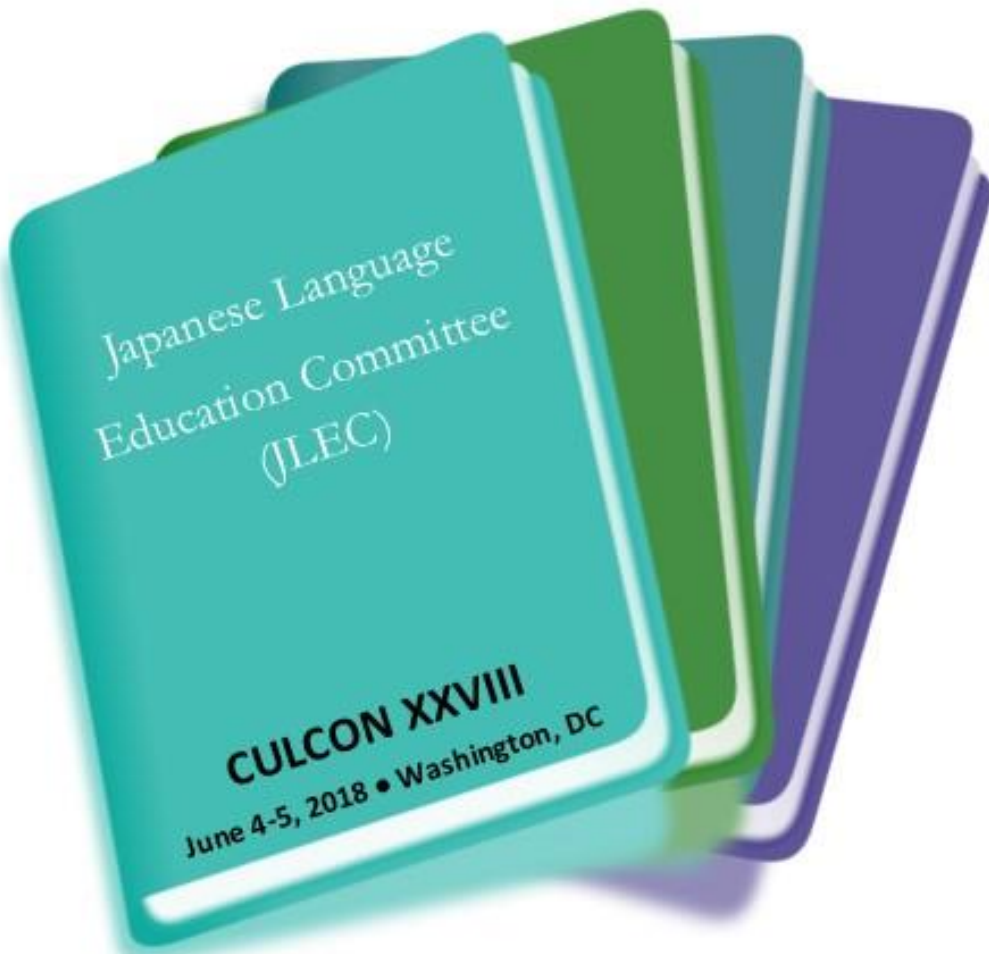


日米文化
教育交流
会議

CULCON

United States ~ Japan Conference
on Cultural & Educational Interchange

Ideas & Opportunities for Public/Private Partnerships



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Preface

In today's ever-rapidly changing international society, where it is becoming extremely difficult to make medium to long-term predictions about the future, the importance of a strong and stable U.S.-Japan relationship and alliance is once again being acknowledged as essential not only to the peace and stability of both countries, but also the rest of the world. Close ties between the U.S. and Japan serve as the foundation to support this relationship and alliance, and educational and cultural exchanges between the two countries have played a prominent role in nurturing these ties.

Human exchanges between the U.S. and Japan play a major role in supporting interactions and exchanges between the two countries, and education on the language of the partner country acts as the basis for supporting these exchange activities. From fostering a sense of familiarity and intimacy at a grass-roots level to promoting greater understanding of Japan through high-level Japan Studies and research, Japanese-language education in the U.S. has the power to achieve mutual interactions and develop exchanges on many different levels. Researchers provide valuable expertise to diverse audiences about Japan. Consequently, Japanese-language education is critical in developing this expertise among researchers.

