

BREEZE

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The Current State of U.S. Pre-Collegiate Japanese Language Education: A Statistical Update From Year End '92 to Mid-'93

Japanese Language Learning in the United States: Statistics from the Most Current Sources appeared in the December issue of *The Breeze*. Since then, The Japan Foundation Language Center (the Center) has received many inquiries and comments regarding this. In this issue, we hope to address some of these inquiries.

One of our tasks at the Center is to form a network among teachers of the Japanese language in the United States, especially at the pre-collegiate level. To accomplish this task, we have decided to investigate how many schools at the pre-collegiate level are offering Japanese, who are the instructors, and more. We began collecting the information at the end of last year, and have just finished compiling the data for the academic year 1992-93.

The data for this investigation were collected from individual states' departments of education, twenty associations and organizations for teachers of Japanese, a directory of schools offering less commonly taught languages, distance learning programs and individuals. Each department of education was asked to give us the number of schools offering Japanese, their school names, addresses, and so forth in its state. Since some departments of education do not record the number of schools offering Japanese, other sources, such as directories from associations and the results from Center questionnaire, were used to supplement the data. The questionnaire to individuals included items such as school information, the number of classes at each level, enrollment and textbooks.

Some of the results are presented below. Table 1 shows the number of pre-collegiate Japanese programs. The Center found the total number of pre-collegiate schools to be 1,713. This number has doubled since the 1991 National Foreign Language

Center (NFLC) survey. The top three states with the most Japanese programs are all found on the Pacific Coast. These states -- Washington, Oregon and California -- have more than one hundred schools offering Japanese. In the NFLC data, four states -- Delaware, Tennessee, South Dakota and Wyoming-- didn't have a Japanese program. However, at present, only South Dakota doesn't have a program. The percentage of schools offering Japanese on the Pacific Coast has increased from 32% in 1991 to 37.54% in our data. The Mountain region has increased from 3% to 4.26%. The percentages of the other regions are decreasing.

Grade levels are divided into three categories: 1) elementary, 2) secondary and 3) mixed/unknown. "Secondary" is used instead of "middle/junior high" and "senior high" since some schools are a combination junior-senior high school. "Mixed" means a school that has a program from elementary through secondary level. "Unknown" is used if a grade level cannot be determined from its school name. School districts are categorized as "unknown." If a state has a high number for the "mixed/unknown," it means there could be more schools than the total number reported.

Table 1 also shows the number of distance learning programs. Eight distance learning programs have been found offering Japanese. The biggest satellite program is called Satellite Educational Resource Consortium (SERC), based in Nebraska. Twenty-two states are receiving Japanese I and II through SERC. The second biggest one is Satellite Telecommunications Educational Programming (STEP), based in Washington, serving seven western states. The third is Texas Interactive Institutional Network (TI-IN), based in Texas. Much smaller ones are based in the University of Alabama, Virginia's Renrico County, Wisconsin (two), and Texas (one).

The total number of schools receiving Japanese via satellite or TV is approximately 500, according to the distance learning program officials. However, the Center has been able to identify only 314. Private distance learning organizations appear to be reluctant to give out information.

Table 2 lists the textbooks used at the secondary level. The popular textbooks among high school teachers seem to be the ones with more volumes, workbooks, teachers' manuals, and/or other supplementary materials. Currently there are more high school textbooks available than when NFLC conducted their survey in 1991. New textbooks, such as *Kimono* and *Speak Japanese*, are presently popular. NTC's *Basic Japanese* and Bess' *Nihongo* are also gaining in popularity. There are still some college textbooks, such as *An Introduction to Modern Japanese*, *Beginning Japanese* and *Japanese: The Spoken Language*, used at the secondary level. One reason might be because some teachers think these texts provide an easier transition for students continuing on to a college Japanese program. Another reason might be that teachers who studied with a particular textbook in college feel comfortable using the same textbook at the secondary level. The textbooks used by SERC, STEP and Alabama satellite programs are excluded from the lists. That is because they are selected by teachers of distance learning programs rather than teachers in each local school. SERC uses the textbooks *Japanese I* and *Japanese II* published by SERC; *STEP Learn Japanese*; and the University of Alabama, *Japanese: The Spoken Language*.

Overall, in spite of the limited data, some interesting results have been obtained. The Center was able to

collect the best number possible of the pre-collegiate schools offering Japanese. The new trend in the secondary textbooks was also able to be observed.

