

THE JAPAN FOUNDATION SURVEY ON JAPANESE LANGUAGE EDUCATION INSTITUTIONS 2015: U.S. DATA

海外日本語教育機関調査：米国



JAPAN FOUNDATION
LOS ANGELES



The Japan Foundation conducts a global survey every three years in order to gather data on the state of Japanese language education abroad. This report is a collection of the U.S. data gathered by the Japan Foundation, Los Angeles in 2015 and 2016. I encourage you to purchase the official book of global data and analyses, available on the main website of the Japan Foundation Tokyo Headquarters, jpf.go.jp.

Director Hideki Hara

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MAIN SURVEY DESCRIPTION

Objective

To understand the present condition of Japanese language education in the United States.

Purpose

- Use the data for needs analyses: decide grant allocations, create new support programs
- Give legitimacy to Japanese language teaching

Survey Target

Organizations which conduct Japanese education in the United States, including primary, secondary, higher education, and non-academic institutions.

- 50 states + Washington D.C.
- U.S. Navy, Marine, and Army bases in Japan

Definitions

- **Primary:** elementary schools
- **Secondary:** middle and high schools
- **Higher Education:** universities
- **Non-Academic:** language schools, preschools, etc

Survey subjects do not include the following:

- Organizations which do not physically exist
- Schools for children of Japanese nationals residing overseas
 - Some of these schools offer classes of Japanese as a second language; Only these classes are included
- Broadcasting stations and websites which provide Japanese-language education for an unspecified large number of people
- Very short, hands-on Japanese activities/experiences

Survey Period

September 2015 to March 2016

Survey Method

- By online questionnaire
- By phone, entered into the online questionnaire (Minimal)

Cooperating Organizations

- Japanese Language Teachers' Associations
- Japan Embassy and Consulates
- Various State Departments

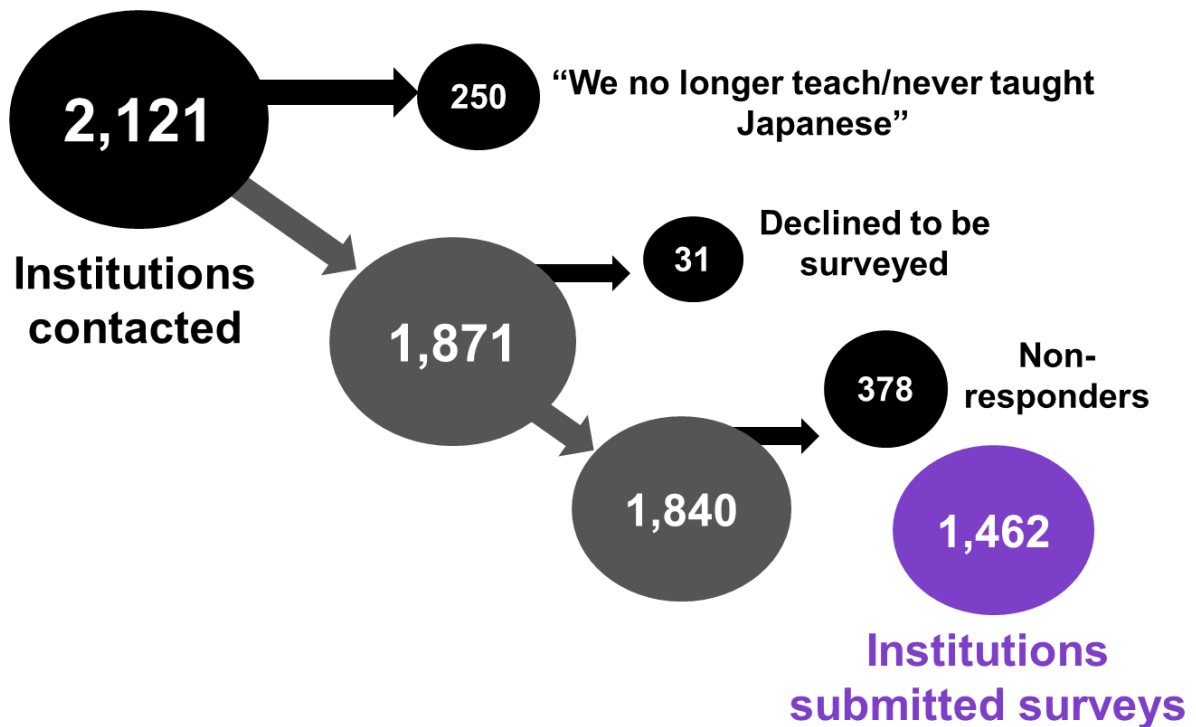
Survey return rate: 78%

(number of surveys returned /
number of institutions we believe teach Japanese)

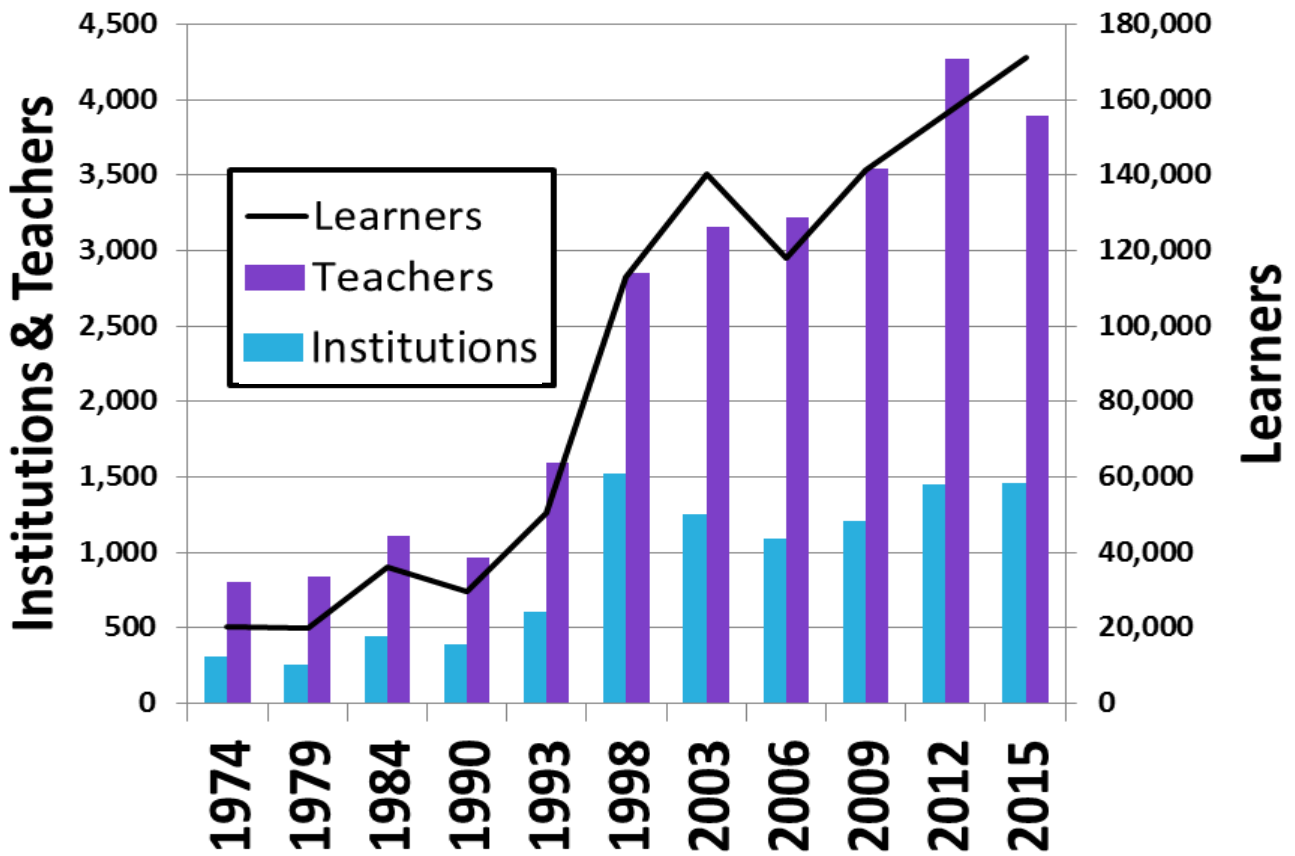
- Number of questionnaires returned: 1,462 institutions
- Number of non-responders: 378 institutions
- Declined to be surveyed: 31 institutions