In 2013, the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON) had its Education Task Force compile a report and recommendations with a focus on strengthening U.S.-Japan exchanges in the education field. The report highlights the importance of strengthening education on partner country language in each country (i.e. English-language education for Japan, and Japanese-language education for the U.S.).

With regard to Japanese-language education in the U.S., the Survey Report on Japanese-language Education Abroad carried out by the Japan Foundation in 2015 (results published in November 2016)(Survey Report 2015) showed an increasing trend in the number of Japanese-language learners (an increase of approximately 9.6% from 155,939 in 2012 to 170,998 in 2015). Additionally, in recent years, particularly interest in Japanese pop culture, travel and short-term overseas study in Japan have acted as catalysts for increasing the number of people studying Japanese by themselves. Since this survey targets students belonging to educational institutions, it is expected that a certain number of learners cannot be completely ascertained via the survey. It is thought that the popularization of online education—utilizing ICT technologies that enable access by anyone from anywhere—will become increasingly necessary in the future in order to cater to this growth and expansion in student demographics.

On the other hand, the survey also showed a decline in the number of Japanese-language teachers from the Survey Report 2015(a decrease of approximately 8.8% from 4,270 teachers in 2012 to 3,894 teachers in 2015). It also introduced concerns from educational institutions across the U.S. that Japanese-language programs are at risk of discontinuation due to shortages of teachers, limited resources in the educational workplace, and various other circumstances. Moreover, it also pointed out a relative decline in priority and/or weighting of foreign-language courses in comparison with other subjects.

Taking into account the importance and peculiarities of Japanese-language education in the U.S., CULCON has been advancing surveys, reviews and discussions through establishment of the Japanese Language Education Committee (JLEC) with the purpose of ascertaining and analyzing the current situation, identifying issues (if any), and making recommendations on solutions as well as measures to revitalize Japanese-language education in the U.S. This report summarizes outcomes of JLEC activities.

It is our hope that this report will lead to the adoption of future measures for further strengthening Japan-U.S. relations and revitalizing Japanese-language education in the U.S. as a foundation for those relations.

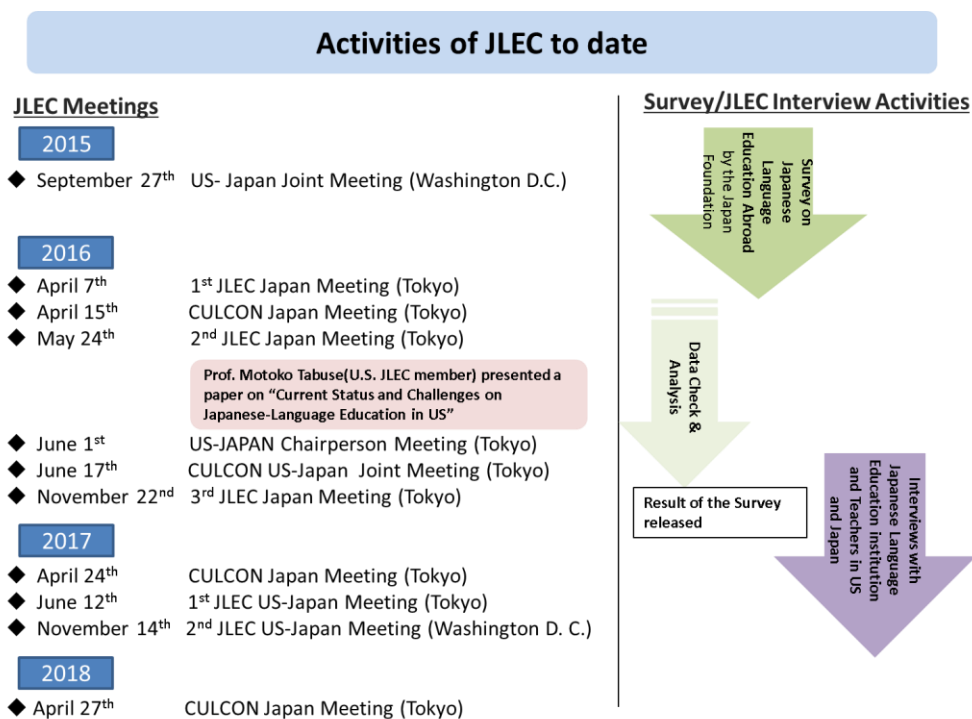
Background of JLEC

At its special seminar in September 2015, CULCON made the decision to establish JLEC as a spin-off of the Educational Exchange Review Committee (ERC).

