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Long Paper

Coping Mechanisms from Cultural Displacement as Depicted in Kazuo Ishiguro's "An Artist of the Floating World"

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Abstract

Literature is part of English as Second Language (ESL) teaching where students may find ways to better understand themselves and different things happening in their society. This study aimed to analyze the content of the postcolonial novel "An Artist of the Floating World" by the 2017 Nobel Prize for Literature awardee, Kazuo Ishiguro, for its depiction of coping mechanisms from cultural displacement. The qualitative research design and content analysis were used to systematically analyze the text. It was found that cultural displacement creates stress, fear, distress, and at some extreme levels, trauma. Displaced people may have varied attitudes toward these that led to coping. The coping mechanisms in the novel were minimizing and denying, repressing emotions, communicating and seeking support from family and friends, going into healthy habits, giving time for hobbies, and respecting the views and opinions of others. The study recommends a short story and drama also be explored for the same topics. Moreover, literature dealing with cultural displacement could be included in the reading lists of literature courses. The analysis would be the input for proposed supplementary learning and teaching material on cultural displacement to Filipino College students, particularly for BSED English majors, which could be used in Teaching Children and Adolescent Literature, Survey of Philippine Literature in English, and most particularly in Survey of Afro-Asian Literature.

Keywords – coping mechanisms, cultural displacement, Kazuo Ishiguro, literature, content analysis



INTRODUCTION

A vital part of teaching English as a Second language (ESL) is literature. It is a representative of the culture, tradition, and even language of people in a place of origin. It gives insights and context about various happenings in different world societies. Also, it gives a reflection of the past and a glimpse of what may be in the future. Students may be able to find ways how to better understand themselves and others through literature. They become aware of different cultures read and discussed in English classes, particularly those depicting real-life historical events. The written accounts related to historical events provide a basis for solidarity and even ideological differences (Little and McGivern, 2014). Furthermore, they may be able to find coping mechanisms for different distresses they are encountering that are tackled by the literature being studied in classrooms.

A novel is one of the types of literature that demonstrates a critical paradigm. It discusses and analyzes literature in a wider and deeper context compared to short stories. Different worlds of experiences are introduced through a novel. In this sense, it provides a blueprint of human civilization. It conforms to the criteria of artistically designed to create a totality of life that focuses on the history and individual persons. In the academe, this process is carried out with the aid of literary theories such as mythological, sociological, psychological, historical, or other approaches for a better understanding of the context and depth of the work (Brewton, 2022). Since literature is given with high regard as an art, literary societies and award-giving bodies existed.

Nobel Prize in Literature is one of the world's most prestigious literary prizes. Since 1901, an author from any country who has worked on producing a literary piece in an ideal direction has been given the award according to the words and will of Alfred Nobel. The winner of the Literature Nobel Prize laureate earns a gold medal, a diploma bearing a citation, and a sum of money, depending on the income of the Nobel Foundation that year (nobelprize.org). Kazuo Ishiguro has been awarded the Nobel Literary Prize for the year 2017. He was born in Nagasaki, Japan on November 8, 1954, but moved to Guildford, England in 1960. In one interview, he shared his dream of becoming an international author. Being a postmodernist, most of his novels center on postcolonial experiences such as suppressed emotions, the unwillingness to be explicit, the almost ceremonial politeness, and the high personal and emotional cost of diligent loyalty to one's employer (Ray, 2017). Almost all of his novels were received and were shortlisted for literary awards.

Ishiguro's novel "An Artist of the Floating World" was shortlisted for the 1986 Booker Prize and won the Whitbread Book of the Year Award for the same year. The novel "An Artist of the Floating World" is postcolonial literature where there are often loads of different sides to the same story. The story that was taken as true is often just one point of view among many. It is set in Japan following World War II, narrated by the elderly Masuji Ono, a retired artist of imperialist propaganda. He now finds himself labeled as a traitor by the younger generation because of his past career. It examines the turmoil in postwar Japan, a time when certainties were overturned, gender politics shifted, the hierarchy of

the generations seemed to topple and even the geography of cities changed (Maloney, 2015).

