

BIBLIOGRAPHY

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ABSTRACT

This study focused on the difficulties of Japanese descendants in learning Nihongo. Specifically, it tried to determine the effects of age and gender in learning Nihongo, find out factors that contribute to the difficulties and the extent of contributory factors that affect the difficulties of respondents on this second language.

The study consisted of 142 randomly selected Japanese descendants from the Filipino-Japanese Association of Northern Luzon, Inc. A descriptive survey method using prepared questionnaires and personal interviews were used to gather the data. Statistics such as mean and ranking were used. The t-test is used to further test the significance and Analysis of variance was used to compare the variables.

Findings showed that the respondents ranged in age from 8 to 61 years, with a mean age of 36 years. Age of the learner strongly contributes to the success of second language learning. It was found out that adults outperformed the children since adults have greater motivation and are persistent learners. Female dominated the learning in Nihongo.

The contributory factors such as Learner related factors, parent related factors, learning environment related factor, teacher related factors, and home related factors in the analysis of variance showed significant differences on the extent of learning difficulties contributing to the respondents learning Nihongo.

Moreover, the leading most serious learner contributory factor that significantly contributed to the difficulties in learning Nihongo that perceived by the respondents is negative attitude towards the lesson ranked as first to have the greatest effect on the difficulties in learning Nihongo. The next is poor study habits, lack of concentration, poor encouragement of parents on child's educational development, failure of parents to stress the importance of learning other languages, and classroom not conducive to learning arranged according to rank respectively.

It is then suggested that parents patiently encourage and help their children develop proper study habits, to arouse the interest of their children to learn other languages. Furthermore, parents should stress the importance of learning other major languages of the world the key to participate and embrace open opportunities. Finally, to foster school administrator, foreign language teachers, language learning centers, coordinators, and other concerned organizations should foster and provide appropriate classrooms conducive to learning.

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INTRODUCTION

Background of the Study

The learning of Nihongo as a second language started in the first years of the twentieth century, year 1903. Japanese men and few women came from southern Japan to find work and fortune in the Cordillera. They had worked with Filipinos in the construction of Benguet Road now known as Kennon Road, which was American project. Those who settled form the origin of early Japanese community. Japanese-Filipino marriages started the learning of Nihongo as a second language. A Japanese school was opened near the famous Burnham Park in Baguio teaching Japanese language and culture to young children. Over the years most families in Baguio and surrounding areas speak Japanese until the Second World War came in the Philippines. Soon after the war, Japanese men and women were repatriated to Japan in late 1945 leaving their Filipino children. The Filipino – Japanese children stayed behind and their children now are the Japanese descendants.

Most of the Japanese men married local women, native speakers of Ibaloy, Kankana-ey, Bontoc and other members of the indigenous groups of the mountainous Cordillera ranges called “Igorots”. Some women were from the lowlands too. However, the Igorot women were young and illiterate and also with some of the Japanese men they married encountered language barrier and culture shock because there was a difficulty in understanding each other’s language. The



Igorot wife's native tongue was the language spoken in the Japanese-Filipino home. Hence, the Japanese men had difficulty learning the wife's language. Likewise, both husband and wife were persistent to speak their native languages to be able to communicate with the help of gestures and body language. Later, Japanese children or the "nisei" half Japanese spoke Ilocano, Nihongo, Ibaloi, kankana-ey, English and also Spanish, as evident from the researcher's grandmother, who settled in Guisad. Rinzo Otsuji, (the researcher's great grandfather), who was known to be the lone blacksmith in the Japanese community was called "Odios" by neighbors and hired workers. However allowed his children to learn different local dialects and English for trading purposes. It was not only in learning other language but taught his children to help in his work.

Most of the present descendants attest that, their Filipino mothers never learned Nihongo well, because their fathers never took their mothers to gatherings where Japanese language was spoken. Their mothers also did not care to go to gatherings because they were shy and did not understand the language. This is the reason why many descendants and their families know little about their fathers' early lives in Japan. Up to this present generation, many descendants are still tracing their origin in Japan. But because of language barrier, many were denied and not recognized by relatives, except other children who attended the Japanese school learned to read and write Nihongo as well as English during their time.



Late in the 1980's some families who were good speakers of the Japanese language were sponsored by famous T.V station for documentaries like the researcher's long time family friend, the Okubo family. In the same way, the children of pure Japanese parentage in turn acquired local dialect such as Ilocano, Ibaloy, and Kankana-ey through play and social contact with other children and became their parent's guide in the business community.

Japanese descendants today find difficulty in learning Nihongo. Knowing how to speak Nihongo is a basic tool for interpersonal communication and job opportunity.

Despite the effects of teaching Japanese language to the descendants of the Cordillera, by the volunteers of Japanese government under the (JOCV) Japanese Overseas Cooperation Volunteers, most descendants have poor communication skills. Whatever the motivation, Nihongo as a second language for Japanese descendants is considered essential, very basic and vital in the exchange of ideas with the Japanese people to attain better understanding and allowing themselves to enjoy the privilege of being a Japanese descendant. As observed, the Japanese descendants are, "unable to speak or to express themselves, full of ideas but cannot organize and articulate them" in Nihongo.

The researcher, realizing the need to help descendants improve their communication skills deem it necessary to undertake this study on the difficulties in learning Nihongo as a second language.



Statement of the Problem

The study focused on the extent of difficulties in learning Nihongo or the Japanese language as a second language, encountered by the Japanese descendants in the Cordillera Region. The researcher sought to find the answers to the following questions:

1. What effects do the following factors have on to the difficulties of learning Nihongo by the respondents as to:
 - a. Age
 - b. Gender
2. What are the factors that contribute to the difficulties in learning Nihongo?
3. To what extent do the following contributory factors affect the learning difficulties in Nihongo by the respondents?
 - a. Learner
 - b. Parents
 - c. Environment
 - d. Teacher
 - e. Home

Objectives of the study

The objectives of the study are the following:

1. To identify the effects of the following factors have on to the difficulties in learning Nihongo by the respondents.



- a) Age
 - b) Gender
2. To find out what factors contribute to the difficulties of learning Nihongo.
 3. To Determine the extent of the following factors that affect the learning difficulties in learning Nihongo.
 - a. Learner
 - b. Parent
 - c. Environment
 - d. Teacher
 - e. Home

Importance of the Study

The result of this study is significant since it delved into the difficulties in learning Nihongo. It bared the root cause of the difficulties in learning Nihongo. Contributory factors affecting difficulties in learning Nihongo were also determined. This will initiate the Japanese descendants of the Cordillera to study and understand the importance of a second language, and to challenge them to learn Nihongo better.

In addition, the data will also provide basis for Nihongo teachers and Nihongo centers to come up with measures that will make the learning of Nihongo meaningful simple and interesting. Likewise, This would address the



problems of today's Japanese descendants to trace long lost relatives and be able to work in Japan.

Furthermore, findings of this study will serve as a guide for the Japanese descendants, foreign language teachers, Nihongo teachers in particular, students of foreign languages, language learning centers, coordinators, parents, school administrators and concerned organizations, as a substantial data in performing and participating in global education to carry out their respective roles that of guiding the development of learners to become dependable and effective citizens of the country by offering them more opportunities to participate and become adequately informed and knowledgeable in foreign languages.

Finally, this research would help Japanese descendants become overseas workers in Japan to ease unemployment. For the researchers, this would be the beginning or base line data of references for future researchers of Nihongo as a second language.

Scope and Delimitation of the Study

This study was limited to determining the effect of age and gender to the difficulties in learning Nihongo. Another is to find out what related contributory factors affect the difficulties in learning Nihongo. The extent of factors affect the learning difficulties by the respondents studied in this research work was also limited to variables related to the learner, parent, environment, teacher and home.



The respondents come from different parts of Cordillera attending 2nd Sunday meeting and have at least 40 minutes Nihongo lessons every meeting. The ‘Abong’ is the meeting place of Japanese descendants at Legarda Road, Baguio City.



REVIEW OF LITERATURE

This section presents studies relevant to the objectives of this study, which helps to explain the interrelationship of variables that was used in the study. It includes studies on age and gender differences in second language ability, studies on foreign language learners difficulties, individual learner differences, which are the learner factors influence their second language acquisition, studies on teaching Japanese as a second language (JSL) and methodology.

Smith (1994) explained, which showed that to know only one language is abnormal since majority of the people in this world can call themselves speakers of at least two languages even if their mastery of each language is not identical or a polyglot. Pure monolingualism or knowing only one language is a result either of physical isolation from speakers of other languages or it is the result of cultural isolation. Further he says that some people even believe that learning a second language can be harmful, especially in the case of young children. The young child might end up being non-native speakers in any language, or having of no language to call their own as it is in the case of young children in the Cordillera. They speak Tagalog or Ilocano instead of Ibaloi or Kankanaey as their native language. Common observation does not show that bilingualism is a disadvantage unless, of course, bilinguals are discriminated against. But generally, it is even an advantage.