JLEC was established in March 2016, and began its activities with the objectives outlined below:

- (1) Ascertain and analyze the current status of Japanese-language education in the U.S.
- (2) Identify issues to address
- (3) Make recommendations on revitalization, expansion and promotion of Japanese-language education in the U.S.

JLEC conducted an analysis of U.S. data from the Survey Report 2015, a variety of reports published by the American Association of Teachers of Japanese (AATJ), interview surveys with persons involved in Japanese-language education at various locations in the U.S. and materials from other related institutions. Through two U.S.-Japan joint meetings, three meetings in Japan and various other CULCON opportunities, JLEC exchanged opinions among its members.



This report, based on JLEC activities and discussions thus far, presents the current status and issues involved in Japanese-language education in the U.S., and makes recommendations for the revitalization, expansion and promotion of Japanese-language education for Americans in both Japan and the U.S.

Current Status and Challenges of Japanese-Language Education in the U.S.

According to the aforementioned Survey Report 2015, while the number of Japanese-language learners continues to increase, the number of Japanese-language teachers has begun to decrease.

Results of FY2015 Survey of Japanese-Language Education

	FY2012	FY2015	Difference
Number of institutions	1,449	1,462	13
Number of teachers	4,270	3,894	-376 (8.8% decrease)
Number of learners	155,939	170,998	15,059 (9.6% increase)

FY2015 Survey – Japanese Language Learners by Educational Stage			
Primary Education	Secondary Education	Higher Education	Others
19,453	73,648	67,335	10,562

One factor cited as a cause for teacher shortages is the insufficient number of training institutions for Japanese-language teachers (such as colleges offering degree courses), but according to a survey conducted by the Japan Foundation Los Angeles the number of such institutions hovers at 51, suggesting the need for support towards further expansion (Reference Data Appendix (10)).

Reasons for the shrinking number of Japanese-language teachers—as identified through interviews with persons involved in Japanese-language education at various locations in the U.S.—include: retirement of the preceding generation of teachers; shortage of the next generation of certified Japanese-language teachers; education budget cuts by local governments; budget reductions for foreign-language education; and consequent scaling down or abolishment of Japanese-language programs. While the number of Japanese-language institutions has been increasing slightly, developments such as the abolishment, shrinkage or integration of Japanese-language programs are being seen at individual institutions (secondary and higher education) across the U.S., for the same reasons outlined above.

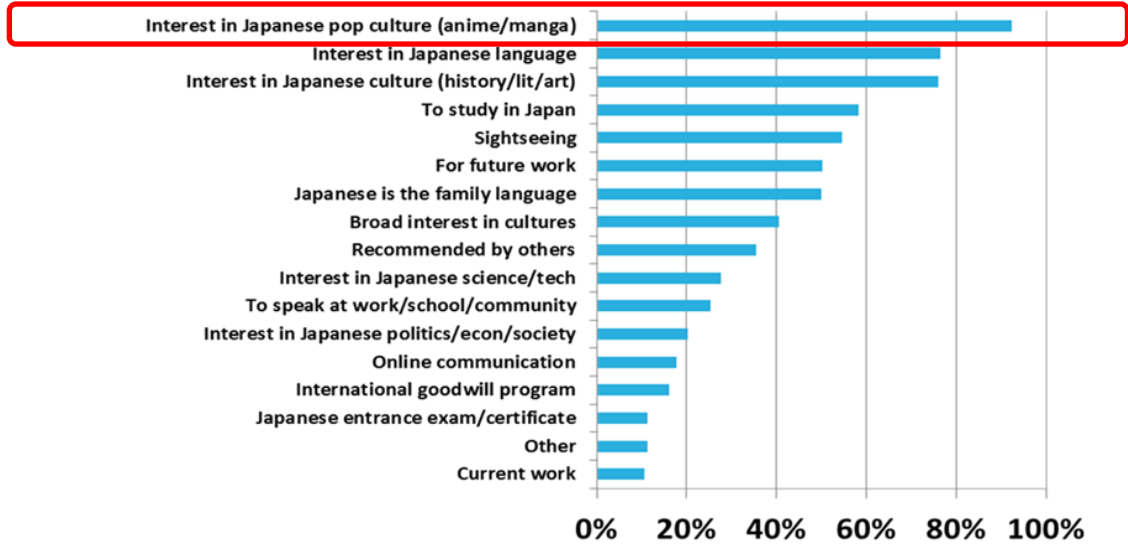
While numbers of Japanese-language learners are increasing, rates of foreign-language learners in U.S. public education are approximately 20% in K-12 (primary and secondary education; 2015, American Councils for International Education, (Reference Data Appendix (8)) and approximately 8% in higher education (2013, Modern Language Association (Reference Data Appendix (9)). The latter rate, in particular, has been in a declining trend for seven consecutive years. Even amidst this state of affairs, rates of Japanese-language learners among all foreign-language learners are 9% in K-12 and slightly above 4% in higher education, so it can be said that a certain number of language learners is being maintained. The number of Japanese-language learners in non-public education (e.g. private Japanese-language schools) is slightly above 10,000, which accounts for only a small fraction of all learners.