During the data compilation, an increasing number of questions came to our mind regarding the complicated American education system. The Center's next survey will contain more detailed questions than this year's. So that we may offer you better services, we would appreciate it if you could help us obtain information on your school.

References

Jorden, Eleanor H., with R.D. Lambert. 1991. *Japanese Language Instruction in the United States: Resources, Practice, and Investment Strategy*. Washington D.C.: National Foreign Language Center.

Institute for Crucial Languages. 1991. *Directory for US Elementary and Secondary Schools Teaching Arabic, Chinese, Japanese, and Russian*. Washington D.C.: Friends of International Education.



Table 1 Pre-Collegiate Japanese Programs (Including Distance Learning Programs)

Region	State	E	S	M/U	Total	%	DL	Name of DL Program
Pacific	Washington	10	220	8	238	13.89	57	STEP
	Oregon	27	113	3	143	8.35	22	STEP/(†TI-IN)
	California	6	100	12	118	6.89	1	ALABAMA/(†TI-IN)
	Hawaii	14	58	7	79	4.61	0	
	Alaska	5	47	7	59	3.44	30	STEP
	Mid Pacific	1	4	1	6	0.35	0	
Mountain	Utah		23	1	24	1.40	0	
	Colorado	3	13	3	19	1.11	1	STEP
	Montana		9		9	0.53	3	STEP
	Idaho		8		8	0.47	7	STEP/SERC
	Arizona		7		7	0.41	1	STEP
	New Mexico		2	1	3	0.18	0	
	Nevada		2		2	0.12	0	
	Wyoming		1		1	0.06	1	TI-IN
South Central	Texas	3	50	3	56	3.27	10	SERF/TI-IN/RITC/†
	Mississippi		32		32	1.87	15	SERC/ALABAMA/†
	Louisiana	1	29		30	1.75	22	SERC
	Arkansas		20	1	21	1.23	5	SERC/†
	Oklahoma		3		3	0.18	0	
Midwest	Michigan		100	6	106	6.19	3	SERC/†
	Wisconsin	4	65	11	80	4.67	29	SERC/NEWTEC/CC/TI-IN/†
	Indiana	6	65	2	73	4.26	0	
	Ohio	1	25	5	31	1.81	5	SERC/†
	Illinois	5	18	4	27	1.58	1	TI-IN/†
	Iowa	1	23	1	25	1.46	0	*SERC
	Missouri		20	1	21	1.23	0	
	Minnesota		18	1	19	1.11	0	
	Nebraska		12		12	0.70	7	SERC/†
	Kansas	1	4		5	0.29	0	
	North Dakota		5		5	0.29	0	*SERC
South Dakota				0	0.00	0		
South Atlantic	Virginia	3	42	3	48	2.80	4	HENRICO/†SERC
	Georgia	3	44	1	48	2.80	22	SERC/†
	South Carolina	1	42		43	2.51	24	SERC/†
	Maryland	9	18	5	32	1.87	0	
	Florida		22	1	23	1.34	2	SERC/†
	Alabama	1	19	2	22	1.28	11	ALABAMA/†
	West Virginia		20		20	1.17	15	SERC
	North Carolina	2	14	1	17	0.99	0	*SERC
	Kentucky		13		13	0.76	3	SERC/†
	Tennessee		4		4	0.23	3	ALABAMA
Washington DC		4		4	0.23	0		
Northeast	New York	1	55	21	77	4.50	0	*SERC
	Massachusetts	1	25	4	30	1.75	1	ALABAMA
	Pennsylvania		19	7	26	1.52	3	SERC/†
	New Jersey	1	15	2	18	1.05	6	SERC/ALABAMA/†
	Connecticut		12	2	14	0.82	0	
	Rhode Island		2	2	4	0.23	0	
	Maine		2	1	3	0.18	0	*SERC
	New Hampshire		1	1	2	0.12	0	
	Vermont		2		2	0.12	0	
Delaware		1		1	0.06	0		
TOTAL		110	1472	131	1713	100.00	314	

Note: E = Elementary school S = Secondary schools M/U = Mixed/Unknown DL = Distance Learning † = more SERC/TI-IN expected
 * = SERC enrollment identified. As of May '93.

