

Offering Special Program on Foreign Language (SPFL)-Nihongo at Glan School of Arts and Trades: A Feasibility Study

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ABSTRACT

This study explores the feasibility of offering a Special Program on Foreign Language (SPFL) – Nihongo at Glan School of Arts and Trades (GSAT) situated in Glan, Sarangani Province. It used information on the market and technical capabilities along with management systems and financial considerations to determine Nihongo teaching viability at GSAT.

The available data confirms the absence of foreign language programs within secondary schools in the Division of Sarangani. Establishing SPFL-Nihongo at GSAT gives the school a regional leadership role through which students can access the global market using the Nihongo language.

Descriptive design was used to gather survey data from two selected groups: 210 Grade 8 learners and 100 parents. Also, Key Informant Interview (KII) was conducted with ten parents, whose insights were sources of qualitative data. Learners and parents strongly showed interest in Nihongo language learning to create future employment possibilities in tourism services and international workplaces.

The study results demonstrated that SPFL-Nihongo served as a feasible and strategically advantageous and recommended multi-cultural sector collaboration, blended instruction, and community involvement to attain the best results.

Keywords: Special Program on Foreign Language, Nihongo, feasibility study, Glan School of Arts and Trades, foreign language program

INTRODUCTION

Adapting to globalization, learning foreign languages enhances cognitive abilities, cultural awareness, and career opportunities (Huang et. al., 2020). The Department of Education (DepEd) has implemented the Special Program on Foreign Languages (SPFL). Thus, establishing SPFL for Nihongo at Glan School of Arts and Trades caters to the growing demand for skilled workers and paves the way for employment in Japan.

Glan School of Arts and Trades (GSAT), situated in Glan, Sarangani Province, Philippines, was established through Republic Act No. 5379 in 1968 and became operational in 1971. For 54 years, the school has been prominent among the top-performing technical-vocational schools in Region XII, which honed talents and skills in automotive technology, electrical works, home economics, refrigeration, shielded metal artworks, carpentry, dressmaking, cosmetology, and handicrafts.

As of 2023, through an invitation from Kanazawa Gakuin University in Kanazawa, Ishikawa, Japan, GSAT Vocational School Administrator II attended the conference and set an agreement facilitating both students and teachers to visit, study, and avail exchange programs.

Moreover, the rationale of this feasibility study is anchored in the school's connection to the university in Japan and its capacity to produce students with technical-vocational knowledge and expertise. Recently, GSAT passed the accreditation process of the Technical Education and Skills Development Authority (TESDA) as an accredited assessment center, which proved its readiness in infrastructure and resources.

Considering that no secondary schools in the Division of Sarangani currently offer foreign language programs, realizing the

SPFL for Nihongo at GSAT will provide a significant advantage. The existing gap in SPFL will position GSAT as a pioneer in foreign language education within the region, offering students a unique avenue to acquire valuable language skills.

This strategic advantage is expected to attract students from Glan and neighboring areas to enroll in Nihongo classes. Referring to the enrollment in Grade 8 school year 2024-2205, a total of 429 students will be accommodated into this program. GSAT has three (3) qualified N3 level teachers who will initially pilot the program, and additional teacher training for accreditation and certification process to teach Nihongo will be initiated.

Congruently, this initiative aligns with DepEd's vision to enable learners to realize their potential and contribute meaningfully to building the nation. Offering Nihongo as an elective subject in secondary education will allow students to choose and learn a foreign language that aligns with their interests and future aspirations (Andaya et.al., 2020). In addition, equipping students with language skills that increase their competitiveness in both local and international spheres will prepare them for chances in an international setting. However, learners face significant hurdles, including mastering complex writing systems (kanji, hiragana, katakana), understanding intricate grammar, and limited cultural immersion opportunities (Chatterjee and Tripathi, 2025).

Evaluating financial, logistical, and educational factors, this feasibility study will consider the existing curriculum, teacher, and class program, students' interest, parents' support, and stakeholders. An extensive consideration of the factors leads this study to create a concrete plan for realization and sustainability. The proposed SPFL model by Andaya et. al. (2020) served as a guide for implementation components, including administrators, teachers, learners, and support groups.

Hence, the offering of a Special Program on Foreign-Nihongo at Glan School of Arts and Trades will elevate the school to an international level and set its educational trajectory to prepare students for lifelong learning.

Legal Bases

The Special Program on Foreign Language (SPFL) supports the **Republic Act 10533**, which mandates the strengthening of language programs, including foreign languages, to enhance students' communication skills and global competitiveness.

Additionally, the introduction of the Special Program on Foreign Language for Nihongo is stipulated in **DepEd Memorandum No. 560, series of 2008**. This memorandum encouraged both public and private secondary schools to offer foreign languages, including Nihongo, as elective subjects starting School Year 2009-2010.

The offering of elective subjects is stated in **DepEd Order No. 55, series of 2009**. This order provided guidelines for offering foreign languages like Spanish, French, and Nihongo as elective subjects in the third- and fourth-year levels of high school. It outlined the subject nomenclature, description, time allotment, and unit credits for these language courses.

Setting the policy guidelines on the implementation of the Basic Education Curriculum (BEC) is mentioned in **DepEd Order No. 31, Series of 2012**. This order provides policy guidelines on the implementation of Grades 1 to 10 effective School Year 2012-2013. It aims to ensure continuity in learning and a smooth transition from the previous curriculum to the enhanced K to 12 BEC.

The primary aim of this study is to enhance students' macro skills in reading, writing, speaking, listening, and viewing with simple and practical language. It seeks to equip students with the ability to communicate effectively in everyday conversations while further developing their proficiency, preparing them for more complex interactions and the formal use of the language.

The SPFL in Nihongo will be piloted in 2 years in Grades 9 and 10. After the program evaluation and recommendation, it will extend to the Senior High School Grades 11 and 12. To maintain the integrity of the program, a series of language proficiency assessments to ensure the students will be qualified for the program.

Significance Of the Study

This study on the feasibility of offering a Special Program on Foreign Language (SPFL) – Nihongo at Glan School of Arts and Trades holds significant value for various stakeholders. The assessment of the interest, readiness, and potential

challenges of implementing the program aimed to provide insights that to guide decision-making and program development. The beneficiaries of this study include the following:

Students. This study is beneficial to learners as it allows them to acquire Nihongo language proficiency that can improve their performance, cultural awareness, and career prospects. Learning Nihongo can equip learners with cognitive skills, open doors to international education and employment, and provide learners with a competitive advantage in various industries.

School. The study provides a framework for integrating Nihongo into the curriculum, helping the school to improve its language offerings and associate with global education standards. It also contributes to institutional growth by attracting students interested in learning foreign languages.

Teachers. This research highlights the need for professional development and capacity-building programs for teachers who may take on the role of instructing Nihongo. It also underscores the importance of training opportunities that can enhance their expertise in teaching a foreign language.

Curriculum Planners. The findings can provide curriculum developers in creating a well-structured Nihongo program that is relevant, aligned, and suited to learners' needs and the global market. Also, this study gives insights into the creation of instructional materials, possible teaching strategies, and necessary assessment tools for effective implementation.

Local Government. The study provides insights that can help local policymakers and education officials promote internationalization efforts, workforce competitiveness, and economic opportunities through language education. It may also encourage local government units (LGUs) to support language programs through funding or partnerships.

Tourism and Hospitality. Given Japan's strong economic ties with the Philippines and its popularity as a travel destination, proficiency in Nihongo can provide graduates with a competitive advantage in tourism, hotel management, and customer service. This study supports the hospitality sector by helping future workers communicate effectively with Japanese clients and tourists.

Business Sectors and Industries. With the growing demand for bilingual and multilingual individuals, Japan's companies and industries, particularly in manufacturing, technology, and trade, the study will support job alignment by preparing learners with the necessary language skills. Companies that are looking for proficient Nihongo employees can benefit from the list of qualified graduates.

Japanese Embassy. The findings may bridge collaboration between the Glan School of Arts and Trades and the Japanese Embassy in executing cultural exchange programs, scholarships, and teacher training initiatives. Also, this study adds to the national interest and objective of establishing education and diplomatic relations between Japan and the Philippines.