The study is conducted in connection with the idea that such an account of literature will contribute to the fulfillment of intellectual pursuit. Moreover, in the researcher's country, the Philippines, a five-month battle, the Marawi siege, had just ended during the span of writing this work. The Philippines, being a developing country is not different from any country, when it comes to experiences of people during wars and sieges. The aftermath of the war is post battles for clearing operations, thousands of deaths, both the armed people and the common citizens, infrastructure damage, displaced residents, and lots of human rights concerns. The pains and trauma it brought to the residents of Marawi in Mindanao and even to the people who got involved in the fighting and even in the clearing operations are still present. Hence, it is also believed that the study would prove to be vital to teachers who help and guide students to cope with different distresses of life.

LITERATURE REVIEW

Cultural Displacement in Literature

Displacement refers to the act of moving on or being put out of the usual or original place. Migration, desertion, exile, diaspora, exodus, eviction, banishment, travel, discovery, and imprisonment are among the different forms of it (Blistein, 2016). Cultural displacement happens generally when a person or a group of people are removed from the ways they have lived their lives previously. This means that it is caused also by the other types of displacement. It could be intentionally or by force. In postcolonial literature, this displacement is depicted largely because of the latter. The individual characters are portrayed as people who must run away or hide from their native lands to survive. It is the key theme in postcolonial and modern literature with a crisis of identity, engendered by colonialism or modernism (Nayyar, 2017).

Moreover, displacement is an essential issue of postcolonial literature for its vast range of consequences on the post-colonial human psyche and their societies. Postcolonialism is a theory that is primarily concerned with accounting for the political, aesthetic, economic, historical, and social impact of colonial rule around the world from the 18th through the 20th century (Elam, 2019). The subject in postcolonial literature is struggling to deal with this displacement in reality but it also provides opportunities to elevate the position (Saha, 2015). Postcolonial writers tend to use metanarratives, drawing attention to the way that stories or narratives are constructed, and especially how they are always told from a certain point of view or angle (Mambrol, 2016).

With almost all the countries around the world experiencing imperialism and colonization to a different extent, history serves a vital role in shaping cultures. Imperialism and colonization are two human experiences that are commonly found in the literature.

The two greatly influence race and culture. Culture could be adopted by someone else outside the group. It includes everything that defines the individual or the group – language, humor, relationships, attitudes and values, and the likes. Likewise, it could be shared and be modified or be changed (Heibert, n.d).

A total change of culture means it has undergone displacement. It is the moving of something from its place or position; the enforced departure of people from their homes, typically because of war, persecution, or natural disaster (Giovetti, 2019). It may cause distress and the gravity of its effect is determined by the type of displacement and the character of the person who experiences it. This may include economic, geographic, and ethnic or cultural displacement (Abel, Brottrager, Cuaresma, Muttarak, 2019).

Coping Mechanism from Cultural Displacement

Coping is defined as ongoing cognitive and behavioral efforts to manage specific demands that are appraised as exceeding the resources of an individual. It refers to an individual's efforts to assess negative stimuli and to react to external or internal difficulty (Zyga, et.al, 2014). Coping mechanisms are survival skills that people use to manage stress, pain, and negative circumstances they experience in life (Custudio and Siy, 2017). Individuals differ in the way and extent of using these coping mechanisms depending on the stressful situations or traumatic experiences. These may be positive or negative coping mechanisms. Negative coping strategies may include violence, abuse, denial, self-harm, addiction, and others. Positive coping strategies entail an individual's ability to maintain a positive disposition creating effective avenues of letting go of stressful situations. Coping strategies are basic categories used to classify how people react to stress (Yaniv and Rabenu, 2017).

Generally, there are three coping strategies: problem-focused coping, emotion-focused, and appraisal-focused coping. Problem-focused coping refers to strategies that make a person active and accomplish the task to alleviate the stressful circumstances while emotion-focused coping is strategies used to regulate the consequence of a stressful situation. The appraisal-focused strategies are those coping mechanisms that involve a change of mindset or the revision of thoughts (Weiten, 2019).

