

BREEZE

The Japan Foundation Language Center, Quarterly Newsletter
Number Ten, April 1995

Japanese Language Learning in The United States

September 1994-January 1995 Survey

Since the end of 1991, The Japan Foundation Language Center has conducted various types of activities. Based upon what we have learned through these activities, we sent out a fact-finding inquiry to several institutions last September

Through our experience, we found out that being presented with more than one sheet of questionnaire was overwhelming for busy teachers, and therefore we limited the size of our inquiry. We also found that an enclosed stamped return envelope seemed to further encourage responses from the recipients and were therefore happy to notice that this time, the result was not so disappointing as previous questionnaires had been. This is partly because of the continuing effort of our staff who frequently, if not every day, checked on the status of the questionnaires after they had been distributed, asked recipients to return the sheets, and made inquiries about the content of the responses.

We always think that this kind of survey has limitations in that its results do not always show the entire state of affairs of Japanese language learning, but rather provides one glimpse into the current situation. In other words, JFLC's "one sheet inquiry" acts as a kind of bridge between the actual circumstances and this report.

While the survey's response rate of 69% has not been extracted from an overall inquiry into Japanese language learning, but solely from the research conducted by JFLC's, this article may show a slightly skewed reflection of the status quo. However, we still believe this information can be beneficial to those who are involved in the teaching of foreign languages.

In this survey, we distinctly classified the institutions into regular classes and distance learning classes, which exist *in most cases* in high schools. Thanks to the organizations, which willingly provided us with a list of schools, we were able to conduct the survey differently this time than we had in the past. We continue to gather the data annually at the beginning of each academic year. Keeping this information at a data-bank now, we also continue to research the status of teachers by making additional inquiries into several areas: native speakers of Japanese versus non-native, full-time versus part-time, teachers certificates, and so on.

We would very much appreciate your continued cooperation by providing us with information via your responses to our inquiries when needs arise. This information assists us in determining where the greatest demands lie, and which services should be created to appropriately respond to them.

II. NUMBER OF INSTITUTIONS, ENROLLMENT & TEACHERS BY STATE

(REGULAR AND DISTANCE LEARNING)
n/a = no answer

R = Regular,
D = Distance

STATE	Elementary School	Middle Junior High Schools	High Schools	2-year Colleges	Colleges /Universities	Nihongo Gakuen	Others	Total	STATE	Elementary School	Middle Junior High Schools	High Schools	2-year Colleges	Colleges /Universities	Nihongo Gakuen	Others	Total
NORTHEAST									NORTHEAST								
Connecticut									TOTAL								
Institutions	R. 0	0	8	0	6	0	2	16	Institutions	R. 8	7	58	2	55	0	7	137
D. (0)	(0)	(11)	(0)	(0)	(0)	(0)	(0)	(1)	D. (0)	(0)	(2)	(69)	(0)	(0)	(0)	(2)	(73)
Enrollment	R. 0	0	592	0	269	0	388	1,249	Enrollment	R. 787	1,066	2,989	78	4,768	60	674	10,362
D. (0)	(0)	(4)	(0)	(0)	(0)	(0)	(0)	(4)	D. (0)	(0)	(6)	(334)	(0)	(0)	(0)	(5)	(345)
Teachers	R. 0	0	15	0	16	0	27	58	Teachers	R. 14	10	82	5	177	0	37	325
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	D. (0)	(0)	(2)	(77)	(0)	(0)	(0)	(2)	(81)
Delaware									S. ATLANTIC								
Institutions	R. 0	0	0	0	0	0	0	0	Alabama								
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	Institutions	R. 0	0	4	0	2	0	0	6
Enrollment	R. 0	0	0	0	0	0	0	0	D. (0)	(0)	(0)	(8)	(0)	(0)	(0)	(0)	(8)
D. (0)	(0)	(6)	(0)	(0)	(0)	(0)	(0)	(6)	Enrollment	R. 0	0	178	0	308	0	0	486
Teachers	R. 0	0	0	0	0	0	0	0	D. (0)	(0)	(0)	(151)	(0)	(0)	(0)	(0)	(151)
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	Teachers	R. 0	0	4	0	9	0	0	13
	D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(0)	(9)	(0)	(0)	(0)	(0)	(9)
Maine									D.C.								
Institutions	R. 2	0	1	0	3	0	0	6	Institutions	R. 0	0	1	0	5	0	0	6
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 346	0	15	0	122	0	0	483	Enrollment	R. 0	0	45	0	613	0	0	658
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	0	1	0	6	0	0	9	Teachers	R. 0	0	1	0	13	0	0	14
D. (0)	(0)	(11)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Massachusetts									Florida								
Institutions	R. 1	0	7	0	9	9	1	18	Institutions	R. 1	1	6	0	3	0	0	11
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(1)	(6)	(0)	(0)	(0)	(0)	(0)	(7)
Enrollment	R. 57	0	514	0	1,112	0	27	1,710	Enrollment	R. 96	14	241	0	238	0	0	589
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(24)	(39)	(0)	(0)	(0)	(0)	(0)	(63)
Teachers	R. 5	0	12	0	44	0	1	62	Teachers	R. 1	1	5	0	6	0	0	13
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(2)	(6)	(0)	(0)	(0)	(0)	(0)	(8)
New Hampshire									Georgia								
Institutions	R. 0	0	2	0	0	0	0	2	Institutions	R. 2	0	9	1	9	0	0	21
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(24)	(0)	(0)	(1)	(0)	(0)	(25)
Enrollment	R. 0	0	86	0	0	0	0	86	Enrollment	R. 421	0	467	5	663	0	0	1,556
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(183)	(0)	(0)	(4)	(0)	(0)	(187)
Teachers	R. 0	0	3	0	0	0	0	3	Teachers	R. 3	0	12	1	15	0	0	31
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	D. (0)	(0)	(0)	(23)	(0)	(1)	(0)	(0)	(24)
New Jersey									Kentucky								
Institutions	R. 1	0	7	0	4	0	0	12	Institutions	R. 0	0	1	1	4	0	0	6
D. (0)	(0)	(32)	(0)	(0)	(0)	(0)	(0)	(32)	D. (0)	(0)	(0)	(5)	(0)	(0)	(0)	(0)	(5)
Enrollment	R. 70	0	312	0	422	0	0	804	Enrollment	R. 0	0	50	33	100	0	0	183
D. (0)	(0)	(179)	(0)	(0)	(0)	(0)	(0)	(179)	D. (0)	(0)	(0)	(22)	(0)	(0)	(0)	(0)	(22)
Teachers	R. 2	0	10	0	17	0	0	29	Teachers	R. 0	0	0	2	4	0	0	7
D. (0)	(0)	(37)	(0)	(0)	(0)	(0)	(0)	(37)	D. (0)	(0)	(0)	(5)	(0)	(0)	(0)	(0)	(5)
New York									Maryland								
Institutions	R. 4	2	22	0	16	0	4	48	Institutions	R. 2	1	10	0	4	0	0	17
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(1)	(4)	D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(0)	(3)
Enrollment	R. 314	204	1,094	0	1,811	0	259	3,682	Enrollment	R. 125	550	1,030	0	362	0	0	2,067
D. (0)	(0)	(11)	(0)	(0)	(0)	(0)	(4)	(15)	D. (0)	(0)	(0)	(57)	(0)	(0)	(0)	(0)	(57)
Teachers	R. 5	1	26	0	52	0	9	93	Teachers	R. 3	1	15	0	10	0	0	29
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(1)	(4)	D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Pennsylvania									N. Carolina								
Institutions	R. 0	2	10	2	12	0	0	26	Institutions	R. 1	1	7	1	7	0	0	17
D. (0)	(2)	(30)	(0)	(0)	(0)	(0)	(1)	(33)	D. (0)	(0)	(9)	(0)	(0)	(0)	(0)	(0)	(9)
Enrollment	R. 0	771	345	78	785	0	0	1,979	Enrollment	R. 27	23	318	20	466	0	0	854
D. (0)	(6)	(128)	(0)	(0)	(0)	(0)	(1)	(135)	D. (0)	(0)	(66)	(0)	(0)	(0)	(0)	(0)	(66)
Teachers	R. 0	0	14	5	26	0	0	45	Teachers	R. 2	1	12	1	14	0	0	30
D. (0)	(2)	(33)	(0)	(0)	(0)	(0)	(1)	(36)	D. (0)	(0)	(9)	(0)	(0)	(0)	(0)	(0)	(9)
Rhode Island									S. Carolina								
Institutions	R. 0	3	0	0	2	0	0	5	Institutions	R. 0	0	1	0	4	0	0	5
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	D. (0)	(0)	(28)	(0)	(0)	(0)	(0)	(0)	(28)
Enrollment	R. 0	91	0	0	146	0	0	237	Enrollment	R. 0	0	16	0	342	0	0	358
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(0)	(3)	D. (0)	(0)	(192)	(0)	(0)	(0)	(0)	(0)	(192)
Teachers	R. 0	9	0	0	8	0	0	17	Teachers	R. 0	0	2	0	7	0	0	9
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	D. (0)	(0)	(29)	(0)	(0)	(0)	(1)	(0)	(29)
Vermont									Tennessee								
Institutions	R. 0	0	1	0	3	0	0	4	Institutions	R. 0	0	0	0	4	0	1	5
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	D. (0)	(0)	(2)	(0)	(0)	(0)	(0)	(0)	(2)
Enrollment	R. 0	0	31	0	101	0	0	132	Enrollment	R. 0	0	0	0	231	0	13	244
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(0)	(3)	D. (0)	(0)	(88)	(0)	(0)	(0)	(0)	(0)	(88)
Teachers	R. 0	0	1	0	8	0	0	9	Teachers	R. 0	0	0	0	7	0	1	8
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)	D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)