Universities and Colleges Abroad. The study may benefit higher education institutions overseas by encouraging student exchange programs, scholarships, and partnerships with local schools offering Nihongo. It can also serve as a basis for international universities to recognize the proficiency of Filipino students in Nihongo, opening more opportunities for further studies and global career prospects.

Future Researchers. This study serves as a foundation for future research on foreign language implementation in technical-vocational education. It may guide future studies in exploring innovative teaching methodologies, policy recommendations, and best practices in language education.

Objectives of the Study

The objectives of this feasibility study were:

On Market Study: Educational Needs and Market Analysis

Identify the number of learners who will enroll in the proposed offering of the Special Program on Foreign Language (Nihongo) at Glan School of Arts and Trades.

Identify the potential interest and enrollment in the Special Program on Foreign Language (Nihongo) offered to both students and parents; and

Identify the demand for a Special Program on Foreign Language (Nihongo).

On Technical Study: Strategic Planning and Sustainability

Develop an organizational chart that outlines the teaching and non-teaching, class schedules;

Assess technological support and physical infrastructure to the SPFL; and

Outline long-term strategic plan for partnerships among local authorities, business sectors, colleges, and international universities.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

Identify risk potential associated with the implementation of the Special Program on Foreign Language (Nihongo) and recommend mitigation strategies to address implementation and operation.

On the Management Study: Risk Assessment and Mitigation Strategies

Propose budget allocations for the initial implementation and ongoing operation of SPFL; and

Evaluate the costs and benefits of the program to determine its practicality, financial viability, and long-term sustainability.

On the Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

Explore ethical implications concerning the Special Program on Foreign Language (Nihongo).

On the Decision to Implement the Proposed SPFL

Provide recommendations to facilitate the implementation of the Special Program on Foreign Language (Nihongo) at Glan School of Arts and Trades.

METHODOLOGY

Data Gathering Procedure

This feasibility study utilized a descriptive research design in gathering and analyzing data in assessing the viability of the Special Program on Foreign Language (Nihongo) at Glan School of Arts and Trades. To effectively evaluate the perspectives of students and parents, the study involved a multi-method approach, incorporating surveys, key informant interviews, focus group discussions, and document analysis.

The researcher prepared permission letters, which the subject professor and Dean noted before submitting to the superintendent of Sarangani and the vocational school administrator of Glan School of Arts and Trades

After approving the permission letters, the researcher distributed informed consent forms to students and parents, outlining their roles and rights in the survey and interview, and obtained their signatures. Then, the researcher conducted surveys with the respondents and interviewed the participants.

The researcher collected data and then processed, analyzed, and interpreted it using descriptive statistics to identify trends, patterns, and insights relevant to the study's objectives on implementing the SPFL Nihongo program.

To ensure the inclusion of the respondents in grade level, the Slovin Formula was employed to calculate the minimum sample size based on a 0.05% margin of error. With a total population (N) of 446 students, the formula yielded a sample size (n) of 210, which is evenly distributed per sections in grade 8 level.

For parents, in the survey 100 parent respondents were purposely given with questionnaires, while on the Key Informant Interview (KII), the criterion sampling was applied with these following criteria: must be legal parents/guardians of currently enrolled students at Glan School of Arts and Trades, willingly participate throughout the process of interview, express interest in their child's foreign language learning, and represent diverse socioeconomic backgrounds to assess financial constraints and support for the program. The 10 parents were purposely selected, representing Grade 8.

Documentary analysis was utilized to examine laws, policies, department orders, implementation guidelines, historical enrollment data, school letters, communications, and curriculum frameworks relevant to the study.

Locale Of the Study

The study was conducted in the Division of Sarangani, Region XII, Philippines, specifically at Glan School of Arts and Trades, Glan, Sarangani Province. The school is a Technical-Vocational School and TESDA-accredited assessment center, which is a favorable advantage to offer the Special Program on Foreign Language (SPFL) – Nihongo.

Respondents And Informants

The study focused on students from Grade 8, who served as the primary beneficiaries. Their interest, awareness, readiness, and perspectives are assessed to gain valuable insights into their engagement and preparedness. Understanding these factors is crucial in evaluating the feasibility and effectiveness of the program under study.

To ensure proportional representation, the Slovin Formula is applied to determine the appropriate sample size for each grade level. A five percent (0.05%) margin of error is used to maintain accuracy and reliability in the selection process. This approach aimed at ensuring that the study captures a well-balanced and representative sample of students from all sections in the grade level.

Employing this methodological approach, the study strengthened its validity and credibility. The fair distribution of respondents across different sections in the grade level enhances the reliability of the findings, providing a comprehensive analysis of students' perspectives. Ultimately, this process ensured that the conclusions drawn from the study are both accurate and applicable to the larger student population.

The distribution table of the population, N=446, and sample size (n=210) for the survey was presented in Table 1.

Table 1 Distribution of Student-Respondents

No.	Grade Level/ Section	Population (N=446)	Male (n)	Female (n)	Total (n)
1	Grade 8 Arrieta	-	7	7	14
2	Grade 8 Barcelona	-	7	7	14
3	Grade 8 Canoy	-	6	7	13
4	Grade 8 Zabala	-	6	7	13
5	Grade 8 Jardin	-	6	7	13
6	Grade 8 Leyble	-	6	7	13
7	Grade 8 Lagdamen	-	6	7	13
8	Grade 8 Langomez	-	6	7	13
9	Grade 8 Naraga	-	6	7	13
10	Grade 8 Macatimbol	-	6	7	13
11	Grade 8 Marquez	-	6	7	13
12	Grade 8 Murcia	-	6	7	13

13	Grade 8 Ripdos	-	6	7	13
14	Grade 8 Rosco	-	6	7	13
15	Grade 8 Chatto	-	6	7	13
16	Grade 8 Velasco	-	6	7	13
	Grand Total	446	98	112	210

Most sections have 13 students each, with 6 males and 7 females. However, the two sections, Arrieta and Barcelona, have 14 students each, with an equal gender split (7 males and 7 females). The remaining 14 sections follow a consistent pattern of 6 males and 7 females per class.

On the other hand, for the parent as respondent of the survey, the researcher purposively selected 100 parents among the 16 sections. With the help of advisers and students, the questionnaires were given and retrieved.

In the Key Informant Interview (KII), the 10 parent participants were purposely selected to determine the depth of insights related to the study.

Sampling Technique

Criterion sampling was used to select participants who met specific predetermined criteria relevant to the study and ensure the data collected provides valuable insights into the research question, particularly in qualitative studies (Creswell, 2014). Similarly, the researcher selected 10 participants based on the criteria that they must be a parent or legal guardian of the enrolled student, willingly participate in the interview, have representations from various economic statuses, and have an interest in foreign language education.

The study consisted of 210 learners and 100 parents, who provided valued perceptions and standpoints on the feasibility of offering a special program on a foreign language (Nihongo) at Glan School of Arts and Trades.

Instruments

The students utilized the survey questionnaires, and parents as participants underwent the Key Informant Interview (KII). These respondents and participants would provide comprehensive perspectives on offering the Special Program on a Foreign Language (SPFL)-Nihongo at Glan School of Arts and Trades.

RESULTS AND DISCUSSION

Market Study: Educational Needs and Market Analysis

The market study showed that Glan School of Arts and Trades learners have expected an increasing number of interest and readiness for the Nihongo language and skills to succeed in tourism, hospitality, and overseas employment.

Table 2 shows the enrollment profile of Glan School of Arts and Trades for the school year 2024–2025, with a total of 3,131 students. The data revealed 446 Grade 8 students who are potential enrollees for the upcoming school year.

Table 2 Enrollment Profile School Year 2024-2025

Grade Level	Male	Female	Total
7	269	296	565
8	206	240	446
9	219	210	429
10	184	245	429

11	322	316	638
12	294	330	624
Grand Total	1494	1637	3131

Moreover, Table 3 presents a summary of the readiness and interest in learning Nihongo from learners and parents. The comparison between learners' and parents' views about the readiness of the Nihongo program showed both extensive agreements near distinct disagreement factors. The findings exhibited exceptional support from parents who expressed most agreement about the importance of the program (4.71 mean) and teacher readiness (4.67 mean). The supporting evidence for effective implementation stemmed from the high learner ratings of school facilities at a mean of 4.66, next to their assessment of instructional approaches at 4.37 mean. Learners indicated middle-level support for the educational initiative but displayed the most positive views on the readiness of teachers (3.50 mean) and interesting program content (3.55 mean). The data demonstrated less agreement regarding school facilities (3.37 mean) and learning methods (3.39 mean).

