similarly, disability discrimination law has not been enacted while the employment quotas for disabled persons are set for organizations. It is not seen as illegal if paying lower wages for part-time workers. Additionally, the regulations against the above examples of discriminations have mainly been subordinated to the "freedom of contract" principle; thus, it is dominated by the employment policy approach relevant to racism issues. However, because the business interests seem to take more priority than human rights inequality, the Japanese employment discrimination law is suggested to intermingle the supplementary approaches in both employment policy and human rights (Sakuraba, R. 2006).

4. Barriers to working in Japan

Responding to the results of a survey conducted in 2018 by YOLO JAPAN Co. LTD, a managing large media company for foreigners in Japan, it noticeably shows the awareness of foreigners about the Japanese working environment that 70 percent of participants are dealing with the language barrier. Additionally, up to 50 percent responded that they are rejected because of their nationalities as foreigners leading difficulties in the visa process. The other challenges are mainly associated with working conditions (Jopus Dep, 2019). In another survey on Twitter of Nikkei Asian

Review illustrates the similar results that the most significant barriers when working in Japan as a foreign national include 52 percent for language and 22 percent for visa application (Obe & Funatsu, 2019). From these above pieces of evidence, it is presumably considered that the critical barriers for remote working in Japan are related to language, working conditions and obtaining the visa, which will be discussed in the following sub-sections.

4.1. Language

As mentioned above, the Japanese language plays the role of an essential challenge for numerous foreign employees in Japan. Besides the interview in recruitment processes, the Japanese business has the tendency to require linguistic certification from candidates as shared evidence for their Japanese ability. The most common and most substantial Japanese language test in the world is recognized as the Japanese-Language Proficiency Test (JLPT) which was established by the Japan Educational Exchanges and Services (previously Association of International Education, Japan) and the organization of the Japan Foundation in 1984 with the mission as a test to measure then certify the Japanese-language proficiency of those whose native language is not Japanese ("JLPT Japanese-Language Proficiency Test", 2019).

4.2. Working conditions

The second barrier for workers with foreign nationality working in Japan is associated with various elements of working conditions. They are presented particularly in 4 typical perspectives following working duration, retirement age, working contract, and wage.

4.2.1. Working duration

Although the working duration is set at 8 hours per day or not exceed 40 hours per week following the Labor Standards Act (Yamakawa, 2011), employees in Japan usually work from 50 to 60 hours a week. It is not only the country with the least annual vacation, such as weekly rest days and vacation, but also the place with the highest numbers of work compared to America, United Kingdom, Italy, and Germany. In the capital of Japan, Tokyo, a numerous amount of labor compulsorily works more than 12 hours a day in specific industries where the contract covers written overtime allowance with the first 20 to 40 hours of overtime without payment namely "service overtime" (Sharon, 2018).

4.2.2. Retirement age

In Japan, the age of retirement is 65 years old, with a minimum of 25 years of work and contribution. Also, the early pension at the age between 60 and 64 is payable while the elderly employees can work until 70 years old if they wish (Kajimoto, 2019).

4.2.3. Working contract

Following the Japanese Labor Standards Law, the contracts will be determined if the employee is a part of the regular or non-regular worker in order to confirm all the details related to employment such as salary, overtime, and vacation. When the permanent contracts appear for 65.4 percent of jobs in Japan ("Work conditions in Japan - Operating a Business - Nordea Trade Portal," 2019), the other is dominated by non-regular staffs in different contract types consisting of part-time workers, temporary workers, dispatched workers, fixed-term contract workers, and entrusted employees.

4.2.4. Wage

The statistics taken from the trading-economics website illustrates that the average wage in Japan is 313,062 JPY per month (2,922 USD) in 2018 as well as approximate 4.14 million JPY per year with the significant gap among industries and geography. Besides, the Personal Income Tax Rate in Japan stands at 55.95 percent in 2018 ("Japan Personal Income Tax Rate | 2019 | Data | Chart | Calendar | Forecast", 2019). From the results of a survey conducted by a Japanese online job-search website named "Doda" in collecting data from around 360,000 full-time company employees aged 20 to 65 between September 2017 and August 2018, it is dramatically highlighted the big gap in average annual incomes by industry. While the IT, manufacturing, medical industries offer the annual salary over 4,5 million JPY; the workers in food, retail and service areas can earn from 3,5 to 3,7 million JPN per year (Kawano, 2019).

4.3. Types of visa

A variety of procedures for immigrant control in Japan are governed by the Immigration Control and Refugee Recognition Act (Immigration Control Act) and other related laws and regulations based on there. There mainly are 27 kinds of visa in Japan, and the requirements, as well as the authorized activities, are different for each to give the government a hand to both administer the status of migrant residents and manage foreigners' entry to or departure from Japan. If the foreign residents want to change their intention or activity while staying in Japan, they must apply for changing his/her status of residence and obtain permission from the Minister of Justice or obtain permission for engaging in such unauthorized activity in accordance with the prescribed procedures. Besides that, by dividing 27 Japanese

visas into three main groups with specific requirements and detail activities, the Japanese ministry enables to control of the immigrant's qualification and intention when issuing the visa. For example, it is required to have a hosting organization (company, entity, or some business-related organizations), or inviting people (commonly known as a "visa sponsor") to be possible to get a visa in Japan, such as a school or institution in case of a student visa and an employer in case of a working visa.

4.3.1. Working visa

Working visas only covers the kind of work that requires a high level of professional skills or knowledge. The most typical working visas to allow working in private business are the following five types.

➤ *Engineer / Specialist in Humanities / International Services*

In an Engineer visa, the applicants are required a university degree in the responding field or 10 years of professional experience. They could work in the fields of physical science, engineering or other natural science. For working in legal, economic, social fields or human science, it requests the university knowledge or 10-year in a related field experience for Specialist in Humanities visa. Similarly, in International Service, the authorized activities consist of translation, interpretation, language instruction, public relations, international trade, fashion design, interior design, product development; but the requirement is just 3-year experience and the undergraduate standard is necessary for interpretation/translation or language instruction.

➤ *Intra-company Transferee*

This kind of visa specializes for foreign employees working for more than one year abroad companies or subsidiaries of Japanese enterprises in overseas. It is noticed to provide favorable conditions for foreign labor in Japanese global firms to entry to this nation.

➤ *Skilled Labor*

The authorized activities of skilled labor include foreign cooking, architecture or civil engineering characteristics to foreign nations, processing precious stones, metals or fur, training animals, piloting aircraft, instructing sports, and sommeliers. Depending on the type of work, the required length of experiencing time can last from 3 to 10 years in corresponding fields with training period addition.

➤ *Business Manager*

The foreigners who start or invest in a business in Japan or even manage the business on behalf of other investors with physical office space in Japan would be able to obtain the visa for a business manager. The requirements are precise, such as 5 million yen investing in a new application, 10 million yen in the sale, and 5 million yen for renewal expenses.

➤ *Highly Skilled Professional*

Since May 2012, there has been a new visa; namely Highly Skilled Professional introduced to attract more talents contributing to the Japanese economy. The applicants are given points based on the education level, professional background, amount of income, academic achievement, age, and Japanese language ability than are evaluated to issue a visa. The preferential treatments in this special status contain

the 5-year length, the faster access to Permanent Resident visa, the priority in processing immigration procedure, the possibility of engaging in multiple activities covering different visa categories, the ability to work on full-time basis for the spouse, the chance to bringing parents to Japan or hiring a domestic helper.