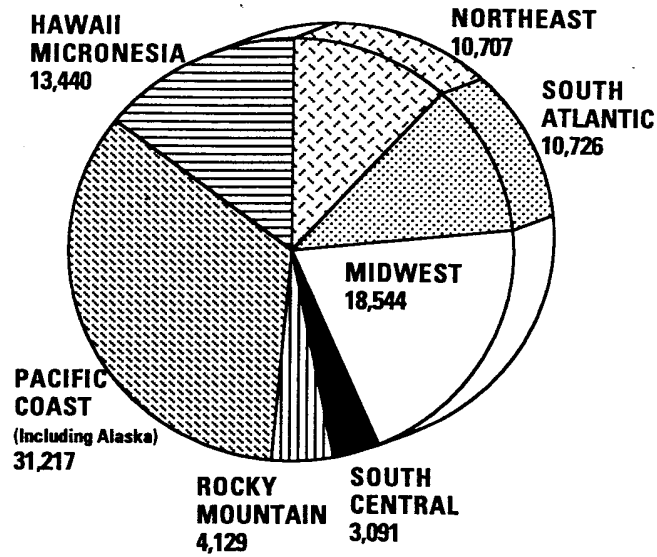
STATE	Elementary School	Middle Junior High Schools	High Schools	2-year Colleges	Colleges /Universities	Nihongo Gakuen	Others	Total
Virginia								
Institutions	R. 6	1	17	2	12	0	4	42
D. (0)	(1)	(7)	(0)	(0)	(0)	(0)	(8)	(8)
Enrollment	R. 602	70	657	102	536	0	98	2,065
D. (0)	(n/a)	(416)	(0)	(0)	(0)	(0)	(416)	(416)
Teachers	R. 16	1	24	4	22	0	9	76
D. (0)	(1)	(10)	(0)	(0)	(0)	(0)	(0)	(11)
W. Virginia								
Institutions	R. 0	0	1	1	2	0	0	4
D. (0)	(0)	(5)	(13)	(0)	(0)	(0)	(1)	(19)
Enrollment	R. 0	0	n/a	100	178	0	0	278
D. (0)	(38)	(108)	(0)	(0)	(0)	(n/a)	(0)	(146)
Teachers	R. 0	0	1	3	31	0	0	35
D. (0)	(5)	(13)	(0)	(0)	(0)	(0)	(0)	(18)
S. ATLANTIC TOTAL								
Institutions	R. 12	4	57	6	56	0	5	140
D. (0)	(7)	(105)	(0)	(1)	(0)	(0)	(1)	(114)
Enrollment	R. 1,271	67	3,002	260	4,037	0	111	9,338
D. (0)	(62)	(1,322)	(0)	(4)	(n/a)	(0)	(n/a)	(1,388)
Teachers	R. 25	4	77	11	138	0	10	265
D. (0)	(8)	(107)	(0)	(1)	(0)	(0)	(0)	(116)
MIDWEST								
Illinois								
Institutions	R. 4	0	8	4	16	0	0	32
D. (0)	(0)	(4)	(0)	(0)	(0)	(0)	(0)	(4)
Enrollment	R. 830	0	525	120	1,055	0	0	2,530
D. (0)	(0)	(70)	(0)	(0)	(0)	(0)	(0)	(70)
Teachers	R. 4	0	15	5	35	0	0	59
D. (0)	(0)	(7)	(0)	(0)	(0)	(0)	(0)	(7)
Indiana								
Institutions	R. 1	9	35	0	7	0	1	53
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. n/a	801	1,907	441	41	0	48	3,197
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	11	48	0	17	0	0	76
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Iowa								
Institutions	R. 0	2	7	1	4	0	0	14
D. (0)	(0)	(14)	(0)	(0)	(0)	(0)	(0)	(4)
Enrollment	R. 0	48	532	16	164	0	0	760
D. (0)	(0)	(116)	(0)	(0)	(0)	(0)	(0)	(116)
Teachers	R. 0	2	10	1	6	0	0	19
D. (0)	(0)	(4)	(0)	(0)	(0)	(0)	(0)	(4)
Kansas								
Institutions	R. 0	0	3	1	3	0	0	7
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)
Enrollment	R. 0	0	437	36	188	0	0	661
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)
Teachers	R. 0	0	9	1	5	0	0	15
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)
Michigan								
Institutions	R. 1	4	17	4	15	0	0	41
D. (0)	(0)	(23)	(0)	(0)	(0)	(0)	(0)	(23)
Enrollment	R. 30	407	1,552	136	1,167	0	0	3,292
D. (0)	(0)	(141)	(0)	(0)	(0)	(0)	(0)	(141)
Teachers	R. 1	5	20	5	25	0	0	56
D. (0)	(0)	(21)	(0)	(0)	(0)	(0)	(0)	(21)
Minnesota								
Institutions	R. 0	1	6	1	7	0	0	15
D. (0)	(0)	(2)	(0)	(0)	(0)	(0)	(0)	(2)
Enrollment	R. 0	88	368	20	874	0	0	1,350
D. (0)	(0)	(344)	(0)	(0)	(0)	(0)	(0)	(344)
Teachers	R. 0	1	13	1	66	0	0	81
D. (0)	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(1)
Missouri								
Institutions	R. 2	3	14	0	7	0	0	26
D. (0)	(1)	(7)	(0)	(0)	(0)	(0)	(0)	(8)
Enrollment	R. 344	157	784	0	232	0	0	1,517
D. (0)	(0)	(84)	(0)	(0)	(0)	(0)	(0)	(85)
Teachers	R. 2	3	19	0	14	0	0	38
D. (0)	(1)	(7)	(0)	(0)	(0)	(0)	(0)	(8)

