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FACULTAD DE LENGUAS

**Exploring Academic and Non-academic Reasons which Derive in Student's Abandonment
of the Japanese Language Program at CELE**

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It is hard to contend against one's heart's desire; for whatever it wishes to have it buys at the cost of soul

-Heraclitus

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Abstract

The certification of a foreign language for the students of the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, is crucial since this is mandatory to complete a degree in English Language Teaching. The achievement of a certification of any of the foreign language courses offered at CELE allows students to move forward according to the LEI curriculum but also allows the students to improve their skills in the foreign language courses available at CELE. This investigation aims to explore the academic and non-academic reasons that led a group of students to abandon the Japanese Language courses at the CELE program in the Faculty of Languages BUAP. All the participants involved in this investigation were students enrolled in the LEI (Bachelor's Degree in the English Language) program and took courses in Japanese Language at CELE; however, these students eventually abandoned such courses. It was important to know why students quit the Japanese courses. Therefore, a semi-structured interview was applied to this group to obtain direct information from the participants. The findings of the present investigation display valuable advice to the Japanese academy, and might provide essential information to this program at CELE to avoid students' desertion.

Keywords: Japanese Language, LEI curriculum, Foreign Language, Academic abandonment.

CHAPTER I: INTRODUCTION

Learning a new language is a challenging process, and it may have many different intricacies that could lead the learner either to success or failure. In other words, the acquisition of a foreign language requires entire dedication since it is essential to understand aspects such as the culture, the way of thinking and operating of the foreign language in comparison with the first language. Therefore, emotional and cognitive responses are vital to convey and gather information in a second language in an accurate manner. Yet, we can't ignore variables in the acquisition of a new language such as the learner's ethnicity, religion, level of education, life experiences, weaknesses and strengths. Likewise, linguistic features such as the differences and similarities among the learner's first and second language, instructional aspects as the place where the language acquisition occurs and aspects connected to the cognitive processes that are involved during the learning of a new language are critical to fully understand how challenging the learning process might be. (Brown, 2014). In the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, students enrolled in the LEI (Licenciatura en Enseñanza del Inglés) program are required to obtain a foreign language certification in order to achieve a BA in English language teaching. The CELE (Centro de Lenguas Extranjeras) at the Faculty of Languages offers foreign language courses such as German, French, English, Italian, Japanese and Portuguese. In the particular case of the Japanese language program, the number of students enrolled reduces considerably as it progresses the transition to the next level.

The Japanese language particularly, has been categorized as a very challenging language (Gifford & Griswold, 2017) specially for those students whose native language is influenced by romance languages (Esposito, 2017) due to it is necessary more time for practice to achieve a proficiency level (Mardani et al, 2020). Considering all the features mentioned above and the context of the

LEI students, it is significant to explore in detail the academic and non-academic reasons which derive from desertion of the Japanese language program, allowing the researcher to obtain an in-depth understanding of such matters.

1.1 Problem

It was observed that many students enrolled in the LEI program who studied Japanese language at CELE in the Faculty of Languages BUAP faced serious difficulties to gain enough knowledge to advance to the next levels of the Japanese language courses. However, there were external features that made difficult the transition to upper levels since upper levels require a solid basis of knowledge to keep moving forward. Unfortunately, the lack of a solid basis of knowledge and skills resulted in the abandonment of the Japanese language courses. Likewise, the main purpose of the Japanese language courses offered at CELE is to provide the learner with the fundamental knowledge to facilitate the communication in formal Japanese language. Consequently, a solid basis of knowledge is crucial to approve the elemental Japanese Language Proficiency Test (N5 Nihongo nōryoku shiken) as part of the requirements of the LEI syllabus to obtain a B.A in English Language Teaching at the Faculty of Languages. Despite the initial enthusiasm of the students enrolled in the Japanese language courses, many of the students simply abandoned the courses. In addition, it was noted that the number of students considerably decreased from the second level of the Japanese language courses. Similarly, there were upper levels of the Japanese courses that were never offered since there were not students available for such courses or the courses were simply cancelled due to the low number of students enrolled. For this reason, the implementation of measures that might support students to gain enough knowledge to advance to the next level could reduce the abandonment of the Japanese Language Program on the part of the students interested

in such a foreign language as Japanese and consequently let students successfully conclude their studies at the Faculty of Languages.

1.2 Purpose of the Study

The main purpose of the present investigation is to explore in detail the academic and non-academic reasons which caused student's desertion of the Japanese language program by considering not only inherent features as the complexity of Japanese writing system (Abdullah et al, 2022) or the grammar rules which are particularly important to acquire fluency in Japanese Language (Bias, 2021) but most important, the experiences and perceptions of the LEI students who did not conclude the nine levels of the Japanese Language program at CELE during their academic formation in order to complete a BA in English Language Teaching at the Faculty of Languages.

1.3 General Objective

The general objective of the present investigation is to explore the academic reasons which have considerable influence on the abandonment of the Japanese Language program offered at the Faculty of Languages. By knowing the academic reasons students have leave the Japanese language courses, the findings might enable a better understanding of the difficulties which LEI students face during their learning process of such a language.

1.3.1 Specific Objective

The specific objective of the current investigation is to explore the non-academic reasons which have considerable influence on the abandonment of the Japanese Language program at the Faculty of Languages. By having explored these two particulars aspects it is possible to fully understand

the reasons students have to abandon the program and the impact on their formation as English Language Teachers at Faculty of Languages. Moreover, the results obtained through this research may be potentially useful for the community of the Faculty of Languages, researchers and all those who are interested in the Japanese as a foreign language.

1.4 Research Questions

1. What are some academic reasons that lead students to abandon the Japanese language courses at CELE?
2. What are some non-academic reasons that lead students to abandon the Japanese language courses at CELE?

1.5 Significance of the Study

This investigation is significant for the students of Japanese language of the Faculty of Languages since the data obtained directly from students who were enrolled in the courses enables the possibility to obtain specific details that might be essential for a wider understanding of the reasons that conducted students to abandon the courses primarily. On the other hand, the results of the current investigation might also be useful for the Japanese language learners as the information presented in this investigation might provide a different perspective about the challenges of learning Japanese language to motivate students to complete the courses or just to keep studying regardless academic or personal purposes to learn such a foreign language.

1.6 Methodology

Concerning the methodology to conduct this investigation, a qualitative approach as the most suitable research method has been selected considering the non-numerical nature of both the

collection and analysis of the data obtained directly by the researcher to design an effective instrument to apply to a specific group of participants. Moreover, due to the necessity to acquire an in-depth understanding of the data gathered from a group with certain characteristics and based on the attributes of a case study, a semi-structured interview applied among students who abandoned the Japanese language courses allows the researcher to achieve such in-depth understanding through natural conversation giving rise to improvisation which is also crucial to gather detailed information.

1.7 Research Content and Organization

This section describes the organization of the next chapter. The substance of chapter II includes firstly, significant information about the Japanese Language and its main grammatical characteristics which make it a truly foreign language (Jordan & Walton, 1987), and illustrates the constitution of the Japanese writing system as well as the importance of the correct use of each script. Subsequently, chapter II also presents aspects of importance regarding Japanese language teaching materials, the impact of the pandemic on Japanese language learning, student abandonment and its connection with student commitment with their studies.

1.8 Definition of Terms

Input: Linguistic content and materials in a learning environment (Abdullah & Hussin, 2020).

JLPT: The Japanese-Language Proficiency Test or JLPT, is a standardized criterion-referenced test to evaluate and certify Japanese language proficiency for non-native speakers, covering language knowledge, reading ability, and listening ability (Hora, 2019).

Motivation: Satisfactory reasons that encourage participation in academic or leisure activities (Yean et al, 2022).

Truly foreign language: The concept refers to the languages that are linguistically unrelated to English and non-Indo-European languages spoken within societies that are culturally unfamiliar with the cultural concepts of the western world (Jordan & Walton, 1987).

Teaching Methodology: Method selected by the teacher to achieve academic objectives (Wamuti, 2021).

N5: Nihongo Nōryoku Shiken refers to the basic examination of Japanese language (Hora, 2019).

Academic Abandonment: It refers to the interruption of studies due to pragmatic reasons (Au-Yong-Oliveira et al, 2017).