In the Philippines, Ogawa (1998) pointed out that the teaching of Japanese is branching out in many different ways. The changes in the social milieu surrounding the teaching of Japanese have resulted to a greater diversity of learning needs, and they require individual responses. Learning of Nihongo has become more universal because it appeals to a wider range of learners. Every Nihongo learner aimed to communicate in Japanese in any situation.

Thus, Selinker (1972) noted that learning a second language is not an easy task especially if there are more linguistic items that are different in the second language that cannot be found in the native language. The learners in acting upon the environment construct what to them is a legitimate system of language. By a gradual process of trial and error, or what is called unconscious learning, learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language.

In the new area of a second language research, Smith (1994) stated that second language is not target oriented, like many language learners, which typically focus on ways of bringing the learners' current state of knowledge into line with the knowledge of the native speaker; the making of errors are, for teacher and learner. They just say where the learner goes wrong. On the other hand, not target oriented focuses on the nature of a particular current state of knowledge in a given learner or group of learners. In other words, what the learner knows and does at a given stage in his or her learning career is interesting



as phenomena in its own right. The more mentors know about learning, the more, should be able and actively influence learning.

Studies on Gender and Age Differences in Second Language Ability

Maier and Yashiro (1991) investigated on gender related differences in Japanese language observations on the stereotype homogeneous speech community that has been pursued in redefining multilingual region. It evolves and shaped in schools and colleges. The much-quoted gender stereotype of Japanese women's language is being challenged as the victim of bias. Takano (2000) The ideology of gender roles, and past mainstream work of women's languages were analyzed on the basis of middle-class full-time housewives.

McCarthy (1988) also theorized that girls are more skilled with their language function compared to boys because she believes that it has something to do with language acquisition as related to physiological development. She even added that biologically speaking, females mature earlier compared to males, which maybe the result in a more expert way of getting into the language.

Similarly, the theory of Hymes (1974) believes that the male production of testosterone has an effect on the left cerebral hemisphere and that the production of this hormone among males delays the development of the left hemisphere of the brain, which controls the language functions of human beings.

Most frequently age is considered in discussions of individual differences in second language ability and it is commonly believed that children are better



language learners than adults. However, according to Cazden et al. (1975) in the rate and success of second language learning age strongly influences the learner. Where rate is concerned, it is evident that older learners are better and reach higher levels of proficiency, when matched according to the amount of time they have been exposed to the second language.

Another hypothesis according to Penfield and Roberts (1959) argued that the optimum age for language acquisition falls within the first ten years of life.

In addition, the success to second language acquisition supported by the findings of Krashen et al (1979) states that the number of years of exposure and starting age affect the level of success. The number of years' exposure greatly contributes to the overall communicative fluency of the learners.

These investigations appear confusing and contradictory however, Burstall (1975) concludes and the writer would agree that “ the achievement of skill in foreign language is primarily a function of amount of time spent studying that language...”.

Studies on Ethnic Backgrounds on Language Learning

Fillmore (1980) for instance, suggests that there may be difference in the level of attention that learners from different ethnic backgrounds typically give to a task. She notes that Mexican children had difficulty in concentrating for a long time while Chinese children were able to stay on task for a sustained period of time. Cognitive eventually turn out to be an important factor in determining rate



of development. Further, Brown (1981) distinguishes motivation and attitudes, identifying types of motivation as global motivation, which consist of a general orientation to the goal of learning a second language. Situational motivation, which varies according to the situation in which learning takes place, the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning; Task motivation, is the motivation for performing particular learning task. Brown uses the term attitudes to refer to the set of beliefs that the learner holds towards members of the target language group, whether they are seen as interesting or boring, honest, or dishonest, and others also towards his own culture.

Studies on Foreign language Learners Difficulties

Ellis (1983) revealed that in the post-war years and into the 1960s, there was a strong assumption that most of the difficulties facing the second language learners were imposed by the first language. It was assumed that the learner's first language knowledge would interfere with the second language. In order to identify the areas of difficulty, a procedure called contrastive analysis was developed. One of the hypotheses was that with different first language would learn a second language in different ways, as a result of negative transfer imposing different kinds of difficulty.

Similarly, as Lee (1968) noted, "the prime cause, or even the sole cause, of difficulty and error in foreign language learning is interference coming from the



learner's native language". The relationship between linguistic differences to learning difficulty can be identified linguistically. Difficulty involves psychological considerations as Stockwell, Bowen, and Martin (1965) have proposed that linguistic differences can be arranged in a 'hierarchy of difficulty' in second language acquisition. They identified that there is no difference between a feature of the first and second language. An item in the first language is absent in the target language. In German, subordinate clauses require a different word order from main clauses, whereas in English, the word order is the same in both clause types. In the general features of Japanese words or phrases are often omitted if they are understood from the context, even the subject and object was often omitted. An item in the first language has a different distribution from the equivalent item in the target language which occurs word-initially, but in English it only occurs word medially or finally and in Japanese it occurs finally. There is no similarity between first language feature and target language feature. In Spanish, negation is pre-verbal, where as in English it is post verbal. In addition English negation involved the use of the auxiliary system, whereas Spanish negation does not, post verbal negation is use also in Japanese. Divergent phenomena are when one item in the first language becomes two items in the target language.



Individual Learner Differences and SLA

Studies dealing with language learner learning difficulty, As Fillmore (1979) points out, on the one hand of individual differences are seen as an all-important factor, while on the other, they are treated as relatively insignificant. Different researches have used these labels to describe different sets of behavioral traits. Hawkey (1982) listed some of these behavioral traits: 'affective, cognitive, and social factors' while (Tucker et al. 1976) describes as, affective and ability factors and 'attitudinal/motivational characteristics'. In the attempt to impose some order on this abundance of terms and concepts.

Ellis (1983) proposed to make an initial distinction between personal and general factors. Some example, are provided by Schumann and Schumann (1977) in a report of their own learning experiences. They include nesting patterns or the need for a secure and orderly home base before learning can effectively begin, transition anxiety or the stress generated by moving to a foreign place, and the desire to maintain a personal language learning agenda.

According to Schumann and Schumann (1977) personal and general factors, as supported by Ellis (1983) are variables that are characteristics of all learners and strongly influence their second language acquisition. Personal factors group dynamics, which are important in classroom second language where competitiveness may be manifested in a desire to be out, do other languages learners and racing through examinations. Attitudes to the teacher and course



materials learners have different views about the kind of teacher they think are best for them. Individual learning techniques a learner is most conscious of vocabulary and others seek out situations in which they can communicate with native-speakers. General factors, like age suggests that this does not alter the route of acquisition.

Cazden et al (1975) found that child, adolescent, and adult learners appear to process linguistic data in the same way, irrespective of how old they are. Intelligence and aptitude Oller and Perkins (1978) claims that the intelligence does not appear to be an essential factor in first language acquisition, except those who are severely mentally retarded, succeed in developing grammatical competence in first language acquisition, it is possible also not very important in second language acquisition, particularly when it is acquired naturally. Cognitive style is a term used to refer to the manner in which people perceive, conceptualize, organize and recall information. Each person is considered to have more or less consistent mode of cognitive function.

Cognitive style interacts with other learner factors, while; Stern (1983) classifies attitude towards the community and people who speak the second language; attitudes towards learning the language concerned; and attitudes towards language and language learning in general. Cartell (1970) describes personality as cool/warm, shy/venturesome, not assertive/dominant. Researches in general do not show a clearly defined effect of personality on second language



acquisition. Though Swain and Burnaby (1976) indicate that personality characteristics are involved in promoting communicative and linguistic abilities, sociability is related to promoting communication, and traits such as quickness in grasping new concepts and perfectionist tendencies to the linguistic ability. Whatever the individual differences between learners teacher has to cater for the differences recognize and provide opportunities to each learner to benefit in their own way.

Studies on Teaching 'JSL' and methodology

Japanese language teaching still has its own continuing social debate about what constitutes 'correct' Japanese, which linked to social and educational norms and goals. Byram (2004) revealed that the continues study of Japan in 1993 mainly focused on the Commission on Foreign Language Policy for the twenty-first century. It also proposed fundamental structural change in syllabus, teacher training, public examination exchange programs and so on, to improve learners' communication skills.