"We have never taught/no longer teach Japanese"
= 250 institutions contacted

Survey Universe



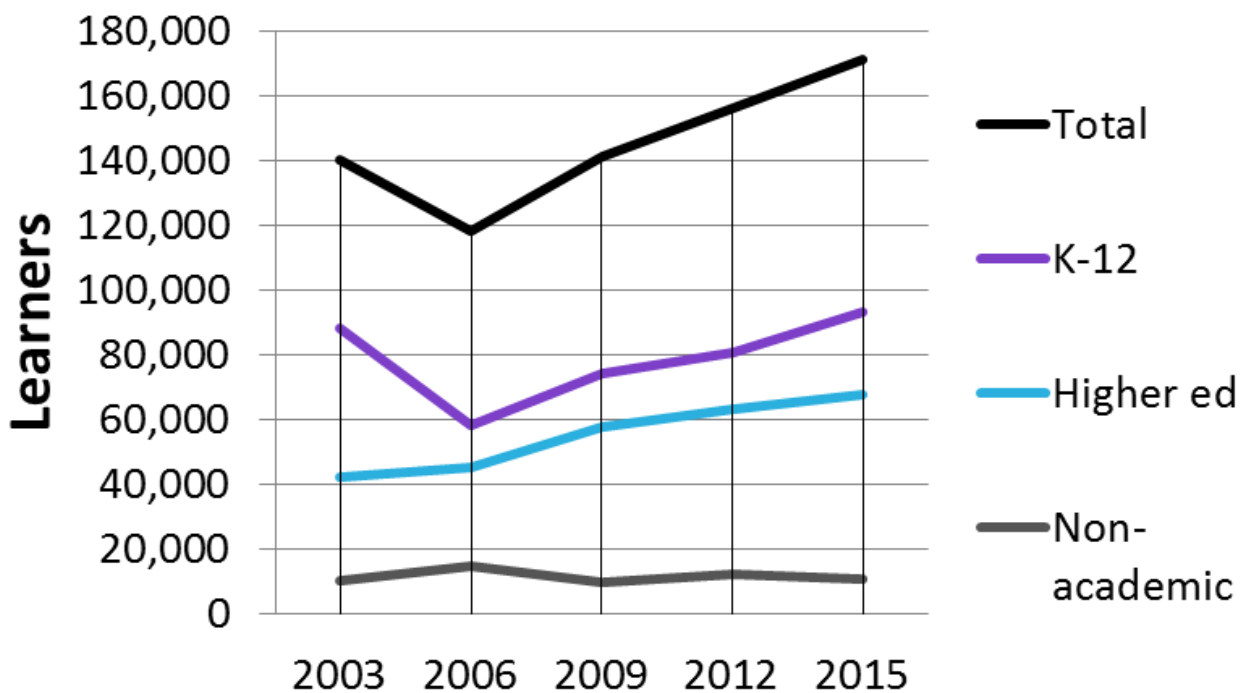
IN THE PAST 40 YEARS, LEARNERS, TEACHERS, AND JAPANESE-TEACHING INSTITUTIONS HAVE INCREASED.



HOWEVER, SINCE 2012 JAPANESE-TEACHING INSTITUTIONS HAVE EXPERIENCED NO GROWTH AND JAPANESE TEACHER NUMBERS HAVE DECLINED.

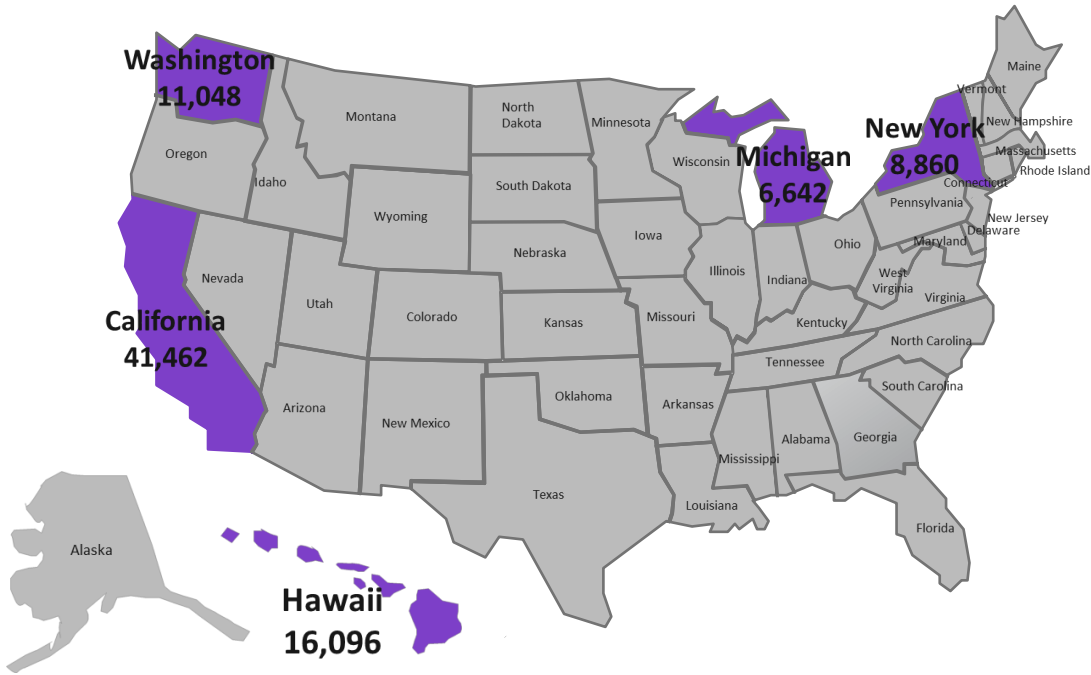


SINCE 2003, THERE HAS BEEN A 22% OVERALL INCREASE OF LEARNERS.