LEI: Bachelor in English Language Teaching. Licenciatura en la Enseñanza del Inglés : Facultad de Lenguas. Retrieved on November 22nd, 2024 from <http://www.facultaddelenguas.com/lei>

FL: A language that is not generally spoken among people from a specific country (Abe, 2016).

JFL: Japanese as a Foreign Language (Junjie et al, 2017).

CHAPTER II: LITERATURE REVIEW

2.1 Japanese Language

The Japanese language is one of the most popular foreign languages around the world (Yean et al. 2022) and also it has been categorized as one of the most difficult languages to learn. Nevertheless, and in spite of the challenging process of learning Japanese as a Foreign Language, Japanese is still an option among language learners worldwide (Fukasaku, 2016). Due to the lack of writing systems records until about the fifth century, not much is known about the early history of the Japanese language. It is also important to note that the genetic relationship between Japanese and other language family has not been established yet. However, it is from around the fifth century that Japanese written registrations can be found since the influence from China in addition to the contact with different foreign languages granted the possibility to the Japanese language to borrow linguistic aspects as of the contact with language from different nations which resulted in a powerful combination of orthographies and lexical features that are still present in the modern Japanese language (Barrs, 2018). Modern Japanese language writing system consists in the combination of two phonetic scripts (Hiragana and Katakana) and logographic (Kanji) characters borrowed from Chinese language as a measure due to the lack a native logographic script. The difference between Chinese and Japanese logographic representation lies in the existence of prepositional, verbal and adjectival inflections Japanese characters in contrast to the Chinese characters, in which each character represents a separate morpheme (Gottlieb, 2018). Japanese language richness is indeed unique since the learner must be aware of the Japanese culture features as well as acquire enough knowledge to master the language in order to communicate properly (Abdullah et al. 2022).

2.2 Japanese Writing System

In contrast to the Roman alphabet, the Japanese writing system could be challenging for JFL learners since the necessity of combining Kanji, Hiragana and Katakana as well as the absence of space between words particularly when texts are written in Hiragana or Katakana because learners may not know where a word exactly begins and where ends (Abe, 2016). Below is a detailed explanation and main characteristics of each Japanese writing system.

Hiragana: Consists in 46 sounds in addition to the sounds produced when specific marks (゛ or ゜) in the right upper part of a character are present. Such characters are utilized to transcribe the Japanese syllables and have an established stroke pattern and direction (Bias, 2021). Furthermore, the use of Hiragana combined with kanji is normally oriented to the representation of grammatical features and its appearance differs from Katakana (Gottlieb, 2018).

Figure 2.1 Hiragana List I

A	あ	I	い	U	う	E	え	O	お
Ka	か	Ki	き	Ku	く	<u>Ke</u>	ろ	<u>Ko</u>	こ
Sa	さ	<u>Shi</u>	し	Su	す	Se	せ	So	そ
<u>Ta</u>	た	Chi	ち	<u>Tsu</u>	つ	Te	て	To	と
Na	な	Ni	に	Nu	ぬ	Ne	ね	No	の
Ha	は	Hi	ひ	Fu	ふ	He	へ	Ho	ほ
Ma	ま	Mi	み	Mu	む	Me	め	<u>Mo</u>	も
<u>Ya</u>	や			<u>Yu</u>	ゆ			<u>Yo</u>	よ
<u>Ra</u>	ら	<u>Ri</u>	り	Ru	る	Re	れ	Ro	ろ
<u>Wa</u>	わ								
O	を								
N	ん								

Figure 2.2 Hiragana List II

Ga	が	Gi	ぎ	<u>Gu</u>	ぐ	Ge	げ	<u>Go</u>	ご
<u>Za</u>	ざ	Ji	じ	<u>Zu</u>	ず	<u>Ze</u>	ぜ	<u>Zo</u>	ぞ
Da	だ	Ji	ぢ	<u>Zu</u>	づ	De	で	Do	ど
Ba	ば	Bi	び	Bu	ぶ	Be	べ	Bo	ぼ
<u>Pa</u>	ぱ	Pi	ぴ	Pu	ぷ	Pe	ぺ	Po	ぽ

Katakana: Consist in the same 46 sounds and its respective character including those characters with the marks (ゝ or ゜) on the right upper part and its respective sound. The use of katakana is usually limited to foreign names and loanwords and the difference of its appearance lies in the angular shape of its stroke pattern (Gottlieb, 2018).

Figure 2.3 Katakana List I

A	ア	I	イ	U	ウ	E	エ	O	オ
Ka	カ	Ki	キ	Ku	ク	<u>Ke</u>	ケ	<u>Ko</u>	コ
Sa	サ	<u>Shi</u>	シ	Su	ス	Se	セ	So	ソ
<u>Ta</u>	タ	Chi	チ	<u>Tsu</u>	ツ	Te	テ	To	ト
Na	ナ	Ni	ニ	Nu	ヌ	Ne	ネ	No	ノ
Ha	ハ	Hi	ヒ	Fu	フ	He	ヘ	Ho	ホ
Ma	マ	Mi	ミ	Mu	ム	Me	メ	<u>Mo</u>	モ
<u>Ya</u>	ヤ			<u>Yu</u>	ユ			<u>Yo</u>	ヨ
<u>Ra</u>	ラ	<u>Ri</u>	リ	Ru	ル	Re	レ	Ro	ロ
<u>Wa</u>	ワ								
O	ヲ								
N	ン								

Figure 2.4 Katakana List II

Ga	ガ	Gi	ギ	<u>Gu</u>	グ	Ge	ゲ	<u>Go</u>	ゴ
<u>Za</u>	ザ	Ji	ジ	<u>Zu</u>	ズ	<u>Ze</u>	ゼ	<u>Zo</u>	ゾ
Da	ダ	Ji	ヂ	<u>Zu</u>	ズ	De	デ	Do	ド
Ba	バ	Bi	ビ	Bu	ブ	Be	ベ	Bo	ボ
<u>Pa</u>	パ	Pi	ピ	Pu	プ	Pe	ペ	Po	ポ

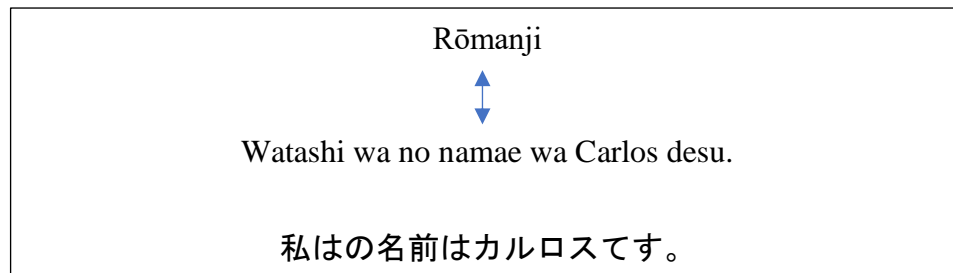
Kanji: Kanji characters are used to represent meanings but also to represent nouns, verb complements and adjectives through ideographs. In addition to facilitating the reading and writing process to Japanese learners, Kanji characters act as word segmentations. On the other hand, Kanji characters can form compounds since many of the Japanese words are composed by at least two Kanji characters with at least two different pronunciations, making Kanji one of the most challenging aspects of such ideographic writing system (Abe, 2016).

Figure 2.5 Kanji list I

Kanji	Meaning	Hiragana	Katakana	Onyomi / Kunyomi reading
火	Fire	ひ	ヒ	カ/ ひ, び, ほ
人	Person	ひと	ヒト	ジン, ニン / ひと
川	River	かわ	カワ	セン / かわ
新	New	あたらしい	アタラシイ	シン/ あたらしい
学	Study / Learning	まなぶ	マナブ	ガク / まなぶ

Although Rōmanji is not a Japanese writing system, it is important to stress that its function is restricted to represent the spelling sound of the Hiragana and Katakana characters through Romance letters commonly used by beginning learners to easily identify the sounds of the Hiragana and Katakana characters (Bias, 2021). Nevertheless, such resources may affect the progress of the learner since it may cause a false sense of advancement, making learners believe they have reached good command in Japanese.