The use of Instructional Materials for teaching literature

There are stances readers can develop while reading literary works. An efferent stance indicates a reader's attention is focused on information to be retained after reading and can result in a study of the text. An aesthetic stance, on the other hand, occurs when the reader's attention is on the lived-through experience of the story and the thoughts, feelings, images, and associations that are evoked as the story is read (Wiseman & Many, 2014). Reading materials are printed instructional materials (IMs). These materials are prepared by the specially selected course teams from both within and without, and every effort is made to follow the principles of instructional technology in the preparation of

course material. Instructional materials are a very important element in the teaching and learning process, particularly in language and literature (Ajoke, 2017). The use of authentic instructional materials in English classes increases motivation in language learning, particularly if the materials are new and exciting (Albiladi, 2019). Furthermore, the CHED memorandum order number 23 series of 2012 sets guidelines and policies in supporting and developing the implementation of language programs, specifically foreign languages, that include the preparation and development of instructional materials with contexts suited to the language needs of the learners of the program (CHED, 2012).

Instructional materials enhance the learners' understanding on read literary texts. Materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice learners take part in. IMs which are properly prepared and assessed, use the important elements of behavior that provides the base for learning theory situation that includes all the objects, persons, and symbols in the learning environment (Richards, 2015). The experiences in situations help a learner respond to a similar situation when encountered in the future. Therefore, IMs in any learning and teaching environment is vital for learning to take place and for the teachers to teach more effectively. Moreover, according to Abdu-Raheem and Oluwagbohunmi (2015), improvisation of locally made and unsophisticated instructional materials by instructors, including pre-service teachers will go a long way to standardizing teaching/learning, promote students' performance and improve the quality of education generally.

METHODOLOGY

To examine the novel comprehensively, a qualitative research design was used. Qualitative research aims to describe, explain and interpret collected data. Using this, the researcher conceptualizes an adequate and accurate interpretation of the idea with or without the aid of a statistical method. The study also used relational content analysis. It is the systematic technique of extracting material out of a huge amount of texts for message content and message handling (Mayring, 2014). The relational analysis begins with choosing a concept for examination. Then the analysis involves exploring the relationships between concepts. Individual concepts are viewed as having no inherent meaning and rather the meaning is a product of the relationships among concepts, which is concerned with understanding verbal or nonverbal communication messages such as the exchange of information in the content of the novel (Mills, Durepos, & Wiebe, 2010).

In the study of literature, the main aim of content analysis is to analyze the text for its own sake. As used in the study, the content pertains to the depiction of historical events that led to cultural displacement and the coping mechanisms reflected in the selected novel. The research is focused on the novel "An Artist of the Floating World" by Kazuo Ishiguro, a Nobel Prize Winner for Literature in 2017. Primarily, the data were the texts of the novel (Ishiguro & Hische, 2013) under perusal.

RESULTS

Historical events from the novel that brought cultural displacement were depicted in the novel. Some of the events depicted in the novel that brought cultural displacement are WWII, the Pearl Harbor Attack and Nagasaki bombing, and the American Occupation of Japan. The coping mechanisms suggested for surviving the pains of cultural displacement based in the novel are minimizing and denying, repressing emotions, communicating and seeking support from family and friends, getting into a healthy habit, giving time for hobbies, respecting the views and opinions of others, enjoying the nature, and learning acceptance.

Denotatively, the novel expressed ideas of permanence and universal interest. It is an imaginative work that depicts human experiences and societal happenings. It, furthermore, functions in society as a way to criticize and affirm cultural values. It transforms words into something that elevates and transforms experience far more than pleasure through the art of writing. Thus, from the analysis, inputs for contextualized instructional material could be collected.

DISCUSSION

The historical events are depicted brought cultural displacement, based on the novel (Mambrol, 2016). The novel "An Artist of the Floating World" is about the life of the retired Japanese painter, Masuji Ono. He was a renowned painter during his earlier years which was long before World War II (WWII) began. During the war, he has done some influential acts that helped Japanese imperialism to take place. And after the war, he was depicted as feeling estranged from how the younger generations regard the older ones, thus, he was depicted as being culturally displaced. Some of the historical events depicted in the novel that brought cultural displacement are WWII, the Pearl Harbor Attack and Nagasaki bombing, and the American Occupation of Japan.

Second World War. The novel barely tells about history or historical people directly. However, since the novel was set in 1948, during post Second World War, the protagonist's narration speaks a great depiction of the historical events during the war and the American occupation of Japan.