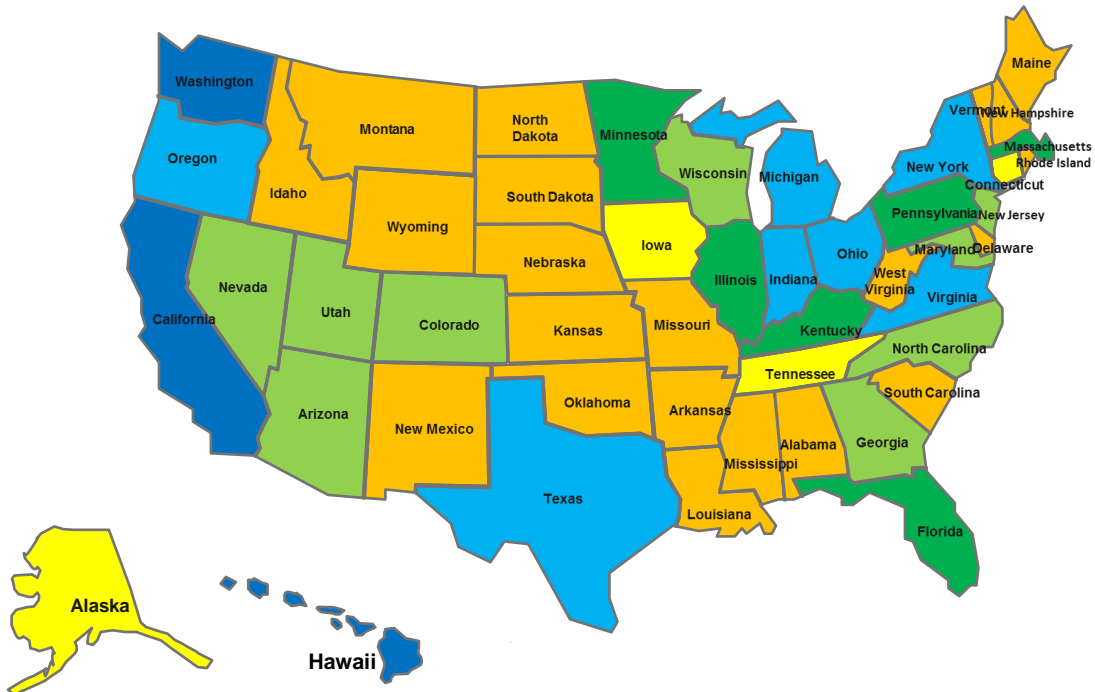


2006 SAW A 34% DECREASE IN K-12 LEARNERS.

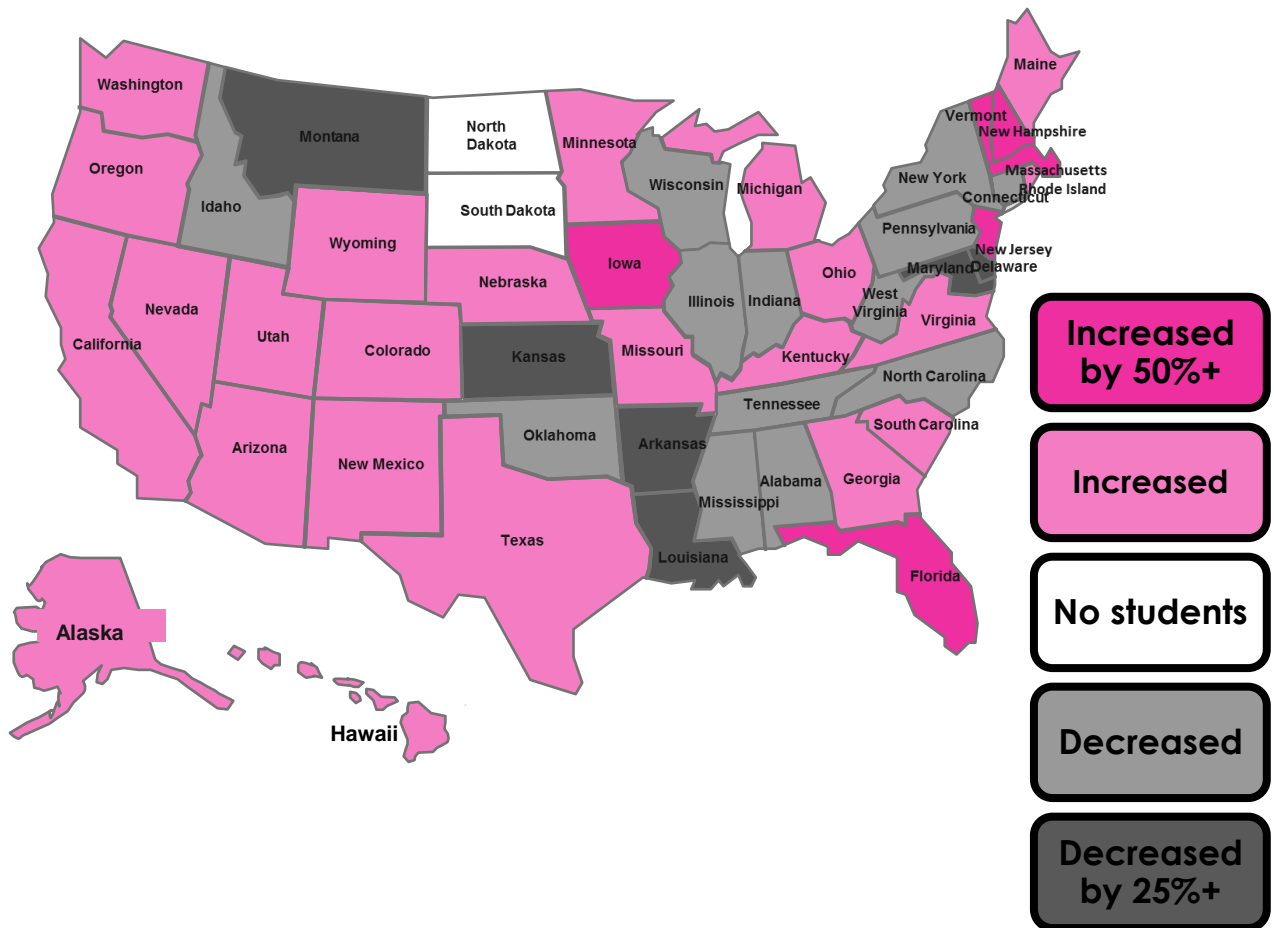
THE TOP FIVE STATES SHARE 49% OF ALL LEARNERS.



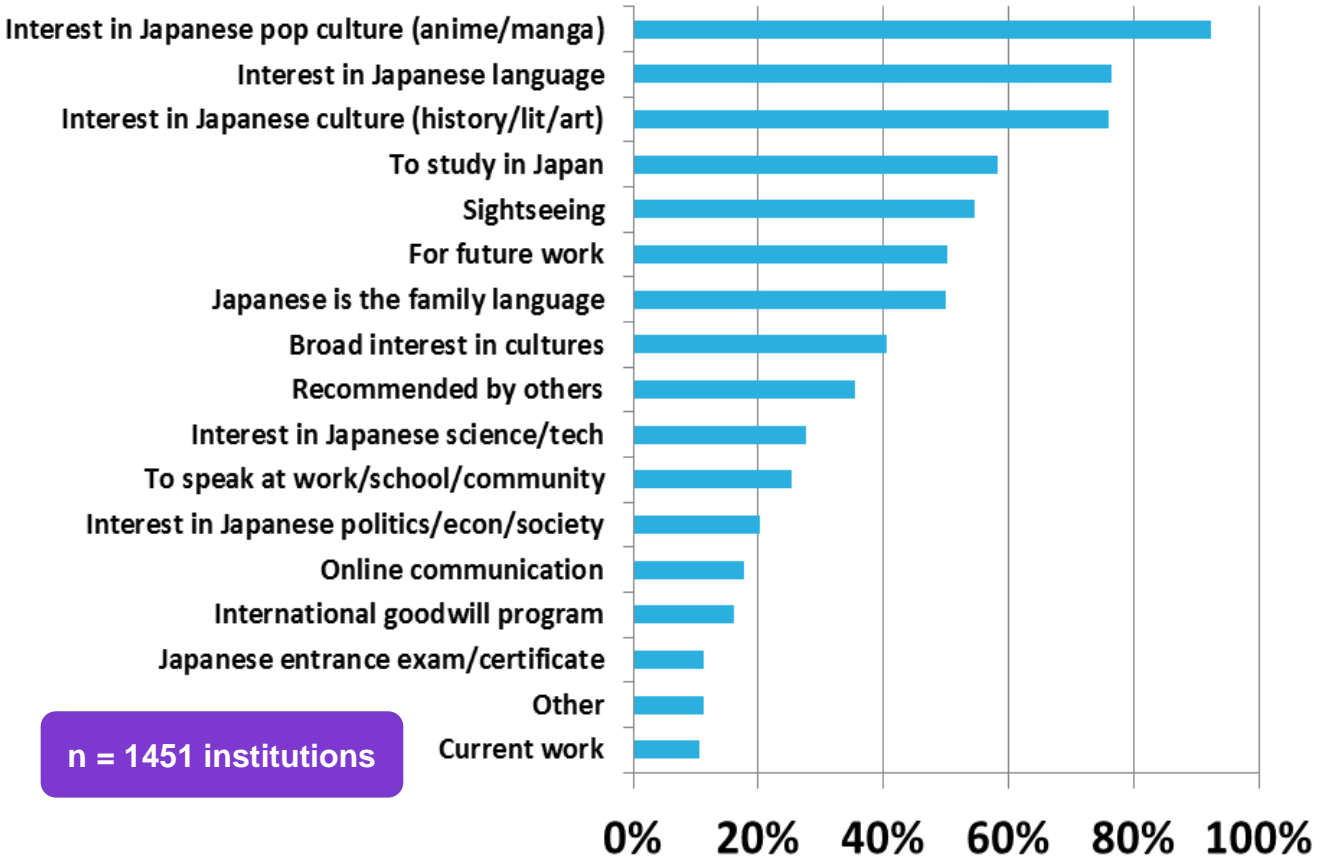
THE EAST AND WEST COAST STATES REPORTED THE HIGHEST NUMBERS OF LEARNERS.



WHETHER LEARNERS INCREASED OR DECREASED SINCE 2012 VARIED WIDELY BY STATE, BUT WEST COAST STATES ALL EXPERIENCED GROWTH.



“INTEREST IN JAPANESE POP CULTURE” HAS BECOME THE MOST POPULAR REASON TO STUDY JAPANESE FOR LEARNERS.