Figure 2.6 Rōmanji



2.3 Difficulties in Learning Japanese

One of the major difficulties that arise in the context of learning Japanese language occurs when a student ignores the basics of the language after having acquired the language on an informal basis which can negatively affect the process of communication. Learning Japanese language in an informal context can conduct learners to face different learning difficulties “Such is the case of those who, fans of manga (comics) or anime (Japanese cartoons), have assimilated certain words and expressions of frequent use in such media, but not necessarily appropriate for the most other social contexts in Japan” (Saravia, 2018, p. 148). Furthermore, aspects as a complex hierarchy of politeness which includes the use of prefixes (Wamuti, 2021) especially difficult for non-native learners (Abdullah et al. 2022), the use of honorific suffix (Wamuti, 2021) and the use of academic language requires a deeper level of understanding and therefore more specialized studies which

have an influence on the time mastering Japanese language. Consequently, the correct comprehension of the basic codes of language allows Japanese language learners to acquire academic language skills which are particularly difficult to master (Saravia, 2018).

2.4 Japanese Language Teaching Materials

The role of Japanese language instructors and the teaching materials involved play an important role in guaranteeing successful outcomes in the Japanese learning process. Besides, the use of different teaching methodologies and strategies to strengthen communication skills may help learners increase their confidence, and make them aware of everyday communication issues (Abdullah et al., 2022).

Normally, textbooks are the most common resource to develop students' abilities in the target language. Nevertheless, regarding the Japanese language, instructors may use some other types of materials such as audio material, vocabulary (kanji) cards, readings, PowerPoint presentations, and material designed and previously selected by experts who know how to lead students toward their language objective (Pouromid & Amerian, 2018). Using multimedia presentations in the Japanese language classroom such as vocabulary slides allows learners to acquire and process vocabulary easily and interactively. On the other hand, material which includes only text does not provide valuable insight to promote learning (Ge et al. 2022). In the words of Hoi (2021), "...watching movies helps intermediate Japanese learners expand vocabulary, and improve pronunciation and listening skills. Apart from that, watching movies also promotes knowledge about culture and communication" (p. 1296). Therefore, fostering the use of applications and visual materials may provoke more effective results in Japanese learners.

2.5 The Impact of the Pandemic in Language Learning

Because of the safety measures implemented by global health authorities during the COVID-19 pandemic, face to face teaching was not possible to carry out as usual, for this reason online sessions took relevance among learners since this method resulted particularly effective for learners (Mardani & Sadyana, 2022). As a result, the involvement of new technologies such as applications and platforms arouse the curiosity among learners but also made the experience entertaining as in the case of the Kahoot! app (Adnyani et al. 2022). In the words of Rahmat (2021) “...a positive stimulus that provides a positive response, modeling instructors, and also environments with supportive peers are all elements that can help learners in their online Japanese studies” (p. 168). Therefore, instructors had to adapt to the new necessities in response to the pandemic restrictions by adapting to online sessions, the use of new platforms and the technical issues associated with such platforms and apps, and the gathering of new materials and strategies to enhance learning even when such process was potentially difficult and may cause severe emotional distress on instructors (Pouromid & Amerian, 2018).

2.6 Abandonment

Student desertion or abandonment is a phenomenon by which students discontinue their studies as a result of different elements that conducted them not to complete the program of study (Au-Yong-Oliveira et al, 2017). Among the elements mentioned are poor teaching and advisory assistance, difficulties in the study syllabus and a lack of career belonging. In a similar way, abandonment can be defined as the decision to abandon a program of study regardless of the reasons to abandon (Marra et al,2012).

2.7 Student Engagement

Student engagement is a concept based on the effort of students that are involved in a learning environment regardless if the student is focused solely in academic context (Henrie et al, 2015). In other words, student's engagement can be defined as the extent to which the student is determined to interact with other students and instructors but most important, to actively participate, which is crucial to keep students connected with their studies (Dixon, 2015).

CHAPTER III: METHODOLOGY

INTRODUCTION

The purpose of the following chapter is to describe the methodology of the current investigation, whose justification lies in exploring some academic and non-academic reasons that led students abandon the Japanese Language Program at CELE. Throughout the length of this chapter it is utmost important to stress on the research instances and its relation with the matter of study. Besides, attention is given to the participant's circumstances, environment, piloting processes, the instrument, the data collection, findings as well as the pertinent data for the conclusions.

3.1 Research Instance

The naturalistic approach of qualitative research allows the researcher to explore new areas of the investigation while supporting the researcher to understand the subject of study in its natural environment in order to interpret concepts instead of focusing on the frequency or numerical data (Basias & Pollalis, 2018). Thus, qualitative research grants the students the opportunity to their voices to be heard (Pathak, et al., 2013) for a better understanding of their experiences, attitudes, interpretations and interaction with such an environment. As a consequence of the qualitative research features previously mentioned, the most suitable research method selected to conduct this investigation is a case study.

The implementation of a case study implies intensive in-depth study of a unit towards a better comprehension of a larger type of units which are observed over a specified period of time. Fundamentally, case studies enables the possibility to acquire a deeper view of the research problem, and might facilitate the understanding and might also clarify a research problem or

situation. The implementation of a case study as a research method steers descriptive data production of the participants involved besides an observable conduct (Baškarada, 2014, p. 1).

3.2 Participants

The participants selected for the current study must have been enrolled in a BA in English language teaching at Faculty of Languages BUAP. Moreover, it is imperative for the purpose of the investigation, had abandon the Japanese language program of study which is composed of nine levels. On the other hand, it is quite important to highlight that interviewees selected are required to conduct their responses by the use of English language skills in accordance with the nature of the BA in English language teaching in which participants are or were enrolled. The information obtained through the respective processes as a result of the participant's perceptions is central in order to move forward with the research.

3.3 Context

As part of the Benemérita Universidad Autónoma de Puebla, the Faculty of Languages specializes in the formation of English and French Language Teaching professionals in accordance with the public field of the higher education level. Besides the optative courses which are included in the program of study, the CELE offers foreign language courses which prepare students in a determined language such as German, French, English, Italian, Japanese and Portuguese in order to obtain a certification as a condition to obtain a degree. Regarding the nine levels of the Japanese Language Program at CELE more specifically, the number of students enrolled at the initial level frequently rounds fifteen to twenty members but reduces significantly as transition advances to the next levels. On the other hand, the Faculty of Languages has the support of a Japanese Language native speaker and a non-native speaker teacher, one of them assigned from the first to the third

level and the other one from the fourth to the ninth level respectively. Nevertheless, despite having the support of instructors of Japanese language, it has been observed that the limited number of instructors in charge of the Japanese language courses has an impact on the schedules offered at CELE, limiting the offering of upper levels.

3.4 Instrument

By the distinctive features of the interview such as the achievability for the gathering of non-numerical data and the obtaining of a deeper understanding of the circumstances described, the most suitable instrument in order to conduct this study is the interview. This particular procedure has been widely used in qualitative social research methods due to the descriptions of the subject of study obtained from the interviewees based on their real-life experiences (Anyan, 2013). The instrument selected to conduct this research enables verbal expression which is essential in order to obtain significant information through a fluent interaction. Thus, “the semi-structured interview, which is a more flexible version of the structured interview as “it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses” (Alshenqeeti, 2014, p. 40). Concerning the design of the semi-structured interview, this one is divided into three segments which corresponds to an introduction, a body and a close. The introduction consists of three demographic questions, the body of the interview is divided in two segments with a total of eight questions of which three corresponds to the first segment and five corresponds to the second one. The closing segment contains two final questions and the acknowledgments which the interviewer extends for the participants time and consideration.

3.5 Piloting

A pilot study is conducted to make sure of the effectiveness of the instrument from smaller to larger scale in order to identify deficiencies to perform the necessary adjustments before moving forward to the fully-scale study (Majid et al, 2017,). “It helps to detect any possible flaws at the early stage by identifying potential problems and areas which may require adjustments in the instrument” (Gani et al, 2020, p. 140). The aim of piloting a semi-structured interview in such case, is to test the feasibility of the questions through a sample version of the interview in order to identify weaknesses on the instrument for subsequent adjustments before proceeding to a major study based on the answers obtained from the test version (Gani et al, 2020).