Table 3 Combined Summary of Readiness and Interest in Learning Nihongo from Learners and Parents

Description	Average Mean (Learners)	Average Mean (Parents)	Combined Average Mean	Verbal Description
A. Interest and Importance	3.55	4.71	4.13	Agree
B. Mode of Instruction and Learning Preference	3.39	4.37	3.88	Agree
C. School Facilities	3.37	4.66	4.02	Agree
D. Teachers in Implementation of SPFL in Nihongo	3.50	4.67	4.09	Agree
GRAND MEAN	3.45	4.60	4.03	Agree

The overall readiness for program implementation reflected positive agreement (4.03), but the considerable difference between parent (4.60) and learner (3.45) grand means, which required program implementers to address. Nihongo language skills earned positive assessment from parents mainly because they expected language capabilities to open career opportunities, but the students demonstrated more restrained feedback about current learning conditions. Differentiated instruction approaches were needed because parents viewed long-term advantages than learners whose responses showed limited agreement (Pozas et. al, 2021).

Stakeholder Demand for the Special Program on Foreign Language (Nihongo)

The interview responses demonstrated that both parents and learners should seek career-oriented advantages through enrolling in the SPFL-Nihongo program because they perceived it as essential for professional development needs. Several interviewees distinctly expressed that learning Nihongo and skills gave them direct access to overseas employment because Japan represented their main interest. The beneficial nature of Nihongo for future Japanese employment was how P1 described the skills

“O, maayo kini para makapagtrabaho sa Japan...” (“Oh, this is good for working in Japan...”) P1

P10 identified tour guiding, together with restaurant and hotel work, as future employment possibilities because of the program offered.

“Mga tourist, tourist guide.” “...sa mga restaurant, sa mga hotels.” (“For tourists: tour guiding... or jobs in restaurants and hotels.”) P10

The educational benefits of beginning Japanese language education at the junior high school level were important to both P2 and P5.

“...naa na silay mga prior knowledge about ana nga class.” (“They already have prior knowledge about that class.”) P2

“...naa na silay training ground sa Senior High School palang...” (“...they already have a training ground starting in Senior High School...”) P5

The interview results indicated that the Nihongo class during the early stages served as students' and their parents' preferred method for acquiring career skills. The participant emphasized the future-oriented approach by highlighting the students' potential to work in Japanese restaurants as well as secure admission to Japanese educational institutions and industries.

Availability of Essential Resources for the Special Program on Foreign Language (Nihongo)

The assessment of SPFL-Nihongo infrastructure at Glan School of Arts and Trades was identified through existing technologies while showcasing required improvements. GSAT possessed sufficient basic technology equipment, based on the interview participants, who also indicated that current facilities were prepared, as revealed in the interviews with P1 and P7.

“...aduna naman tay mga computer diri...through projector...” (“...we already have computers here... through a projector...”) P1

“Mag-andam og classroom... equipment like internet connection... laptops.” P7

The school must maintain its determination to increase resources, provide insufficient teaching materials, and establish the capabilities of stakeholders to support the program.

Teachers' Training Needs and Capacity-Building Programs

The proposed SPFL-Nihongo program at Glan School of Arts and Trades (GSAT) is divided into strategic planning of implementation phases with a focus on capacity building and Partnership with TVL tracks. The program will start with Curriculum contextualization to ensure language learning is done together with contextual elements such as the tourism, hospitality, and agri-business sectors.

The identified teachers will spearhead the program and undertake language enhancement as well as certification. The management will provide and set up learning materials to support classroom activities, accessing and setting up of classroom and multimedia resources, conduct a learners' orientation and parents' briefing, close working relationship with DepEd, TESDA, and the Japan Foundation to ensure that the program is done at the right standard set in the country and competitively relevant in the international market.

The present study benchmarked various sources, including the Japan Foundation (2025), Geronimo (2024), and TESDA-accredited Japanese schools, to develop the proposed training and capacity-building programs as stipulated in Table 4.

Table 4 Propose Training and Capacity Building Program

Program Component	Details	Persons Involved	Budgetary Requirement	Expected Outputs	Time Frame
Program Title	Basic Training for Teachers and Japanese-Language Enrichment Program for Students	School heads, Nihongo consultants, DepEd/TESDA supervisors	₱5,000 (planning & admin costs)	Approved and endorsed program design	Week 1

Target Groups	Teachers (TVL/SHS)- Students (Grades 9–10)	Teachers, Students, Parents, LGU, Guidance Counselors	₱1,000 (orientation materials)	Identified participants and stakeholders	Week 1
Duration	Teacher Training: 60 hrs (3 weeks)- Student Program: 18 weeks (54 hrs)	Program implementers, teachers, scheduling staff	₱2,000 (logistics and scheduling)	Organized training and class schedules	Weeks 2– 20
Mode of Delivery	Blended (face-to-face & online sessions)	ICT coordinator, teacher- trainers, tech support	₱5,000 (devices, platform subscriptions)	Accessible delivery platform and hybrid structure	Weeks 2– 20
Goals	Build teaching capacity- Introduce Nihongo to SHS- Increase cultural awareness and employability	School heads, trainers, curriculum consultants	₱3,000 (goal alignment workshops)	Goal-aligned curriculum and support documentation	Week 1–2
Modules & Content	Teacher Training (60 hours): Hiragana/Katakana, Grammar, Classroom Japanese, Culture, Pedagogy, Assessment, Resources, Microteaching Student Program (54 hours): Greetings, Numbers & Time, Daily Activities, Family, Work, Food & Culture, Review/Projects	Nihongo experts, JFM trainers, trained local instructors	₱30,000 (training fee, handouts, textbooks)	Trained teachers; lesson plans; localized learning modules	Weeks 2– 20 (Teacher: Weeks 2– 4) Students: Weeks 5– 20
Activities	Teacher microteaching and feedback- Student drills, games, skits, projects, cultural days	Resource speakers, peer reviewers, classroom observers	₱15,000 (venue, materials, snacks, certificates)	Engaged learners and documented teaching strategies	Weeks 3– 20
Assessment	Teacher: lesson plans, demo teaching- Student: quizzes, skits, oral evaluation	Master teachers, assessment validators	₱5,000 (printing, scoring, evaluation tools)	Final grades, rubrics, student projects	Teachers: Week 4 Students: Weeks 10, 18–20
Instructional Materials	<i>Minna no Nihongo</i> , <i>Marugoto A1</i> , NHK Easy Japanese, flashcards, online tools	Librarian, materials committee	₱10,000 (books, printing, visual aids)	Compiled and distributed materials	Week 2
Support System	Mentoring- Peer coaching- Cultural	Japanese volunteer orgs,	₱8,000 (honoraria,	Strengthened teacher support	Weeks 4, 10, and

	exchange (e.g., online with Japanese volunteers)	alumni, community partners	digital meeting licenses)	and student motivation	18
Expected Outcomes	Teachers deliver Nihongo classes. Students demonstrate basic proficiency- Community awareness/support	Program coordinator, M&E officer	₱4,000 (monitoring & documentation tools)	Completion reports, outputs, testimonials	End of Week 20

Hence, implementing the SPFL-Nihongo Training requires a total estimated budget of ₱88,000 to ₱100,000 and is expected to be carried out over a total implementation time frame of 20 weeks, approximately equivalent to 5 months.

Technical Study

Proposed Organizational Chart of Teaching and Non-Teaching Staff for offering the Special Program on Foreign Language (SPFL) – Nihongo

The SPFL-Nihongo program will be managed and monitored by the Vocational School Administrator II with the assistance of the SPFL coordinator. The 3 qualified teachers were identified to handle the pilot testing.

Figure 1 presents the SPFL-Nihongo organizational structure of Glan School of Arts and Trades.