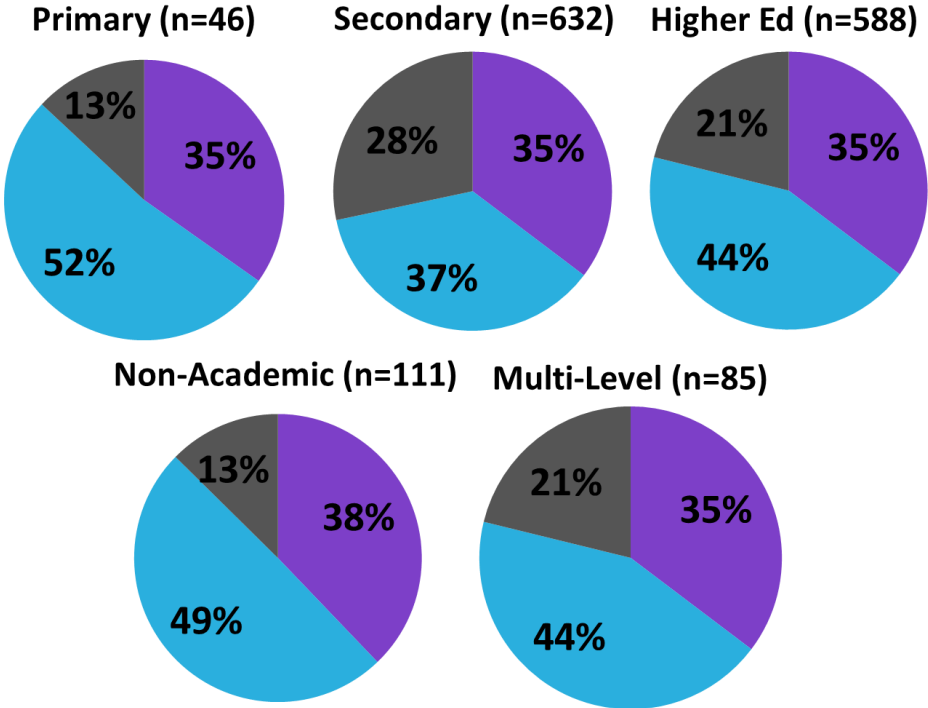


Q: In your opinion, what are the reasons your learners study Japanese? [multiple responses]

FOR PRIMARY AND NON-ACADEMIC INSTITUTIONS, “JAPANESE IS THE FAMILY LANGUAGE” RANKED HIGH.

MORE THAN A THIRD OF ALL INSTITUTIONS REPORTED AN INCREASE IN JAPANESE ENROLLMENT COMPARED TO THREE YEARS AGO.

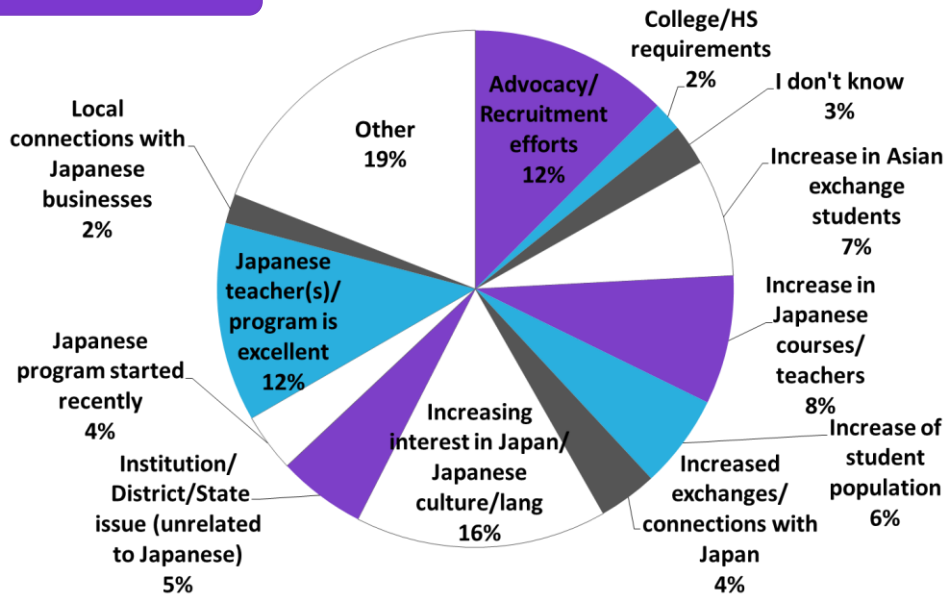
Decreased
 Same
 Increased



Q: Has there been any change in the number of Japanese-language learners at your institution (or department) compared with three years ago? Select: Enrollment has increased; Enrollment has remained the same; Enrollment has decreased.

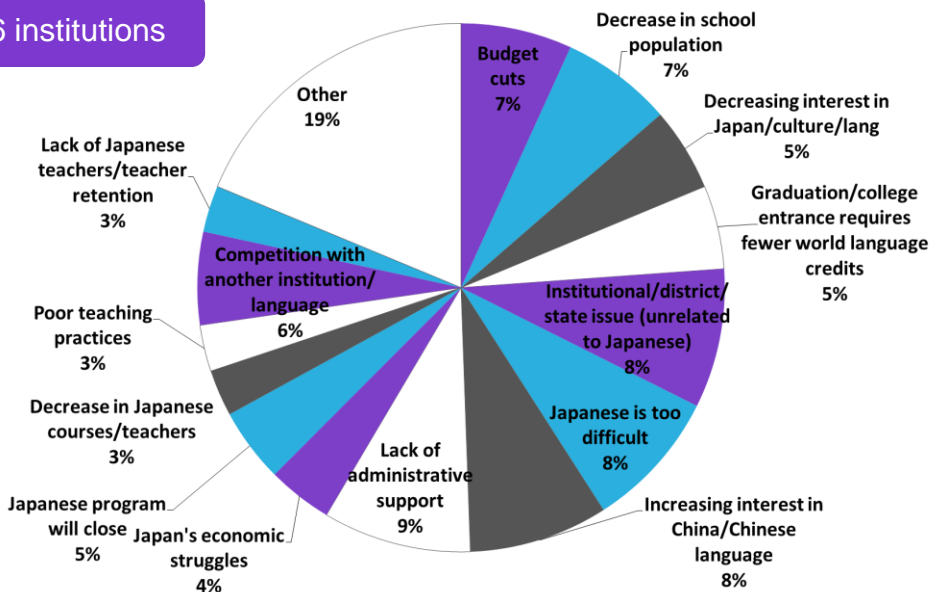
FACTORS WHICH CAUSED AN INCREASE IN JAPANESE LANGUAGE LEARNERS (FREE-WRITTEN RESPONSES)

n = 273 institutions



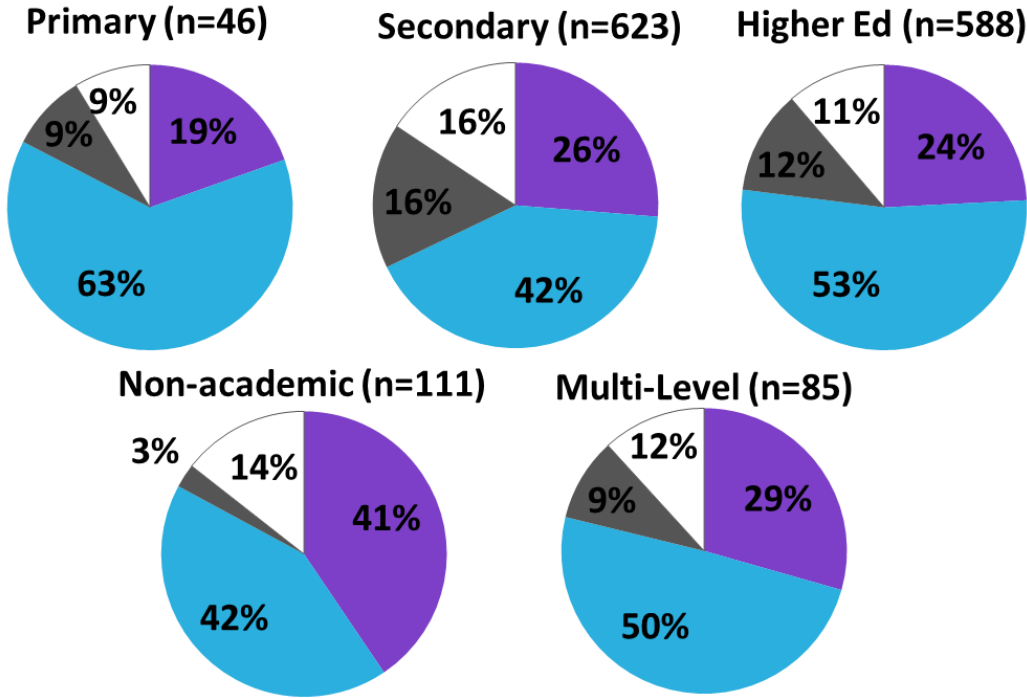
FACTORS WHICH CAUSED A DECREASE IN JAPANESE LANGUAGE LEARNERS (FREE-WRITTEN RESPONSES)