3.6 Data Gathering

This section describes how data had been collected in accordance with the instrument chosen for the current study. Thus, the researcher gathers the information from the participants without any kind of intermediary by getting in touch with the participants facilitating the data collection due to this information being obtained directly from the interviewees. Considering the readiness of the participants to schedule an interview, the most suitable option according to the circumstances are individual online interview sessions. In such a case, each interview is recorded through Microsoft Teams application while a separate digital audio recorder saves a backup of each interview for its further transcription.

3.7 Data Analysis

The intention of the current segment is the analysis of the information gathered and how it is connected to the research questions. “Data analysis is of vital importance within qualitative research as it has a major influence on the results of each research conducted” (Mayer,2015, p. 58). It is of utmost importance to remark that a complete understanding of the participant’s responses is crucial for a suitable interpretation of the data collected. In such a case, it is also important to take note of the key aspects that interviewee provides for a better understanding of meanings, to put in another way “what it is said and how it is said”. Regardless of the complexity of the process and the length of time transcription entails, reproduce the words said by the interviewee in to written text before analyzing or reaching a final conclusion not only enables an easier recall of the information but also the avoiding of biases and minimizes the limitation connected with intuition (Azevedo et al, 2017).

3.8 Conclusion

To conclude, the current investigation is grounded on a qualitative approach followed from a case study method. To ensure appropriate responses in conjunction with a complete understanding of the research questions, participants from the Faculty of Languages connected to the Japanese foreign language courses were selected due to their interpretation as a key role for this research. Thus, in order to carry out the data collection a semi-structured interview has been selected as the most suitable instrument for the current research. Piloting such an instrument before implementing the final version of the interview is vital in order to become aware of the weaknesses of the questions in order to improve such questions. Despite the fact that restrictions derived from the pandemic at the moment are moderate, data collection through online meetings enable participants

to continue with the health measures in order to keep safe as well as a better adaptation to participants availability. Therefore, for a proper analysis and interpretation of the data collected audio and video recording is indispensable for a further transcription which in turn might provide the adequate answers to the researcher in order to enrich such study. All the components that have been presented previously are particularly relevant in order to reply to the research questions and represents reliable proof of the exhaustive process which an investigation implies.

CHAPTER IV: ANALYSIS

Introduction

The current chapter focuses on the analysis of the data gathered through a semi-structured interview applied among four participants of the English Language Teaching BA at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla. Derived from two research questions, a semi-structured interview was designed in order to response to the following questions: 1.- What are some academic reasons that led students to abandon the Japanese language courses? 2.- What are some non-academic reasons that led students to abandon the Japanese language courses?

In order to conduct the analysis of the data gathered it is necessary to provide a better view of the academic setting of the participants by means of demographic questions and questions of academic relevance concerning the Japanese Language Program offered at CELE. To identify the participants but particularly for the anonymity of the participants the first letter of the name of each interviewee is added as the following example: Participant H, Participant K, Participant P and Participant C. Subsequently, the analysis conducted followed the same structure of the interview (1.- Personal information, 2.- Academic reasons to abandon the program, 3.- Non-academic reasons to abandon the program, 4.- Content of the program) always considering the key information to carry out the interpretation in due course.

4.1 Participant's Profile

The four participants involved in the current investigation were enrolled in the LEI program at Faculty of Languages BUAP, two of them are still coursing the last subjects of the LEI syllabus in order to complete the BA and the other two participants have already completed the requirements to obtain a degree. All the participants were also enrolled in the Japanese Language Program, then abandoned the program at a certain moment. Participants C, H and P share a four-month modality of study while only participant K is under a semester modality. Only participant H and participant P have achieved the Japanese Language certification while participants C and K are still trying to obtain such a certification to fulfill the mandatory requirements to conclude the BA.

4.2 Academic Reasons that Led to the Abandonment of the Japanese Language Program

The introductory question asked participants to describe the teacher's teaching methodology according to their experience in such sessions, participants said.

Participant K: once you advance it could be very repetitive and the same type of exercises on the book and motivation is getting less because the class reduces to repetition and memorizing, and I needed more for example more pronunciation exercises or kanjis or readings...

Participant P: I only had a teacher and I consider is a good teacher, the methodology was good because it was basic level and a lot of repetition is normal specially written form but I must admit that when I was advancing it was not enough I mean the activities and the techniques did not change so I decided to practice by my own...

Both participants provided quite similar answers by emphasizing the necessity to explore a variety of interesting activities for enabling the possibility to understand the meaning of different situations and contexts which are not usually included or clearly defined in books. On the other hand, it is important to highlight that participant C and participant H besides providing similar answers concerning to the teacher's methodology also coincided in the perception of a lack of

understanding of the student's necessities regardless the proficiency of the educator, on the contrary, participant P remarks the capability of the educator by considering the lack of activities from different sources as the only remarkable concern. Additionally, participant C explained...

The approach does not seem to be focus on the student's necessities, and it turns boring just to practice with the activities on the book, that is what I can say about it, it is an old-fashioned methodology.

A key element in the words of the participants involved is the poor teaching factors that students perceived during the courses they attended which demonstrates the connection between abandonment and a poor teaching environment as it has been identified in the study conducted by Marra et al, (2012). However, the main reason to highlight such educational deficiency is to address the importance of searching for effective solutions to contribute to avoid abandonment.

In the second question participants were asked to share which difficulties they experienced during their learning process, participants explained.

Participant C: yes, ah, specially eh because the load of information, there is a lot of vocabulary and additionally there are different writing systems which for me is the hardest part I mean deal with different writing systems and vocabulary which may be have different meaning in a different context are the main difficulties I have experienced...

Participant K: amm, yeah, em, particularly with the grammar part it was difficult because we were only focus on the book and according to my experience that was fine for a time but then in was not enough because the examples on the book were just a few ones but nothing more and I wanted to practice with examples of the real life...

In the words of participant H, the necessity of memorizing a large amount of vocabulary and the recognition and writing of kanji symbols were the hardest features to improve during the process of learning such language, nevertheless, the answer of participant H may suggest that such difficulties were easily overcome as a result of extra self-practicing. Moreover, participant P affirmed...

I experienced difficulties yes, but I described those difficulties as normal challenges exactly the same you can find if you are studying another language. I do not think it was any different it was normal process; however, I would say that overcame those difficulties because I had to study more by myself.

Considering both participant H and participant P have already achieved the N5 Japanese Language Proficiency Test certification and the coincidences on their answers in relation to the necessity of enrich their knowledge through a different approach suggests that such feature made student's achieve the language certification as a result of such improvement regardless the methods or techniques each participant considered the most suitable. Moreover, it is important to highlight that an important element associated with abandonment as the difficulties in the program of study was an important component that influenced the decision of the participants interviewed to leave the courses as the study of Marra et al, (2012), suggested. In the case of the group of students of Japanese language, the difficulties they faced are connected to the inherent difficulties of such a foreign language.

In response to the third question regarding the participation of the students in cultural events, participants said.

Participant C: ah, actually I could not participate...I remember I in a Japanese class when another student came to the classroom to invite us to a contest at the conference room of the language faculty I think it was a sort of spelling contest but any of my classmates including me were not invited or at least informed...

Participant K: yes, well, no...I mean, I never participated in that sort of cultural events but I always wanted to do it, as I said I left the courses on the third stage so during my time in Japanese I was never invited to participate or received any type of information it was very strange because in those events there were people from Japan but it is sad how we were not notified about...

Unfortunately, participants were unable to be involved in any cultural event connected to the Japanese Language Program, nevertheless, the words of participants C and K may suggest that the

fact of not being considered as potential contestants even though both participants were enrolled on the third level of the Japanese Language Program certainly caused a negative impact on the motivation of the participants. As a consequence, participants could not completely connect with the program of study. On the other hand, it was noted that lack of participation of the group involved in the program of study is associated with the lack of advising of the teachers since the answers of the group interviewed suggests participants were willing to actively participate in such events. Thus, it might be said that participants were committed to interact with the content of the course by showing interest in such events despite the fact that had not been properly informed or conducted (Dixon, 2015).

4.3 Non-academic Reasons that Lead to the Abandonment of the Japanese Language Program

The introductory question is about the expectations of the participants on the Japanese Language program, participants explained.