In more specific, there are ten typical types of work visas granted to those who have special status, knowledge, or skills. Firstly, the Diplomat or Official visa would be provided for the Personnel of the Embassies and Consular Offices, Government personnel, Diplomatic Missions, and their families. The application will go through the Ministry of Foreign Affairs, and not the Immigration bureau. Secondly, the professors conduct research and education at University or equivalent educational institutions. Next, the instructors teach foreign languages or other education at elementary schools, junior high schools, high schools. However, the instructors in the private language schools must apply for the "Specialist in Humanities / International Services" visa. The fourth is an artist whose activities generating adequate income to support the artist's life in Japan, such as painter, sculptor, photographer, writer, composer, or songwriter. In addition, the religious activities visa issues for missionaries sent from foreign religious organizations. The sixth is the kind of visa for journalists who signed the contracts with foreign media organizations, including freelance journalists. Moreover, the legal or accounting services status is generated for attorneys, certified public accountants, or other specialists with legal qualifications. The final three types of visa are conducted respectively as the Medical Services for physicians, dentists or other medical specialists with Japanese qualification; the Researcher for investors under contract with public or private organizations in Japan; the Entertainer for theatrical and musical performances, sports or any other business show.

4.3.2. Non-working visa

Even in a non-working visa, the residents are possible to work in a limited hour per week depending on the status. There are seven specific categories in a non-working visa.

➤ *Student*

Students are enrolling in universities, vocational schools, high schools, junior high schools, elementary schools, or Japanese language educating institutions. The visa application will be submitted through the school or institution, and the time of application is limited.

➤ *Trainee*

Training to learn and acquire technology, skills, or knowledge in public or private organizations in Japan. This status is granted when the candidate is to engage in a job requiring the technology, skills, or knowledge obtained in Japan after returning to the home nation.

➤ *Technical internship*

After training through a trainee visa, the technical internship is the next choice for the applicant to continue staying and working in Japan.

➤ *Dependent*

Spouses or children of individuals staying in Japan under the work visa and non-working visa (except for temporary visitors and trainees).

➤ *Cultural activities*

This status is generated for three typical situations, including cultural or artistic activities that provide no income, researchers, or investigators of Japanese cultural or artistic activities, university or college students on an internship with no remuneration.

➤ *Temporary visitor*

Tourism, sports, vacation, family visit, participation to seminars, conferences or reunions are the candidates applying for this kind of visa. It is feasible also to have business meetings, sign contracts, engage in PR activities, and conduct market research.

➤ *Designated activities*

This special status of residence is granted case by case with activity designated for each case, such as housekeepers for diplomats, students on internship, working holiday; and the possibility or not to work determined for each case.

4.3.3. Family-related visa

These visas with four detail status, have not a restriction on the engaging activities; therefore, it is feasible to work in any field or industry. The residents are free to change jobs or to have more than one activity.

➤ *Spouse or Child of Japanese Nationals*

This visa is specialized for wife or husband and children of Japanese Nationals.

➤ *Long Term Residents*

The candidates for long term residents consist of refugees, descendants of Japanese nationals, individuals caring for their children with Japanese nationals, people divorced from Japanese residents.

➤ *Permanent Residents*

The visa granted to those who have stayed certain conditions regarding the length of time spent in Japan, income, tax payment. In order to have adequate ability to submit the application for the Permanent Resident visa, it is necessary to find a guarantor who is a Japanese national or Permanent Resident visa holder (in case of non-Japanese), or who is willing to sign a Letter of Guarantee. The guarantor for the permanent residency application owns only a moral obligation and no legal obligation.

➤ *Spouse or Child of Permanent Residents*

This status is generated for wife or husband and children of Permanent Residents.

CHAPTER 4

VIETNAMESE STUDENTS IN JAPANESE LANGUAGE SCHOOLS

1. Looking at Vietnamese students in different viewpoints

Following the statistic of Japan Student Services Organization (JASSO, 2019), the number of international students in Japan on 1st May 2018 was approximately 298,980 persons as the combination of 208,901 students in higher education institutions and 90,079 learners in Japanese language institutes. By nationality, while Chinese dominated the majority categories in foreigners in Japan, the Vietnamese students have accounted for the most significant number of participants in Japanese language schools with 30,271 persons in 2018 increased from 26,182 persons in 2017 as 15,6% growth rate (JASSO, 2019). It shows the tendency that more and more Vietnamese chose to entry Japan via student visa status by participating in the Japanese language institutes.

Depending on the distinct analyzing perspectives, these Vietnamese students enable to be considered in various roles instead of the Japanese learner only as in visa status. There is no double for language learning purpose; the students additionally expected to earn money from part-time jobs for covering tuition fees and living costs in Japan. As an advantage, the ministry approved the authority for students working to 28 hours per week or even to 40 hours in holiday week besides their studying time. However, it can be recognized as the short-term solution for the

Japanese labor shortage, especially the low-skilled jobs, through the view of both government and company. Notably, the employers probably see the students as promising workforce without full protection from labor law. There are various organizations and individuals without education relations opening language schools in Japan because the Justice Ministry permits to set up a Japanese language institute if the requirements for class hours and teacher numbers are met. Thus, these enterprises enable them to start a school for recruiting non-Japanese students to come to town to learn the language and work as the low-skilled human resource in their businesses. If looking at students from the institution's perspective, they are the customers having to pay tuition fees for learning Japanese in the language schools. In conclusion, it is generally stated that international students are not only Japanese learners but also the low-skilled workers, namely linguistic students.

2. The process to become a student in Japanese language schools

It is evident for an international student to seek and apply for school actively then to the visa process for his or her learning abroad journey. In order to apply for language school and then get a student visa to Japan, by contrast, the Vietnamese students are mainly imperative to conduct business with an agency who will support them in the full process. Through analysis and discussion in the sub-sections, the procedure of a young Vietnamese individual becoming a student in Japanese institutions would be described peculiarly and in detail for drawing a specific context picture of this study.

2.1. The program of linguistic learning abroad to Japan for Vietnamese students

As consider as the requirements from colleges, universities and Department of residence in Japan, the international students who target to apply for studying in academic programs in high education organizations of Japan, are compulsory to achieve the Japanese certificate for their linguistic ability such as Japanese Language Proficiency Test (JLPT) at N3 level for colleges and N2 level for universities. Therefore, the program of learning language in Japan is introduced for students to entry Japan and learn Japanese for preparing and building their language skills to adapt to the condition of schools as well as the local living environment. In evidence, the Vietnamese students are learning in linguistic institutions accounting for more than 70% of 42,083 students from Vietnam in Japan by May 2018 (JASSO, 2019).

It is possibly seen that the necessary conditions for a young Vietnamese person to attend this Japanese learning program are simple. Firstly, an individual from 18 to 30 years old completed high school with an over the average grade of 5.0 during his and her three study years and has not been recorded in any crime. Also, the necessary level of Japanese ability as an N5 certificate in JNPT is compulsory for the candidate in this program before departure from Vietnam to Japan. The personal documents and financial guarantee from parents are necessary.