Table 2 Textbooks Used at the Secondary School Level

Textbooks			Secondary School Japanese Level					Total	
Title	Vol.	Year	I	II	III	IV	V		
1	Japanese Now*	I-IV	1982	35	27	15	10	87	
2	Kimono*	I-II	1990	46	23	1		70	
3	Learn Japanese	I-IV	1984	12	24	15	10	2	63
4	Speak Japanese*	I-II	1988	24	22	8	5		59
5	Nihongo Shoho		1981	8	20	10	6		44
6	Alfonso's Japanese*	I-IV	1976	16	12	9	1		38
7	Japanese for Everyone		1990	5	7	8	8		28
8	Bunka Shokyu Nihongo	I-(II)	1988	4	8	10	4		26
9	NTC's Basic Japanese*	I-II	1991	14	2	1			17
10	Intro. to Modern Japanese		1977	3	4	4	3		14
11	Bess' Nihongo*	I	1992	5	5	1			11
12	Beginning Japanese	I-(II)	1963	4	4	2			10
13	Japanese: The Spoken Language	I-(II)	1987	2	2	2	4		10
14	Japanese for Busy People	I-II	1984	3		3	2		8
15	Han's Modern Japanese	I-(II)†	1983	4	2	1			7
16	Ikiteiru Nihongo*	I	1992	3	1	1			5
17	Homestay in Japan*		1992			4			4
	Teacher-made Materials			13	12	6	6	1	38
	Others			15	10	12	6	2	45
	TOTAL			216	185	113	65	5	584
	N=			198	158	97	58	5	

Note: Multiple answers possible. Volumes in () might not be used at the secondary level. * = textbook specifically designed for pre-collegiate students. †Vol. II of Han's Modern Japanese = Intermediate Modern Japanese. As of May '93.

The Japanese Language Proficiency Test

We are excited to announce the first implementation of the proficiency test in the United States. The Japan Foundation Language Center has decided to administer the first exam in the United

The Japan Foundation Language Center has decided to administer the first exam in the United States in Los Angeles on December 5, 1993. The test will be held on the first Sunday of December every year hereafter. Final details and application information regarding the exam will be announced soon. Application forms will be available at The Japan Foundation Language Center.

Objectives

The test is devised for an administered to non-native speakers of Japanese in order to measure and certify Japanese language proficiency.

Sponsors

Japan The Association of International Education, Japan
Abroad The Japan Foundation

Administration of the Test

Since 1984, the test has been administered once a year, on the first or second Sunday of December. In 1984, 4,500 people took the exam in twenty cities throughout fourteen countries abroad (2,500 in Japan). In 1992, 39,500 people in fifty-two cities throughout twenty-eight countries took the exam (29,000 in Japan). Among English speaking countries, there were six hundred people who took the exam in the Australian cities of Canberra, Sidney, Perth, and Brisbane; in New Zealand, approximately four hundred and sixty people took the exam in the cities of Wellington, Oakland, and Christchurch; two hundred thirty people in Vancouver, Canada, and three hundred people in London also participated.

Announcement of the Test Results

All examinees will be notified of their scores as well as the average score and his/her ranking among the examinees at the end of February.

Passing scores will be scores of approximately 70% or higher of the highest possible score for Level 1, and approximately 60% or higher of the highest possible score for Levels 2, 3, and 4. All examinees who pass the exam will be sent certificates of proficiency.

Test results of an examinee who takes the Level 1 exam and who is applying for admission to a Japanese university will be forwarded to that university as well.

Drafting of the Test Questions

Japanese language specialists in collaboration with the specialists in other fields of education (such as educational statistics) gather and select test questions every year.

Prior to the first administration of the test, The Japan Foundation conducted two trial tests in Indonesia and New Zealand for two consecutive years and analyzed the results. Also, The Foundation conducted a test for outstanding foreign students of the Japanese language (equivalent to Level 3) and has collected data for the proficiency test questions since 1976.

Release of the Test Questions

The 1984 test questions were publicly released for Japanese language educators' use. During the period from 1985 to 1989, only selected questions were released as samples. This was because similar questions were repeated for future exams to develop statistically comparable results. However, there has been an increased demand to release test questions, and, in response, The Foundation began releasing them to the public in 1990.