STATE	Elementary School	Middle Junior High Schools	High Schools	2-year Colleges	Colleges /Universities	Nihongo Gakuen	Others	Total
Nebraska								
Institutions	R. 0	0	0	0	4	0	0	4
D. (1)	(3)	(32)	(0)	(0)	(0)	(0)	(1)	(37)
Enrollment	R. 0	0	0	0	93	0	0	93
D. (5)	(23)	(153)	(0)	(0)	(0)	(0)	(1)	(182)
Teachers	R. 1	0	0	0	7	0	0	7
D. (1)	(3)	(33)	(0)	(0)	(0)	(0)	(1)	(38)
N. Dakota								
Institutions	R. 0	0	0	0	0	0	0	0
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(0)	(3)
Enrollment	R. 0	0	0	0	0	0	0	0
D. (0)	(0)	(8)	(0)	(0)	(0)	(0)	(0)	(8)
Teachers	R. 0	0	0	0	0	0	0	0
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(0)	(3)
Ohio								
Institutions	R. 2	1	10	3	17	0	1	34
D. (0)	(0)	(35)	(0)	(0)	(0)	(0)	(1)	(36)
Enrollment	R. 181	60	627	120	1,064	0	147	2,199
D. (0)	(0)	(147)	(0)	(0)	(0)	(0)	(2)	(149)
Teachers	R. 4	1	12	4	29	0	4	54
D. (0)	(0)	(36)	(0)	(0)	(0)	(0)	(1)	(37)
S. Dakota								
Institutions	R. 0	0	0	0	0	0	0	0
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	0	0	0	0	0	0	0
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	0	0	0	0	0	0	0
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Wisconsin								
Institutions	R. 7	6	25	1	6	0	0	45
D. (0)	(0)	(27)	(0)	(0)	(0)	(0)	(0)	(27)
Enrollment	R. 648	769	1,375	12	201	0	0	2,945
D. (0)	(0)	(133)	(0)	(0)	(0)	(0)	(0)	(133)
Teachers	R. 12	5	1	1	12	0	0	58
D. (0)	(0)	(27)	(0)	(0)	(0)	(0)	(0)	(27)
MIDWEST TOTAL								
Institutions	R. 17	26	125	15	86	0	2	271
D. (1)	(4)	(138)	(0)	(0)	(0)	(0)	(2)	(145)
Enrollment	R. 2,033	2,270	8,107	460	5,479	0	195	18,544
D. (5)	(24)	(1,197)	(0)	(0)	(0)	(0)	(3)	(1,229)
Teachers	R. 23	28	174	18	216	0	4	463
D. (1)	(4)	(140)	(0)	(0)	(0)	(0)	(2)	(147)
S. CENTRAL								
Arkansas								
Institutions	R. 0	0	1	0	2	0	0	3
D. (0)	(0)	(6)	(0)	(0)	(0)	(0)	(0)	(6)
Enrollment	R. 0	0	n/a	0	20	0	0	20
D. (0)	(0)	(50)	(0)	(0)	(0)	(0)	(0)	(50)
Teachers	R. 0	0	0	0	1	0	0	1
D. (0)	(0)	(6)	(0)	(0)	(0)	(0)	(0)	(6)
Louisiana								
Institutions	R. 0	0	1	0	4	0	0	5
D. (0)	(0)	(23)	(0)	(0)	(0)	(0)	(0)	(23)
Enrollment	R. 0	0	67	0	69	0	0	136
D. (0)	(0)	(147)	(0)	(0)	(0)	(0)	(0)	(147)
Teachers	R. 0	0	1	0	5	0	0	6
D. (0)	(0)	(26)	(0)	(0)	(0)	(0)	(0)	(26)
Mississippi								
Institutions	R. 0	0	1	1	0	0	0	2
D. (0)	(0)	(15)	(0)	(0)	(0)	(0)	(0)	(15)
Enrollment	R. 0	0	12	12	0	0	0	24
D. (0)	(0)	(159)	(0)	(0)	(0)	(0)	(0)	(159)
Teachers	R. 0	0	1	1	0	0	0	2
D. (0)	(0)	(15)	(0)	(0)	(0)	(0)	(0)	(15)
Oklahoma								
Institutions	R. 0	0	1	0	4	0	0	5
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	0	58	0	141	0	0	199
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	0	1	0	5	0	0	6
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)

STATE	Elementary School	Middle Junior High Schools	High Schools	2-year Colleges	Colleges /Universities	Nihongo Gakuen	Others	Total
Texas								
Institutions	R. 2	5	19	2	8	0	1	37
D. (2)	(0)	(14)	(0)	(0)	(0)	(0)	(0)	(16)
Enrollment	R. 217	846	111	762	846	20	2,125	
D. (22)	(0)	(209)	(0)	(0)	(0)	(0)	(231)	
Teachers	R. 11	4	4	13	1	1	55	
D. (0)	(0)	(13)	(0)	(0)	(0)	(0)	(13)	
S. CENTRAL TOTAL								
Institutions	R. 2	5	23	3	18	0	1	52
D. (2)	(0)	(58)	(0)	(0)	(0)	(0)	(0)	(60)
Enrollment	R. 217	169	983	123	992	0	20	2,504
D. (22)	(0)	(565)	(0)	(0)	(0)	(0)	(0)	(587)
Teachers	R. 11	4	25	5	24	0	1	70
D. (0)	(0)	(60)	(0)	(0)	(0)	(0)	(0)	(60)
ROCKY MOUNTAIN								
Arizona								
Institutions	R. 0	0	3	0	3	0	0	6
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	158	0	452	0	0	610	
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	0	3	9	0	0	12	
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Colorado								
Institutions	R. 0	0	8	1	6	0	1	16
D. (0)	(0)	(2)	(0)	(0)	(0)	(0)	(0)	(2)
Enrollment	R. 0	0	469	n/a	610	0	101	1,180
D. (0)	(0)	(9)	(0)	(0)	(0)	(0)	(0)	(9)
Teachers	R. 0	0	6	1	15	0	2	24
D. (0)	(0)	(2)	(0)	(0)	(0)	(0)	(0)	(2)
Idaho								
Institutions	R. 0	0	2	0	2	0	0	4
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(5)
Enrollment	R. 0	0	142	60	0	0	202	
D. (0)	(0)	(27)	(0)	(0)	(0)	(0)	(27)	
Teachers	R. 0	0	2	1	0	0	3	
D. (0)	(0)	(6)	(0)	(0)	(0)	(0)	(6)	
Montana								
Institutions	R. 0	0	1	0	2	0	0	3
D. (0)	(0)	(2)	(0)	(0)	(0)	(0)	(0)	(2)
Enrollment	R. 0	0	21	130	0	0	151	
D. (0)	(0)	(4)	(0)	(0)	(0)	(0)	(4)	
Teachers	R. 0	0	1	5	0	0	6	
D. (0)	(0)	(2)	(0)	(0)	(0)	(0)	(2)	
Nevada								
Institutions	R. 0	0	4	0	1	0	0	5
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	0	191	51	0	0	242	
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	
Teachers	R. 0	0	3	3	0	0	6	
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	
New Mexico								
Institutions	R. 0	0	2	0	2	0	0	4
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	0	52	122	0	0	174	
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	
Teachers	R. 0	0	2	3	0	0	5	
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	
Utah								
Institutions	R. 0	1	15	1	5	0	0	22
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	29	946	54	446	0	0	1,475
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	1	16	3	9	0	0	29
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Wyoming								
Institutions	R. 0	0	0	0	1	0	0	1
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(2)
Enrollment	R. 0	0	0	0	50	0	0	50
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(5)
Teachers	R. 0	0	0	0	1	0	0	1
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(2)