*According to the preliminary results of a FY2016 survey of numbers of foreign-language learners at

higher education institutions conducted every 3-4 years by the MLA (Modern Language Association), while the overall number of foreign-language learners has decreased by 9.2% in comparison with the results of the previous 2013 survey, the number of Japanese-language learners showed a 3.1% increase. The only other language for which the number of learners increased was Korean (+13.7%). (Reference Data Appendix (14))

Strong popularity of anime and pop culture among students is a major motivation for studying Japanese-language. In a follow-up survey to the Survey Report 2015 conducted by the Japan Foundation Los Angeles, interest in anime/pop culture gained the top spot for the first time in a ranking of study motivation.

Japanese-language Learners' Motivations/Reasons for Studying Japanese



When the number of Japanese-language learners is reviewed by state, while states with comparatively high numbers of Japanese-language learners can be seen amongst the East and West Coast states, the number of learners in the majority of Midwestern, Central and Southern states is low.



Given the increase in the level of political attention in recent years in inland states with comparatively low numbers of Japanese-language learners, there is now greater significance than ever before in providing support for the development and further advancement of Japanese-language learning environments in these regions. While in these states, too, there is the possibility of the existence of potential learners wishing to study the Japanese-language due to the influence of Japanese anime and pop culture, at this point in time, people are missing out on opportunities to study Japanese due to limited study opportunities and resources. Moving forward, it will become increasingly necessary to provide support to enable these people to receive a fuller, more highly-enriched Japanese-language education.

JLEC Proposals

Based on the current situation and challenges in Japanese-language education in the U.S., JLEC makes the following proposals for the future, together with specific measures with regard to matters requiring response.

(1) Measures to Train and Support Japanese-language Teachers

i. Measures to increase the number of non-native Japanese-language teachers

As an attempt to increase the number of non-native Japanese-language teachers in the U.S., it is important to utilize individuals who have lived in Japan and/or have ties to Japan, and have knowledge of Japanese -language and culture as human resources in Japanese-language education in the U.S.

In particular, considering that the Japan Exchange and Teaching (JET) Program is the first place of employment for students of Japanese at colleges, and that some former JET Program participants find jobs involving the Japanese-language after returning to the U.S., approaching the JET Program and former participants will be essential in expanding the pool of potential Japanese-language teachers in the future. Specifically, the following approaches are possible.

- ① Consider conducting special seminars to improve Japanese-language proficiency among former JET Program participants
- ② Organize After JET Conference, introduction of teachers who are former JET Program participants on websites (presenting a career path provides an incentive for JET Program participants interested in Japanese-language teaching as a career)
- ③ Consider granting academic credits, etc., to former JET Program participants at U.S. educational institutions which offer Japanese-language teacher training courses

As a beginning, AATJ has offered to provide information sessions to JET alumni (through the US Jet Alumni Association) on how to become a Japanese-language teacher. AATJ has also begun exploring reviving its collaboration with Middlebury College in Vermont with a goal to find pathways for interested JET returnees (and others) to receive intensive language instruction and expedite the teacher certification process during Middlebury's 8-week summer intensive language program. AATJ had successfully collaborated with Middlebury College to enhance the language skills of non-native Japanese-language teachers in the 1990s.

An increase in the number of U.S. participants in the JET Program leads to expanding the pool of potential non-native Japanese-language teachers, ultimately contributing to an increase in the actual number of non-native teachers. It will also be beneficial from the viewpoint of expanding and strengthening U.S.-Japan grassroots exchanges.¹

ii. Measures to increase the number of native-speaking Japanese-language teachers

- Evaluate the visa process related to individuals seeking to stay in the U.S. and find employment as Japanese-language teachers at institutions of higher learning or primary and secondary schools: holders of teaching licenses issued in Japan; those with Japanese-language education experience; and holders of U.S. college degrees or teaching licenses issued in the U.S.