Japan in the 21st century is experiencing globalization in an intermingling and distant logic not merely the imposition of transitional capitalist upon economies but also in social relation. Thus, language a sensitive constant of social organization and human relations, likewise found itself the axis of dramatic change. This includes the impact of new technologies, which the researcher of this study experienced, "Workshop for Teachers of Japanese Language" an



Introduction to Minna no Kyozaï Site by JICA-Net Philippine Satellite Center in UP-Diliman (2003). Expanding the potential of Japan's Technical Cooperation, JICA-Net is a computerized network of digital communications that enables simultaneous multilateral conference and distance training. JICA-Net consists of TV conference system and distance education system (image, picture of lecturer and power point presentation to be broadcast simultaneously). It connects Japan and three ASEAN countries the Philippines, Indonesia and Malaysia (more countries are expected to be added in the future) via international frame relay. By linking these centers with computer network, more collaborative activities between countries can be pursued, such as: mobilization and effective use of dispersed expertise created by national and project boundaries – expansion of opportunities for participation (both beneficiaries of developing countries and partners in Japan) – sharing and creation of knowledge with developing countries such as the Philippines, rather than the traditional top-down basis. (The Japan Foundation Manila Office).

As a consequence of globalization and internationalization, the old policies and aims of foreign language education call for change in the late 19th century, that language teaching must start afresh. Vietor (1981) Under the banner of Communicative Language Teaching, changes were accepted such as the aims of acquiring a foreign language for the purpose of understanding the high culture of great civilization to those of being able to use a language for daily communication



and interaction with people from another country. Another is the aims of language teaching in educational institutions, which coincide with the aims of most people learning languages in many other ways, and places. Foreign language education is now focused on the purpose of language learning, which seem self-evident to learners and has meet their expectations of success, apparently learning languages quickly and successfully in non-education settings and through interaction with other people and through exposures to mass media are with high expectations of success.

In the United States of America standards of foreign language learning on language as a system are to be acquired, and substituted with goal areas as communication, cultures, connections, comparisons and communities, where the focus is on what can be accomplished through a foreign language. Similarly, in the European framework of references for languages learning, teaching, assessment, development by the council of Europe in the 1980s and 1990s, proposes an approach based on an analysis of how languages are used in communication, on the functions people use them for, and the notions they use them to express, instead of an analysis of the grammatical system (Byram 2004).

First world countries have influential documents on which new curricula and teaching methods are being constructed in the new century and in the second world of the former Soviet bloc is also quickly moving from traditions of language learning based on linguistic analysis without passing through



intermediary phases of language teaching methods such as the audio-lingual method. However, changes in the Third World are much slower, like the Philippines. Modern methods require hardware and teaching materials, which are costly. Methods that rely on minimal equipment that can be used in large classes, with emphasis on grammatical analysis, are still widespread.

Conceptual Framework

Globalization is the recent concept of education. In this situation one of this is knowing different major languages of the world, which is the key to responsible participation in an independent world community.

Nihongo is a basic tool for interpersonal communication for the Japanese descendants to trace their origin and father's family tree.

They need communicative competence to be able to socialize and find work in Japan because Japanese descendants need to be recognized first by their Japanese ancestors and relatives before they could go to Japan. However, the best way is to speak Nihongo well and be understood. There is a need to learn Nihongo as their second language. But there is also the difficulty of learning the second language because of factors like interest of the learner, parent, environment, teacher and home

The second language learner's performance and difficulty in learning second language are affected by various factors contributing to the relationship of independent and dependent variables, which include learner, parent, environment,



teacher and home. The dependent variables, on the other hand, include the effect of contributory factors marked as contributes very difficult, contributes moderate, contributes minimal, and not contributory.

Positive learner related factors result to better performance and lower the degree of difficulty encountered in learning second language. This proposition is supported by the findings of Cook (1991) study which revealed that second language learners who have positive attitudes, outgoing, sociable person learns a second language better than a reserved shy, person. Another study is the affective Filter as proposed by Dulay and Burt (1977). Found that learners with high motivation and self confidence and with low anxiety have low filters, and so obtain and let in plenty of input, while learners with low motivation, little confidence, and high anxiety have high filters and so received little input and allow even less in.

Positive parent related factors enhance a second language learner's performance and lower the degree of difficulty encountered in learning second language. This is supported by the findings of Schumann and Schumann (1977) in a report about their own second language learning experiences. They include what they called 'nesting patterns' which the need for a secure and orderly home before learning second language can effectively begin.

Favorable learning environment factors in second language, provides a different kind of input from a natural setting (Ellis, 1983). Learning second



language in a classroom situation is unique and that language is involved in two different ways, as stated by Cook (1991) first, is the organization and control of the classroom, take place through language; second, language is the actual subject matter that is being taught. Whatever it is that is perfectly natural and proper in learning second language classroom is considered a world of its own.

Commendable second language teacher traits and skills result to better learners' performance and decrease the difficulty encountered in learning second language. This is supported by Nunan (1990), which showed that effective teaching develops successful student learning. A reflective teacher should know the art and craft of teaching relates to the teacher's specific knowledge of the subject matter, knowledge on teaching the subject matter and knowledge on teaching in general. Language teachers install the groundwork and take the risks to provoke change and mold the best and brightest of learners.

According to Bawang (1995), a favorable home, facilities, location and conducive atmosphere promote a convenient process for one's lesson (Ogena, 1984) Thereby promoting better academic performance of learners. In support to these findings, Ornstein et al (1984), supposed that safe and orderly environment, frequent monitoring of learners, progress at home lead to successful achievement of learners. In addition, the researcher affirmed that to learn foreign language is challenging, learner should be determined, appreciate the target language and the culture, practice as they say makes it perfect and most of all learning by heart.



The operational paradigm of the study is presented in Figure 1. This shows the order of the study in two columns: the independent variables and the dependent variables.

The independent variables are contained in the first column and these consist of the contributing factors on the difficulties in learning Nihongo, (A) Age (B) Gender (C) Contributory Factors: (1) Learner related factors that includes poor study habits, negative attitudes towards the lesson, irregular attendance, lack of concentration and poor mental ability to cope with the lesson. (2) Parent related factors such as lack of interest on child's learning other language, poor encouraging educational development, failure to stress the importance of learning other language (3) Environment related factors are the following, lack of appropriate facilities, not conducive for learning, adjustments on different attitude (4) Teacher related factors are cannot relate to different culture of learners, does not appreciate learners, poor teacher-learner relationship, does not explain the lesson well. And (5) home related factors such as home is not ideal for learning, moving on from place to another and far from school.

The dependent variables are contained in the second column, which are the effect of contributing factors in the difficulties of learning Nihongo are the following: (1) contributes very much, (2) contributes moderately, (3) contributes minimally and (4) not contributory.