STATE	Elementary School	Middle Junior High Schools	High Schools	2-year Colleges	Colleges /Universities	Nihongo Gakuen	Others	Total
ROCKY MOUNTAIN TOTAL								
Institutions	R. 0	1	35	2	22	0	1	61
D. (0)	(0)	(11)	(0)	(0)	(0)	(0)	(0)	(11)
Enrollment	R. 0	29	1,979	54	1,321	0	101	4,084
D. (0)	(0)	(45)	(0)	(0)	(0)	(0)	(0)	(45)
Teachers	R. 0	1	33	4	46	0	2	86
D. (0)	(0)	(12)	(0)	(0)	(0)	(0)	(0)	(12)
PACIFIC COAST								
Alaska								
Institutions	R. 2	2	8	0	2	0	0	14
D. (0)	(7)	(18)	(0)	(0)	(0)	(0)	(2)	(27)
Enrollment	R. 483	43	408	0	182	0	0	1,116
D. (0)	(91)	(159)	(0)	(0)	(0)	(0)	(0)	(259)
Teachers	R. 7	2	9	0	3	0	0	21
D. (0)	(8)	(19)	(0)	(0)	(0)	(0)	(2)	(29)
California								
Institutions	R. 7	6	35	23	28	23	12	134
D. (0)	(158)	(3)	(0)	(0)	(0)	(0)	(0)	(3)
Enrollment	R. 389	525	3,935	3,473	4,494	2,252	1,403	16,471
D. (0)	(0)	(20)	(0)	(0)	(0)	(0)	(0)	(20)
Teachers	R. 11	15	44	66	98	50	50	460
D. (0)	(0)	(3)	(0)	(0)	(0)	(0)	(0)	(3)
Oregon								
Institutions	R. 7	5	43	5	8	1	0	69
D. (0)	(0)	(15)	(0)	(0)	(0)	(0)	(0)	(15)
Enrollment	R. 609	280	2,883	883	645	200	0	5,500
D. (0)	(0)	(63)	(0)	(0)	(0)	(0)	(0)	(63)
Teachers	R. 13	5	40	5	17	6	0	86
D. (0)	(0)	(16)	(0)	(0)	(0)	(0)	(0)	(16)
Washington								
Institutions	R. 6	5	67	14	10	0	4	106
D. (0)	(6)	(46)	(0)	(0)	(0)	(0)	(0)	(52)
Enrollment	R. 497	43	4,431	839	1,184	0	339	7,333
D. (0)	(48)	(408)	(0)	(0)	(0)	(0)	(0)	(456)
Teachers	R. 13	3	68	21	21	17	0	143
D. (0)	(7)	(47)	(0)	(0)	(0)	(0)	(0)	(54)
PACIFIC COAST TOTAL								
Institutions	R. 22	18	153	42	48	24	16	323
D. (0)	(13)	(82)	(0)	(0)	(0)	(2)	(2)	(97)
Enrollment	R. 1,978	891	11,657	5,195	6,505	2,452	1,742	30,420
D. (0)	(139)	(650)	(0)	(0)	(0)	(8)	(8)	(797)
Teachers	R. 44	25	161	92	139	182	67	710
D. (0)	(15)	(85)	(0)	(0)	(0)	(2)	(2)	(102)
OTHERS								
Hawaii								
Institutions	R. 4	1	44	0	5	1	2	57
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 720	47	9,688	0	2,425	13	146	13,039
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 14	2	85	0	60	4	6	171
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Micronesia								
Institutions	R. 0	0	1	0	1	0	0	2
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 0	0	269	0	132	0	0	401
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 0	0	2	0	3	0	0	5
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
OTHERS TOTAL								
Institutions	R. 4	1	45	0	6	1	2	59
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Enrollment	R. 720	47	9,957	0	2,557	13	146	13,440
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Teachers	R. 14	2	87	0	63	5	6	176
D. (0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)

III. JAPANESE ENROLLMENT BY REGION



IV. RANKINGS

1. Number of Learners

(1) Total	(2) Pre-collegiate	(3) College/Universities (including 2-year college)	(4) Distance Learning
1. California 16,491	1. Hawaii 10,455	1. California 7,967	1. Washington 456
2. Hawaii 13,039	2. Washington 5,427	2. Hawaii 2,425	2. Virginia 416
3. Washington 7,789	3. California 4,869	3. Washington 2,023	3. Minnesota 344
4. Oregon 5,563	4. Oregon 3,835	4. New York 1,811	4. Alaska 258
5. New York 3,697	5. Wisconsin 2,865	5. Oregon 1,528	5. Texas 231
6. Michigan 3,433	6. Indiana 2,708	6. Michigan 1,303	6. S. Carolina 192
7. Indiana 3,197	7. Michigan 2,130	7. Ohio 1,184	7. Georgia 187
8. Wisconsin 3,078	8. Maryland 1,762	8. Illinois 1,175	8. Nebraska 182
9. Illinois 2,600	9. Virginia 1,745	9. Massachusetts 1,112	9. New Jersey 179
10. Texas 2,356	10. New York 1,623	10. Minnesota 894	10. Mississippi 159

2. Number of Teachers

(1) Total	(2) Pre-collegiate	(3) College/Undergraduate (including 2-year college)	(4) Distance Learning (facilitators)
1. California 460	1. Hawaii 101	1. California 164	1. Washington 54
2. Hawaii 171	2. Washington 84	2. Minnesota 67	2. Nebraska 38
3. Washington 145	3. California 70	3. Hawaii 60	3. Ohio 37
4. New York 93	4. Indiana 59	4. New York 52	New Jersey 37
5. Oregon 86	5. Oregon 58	5. Massachusetts 44	5. Pennsylvania 36
6. Minnesota 81	6. Wisconsin 45	6. Washington 42	6. S. Carolina 29
7. Virginia 76	7. Virginia 41	7. Illinois 40	Alaska 29
8. Illinois 59	8. Texas 37	8. West Virginia 34	8. Wisconsin 27
9. Connecticut 58	9. New York 32	9. Ohio 33	9. Louisiana 26
Wisconsin 58	10. Michigan 26	10. Pennsylvania 31	10. Georgia 24

A Report From The Kyoto Conference On Japanese Studies (1)

Cliff Darnall Japanese Teacher, Elk Grove High School (IL)

Participating in the Kyoto Conference on Japanese Studies was an enriching experience for me. The well organized conference brought together Japanese Studies specialists from Japan and forty-four other countries. It was not unusual to have people from three or four different countries sitting together for breakfast at the hotel. Many in attendance were scholars who had distinguished themselves through decades of publication and teaching; but there were also many younger scholars participating, a fact that points to a continuing future for Japanese Studies.

The five-day conference was held at the very impressive International Research Center for Japanese Studies ("*Nichibunken*"). The modern facility contained an extensive library, several large meeting rooms, and a state-of-the-art conference room and lecture hall. The tan brick building was, however, also reminiscent of a European Monastery, with long maze-like passages around interior courtyards, one of which served as the site of an evening concert of *Gagaku* court music. Several glass walls and large windows provided beautiful views of the courtyards, the surrounding hills, and the city below.

I had the honor of taking part along with Princeton Professor Seiichi Makino in a series of three two-hour sessions on October 19 on the theme of "Japanese Language Teaching: Coping with Diversification in the Purpose of Study." The sessions were sponsored by the Japan Foundation and organized by Mr. Takashi Ueda, Managing Director of the Japan Foundation's Japanese Studies Department. The sessions were well attended, with some guests coming in from as far as Tokyo and Tsukuba to attend only this one series of sessions.