Pearl Harbor Attack and Nagasaki Bombing. On the other hand, consecutively, tensions were running high between Japan and the U.S. The former attacked the latter on Pearl Harbor in 1941 led U.S. to declare war against Japan. Four years after the attack on Pearl Harbor, the U.S. dropped two atomic bombs on Hiroshima and Nagasaki. Millions of people were killed by the bombs and Japan was left in a terrible state.

Post-war: American Occupation in Japan. Generally, the main characters showed changes in their beliefs and values. However, it is in the life of the protagonist, Ono that

cultural change is largely illuminated. First, Ono was led to stop the things he has lived almost all his life – painting, for he is now aged, and his house was greatly damaged by the war. Additionally, after World War II, the Japanese in the novel are described as not so much putting high regard to painting but on economy and nation-building. He must face new routines and do different activities after the war. He must live a different way now because of the changes brought about by historical experiences in Japan, the country where he lives.

Coping Mechanisms are suggested to survive the pains of cultural displacement based on the novel. Cultural displacement creates stress, fear, distress, and at some extreme levels, trauma. Displaced people may have varied attitudes toward this. And the extent of the effect depends on how the person handles it. Whatever the displaced person does to cope with the effects, survival is the main goal of it. Therefore, coping mechanisms are helpful to manage the effects (Saha, 2015). Coping mechanisms are learned behavioral patterns used to cope. However, these mechanisms could be geared positive or negative.

Psychologists call the ways people respond to negative situations in life coping. There are many coping mechanisms for all manner of temporary setbacks or long-term disorders. However, they all share one thing in common. The more ways one has to creatively and effectively manage one's reaction to negativity, the stronger his or her coping skills become (CFP: Displacement in Language, Literature, and Culture, 2016).

This is a mixture of attributional style (perceived source of stress, locus of control, optimistic or pessimistic outlook on finding a solution) and personality characteristics like risk tolerance, sense of self-efficacy, and introversion or extroversion. Coping mechanisms can be used on the fly. Their effects may not be immediate in some cases. But the more an individual practices them, the more natural one will behave in those ways when future danger and anxiety come.

In the novel, Ono struggles to cope with the changes wrought on his life, his two daughters, and his society, since his wife and son killed were in the war. As his daughter Noriko enters another set of marriage negotiations, Ono reflects on his role as a painter supporting Japan's war through ultra-nationalistic artworks. He is shown reflecting on how he betrayed a student to the government, Kuruda, resulting in the student's imprisonment and torture.

Minimizing and Denying. Minimization is a deception that includes denial accompanied by validation in situations where complete denial is improbable. It is downplaying the significance of an event or emotion. Moreover, this is a common coping strategy in dealing with feelings of guilt.

Likewise, denial is an outright refusal or inability to accept some aspect of reality that is troubling. Sigmund Freud posited that the person faced with a fact that is too uncomfortable to accept, he rejects it instead and insists that it is not true despite having

overwhelming evidence. It could also mean denying the happening of an event or the trustworthiness of information that can lead to a feeling of detachment and the ignoring of possibly beneficial information.

In the novel, Ono found out that the likes of him are hated by a majority of the young generation. And some old people who worked for the war had committed hara-kiri, or honorable suicide as Japanese culture describes it. They did that to show how sorry they were for the acts they have committed that led to the destruction of Japan. To the young generation, that is the new definition of patriotism.

In effect, at first, Ono was proud enough to admit that he has done things to start the war. He admitted his previous contributions, but he denies their seriousness of it. He was even in disbelief when he visited Matsuda and the latter minimized the influence they have done in the past about the war. Because of this, in the miasa, he said he was sorry for his past actions. But everyone just got puzzled by his act. They do not know the reference of his action. So in the end, to cope with the situation, Ono just denied the gravity of his contributions. Thus, when Ichiro learned of the suicide of Yukio Naguchi, a singer-composer whose songs were sung by those young men who fought during the war, he asked if Ono and the singer are the same.

“Oji, why did Mr. Naguchi kill himself?”... “But was he a bad man?”

“No, he wasn’t a bad man. He was just someone who worked very hard doing what he thought was for the best... And after the war, Mr. Naguchi thought his songs had been – well – a sort of mistake..And he felt he should apologize...He was brave to admit the mistakes he’d made. He was very brave and honorable...”