n = 176 institutions



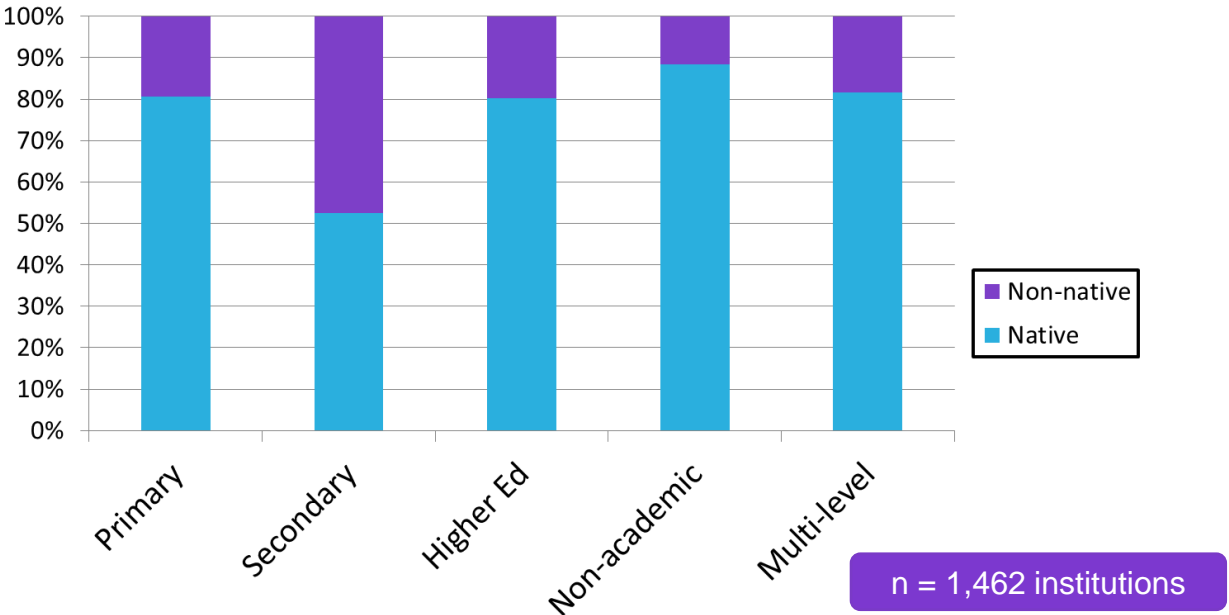
JAPANESE-TEACHING INSTITUTIONS ARE MORE OPTIMISTIC THAN PESSIMISTIC ABOUT ENROLLMENT IN THE NEXT THREE YEARS

Decrease
 Same
 Increase
 Don't know



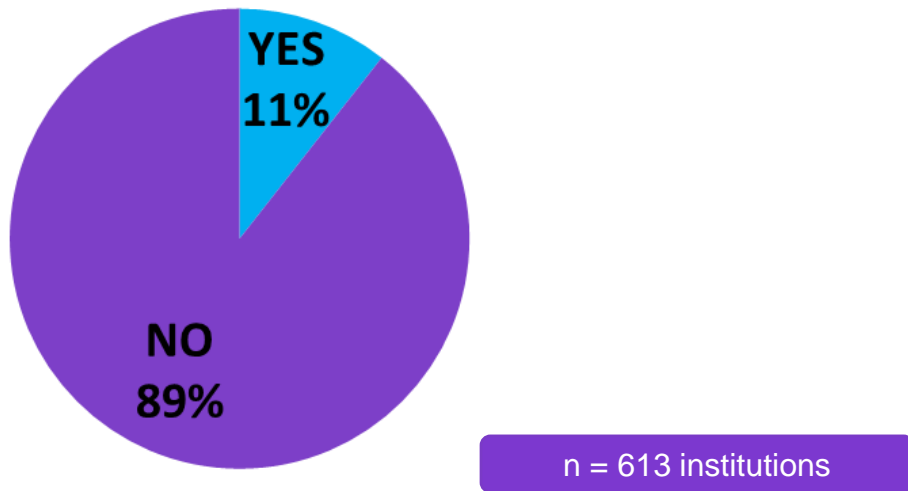
Q: Which of the following statements best describes the prospects of enrollment in the Japanese language programs at your institution in three years' time? Select: Enrollment is likely to increase; Enrollment is likely to stay the same; Enrollment is likely to decrease; Do not know.

MORE THAN 75% OF JAPANESE LANGUAGE TEACHERS IN AMERICA ARE NATIVE SPEAKERS OF JAPANESE, EXCEPT IN MIDDLE AND HIGH SCHOOLS WHERE THE RATIO IS MORE EVENLY SPLIT.



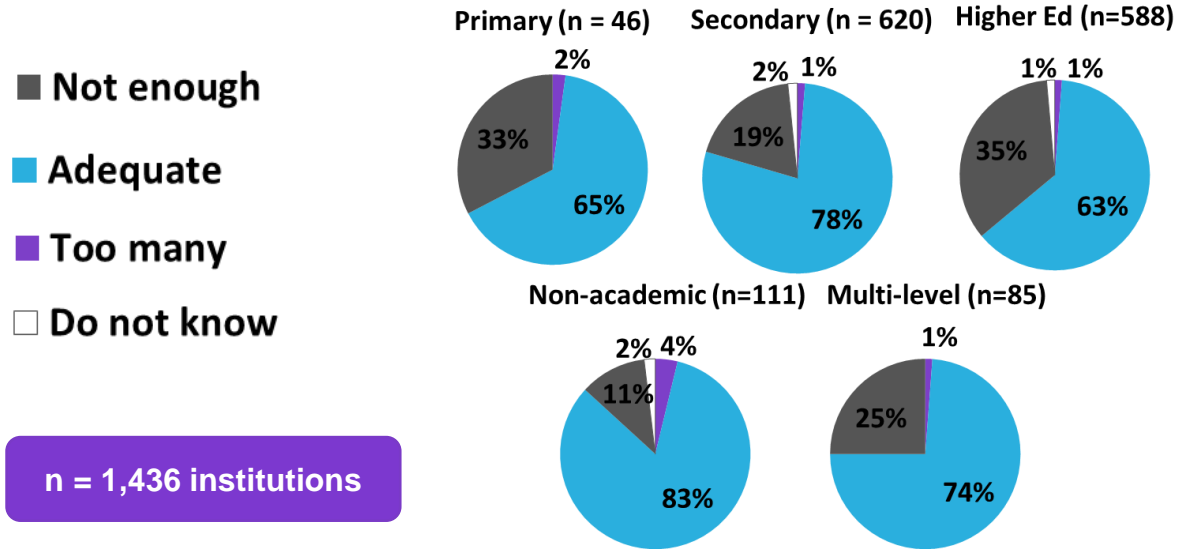
THE RATIO OF NATIVE-SPEAKING TEACHERS AND NON-NATIVE-SPEAKING TEACHERS IS ALMOST THE EXACT OPPOSITE FOR THE REST OF THE WORLD.