The morning session, at which I presented as a panelist, was entitled *Gakushu Nizu* (translated "Purpose of Study" in the conference program guide). Discussions there of issues related to a diversification of learner needs served to set the stage for afternoon sessions on teacher preparation and instructional materials, on which Professor Makino has reported in another article in this issue. The morning session was chaired by Professor Munemasa Tokugawa of the Faculty of Literature of Gakushuin University. The other panelists were Professor Hugh Clarke of the

School of East Asian Studies of the University of Sidney and Professor HyTay Palik of the Man-Gwang Institute for the Japanese Language and Culture in Korea.

Each of the panelists documented how Japanese language instruction has grown rapidly in his country in the last fifteen years or so. In Australia, as in the U.S., growth has been experienced on all levels, from the elementary school through the university as well as at private language schools. Japanese is now a very popular foreign language in Australian high schools. In Korea, where virtually no Japanese was taught for the first twenty years after the war, enrollments have also skyrocketed. There all high school students must select one of five foreign languages to study in addition to English, and Japanese has become the most widely chosen.

All of us noted how public recognition in the 1980s and 1990s of Japan's emergence as a major economic power and key producer of high-tech goods has contributed both to the growth in enrollments as well as to a diversification of purpose of study. In earlier years, students of the language typically had had the goal of pursuing an academic career in the area of Japanese Studies or translation. Now, however, students taking Japanese to supplement a major in business or technology or the liberal arts far outnumber those seeking a career in academia. As a result of this shift, educational institutions must now consider the diversification of student interests and needs when designing language sequences, curricula, scheduling, and so forth. Textbook publishers must also respond with a variety of age-appropriate materials that appeal to students' interests. In the meantime, the growth in Japanese language instruction has intensified the shortage of qualified instructors and increased the need for articulation among the various levels of instruction, such as between the high schools and the universities.

Discussion periods followed each of the days' sessions. There seemed to be a high level of audience interest in two subjects that I had touched on in my report. The first was JALEX, a program funded by the Japanese Foundation's Center for Global Partnership which allows teaching assistants from

Japanese to come help instruct the language in American schools. Professors from universities in Japan which offer courses in teaching Japanese as a foreign language expressed the desire to see as many of their students as possible have the opportunity to participate in teaching internships overseas. There was also a great deal of interest in the 1993 document [A Framework For Introductory Japanese Language Curricula in American High Schools and Colleges](#). Many in the audience asked questions about the [Framework](#), wondering if it was compulsory for teachers and wanting to know more about the process

through which it was developed.

At the conference I met people who were working on the development of materials for use by high school students. It was good to see that there was an interest in this area and I was happy to be able to provide my feedback along with that of Professor Makino. I benefited greatly from the experience and would like to thank the Japan Foundation and the International Research Center for Japanese Studies for their sponsor-ship of the conference and for allowing me to present there.

Report from Kyoto Conference on Japanese Studies (2)

Seiichi Makino, Princeton University

Kyoto in October couldn't have been better. It could have been only slightly better, if the leaves had turned red and yellow? A weeklong Kyoto Conference on Japanese Studies attended by approximately six hundred scholars invited from around the globe is a history now. The main focus of the conference as I saw it was the insatiable search for universals as against culture-bound specifics. Such pursuit is nothing new from a post-structural/post-modern linguist's viewpoint, but it was a marvelous intellectual experience for me to be able to observe outstanding domestic and foreign Japanologists trying to collectively to single out universal themes out of the so-called "exotic" and "mysterious" society of Japan.

October 19, 1994 was a day for Japanese pedagogy session called Japanese-Language Teaching Coping with Diversification in the Purpose of Study. Since Mr. Cliff Darnall, my co-representative from the U.S., will report on the morning session on Purpose of Study, I will report on the two afternoon sessions called Education and Training of Japanese-Language Teachers (chaired by Osamu Mizutani, Director of the National Language Research Institute) and Teaching Materials (chaired by Professor Fumio Tamamura of Doshisha University).

Echoing the conference's spirit of universalism, I will deal with universal issues in each session. Each country represented by each panelist has its own country-specific issues, but to me universal issues that go across the boundary of each country were far more interesting than domestic issues. In the session on Education and Training of Japanese-Language

Teachers (paneled by Professor Pakatip Skulkrui of Thammasat University (Thailand), Professor J.V. Neustupn'y of Osaka University (Australia), Professor V. Eschbach-Szabo of Ebenhard-Karls-Universitat Tübingen (Germany)), the recurrent universal problems seemed to be: (1) Relatively lower salary for the Japanese language teachers makes it hard to recruit talented and knowledgeable teachers. Most of the talented students in Japanese department will get a job in Japan-related companies. Only a fraction of the Japanese major students are going into Japanese pedagogy profession. (2) Related to (1) is the fact that the majority of well-trained and talented language teachers cannot get a tenure. (3) There is increasing instructional need for Japanese for special purpose such as Business Japanese, Service Sector (such as hotel, tour-guides, etc.) Japanese, Scientific Japanese, etc. (4) There is rising awareness of the necessity to understand "auto-learning" (Neustupn'y's term) or learning process outside classrooms which serves a great deal to raise the learner's proficiency level. (5) Generally speaking there are not well conceptualized and organized teacher training courses available in higher education, and (6) The non-native teachers' training not only in Japanese pedagogy but more acutely, their training in the target language) is needed.

The third session Teaching Materials (paneled by Professor Zong-Guang Sun of Hiroshima Jogakuin University (China), Professor Stefan Kaiser of University of Tsukuba (Britain), and myself (U.S.A.)) discussed, among others, the following general issues. (1) Teaching materials developed in Japan (as uchi-textbooks) are not necessarily useful outside Japan

(as *soto*-textbooks), but optimization of *uchi*-textbook for use in *soto* is a possibility, (2) Post-structuralism has changed the character of teaching materials from grammar-centered materials to function/task-centered materials. In my paper I have favorably and critically examined a part of the *Framework for Introductory Japanese Curricula in American High Schools and Colleges* (National Foreign Language Center, Washington D.C., 1993) that deals with checkpoints for teaching materials and argued for quasi-universal use of such framework for standardization of teaching materials upon examining various frameworks developed in various countries for various target languages. The issue of a generalized

framework was a source for heated discussion. Another point I made in my paper was a radical idea shared by some people that the equation of Japanese language = Japanese people = Japanese culture is no longer sustainable in the 21 century, just like Kenzaburo Oe's literature is no longer a Japanese literature but world literature written by what he referred to at "world language" in his keynote speech at the conference. What I wanted to argue was that the 21-century teaching materials should promote and accommodate Japanese language as a "common" language, if not an "international" language, freed from bondage of nationalism.

American Participants' Report On the Teacher Training Course Held at the Japanese Language Institute in Urawa II

Natalie Hoyer, Franklin Public Schools (WI)

Prior to leaving for Urawa to participate in the 1994 Summer training at the Japan Foundation Japanese Language Institute, I experienced many fears and apprehensions as a beginner to the Japanese language. My fears were soon dashed when I arrived and discovered a beautiful facility, helpful staff and many wonderful fellow participants.

Everything was very well organized upon arriving and all needs were soon met. Most everything that one needed was located in the Institute. A store that had many supplies and books to purchase, as well as other items that one may need to make the stay more comfortable. Private rooms for each participant were very comfortable and had all the needs met. A library that provided many excellent books, tapes, and Japanese texts from all over the world. The cafeteria provided meals quickly for the busy participants. And a helpful front desk where mail and phone calls were dispersed and many questions were to be answered.