“Your Oji never meant anything by saying he was like Mr. Naguchi, I said. “It was a sort of joke he was making, that’s all (p.166).”

Ono's denial is his coping mechanism to maintain his dignity. He is seen in the novel as a retired painter regretting his past actions and trying to reconfigure these regrets so that they may appear pleasant. Thus, in his narration, he usually used "you". This is his way of seeking consolation from an unfamiliar and estranging post-war environment. In addition, it is his strategy to distance himself from his failures. As a narrator, the use of "you" is a form of journal writing. Ishiguro's form of narrating for Ono shows a way of transforming Ono's past into a narrative that will provide reassurance to the character in the present when his beliefs of self-worth are loosened. It is putting the reader's mind into questioning whether the narrator is just a victim of their history or an agent of the conflicts in the novel.

Moreover, the denial made by Ono was especially to clear his name in his grandson's mind. When he had a time with Setsuko later on, after talking with Ichiro, he still insisted that he had a great influence on the prospering of the war.

“... But then I am not too proud to see that I too was a man of some influence, who used that influence towards a disastrous end..My daughter seemed to consider this for a moment. Then she said: “Forgive me, but it is perhaps important to see things in proper perspective. Father painted some splendid pictures and was no doubt most influential amongst other such painters. But Father’s work had hardly to do with these larger matters of which we are speaking. Father was simply a painter. He must stop believing he has done some great wrong (p.208).

With this, one can see that Ono still thought of himself as someone influential and that influence somehow made him one of what the younger generation called "war criminals". On the other hand, according to Ono's narration, Setsuko has the same belief as his, she is just being polite to her old father. This was, for Ono, is the reason his eldest daughter denied his war contributions. Whatever are the exact words of Setsuko to Ono, the belief of Ono is clear that for him not to be mocked and hated by the people around him, he must say the otherwise.

Repressing of Emotions. Repression is the most basic coping mechanism. Whenever the ego is threatened by undesirable id impulses, it protects itself by repressing those impulses; that is, it forces threatening feelings into the unconscious. He added that the repression is then perpetuated for a lifetime.

Ono's first-person narratives included intrusion of memories that leads to his doubt about the truthfulness of his motives and the construction of his image. His character in the novel had personal journeys that led to pretenses. For example, the novel is set in the postwar period, but Ono focused his reflections on events in the 1930s, the time his career and reputation are at their height. This is described by Freud as repression, the act of employing strategies to defend oneself against things that are painful and unbearable, particularly mistakes they have done.

In the novel, Ono is aware that his prior role as a military propagandist had spoiled Noriko's first marriage prospect. But when his eldest daughter inquired about the reason for Miyake's withdrawal from the negotiation, he said he is unaware of the real reason. He even gave a remark about them seeing that they have mismatched family statuses and that Ono's family status is leveled from the Miyake's.

“My own guess is that there was nothing so remarkable about the matter. True, their withdrawal at the last moment was most unexpected, but why should one suppose from this that there was anything peculiar in it? My feeling is that it was simply a matter of family status. The Miyakes, from what I saw of them, were just the proud, honest sort who would feel uncomfortable at the thought of their son marrying above his station (p.16).”

In the Japanese custom of arranged marriage, the parents of potential couples hire detectives to investigate anything that might be a factor to reconsider the union. Hence,

Ono's eldest daughter, Setsuko suggested he reconnect with his old acquaintances from wartime and make them prepare for the detective, for Noriko's eligibility.

Communicating and seeking support from family and friends. Family is the basic unit of community where most of the values and characteristics of an individual are developed and nurtured. It is inside of the family where individuals can be who they are. In the novel, when Ono is feeling estranged from how Noriko was treating him during the development of the second marriage, he was found in the novel, talking the matter over with his daughter. He thought of Noriko as an outlet for his emotions and a credible person to ask for honest reactions about his matters. Although, most of the time, Noriko would not finish the discussion with her father.

“That’s Father’s trouble. He’s too proud to prepare properly for these things.”

“I looked up at her in astonishment. “What do you mean, too proud? What are you suggesting, Noriko .”