65 HIGHER EDUCATION INSTITUTIONS STATED THAT THEY TRAIN JAPANESE TEACHERS.

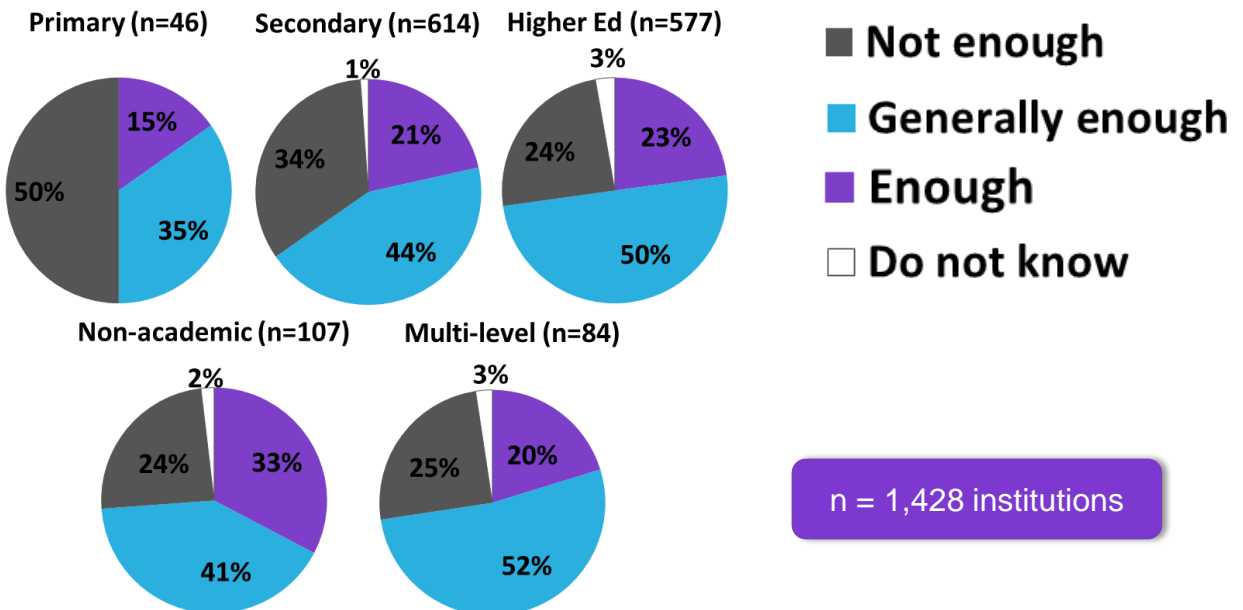


Q: Does your institution/department offer a teacher development program in Japanese language education?

25% OF INSTITUTIONS THINK THEY DON'T HAVE ENOUGH TEACHERS FOR THE NUMBER OF STUDENTS ENROLLED



29% THINK THAT THERE ARE NOT ENOUGH TEACHING RESOURCES AVAILABLE FOR THE NUMBER OF STUDENTS ENROLLED



SUPPLEMENTARY SURVEY 1 DESCRIPTION

米国日本語教育機関追加調査2015

Objective

To further understand the present condition of Japanese language education in the United States.

Purpose

- Ask further questions that directly relate to education issues in America, as opposed to only global issues.

Target

- Japanese-teaching institutions which also answered the Main Survey.

Response Rate

- Number of questionnaires returned : 664 institutions (45% of institutions which filled out the Main Survey)

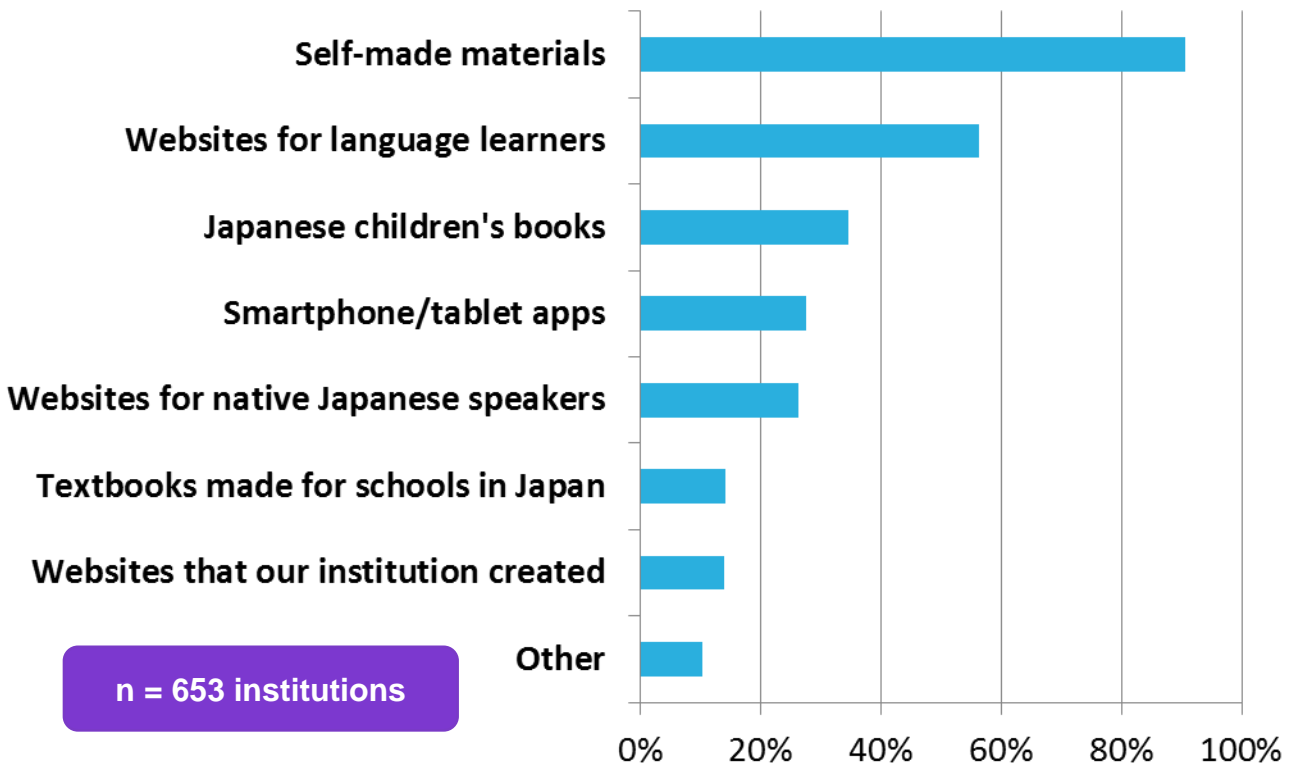
THE MOST COMMONLY-USED TEXTBOOKS ARE *GENKI* AND *ADVENTURES IN JAPANESE*.



Q: Which textbooks are your teachers mainly using to teach Japanese? [multiple response]

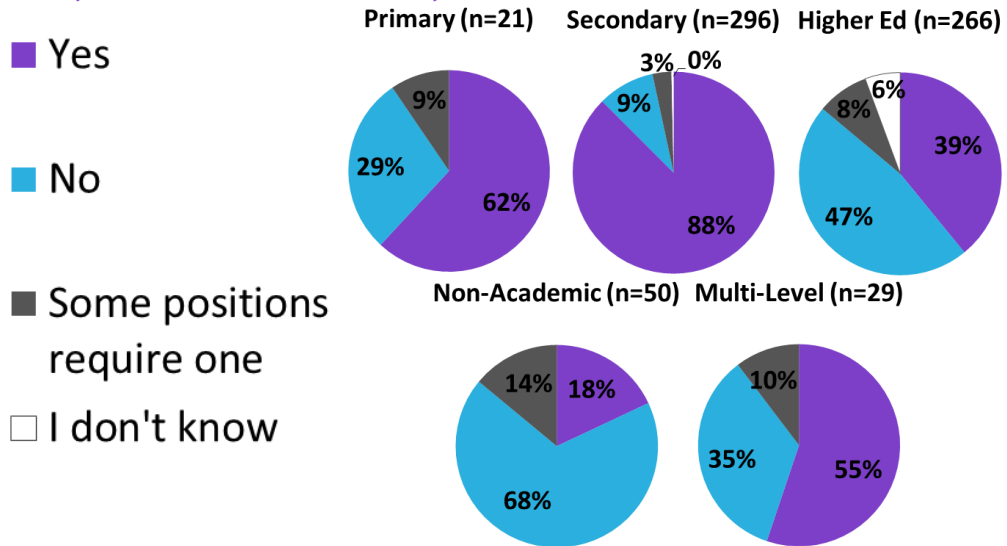


ALMOST ALL JAPANESE LANGUAGE PROGRAMS MAKE THEIR OWN TEACHING MATERIALS.