2.2. The agency in Vietnam

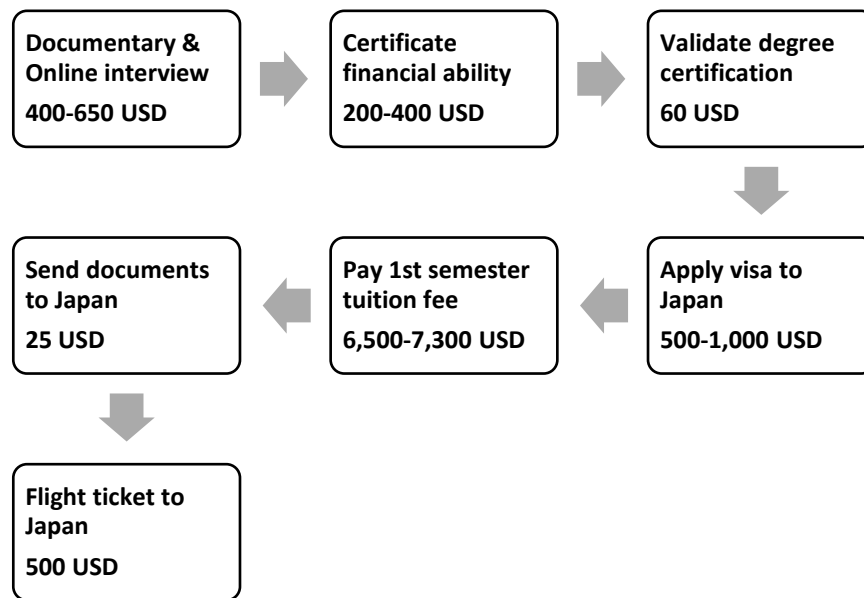
According to Tsuda (2008), the broker plays a critical role in the immigrant process for foreign workers in Japan. Similarly, the agency undergoes the influential

factor in the journey for a Vietnamese citizen becoming a student of language school in Japan. The agency possesses the fundamental function of a connector between linguistic institutions in Japan and students in Vietnam with additional services, including training basic Japanese in Vietnam and Visa application.

From the investigation by screening website, contacting for consultant via email, chat-box and phone call with 16 agencies in two most prominent cities as Hanoi and Ho Chi Minh in Vietnam (shown in appendix), in conclusion, the supporting process of an agency is explicitly represented in distinct seven steps with service fee following each stage respectively. In the beginning, the student is required to pay from 9 to 15 million VND (400 to 650 USD) for examining documents, translating certificates, organizing an online interview with linguistic institutions in Japan and learning basic Japanese in Vietnam. After completing successful interview, as the second step, certificating the financial ability of student will be conducted by opening the banking account and verifying the income of sponsors such as parents or relatives in order to adapt the requirements of Japan Department of residence with the fee of 6 to 9 million VND (250 to 400 USD). Thirdly, it costs around 1,4 million VND (60 USD) for validating a student's degree as well as high school graduation certification in the Japanese education organization located in Vietnam. After the documentary process, the next step is to deliver documents to the linguistic schools in Japan with 600,000 VND (approximately 25 USD) in cost. Then, the schools will send the invitation letter and guidance for tuition payment to the student in Vietnam. Before issuing the Certificate of Eligibility (COE) for applying for a visa, the tuition fee is necessary to send to the bank account of schools in Japan with the range from 150 to 170 million VND (6,500 to 7,300 USD) for the first semester. Next, the agency would support students applying Visa to the Japanese Embassy in

Vietnam with the service fee of 10 to 20 million VND (500 to 1,000 USD) if the student was issued the visa successfully. Finally, the student will spend around 10 million VND (500 USD) for ticket flight to Japan and officially become a student in Japanese linguistic institutes after arriving in Japan.

Figure 3: The agency supporting process for Vietnamese student to come to Japan for linguistic study



Source: websites of agencies in Vietnam

It is noticeable for a new kind of program, particularly for college and university gradutors whose purpose is to become the official labor force working in Japan for the long-term after completing Japanese education in the linguistic institutes. Exceptionally, in the countryside and non-urban areas in Japan where the shortage of both low-skilled and professional workers has been argued as an urgent problem, thus the local government, as well as the language educational organizations in these areas, would propose more advantages to attract more international students. Primarily, because the organizations would loan the tuition

fee in Japan, the students in Vietnam can acquire more opportunities to study Japanese abroad with less financial pressure for preparation. Then following the similar process mentioned above, the students are going to pay tuition monthly to the schools while they are working in their part-time job after coming to Japan. With maximum study time as two years, the N2 level in JLPT is required to be reached by students because they are necessary to use them in order to apply the full-time jobs for a long-term working visa after graduation. The agency in this program usually charges around 50 million VND (2,500 USD) for the service, including documentary process, visa application, and connecting with the linguistic institutions with renting tuition program.

2.3. Study Japanese and work part-time

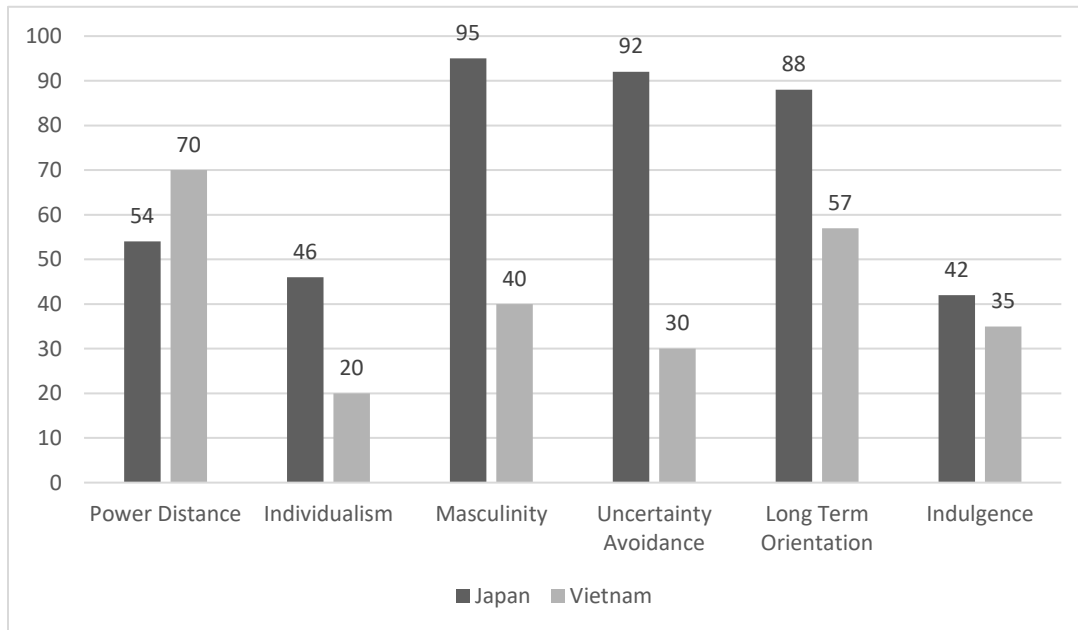
From the data taken from numerous agencies in Vietnam, after arriving in Japan, the Vietnamese students are promised to receive various supports from Japanese language schools. In the beginning, there will be school staffs who pick up students from the airport to dormitory and institutions to introduce them about the class as well as the necessary document processes in Japan for first-year students. In the first month, the brokers who have contracts with linguistic schools will introduce the part-time jobs to these students at the local and surrounding areas. From that moment, the Japanese learners tend to start a new cycle consisting of studying and working part-time after class time. All the supporting steps could cost some money which used to be included in the payment of students before entrance Japan. Therefore, most Vietnamese students do not have a chance to deny these services until they already belong to the situation of working and learning Japanese at the same time.

3. Culture comparison between Japan and Vietnam

There is no doubt about migrants dealing with a cultural barrier when the entrance and live in a destination country, for instance, for Vietnamese students come to Japan in this case. Following the Hofstede's cultural dimensions theory developed by Geert Hofstede, the culture of Japan and Vietnam will be compared in 6 features shown in figure 3 below purposing to draw a specific context for considering Vietnamese students in cultural barrier when study and work in Japan.