Prior to classes, all participants were administered an exam to determine into which classes they were to be placed. As a fearful beginner, a test on kanji proved to be too difficult. A simple exam on hiragana and katakana was then given to check on knowledge of alphabets. This proved to be easy and more of my fears soon left. We soon found our placement and our fellow classmates. Thankfully I realized that I was not alone as a beginner.

Soon a routine began to take place. Morning classes of grammar and language would start, fast and intense with only three students. Our class had three rotating teachers that worked out well, and the teachers were very well organized. Afternoon classes consisted of phonetics, methods, and culture sessions. These classes proved to be the most challenging because lectures were in Japanese. However the exposure to Japanese was a good experience and other participants strong in the language would help me by translating some or answering my many questions. Soon I found I was able to follow the lecture by context and soon I recognized more and more vocabulary. The two months of classes was sufficient for me to start distinguishing words and start having simple conversations. We also had the opportunity to experience many traditional arts, such as calligraphy, tea ceremony, dance, flower arranging, and Kabuki Theater. I felt very fortunate to have such experiences. The Institute also gave us opportunities to travel and experience many sights around Tokyo and Japan.

Along with classes, new friendships were soon formed. I felt very lucky to become acquainted with so many fellow teachers from all over the world and we soon found that we had some of the same concerns when discussing our classes in our home countries. I feel that the 1994 participants got along extremely well and we would help each other with any questions and problems we encountered. Our

personalities were varied but they seem to fit together. The lounge became a popular place to relax and discuss plans for the weekends or about our experiences in classes and in Japan. We explored Tokyo together and offered ideas to others for possible places to visit. It was always exciting on Sunday evenings to discuss what we experienced over our weekends.

I left Urawa at the end of August feeling sad to leave the wonderful experience behind, but also excited to

return to loved ones and classes to share my two month adventure. I also knew that being together with such a unique group would maybe never happen again but I took away with me any wonderful memories and hopefully friendships that will continue. Of course all my fears and apprehensions disappeared and are now replaced with only nice memories. I would like to thank the Japan Foundation Japanese Language Institute for the wonderful experience.

Cyrus Rolbin, Phillips Academy (MA)

Thanks to Mr. Kaneda and others for inviting me to share my reflections on the Training Course for Japanese Language Teachers in Urawa in which I participated last summer. Having dedicated myself to teaching, and knowing that people who have done the same will read this article, I am honored to report on what may be the most carefully planned, ambitious, and well orchestrated language education program I have ever joined.

Walking into the Center on that first day in Urawa was like walking into a dream-and that was only *partially* due to jet-lag I was experiencing. The building was huge, modern, and welcoming; it was a fantasyland of Japanese teacher training as well as a great summer getaway. It had well-equipped, spacious classrooms, a comprehensive library of Japanese language education, an audio-visual room with hundreds of videos and cassettes, a condensed version of Bonjinsha bookstore, an authentic tea house overlooking a majestic pond and garden, a delicious Japanese cafeteria, an entertainment room equipped with table tennis, unlimited free karaoke, guitars, magazines and newspapers, tennis and volleyball courts, and quiet, single rooms with televisions and ample desktop areas for work. Clearly, this place was designed with great attention to the needs and desires of Japanese teachers who would go there to study and, if briefly, live.

The educational program profoundly impressed me. Planning any kind of program for adults gathered from all over the world would have been tough... The Japan Foundation made this task even more ambitious by assembling a cast of about ten different instructors for each group of students (one instructor specialized in grammar, another in reading comprehension, etc.), and by weaving into the

schedule several excursions throughout Japan and visits to the Center by various guest speakers and performers. Still dizzy from the long flight, I spent the first day or two in Urawa wondering if I would be able to navigate my way through such a schedule. I realized within a few days, however, that the Center's staff had already done the work to make that schedule flow smoothly, and that all I needed to do was focus on the learning opportunities that each day's events offered. I have worked on a number of team-teaching and other collaborative educational ventures, and know the amount of communication and careful planning that needs to go into them. I appreciate and applaud the efforts that Center made to assemble a program that was both highly varied and also very easy for us students to manage.

The Center and the people in it gave tangible form to my image of an ideal laboratory for the study of Japanese language teaching, and within the first few days of the program I felt myself open up and dare to *take* from that summer as much as I could. (I, like other teachers, spend so many months of the year focused on how I can help **other people** to learn and grow... it was a nice change to find myself on the receiving end of the educational relationship.) I quickly learned the names of not only my teachers and fellow students, but also of the people who worked at the counter in the lobby, in the cafeteria, in the bookstore, in the library, in the custodian's office, and in the main staff room. All of those people treated us temporary residents with respect and a genuine interest in forming meaningful friendships. By the end of the summer I had come to define myself in relation to all the new friends I had made, which actually made leaving the Center emotionally rough on me. Leaving a place probably hasn't been so hard for me since I was a summer camper. I still miss the friends I made there.

Toward making the program more effective at reaching its goals, I have a few suggestions. These are not all my ideas, but are rather a summary of comments that were made last summer by myself and other program participants.

1) Teachers who have a high level of ability in Japanese need to spend their summer in an all-Japanese speaking environment. Also, the particular needs of teachers who are new learners of Japanese need to be addressed, perhaps in a program specially designed to suit them.

At present students are separated by ability levels in classes, but of course everyone eats and socializes together. Also, students of both high and low ability levels are grouped together in afternoon classes that focus on pedagogy. Throughout the summer, English and other languages gradually filled more of the air in the Center.

The Center should maintain-and perhaps increase- its commitment to teachers who are new learners of Japanese. Many such teachers are experts in other languages, and have shown initiative and courage in introducing Japanese to their schools. A program designed expressly for new learners would be more accessible to and supportive of them, and excursions would be geared toward enabling first, informed glimpses of the real Japan.

2) Make the participants in the program teach more. Teachers from all over the world take to Urawa a wealth of perspectives and styles of teaching Japanese. They also take excitement, some anxiety, and the hope that they will "graduate" in late August having passed through some important developmental gates. More structured teaching practice would support a sense of accomplishment among program participants, and also give Center staff an opportunity to study how people from different countries teach. Perhaps team-teaching assignments with the native speakers of the Center's teaching staff, and/or an evaluative practicum at the end of the program would be useful.

What if you positioned the beginning of a program for *new* learners near the end of a program for more *experienced* ones, and have the more experienced bunch *teach* the novices-as a kind of final project?

In closing, I want to thank everyone who was associated with creating the experience I had last summer. I hadn't had so much fun in years, and felt for the first time powerfully acknowledged by Japanese society for the work I do. Moreover, I think all of us non-native teachers were grateful for the chance to create a community amongst ourselves, and to be recognized as partners in the effort to make Japanese a major language of the world.

Karen Hendrickson, Beaver Dam Middle School (WI)

In January, 1994, while a student teacher at West High School in Madison, Wisconsin, I returned to school after winter break to find a letter from the Wisconsin Department of Instruction in my mailbox. Letters from the D.P.I. were certainly commonplace, and there was nothing about this one to suggest anything out of the ordinary. Who would have guessed that it contained a late Christmas present-an invitation to be a part of the Summer, 1994 Wisconsin delegation to the Japanese Language Institute in Urawa, Japan!

My cooperating teacher, Pam Delfose (nee Mastalski), a JLI returnee herself, was congratulatory, knowing that I was being offered a wonderful opportunity for personal and professional growth. Through talking with her I was able to gain a sense of what to expect. Her comments would also later lead me to realize that my program, while in many ways similar to "her"

program of the previous year, was in other ways quite different. I believe this fact reflects JLI's dedication to building the kind of program that can best meet the needs of the educators that seek training at the Institute. It is my hope that the observations that follow will aid JFJLI in their worthy endeavor.