“But you’re changing your tack now. You were saying something about my “being too proud, Why don’t you say more about it (p.123).”

Setsuko is seen as displaced also. She is now living with her family in a faraway city and she seldom visited her father and sisters. So, when Setsuko visited again after the wedding, Ono is seen to have recounted how she spent her vacation.

...my two daughters spent a lot of their time out there as of old. I often joined them, and at times it was almost as it had been years ago.. (p.9).

“As I may have said, Setsuko spent much of the first day of her visit sitting out on the veranda, talking with her sister. At one point towards the latter part of the afternoon when my daughters were particularly deep in women’s talk (p.26).”

It was described by Ono as something the way they used to be. With this description of the scene showing the sisters missed each other much, it is evident that Ono's narration of these memories seemed to be filled with much joy and peace of mind. Moreover, he added how relaxed he had become seeing his daughters spend much of their time together and being able to talk to them about just anything. These seemed to be a very effective way for Ono to cope with the changes in his present community and its ways and beliefs.

Getting into Healthy Habit. Displacement in any type causes stress and may lead to negative emotions. Some mental health problems begin when physical stress or emotional stress triggers chemical changes in the human brain. The brain releases endorphins which are its feel-good hormones during exercises. Thus, it provides some stress relief.

Moving around and getting the heart rate up causes the body to release endorphins. There has been a coping mechanism of Ono after knowing about Matsuda's death.

“After receiving the news of Matsuda’s death late yesterday morning, I made myself a light lunch, then went out for a little exercise (p.213).”

Ono's line may enable the readers to believe that he has anticipated the death of his friend Matsuda to be coming near already. When one is lonely and upset, there is a high possibility of a loss of appetite. In the passage, Ono knew that he is old and must learn to take more precautions about his health now, particularly since he is still putting Noriko's marriage in negotiations. His light lunch may be a way to at least make his digestive system work properly while his emotions were still down because of the news. As an artist, he was also aware of the psychological therapeutic effect of nature. The light lunch energized him while he makes himself entertained by walking outside to reflect on his dead friend's memories.

For Ono and Matsuda who are now two old folks, just reminisce how they have lived their lives. After the two reconnected after the war, mainly because Ono needs assurance of Noriko's eligibility from Ono's colleagues in the prewar period, Ono has visited their friend twice before the news of Matsuda's death reached him. The two old characters had shared much in the past. They have both served the military government as propagandists. And they have shared a close bond of friendship. Even during Ono's visits to Matsuda's house, he was received very well by the friend. They exchanged greetings, stories, memories, and emotions. They also feed Matsuda's carp in the garden together. That is why a part of Ono's life was changed when he learned of Matsuda's death. However, instead of putting himself in deep mourning, he has coped with the situation by managing himself and doing some healthy physical activities such as exercising.

Giving Time for Hobbies. When Ono first visited Matsuda after the war, he was asked the latter how he spends his days now that he is already retired. Retirement truly brings many changes in one's life. It brings cultural displacement, for, everything one has been acquainted with doing in the past is changed and modified, and some must not be done anymore. These things could even bring depression when not coped up properly. Hence, the first topic Matsuda asked Ono is about his present hobby.

“And tell me, Ono, are you painting these days?”

“A few watercolors to pass the time. Plants and flowers mostly, just for my own amusement (p.215).”

Additionally, Noriko at the beginning of the story is seen as mocking his father for moping almost all day most of the time. She expresses her relief boldly in front of her father, to Setsuko during her visit. To Setsuko she said,

“Father takes a lot of looking after now he’s retired,” Noriko went on with a mischievous grin. “You’ve got to keep him occupied or he starts to mope (p.10).”

However, Noriko also told her sister other things her father is dealing with, now that he has retired.

“He even cooks meals from time to time. You wouldn’t have believed it, would you? But Father’s becoming a much better cook these days (p.10).”

This shows one of Ono's usual chores at home, cooking. Cooking can help individuals combat depression, anxiety, and other mental health issues. This has been one approach to self-caring, where the patient literally focuses on foods and cooking instead of thinking about depressing thoughts.

Through cooking, Ono was able to lessen his moping inside his house which was damaged by the bombing during the war. It served as one of his coping ways not to become consumed by different thoughts brought by changes around him.