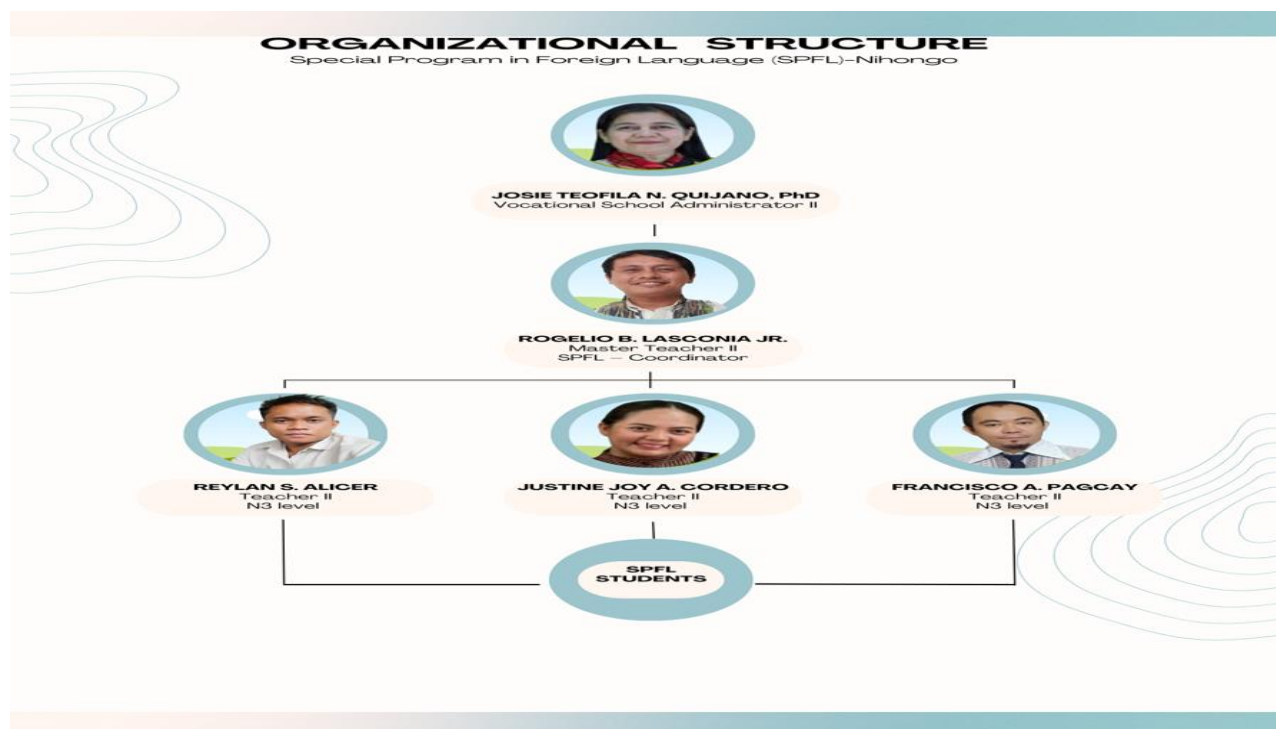


Figure 1 Proposed Organizational Structure of Teaching and Non-Teaching Staff

Technological and Infrastructure Requirements for the Proposed Special Program on Foreign Language (SPFL) – Nihongo

The Special Program on Foreign Language (SPFL) – Nihongo at Glan School of Arts and Trades is committed to strengthening its technological infrastructure and curriculum. The program aims to develop students' digital proficiency while enhancing their core language macro skills in reading, writing, speaking, listening, and viewing through practical and accessible Nihongo instruction, as shown in Figure 2.



Figure 2. Aerial View of Glan School of Arts and Trades and SMART-ED classroom

A photo collage of the aerial view of Glan School of Arts and Trades and SMART-ED classroom powered with internet-connected tablets and laptops, which has potential for online simulations of SPFL-Nihongo class.

Proposed Class Schedules for Offering the Special Program on Foreign Language (SPFL) – Nihongo

This feasibility study proposes the following class schedules for Grades 9 and 10. The identified sections will be utilized for the two years of pilot testing as presented in Tables 5 and 6.

Table 5 Grade 9 Class Program – Section Ampuyas Adviser: Judith A. Ampuyas

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:20 AM	<i>Flag Raising Ceremony</i>	<i>Cleaning of the Classroom and Area of Assignment</i>			
7:20 – 8:20	<i>HGP</i> (Ampuyas)	<i>ENGLISH</i> (Ampuyas)	<i>ENGLISH</i> (Ampuyas)	<i>ENGLISH</i> (Ampuyas)	<i>ENGLISH</i> (Ampuyas)
8:20 – 9:20	<i>FILIPINO</i> (Lebios)	<i>NIHONGO</i> (Alicer)	<i>FILIPINO</i> (Lebios)	<i>FILIPINO</i> (Lebios)	<i>FILIPINO</i> (Lebios)
9:20 – 9:40	<i>HEALTH BREAK</i>				
9:40 – 11:40	<i>TVE 9</i>				
11:40 – 1:00 PM	<i>HEALTH BREAK</i>				
1:00 – 2:00	<i>SCIENCE</i> (Naraga S)	<i>SCIENCE</i> (Naraga S)	<i>ICF</i> (Pagaran)	<i>SCIENCE</i> (Naraga S)	<i>SCIENCE</i> (Naraga S)
2:00 – 3:00	<i>MATH</i> (Libabone)	<i>MATH</i> (Libabone)	<i>MATH</i> (Libabone)	<i>ICF</i> (Pagaran)	<i>MATH</i> (Libabone)
3:00 – 4:00	<i>ENTREP</i> (Catolico)	<i>ENTREP</i> (Catolico)	<i>NIHONGO</i> (Alicer)	<i>NIHONGO</i> (Alicer)	<i>NIHONGO</i> (Alicer)
4:00 – 5:00	<i>MAPEH</i> (Sinan)	<i>MAPEH</i> (Sinan)	<i>ARPAN</i> (Tusan)	<i>ARPAN</i> (Tusan)	<i>ESP</i> (Ampuyas)
5:00 – 5:30					<i>Flag Retreat</i>

Table 6 *Grade 10 Class Program – Section Bacallan Adviser: Jewel C. Bacallan*

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:20 AM	<i>Flag Raising Ceremony</i>	<i>Cleaning of the Classroom and Area of Assignment</i>			
7:20 – 8:20	<i>HGP</i>	<i>MAPEH 10 (Bacallan)</i>	<i>MAPEH 10 (Bacallan)</i>	<i>MAPEH 10 (Bacallan)</i>	<i>MAPEH 10 (Bacallan)</i>
8:20 – 9:20	<i>SCIENCE 10 (Entorum)</i>	<i>SCIENCE 10 (Entorum)</i>	<i>SCIENCE 10 (Entorum)</i>	<i>SCIENCE 10 (Entorum)</i>	<i>ESP 10 (Bacallan)</i>
9:20 – 9:40	<i>HEALTH BREAK</i>				
9:40 – 10:40	<i>ENGLISH 10 (Rosales)</i>	<i>ENGLISH 10 (Rosales)</i>	<i>ENGLISH 10 (Rosales)</i>	<i>ENGLISH 10 (Rosales)</i>	<i>NIHONG O (Pagcay)</i>
10:40 – 11:40	<i>MATH 10 (Edres)</i>	<i>MATH 10 (Edres)</i>	<i>MATH 10 (Edres)</i>	<i>MATH 10 (Edres)</i>	<i>NIHONG O (Pagcay)</i>
11:40 – 1:00 PM	<i>HEALTH BREAK</i>				
1:00 – 2:00	<i>FIL 10 (Elorta)</i>	<i>FIL 10 (Elorta)</i>	<i>NIHONGO (Pagcay)</i>	<i>NIHONGO (Pagcay)</i>	<i>TVE 10</i>
2:00 – 3:00	<i>ARPAN (Pepito)</i>	<i>ARPAN (Pepito)</i>	<i>ENTREP (Yasay)</i>	<i>ENTREP (Yasay)</i>	
3:00 – 4:00	<i>TVE 10</i>				<i>FIL 10 (Elorta)</i>
4:00 – 5:00					<i>CTP (Bacallan)</i>
5:00 – 5:30					<i>Flag Retreat</i>