Participant C: initially I was really interested in the possibility of an exchange to Japan, unfortunately it was not possible, on the other hand I was trying to learn Japanese in order to get a job in the future related to this language or any other kind of job opportunity connected with Japanese language.

Participant K: hum, well honestly... I expected to produce conversations not as a native speaker but something that could help to interact, I mean I was motivated at the beginning and I felt really good when I learnt how to read in Japanese I felt I could achieve proficiency but principally the exchange program to Japan...

In response to the question, participants C, K and H's expectations were based on academic growth as improvement of the speaking skills, job opportunities derived from academic improvement and primarily on the possibility of study travel to Japan, on the other hand, the only participant which affirmed did not have any expectation initially was the participant P, nevertheless, participant P

emphasized to experience a gradual increase of interest on the language program. The answers of all the participants might confirm they were truly motivated to learn such a foreign language regardless of any other elements connected to the Japanese Language Program.

The second question explored how frequent the participants experienced scheduling issues regarding the Japanese Language Program, participants explained.

Participant C: yes of course I remember that, I mean the reason why I enrolled in the Japanese language first stage in 2017 was because at the beginning of the bachelor degree the main subjects of the LEI program match with the course number 1 of Japanese right in the morning that year and the next year so yes, I experiences schedule issues

Participant K: mmm, I don't think so, well the only problem I see is that schedules are limited there are Japanese sessions only in the morning, not all students have the chance go to class just in the morning, most of them have important subjects in the morning which are the same time that Japanese sessions so instead of taking Japanese most students take other language with a different schedule availability or drop Japanese in order to take another language, in my case for example I used to take Japanese in the summer periods

According to participants response, only participants C and P experienced difficulties at the beginning of the BA due to the introductory subjects of the LEI syllabus overlapped with the initial Japanese Language course of study, and, on the other hand, it is quite interesting how the words of participant K validated the lack of schedule availability especially in the morning but also emphasizing that it did not represent a problem due to participant K specifically attended the Japanese Language sessions during a special summer period of study while participants H did not experienced such an issue. Thus, even when the schedule availability of the Japanese Language Program may be limited, none of the participants attached particular importance to scheduling issues or described it as a particular reason to abandon the program of study.

The third question explored how motivated participants were during the transition to the next level of the Japanese language program, participants explained.

Participant C: ok, unfortunately my..., let's say my motivation decreased during the second Japanese course because it turned boring to me I was not motivated anymore because it was just repetitive, I was tired to repeat short phrases from the book mainly.

Participant H: to be honest with you, I started the elementary course and well I was excited to learn this language because I was in contact with music, movies and tv shows but when I was in class we were not able to practice through music or any other activity then I just decided not to continue I mean finished Japanese 1 but just that.

Participant K: ok so, ah, I was very motivated it was my first contact with the language and my purpose was to travel to Japan to Osaka being specific... at the second level I knew how to read and how to write but we did not move forward I mean I just add more vocabulary to my knowledge but I was not able to learn more complex structures or real life examples, I mean we used to just cover the content of the book...

Participant P: my motivation from the first to the third level my motivation was good, it was fun actually after that my motivation went down because what I mentioned it was repetitive and did not see classmates I felt alone and unmotivated honestly.

All participants agreed to have been very motivated initially, participant K particularly emphasized the intention to achieve a study trip to Japan as main motivation concerning the Japanese Language Program, nevertheless, all participants also agreed to experience a significant loss of motivation as a result of a methodology lacking in innovation. Moreover, participant H abandoned the Japanese Language Program right after completing the first level of such a program. The information obtained from the experiences of the participants indicate that lack of motivation directly led students to abandon the Japanese Language Program.

In the fourth question, participants were asked about the implications of economic and health issues derived from the pandemic, participants explained.

Participant C: yes totally, I was not able to give continuity to the courses because of the pandemic, that is connected to the health approach but yes it was difficult to everybody to deal with expenses I experiences some issues but nothing severe.

Participant H: oh, I got you I got you yes yes. Fortunately, I was not affected that way I mean everything was good I could afford anything and my health was ok not an obstacle for me.

Participant K: hum, maybe at the end of the last course, I was dealing with a general depression you know I was not ok and I decided to dropped in the third level...

Participant P: no not at all, nothing like that nothing related to that circumstances

In response to the fourth question, not all participants experienced economic or health problems derived from the pandemic, nevertheless, there is always the possibility that economic or health problems affect not only the performance of the students but also imply a negative effect on the motivation of the students. The fact that a student postponed a course as a result of economic problems or abandoned a course as a result of an important health issue such as depression demonstrates that economic and health problems led students to lose motivation to keep learning.

4.4 Content of the Japanese Language Program

In the introductory question, participants were asked about their opinion about the content of the Japanese Language Program, participants said.

Participant C: about the content of the program I think it is necessary to address the importance the program requires because the content is ok but ah, it needs just a few more improvements in order to make student-centered, I mean to make it interesting for the students and encourage them to continue...

Participant H: even though teachers are good at teaching sessions must be more dynamic I mean really help to us to remember and keep interested and apply different activities, I think that if you enjoy learning you learn more effectively which is my case I love videos because videos make me remember and connect the ideas

Participant K: well I think that the content is appropriate... but the way has been conducted is not appropriate because everything is focus on the teacher perspective not students I mean the rest is ok but for example kanji is not included is just mentioned but not practiced, for that reason I had to practice kanji by my own, they have to pay attention on the methodology and use technology to motivate us

Participant P: I think that the content is appropriate nothing wrong with the content but there is a lack of attention on kanji I would say they would encourage students to learn kanji and practice kanji through different activities because is really difficult and it has not been considered as important

According to the opinion of the participants in the first question, the content of the Japanese Language Program is appropriate and so is the knowledge background of the teachers. Nevertheless, all participants agreed that the teacher's methodology lacks innovation particularly in the use of technological resources but also the inattention of the Kanji writing system which led participant K to learn this particular writing system on its own in such a case. This demonstrates that a lack of an appropriate teaching methodology not only conducted students to abandon the course but also negatively affected the student's motivation.

In the second question, participants were asked about their perception of the Kanji Japanese writing system and its importance, participants said.

Participant C: kanji is difficult but at the same interesting because of the strokes and meaning changes if you add more symbols, when you finally get accustomed then is interesting ... I think it is necessary to including during the first stages because is a necessary complement of the language

Participant H: oh, I see... as I mentioned it would be a really good idea to implement activities which involves the learning of kanji because that is an important part of Japanese but when I was in the course 1 I was told kanji was not relevant

Participant K: eh, in fact I was told by the teacher that kanji was not necessary because it is possible to survive without kanji but I don't know kanji is significant and interesting but you know I was told it was not important it was kind of confusing so I decided to learn by my own because it was disappointed

Participant P: yes, it is very important because is part of the writing systems and as a student you will need kanji in the future, is very difficult I must admit, unfortunately I did not practice much kanji in class for that reason practiced myself.

When students try to learn Kanji, which is one of three Japanese writing systems, most of them often face difficulties to assign the correct meaning to a variety of symbols which reading and meaning may change depending on the strokes. According to the answers of the participants, Kanji has been omitted from the Japanese courses, therefore participants were forced to find ways and means to learn Kanji on their own. Nevertheless, it would be appropriate that teachers guide

students through the correct learning process because Kanji plays an important role since it is key to achieve proper reading and writing skills among Japanese language students, for this reason it should not be taken lightly. It must be emphasized that students were able to overcome the lack of specific content such as Kanji. Moreover, it is clear due to the experience of the participants that special attention on Kanji is necessary to improve Japanese language acquisition but also to prepare students to become familiar with Kanji since the certification exam includes Kanji over its entire content.

4.5 Conclusion

The answers obtained from the participants involved in the current investigation were quite significant since each participant provided key information. However, it is important to note that participants demonstrated interest in the topic of the interview but also provided genuine answers which will be considered to ensure that research questions are properly answered before moving forward with the final chapter in which findings will be more accurately organized to display the results of the investigation. Such answers will be crucial to conduct the discussion segment in the following chapter.