¹ JET Program,
 Cumulative number of participants: 66,369 (worldwide, starting 1987)
 Cumulative number of participants: 33,560 (U.S. only), As of July 1, 2017

- Consider the expansion of Japanese-language education programs using the J-1 (exchange visitor) visa, such as the Japanese-Language Education Assistant Program (J-LEAP) run by the Japan Foundation and other programs to send Japanese-language teachers to the U.S. as assistants.
- Collect information on systems for granting, as a limited-time exception, a U.S. state teaching license to individuals with teaching licenses/certification in their home country and a certain level of teaching experience (e.g. the Visiting International Teacher Program run by Chicago Public Schools (CPS)), and cooperate as necessary to enable more effective utilization of these schemes through cooperative efforts, including PR/publicity activities.²
- Explore the possibility of recognizing (to a certain extent) qualifications earned in Japan that are related to Japanese-language education (e.g. (1) major/minor in Japanese-language education at college or graduate school; (2) passing the Japanese Language Teaching Competency Test; (3) completing a 420-hour Japanese-language teaching training course in recruiting for Japanese-language teacher positions in the U.S.

iii. Measures to increase the number of both non-native-speaking and native-speaking Japanese-language teachers

- Enhance support systems to facilitate access to necessary information (e.g. regarding the acquisition of teaching licenses, differences in education systems according to state, etc.) required by people seeking to become Japanese-language teachers, in order to increase the actual number of Japanese-language teachers in the U.S.
- Identify mentor teachers. Experienced veteran Japanese-language teachers should be recruited to act as mentors for inexperienced teachers and people aiming to become teachers in the future, and act as a bridge to local Japanese-language teacher associations. By providing appropriate advice and information to match the educational systems in their respective states and teaching districts, mentor teachers can also lay out the concrete roadmaps needed for new teachers to build their careers as Japanese-language teachers. Additionally, collaboration between experienced veteran teachers, teachers with limited experience and people aiming to become Japanese-language teachers in the future is important because it has the possibility to energize and promote networking between Japanese-language teachers in the future.
- Establish scholarship programs to support those who aim to acquire Japanese-language teacher certification.

iv. Training leaders of Japanese-language teachers for the next generation

It is important to train next-generation leaders of Japanese-language teachers to lead Japanese-language education at each educational level, energize networks of teachers, and send a message to local communities.³ Likewise, in this context, it is essential to offer the scholarship programs as mentioned above.

² Despite the high demand in Chicago Public Schools (CPS) for foreign-language education including Japanese, the school system has been facing a serious shortage of Japanese-language teachers. In order to alleviate the shortage of foreign-language teachers, the city of Chicago—with the cooperation of the Consulate-General of Japan in Chicago—has established the Visiting International Teacher Program, and screens candidates who meet the requirements of having a teacher license/qualification issued by Japan, a minimum of two years of full-time teaching experience, a bachelor's degree or equivalent, and sufficient English-language proficiency. Those who pass screening are issued a Visiting International Teacher License and U.S. J-1 visa valid for three years and are guaranteed to receive a compensation package as a City of Chicago schoolteacher upon employment. The Japan Foundation is cooperating by promoting and publicizing the program.

³ AATJ, in collaboration with the Japan Foundation Los Angeles, has been conducting Japanese Language Leadership Training sessions for its regional and local affiliates to encourage, identify and nurture young teachers.

(2) Enhancing cooperation (articulation) between different educational levels (i.e. primary and secondary, secondary and higher education)

In the U.S., cooperation in the Japanese-language education is not sufficient among and between different levels of education. This gives rise to various issues, including some cases in which students who have studied Japanese are required to begin studying at the same level as first-time learners when advancing through education levels, which impedes their motivation to study. (See the AP IB issue discussed below).

In terms of different types of cooperation, there is cooperation in the horizontal direction (i.e. within the various levels; primary, secondary and higher education) and the vertical direction (i.e. between different levels). Horizontal cooperation is difficult because education systems in the U.S. differ between states and educational districts, even at the same educational level, meaning that education takes place independently without horizontal (peer-to-peer) exchange of information. Vertical cooperation is even more difficult because of factors such as differences in educational policies at each level and lack of communication between Japanese-language teachers at different levels of education. While the American Association of Teachers of Japanese (AATJ) and other regional Japanese-language teacher associations are holding workshops and training seminars for the purpose of resolving these kinds of issues, there is a need to provide further support for programs that encourage and promote this kind of cooperation.