It is markedly illustrated from the figure 3 that Japan dominates Vietnam in almost categories, while there is only the Power Distance score of Vietnam at 70 is higher than in Japan at 54. Although Japanese culture is always seen as a hierarchical position, it is not the highest score compared with other Asian nations, like Vietnam in this situation. Therefore, at the high score in power distance, the Vietnamese seems to accept a hierarchical order where every individual has a place without further justification. It is possibly implicated that the Vietnamese employees can deal efficiently with the hierarchical dimension in Japanese business culture.

Figure 4: Culture comparison between Japan and Vietnam



Source: websites www.hofstede-insights.com

The significant gaps between Japanese and Vietnamese cultures show mainly in Uncertainty Avoidance, Masculinity, Long-term Orientation, and Individualism. Primarily, owning 92 scores, Japan is considered as one of the most uncertainty avoiding nations in the world, which can be explained by the fact that natural disasters continuously threaten Japan. Thus, the Japanese tend to plan and prescribe for maximum predictability in every aspect of society. On the other hand, at the score triple lower than Japan, Vietnamese has a low preference for avoiding uncertainty, so they behave more relaxed attitude and easily tolerate the deviance from the norm such as flexible schedule or unusual punctuality. Next, in the Masculinity dimension, Vietnam is inspected as a Feminine society by the low score at 40, which represents the focus on "working in order to live" as well as priority

for incentives and flexibility. By contrast, Japan, with score 95, which is more than double of Vietnam, can be preferred as the typical model of Masculine society. However, owing to its mild collectivism, Japanese people express the competitive behaviors between groups. The third extremely different factor is Long-term Orientation. With gaps as 31 score, while Japan pays all its priority to long-term mission such as the Japanese companies tend to invest more in research and development, Vietnam could be stated as pragmatic society by 57 scores, so its population's perception depends dramatically on context, situation and time as example as the strong propensity to save and invest or the thriftiness and perseverance in achieving results. Eventually, even the Individualism score of Japan is double Vietnam's, because of the scores lower than 50, two nations evince the characteristics of collectivistic society such as putting harmony of the group above the expression of individual opinions, and individuals have a strong sense of shame for losing face. In a nutshell, the substantial differences in 4 elements of 2 countries' cultures are possible to create a barrier for Vietnamese labor working in Japan.

In the final dimension as Indulgence, both Japan and Vietnam own similar scores at 42 and 35, respectively. Two nations have a culture of Restraint with a tendency to cynicism and pessimism. Their residents possess the perception that their actions are retrained by social norms and feel that indulging themselves is somewhat wrong. To conclude, there will be no big challenge for Vietnamese people in Japan's society with this aspect.

4. Conclusion

Throughout chapter 4, the context of Vietnamese students who are learning Japanese and working part-time in Japan was explicitly described and colorfully.

Even from their home country, they had undergone a long process to apply for school and a visa to Japan with a considerable expense. Then, they fly to a new environment with a significantly different culture where they are going to study and work at the same time with further experiences. All elements in the background are manipulated carefully by the researcher to build questions used in the interviews aiming to discover deeper about the motivations and experiences of the target sampling. Additionally, the balance between study and work can be noticed as the following challenge for Vietnamese students in Japan, which is expected to find out via this investigation.

CHAPTER 5

DISCOVER THE MIGRANT WORKING EXPERIENCE OF VIETNAMESE STUDENTS IN JAPAN

1. Methodology

The semi-structure interview is selected as the fundamental methodology used to conduct this thesis. All the methodologic process from questionnaire building to data collection and analysis is going to be represented judiciously in the following sub-sections aiming to contribute the strong foundation for finding and discussion in the next part.

1.1. Interview question development

After the literature review in chapter 2, both economic and non-economic reasons were highlighted as the essential motivations for migrant labor. Then, chapter 3 provided a specific context of immigrant workers in Japan from the lack of human resource situation of this nation to the government's policies to immigrant residents as well as the barriers challenging foreign employees. Furthermore, the specific situation of Vietnamese students who are studying Japanese at linguistic schools and working part-time at the same time in Japan was delineated in detail via chapter 4. In short, these above chapters have built a fundamental principle background for the researcher to develop the questions used in the interview stage.

In order to meet the paper's objectives related to Vietnamese student's motivation and experience in Japan, each singular question has been established following every sub-purpose as represented in table 1 below:

Table 1: The interview questions

Purpose	Question
Examine the low-skilled jobs.	Question 1: What is your part-time job? Can you describe it?
Explore the motivations for work.	Question 2: Why do you choose to work part time and what motivates you to work? Will the financial be the best motivation for you? Will it give you enough financial support to afford to live and study in the Japan?
Find out the working experiences.	Question 3: What are the difficulties you face in the working environment such as time of shift, the hardworking condition or the differences in culture? According to your experience, have you undergone any discrimination?
Explore the balance between study and work.	Question 4: Does the job affect your studying? Can you describe more about this?

1.2. Data collection and analysis

1.2.1. Sampling plan

From a phenomenological perspective, the quality sample size was suggested at least six samples (John, 2016) and from 5 to 25 (Creswell, 1998) then it was recommended between 20 and 30 (Creswell & Plano Clark, 2011). Thus, the number of 20 participants would be the best selection in this study. Following the thesis's objectives, the candidates are selected by using a non-probability sample, which requires the judgment of the researcher in recruiting interviewees (Housden, 2008). In this paper, the most critical priority in respondents choosing is the background of students who are Vietnamese and studying Japanese in Japan; therefore, they were connected via Vietnamese society in Shizuoka International Language School where numerous Vietnamese students are studying. As the next requirement to meet the research's targets, these participants are also working part-time beside Japanese classes at linguistic institutes in Japan without age and gender consideration. In summary, the sample size was set as 20 Vietnamese students studying Japanese and working part-time in Japan.

1.2.2. Data collection

According to Saunders et al., 2012, the semi-structure interview allows researchers to ask questions flexibly depending on the flow of conversations with interviewees, it was just required covering important themes and acknowledging the critical questions of the investigation. In order to maximize the opportunities for interviewers accessing directly to their new information, this project was conducted by the semi-structured interview method. The Vietnamese students who are learning Japanese in Shizuoka International Language School and working part-time were

contacted via Facebook messenger and a phone call to book a suitable appointment for the interview following their free time. The 20 participants having the Vietnam background were interviewed one by one at the backyard, free zone, and the dormitory of Shizuoka International Language School from 3rd to 28th June 2019. Firstly, the participants did not feel comfortable because of using English in the interview, and the researcher is not fluent Japanese; thus, all interviews were conducted in the Vietnamese language in order to satisfy the situation and encourage interviewees to share more perceptions and experiences. The investigator began the interview by a short talk to set up a friendly and comfortable atmosphere, then asked for agreement from participants to record their interview. It is also necessary to guarantee that these talks would be safe and confirm the willingness of attendants to join in an interview before conducting the investigation.

1.2.3. Data analysis

Aim to prepare for the data analysis stage; the researcher was advised to transcribe and code the data after having gathered one (Saunders et al., 2012). It enables help the writer to capture information and explore not only the common theses but also the relationships between them (McGivern, 2006). Therefore, this paper would follow the same procedure to code the collected data. In more detail, the interview records were listened while the notes were carefully read through and analyzed together. Next, the researcher would try to find out the common themes and determine the relationships in the participants' working experiences in Japan. Then all the coded data and information would be presented in a structure as the table (shown in the appendix). Ultimately, the author translated these data from

Vietnamese to English for conveniently presenting the findings which would be discussed in the following part.

2. Finding and discussion

The first theme which has become visible from the interview data is the two different groups of the part-time job taken by Vietnamese students in Japan. For more detail discussion, it is described in the following sub-section.