III. Financial Study: Financial Projections and Cost-Benefit Analysis

The Special Program on Foreign Language (SPFL) – Nihongo, situated at Glan School of Arts and Trades, would need funding both for its establishment and for ongoing operational costs to operate the program continuously. Budget-related choices could be made through strategic planning when using the estimated data shown in Table 7

Table 7 *Financial Study: Financial Projections and Cost Benefit Analysis*

Cost Category	Initial (Establishment) Costs	Ongoing (Operational) Costs	Estimated Total Cost (PHP)	Funding Source	Discussion
Infrastructure	Renovation of classroom; installation of visual aids	Utilities and regular maintenance	₱150,000	LGU, School MOOE, DepEd	Minor renovations and environment setup to support language

					immersion. Regular upkeep ensures long-term usability.
Teaching Staff	Teacher training on Nihongo, certifications	Honorarium, workload incentives	₱200,000	DepEd, TESDA, LGU	Teacher development ensures quality instruction. Sustained teaching effort requires allowance support.
Curriculum Delivery	Development or localization of SPFL-Nihongo modules	Reproduction and distribution of learning materials	₱50,000	DepEd, Donor Agencies	SPFL modules will be adapted and localized. Regular updates and printing required based on enrollment.
Language Lab & Media	AV equipment (TVs, headsets, speaker, projectors)	Equipment upkeep and software subscriptions	₱300,000	LGU, School ICT, External Partners	Language immersion aided by AV tools and media access. Regular updates necessary for quality learning experience.
Language Lab & Media	AV equipment (TVs, headsets, speaker, projectors)	Equipment upkeep and software subscriptions	₱300,000	LGU, School ICT, External Partners	Language immersion aided by AV tools and media access. Regular updates necessary for quality learning experience.
Marketing & Promotion	Printed materials, campaign development	Parent meetings, online platforms for promotion	₱30,000	School Fund, LGU	Essential for increasing student awareness and encouraging enrollment. Community-based promotion via meetings and flyers.
Technology Support	Internet upgrades, installation of e-classroom tools	Internet bills, digital subscriptions and maintenance	₱80,000	DepEd, ICT Fund, NGO	Stable internet and LMS tools critical for hybrid delivery and flexible learning. Learners may also access online resources at home.
TOTAL	₱910,000	Approx. ₱200,000+ per year	₱1,110,000 +	Combined: LGU, DepEd, TESDA, PTA, Donors	Estimated for initial rollout and sustainability. Community and government support critical to ensure long-term viability of the program.

The details of the proposed cost-benefit encompass infrastructures, teaching staff, curriculum delivery, language laboratory and media, marketing and promotions, and technology support for implementing SPFL-Nihongo at Glan School of Arts and Trades.

Infrastructure. The ₱150,000.00 infrastructure budget would enable the expenses needed for classroom modification

work, which incorporates vital audiovisual equipment necessary for suitable learning spaces. The initial budget would go toward infrastructure expenditures, but expenses related to operations require recurring funds during one year of the budget cycle.

Teaching Staff. The teaching category of staff members would obtain ₱200,000.00 worth of funding to support language learning development and instructor training that enhances their skills. Leadership incentives paired with supplementary costs would be given to teachers under this strategy to keep their educational motivation levels high while delivering superior quality education. The project would require DepEd, together with TESDA, as well as all the LGUs to partner as its foundational organizations for achieving success.

Curriculum Delivery. The delivery system would convert or generate Nihongo learning materials that meet all SPFL requirements. The budget of ₱50,000.00 would be designated for acquiring funds to recreate and distribute printed materials. Implementation expenses would consist of both updating expenses together with reprint costs because of program expansion.

Language Laboratory and Media. The primary cost requirement for a Language Laboratory equipped with media components would amount to ₱300,000.00. The budget funds would obtain audio-visual equipment along with language software to acquire multimedia tools. The designed maintenance protocol and scheduled system would be updated to protect the usefulness of operational tools, so they provide practical benefits to operational needs.

Marketing and Promotions. Establishing marketing efforts and conducting parent-student orientations as well as community meetings would require ₱30,000.00 funding. Students would need community meetings and student-parent orientations to create a successful marketing campaign that keeps students in the curriculum.

Technology Support. The ₱80,000.00 technology budget would allow the school to provide e-classroom tools together with internet connectivity to execute hybrid or online instruction. The operational cost expenses of this section would include both digital instruction platforms software licenses and internet subscriptions.

The initial implementation of ₱810,000.00 for year one would extend to perpetual annual operational costs exceeding ₱200,000.00. This program would secure financial stability through the collaboration of local government units (LGUs) and DepEd resources, along with TESDA training sessions and contributions from PTA and potential partnerships with the Japanese Embassy or donor agencies and the program resources.

Multiple enablers such as TESDA, LGU, and the Japanese Embassy would support the program's sustainability because it would develop higher student employability at both local and international levels and strengthen relationships and enhance school program details. The SPFL–Nihongo project becomes sustainable for the community through initial support funding, together with precise financial management strategies.

Additionally, stable funding sources are deemed essential for financial management and operational success, while effective management practices are viewed as crucial for fostering a positive work culture (Geronimo, 2024).

Management Study: Risk Assessment and Mitigation Strategies

To ensure that the Nihongo program at Glan School of Arts and Trades will succeed, it is also important to identify some risks that may hinder the achievement of the said goals and objectives and come up with ways to address these risks. One of the risks is the lack of teachers; this will be resolved by creating a relationship with teacher training institutions and the Department of Education for Nihongo training and accreditation.

Restrictions on funds may hinder the procurement of materials and resources; hence, appeals for funding support will be made through partnership with the local government unit (LGU), TESDA, and private sector sponsors.

Low enrollment can also be a problem; this can be addressed by early advertising and promotion, career information and guidance, and programs to ensure the curriculum offered leads to jobs in the Japanese-related industries.

Challenges such as a lack of access to technology and other resources in teaching languages will be solved by using DepEd-issued gadgets, online accessible versions of the technological tools and other physical teaching aids. It will also be crucial

to regularly monitor the programs and undertake consultations. Additional supporting statements from interviews on how to manage the risk and the possible mitigations are shown in Table 8.

Table 8 *Thematic Analysis on Management Study: 3.1. Identifying Risk Potentials and Mitigations*

Research Objective	Major Theme	Sub-theme	Emerging Theme	Excerpts from Interview
3.1 Risk and mitigation strategies	Implementation Challenges	Time constraints, gradual implementation	Operational planning and capacity building	"...tingalig hinay hinayon...time constraint sa pag attend..." "(...maybe it should be done gradually...there's time constraint in attending...)" – P1
	Implementation Barriers	Student adjustment to language learning	Initial resistance or adjustment period expected	"Ma-nibago na sila sir, mag-adjust dyud na sila..." "(They will feel unfamiliar at first, sir; they really have to adjust...)" – P2
	Learning Difficulty	Language Complexity	Effort and Persistence Required	"Lisod dyud na siya na language...sakripisyo dyud ta nga makat-on..." "(That language is really difficult...we truly have to make sacrifices to learn it...)" – P3
	Challenges in Learning	Language Difficulty	Added Academic Load	"Another additional sa kanilang subjects...mahirapan sila." "(Another addition to their subjects...they will have a hard time...)" – P1
	Learning Challenges	Language unfamiliarity	Adjustment to foreign language	"...another, banyagang-banyaga talaga sa kanilang kaalaman..." "(Another thing, it's completely foreign to their knowledge.)" – P6
	Student Learning	Memorization and consistency	Dependence on learner's dedication	"...kung desidido ang bata maka learn dyud siya, pero kung dili siya mosulod sa klase..." "(...if the student is determined, they can really learn, but if they won't attend...)" – P2
	Implementation Challenges	Connectivity and facility gaps	Need for ongoing evaluation	"...naa pa dyud tay mga loophole na akong makita..." "(...there's still a small loophole that I can see.)" – P5
	Risk Mitigation	Continuous program assessment	Feedback for improvement	"...nga naay evaluation...ma-correct nato." "(...that there is an evaluation...so we can correct it.)" – P5
	Risk Mitigation	Financial burden of training	Importance of subsidizing training costs	"...ang first nga gastos sa ilang training." "(...the first concern is the cost of their training.)" – P10
	Mitigation Strategy	Teacher training	Upskilling for future sustainability	"Mag-undergo dyud og training katong ubang mga teachers..." "(The other teachers really need to undergo training...)" – P10
	Implementation Risks	Enrollment management	Cannot cater to all students	"Dili lang sa daghan kaayo ang mag-enroll." "(Not many will enroll.)" – P7
	Risk Awareness	Determination and focus of students	Challenges in student motivation and language complexity	"Kailangan focus na sila para maka learn ana..." "Mag pili-pilo gid na." "(They need to focus in order to learn that..." "Their tongue will twist...)" – P9
	Resource Allocation	School's ability to provide	Need for consistent	"Sa pagprovide sa mga needs sa mga bata." "(In providing for the needs of the