(3) Maintaining and increasing the number of teaching posts at higher educational institutions

The decline in the number of teachers and teaching posts has been (and remains) an issue in higher-education level Japanese-language education in the U.S. Maintaining and increasing the number of Japanese-language teaching posts at higher educational institutions will not only increase and enhance learning opportunities, it will also lead to build a more stable position for Japanese education overall. It is therefore important to encourage subsidy programs for higher educational institutions.

(4) Increasing the status of Japanese-language assessments (AP, IB and SAT)

Since 2007, when the Japanese-language was added to the College Board's Advanced Placement (AP) program — which allows high school students to earn college credits before their enrollment in college—quality programs have been introduced at high schools across the U.S. The number of high schools adopting Japanese-language programs for the International Baccalaureate (IB) and Scholastic Aptitude Tests (SAT) is also increasing. These programs guarantee high-quality Japanese-language program content and in turn may help to foster highly capable leaders who will support future U.S.-Japan relationships; their importance should be recognized by both the U.S. and Japanese governments, as well as school officials.

An increase in the number of Japanese universities that acknowledge and accept AP Japanese-language programs may also lead to an increase in AP Japanese-language programs being acknowledged by accredited universities in the U.S., ultimately contributing to the revitalization of Japanese-language education in secondary education in the U.S. At the same time, AP programs may also encourage American students to study abroad in Japan and help to energize various related activities.

AATJ, JFLA, and the College Board continue to collaborate to promote articulation between high school and colleges. AP Japanese-language and Culture workshops that are conducted as

pre-conference workshops of the American Council on the Teaching of Foreign Languages (ACTFL) are now being attended by high school AP teachers and college professors.

(5) Support for Japanese-language teaching institutions and related organizations

It is necessary to enhance support for Japanese-language teaching institutions and related organizations (e.g. Japanese-language teacher associations) facing difficulties in continuing their operations due to financial circumstances, teacher shortages, and other issues.

The Japan Foundation, Los Angeles supports the activities of Japanese-language education institutions and organizations across the U.S. to promote and popularize the Japanese-language (e.g. operation of Japanese-language study courses and Japanese-related projects). It does this primarily through various grant programs including the Salary Assistance Grant for Japanese Language Courses, the Japanese Teaching Material Purchase Grant, the Japanese Language Learner's Event Grant, and the Japanese Language Education Project Grant.

This kind of support is important because it leads to the encouragement and promotion of networks for Japanese-language education institutions and organizations. For example, while the current situation dictates that Japanese-language teachers are forced to prepare their own teaching materials because educational curriculums differ between states and school districts, the sharing of information and expertise between teachers enables Japanese-language teachers to increase their work efficiency and improve the quality of their materials.

(6) Advocacy activities for local communities and education administration

Publicity and advocacy activities are needed to maintain/develop Japanese-language programs in primary and secondary education. These activities should be directed at school administrators, PTAs, local communities and local governments. They must also be supported by teachers in the educational workplace, and local representative communities including diplomatic establishments abroad, Japanese-language teacher associations, Japanese companies, community colleges, and Japan-America Societies.⁴ Invitations to regional personnel involved with education or public administration and other local key persons to visit Japan have played an important role in increasing the profile of Japanese-language education and enhancing Japanese-language education programs. Such invitations should be encouraged and continued.

(7) Collaboration with Japanese companies

For Japanese companies operating in the U.S., having employees who know about Japanese-language and culture is important because it promotes communication and mutual understanding between the US and Japanese divisions and personnel⁵. Similarly, American companies that conduct business with Japan require personnel who can speak and understand Japanese. Examples include the expansion or launch of new US businesses by Japanese companies, which have triggered greater interest in studying Japanese -language and the establishment of Japanese shops and restaurants in regions where Japanese companies operate. This in turn increases the number of opportunities for indirect exposure to Japanese culture for the people in those regions.

⁴ The Japan Foundation, Los Angeles, "Speak Japan", advocacy website (<http://speakjapan.jflalc.org/>)

⁵ AATJ and JFLA have hosted "Global Competency and Japanese Language Education" meetings to connect Japanese teachers with business leaders to provide opportunities for businesses to express their need for Japanese-English bilingual employees.