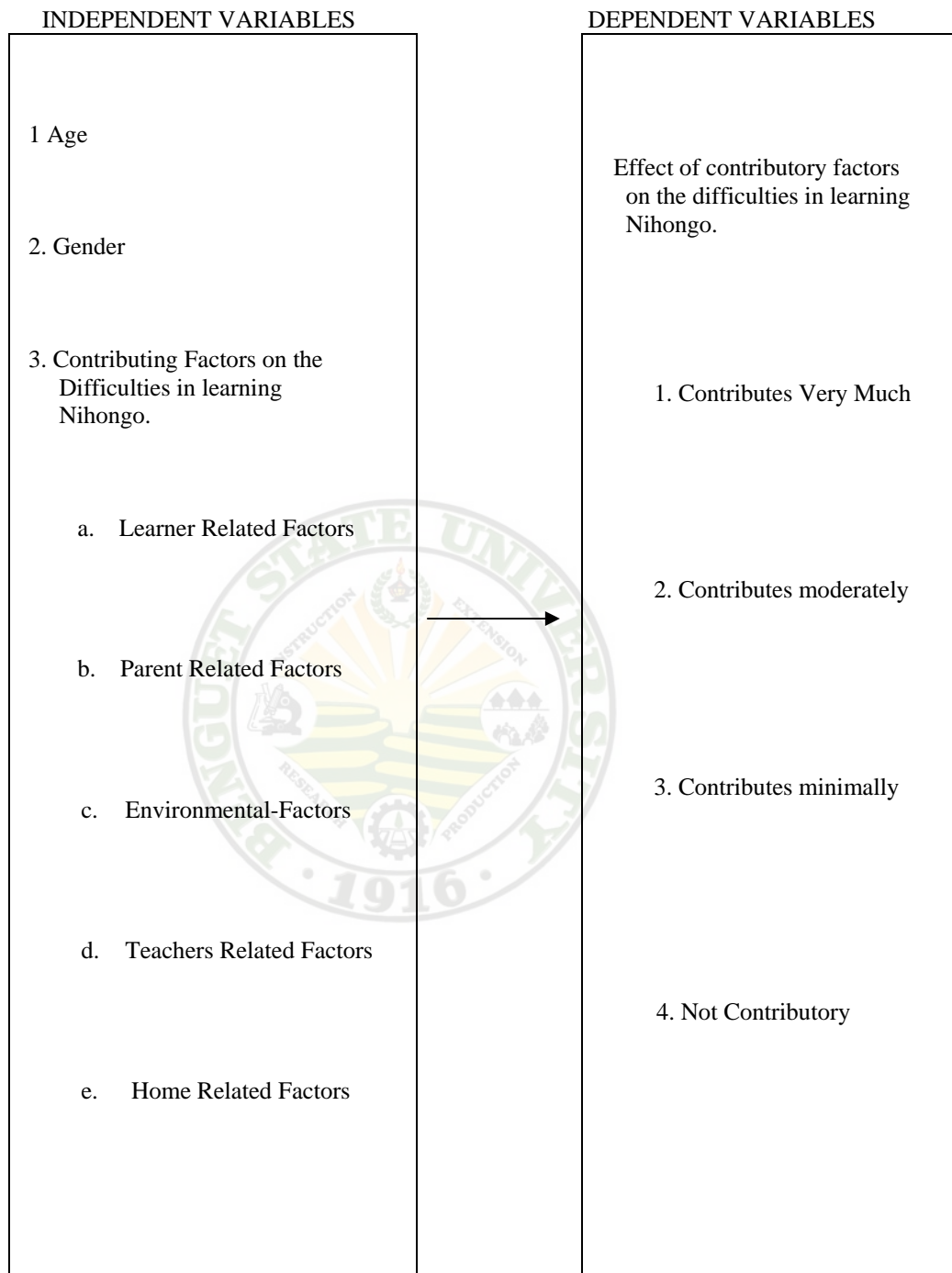


Figure 1: Paradigm of the Study



Operational Definition of terms

The following terminologies are defined operationally for the purpose of this study:

“Abong.”. It is a native term in the Cordilleran language referring to a ‘home’, the meetinghouse for the Japanese descendants of the Cordillera.

Difficulties in learning Nihongo. These refer to the extent of ‘learners inability to follow rules, structure and to apply pronunciations and correct use of words in the Japanese language.

Environment related factors. These are variables, which influence the effectiveness of the teaching-learning process. This includes the absence or availability of appropriate Nihongo books and other teaching materials, number of learners in a class, and school environment.

First Language. It is the mother tongue or native language acquired.

Home related factors. These refer to the variables that describe the place of origin or native habitat that influence the learning.

‘JSL’.. It is the Japanese as a Second Language.

Japanese Descendants. These are the people of mixed percentage of Japanese heritage now living in the Cordillera.

Language. It is an open system interacting with changed by and changing its environment as part of culture. The humanness of language and its place in human



society is one of the most necessary and complex of all social skills. (“Social Scientist” point of view).

Learner related factors. These refer to the intellectual capabilities, attitude towards learning, physical or biological state, emotional stability and motivation in learning a second language.

Nihongo. It is the Japanese language or language spoken in Japan.

Nihongo Kyoiku. It refers to the teaching of Japanese as a second language – ‘JSL’ - to speakers of other language.

Parent related factors. These are the variables that describe the moral and educational assistance of parents concern to their children.

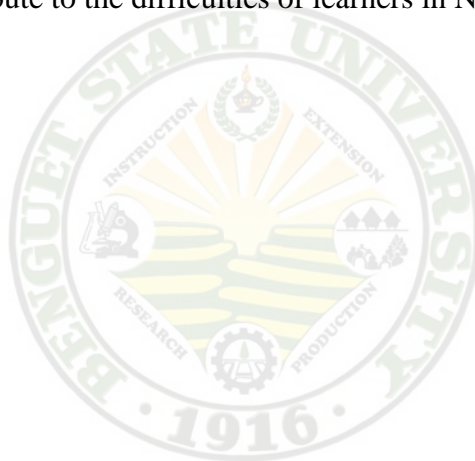
Second Language Acquisition (SLA). It refers to the subconscious or conscious processes by which a language other than the mother tongue is learned in a natural or a tutored setting.

Teacher related factors. These are the influence of teachers on students’ proficiency (native or non-native speaker), qualifications and experience, personal qualities and dedication.



Research Hypotheses

1. There is no effect of age and gender to the difficulties of learning Nihongo by the respondents.
2. The factors affecting the difficulties in learning Nihongo differ.
3. There is no significant difference on the extent by which related contributing factors such as learner, parent, environment, teacher and home contribute to the difficulties of learners in Nihongo, by the respondents.



METHODOLOGY

Locale of the Study

This study was conducted at 'Abong' #03 Bukaneg Street, Legarda Road, Baguio City during the second Sunday meeting of Japanese descendants in the Cordillera. The "Abong", the meeting place for the Filipino-Japanese descendants of the Cordillera was started by a dozen of Baguio-Benguet descendants, then founded by Sister Theresia Unno, a member of the Franciscan Missionaries of Mary, in the year 1972. At present, it is renamed as the Filipino-Japanese Foundation of Northern Luzon, Inc. established in 1987. In 2004, its membership is at least 1788 and its current president is no other than the Honorary Consul of Baguio City, Carlos B. Teraoka.

Respondents of the Study

The respondents of this study are composed of 142 descendants coming from the different areas of the Cordillera as far as Bontoc, Kalinga, Abra, Benguet and La Trinidad who are attending regular meetings of the Filipino-Japanese Association of Northern Luzon. One of agenda of the meeting includes Japanese language lesson. Respondents are descendants from the second generation who are half Filipino-Japanese, third generations are the grand children and fourth are the great grandchildren.



Instrumentation

The research used the descriptive method with a survey questionnaire as a main data-gathering tool. The tool consists of questions related to the respondents' age, gender and the different contributory factors affecting the difficulties in learning Nihongo.

To insure the extraction of answers for the objectives of the study the researcher supplemented the questionnaire with a personal interview to the respondents.

ANOVA (Analysis of Variance) was used in determining the extent of different factors in the difficulties in learning Nihongo and t – test to test the significance of means.

Data Gathering

Before the researcher administered the questionnaire, she sought the permission and made appointments with the respective officer in-charge of the organization involved. She finally administered the survey questionnaire with the help of the social workers of the organization and was allowed to conduct and retrieve the questionnaire.



Statistical Analysis

Data collected were tabulated and analyzed with the use of appropriate statistical tools. Descriptive statistics such as mean, frequency and percentage and ranking were determined. Analysis of variance was used as a statistical equation to compare the extent of contributory factors and t – test for the significance of mean.



RESULTS AND DISCUSSION

This section includes the presentation analysis and interpretation of the data gathered which covers the age and gender of respondents. It also presents the respondents perception on the identified related contributory factors that affect the learning difficulties in Nihongo.

The succeeding tables present the personal characteristics of the respondents in terms of gender, age and related contributory factors such as learner, parent, environment, teacher and home in the learning difficulties in Nihongo.

Gender.

Table 1a presents a summary of gender difference in learning Nihongo as a second language where 43 respondents or 30 percent are males while 99 or 70 percent, females. The findings indicate that in this area of the study, females dominated the study of Nihongo who are Japanese descendants in the Cordillera.

Table 1a Gender of respondents

PARTICULAR	FREQUENCY	PERCENT	RANK
a. Gender			
Male	43	30	2
Female	99	70	1
TOTAL	142	100	



Table 1a reveals that gender affect the learning in Nihongo. It rejects the research hypothesis of this study that gender does not affect the learning of Nihongo. There are more females than males in the learning of Nihongo.

Hence the result of this present study confirms the theory of McCarthy (1988) that women are more skilled with language function compared to men. She also stressed that it has something to do with language acquisition as related to physiological development. She even added that biologically speaking, females mature earlier compared to males, which maybe the result in a more expert way of getting into the language. Similarly, with the result of this study, women respondents showed concern and importance in the learning of Nihongo and also in answering the questionnaire.

Furthermore, investigation on gender difference in language learning Cook (1991) found out that girls were better in all language skills. She also added that in talking to foreign language teachers in every country, second language learners were girls and only one boy in four girls studying languages in linguistics department.

Similarly, gender is a major factor affecting language acquisition according to Holmes (1991). Females have been found to produce more standard language than males, a pattern that continues on through adulthood. Women appear to use language more polite than men.



Age.

Table 1b shows the different age bracket of respondents from 8 –61years of age. They are as follows: from 8 – 15 there were 30 respondents or 21 percent of them, 19 or 13 percent fall under the age of 16 – 20; and 17 or 12 percent whose age ranged from 21 – 28.

Table 1b Age of respondents

PARTICULAR	FREQUENCY	PERCENT	RANK
b. Age			
8 – 15	30	21	1
16 –20	19	13	4
21 –28	17	12	5
29 – 36	27	19	2
37 – 44	5	4	7
45 – 52	23	16	3
53 – 60	5	4	7
61 - and above	16	11	6
TOTAL	142	100.00	
MEAN	36		



Table 1b showed that respondents whose age range from 29 – 36 are 27 or 19 percent, 5 or 4 percent under the age of 37 – 44; ages 45 – 52 are 23 or 16 percent; and ages ranging from 53 –60 are only 5 respondents or 4 percent, and under the age bracket of 61 and above is 16 or 11 percent respondents. The mean age of respondents is 36. This findings reveals that majority of the respondents is at the age peak bracket of their career that are actively involved in learning Nihongo.