2.1. Types of the part-time job

Through 20 interviews taken, the participants work in two main categories of the part-time job. Firstly, the students who are not fluently Japanese or have just arrived in Japan in some first months, work mainly in the manufacturing factory. These jobs require handwork in organizing items or arranging small and tiny elements of products.

"I arrived in Japan for two months. I work in an automobile factory. My main job is putting the items into a box."

"Every day, I go to the working place and just sit there to count enough elements then put them into the system of covering final products."

"Working in a workshop producing convenient meal sets, my job is putting the food into the meal box. There are 5 to 8 people in a process; each of them puts one typical item such as rice, meat, vegetable, fruit... into the meal box until complete one."

Secondly, the Vietnamese students work as a waiter or supporter in the restaurants. These workers are necessary to obtain the Japanese at the communication level and some working experiences in the same sector.

"In Vietnam, I used to work in a restaurant. Therefore, I easily find a job in a restaurant in Japan. My job is a cook assistant in a Japanese noodle store."

"I work as a waiter in a restaurant in Japan. My job is helping the customers in ordering dishes and serving them."

"Working in a Japanese restaurant, I support the chief in the kitchen then wash the dishes."

"After passing the Japanese test, I can get a job in a noodle restaurant. I work as a waiter there."

In short, both types of jobs are possibly concluded as the low-skilled employments since the generality of works requires hand-task and simple skills as evidence from interviews. It can be considered that the type of job with specific working conditions and requirements enable to build a fundamental background for the next discussions related to motivations and working experiences of Vietnamese students working part-time in Japan as the key objectives of this thesis.

2.2. The motivations for part-time work

The second theme emerging from the interview data is related to the student's motivations for working part-time besides studying. Following the assumption highlighted in the literature that both economic and non-economic motivations have

often been the critical reasons for migrant workers, the analysis from 20 interviews underlined a more detail explanation.

2.2.1. Financial benefits

Pieces of evidence from the investigation show significantly the financial pressures faced by many migrant workers, in this case, the Vietnamese students in Japan. Up to 90 percent of interviewed students stated that they worked for money:

"Of course, one of the main reasons for me to work part-time is money. I want to be able to pay my tuition and living cost by myself because my parents in Vietnam do not have enough financial ability to support me."

"In order to come to study in Japan, I have to rent a loan in Vietnam. Therefore, after classes, I have to work to earn money to pay that loan."

"For sure, finance is my reason to work part-time besides study Japanese at the institution. My salary is used for paying tuition fees and living costs."

"I work part-time because of money. I not only pay for school and living expenses but also I have to send some money to Vietnam for my family."

It is illustrated that Vietnamese student's perception of working is a way to make a living as the migrant workers. They work for income to pay tuition fees, living costs, and even loans in the home country before arriving in Japan. Therefore, it creates massive pressure on student's shoulders when they are studying and working part-time in Japan. It can be additionally understood that these students choose to work to share the financial burden with their family as following sharing:

"Because I am the oldest in a family of 5 children, I want to share the financial pressure with my parents and support them as much as I can. Therefore, I go to work after my Japanese study at school and on my vacation time."

"My parents spent a lot of money for me to go to study in Japan. Thus, I want to earn money by myself by working part-time to share their financial burden."

Moreover, another issue related to financial motivation is that the students want to become more independent from family. Many participants agreed that they felt more comfortable when they can earn money to spend on their ways.

"I want to work to be more independent from my parents. Even though they can cover my living cost along with the tuition fee, I do not like to ask them for money every month."

"My relatives just can pay the tuition fee for me. For living costs, I work to pay by myself. So, I feel more comfortable and less dependent on my family."

"I find it is much more comfortable when I can earn money and spend it in my way. It is different from when I lived in Vietnam and was dependent on my parents' allowances."

The findings expose that Vietnamese students wish for experiencing the interdependence from family after having stayed in Japan. It could be explained that they used to be strictly controlled in their hometown or driven by their parents' decision, as similar to, the Asian children are forced to obey unquestioningly and neglect their interests for family obligations (Park et al., 2010). By contrast, in Japan,

the students are possible to have opportunities to experiencing freedom and living interdependently without any impacts from family.

In conclusion, it could be stated that financial benefit is the primary motivation for Vietnamese students working part-time in Japan. While this reason comes mainly from financial pressures including tuition fee payment, living expenses, loan payment; it also possibly provides the positive inspiration for Vietnamese students to become more independent and take responsibility by sharing some financial burden with their family.

2.2.2. Improve the Japanese language

The next motivation emphasized from the interviewed data is language skill improvement, especially for Vietnamese students who are studying Japanese in language schools as the target sample of this paper. In the process of learning foreign language as Japanese in this case, Pimsleur (2013) highlighted in his book (namely, "How to learn a Foreign Language") that the most effective method when learning a new foreign language is practicing as much as possible, especially in daily communication. Therefore, working part-time after school possibly provides a real opportunity for Vietnamese students practicing their Japanese. In another word, the findings show the importance of being more fluent in Japanese to these students, which in turn impact strongly on their motivation to work.

"Of course, Japanese is very important when I am living in Japan now. I want to improve my speaking and listening skills, and I can practice them at my working place with local co-workers."

"At the beginning, I found it hard to adapt to the new environment and have local friends because of the language barriers."

"I cannot understand clearly the teacher and classmates at school; therefore, it is very vital to practice my listening skills and communication in Japanese."

It is dramatically indicated from the data that Vietnamese students face language difficulty when studying and working in Japan. Peculiarly, they could not understand successfully the conversation and exact meaning by locals leading to the limitation in intercultural communicating and learning the local culture (Mancini-Cross et al., 2009). That enables the investigator to explain the universal fact that Vietnamese students felt hard to fit in the new environment and therefore they have a tendency to hang out and stick with their Vietnamese friends, rather than making new friends from other countries. Nevertheless, some interviewees recognize its influence on their Japanese improvement as well as future targets; as a result, they choose to work.

"When I communicate with my Vietnamese friends too much, my spoken Japanese skills seem limited. I think it's bad for my language learning, so I decide to apply for working in a Japanese restaurant to have more opportunity to practice my Japanese."

"I aim to stay and work in Japan after finishing my Japanese learning program. Thus, being fluent Japanese is very important to me, and in my opinion, working part-time is the best way to improve it."

"Absolutely, one of the key reasons I choose to work is to improve my Japanese by communicating with colleagues and customers at the workplace."

"Thanks to my part-time jobs, I can have new Japanese friends, and they help me a lot in learning the language as well as understanding the culture."

In summary, Japanese improvement effects considerably to the decision of Vietnamese students to working part-time besides studying at a linguistic school. Considered as the essential reasons; a practical zone is provided for these students using their linguistic ability then helps them make more new Japanese friends who also work at the same place. Notably, it is incredibly beneficial to these participants since they are learning Japanese and living in Japan.

2.3. Working experience

Responding to the primary purpose of this project; it is vital to discover the theme related to the working experiences of interviewees. The sectors concluded from the previous literature review, for instance, like working conditions, cultural barriers, and discrimination were explored as below discussion with one added sub-sector, namely "pressure" dealing by students.

2.3.1. Working condition

Data from the interviews show that Vietnamese students are indispensable to pay a mental cost for hardworking until exhaustiveness in order to earn money.

"My night shift ends very late; thus, I come home late even until 2 am. It makes me feel exhausted after work."

"Sometimes, I was very sleepy and unenergetic after a late shift at night, then I was asked to take an early shift in the next morning owing to the lack of staff at the restaurant."