	Risk	necessary tools	material and teaching support	<i>children...)</i> – P9
	Readiness and Training	Teachers' willingness to train	Teacher motivation but need for support	“Daghang teacher willing ma train.” “Kung kulang ang support sa training sa teachers, dili dyud makalahutay.” “(Many teachers are willing to be trained.” “If there is a lack of support for teacher training, they will not be able to endure.)” – P10

The solution must focus on **operational challenges**, which served as one of the potential risks mentioned in the interviews. Participants identified three risks during implementation: **the availability of time** (“*time constraint sa pag attend*” - P1), **limited access to resources** (“*gamay na loophole*” - P5), and **limiting the number of learners** to enroll SPFL-Nihongo class (“*Dili lang sa daghan kaaayo ang mag-enroll*” - P7). The survey collected data about teacher capacity, where P7 highlighted the requirement for “training for various teachers,” while P10 showed concern about “*expenditures towards teacher training*.” The operational sustainability of this initiative requires well-planned resource management to overcome implementation barriers.

The participants of the study proposed multiple strategies to execute the program. The gradual method of **pacing and being cautious on implementation** was recommended “*hinay hinayon*” (“...maybe it should be done gradually...” - P1), which seemed appropriate because of numerous obstacles were detected. Also, P5 emphasized continuous evaluation “...nga naay evaluation...ma-correct nato.” (“...that there is an evaluation... so we can correct it.”). Participants suggested focusing on teachers’ training (P7, P5) as well as continuous evaluation to effectively implement programs. P9 emphasized the value of distributing resources that meet learners’ needs through their statement “*Sa pagprovide sa mga needs*” (“In providing for the needs of the children...”). The research insights preserved crucial information for building realistic resource allocation timelines.

The gathered thematic analyses presented essential recommendations for the Glan School of Arts and Trades to improve its implementations. The instructional plan should start with basic knowledge of Nihongo, followed by advanced lessons. The implementation of orientation programs with tutoring services and comprehensive student support systems augmented the adjustment phase: “*Ma-nibago na sila sir, mag-adjust dyud na sila...*” (“They will feel unfamiliar at first, sir; they really have to adjust...” – P2. Teachers must sustain mentorship programs and ongoing professional development to develop essential training abilities. P10 explained financial needs that would entail funding to support both education, training, and resource development initiatives. Addressing the risks proactively, GSAT would attain long-term success in the implementation. According to P9, the proposed program will need constant attention from stakeholders for meaningful learners’ futures.

Opportunities and Challenges in Implementing SPFL-Nihongo

Beyond these primary motivations, respondents identified several ancillary benefits that demonstrate the program's multifaceted themes as shown in Table 9.

Table 9 Opportunities and Challenges in Implementing SPFL-Nihongo

Theme	Frequency Count
Career Opportunities and Employment (Local & Abroad)	52
Language Acquisition & Multilingualism	34
Cultural Understanding & Global Awareness	31
Cognitive Benefits (Problem-solving, Creativity, etc.)	18
Communication Skills	15

Educational & Academic Benefits	12
Personal Growth & Confidence	11
Global Competence & Travel Convenience	10
Access to Japanese Arts, Media, and Technology	9
No Clear Opinion / Uncertain / N/A	13
Challenges Mentioned (Difficulty)	4
GRAND TOTAL	210

These multifaceted themes included cognitive development (18 mentions), improved communication skills (15), and academic advantages (12). More personal benefits like self-confidence growth (11) and enhanced travel opportunities (10) were also noted, along with interest in accessing Japanese media and technology (9). Notably, challenges were scarcely mentioned (only 4 explicit concerns), suggesting minimal resistance to program implementation. A small group (13) remained uncertain or indifferent, potentially indicating a need for better communication about the program's value.

The overwhelming positivity in these responses, i.e., 206 opportunity-focused mentions versus 4 challenges, painted a picture of learners' voices that were highly motivated by the prospect of gaining Nihongo language skills and sees clear practical applications for this knowledge. This enthusiasm provided a strong foundation for program implementation, though the data suggested supplemental efforts could further enhance engagement. For instance, emphasizing the less-cited benefits like cognitive development and personal growth in program materials might broaden its appeal, while early support structures could address the few expressed concerns about difficulty.

Djafri (2018) revealed how competing ideologies have shaped institutional practices and educational policies in Japanese language education, and how these impact learners as they navigate different contexts. The study offered a critical perspective on Japanese language education policy and planning, emphasizing its dualistic ideologies that simultaneously constrain and create opportunities for learners. Thus, minimal resistance indicated that the SPFL-Nihongo at Glan School of Arts and Trades should align with student interests and perceived needs, positioning it for successful adoption with appropriate support and strategies.

Challenges Students Might Encounter in Learning Nihongo

The data from Table 10 revealed that students anticipated significant challenges in learning Nihongo, with the complex Japanese writing system emerging as the foremost difficulty, cited 63 times. This reflected the daunting nature of mastering three distinct scripts, hiragana, katakana, and kanji, which together account for nearly 30% of all reported challenges. Pronunciation difficulties (35 mentions) and grammatical complexities (24 mentions) represented the next major hurdles, indicating that the phonological and structural differences between Japanese and students' native languages pose substantial learning barriers (Quintos, 2022).

Table 10 *Challenges Students Might Encounter in Learning Nihongo*

Theme	Frequency Count
Complex Writing System (Hiragana, Katakana, Kanji)	63
Pronunciation Difficulties	35
Grammar and Sentence Structure	24
Understanding and Comprehension	18
Cultural Differences and Context	8
Time and Exposure Constraints	10
Speaking & Fluency Challenges	14

Motivation, Confidence, and Learning Habits	10
Language Barrier / Unfamiliarity	13
Lack of Resources or Support	5
Subject Shock / Adjustment Difficulties	3
Formality Levels in Speech	2
Cultural Immersion Importance	2
Overwhelming / Mental Pressure	3
GRAND TOTAL	210

The relatively low frequency of resource-related complaints (5 mentions) and adjustment difficulties (3 mentions) suggested institutional support was generally adequate, though the mental pressure noted by some students (3 mentions) warrants attention. These findings collectively illustrate that learners were acutely aware of Nihongo's challenges yet remained engaged. The overwhelming focus on linguistic rather than systemic barriers suggests that with targeted instructional strategies in addressing writing, pronunciation, and grammar fundamentals, along with confidence-building measures, students could overcome these hurdles (Thi, 2021). The data strongly suggested that program enhancements should prioritize scaffolded writing instruction, immersive pronunciation practice, and clear grammar explanations to address these identified points.

Successful Implementation and Sustainability Plan

The data in Table 11 demonstrated that parents defined program success based on established features of quality education, including competent teachers, along with suitable teaching materials and proper funding.