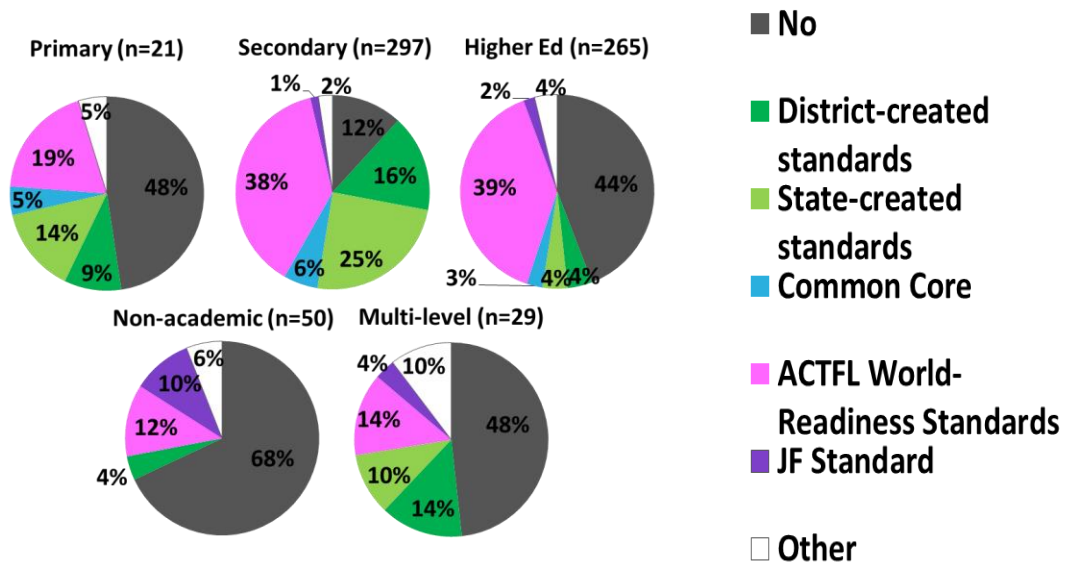
Q: What other materials are your teachers using to teach Japanese? [multiple response]

88% OF MIDDLE AND HIGH SCHOOLS REQUIRE THEIR JAPANESE TEACHERS TO HAVE A TEACHERS' LICENSE, CREDENTIAL, OR CERTIFICATION.



Q: Does your institution require that its Japanese language teachers have a teachers' certification/ license / credential?

88% OF MIDDLE AND HIGH SCHOOLS BASE THEIR CURRICULUM ON STANDARDS OF LANGUAGE PROFICIENCY, BUT ONLY 56% OF COLLEGES AND UNIVERSITIES DO.

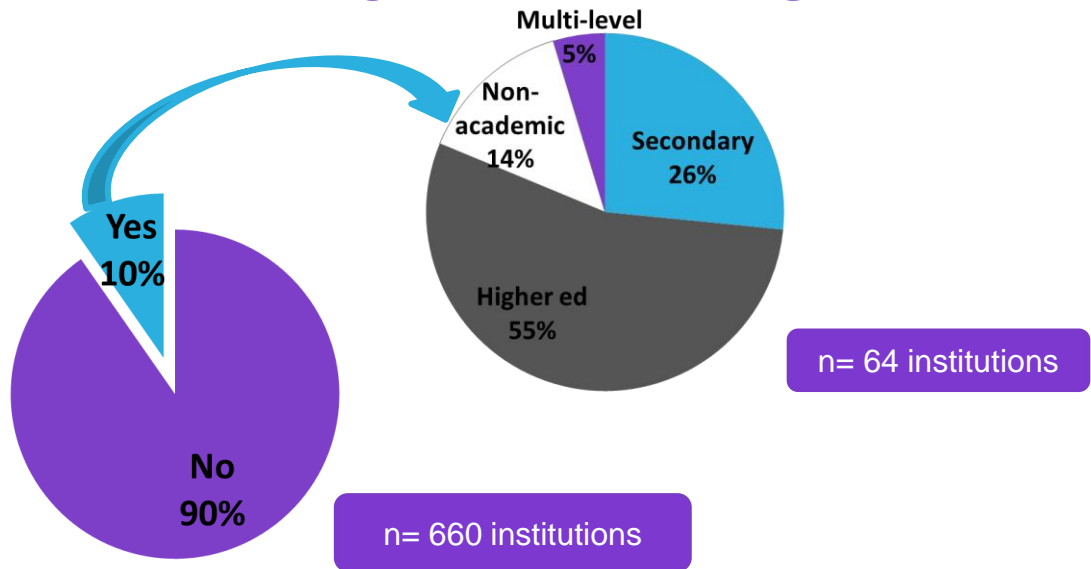


n= 662 institutions

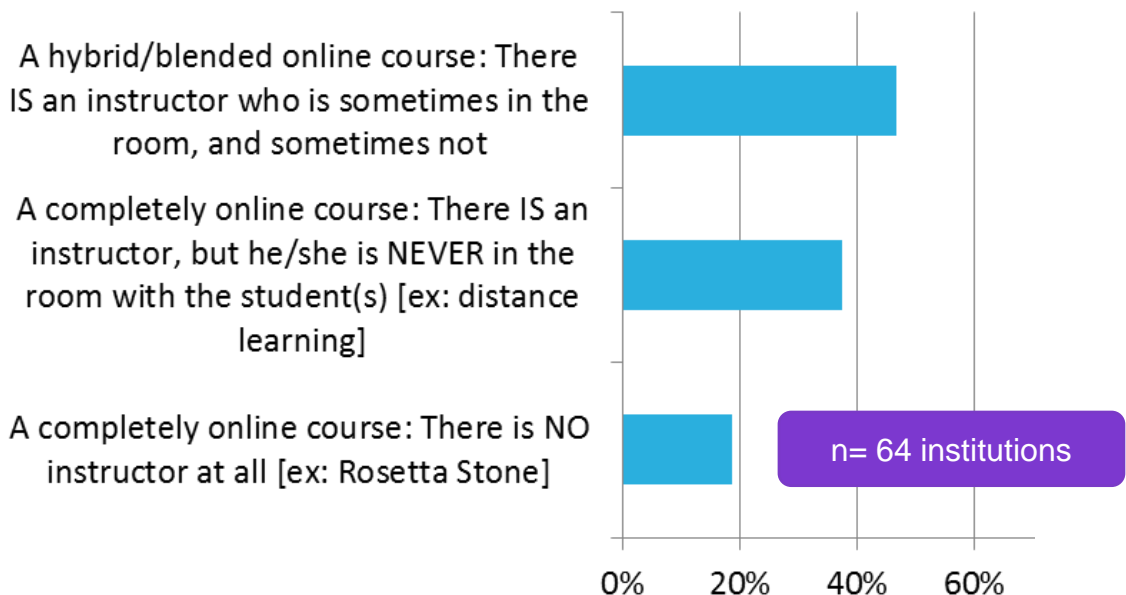
Q: Does your institution base your Japanese curriculum on any standards of language proficiency?



10% OF SURVEYED INSTITUTIONS OFFER AN ONLINE JAPANESE COURSE OF SOME KIND. MORE THAN HALF OF THEM ARE HIGHER ED.



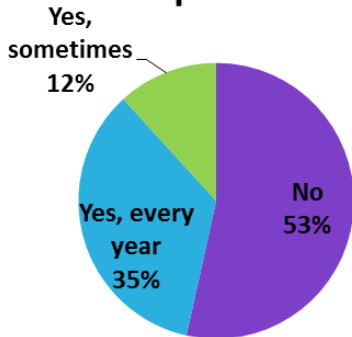
MORE THAN 40% OF THOSE INSTITUTIONS OFFER A HYBRID COURSE DURING WHICH THE INSTRUCTOR IS SOMETIMES IN THE ROOM



Q: What kind of online course(s) are your students using?

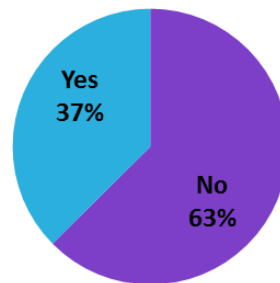
AP DATA: HIGH SCHOOLS

Does your high school proctor the AP Japanese exam?