Results show in this table that there is an effect of age in the learning of Nihongo. It rejects the research hypothesis that age does not affect the learning of Nihongo. The result of the study also reveals that adults dominated the study in Nihongo.

Krashen et al (1979) supports the result of this study that rate and success in the study of second language learning appear to be strongly influenced by age of the learner. It was found that adults outperformed the children. Since adults have greater motivation and also speculate that because older learners are more engaged in keeping a conversation going, they may learn more rapidly than younger learners which correspond to Brown (1981) who identified motivation and attitude affect language learning such that adult learners are persistent learner in striving for a goal like learning of Nihongo by the Japanese descendants of the Cordillera. Most of the respondents are adult women and appear to have more attention on Japanese language learning, since young children do not understand



yet the importance of learning other languages. This is evident then that older learners are better than the young children.

In addition Allwright & Bailey (1991) indicate that adult learns better than children. Adults are more excited to start quickly but slow down as soon as they learn a little that can be used for simple conversation, while young children prefer informal learning such as play-like learning situation. The use of teaching method should vary according to the age of a learner because a particular learner prefers a particular lesson.

Learner Related Factors

The table 3a indicates the extent by which learner related factors contributed to the difficulty in learning Nihongo. Further, the learner related factors are poor study habits, negative attitude towards the lesson, irregular attendance in class, lack of concentration in the lesson and poor mental ability to cope with the lesson. The factor poor study habit projected a weighted mean of 2.60, which is described as having *contributed moderately* to the respondent's difficulty in learning Nihongo.

In the second related factor, negative attitude towards the lesson, manifested a weighted mean of 2.73 was obtained from the respondents answer with a corresponding description of *contributed moderately*. This indicates that some of the respondents of the study accepted that their negative attitude towards the lesson has contributed moderately to their difficulty in learning Nihongo.



Table. 3a Extent of learner related factors as contributory to the difficulties in learning Nihongo as perceived by the descendants in the Cordillera.

LEARNER RELATED FACTORS	MEAN	RANK	DESCRIPTION
1. Poor study habits	2.60	2	C Mo
2. Negative attitude towards the lesson	2.73	1	C Mi
3. Irregular attendance in class	2.25	3	C Mi
4. Lack of concentration	2.23	4	C Mo
5. Poor mental ability to cope with the lesson	2.05	5	C Mi
Total Average Weighted Mean	2.37		C Mi

Legend:

Arbitrary Values	Statistical Limit	Description:	Symbols
4	3.51 – 4.00	Contributes Very Much	CVM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.50	Contributes Minimally	C Mi
1	1.00 – 1.50	Not Contributory	NC

Next, irregular attendance in class, showed a weighted mean of 2.25 from the respondents. This revealed that this learner related factor has *contributed minimally* to the difficulty in learning Nihongo.

The fourth learner factor, lack of concentration in the lesson, has a weighted mean of 2.23 obtained from the data gathered from the respondents. This points



out that the lack of concentration factor *minimally contributed* to the respondents' difficulty in learning Nihongo.

Respondents' poor mental ability to cope up with the lesson as a last learner related factor has also been revealed by the respondents to *contribute minimally* to their difficulty in learning Nihongo. This was manifested by the respective computed weighted mean of 2.05.

An average weighted mean of 2.37 (C Mi) was obtained from the Japanese descendants in the Cordillera. This shows that learner related factors such as poor study habits, negative attitude, irregular attendance, lack of concentration and poor mental ability to cope up with the lesson *contributed minimally* to the difficulty of learning Nihongo as perceived by the respondents of this study.

It can be deduced from the presented findings that the most common factors that contributed moderately to the difficulty in learning Nihongo are negative attitude towards the lesson, and poor study habits. Factors contributing minimally include irregular attendance, lack of concentration and poor mental ability to cope up with the lesson, in this sequence of arrangement.

The above results confirm, the findings of Cook (1991), which pointed out those learners who have definitely positive attitudes, outgoing, sociable and persons learn second language better than a shy person. Positive related factors result to better performance and lower the degree of difficulty encountered in learning second language.



Another study that confirms the result of this present study is that of Dulay and Burt (1977) which found that learners with high motivation and self confidence and with low anxiety obtain more and let in more input, while learners with low motivation, little confidence, and high anxiety had little input.

Parent Related Factor

Table 3b presents Parent related factors; parent failure to stress the importance of learning other language, poor encouragement on child's educational development, and lack of interest on child's learning other language have been ranked accordingly by the respondents as having contributed minimally.

An over all average weighted mean of 1.89 reveals that parent related factors have contributed minimally to the difficulty in learning Nihongo.

This study is supported by the findings of Schumann and Schumann (1977) that a positive parent related factor enhances a second language learner's performance and lower the degree of difficulty encountered in learning the language. Hence, most children learn their second language with the influence of their parents.

It is generally presumed that positive parent child relationship influences to cultivation of the intellectual capability of the child particularly during childhood. Parent's motivation promotes efficient and effective learning in second language.



Table 3b Extent of parent related factors as contributory to the difficulties in learning Nihongo as perceived by the Filipino- Japanese descendants in the Cordillera.

PARENT RELATED FACTORS	MEAN	RANK	DESCRIPTION
1. Lack of interest on child's learning other language	1.84	3	C Mi
2. Poor encouragement on child's educational development	1.88	2	C Mi
3. Failure to stress the importance of learning other language	1.94	1	C Mi
TOTAL Average Weighted. Mean	1.89		C Mi

Legend:

Arbitrary Values	Statistical Limit:	Description	Symbols
4	3.51 – 4.00	Contributes Very Much	CVM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.50	Contributes Minimally	C Mi
1	1.00 – 1.50	Not Contributory	N C

Another finding that confirms the present study of Mowrer's (1960) on the account of motivation in first language learning reveals that the child associates the language he hears with his parents so that learner maybe motivated. Similarly, Brown (1981) describes that mother's function serves to teach language and to socialize the child. Parents are the models, the primary motivator as to



communicate, to understand and to be understood, and know their Child's language ability. The way parents talk to their children influences how rapidly the child acquires the language in order to facilitate the exchange of meanings.

Learning Environment Related Factors

Table 3c points out the extent of learning environment related factors which include lack of appropriate Nihongo books and other learning materials, classroom is not conducive to learning, adjustment on different students attitude and big classes. It also implies the extent of learning environmental related factors that contribute to the difficulty in learning Nihongo encountered by the respondents.

The same table showed the extent of factors contributing to the difficulties of respondents in learning Nihongo, like lack of appropriate Nihongo books and other learning materials with a weighted mean of 2.58 or *contributed moderately* (C Mo), classroom not conducive to learning with a weighted mean of 1.85 or *contributed minimal* (C Mi) and adjustments on different students attitude with a weighted mean of 1.86 or *contributed minimally* (C Mi). These show that the environment related factors have a total weighted mean of 2.10 and a description of *contributed minimally* to the respondent's difficulty in learning Nihongo.

In support to this study, Cook (1991) affirmed that the organization and control of classroom take place through language, and auspicious learning



environmental factors in learning second language, provides a different kind of input from a natural setting.

Table 3c. Extent of environment related factors as contributory to the difficulties learning Nihongo as perceived by the Japanese descendants in the Cordillera.

LEARNING ENVIRONMENT			
RELATED FACTORS	MEAN	RANK	DESCRIPTION
1. Lack of appropriate Nihongo books and other learning materials	2.58	1	C Mo
2. Classroom is not conducive to learning	1.85	3	C Mi
3. Adjustments on different Students attitude	1.86	2	C Mi
Total Average Weighted. Mean	2.10		C Mi

Legend:

Arbitrary Values	Statistical Limit	Description	Symbols
4	3.51 – 4.00	Contribute Very Much	C MV
3	2.51 – 3.50	Contribute Moderately	C Mo
2	1.51 – 2.50	Contribute Minimally	C Mi
1	1.00 – 1.50	Not Contributory	N C

The present findings also corresponds to Ellis (1983) linguistic environment that varying individual environment is significant contributor to all aspects of the language learning process, as apparently contributing minimally to the difficulties of learning Nihongo as perceived by the respondents of this present study.



Teacher Related Factors

The next table shows the extent of teacher related factors include teacher cannot relate to different culture of learners, teacher does not appreciate students, poor teacher learner relationship and teacher does not explain the lesson well.

Table 3d Extent of teacher related factors as contributory to the difficulty in learning Nihongo as perceived by the Japanese descendants in the Cordillera.