CHAPTER V: FINDINGS AND CONCLUSIONS

Introduction

The purpose of this chapter is to present and reflect on the findings obtained from the analysis of the responses of the interviewed participants who were enrolled in the Japanese Language Program. Furthermore, this chapter focuses on responding in whole or in part two research questions. Thus, findings and conclusions are arranged in such a manner that responses to the two research questions are displayed, subsequently a table exemplifies the connection between the items of the interview and the research questions. On the other hand, the findings and conclusions are explained in detail and properly supported by tables and figures to finish with the conclusion for the whole investigation.

5.1 Answers to the Research Questions

Which Were Some Academic Reasons that led Students to Abandon the Japanese Language Program?

In response, according to the participants, the most important academic reason that led the four of them to abandon the program was the lack of innovation of the teacher's teaching methodology, the teachers who conducted the sessions did not make use of different teaching strategies or any type of technological resources particularly. The use of different methodologies and teaching strategies are crucial to keep students motivated but also to make students feel their necessities are covered in order to improve their skills particularly in a language such Japanese which requires much more time to practice and which, in addition, is totally different in comparison with the rest of the western languages.

Which Were Some Non-academic Reasons that Led Students to Abandon the Japanese Language Program?

According to the experiences of the participants involved, two significant features should be highlighted due to their importance regardless of the pandemic which impacted globally in the health field. Thus, the lack of economic resources as well as health problems such as depression particularly, play an important role which specially affects the motivation of the students. Moreover, it is utmost important to emphasize that not all the participants experienced non-academic issues which directly conduct them to abandon the program. Considering what has been set out, the question is partially answered since there is no other feature which directly led the participants to finally abandon the program.

5.2 Research Questions and Instrument Items

Table 5.1 shows in the left-side column the two main research questions of the current investigation concerning the academic and non-academic reasons which led students to abandon the Japanese Language Program at CELE. The right-side column shows the key items of the instrument in the same sequence of the questions of the semi-structured interview applied on the participants. Additionally, this table clarifies the relation between the research questions and the topics discussed during the interview.

Table 5.1 Research Questions and Instrument Items.

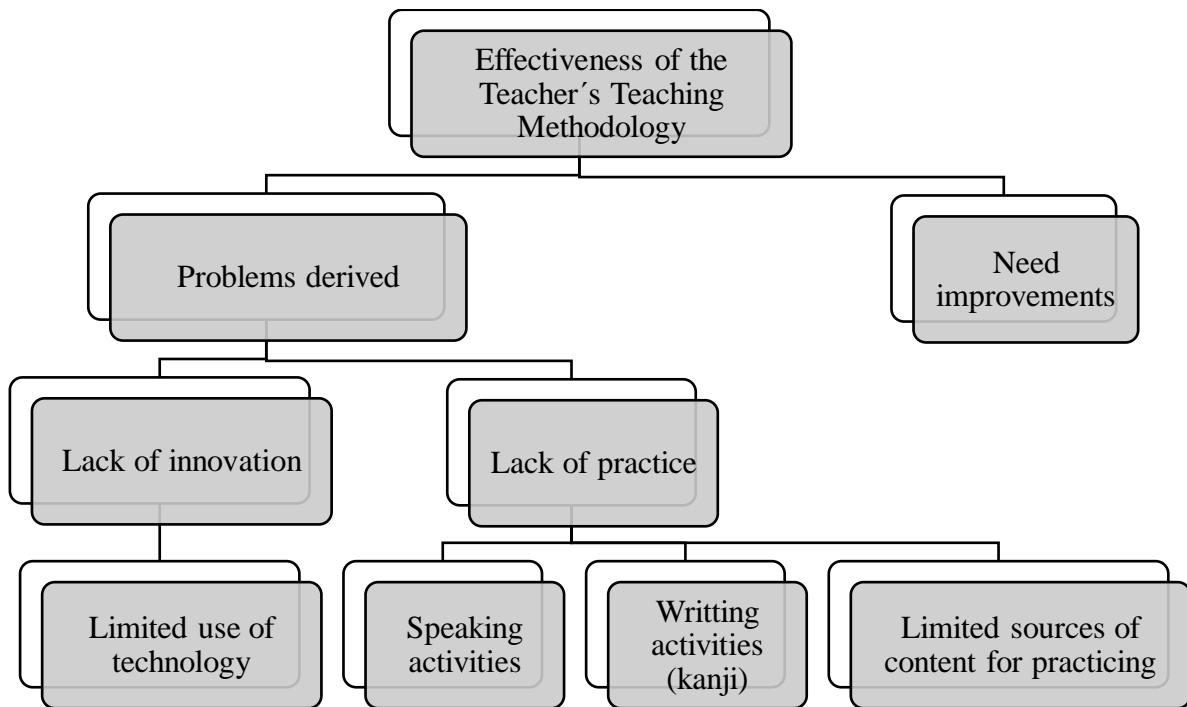
Research Questions	Instrument Items
What are some academic reasons that lead students to abandon the Japanese language program?	<ul style="list-style-type: none"> • Effectiveness of the teacher’s teaching methodology • Difficulties during the language learning process • Cultural events
What are some non-academic reasons that lead students to abandon the Japanese language program?	<ul style="list-style-type: none"> • Class expectations • Limited schedules • Lack of motivation • Economic and health problems

5.3 Results of the Instrument

Effectiveness of the Teacher’s Teaching Methodology

Findings (Figure 5.1) demonstrate that teachers’ teaching methodology need improvements in particular with respect to the necessities of the students of the Japanese Language Program. It is crucial to consider the importance of the technological sources and not restrict it to the traditional methodology. Since this language in particular is not comparable with any other western language, practicing is key for the student’s proficiency, the omission of speaking and writing negatively affects the students as shown in the Figure 5.1.

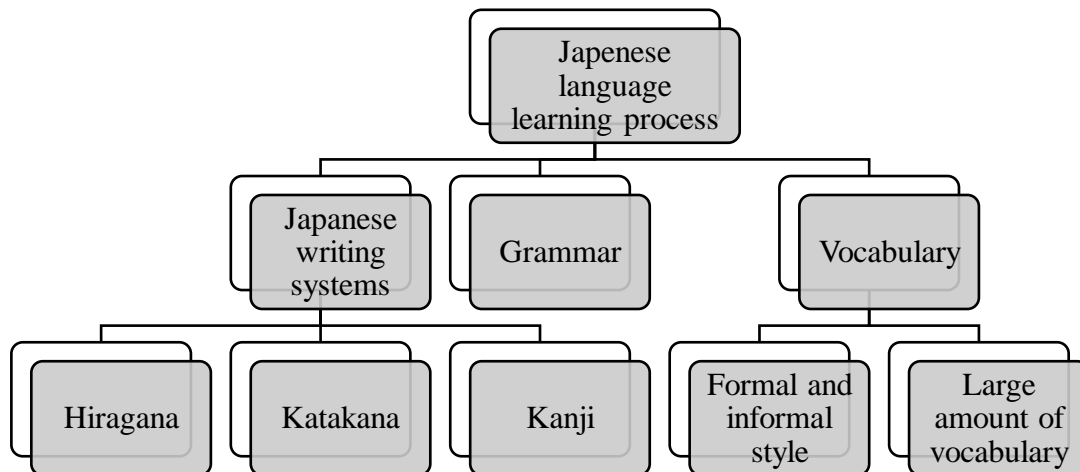
Figure 5.1 Effectiveness of the Teacher's Teaching Methodology



Difficulties During the Language Learning Process

Figure 5.2 displays the most challenging features of the Japanese language such as learning three writing systems (Hiragana, Katakana, Kanji) which are crucial to develop reading and writing skills especially at the basic level. Moreover, the Japanese grammar differs from the English or Spanish grammar which represents a totally different approach during the acquisition of the language. On the other hand, it should be noted that the most challenging characteristics concerning vocabulary lies on the appropriate use of specific vocabulary according to the context as well as the acquisition of a large amount of vocabulary in contrast with the pronunciation which according to the findings does not represent a problem for the students.

Figure 5.2 Difficulties During the Language Learning Process



Participation in Cultural Events

Findings (Table 5.2) display the reason why students were not able to participate in any cultural event connected to the Japanese Language Program. Such types of cultural events represent a great opportunity for the students to improve their skills since the truly-Japanese setting of such type of event and at the same time make students feel they are really learning Japanese language. Despite the fact students demonstrated interest, they could not participate for the reasons explained in the table below.