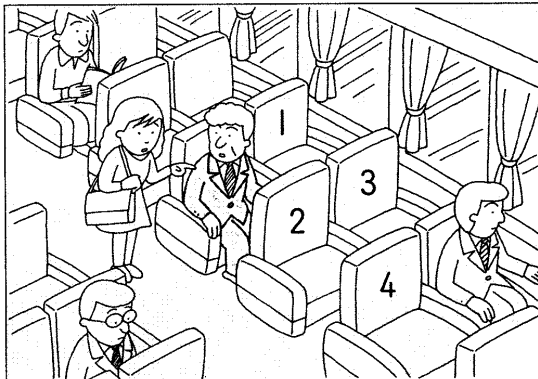
Drafting of the Syllabus

The Japanese Language Proficiency Test Committee assigned a Syllabus Committee to prepare more precise criteria for Levels 1 through 4. Details such as the time as to when the criteria will be announced have not yet been confirmed.

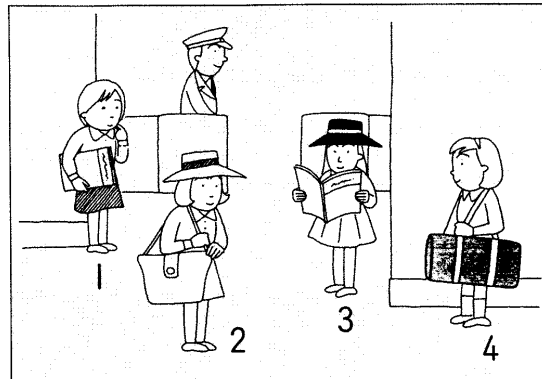
Test Contents

Level	Contents	Criteria
1	kanji/vocabulary 45 min./100 points listening 45 min./100 points reading/grammar 90 min./200 points	Mastered grammar at a high level, about 2,000 kanji and 10,000 words, and has an integrated command of the language sufficient for life in Japanese society and for providing a useful base for study at a Japanese university. Requires about 900 hours of study.
2	kanji/vocabulary 35 min./100 points listening 35 min./100 points reading/grammar 70 min./200 points	Mastered grammar at a relatively high level, about 1,000 kanji and 6,000 words, and demonstrates the listening and reading comprehension ability about matters of a general nature. Requires about 600 hours of study.
3	kanji/vocabulary 35 min./100 points listening 35 min./100 points reading/grammar 70 min./200 points	Mastered basic grammar, about 300 kanji and 1,500 words, and demonstrates the ability to listen to and understand everyday conversation and to read simple sentences. Requires 300 hours of study.
4	hiragana, katakana, kanji/vocabulary 25 min./100 points listening 25 min./100 points reading/grammar 50 min./200 points	Mastered elementary level of grammar, about 100 kanji and 800 words, and demonstrates the ability to listen to and understand simple conversation and to read short, simple sentences. Requires 150 hours of study.

Listening Comprehension Examples:

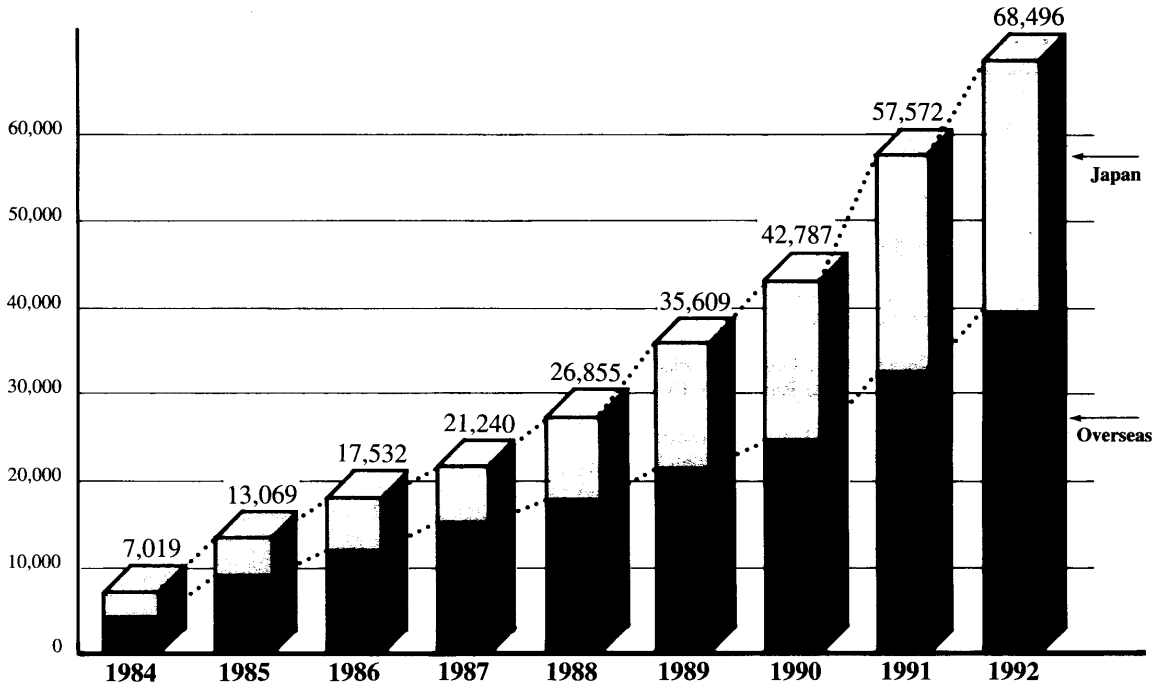


Level 3



Level 4

NUMBER OF EXAMINEES 1984 - 1992



NUMBER OF COUNTRIES AND CITIES 1984 - 1992



Library Service

The Japan Foundation Language Center Library offers library services in order to provide access for teachers of Japanese to teaching materials and resources.

Library Membership

Teachers who are affiliated with the following associations are eligible for membership:

Association of Teachers of Japanese (ATJ)
National Council of Secondary Teachers of Japanese (NC STJ)
Teachers of Japanese in Southern California (TJSC)

Applicants for library membership are required to provide the following:

1. Individual application form.
2. A copy of identification, such as a driver's license.
3. We may ask for proof of membership in the applicant's affiliated association if we are not able to verify such membership from our lists.

Circulation Loan Period and Limits

Circulation books 3 weeks, 3 items at a time
Audio-visual materials 3 weeks, 1 set at a time
Items may be renewed one time only.

Textbooks for Pre-Collegiate Level (2)

Romanization? Hiragana? Katakana? Kanji?

When do you teach hiragana and katakana? How many kanji do you teach?

The following graph explains the use of romanization, hiragana, katakana and kanji in textbooks used in pre-collegiate schools. The result does not necessarily tell when to teach each writing system. Since the majority of existing secondary level programs are two-year programs, the analysis is focused on the beginning level textbooks. The textbooks in the upper part of the graph begin with romanization and the lower part begin with hiragana.

Romanization

6 out of 14 books employ romanization in the beginning. Five of these books, however, use romanization with hiragana and katakana. These five

Circulation by Mail

The registered patrons are also allowed to borrow the library materials by mail. Requests can be made by telephone or by mail.

The borrowing period through the mail is three weeks with an additional one-week turnaround period.

Library Materials List

A list of our library holdings, including audio-visual material, textbooks, teaching materials, magazines and others, is available for members upon written request.

Library Hours and Holidays

Monday through Friday
10:00 am-5:00 p.m.

The library is closed on the following days from June through November 1993 to observe these holidays:

Independence Day (Observed)
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day
July 5, 1993 September 6, 1993 October 11, 1993
November 11, 1993 November 25, 1993

books stop using romanization before the middle of the first volume. This implies that the majority of textbooks are designed to make students less dependent on romanization either from the beginning or in the early stage of learning.

Introduction of Hiragana and Katakana

The majority of the textbooks introduce hiragana from the beginning. Half of them also use katakana from the beginning. None of these textbooks introduce katakana nor to hiragana.

The Number of Kanji

The number of kanji that appear in textbooks for the first two years is relatively few.