The participants confirmed that they usually feel stressed and tired after their long or late shift. The situation can explain this that these students had not done such things requiring physical work for a long time before when they were in Vietnam. Moreover, it is possible to features of low-skilled job affecting negatively on workers. Wilson, Quane, and Rankin (2015) stated that low-skilled workers are more likely to experience hardships regarding the long working hours, low wages, and exhaustive employment. The findings below could confirm their idea:

"My shift lasts from 6 to 8 hours when I have to stand all the time. And I often delay my break when it is busy."

"Sometimes I was called in a sudden just to come and help for 2 or 3 hours in the morning after my last night shift. And it took me 30 minutes to bike from home to work then more than 30 minutes to come back."

"I feel very stressed in the rush hour of the restaurant where I work. There are many tasks to finish quickly without mistakes."

"Working within 6 or 7 hours is fine to me. But whenever they are short staff, I'm usually asked by the manager that if I want to stay longer to help, I cannot deny it."

It is additionally seen that the working shifts of these students are not only long but also suddenly changed. As a result, the participants have to spend more time on

transportation as well as face pressure when they could not reject the management requirements to work longer. The subsequent data analysis shows the condition at the workplace and how it affects the interviewees' health.

"I work in the kitchen, and I have to stay a long time under the condition of high temperature since there is cooking equipment all around me. The hot and cramped space also makes me hard to breathe sometimes, especially when it's crowded."

"Since sitting for a long time, usually 6 to 8 hours a shift, I sometimes have back pain, notably in the cold season."

"I work as a newspaper delivery man in the early morning. It is very hard for me to work in cold weather, especially in winter. I used to get sick for a long time because of the low temperature in the early morning and winter."

Since the hard conditions in the working zone combine with the climate's difference between Japan and Vietnam, these students face the same oppression as migrant workers in a new country. These issues are mentioned in variety of researches, such as in a study about work condition in a sandwich company in London, the employees undergo headache, cold and painful sinuses when standing for a long time of work in low temperature (Holgate, 2005); and in an investigation of Wright and Pollert (2006), the back pain was emphasized from poor working condition; then the Japan times (2015) inferred that students in Japan facing excessively heavy workloads in their part-time jobs. Consequently, the Vietnamese students, in this case, could be concluded that they are standing for a poor working

condition characterized as long-time shift, exhaustiveness, and harmful working environment.

2.3.2. Cultural barrier

The next issue in working experience underlined significantly from the data is the cultural barrier. When living, studying as well as working in Japan, the participants in the interviews answered that:

"It's very hard for me at the beginning to understand and adapt to the culture in Japan. There are many things to remember in the workplace, such as how to greet customers, or when should I talk to my co-workers."

"Sometimes, I cannot get the points from my manager because he used too many honorifics in his speech, so I have to ask for help from other Japanese colleagues. I am so embarrassed about that."

"I did misunderstand my co-workers who are Japanese because they usually did not say no to answering my questions. For example, when I asked them if I completed my task correctly or not, they always said it's okay, but after that, I recognized that it is not."

Basically, the main reasons for cultural challenges stemming from language difference and the first time period entrancing a new country with a distinct culture like Japan, these elements were also confirmed in previous reports by Leki (1992) and Lee (1997) that the foreign students could be affected by the language barrier and cultural shock. In this case, the Vietnamese students who are learning Japanese

as a foreign language as well as are getting used to the new living environment in Japan, as a conclusion, they felt in trouble with cultural differences.

In addition, overtime working in Japanese business culture is also illustrated in this investigation. Some respondents shared their experiences:

"I cannot deny it when my leader asked to stay to help when the store is crowded."

"Although, if I work overtime. I can earn more money. But I am worried about my visa since it is just allowed for a maximum of 28 working hours per week."

"Sometimes, I work overtime without salary. I am anxious that my working time allowance was over, so I did not scan my fingerprint to count working hours when I stay longer to help the restaurant."

The findings represent another pressure of Vietnamese students, which is the visa process when they try to adapt to Japanese business culture. Since they obtain the student visa, it is regulated to work a maximum of 28 hours per week and up to 40 hours on holiday occasion. Consequently, the foreign students in Japan are compulsory to choose work overtime without wage in order to guarantee the time working limitation in law, or they will take the risk of losing visas in Japan.

"Some of my classmates were rejected the visa because they worked over 28 hours a week. Thus, they have to come back home before finishing the Japanese course."

"My friends cannot continue staying in Japan because they fail to extend the duration of the visa. One of the reasons is that they work overtime compared to regulation. They even cannot return Japan in the next five years."

These linguistic students in Japan are dealing with cultural barriers in many aspects related to language, norm, and overtime work as especial as visa pressure. As mentioned in previous chapters, the Vietnamese students might spend a tremendous amount of money to come to Japan; thus, the visa is hugely vital for them. In order to continue living in Japan with a valid visa, they are imperative to balance between overtime work of Japanese business culture and ensure their quantity of working hours in regulation, as a negative solution, they work overtime with no extra salary.

2.3.3. Discrimination

The final component in working experiences regarding the previous literature is the discrimination which was discovered with a surprising result as following:

"Discrimination? I don't think so. Although there are some difficulties at work, my boss and co-workers are very kind and friendly."

"I didn't feel that. My customers are very nice to me when they knew me is a foreigner."

"My colleagues usually speak Japanese slowly to me because they know that I am Vietnamese."

"Not at all. My house owner is very kind to me, and my Japanese friends are the same."

From the answers of participants, it can be seen that the Vietnamese students studying Japanese at Shizuoka International Language School do not face discrimination in their part-time jobs. On the other hand, they received support from local Japanese there, such as co-workers, the boss, and the house owners. Thus, racism is not fitted to the conclusion from the literature review. This result could be explained by the context that the Shizuoka School located in the countryside area where there are numerous factories and local restaurants with a lack of labor because almost the Japanese young generation tends to move to work in big cities. Therefore, the international students are encouraged to come to the town for learning Japanese with long-term working purpose as similar to work as the part-time workers at the short-time period.

2.4. The balance between study and work

Living in the bilateral situation, including learning Japanese at school and working part-time, the Vietnamese students shared that they found it extremely hard in balance. They have not enough time to take care of themselves:

"I have to do everything by myself because of living far from home. So I am studying and working at the same time, so it takes all my time."

"I feel that I have no more time to take care of myself, even though they give 28 working hours a week."

"My life now is just working and studying. I even have no time to cook; thus, I am fed up with fast food at convenience stores. It is so boring and hard."

Moreover, after a long and hardworking shift without enough self-caring, the participants perceive having been distracted from studying.

"After a night shift, I usually feel sleepy in class the next morning, and I cannot focus on the lecture."

"I am not able to manage time to learn more at home; I just can study at the school. Sometimes, I am absent from the class because I am too tired."

"Even I can practice my Japanese in the workplace, and it is just communication skills. My other skills, such as writing or reading, were so bad. So, I am trying to improve them, but I still feel hopeless because I am so tired and busy with work."

These examples show that the interviewees could not manage time as well as resources to balance between work and study, or even their personal life. Mainly, it is probably declared as a negative influence on Vietnamese students' studying the Japanese process. This challenge was confirmed in the research, namely "Working during school and academic performance" of Stinebrickner (2003) that academic performance could be harmed when students are working during school. Nevertheless, the participants in Stinebrickner's paper are not international students; meanwhile, the Vietnamese students are suffering from the context of the transition from their home country to Japan for learning a new language. Therefore, the more challenges they are dealing with, the lower the results and differences they can experience.