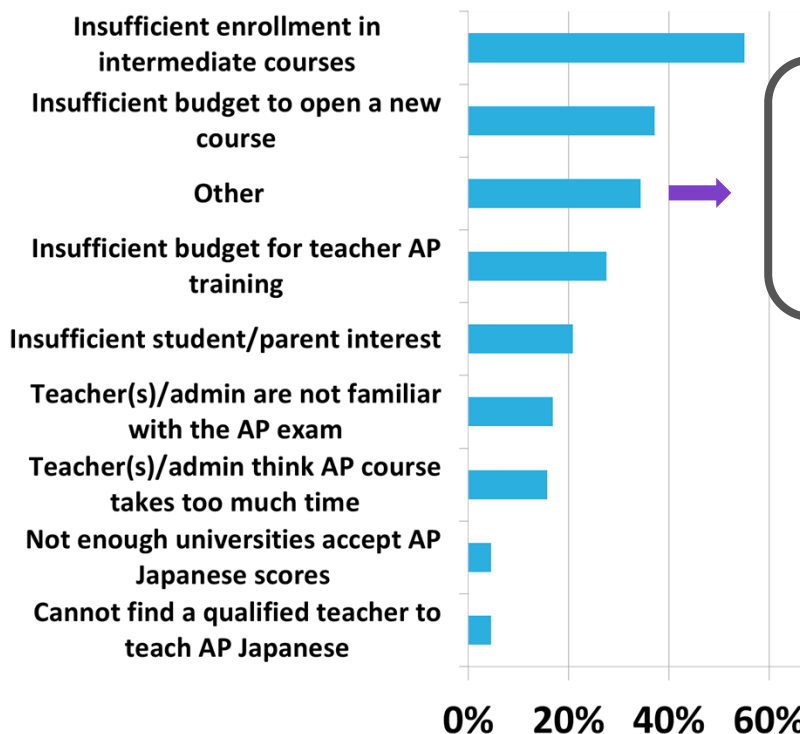
n= 288 institutions

Does your high school offer an AP Japanese course?



n= 286 institutions

INSUFFICIENT ENROLLMENT IN INTERMEDIATE COURSES IS THE MOST COMMON OBSTACLE TO OPENING AN AP JAPANESE COURSE



- Popular "Other" answers:
- We are IB
 - We do not offer enough years of study
 - Our HS students get college credit directly

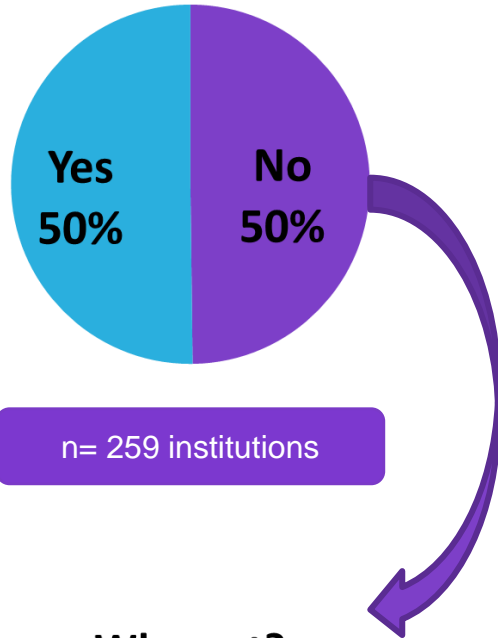
n= 178 institutions

Q: What is preventing you from offering an AP Japanese course?

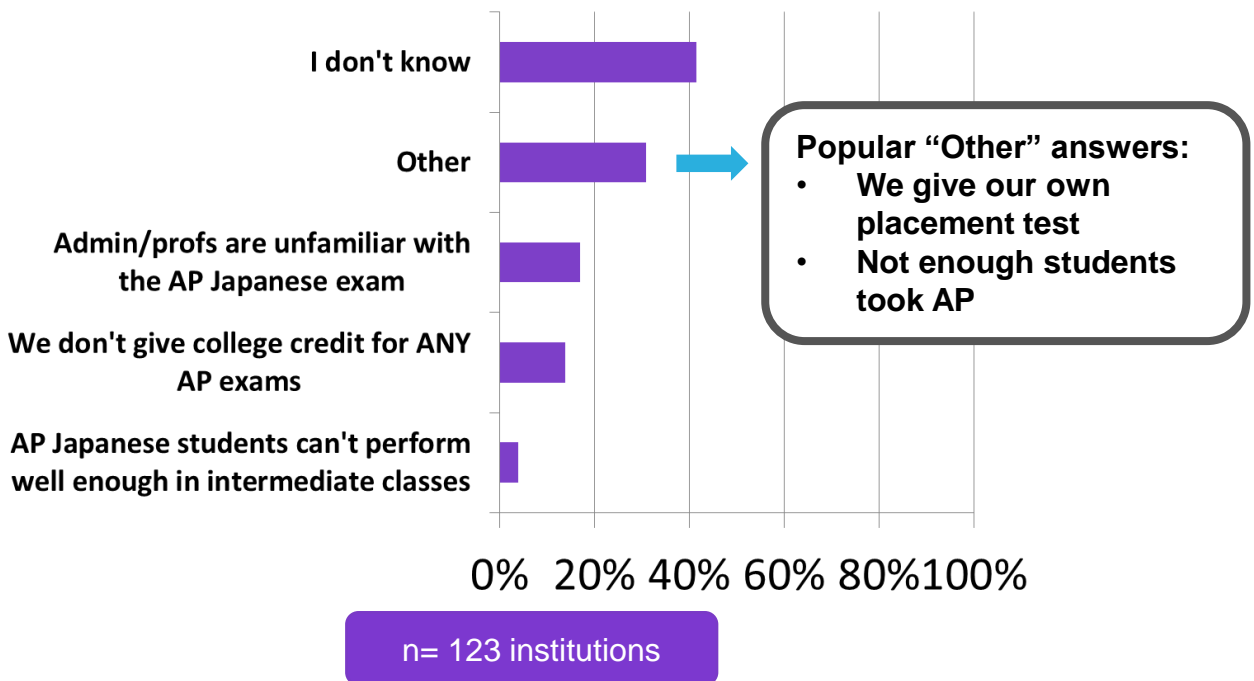


AP DATA: HIGHER EDUCATION

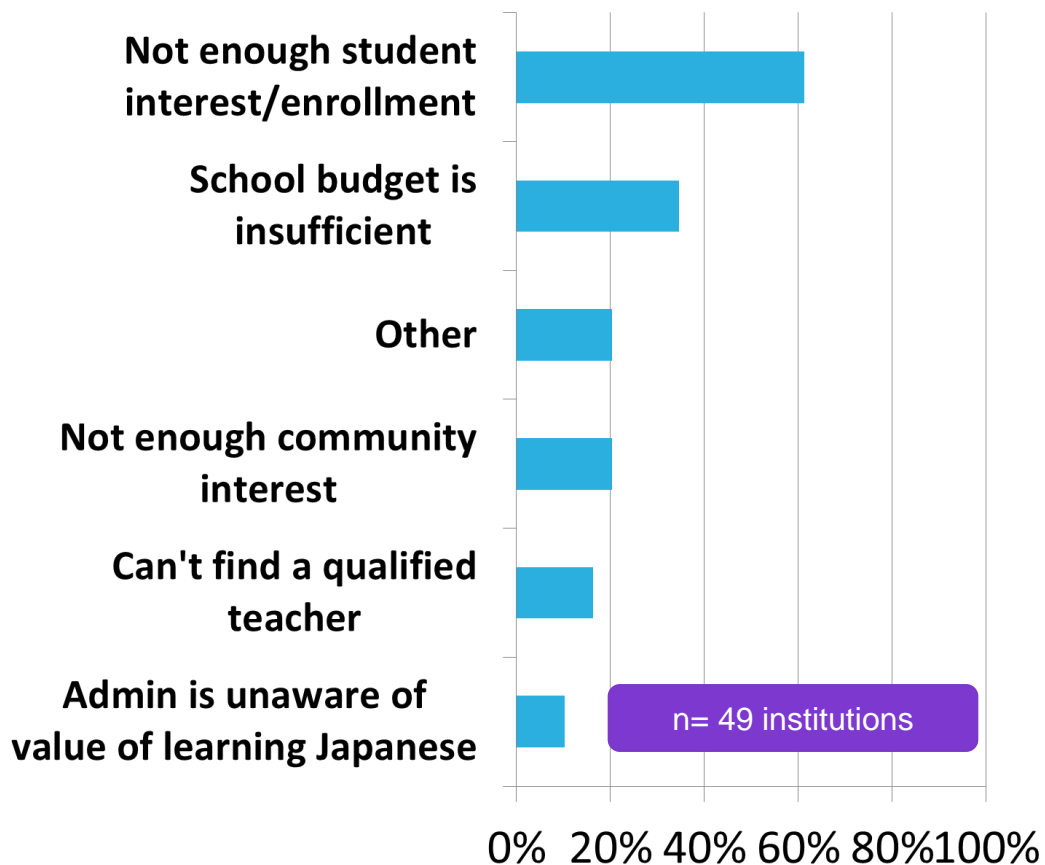
Does your university accept AP Japanese test scores as college credit?



Why not?



SUPPLEMENTARY SURVEY 2: SCHOOLS WHICH DISCONTINUED JAPANESE



*Note: This short survey was only distributed to institutions which responded, "We no longer teach Japanese."



This report was written by Amanda Rollins, Program Coordinator for Japanese language education programs at the Japan Foundation, Los Angeles.

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