TEACHER RELATED FACTORS	MEAN	RANK	DESCRIPTION
1. Teacher cannot relate to different culture of learners.	1.73	1	C Mi
2. Teacher does not appreciate students.	1.55	2.5	C Mi
3. Poor teacher learner relationship	1.55	2.5	C Mi
4. Teacher does not explain the lesson well	1.51	4	C Mi
Total Average Weighted Mean	1.59		C Mi

Legend:

Arbitrary Values	Statistical Limits	Description	Symbols
4	3.50 – 4.00	Contributes Very Much	C VM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.51	Contribute Minimally	C Mi
1	1.00 – 1.50	Not Contributory	N C



In table 3d, respondents ranked the factors respectively as follows: teacher cannot relate to different culture of learners, poor teacher relationship, teacher does not appreciate students, and teacher does not explain the lesson well. The total average weighted mean of 1.59 tells that these factors have *contributed minimally* to the difficulty of learners learning Nihongo.

The finding agrees with Nunan (1990), which suggests that effective teaching develops successful student learning. A reflective teacher should know the art and craft of teaching related to the teacher's specific knowledge of the subject matter, knowledge on teaching the subject matter and knowledge on teaching in general. Language teachers should also install the groundwork and take the risk to provoke change and mold the best and brightest learners.

Furthermore, Lado (1964) also implies that the goal of teaching is to develop students' potential and to enable them to 'come alive' through second language learning. Language teacher strategies could also be a factor, which bears effect on the learners. The entire above teacher related factors mix and interplay to be the reason or possibilities of the result of this present study as contributed minimally by the respondents.

However, Ellis (1983) signifies that the study of being a successful language learner reveals a greater variation in attitudes towards the role of the teacher where learners need the sympathy of the teacher. Adult learners want



logical, clear, and systematic teachers while younger learners prefer more on variety of materials to be used in ways to discovery.

Home Related Factor

Home related factors in the table below reflects the extent of home is not ideal for learning, moving on from a place to another and very far from school. The extent of these factors contributed equally to the difficulty in learning Nihongo as perceived by the respondents.

Table 3e. The extent of home related factors as contributory to the difficulties in learning Nihongo as perceived by Japanese descendants in the Cordillera.

HOME RELATED FACTORS	MEAN	RANK	DESCRIPTION
1. Home is not ideal for learning	1.60	3	C Mi
2. Moving on from place to another	1.61	2	C Mi
3. Very far from school	1.88	1	C Mi
Total Average Weighted Mean	1.70		C Mi

Legend:

Arbitrary Values	Statistical Limits	Description	Symbols
4	3.51 – 4.00	Contributes Very Much	C VM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.50	Contributes Minimally	C Mi
1	1.00 – 1.50	Not Contributory	N C



As shown in table 3e, learners responded that home is not ideal to learning with a weighted mean of 1.60 and with a description of *contributes minimal* (C Mi) to the difficulty of learners learning Nihongo.

Likewise, moving on from one place to another had a weighted mean of 1.61 with a description of *contributes minimal* (C Mi) to the difficulty of learners learning Nihongo.

Very far from school revealed *minimally contributed* (C Mi) with a weighted mean of 1.88 to the difficulty of learners learning Nihongo.

An average weighted mean of 1.70 *contributed minimal* (C Mi) was obtained from the data. This explains that home-related factors *contributed minimally* to the learners learning Nihongo as perceived by the respondents from the Japanese descendants of the Cordillera.

With great similarity to the results of this study, Ornstein et al (1984) explained that safe and orderly home, frequent monitoring of learners, progress at home lead to successful achievement of learners. In addition, the author affirmed that to learn a foreign language is challenging, in which a learner should be determined, appreciate the target language and also the culture and more importantly practice the language by speaking to someone, as they say practice makes perfect and most of all learning by heart.



Table 4 . Extent of contributory factors to the difficulties in learning Nihongo

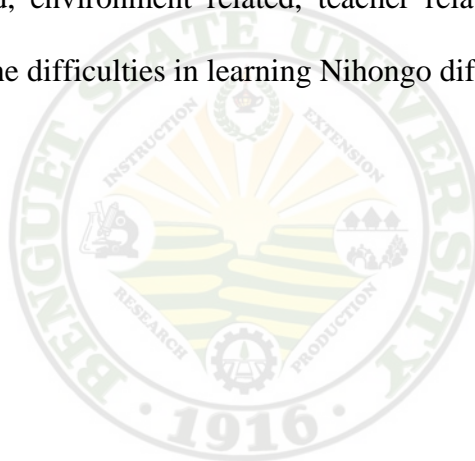
CONTRIBUTORY FACTORS	WEIGHTED MEAN	RANK	DESCRIPTION
1. Learner	2.37	1	C Mi
2. Parent	1.89	3	C Mi
3. Environment	2.10	2	C Mi
4. Teacher	1.59	5	C Mi
5. Home	1.70	4	C Mi
Total Average Weighted Mean	1.93		C Mi

Furthermore, the hypothesis, there is no significant difference on the extent by which related contributing factors such as learner, parent, environment, teacher and home contribute to the difficulties of learners in Nihongo is rejected since the computed F- value of 8.45 is greater than the Tabular F-value of five (5) percent level of significance that is 3.06 which is not the same and therefore the hypothesis is rejected. As such, the different contributing factors have greatly affected the difficulties of learning Nihongo.

To further test the effectivity of contributory factors in the difficulties of learning Nihongo, the t-test is used. The significant results imply that there is a great gap in the computed difference. In comparing learner and parent factors, the computed value is 10.955, which is very much greater than the tabular value of 2.447 at.05 level of significance. This means that the learner related factor is



much higher in the extent of difficulties in learning Nihongo than parent related factor, as for the not significant result, this implies that there is no great gap in the computed difference on the extent by which related contributing factors such that between learner and learning environment related factors are not significant. The result coincides with the research hypothesis that the factors that contribute to the difficulties in learning Nihongo differ. Hence results show in the further test that contributing factors are not the same. These imply that factors such as learner related, parent related, environment related, teacher related, and home related factors contribute to the difficulties in learning Nihongo differ.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study focuses on the difficulties of learners learning Nihongo encountered by the Japanese descendants attending Nihongo class every second Sunday of the month. The meeting place is Abong Legarda Road Baguio City and respondents come from the different areas of the Cordillera.

Its specific objectives are the following: to determine the effects of age and gender to the difficulties in learning Nihongo, to find out the different factors that affect the difficulties in learning Nihongo. Further, It determined the extent by which contributory factors influence the difficulties encountered by the respondents in learning Nihongo as to the Learner, Parent, Environment, Teacher and Home. The scale that was used for measuring the extent of difficulties in learning Nihongo is as follows: 1 contribute very much, 2 contribute moderately, 3 contribute minimally and 4 Not contributory.

One hundred forty two (142) Japanese descendants are respondents of this study. The descriptive method of research is employed making use of survey questionnaire as a tool to gather the data.

Collected data were analyzed and interpreted using frequency, percentage and weighted mean. The methods used to test the hypotheses are ANOVA and the t – test.



Findings

The salient findings of the study are the following:

1. Gender and age affect the learning of Nihongo. There are one hundred forty two respondents 70 percent female and thirty percent male. Females dominated the learning of Nihongo. Less than one-half (thirty percent) of the respondents are within the ages of eight and fifteen years while nineteen percent is in the age range of sixteen and twenty. Ages, twenty-one and twenty-eight are seventeen percent and ages ranging from twenty nine to thirty-six are twenty seven percent. The ages ranging from thirty-seven to forty-four are only five percent, from age forty-five to fifty two are twenty three percent and ages ranging from fifty-three to sixty are also then five percent. The oldest age ranging from sixty and above is sixteen percent. The youngest age was eight years old and the oldest age was seventy years old with a mean age of thirty-six years of age.

2. Learner related factors with a total weighted mean of 2.37 contributed minimal to the difficulties in the learners learning Nihongo. Negative attitude towards the lesson ranked first with an average weighted mean of 2.73 contributes moderately and poor study habits ranked second with an average mean of 2.6 contributing moderately. Irregular attendance in class with 2.25 weighted mean contributed minimally and ranked third. This indicates that the extent of influence of learner related factors in the difficulties in learning Nihongo vary greatly according to personal judgment and intentions of learners learning Nihongo.



3. In the parent related factors, the total weighted mean is 1.89 contributed minimal to the difficulties encountered by the respondents. Among the parent related factors the failure to stress the importance of learning other languages ranked first with a weighted mean of 1.94 contributed minimal. Poor encouragement on child's education development comes next as contributed minimally. This indicates that the influence of this factors to the difficulties encountered by the respondents occurred similarly. This also indicates that the influence of these factors among respondents did not vary from one another and that parents have common attitude towards their children in learning of other language.