CHAPTER 6

CONCLUSION

1. Conclusion

Both the motivation and working experiences of Vietnamese students learning Japanese and working part-time in Japan have been shown clearly in this paper. Primarily, the characteristics of part-time jobs taken by Vietnamese students in Japan are highlighted like the low-skilled types of occupation which often taken by migrant labor, as mentioned in the literature review. Secondly, the Vietnamese students in Japan want to work because they need money for their tuition and living cost, that is the same as migrant's economic inspiration suggested in theory. Especially when these students have spent a significant amount of expense to come to Japan, even taking a loan, hence the financial burden is onerous for them. Moreover, language improvement is also considered as a crucial reason for those students to work since they are the Japanese learner dramatically needing the practice environment. Corresponding to the work experiences of migrant workers, thirdly, the Vietnamese students deal with the same pressure of foreign workers. These are lengthy working hours and poor quality of workspace harming their health and mental, such as stress or exhaustiveness. Likewise, the difficulties in cultural differences are undergone by Vietnamese students working in Japan. Mainly, they face not only the language barrier to understand and adapt to the Japanese norm in the working environment but also the overtime work without added salary in the business culture of Japan. As an essential reason, these participants are not able to

infringe the limit of working hour for students, that could affect their visa duration. It is positively shown the result that there is no discrimination for these Vietnamese students studying and working at the same time in Japan. Finally, since the interviewees are mainly students, thus working could distract them from studying. Findings evidence this that they cannot balance between working, studying, and taking care of themselves.

2. Research limitation

This paper aims to discover the working experience of Vietnamese students learning Japanese at Shizuoka International Language School and working part-time in Japan. However, it still comprises some limitations associated with the background of chosen participants and the research conductor.

Firstly, the selected interviewees are mainly students studying at Shizuoka International Language School and working in the Shizuoka prefecture of Japan. Although it is not a vital section discussed and revealed in the findings, the researcher explored that these students have just arrived in Japan for less than one year. Other Vietnamese students at different language schools and in other areas in Japan as well as stay in this country for a longer time with better Japanese level, on the other hand, could encounter different experience and motivation compared with those in Shizuoka International Language School. However, then, this limitation is possibly noticed as an opportunity for other researchers who attempt to study the experiences of other international students working in Japan.

Secondly, since the researcher and the participants have the same nationality, hence their mother language, Vietnamese, is used in conducting interviews. Despite

it is easier for the interviewer to explore the genuinely sharing of candidates and interpret the information effectively without miss understanding, this is possible to create bias in the way of translating the collected data to English by the researcher as well as in the empathetic perception of culture. Therefore, both Vietnamese and English versions of coded data tables are represented in the appendix. Besides, it is suggested as an opportunity for future investigators with different nationalities to conduct the same issue aiming to bring different thinking in the method to explore and organize the experiences, by using this paper like a useful tool to access to background information.

3. Managerial implication

Based on the findings, it is controversial that the Vietnamese students working in Japan are considered as the migrant labor in unskilled jobs with low the working condition as well as significant cultural barrier while they are not protected officially by Japanese labor law. As a result, this research is valuable in raising a voice for improving international student's benefits via more policies reducing financial pressure from the Japanese state and exploitation in work. For instance, the paper encourages other Japanese language schools and local governments to investigate more about these students' situations for implementing basic plans and policies to support them on time as well as investing in a long-term solution for lack of labor problems in Japan. Additionally, this study enables to act as an essential background for future papers which focus on exploring the same issue but conducted in other foreign nation with different international students. Primarily, it is expected to support subsequent scholars having further perspectives regarding the impacts of

similar social factors by illustrating how the language barrier and cultural differences influence the participant's working experiences in this research.

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APPENDICES

APPENDIX A: SUMMARY OF INVESTIGATION ON 16 AGENCIES IN VIETNAM

Name	Address	Program	Website
GoToJapan	Hanoi, Vietnam	Learning Japanese in Japan for students from 18 to 26 years old	http://gotojapan.vn/
Vinahure	Hanoi and Ho Chi Minh city, Vietnam	Study abroad for Vietnamese students to Japan	http://nhatban.vinahure.com/
EF	Ho Chi Minh city, Vietnam	Study language short-term and long-term for students aged 16 and over to Japan	https://www.ef.com.vn/pg/du-hoc/nhat-ban/
Himari	Hanoi, Vietnam	Vietnam-Japan exchange for	https://duhochimari.com/

		learning Japanese	
Yoko	Hanoi and Ho Chi Minh city, Vietnam	Japanese language training and apply visa service to Japan for abroad student study Japanese	http://yoko.edu.vn/
Kilala	Ho Chi Minh city, Vietnam	Study Japanese to get a job in Japan	http://www.kilala.vn/du-hoc-nhat.html
MAP Education Consultancy	Hanoi and Ho Chi Minh city, Vietnam	Study abroad in Japan for both languages leaning and academic study	https://tuvanduhocmap.com/
United Ocean Education	Ho Chi Minh city, Vietnam	Go to Japan to learn Japanese and work as a nurse in local hospital.	http://hocbongduhococcean.com/
Halo Education	Hanoi and Ho Chi	Study abroad in Japan for	https://halo.edu.vn/

	Minh city, Vietnam	students and workers	
Eduviet Global	Hanoi and Ho Chi Minh city, Vietnam	Study Japanese and work in Japan	https://eduvietglobal.vn/
VNPC	Hanoi and Ho Chi Minh city, Vietnam	Study abroad in Japan for vocational training and Japanese	https://vnpc.vn/du-hoc-nhat-ban/
AVT Education	Hanoi and Ho Chi Minh city, Vietnam	Japanese language training and apply visa service to Japan for abroad student study Japanese	https://avt.edu.vn/du-hoc-nhat-ban
Jellyfish Education	Hanoi and Ho Chi Minh city, Vietnam	Study Japanese to work in Japan	https://duhocvietnhat.edu.vn/
HFC	Hanoi, Vietnam	Study abroad in Japan for both	https://duhochfc.vn/du-hoc-nhat-ban.html

		languages learning and academic study	
VISCO	Hanoi and Ho Chi Minh city, Vietnam	Japanese language training and apply visa service to Japan for students	https://visco.edu.vn/
Thanh Giang	Hanoi and Ho Chi Minh city, Vietnam	Teaching Japanese for student to go to study abroad in Japan	https://duhoc.thanhgiang.com.vn/

APPENDIX B: INTERVIEW QUESTIONNAIRE ABOUT IMMIGRANT WORKING EXPERIENCE IN JAPAN

A case study of Vietnamese students in Japanese school

Question 1: What is your part-time job? Can you describe it?

Question 2: Why do you choose to work part time and what motivates you to work? Will the financial be the best motivation for you? Will it give you enough financial support to afford living and studying in the Japan?

Question 3: What are the difficulties you face in working environment such as time of shift, the hardworking condition or the differences in culture? According to your experience, have you undergone any discrimination?

Question 4: Does the job affect your studying? Can you describe more about this?