Respecting the Views and Opinions of Others. Often, Ono is finding difficulty dealing with the younger people around him. He usually ignored and let go of acts he didn't like from other people, but he cannot ignore anymore his family members. Her daughters, particularly Noriko, caused him to feel estranged and displaced in his present society. Before, women in Japan were passive to men, particularly to their patriarch. In the novel, Noriko boldly speaks in front of strangers about marriage matters which is embarrassing in Japanese culture. She says almost everything she is feeling and thinking to everyone, even if it sounds annoying to her father, in particular. Likewise, Setsuko, during her visits, practiced utmost freedom of speech in talking with their father.

During the visit of Setsuko and Ichiro to the new apartment of Noriko and Taro as couples, Ono was caught in an argument with his two daughters regarding men's pride and giving Ichiro sake or wine. In the morning, Ono promised his grandson to give him wine during the evening and everyone will be gathered and talk after supper. However, when Ono told this to Noriko and Setsuko while they were busy in the kitchen, his order became a rejected suggestion. Both of the ladies agreed that it will be wise to give the boy wine when he is much older. With this, Ono mentioned he gave Kenji, his dead son, sake when he was Ichiro's age. He mentioned Kenji in the hope that the ladies will heed him in memory of their brother. But the reasons of the ladies, especially of the mother of Ichiro prevail. Seeing, that he cannot win in the discussion, Ono respected them and just let go of what he insisted.

“Conscious that Ichiro might overhear our conversation, and not wishing to put a cloud over what was a rare family reunion, I let the argument rest there and left the kitchen. For a while after that, as I recall, I sat in the main room with Taro and Ichiro, exchanging enjoyable talk as we awaited supper (p.169).”

This narration would like to show that Ono has gained wisdom through age. Hurts keep people stuck in their tracks, hindering them from moving forward and experiencing joy in new experiences. However, when people focus on respect, and see others as "simply human", letting go of these hurts can be possible. The awareness that everyone has thoughts, feelings, hopes, and plans can help individuals focus on respect. Ono has shown this skill and enabled him to still enjoy his time with his expanded family despite the argument that took place.

Enjoying the Nature. Nature is a gateway to happiness. It offers different soothing sites and scenarios. It is also a way to cope with the distress one is experiencing. There have been many pieces of research suggesting that nature has a powerful impact on brains and bodies. Nature has been found to decrease the activity of the brain's prefrontal cortex, the area responsible for reflecting views and experiences.

"These days," Matsuda said, "I find it hard to think of the world extending much beyond my garden. So perhaps you're the one with the wider perspective now, Ono (p.216)."

The Japanese culture of maintaining a garden connected their nature. Their gardens are traditional ones that reflect their views about beauty and even their national philosophical ideas. It shows their culture of having a spiritual connection with their land and the spirits that are one with nature. Thus, they incorporate natural materials in their gardens and develop them as a representation of the natural setting such as the hill garden (Tsukiyama), dry garden (karesansui), and tea garden (chaniwa). The gardens highlight a natural landscape that includes no artificial ornamentation. It suggests the fragility of existence and time's appealing development.

The gardens maintained by Ono and the one Matsuda had both displayed the garden elements of traditional Japanese gardens. Their gardens have water, particularly the pond with carp, in the dry rock garden represented by white sand, where usually family members and friends sit together for tea. The gardens they maintain are tea gardens. In Buddhism, water and stone are the yin and yang, two opposite that complements each other. The ponds or streams are carefully placed according to Buddhist art and science of putting things in place, which is called geomancy, for their belief of attracting good fortune.

After the war, this has been Matsuda's mending and maintaining his garden has been his coping mechanism against his loneliness. He fell badly ill with no family to look after him – no wife, no children to call his own. His savings were largely spent on hiring a personal nurse who took care of all his needs and maintains the house for him. Fortunately, the nurse religiously did her work for him until his death.

Learning Acceptance. Negative situations come and go in everyone's life which can either give people fear, anxiety, and pessimism. However, there are many ways to cope

with the emotions brought by these situations. All these mechanisms share one thing in common, they must be faced with a sense of optimism and acceptance.