4. Learning environment related factors had a total weighted mean of 2.10 contributed minimally to the difficulties in learners learning Nihongo. The lack of appropriate Nihongo books and other learning materials top most with a weighted mean of 2.58 contributed moderately. This indicates that the influence of factors related to learning environment to the learners learning Nihongo varies from one factor to the other.

5. Teacher related factors with (1.59 weighted mean) contributed minimally to the difficulties in learning Nihongo. This shows that the influence of teacher related factors to the difficulties of learners learning Nihongo was less favorable.



6. Home related factors with a weighted mean of 1.70 contributed minimal to the difficulties in learners learning Nihongo by the respondents. This indicates that the influence of these factors to the difficulties of learners learning Nihongo was lower in importance.

7. Related contributing factors such as learner, parent, environment, teacher and home are not the same, which means that there is a significant difference in the difficulties of learners learning Nihongo.

Conclusions

Based on the foregoing findings, the following conclusions are drawn:

1. Female respondents compose the majority of the learners in Nihongo. The mean age of respondents is thirty-six. Adults outperformed the children in learning Nihongo.

2. Learner related factors such as poor study habits, negative attitude towards the lesson, irregular attendance in class, lack of concentration and poor mental ability to cope with the lesson contributed minimally to the difficulties of learners learning Nihongo.

3. Parent related factors such as parent's lack of interest on child's learning other language, poor encouragement on child's educational development and failure to stress the importance of learning other language contributed minimally to the difficulties of learners learning Nihongo.



4. Learning environment related factors such as lack of appropriate books and other learning materials, contributed moderately to the difficulties of learners while classroom is not conducive to learning and adjustments on different students attitudes, contributed minimally to their difficulty in learning the Japanese language.

6. Teacher related factors, which includes teacher, could not relate to different culture of learners, teacher does not appreciate learners; poor teacher learner relationship and teacher does not explain the lesson well contributed minimally to the difficulties of learners learning Nihongo.

7. Home related factors such as home is not ideal for learning, moving on from place to another and very far from school contributed minimally to the respondents' difficulty in learning the Japanese language.

Recommendations

Based on the conclusions, the following are recommended:

1. Age does not matter in learning other languages, as learning is a continuous process, young and old are accepted with pleasure.

2. The Filipino-Japanese descendants and students or learners of the Japanese language should appreciate and practice - exercise simple words like greetings, simple daily expressions in order to develop skills of the Japanese language.



3. Nihongo teachers should implement the learner's lesson preferences and look over into the needs of learners in the teaching of the Japanese language.
 - a. Parents and teachers should work together to help the child develop good study habits at an early age.
 - b. Learners should be encouraged to develop a positive attitude towards learning other language and that teachers should make and present interesting lessons.
 - c. Both teachers and parents should monitor learners who are irregular in class attention.
 - d. The Teacher should identify learners who are fast, average and slow learners and apply the mastery strategy such as: giving enrichment activities to the fast learners and corrective or catch – up instructions to the slow learners.
 - e. Training centers, schools and teachers should provide appropriate books and references for students learning Nihongo.



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Appendix ALETTER OF REQUEST TO ADMINISTER QUESTIONNAIRES

Republic of the Philippines
 Graduate School
BENGUET STATE UNIVERSITY
La Trinidad, Benguet

August 14, 2005

Engr. Leopoldo S. Escano
 Executive Director, FJFNLI
 “Abong”, #03 Bukaneg Street
 Legarda Road, Baguio City

SIR:

Greetings!

The undersigned is a graduate student of Benguet State University. Presently, she is conducting a research entitled: “Difficulties of the Japanese Descendants in Learning Nihongo: An Assessment”, in partial requirements of her course, Master of Arts in English as a Second Language.

In view thereof, the undersigned respectfully ask permission from your good office that she be allowed to administer questionnaires to the members of the Filipino-Japanese descendants during second Sunday meetings. It is hoped that the findings of this study would contribute to the improvement of the descendants and the organization.

Thank you and your favorable action on the matter are highly appreciated.

Respectfully,

Caroline I. Pay-an

Noted:

(Sdg) Myrna B. Sison
 Adviser

(Sdg) Tessie M. Merestela, D. Agr.
 Acting Dean- Graduate School

APPROVED:

(Sgd) Engr. Leopoldo S. Escano
 Executive Director, FJFNLI



Appendix B

LETTER TO THE RESPONDENTS

August 14, 2005

Dear Respondents:

The undersigned is presently conducting a research on the “Difficulties of the Japanese Descendants in Learning Nihongo: An Assessment ”. Your indulgence in providing necessary information for this study is sought through your honest answers on the attached questionnaire.

Data and information derived from this study will further improve the learning of Nihongo (Japanese Language). Responses gathered will be kept with utmost confidentiality.

Thank you and God bless.

Respectfully,

Caroline I. Pay-an



Appendix C

QUESTIONNAIRE

Direction:

Please provide all needed information in this questionnaire and leave no item unanswered. Also indicate your answers to the other items by checking the most appropriate among the given choices that describes your situation. For some information not directly asked in the questionnaire, please write them on the blank provided.

I. Personal Information:

1. Name: (Optional) _____ Gender: ____ F ____ M

A Age: (Please check)

_____ 8 – 15 yrs. old _____ 37 – 44 yrs. old

_____ 16 – 20 yrs. old _____ 45 – 52 yrs. old

_____ 21 – 28 yrs. old _____ 53 – 60 yrs. old

_____ 29 – 36 yrs. old _____ 60 and above

II. Listed below are factors that may contribute to your difficulties in learning Nihongo (Japanese language). Check the column, which you believe applies to your situation.

	Contributes Very Much	Contributes Moderately	Contributes Minimally	Not Contributory
	1	2	3	4
A. Learner Related Factors				

1. Poor study habits _____



- | | | | | |
|---|-------|-------|-------|-------|
| 2. Negative attitude
towards the subject | _____ | _____ | _____ | _____ |
| 3. Irregular attendance
in class | _____ | _____ | _____ | _____ |
| 4. Lack of concentration | _____ | _____ | _____ | _____ |
| 5. Poor mental ability to
cope with the lesson | _____ | _____ | _____ | _____ |
| 6. _____
(others please specify) | _____ | _____ | _____ | _____ |
| B. Parent Related Factors | | | | |
| 1. Lack of interest on
child's learning other
language | _____ | _____ | _____ | _____ |
| 2. Poor encouragement on
child educational
development | _____ | _____ | _____ | _____ |
| 3. Failure to stress the
importance of learning
other languages | _____ | _____ | _____ | _____ |
| 4. _____
(Others please specify) | _____ | _____ | _____ | _____ |



C. Learning Environment

Related Factors

- | | | | | |
|---|-------|-------|-------|-------|
| 1. Lack of appropriate
Nihongo books and
other learning materials | _____ | _____ | _____ | _____ |
| 2. Classroom is not
conducive to learning | _____ | _____ | _____ | _____ |
| 3. Adjustments on
different students
attitude | _____ | _____ | _____ | _____ |
| 4. _____
(Others please specify) | _____ | _____ | _____ | _____ |

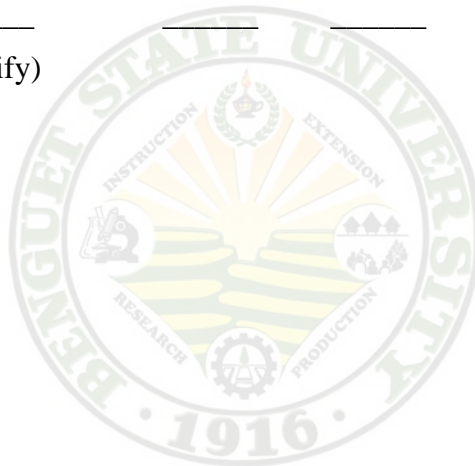
D. Teacher Related Factors

- | | | | | |
|--|-------|-------|-------|-------|
| 1. Teacher cannot relate
to different culture of
learners. | _____ | _____ | _____ | _____ |
| 2. Teacher does not appreciate
Students. | _____ | _____ | _____ | _____ |
| 3. Poor teacher-learner
relationship | _____ | _____ | _____ | _____ |
| 4 Teacher does not explain
the lesson well. | _____ | _____ | _____ | _____ |
| 5. _____
(Others please specify) | _____ | _____ | _____ | _____ |



E. Home Related Factors

1. My home is not ideal
for learning. _____
2. Moving on from place
to another. _____
3. Very far from school _____
4. _____
(Others please specify) _____



Appendix Table 1a. Number of respondents

PARTICULAR	FREQUENCY	PERCENT	RANK
c. Gender			
Male	43	30	2
Female	99	70	1
TOTAL	142	100	

Appendix Table 1b. Age of respondents

PARTICULAR	FREQUENCY	PERCENT	RANK
b. Age			
8 – 15	30	21	1
16 – 20	19	13	4
21 – 28	17	12	5
29 – 36	27	19	2
37 – 44	5	4	7
45 – 52	23	16	3
53 – 60	5	4	7
61 - and above	16	11	6
TOTAL	142	100.00	



Appendix Table 3. Extent of learner related factors contribute to the difficulties of learners learning Nihongo as perceived by the Japanese descendants of the Cordillera.