Japanese-language learners and school communities with Japanese-language programs are potentially sympathetic to Japan, and may become fans. Hence, increasing the number of opportunities for exchanges between Japanese companies and Japanese-language learning communities is meaningful for both sides.

For example, Japanese companies offering internships and referrals for university students, etc., in their local communities can potentially provide students with reference material upon which to base their considerations regarding future careers, and add new value as well as enjoyment to language learning.

For the purposes described above, government and public agencies must take the initiative in promoting collaborations between industry, government and academia that engage and involve both Japanese companies and Japanese-language institutions.

As one example, the Japan Foundation is dispatching Japanese-language education supporters to U.S.-Japan associations and other Japan-related organizations in southern and midwestern states to conduct wide-area Japanese-language education programs, with the aim of deepening the level of interest and understanding in the U.S. towards Japan at a grass-roots level and bolstering cooperation between Japanese companies and local communities.

(8) Future importance of education in Japanese as a heritage language

Education in Japanese as a heritage language for Japanese-American children is going through major changes. The number of such people whose mother tongue is Japanese is declining, and Japanese Americans who do not use Japanese at home or in everyday life are becoming more common. For such people, studying Japanese is virtually no different from studying a completely foreign language, and the educational category of Japanese as a heritage language is becoming ambiguous.

On the other hand, in recent times, the need for Japanese-language education for children of international marriages between American and Japanese individuals and Japanese expatriate children who have recently immigrated to the U.S. is growing. There are strong possibilities for children such as these to be educated as Japanese-English bilinguals, and develop into valuable human resources who bridge the gap between Japan and the U.S. in the future. It is therefore necessary to provide support to ensure appropriate Japanese-language education for these children.

In one example, supplementary (Saturday) schools—which were previously attended mainly by expatriate children—have seen an increase in the number of students who are being raised in the U.S. as Americans. Moving forward, it will be effective to consider establishing courses and conducting lessons in Japanese as a heritage language at these schools. The development of educational programs to match these current needs for education in Japanese as a heritage language will lead to an increase in the number of children advancing to higher education at U.S. colleges/universities while maintaining a high level of Japanese-language proficiency.

(9) Support for immersion education

In the U.S., Japanese-language immersion programs—in which subjects such as science and arithmetic are taught in Japanese—are offered mainly to students whose mother language is not Japanese. Immersion programs expose children to different cultures and values and let them develop global perspectives, and are an effective educational approach to develop personnel able to act as bridges between the U.S. and Japan.

Providing support to enable currently active teachers in the U.S. to teach the Japanese-language as an additional specialist skill may lead to an increase in the number of teachers able to handle immersion

programs. For this reason, provision of online content that will enable active teachers to obtain specialist Japanese-language education knowledge while continuing to work in their current positions should also be considered.

(10) Support for projects to encourage Japanese-language study

For Japanese-language learners and educators, conducting Japan-related projects—including Japanese-language speech contests, quiz tournaments on Japan (e.g. Japan Bowl), essay contests and video contests—at various locations in the U.S. not only increases motivation for Japanese-language study but also raises the presence of Japanese-language programs in local communities and increases the value of these programs. It is also likely that holding Japanese-language related events in areas that are of greater interest to Japanese-language learners (e.g. Japanese pop culture) will be effective as a means of approaching demographics that are not yet engaged in full-blown Japanese-language studies. However, the financial base for these projects is often very weak, and their implementation and operation is supported primarily by volunteers. Support for these projects should be strengthened.

(11) Japan study tours for Japanese-language learners

Programs to support and promote Japan study tours improve participating students' Japanese-language proficiency and provide them with greater incentive to study. As a result, these programs raise the popularity of Japanese-language programs. Through returning participants, these programs also promote a deeper understanding of Japan among local communities and family members. It is therefore necessary to provide stronger support for these programs.

(12) Consideration for self-taught Japanese-language learners

The widespread popularization of the Internet and other such technologies has resulted the creation of a growing environment that enables Japanese-language learning to take place anywhere, and at any time. The presence of a diverse range of self-taught Japanese-language learners not fully captured by the Survey Report of the Japan Foundation is gradually being revealed. As part of efforts to further energize Japanese-language education in the U.S., it is important to survey the actual state of such learners to the greatest possible extent, analyze their needs and issues, and think about ways to reach out to them.