I am by no means a computer expert-in fact, I am almost completely devoid of knowledge of computer jargon-yet it occurred to me that it might be interesting to describe my experiences at the Institute with respect to two terms I *do* know, hardware and software. The "hardware" - the actual facilities at the Institute - is amazing. Imagine a whole library dedicated to the study of Japanese! It is filled with textbooks, cassettes, magazines, and other materials to use for both personal study and the development of classroom activities. The Institute also houses a language lab, video lab, studio, and state-of-the-art

classrooms. Equipment such as video cameras, photo cameras, tape recorders, and word processors to make instructional materials is also available for student use.

Not only did we study and work at the Institute, but we lived there as well. Here, too, the facilities proved to be superb. Each student had a private room with a private bath, TV, and much-needed air conditioning. (Recall that 70 year-old high temperature records were broken last summer!) When not in class, students could take advantage of the VCRs located on each floor to tape TV programs, spend time relaxing in the common room, play tennis, basketball, or volleyball, or shop in the Institute's book store. The Institute's cafeteria provided breakfast and dinner. Owing to the extent to which JLI has gone to provide program participants with a comfortable and technologically advanced setting in which to study and live, the Institute is, to borrow another computer term, quite "user friendly." I was often amazed by the Institute's meticulous planning (they deposited our stipends into our personal bank accounts and provided us with cash cards, for example) planning which allowed us to focus on the task at hand—improving our skills as both teachers and learners of Japanese.

Much of our time each day was spent in classes, which made up part of the "software," the "guts," of the program. In the morning, we were grouped by ability (determined by a placement test) and had a three-hour session designed to help us to improve our language abilities. I myself was in Group IV, and thus can speak with confidence only about the schedule of Group IV; we had sessions that rotated between grammar, writing, reading, and conversation. For the most part I felt that I was placed at a level that met my abilities, and that the classes were interesting and productive.

For me, afternoons were spent with participants who teach in pre-university settings, and in two-hour classes based on a wide variety of topics such as kanji, art, and accent. While these classes did provide some information applicable to me and to my classroom, I felt that, for the most part they were not very resourceful. It seems to me that, when students of such wide-ranging levels are placed in the same class, that needs of only a few will be met. Lectures tailored to the ability of beginning-level students leave the other students unchallenged; lectures tailored to higher-level students leave the other students in the dust. As one beginning-level student commented to me, "Oh, I don't know what's going on. I just smile and try to look like I do." It seems that the instructors at the Institute, too, smiled a lot and pretended that all

of the students were following right along.

Thinking about the classes at the Institute takes me back to my days as an exchange student in a Japanese high school. It is my conclusion that pedagogy in Japan tends to reflect the idea that knowledge is something to be passed from teacher to student, and that all students are capable of learning in the same way. This deep-rooted approach to education is bound to influence the classes at the Institute. To a certain extent, we westerners that participate in the program must learn from and accept the methods of our instructors. Yet I believe that the program would benefit from the inclusion of another part of Japanese culture, wisdom found in the expression *san 'nin yoreba monju no chie*. Two heads are better than one.

Perhaps the Institute would be wise to consider the morning classes as instruction for "teachers as learners," and the afternoon classes as instruction for "teachers as teachers." Teachers could be grouped by ability for the morning classes, and grouped based on the level at which they teach in the afternoon. Breaking down the non-university group further, into grade school teachers, middle school teachers, and high school teachers would provide a "class within a class" for the sharing and practicing of activity ideas. Teachers in these groups would largely be from western countries, where Japanese instruction is fast growing in public schools, and where teaching tends to be very active and student-centered. If the staff at the Institute wants to help western teachers to become better qualified, which I believe they do, *they must acknowledge different approaches to teaching*. And the vast pool of ideas that teachers bring to the Institute must be utilized!

I understand that, actually, the Institute had included an activity development/peer teaching experience as part of the 1993 Summer Program. I do not know why the Institute decided against bringing it back in 1994; I only know that it had disappeared. What replaced it—or at least the workshop time allotted for planning—was a series of independent study days, days we were encouraged to use to further our learning through research or travel. To that end, no classes were scheduled. The Institute however, was running and staffed as usual. Personally I found this to be extremely helpful, as it allowed me to take advantage of the video-editing machine, as well as of the expertise of those in the studio.

While there was time for independent exploration of Japan, we also traveled as a group. The travel aspect of the program is as important to its mission of training teachers as the classes, for it acknowledges

the fact that language reflects the culture and land in which it is spoken. The week-long tour of Kyoto, as well as the weekend excursions that took us to places such as Kamakura and Mt. Fuji, offered many opportunities to see sights that hinted at why the Japanese are who they are.

If it can be said that the tourist spots in Japan hint at why the Japanese are who they are, then it can also be said that the way they are has shaped the Institute. As I implied above, the classes seemed to reflect a fondness for conformity. As the Institute, as in Japanese society, rules were to be followed, no exceptions. Yet, at the same time, the Institute showcased the wonderful nature of Japan's people.

Yukie Aida, University of Texas at Austin

The Japan Foundation Japanese Language Institute in Urawa-City, Saitama-Prefecture, Japan was the warm home for 40 Japanese teachers in December 1994. We came from different parts of the world (29 countries) with different background and experience and with diverse needs and goals as Japanese educators. Our purpose for the participation in this 4-week program, however, was the same, to become a better Japanese teacher. With this common goal, strangers became friends very quickly. Without doubt, one of the most valuable experiences during the program was to share and exchange ideas and information with the fellow participants. At the breakfast table, during the class, or at afternoon tea, there was always discussion on various issues involving textbooks, class activities, curriculum design, teaching methods, and networking, etc. It was good to know that there were other people who were sympathetic to the concerns I had and who were enthusiastic about the work I am doing at my home school.

The program provided us with valuable time for self-growth and self-evaluation as Japanese teachers. It was wonderful that we were able to concentrate on learning for our own intellectual and professional development and that we were free from concerns about classes, about making handouts, or about grading tests. We were stimulated and encouraged by the lectures given by the experts in the field of Japanese language education and the teaching staff of the Institute. Professor Toki endeared himself to everyone with his energetic talks on Japanese phonology as well as with his sense of humor and

The guest is king in Japan, and the staff went to many lengths to insure that we, their guests, were comfortable. The Japanese do not believe in doing something 'just good enough,' and indeed we lived and learned in a superb facility, were put up in fine hotels, and treated to demonstrations by talented artists. More than anything, though, the Institute mirrors a sense of dedication; the Japan Foundation is truly dedicated to the idea of international understanding through education. As a Japanese teacher, I share their commitment to building bridges between countries and people, and am honored to have been chosen to be a part of the Japan Foundation Language Institute.

wonderful imitations. In Professor Sasaki's class on teaching methodologies, I learned not only how to teach effectively using various methods but also how to be an effective teacher by her example of patience with our questions. Professor Sakata demonstrated her thorough knowledge of Japanese grammar and clarified many questions I had about the language without hesitation. Professor Okazaki introduced us to the theoretical background of the communicative approach to the teaching of the Japanese language and the importance of use of communication tasks as class activities. Finally Professor Kimura and Mr. Ikuta showed us their unique philosophies on "education and language", and "learning and teaching." Their viewpoints were very refreshing and revitalized the enjoyment of being a teacher of Japanese.