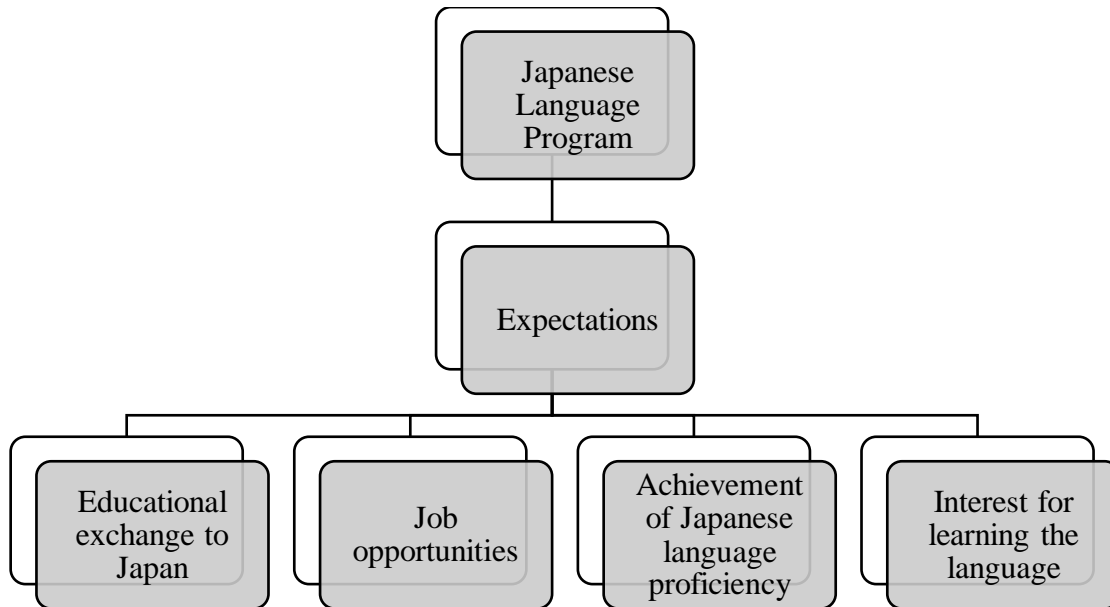
Table 5.2 Participation in Cultural Events

Participants	Reasons
C	Did not receive any invitation or information from classmates or teachers
H	Abandoned the program right after finish the first level
K	Aware of the existence of cultural events but never invited to
P	Not ready due to lack of skills and confidence

Japanese Language Program Expectations

Figure 5.3 displays the expectations of the participants regarding the Japanese Language Program. As a result of the findings derived from students' expectations it is clear that the majority of them share common interests which are oriented to the academic field as well as in the workforce. Moreover, the answers of the participants reinforce the necessity of improvement in fields such as the communication between teachers as well as a more dynamic teaching methodology since most of the students demonstrated interest in academic objectives as the table below shows.

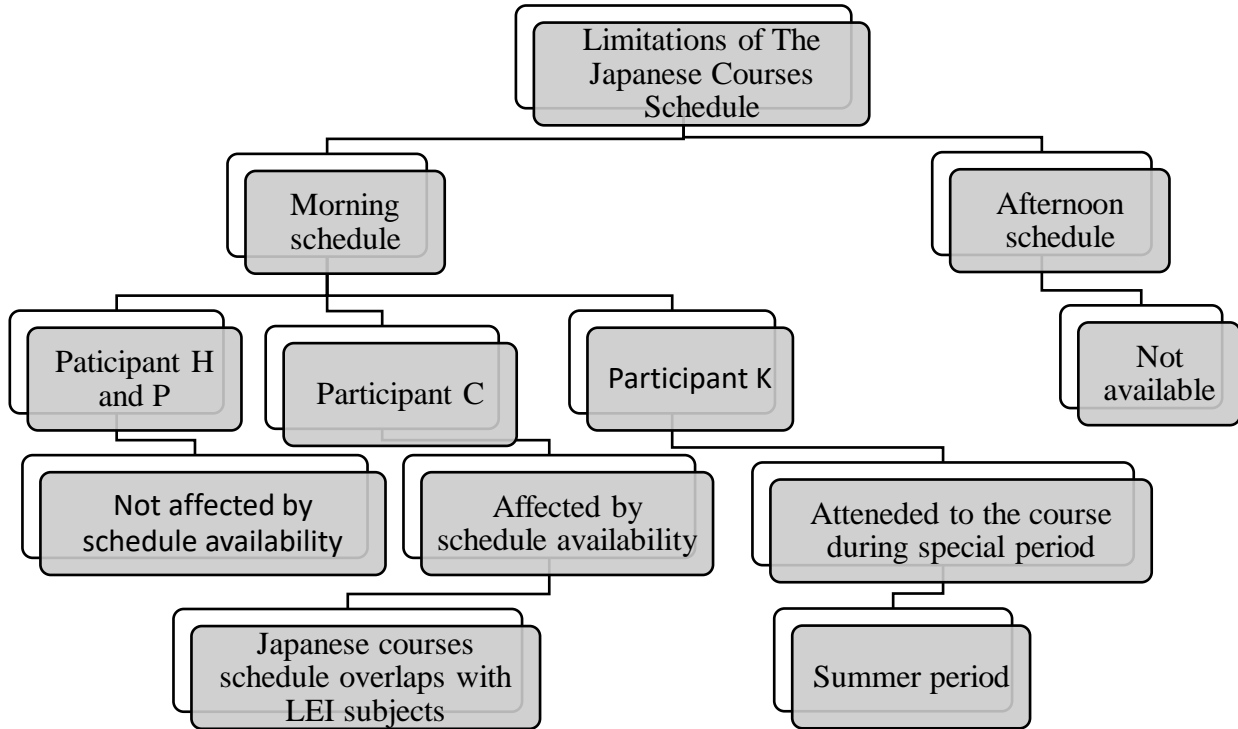
Figure 5.3 Japanese Language Program Expectations



Limitations of The Japanese Courses Schedule

According to Figure 5.4, not all the participants experienced issues connected to schedule availability, on the other hand, the participants who experienced such an issue were able to overcome the problem. Nevertheless, even though this kind of issue did not directly conduct participants to abandon the program, it is important to consider that a better arrangement on the schedule availability would allow students who can't take Japanese classes in the mornings would be able to take them in the evening no matter the level which in turn might prevent that course shall be cancel due to the low number of students as has already occurred.

Figure 5.4 Limitations of The Japanese Courses Schedule



Motivation as the Transition Progresses to the Next Level of the Program

Findings (Table 5.3) show the elements that impacted the motivation of the students of the Japanese Language Program as the students moved forward to the next level of the course. It is particularly important to emphasize the connection between the elements that caused a demotivating effect on the participants and the limited use of tools and strategies. The table below shows in detail the features that impacted the student’s motivation which demonstrates the significance of the use of a variety of tools and resources since this might increase the motivation of the students.

Table 5.3 Motivation as the Transition Progresses to the Next Level of the Program

Participants	Factors which impacted in the motivation of the participants
C	Practice limited to the content of the book
H	Limited use of technology for learning purposes
K	Lack of innovation
P	Repetitive activities

Economic and Health Problems Which Derived in the Abandonment of the Course

Table 5.4 shows the connection between the abandonment of the courses and the Economic and Health problems which half of the participants involved experienced as a result of the pandemic. Despite the fact that the rest of the participants were not affected by economic or health difficulties, this type of problems need special attention whether or not under conditions of pandemic particularly emotional problems which may require professional counseling. The table below clarifies the connection between the abandonment of the course and the type of issue experienced by the participants.