Table 11 *Results from Parents Survey on Strategies for Successful Implementation and Sustainability of the Nihongo Program*

Theme	Frequency Count
Qualified and Experienced Teachers	37
Well-Structured Curriculum	12
Interactive and Engaging Lessons	15
Cultural Immersion and Exchange Opportunities	3
Student Motivation and Encouragement	5
Practical Language Use and Daily Conversation	5
Introduce as Subject or Club	3
Use of Technology and Online Resources	3
Assessment and Feedback	4
Community or Institutional Partnerships	2
Budget and Resource Support	7
Unclear/Neutral/Non-substantive Responses	4
Grand Total	100

Glan School of Arts and Trades administration needed to prioritize teacher recruitment and development intensely since parents had identified teacher quality as their most important priority at 37%. Even though parents demonstrated limited interest in cultural programs and community partnerships, those elements might still have value in complete language

learning. The research data stood as important program guidance to match parent needs, yet it could also enable stakeholders to learn about other beneficial program aspects that extend beyond their primary areas of interest.

Moreover, The Japan Foundation, Manila (2025) supports Filipino Nihongo teachers through specialized programs, which GSAT teachers will undergo the Margono Brush-up Course to enhance language proficiency and teaching techniques using “MARUGOTO A2-1” materials. Also, the Irodori Teacher Training Seminar introduces learner-centered methods with the Japan Foundation’s IRODORI coursebook. For public high school teachers, the enTree Teacher Training (for CJH instructors) focuses on the “enTree Halina’ Be a Nihongojin!” methodology within the Special Program in Foreign Language.

Proposed Long-Term Strategic Partnerships and Collaboration with Local Government, Businesses, Colleges, and International Universities

Establishing long-term partnerships with local government, business, colleges, and universities is essential in maintaining the relevance and sustainability of the Special Program on Foreign Language (SPFL) – Nihongo at Glan School of Arts and Trades. These collaborations will offer access to valuable resources, professional expertise, and real-world opportunities while reinforcing the program’s long-term growth and impact.

Local Government Units (LGUs). The offering of the SPFL–Nihongo program will have successfully operated through collaboration with Local Government Units that will have developed enabling policies and provided financial support as well as community outreach to maintain program continuity. Implementing the program will ensure vertical alignment of education goals and development objectives because of its community-based approach.

Local Businesses and Industry Partners. SPFL–Nihongo will have maintained its operations by providing practical value to community members who endorsed its deployment before execution. Business partners should set up internships, including Agri-Tourism and food processing venture training. Learners will benefit from authentic practice settings that educational institutions and local businesses have established to help them move from academic Nihongo learning into real professional growth.

Colleges and Universities. The outcome of the proposed SPFL–Nihongo program has relied on colleges and universities to boost its growth through academic guidance and curriculum development, and teacher training services. The program will initiated strategic alliances between the SPFL–Nihongo program and teacher education institutions and state universities to establish Nihongo certification programs. The institutions' joint effort will guarantee that teaching staff reach national and international requirements in their qualifications.

ESDA and DepEd. The SPFL–Nihongo program at Glan School of Arts and Trades will achieve operational maturity with the collaboration with TESDA and DepEd itself because these institutions will provide key support to the curriculum, as well as maintaining national educational standards and securing certifications. Through integrating Nihongo teaching into its established qualifications frameworks, TESDA enables students to develop combined language proficiency with vocational abilities. The periodic monitoring system and educational guidance mechanisms developed by DepEd for teaching staff adherence to national SPFL standards will secure consistent program quality.

Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

Thematic analysis enumerated various key results that reflected the ethical and socio-cultural considerations for the implementation and sustainability of the program. Interview excerpts were included to justify emerging themes.

Language Learning as a Tool for Social Mobility. Language learning, particularly through the Special Program on Foreign Language (SPFL) – Nihongo, served as a powerful tool for social mobility among students at Glan School of Arts and Trades. Japanese language education strengthened the prospects of learners to work in tourism and hospitality fields and business process outsourcing (BPO) as well as positions that required overseas employment.

“...gusto dyud siya moadto og Japan moapas sa iyang Tiyo didto...” (“...he/she really wants to go to Japan to join his uncle there...”) P5

Equitable Access to Global Education. The offering of Special Program on Foreign Language (SPFL) – Nihongo at Glan

School of Arts and Trades needs to focus on fair global educational opportunities. The program should have systemic solutions for all socio-economic students to participate since they lacked digital devices, combined with insufficient internet connectivity and suitable learning materials.

"...aduna naman tay mga computer diri...through projector..." ("...we already have computers here... through a projector...") P1

Promoting Intercultural Understanding and Respect. The implementation of Special Program on Foreign Language (SPFL) – Nihongo at Glan School of Arts and Trades will be determined by promoting cross-cultural understanding with respect. Teachers in Nihongo classes require cultural sensitivity to maintain Filipino values and traditions as well as protect Filipino identity throughout educational content. Students would acquire a global perspective through comparative classroom instruction that combined Japanese and Filipino customs with social norms and worldviews, which would also generate mutual appreciation based on respect and empathy.

"Hindi na sila mahihirapan sa pag adjust sa kanilang lenggwahe." ("They won't struggle to adjust with their language skills.") P4

Avoiding Cultural Elitism in Foreign Language Programs. The elimination of cultural elitism from foreign language education programs protects international education opportunities from being restricted to urban and private institutions for student access. By implementing the SPFL-Nihongo program at Glan School of Arts and Trades, this initiative dispels myths about foreign language education, proving study abroad opportunities exist even in public technical-vocational schools.

"Oo. Para hindi tayo libakon. Kasabot ta sa ilang dialect." ("Yes. So, we won't be mocked. We'll understand their dialect.") P6

Gender Inclusivity in Language Education. Language education required an inclusive approach regarding gender because this allowed students of all gender identities to find respect while experiencing full participation in their studies. When offering the SPFL Nihongo program at Glan School of Arts and Trades, it would be essential to give equal opportunity for enrollment and participation and leadership possibilities to learners of all gender expressions.

"...kung desidido ang bata maka learn dyud siya, pero kung dili siya mosulod sa klase..." ("...if the student is determined, they can really learn, but if they don't attend class...") P10

Ethical Integration of Technology in Language Learning. The moral consideration of technology in language learning must be required in which digital tools and applications are supported with language strategies, virtual exchanges, and multimedia platforms, but do not hinder processes of learning. In connection with the SPFL Nihongo program at Glan School of Arts and Trades, technology should be used with integrity on student privacy, data security, and equity in access.

"...naa pa dyud nay gamay na loophole na akong makita." ("...there's still a small loophole that I can see.") P5

Community Engagement and Cultural Relevance. The SPFL Nihongo program at Glan School of Arts and Trades took both community involvement and cultural alignment to make the initiative effective within local priorities and promote shared ownership. The program's success varied on collaborative input from parents along with local government units (LGUs) and industrial partners who helped to develop curriculum content while also implementing the program according to cultural needs.

"Maayo na mohatag ta og mga scholarship." "Dili dyud pwede mawala ang LGU lage." ("It's good that we give out scholarships.", "The LGU really can't be left out.") P10

Empowering Marginalized Groups through Language. The Special Program on Foreign Language (SPFL) Nihongo enabled marginalized groups to obtain language skills, which led them toward global engagement and new economic opportunities. Residents in Glan, Sarangani Province, and neighboring places would benefit from Nihongo because it gave them the language capabilities that they needed to establish connections within global networks.

"Ingganyohon ba nimo imong anak o imong mga pag-umangkon nga mo enroll ani? – Oh, oo basta willing sila..."

("Would you encourage your child or your nieces/nephews to enroll in this? – Oh, yes, as long as they're willing...") P3

Trust-Building Between Stakeholders. The implementation success of the Special Program on Foreign Language (SPFL) – Nihongo intended stakeholders to develop trust between themselves at the Glan School of Arts and Trades. The program would grow more credible through transparent disclosure of its goals and budget allocation, as well as performance expectations to all teachers and parents along with administrators, and community members.

"Suportahan dyud na sa LGU...dili man pwede nga ginikanan lang." ("From the parents, sir... support comes through providing materials.") P3

Balancing Academic Rigor with Practical Utility. At Glan School of Arts and Trades, the SPFL–Nihongo educational program should attain a balance between achieving academic success and practical application results. Advanced language education standards are expected using advanced facilities, training, and language development through specific professional applications dependent on career choices.