LEARNER RELATED	CONTRIBUTE VERY MUCH	CONTRIBUTES MODERATELY	CONTRIBUTES MINIMALLY	NOT CONTRIBUTORY	WEIGHTED POINTS	WEIGHTED MEAN	DESCRIPTION
1. Poor study habits	18	63	47	14	369	2.60	C Mo
2. Negative attitude towards the lesson	37	47	41	17	388	2.73	C Mo
3. Irregular attendance in class	16	38	53	35	319	2.25	C Mi
4. Lack of concentration	15	39	52	36	317	2.23	C Mi
5. Poor mental ability to cope with the lesson	14	29	49	50	291	2.05	C Mi

Legend:

Arbitrary Values	Statistical Limit	Description	Symbols
4	3.51 – 4.00	Contributes Very Much	C VM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.50	Contributes Minimal	C Mi
1	1.00 – 1.50	Not Contributory	N C



Appendix Table 4. Extent of parent related factors contribute to the difficulties of learners learning Nihongo as perceived by the Filipino-Japanese descendants in the Cordillera.

PARENT RELATED FACTORS	CONTRIBUTE VERY MUCH	CONTRIBUTES MODERATELY	CONTRIBUTES MINIMALLY	NOT CONTRIBUTIVE	WEIGHTED POINTS	WEIGHTED MEAN	DESCRIPTION
1. Lack of interest on child's learning other language	7	29	41	85	262	1.84	C Mi
2. Poor encouragement on child's educational development	7	33	38	64	267	1.88	C Mi
3. Failure to stress the importance of learning other language	8	30	50	54	276	1.94	C Mi

Legend:

Arbitrary Values

Statistical Limit:

Description

Symbols

4

3.51 – 4.00

Contributes Very Much

CVM

3

2.51 – 3.50

Contributes Moderately

C Mo

2

1.51 – 2.50

Contributes Minimal

C Mi

1

1.00 – 1.50

Not Contributory

N C



Appendix Table 5. Extent of learning environment related factors contribute to the difficulty of learners learning Nihongo as perceived by the Filipino-Japanese descendants in the Cordillera.

ENVIRONMENT RELATED FACTORS	CONTRI- BUTE VERY MUCH	CONTRI- BUTES MODE- RATELY	CONTRI- BUTES MINI- MAL	NOT CONTRI- BUTORY	WEIGHTED POINTS	WEIGHTED MEAN	DESCRIP- TION
1. Lack of appropriate Nihongo books and other learning materials	38	38	35	31	367	2.58	C Mo
2. Classroom is not conducive to learning	7	25	50	60	263	1.85	C Mi
3. Adjustments on different Students attitude	3	30	53	56	264	1.86	C Mi

Legend:

Arbitrary
Values

Statistical

Limit

Description

Symbols

4

3.51 – 4.00

Contribute Very Much

C MV

3

2.51 – 3.50

Contribute Moderately

C Mo

2

1.51 – 2.50

Contribute Minimal

C Mi

1

1.00 – 1.50

Not Contributory

N C



Appendix Table 6. Extent of Nihongo teacher related factors contribute to the learners learning Nihongo as perceived by the Japanese descendants in the Cordillera.

TEACHER RELATED	CONTRIBUTE VERY MUCH	CONTRIBUTES MODERATELY	CONTRIBUTES MINIMAL	NOT CONTRIBUTORY	WEIGHTED POINTS	WEIGHTED MEAN	DESCRIPTION
1. Teacher cannot relate to different culture of learners.	5	26	37	74	246	1.75	C Mi
2. Teacher does not appreciate students.	5	16	31	90	220	1.55	C Mi
3. Poor teacher learner relationship.	1	18	39	84	220	1.55	C Mi
4. Teacher does not explain the lesson well.	4	15	31	92	215	1.51	C Mi

Legend:

Arbitrary Values	Statistical Limits	Description	Symbols
4	3.50 – 4.00	Contributes Very Much	C VM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.51	Contribute Minimal	C Mi
1	1.00 – 1.50	Not Contributory	N C



Appendix Table 7. The extent of home related factors contribute to the difficulty of learners learning Nihongo as perceived by the Japanese descendants in the Cordillera.

HOME RELATED	CONTRIBUTE VERY MUCH	CONTRIBUTES MODERATELY	CONTRIBUTES MINIMAL	NOT CONTRIBUTORY	WEIGHTED POINTS	WEIGHTED MEAN	DESCRIPTION
1. Home is not ideal for learning	5	16	38	83	227	1.60	C Mi
2. Moving on from place to another	7	15	36	84	229	1.61	C Mi
3. Very far from school	15	17	46	64	267	1.88	C Mi

Legend:

Arbitrary Values	Statistical Limits	Description	Symbols
4	3.51 – 4.00	Contributes Very Much	C VM
3	2.51 – 3.50	Contributes Moderately	C Mo
2	1.51 – 2.50	Contributes Minimal	C Mi
1	1.00 – 1.50	Not Contributory	N C



Appendix table 8. Result of Hypothesis Testing #3 on the extent by which related factors such as learner, environment, teacher and home contribute to the difficulties of learners in Nihongo.

Perceptions Compared	F (0.05)	F _{comp}	Findings of Difference	Status of Ho
Extent of Contributory Factors to the Difficulties of Japanese Descendants in Learning Nihongo	3.06	8.45	Significant	Rejected

$$F_{\text{comp}} = 8.45$$

$$F_{(0.05)} = 3.06$$

$$F_{\text{comp}} > F_{0.05}$$

$$8.45 > 3.06$$

Legend:

F_{comp} == computed F—value resulting from computations using ANOVA

$F_{(0.05)}$ == Tabular F—value of five (5) percent level of significance



Appendix Table 9: Further Test of Significance using t-test (test for two sample means)

Combined Contributing factors	Computed Value	Table Value	Result
T (learner & parent related factors)	10.955	2.447	Significant
T (learner & learning environment related factors)	1.107	2.447	Not Significant
T (learner & teacher related factors)	1.738	2.365	Not Significant
T(learner and home related factors)	3.698	2.447	Significant
T(parent & learning environment related factors)	0.863	2.776	Not Significant
T(parent & teacher related factors)	0.884	2.776	Not Significant
T (parent & home related factors)	1.975	2.776	Not Significant
T(learning environment & teacher related factors)	0.048	2.571	Not Significant
T(learning environment & home related factors)	1.547	2.776	Not Significant
T(learning environment & teacher related factors)	4.256	2.571	Significant



$$N = 18$$

$$Ex = 11.86 + 5.66 + 6.26 + 6.36 + 5.09 = 35.24$$

$$E2x = 28.4508 + 10.6836 + 13.5385 + 10.078 + 8.6865 + 71.4374$$

$$TSS = 71.4374 - \frac{(35.24)^2}{18} = 2.445311111$$

$$SS_b = \frac{(11.86)^2}{5} + \frac{(5.66)^2}{3} + \frac{(6.29)^2}{3} + \frac{(6.34)^2}{4} + \frac{(5.09)^2}{3} - \frac{(35.24)^2}{18}$$

$$= 1.691331111$$

$$SS_w = TSS - SS_b$$

$$= 2.445311111 - 1.691331111$$

$$= 0.75398$$

$$SS_b = 1.691331111 = 1.69$$

$$F = \frac{0.4225}{0.05}$$

$$SS_w = 0.75398 = 0.75$$

$$= 8.45$$

There is a significant difference.

Conclusion:

That the extent of related factors contributing to the difficulties of learning Nihongo such as learner, parent, environment, teacher and home is not the same.



BIOGRAPHICAL SKETCH

The researcher was born on the 7th of August at Lamtang, La Trinidad, a Japanese ancestry and active member of the Filipino-Japanese Friendship Association of Northern Luzon Inc. at the present time. Her father is a native of Kibungan Central and the mother is a Japanese descendant who originally comes from Guisad, Baguio City.

She enjoined and completed her elementary education at Kibungan Elementary School, and her secondary at the University of Baguio High School. She is a graduate and registered midwife as her former career. As a Japanese descendant she went to Japan for further study of the Japanese language and passed “The Japanese Language Proficiency Test” where her teaching career started. The realization of deficiency was a challenged and finished her Bachelor of Science in Secondary Education and passed the license sure Examination for teachers.

Having attended by good luck and faith, her services was an urgent need especially in teaching foreign language and was employed in different institutions.

In the call of profession another realization came along, the need to refresh and to renew by stimulation for further study. At present, she is striving to accomplish her Master of Arts in English as a Second Language.