Table 5.4 Economic and Health Problems Which Derived in the Abandonment of the Course

Participant	Circumstances	Findings
C	Economic problems	Abandoned the program due to the lack of money to afford basic needs derived from the pandemic
K	Health problems	Abandoned the program derived from depression problems

Perceptions Regarding the Content of the Japanese Language Program

Findings (Table 5.5) explain the perception of the participants with regard to the content of the Japanese Language Program. The content of the program is generally considered appropriate by the participants involved. On the other hand, all participants agreed that the implementation of the teaching methodology needed to improve aspects directly connected to the necessities of the students rather than the content of the program. The table below clarifies the perceptions of the participants

Table 5.5 Perceptions Regarding the Content of the Japanese Language Program

Participants	Findings
C	Appropriate content but teaching methodology needs improvement
H	Appropriate content but sessions need to include a variety of activities
K	Kanji writing system should not be omitted
P	Teachers should not omit Kanji writing system since the content is appropriate

5.4 Limitation of the Investigation

Since the beginning of the development process of this investigation, certain problems had to be faced. The biggest limitation encountered during such a development process lies in the relatively short length of time to properly complete the investigation. Subsequently, the lack of experience doing research clearly slowed the advance of the investigation since the analysis and the interpretation of the data obtained were not only time-consuming but also numerous corrections were made derived from such a lack of experience. Moreover, the limited schedule availability of the participants to carry out the interview play an important role as one of the most important limitations encountered particularly because certain participants postponed the interview due to personal unexpected changes. Finally, it is utmost important to emphasize that some research features might have not been deeply investigated due to the evident lack of experience. Nevertheless, the more important features were attempted to cover entirely.

5.5 Recommendations for Future Research

Derived from a limited length of time to complete the investigation as stated above, only four participants were interviewed, however, it is highly recommended to increase the number of participants to enhance and strengthen this investigation in the future. On the other hand, it is also recommended to consider the teachers' point of view concerning the reasons which led students to abandon the Japanese Language Program. Furthermore, it is important to consider certain variables which might lead to a more complete investigation in the future.

5.6 Conclusions

The reason why for carrying out an investigation oriented to a foreign language such as Japanese is due not only the love for Japanese language particularly, but also due to the interest to help ensure better understanding of the causes which led students to abandon the program by contributing with the findings of this investigation for future researchers interested in the such a topic. The two research questions of this investigation were responded to thanks to the participants collaboration which made possible the gathering of their responses concerning the topic of investigation. Conducting this research was extremely demanding not only academically but also at a personal level since the conclusion of this chapter is crucial to move forward with the graduation process.

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Appendices

Appendix 1 Interview instrument

“Exploring academic and non-academic reasons which derive in student’s abandonment of the Japanese Language Program at CELE”

The purpose of the interview is to obtain information about the academic and non-academic reasons students of the LEI curriculum have to abandon the Japanese Language Program and how it affects them during their professional formation as English Language Teachers.

Personal information

- Enrollment year of the Japanese Language Program
- Enrollment year of the LEI Program
- JPLT Certification Status

Academic reasons to abandon the Japanese language program at CELE

- Effectiveness of the teacher’s teaching methodology
- Difficulties during the language learning process
- Cultural events

Non-academic reasons to abandon the Japanese language program at CELE

- Class expectations
- Limited schedules
- Lack of motivation
- Economic and health problems

Perceptions Regarding the Content of the Japanese Language Program

- Content of the Japanese Language Program

Appendix 2 Transcription

Interviewer: its recording now, first of all I want to say thank you considering what time is it I appreciate your willingness to help me with the interview so let's start, are you agree?

Interviewee: ok yes yes

Interviewer: ok ... when did you start the BA? I mean, in what year?

Interviewee: well I enrolled at the faculty of languages in the English language teacher bachelor in 2016, my generation is 2016

Interviewer: in what year did you enrolled in the Japanese language program?

Interviewee: mmm, I think I enrolled in 2017 it was a summer period so when I entered to the BA at the first year I could not take the Japanese course offered by cele then I tried in the summer period.

Interviewer: did you already obtained the N5 certification?

Interviewee: oh, do you refer to the...? What you mean?

Interviewer: yes, the certification test which name is N5

Interviewee: oh yeah yeah, well no... I don't have it because I dropped the Japanese courses and I did not even try the test so I need to study more

Interviewer: ok so let's move to the next one. How would you describe the teacher's teaching methodology?

Interviewee: at the beginning the sessions were quite interesting and entertaining because you have to learn and memorize all the alphabets then you will be able to move and understand and read so that was at the beginning I was really motivated and at that second level was also interesting with more grammar rules so once you advance it could be very repetitive and the same type of exercises on the book and motivation is getting less because the class reduces to repetition and memorizing and I needed more for example more pronunciation exercises or kanjis or readings you know but in my case was totally in Spanish that was disappointing for that reason I got bored and dropped out at the third level

Interviewer: that must be so frustrating, I'm sorry to hear that. Ok please tell me according to your experience, what was the difficult part during your learning process?

Interviewee: amm, yeah, em, particularly with the grammar part it was difficult because we were only focus on the book and according to my experience that was fine for a time but then it was not enough because the examples on the book were just a few ones but nothing more and I wanted to practice with examples of the real life, for me that is important, unfortunately teacher focus just on vocabulary I mean that is ok but not all the time you know real practice not only answer questions some other classmates do not participate at all the classroom is in silence and there nothing interesting there

Interviewer: ok ok very interesting, so please tell me about the cultural events you participated or attended to, is there any event connected with Japanese courses you participated in?

Interviewee: yes, well, no... I mean, I never participated in that sort of cultural events but I always wanted to do it, as I said I left the courses on the third stage so during my time in Japanese I was never invited to participate or received any type of information it was very strange because in those

events there were people from Japan but it is sad how we were not notified about, this happens before the pandemic so I don't know what happened, I was not invited to participate yeah.

Interviewer: ok that's fine thanks, please tell me, which were your expectations of the program?

Interviewee: hum, well honestly... I expected to produce conversations not as a native speaker but something that could help to interact, I mean I was motivated at the beginning and I felt really good when I learnt how to read in Japanese I felt I could achieve proficiency but principally the exchange program to Japan and you know to obtain the certification to obtain my degree those were my expectations but... it was not possible.

Interviewer: great so ah, did you experience any issue connected to the schedule availability according to your experience?

Interviewee: mmm, I don't think so, well the only problem I see is that schedules are limited there are Japanese sessions only in the morning, not all students have the chance go to class just in the morning, most of them have important subjects in the morning which are the same time that Japanese sessions so instead or takin Japanese most students take other language with a different schedule availability or drop Japanese in order to take another language, in my case for example I used to take Japanese in the summer periods

Interviewer: very smart move I want to say. Ok, how motivated were you during the transition to next level of the course? What can you tell about it?

Interviewee: I was very motivated, I don't know if you mean that...

Interviewer: yes of course you are ok, for example your motivation during the first to the third level of Japanese in your case

Interviewee: ok so, ah, I was very motivated it was my first contact with the language and my purpose was to travel to Japan to Osaka being specific (laughs) I felt I was learning something at the beginning you

know writing , grammar I learnt the three alphabets and it felt really good then I start to read I remember a short tale and pronunciation practice it was good for me, at the second level I knew how to read and how to write but we did not move forward I mean I just add more vocabulary to my knowledge but I was not able to learn more complex structures or real life examples, I mean we used to just cover the content of the book but we did not go deep into more details I honestly wanted to have short conversations at least

Interviewer: Did you experience any problem derived from economic or health issues which may have affected your progress during you were enrolled in the Japanese program?

Interviewee: hum, maybe at the end of the last course, I was dealing with a general depression you know I was not ok and I decided to dropped in the third level, I just wanted to have a break but I could not continue even at this moment you know that things happen but economical was ok because material for Japanese are cheap so everything ok

Interviewer: what is your opinion about the content of the program?

Interviewee: well I think that the content is appropriate, I mean to present the certification test you must complete 4 levels of the Japanese program so the content is ok but the way has been conducted is not appropriate because everything is focus on the teacher perspective not students I mean the rest is ok but for example kanji is not included is just mentioned but not practiced, for that reason I had to practice kanji by my own, they have to pay attention on the methodology and use technology to motivate us

Interviewer: great, so do you think kanji writing system not receives sufficient attention?

Interviewee: eh, in fact I was told by the teacher that kanji was not necessary because it is possible to survive without kanji but I don't know kanji is significant and interesting but you know I was told it was not important it was kind of confusing so I decided to learn by my own because it was disappointed I expected a guide but sometimes it does not depends on us as students including the aspects of the language

Interviewer: well, we finished, once again I would like to say thank you for time and I really appreciate your participation

Interviewee: yes, no problem thanks you for consider me for your interview.