For a long, Ono had dwelt in his delusion of him still regarded highly by society after the war. Through the events in the first marriage and even during the second marriage negotiations with Noriko, Ono was given obvious hints that his reputation has declined already. The family of Jiro Miyake, the first prospect's husband declined in the negotiation. Jiro openly expressed his thoughts about the people who brought war to the country. Although he did not say directly that Ono is one of them, his words connote that the older generation is to be blamed for Japan's despair from the war.

“Now Setsuko, there’s no need to be tactful. I’m quite prepared now to acknowledge there are certain aspects to my career I have no cause to be proud of. Indeed, I acknowledged as much during the negotiations, just as you suggested (p.205).”

Therefore, Ono did the right decision when he reconnected with his colleagues before the war. Noriko's eligibility through her father's reputation was saved, however, Ono was unable to impose on the family the new prospect that he was an influential man. The pretense and denial of Ono's family about his real reputation in the past saved Noriko's second wedding negotiations. Since it is his daughter's future that is at stake, Ono learned to accept that everything is not the way it used to be anymore.

CONCLUSIONS AND RECOMMENDATIONS

The Second World War was the most influential historical event in setting cultural displacement in the novel. Thus, the novel is post-colonial literature. Themes typical for postcolonial literature and Japanese literature such as memory, identity, self-delusion, changed roles of women, arranged marriage, and decline of the status of elders are evident in the novel. These enriched the discussion of coping mechanisms to survive the pains of cultural displacement. Supplementary learning and teaching material for post-colonial Afro-Asian literature could be borne from this analysis.

Given the foregoing findings and conclusions based on the conducted study, the researcher hereby forwards the following recommendations. Since the study focused only on a novel as a form of fiction, short stories and drama may also be explored for the same topics. Novels and short stories dealing with cultural displacement could be included in the reading list of literature subjects for the new curriculum for English Language teaching, particularly for the Bachelor of Secondary Education (BSEd). The use of the supplementary learning and teaching material (SLTM) as an IM for post-colonial literature borne from this study could be implemented in Teaching Children and Adolescent Literature, Survey of Philippine Literature in English, and most particularly in Survey of Afro-Asian Literature

IMPLICATIONS

The analysis of the novel at hand primarily exposes students to meaningful contexts that are full of descriptive language and interesting characters. It deals with the topics of cultural displacement and communal identity which are perennial. Nowadays, students, particularly the youth, are exposed to varied experiences that may displace them in a group or their society. Sometimes, they are facing problems that are so intense for their understanding, hence, they are left with a wavering sense of identity. Without guidance, young people may go astray and walk a life full of fear and pretense. Therefore, helping them understand the experiences of being displaced and losing or adopting identities may help them largely in coping with similar life experiences.

Furthermore, the analysis introduces a wide range of vocabulary, dialogues, and texts. It also exposes one to English language skills. This aids one to use imagination, developing cultural awareness, and encourage the use of critical thinking about plots, themes, and characters. The analysis was done religiously to be suitable academic material. It could be used for any intelligible endeavor.

The analysis of the study at hand would be the input for proposed supplementary learning and teaching material on Language and Culture to Filipino College students. With this, the researcher sought to address topics on the literature subjects listed in the offering of BSEd major in English, such as Children and Adolescent Literature, Survey of Philippine Literature in English, and most particularly in Survey of Afro-Asian Literature. Since the K to 12 Basic Education Curriculum is in full implementation already, Higher Education should also have its reforms. Hence, CHED Memorandum Order Number 75, Series of 2017 listed the new list of subjects to be taken by BSEd major in English students (CHED, 2017), which included the aforementioned literature subjects.

Since the BSEd major in English program requires the students to have an extensive background in language and literature and become exposed to the glocal context of texts, literature analysis could be an effective technique in its pedagogical aspect. Moreover, a teaching module in teaching the program's new literature subjects will not just aid the teaching-learning process but also contributes to the repertoire of teaching materials in one institution, lessening the burden of looking for appropriate materials for the new subjects. An SLTM focuses on a particular topic in literature. It should contain various details and activities according to the course and level of the students. The activities that it should provide are student-centered and lead to a project for students to demonstrate their understanding. It should also help develop the students whole roundedly to create a multicultural society.

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