Although the 1994 program was successful and most of the goals of the participants were achieved, I would like to address some concerns and possibilities for the future programs. The first one deals with the duration of the program. When the program ended, I felt that I needed more time to absorb the information given and to gather materials. The present program is 4 weeks long. Three weeks are assigned for lectures and guided project work and one week for extracurricular activities such as country report, self-study, and two field trips (one to visit Nikko and one to see Kabuki). The extracurricular activities were excellent and I enjoyed them very much. Three weeks of the main program were well organized but seemed too short. I would like to see the whole program to be expanded to 5 weeks, 4 weeks for the

main curriculum and one week for the other activities. Also, the ratio of *Kogi* to *Kadai Enshu* could possibly be changed from the current 60-40 status to 50-50 or 40-60. Through various *Kadai Enshu*, the participants could gain more hands-on experience and gather ideas for the class activities that can be utilized right away when they return to their classrooms. Secondly, I would like to see more examples of teaching materials and methodologies geared toward the intermediate level. The example tasks or grammar explanations we were given during the program were mainly for the beginning or advanced level. There were not many presentations of examples related to the intermediate level (e.g., communication tasks or activities involving conditionals, *ba*, *tara*, *to*, *nara*, or passive or causative structures). Thirdly, I believe that the area of computer assisted instruction in Japanese pedagogy needs to be explored more rigorously. Advances in computer technology have created remarkable ways to connect language learners around the world. CM class should be added to the

program to inform teachers of new developments in computer hardware and language software for classroom use. Lastly, I would like the participants to have an opportunity to observe a class conducted by a master teacher of the Institute. We, teachers, rarely have a chance to see other teachers teach. The power of learning by such observation would be tremendous.

In closing, I would like to express my sincere gratitude to the Japan Foundation Language Center for giving us the opportunity to participate in the 1994 Training Program. I am also fortunate to get to know so many talented teachers. Thank you for providing good company. Please keep in touch, Sensei-tachi, and send me e-mail! Take care y'all until we get to meet again.

P.S. Out of 40 participants, there were only three teachers from the U.S. while there were 7 from Australia, 6 from Canada and 5 from Germany. Japanese teachers in the U.S., please apply for this program!!! It's great.

Recipients of The Japan Foundation Language Center Grant Programs

February-June 1995

Workshops and Conferences Grant Program

1. Illinois Association of Teachers of Japanese Urbana, IL
"IATJ Spring Workshop"
March 5-6, 1995 \$1,000.00
2. Oregon State System of Higher Education Eugene, OR
"Joint Conference '95-Exploring New Frontiers"
March 30- April 2, 1995
\$500.00
3. The University of Texas at Austin Center of Asian Studies, Austin, TX
"The 2nd Annual Meeting of the Teachers of Japanese
Language & Culture Association of Texas"
April 1-2, 1995
\$1,100.00
4. Northeast Assoc. of Secondary Teachers of Japanese, New York, NY
"NEASTJ Computer Workshop for Teaching
Japanese"
April 2, 1995
\$1,000.00
5. Teachers of Japanese in Southern California (TJSC) c/o UCLA Los Angeles, CA
"TJSC '95 Spring Workshop"
April 9, 1995 \$1,000.00
6. University of Montreal
Dept. of East Asian Studies Montreal, Quebec

7. Japan America Society of Oregon Portland, OR
"3rd Annual Professional Development Workshop for Teachers of Japanese"
April 22, 1995
\$1,000.00
8. University of Virginia
Dept. of Asian & Middle Eastern Languages & Cultures
Charlottesville, VA
"The 5th Annual Japanese Pedagogy Workshop" May 13-15, 1995
\$1,000.00
9. Michigan State University
Dept. of Linguistics & Languages
E. Lansing, MI
"Workshop in Japanese CAI"
May 19-20, 1995
\$950.00

10. Duke University
Asian/Pacific Studies
Durham, NC
"The Annual Conference of the Southeastern Assoc. of Teachers of Japanese"
May 20-21, 1995
\$700.00

Association Grant Program

1. Colorado Japanese Language Association Denver, CO
\$1,188.00

Travel Grant Program (Abroad)

1. Fumiko Foard
"Heisei Seventh Spring Grand Conference of the
Society for Teaching Japanese as a Foreign
Language"
May 27-28, 1995
Japan

Curriculum Development Program

1. Association of Indiana Teachers of Japanese Franklin, IN
"A State Curriculum for Japanese Education in Indiana"
"1995 Spring Workshop for Japanese Teachers"
\$1,800.00
April 22-23, 1995
\$1,000.00

JP-Net: Building a Global Virtual Community for Japanese Language and Culture Specialists

Executive Summary

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Delivering services over the Internet is fast becoming commonplace. Information provider tools like ftp, gopher and the World Wide Web, as well as more basic communication tools like electronic mailing lists and Usenet newsgroups are making it possible to provide services and information to an ever-widening audience. At MIT, we are engaged in building an information service, which we call **Jp** (Japanese)-Net(work), that is slated to begin service in the spring of 1995. JP-Net will be the first service over the Internet to attempt to provide an online infrastructure for an entire field, that of Japanese Language and Culture education. JP-Net is based in part on the work already done at MIT using the local Athena network. It will be housed in the Japanese Language and Culture Program in Foreign Languages and Literatures.

For the past two years, the Japanese program at MIT has been developing a series of computerized instructional materials delivered on the MIT Athena network to be used by the MIT Japanese language students outside of class. The applications currently available include: 1) course syllabi and daily assignments; 2) grammar notes and exercises; 3) reading and writing exercises; 4) kanji drill; 5) online Japanese-English/English-Japanese dictionary (a public domain dictionary); and 6) Japanese word-processing tool (a public domain text editor). Although still in the development stage, the availability of these applications has already contributed significantly to the implementation of a demanding communicative-oriented curriculum and also to the overall program management. All the software applications are completely data-file driven so that they can be easily customized to a particular course and curriculum.

MIT has recently received \$500,000 from Canon and \$20,000 from the Consortium for Language Teaching and Learning to expand the local MIT system to one that is global. Named "J P-Net," the new service will address the needs of Japanese language and culture

specialists around the world. The design of the language component will be based on the work already done on Athena. We will have textbook-independent materials for teaching Japanese including:

- vocabulary information
- kanji drills
- grammar notes
- reading materials
- listening activities
- ideas for communicative activities

We hope to establish collaborative relationships with colleagues at other institutions to develop these components of JP-Net. The important point to stress is that JPNet is for the entire field, and not just for MIT. The more material that we can put on JP-Net, the more useful it will be for the field at large. As an important additional activity, the Computer Administrator for JP-Net will develop software to allow users to easily access the pertinent information. Along with **language**, there will be a **cultural component**, in which we will create a large textual and photographic database about Japanese culture. Partnerships with specialists in culture (such as *kimono*) are being established; these partners will contribute cultural material to JP-Net. A third component of JP-Net will be a series of **mailing lists** for various people to communicate with each other, for example, secondary school teachers around the world. The mailing lists can also make available job postings. As part of their component, the present mailing list, Japanese Teachers and Instructional Technology (JTIT), will be incorporated into JP-Net. In addition, there will be a component of JP-Net in which **lectures about Japanese language and culture** will be offered. These lectures will be given by experts in the field, and anyone participating in JP-Net may sign up for a lecture. The lectures are non-credit, but what will be offered will in many cases be based on actual courses being taught by the experts at their institutions. We are also working with Japanese library specialists, who are digitizing

bibliographic information on their holdings, and who will make this information available through JP-Net (among other services). All JP-Net participation will be **free** (or, where cost for duplication, etc., is involved, only the cost of such service will be charged). **Technical development** for JP-Net will include standardization of software for easy input/output of alphabetic/non-alphabetic character combinations, and browsers to search through large databases that store information in both alphabetic and native Japanese orthography.