"If ever ma approve, suportaran ang program para masustain." ("If ever it gets approved, the program will be supported to ensure its sustainability.") P9

VI. Decision to Implement the Proposed Offering of the Special Program on Foreign Language (SPFL) – Nihongo

The decision to offer SPFL–Nihongo program at Glan School of Arts and Trade is the right decision since the institution has the valid intention to increase educational opportunities and to meet the demand in the local, regional, and international markets. Considering the support from the school administration, local authorities, teachers, parents, and learners, as well as the correspondence with TESDA qualifications and the tourism and hospitality sectors, the project has a high possibility of sustainability.

The introduction of foreign language education in a technical-vocational school will complement the vision and mission in the Division of Sarangani and, at the same time, make GSAT as one of the pioneers in implementing SPFL. Likewise, improving students' employment opportunities will also promote intercultural exchange and bring changes to the communities. Since the project is feasible due to its primary market need, technical possibility, and strategic partnerships, it is deemed timely and visionary to implement the project.

The **Market Study** found evidence of substantial market support for this program after establishing proper enrollment protocols, together with successful enrollment initiatives. The SPFL–Nihongo program demonstrated lasting implementation in which parents and students shared positive support for this initiative.

The **Technical Study** revealed that Glan School of Arts and Trades should involve strategic partnerships for achieving the successful implementation of the SPFL–Nihongo program. The multi-level partnerships should involve local government units (LGUs) since they act as key connectors for both people and resources.

The **Management Perspective** of the SPFL–Nihongo program will be managed and monitored by the Vocational School Administrator II with the assistance of the SPFL coordinator. The 3 qualified teachers were identified to handle the pilot testing.

The **Financial Study** showed ₱810,000.00 for year one would extend to perpetual annual operational costs exceeding ₱200,000.00. Multiple enablers such as TESDA, LGU, and the Japanese Embassy would support the program's sustainability.

The **Socio-Economic Study** covered and encompassed the language learning as a tool for social mobility, equitable access to global education, promotion of intercultural understanding and respect, avoidance of cultural elitism in foreign language programs, gender inclusivity, ethical integration of technology, community engagement and cultural relevance, empowerment of marginalized groups, trust-building, and balanced academic rigor,

Thematic Analysis of Qualitative Accounts

The participants of the study endorsed an active and controlled program implementation method, which prioritized

immediate execution for future sustainability frameworks. P6 stated *"Kung hindi natin siya inumpisahan, hindi natin malalaman."* (*"If we don't start it, we won't know."*) to support experimental testing phases. According to P9, *"The institution would support the program after it gets management approval to ensure program sustainability"* (*"If approved the institution will provide sustained backing for the program"*). The program's initiation with an initial phase approach received full school approval, which allowed evaluations before seeking ongoing funding, as shown in Table 12.

Table 12 *Thematic Analysis on the Decision to Implement the Proposed SPFL-Nihongo*

Research Objective	Major Theme	Sub-theme	Emerging Theme	Excerpts from Interview
5.1 Decision to implement SPFL	Community Communication	Open communication	Involving LGU, parents, students before implementation	"E-open sa mga parents, sa LGU...di man pursue ang isa ka kuan kung walay plan..." (<i>"It should be opened to the parents, to the LGU... one cannot pursue something if there's no plan..."</i>) – P2
	Community Collaboration	Joint Efforts of Stakeholders	Unified Vision Among Teachers, Parents, LGU	"...ang mga teacher pud og ginikanan nga kinahanglan dyud nga magkahiusa..." (<i>"...the teachers and the parents really need to unite..."</i>) – P3
	Parental Endorsement	Parent as program supporter	Positive parental reception	"...if ma implement, as parent, mag support sa program sir." (<i>"...if it will be implemented, as a parent, I will support the program, sir."</i>) – P5
	Implementation Recommendation	Start the program	Trial and observation	"Kung hindi natin siya inumpisahan, hindi natin malalaman." (<i>"If we don't start it, we won't know."</i>) – P6
	Implementation Recommendation	Administrative support	Advocate for program realization	"Exert effort lang dyud atoang administration... willing na mo join ani." (<i>"Our administration just really needs to exert effort... they are already willing to join this."</i>) – P7
	Implementation Recommendation	School should support the program	Institutional backing ensures longevity	"If ever ma approve, suportaran ang program para masustain." (<i>"If ever it gets approved, the program will be supported to ensure its sustainability."</i>) – P9
	Implementation Strategy	Elective program model	Opt-in system for committed learners	"Dili man ni pinugos... Kana siya sure dyud ma successful ni nga implementation sir." (<i>"This isn't being forced... That one, it's really certain that this implementation will be successful, sir."</i>) – P10

The SPFL-Nihongo program achieved its effectiveness through its elective nature, which remained a common thread throughout discussions. According to P10's statement, *"Dili man ni pinugos... Kana siya sure dyud ma successful ni nga implementation"* (*"This isn't being forced... That makes this implementation certain to succeed"*), stakeholders believed voluntary enrollment leads to program success. This voluntary enrollment system solves implementation problems through: Secrets to implementation success include student self-selection and maintaining teaching group dimensions while creating genuine advocates through positive learning. The participant-driven approach working, along with community engagement and institutional support, creates a framework with three components that maintain both educational goals and stakeholder aspirations.

CONCLUSIONS

The findings from the **Market Study** showed that the offering of SPFL-Nihongo at Glan School of Arts and Trades received wide acceptance from learners, parents, and stakeholders. Both learners and parents recognized the potential future benefits of providing education and opportunities particularly in local and international industries.

The **Technical Study** displayed potential readiness to offer SPFL-Nihongo classes. However, the technical viability needs supplemental instructional materials and teachers' training, which can be addressed address capacity-building initiatives.

Referring to the **Financial Study**, financial sustainability is achievable with strategic partnerships and the alignment of resource spending. Collaborative funding sources from DepEd, TESDA, local government, private, and international partners can pursue the SPFL-Nihongo launch and long-term operation.

In the **Management Study**, there is positive support and optimism from learners and parents to participate in enrollment. This resulted in an agreeable management plan for pursuing SPFL-Nihongo implementation.

The **Socio-Economic Study** presented an agreeable socio-economic impact by opening an avenue for employment and cultural exchange. It supports local and national development goals, leading to the demand for Nihongo-speaking related tourism and industries.

Based on the above statements, the **Decision to Implement the Project** of offering a SPFL-Nihongo at Glan School of Arts and Trades is **feasible**. Success will depend on strategic planning, stakeholder collaboration, and sustained resource development.

RECOMMENDATIONS

These are the recommendations of the study:

Market Study: Educational Needs and Market Analysis

To resolve the gap in public awareness and stakeholder participation on the offering of SPFL-Nihongo at Glan School of Arts and Trades, the school should enforce regular campaigns during school and local events, online platforms, and the Tourism Trade Fair. Also, always highlighting the career and future benefits of Nihongo learning can boost enrollment interest.

Technical Study: Strategic Planning and Sustainability

To ensure instructional quality, Glan School of Arts and Trades should provide substantial educational materials, which include textbooks, digital resources, and multimedia tools. A mixed learning modality should be instituted with a stable and reliable technology infrastructure facilitating both in-person and online instruction.

Financial Study: Financial Projections and Cost-Benefit Analysis

To secure financial viability, Glan School of Arts and Trade should collaborate with the Local Government Unit (LGU) and private stakeholders to gain scholarships for teachers and learners. Also, setting a memorandum of agreement with Japanese-affiliated companies can generate funding sources and provide work immersion opportunities.

Management Study: Risk Assessment and Mitigation Strategies

To set up effective implementation capability, Glan should concentrate on enhancing teachers' competencies through TESDA, DepEd, and the Japanese Embassy. Proactive involvement in specialized training is valuable for teachers. Access and availability to learning materials and online applications are essential for the creation of interactive and relevant teaching materials.

Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

To boost socio-economic benefits, Glan School of Arts and Trades should involve parents and stakeholders in consultation and career guidance program initiatives. SPFL-Nihongo offering should coincide with employment trends in tourism and the international workforce and advocate global citizenship among learners.

Decision to Implement the Proposed Special Program for Foreign Language (SPFL)-Nihongo

The study recommends the immediate pilot testing and considers the proper phasing of the Nihongo language program. The rollout should start to selected sections with accredited Japanese Language Proficiency Test (JLTP) teachers, and sufficient resources.

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