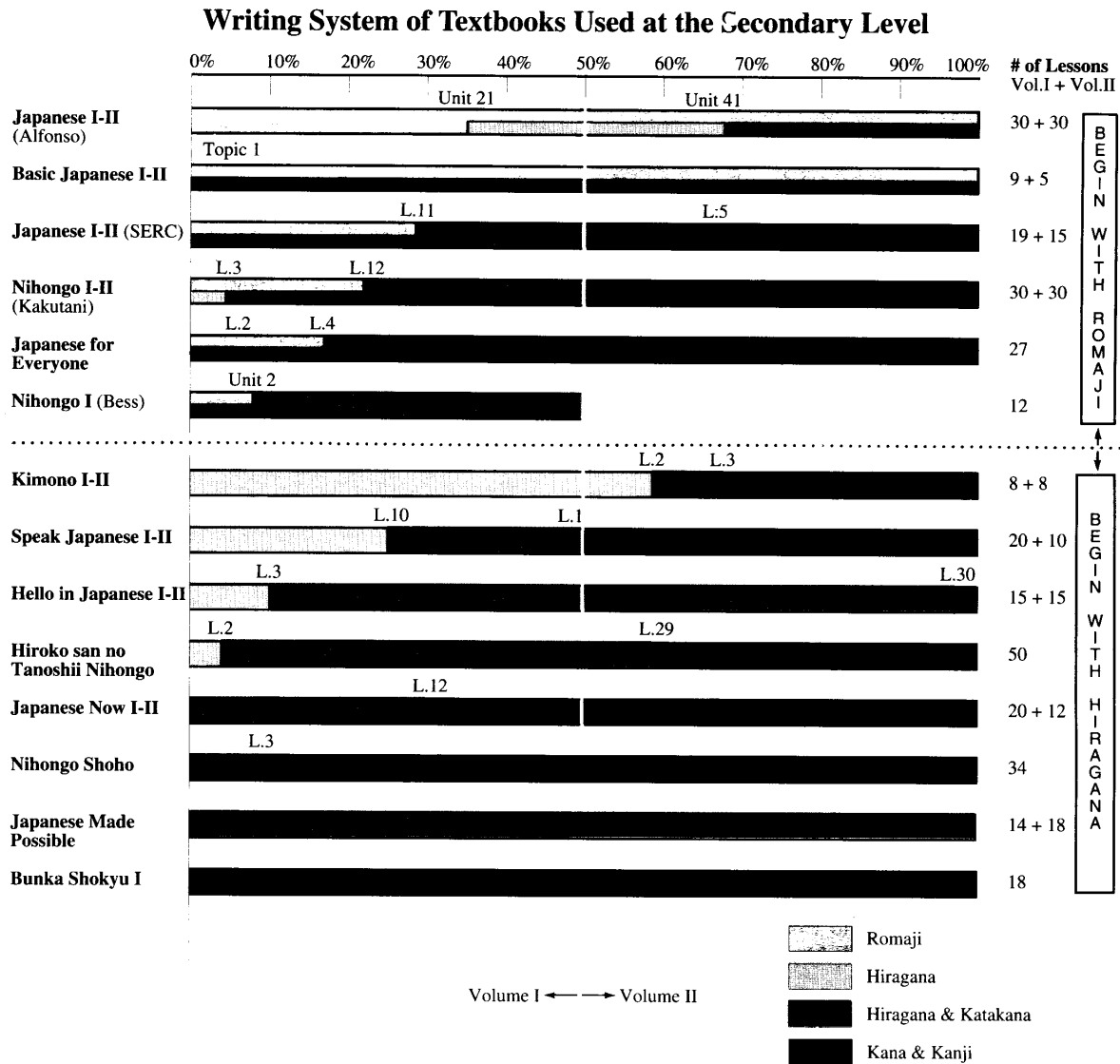
Discussion

1. Following the writing system of the textbooks, romanization is used only in the introductory stage, and early acquisition of hiragana and katakana is preferred. However, for pre-collegiate school students, it is difficult to remember all hiragana and katakana in a short time. Early introduction of these writing systems create dropouts. Then, what should teachers

do? How much time should be spent teaching hiragana and katakana?

2. The number of kanji that appear in pre-collegiate textbooks is smaller than that of in college texts. Do we need to teach kanji for the secondary school students? If yes, approximately how many?

We look forward to hearing from you on this matter!



Breezy Message

From our sixth floor office, clouds looking like cotton candy hover gently over the light blue ocean. It feels like summer is just around the corner. Children must be looking forward to their summer vacation - going swimming in the ocean, or cool swimming pools! The freshness of these childhood memories - friends and family enjoying juicy watermelon together, flickering fireflies, cool evening air - is something that we all share, as we all gather together to achieve our goals.

In this issue, we introduced the Japanese Language Proficiency Test, an analysis on the teaching materials for elementary, junior and high schools, and an interim report on the status of Japanese language education for high schools in the United States. From the next issue on, we plan to have special topics

about the Foreign Language Assistant Act-working plan, Japanese language education through satellite programs, immersion programs and so on. A guideline on how to apply for information on Japanese language related programs will also be introduced.

We sincerely hope that you have a very pleasant summer holiday. (YK)

The 'Breeze' is an English and Japanese-language newsletter published quarterly by The Japan Foundation Language Center.

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