APPENDIX C: CODED DATA ANALYSIS TABLE

Key theme	Key elements	Quote
Types of part-time job	Low-skilled works	<p><i>"I arrived in Japan for two months. I work in an automobile factory. My main job is putting the items into a box."</i></p> <p><i>"Every day, I go to the working place and just sit there to count enough elements then put them into the system of covering final products."</i></p> <p><i>"Working in a workshop producing convenient meal sets, my job is putting the food into the meal box. There are 5 to 8 people in a process; each of them puts one typical item such as rice, meat, vegetable, fruit... into the meal box until complete one."</i></p>
	Depend on Japanese level and working experiences	<p><i>"In Vietnam, I used to work in a restaurant. Therefore, I easily find a job in a restaurant in Japan. My job is a cook assistant in a Japanese noodle store."</i></p>

		<p><i>"I work as a waiter in a restaurant in Japan. My job is helping the customers in ordering dishes and serving them."</i></p> <p><i>"After passing the Japanese test, I can get a job in a noodle restaurant. I work as a waiter there."</i></p>
<p>Motivations to work part-time</p>	<p>Financial benefits</p>	<p><i>"Of course, one of the main reasons for me to work part-time is money. I want to be able to pay my tuition and living cost by myself because my parents in Vietnam do not have enough financial ability to support me."</i></p> <p><i>"In order to come to study in Japan, I have to rent a loan in Vietnam. Therefore, after classes, I have to work to earn money to pay that loan."</i></p> <p><i>"For sure, finance is my reason to work part-time besides study Japanese at the institution. My salary is used for paying tuition fees and living costs."</i></p> <p><i>"I work part-time because of money. I not only pay for school and living expenses but</i></p>

		<i>also I have to send some money to Vietnam for my family."</i>
	Want to share financial burden with family	<p><i>"Because I am the oldest in a family of 5 children, I want to share the financial pressure with my parents and support them as much as I can. Therefore, I go to work after my Japanese study at school and on my vacation time."</i></p> <p><i>"My parents spent a lot of money for me to go to study in Japan. Thus, I want to earn money by myself by working part-time to share their financial burden."</i></p>
	Become interdependent in finance	<p><i>"I want to work to be more independent from my parents. Even though they can cover my living cost along with the tuition fee, I do not like to ask them for money every month."</i></p> <p><i>"My relatives just can pay the tuition fee for me. For living costs, I work to pay by myself. So, I feel more comfortable and less dependent on my family."</i></p> <p><i>"I find it is much more comfortable when I can earn money and spend it in my way. It is</i></p>

		<i>different from when I lived in Vietnam and was dependent on my parents' allowances."</i>
	Improve Japanese language	<p><i>"Of course, Japanese is very important when I am living in Japan now. I want to improve my speaking and listening skills, and I can practice them at my working place with local co-workers."</i></p> <p><i>"At the beginning, I found it hard to adapt to the new environment and have local friends because of the language barriers."</i></p> <p><i>"I cannot understand clearly the teacher and classmates at school; therefore, it is very vital to practice my listening skills and communication in Japanese."</i></p>
	For future targets	<p><i>"When I communicate with my Vietnamese friends too much, my spoken Japanese skills seem limited. I think it's bad for my language learning, so I decide to apply for working in a Japanese restaurant to have more opportunity to practice my Japanese."</i></p> <p><i>"I aim to stay and work in Japan after finishing my Japanese learning program."</i></p>

		<p><i>Thus, being fluent Japanese is very important to me, and in my opinion, working part-time is the best way to improve it."</i></p> <p><i>"Absolutely, one of the key reasons I choose to work is to improve my Japanese by communicating with colleagues and customers at the workplace."</i></p> <p><i>"Thanks to my part-time jobs, I can have new Japanese friends, and they help me a lot in learning the language as well as understanding the culture."</i></p>
Working experiences	Exhaustiveness from hard work and late-night shift	<p><i>"My night shift ends very late; thus, I come home late even until 2 am. It makes me feel exhausted after work."</i></p> <p><i>"Sometimes, I was very sleepy and unenergetic after a late shift at night, then I was asked to take an early shift in the next morning owing to the lack of staff at the restaurant."</i></p>
	Long working hours and sudden extra work	<p><i>"My shift lasts from 6 to 8 hours when I have to stand all the time. And I often delay my break when it is busy."</i></p>

		<p><i>"Sometimes I was called in a sudden just to come and help for 2 or 3 hours in the morning after my last night shift. And it took me 30 minutes to bike from home to work then more than 30 minutes to come back."</i></p> <p><i>"I feel very stressed in the rush hour of the restaurant where I work. There are many tasks to finish quickly without mistakes."</i></p> <p><i>"Working within 6 or 7 hours is fine to me. But whenever they are short staff, I'm usually asked by the manager that if I want to stay longer to help, I cannot deny it."</i></p>
	<p>Poor working conditions impact to workers' health</p>	<p><i>"I work in the kitchen, and I have to stay a long time under the condition of high temperature since there is cooking equipment all around me. The hot and cramped space also makes me hard to breathe sometimes, especially when it's crowded."</i></p> <p><i>"Since sitting for a long time, usually 6 to 8 hours a shift, I sometimes have back pain, notably in the cold season."</i></p>

		<p><i>"I work as a newspaper delivery man in the early morning. It is very hard for me to work in cold weather, especially in winter. I used to get sick for a long time because of the low temperature in the early morning and winter."</i></p>
	<p>Cultural barrier</p>	<p><i>"It's very hard for me at the beginning to understand and adapt to the culture in Japan. There are many things to remember in the workplace, such as how to greet customers, or when should I talk to my co-workers."</i></p> <p><i>"Sometimes, I cannot get the points from my manager because he used too many honorifics in his speech, so I have to ask for help from other Japanese colleagues. I am so embarrassed about that."</i></p> <p><i>"I did misunderstand my co-workers who are Japanese because they usually did not say no to answering my questions. For example, when I asked them if I completed my task correctly or not, they always said it's okay, but after that, I recognized that it is not."</i></p>

	<p>Overtime working without salary</p>	<p><i>"I cannot deny it when my leader asked to stay to help when the store is crowded."</i></p> <p><i>"Although, if I work overtime. I can earn more money. But I am worried about my visa since it is just allowed for a maximum of 28 working hours per week."</i></p> <p><i>"Sometimes, I work overtime without salary. I am anxious that my working time allowance was over, so I did not scan my fingerprint to count working hours when I stay longer to help the restaurant."</i></p>
	<p>Pressure on over time working allowance for visa process</p>	<p><i>"Some of my classmates were rejected the visa because they worked over 28 hours a week. Thus, they have to come back home before finishing the Japanese course."</i></p> <p><i>"My friends cannot continue staying in Japan because they fail to extend the duration of the visa. One of the reasons is that they work overtime compared to regulation. They even cannot return Japan in the next five years."</i></p>

	<p>No discrimination at workplace</p>	<p><i>"Discrimination? I don't think so. Although there are some difficulties at work, my boss and co-workers are very kind and friendly."</i></p> <p><i>"I didn't feel that. My customers are very nice to me when they knew me is a foreigner."</i></p> <p><i>"My colleagues usually speak Japanese slowly to me because they know that I am Vietnamese."</i></p> <p><i>"Not at all. My house owner is very kind to me, and my Japanese friends are the same."</i></p>
<p>Balance between work and study</p>	<p>No time for taking care of personals</p>	<p><i>"I have to do everything by myself because of living far from home. So I am studying and working at the same time, so it takes all my time."</i></p> <p><i>"I feel that I have no more time to take care of myself, even though they give 28 working hours a week."</i></p> <p><i>"My life now is just working and studying. I even have no time to cook; thus, I am fed up with fast food at convenience stores. It is so boring and hard."</i></p>

	Impact to study	<p><i>"After a night shift, I usually feel sleepy in class the next morning, and I cannot focus on the lecture."</i></p> <p><i>"I am not able to manage time to learn more at home; I just can study at the school. Sometimes, I am absent from the class because I am too tired."</i></p> <p><i>"Even I can practice my Japanese in the workplace, and it is just communication skills. My other skills, such as writing or reading, were so bad. So, I am trying to improve them, but I still feel hopeless because I am so tired and busy with work."</i></p>
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