(13) Utilization of online education and IT

Utilization of online education (massive open online courses (MOOC), social media, the Internet, etc.), when combined with classroom Japanese-language education, offers major educational effects and provides opportunities for learners who have difficulty accessing Japanese-language institutions due to geographical and time restrictions. For this reason, it is important to improve and enhance the level of online content. There is a need to provide appealing content to match the needs of all learner demographics, ranging from—for example—new learners who are just beginning to study Japanese for the first time due to the influence of Japanese pop culture, to advanced learners aiming to reach a higher level of Japanese-language proficiency.

Recent years have also seen an increase in the number of educational institutions adopting online content, and further introduction and utilization of online education is desirable.

Online education can also be utilized in the field of training Japanese-language teachers, and ways of

offering online training for teachers should also be considered.⁶ Currently AATJ and various Japanese teachers are participating in a research project with a senior lecturer at MIT to develop an online AI (artificial intelligence) tutor system to assist teachers and students of Japanese Language and Culture.

(14) Collaboration between Japan Studies and Japanese-language education

For both Japan and the U.S., it is very important to train Japan Studies researchers who have a command of Japanese as well as advanced specialized knowledge backed by a deep understanding of Japanese culture, society and history, etc., and it is essential to continue Japanese-language education programs in order to train these researchers.

In K-12 (i.e. primary and secondary) education in the U.S. in particular, the importance of content-oriented education to help students develop diverse viewpoints is acknowledged, and balanced teaching materials are needed in order to realize the achievement of this goal. Therefore, it is important for Japanese-language teachers and Japan Studies researchers to collaborate in identifying balanced teaching materials.

AATJ has begun discussion with aforementioned Middlebury College to offer Japan Studies topics and/or courses in Japanese-language during its summer intensive program, in order to enhance upper-level student experiences and to encourage undecided lower-level students to pursue Japan Studies majors at their home institutions.

(15) Necessity of coordination concerning Japanese-language education

For Japanese-language education in the U.S., it is important to establish collaborative relationships for support and coordination among different organizations, including governments and public agencies of the U.S. and Japan; primary, secondary and higher educational institutions; private educational institutions; and Japanese-language teacher associations.

⁶ The Japan Foundation's "JF Japanese eLearning Minato", Registered users: 2,033 (U.S. only, as of January 2018)

Conclusion

In the Survey Report on Japanese-Language Education Abroad 2015, although a decrease was seen in the number of teachers, it was found that the number of learners is increasing, and that there is currently a growing need for Japanese-language education in the U.S.

With regard to the decline in the number of Japanese-language teachers in the U.S., the main causes are the retirement of existing teachers and a decrease in the number of teaching posts due to factors such as educational budget reductions. As such, training a new generation of Japanese-language teachers will be a pressing issue.

In addition to conventional Japanese-language teaching abilities, this new generation of Japanese-language teachers will require a wide range of skills and qualities, including the ability to conduct online Japanese-language education utilizing ICT, extracurricular Japanese cultural activities involving local communities, and teaching that leads to improvements in learners' life skills as represented by "Assessment and Teaching of 21st Century Skills" (including communication abilities, cooperative abilities to engage in collaboration with others, and IT literacy.)

These skills will allow teachers to offer attractive and appealing educational activities for learners to encourage learners to demand Japanese-language education. This new generation of teachers should also be encouraged to take a central role in raising interest in the need for foreign language education (including Japanese-language education) throughout relevant organizations and local communities. This outreach will become more important in the U.S. as budgets for foreign language education progressively tighten.

Foreign language education develops learners' overall communication abilities and increases their flexibility in responding to a diverse range of societies and cultures. The need for such education will continue to increase, particularly in our modern-day society, in which people, things, money and information flow faster and in more complex ways than ever before.

For these reasons, continuing to support Japanese-language education in the U.S. will help to promote mutual understanding and strengthen trust between the U.S. and Japan, and also lead to the development of human resources who will take active roles in international society in the future.

The environment surrounding Japanese-language education in the U.S. is diverse and constantly changing. In the future, too, it will be necessary to continue working to improve and enhance the educational environment in order to respond effectively to this situation.

It is strongly hoped that the governments, government-affiliated organizations, companies and educational institutions, etc., of both the U.S. and Japan will take the various recommendations in this report seriously, and institute concrete actions towards their realization, through collaborative efforts between industry, government and academia.

Committee Members

As of January 2018

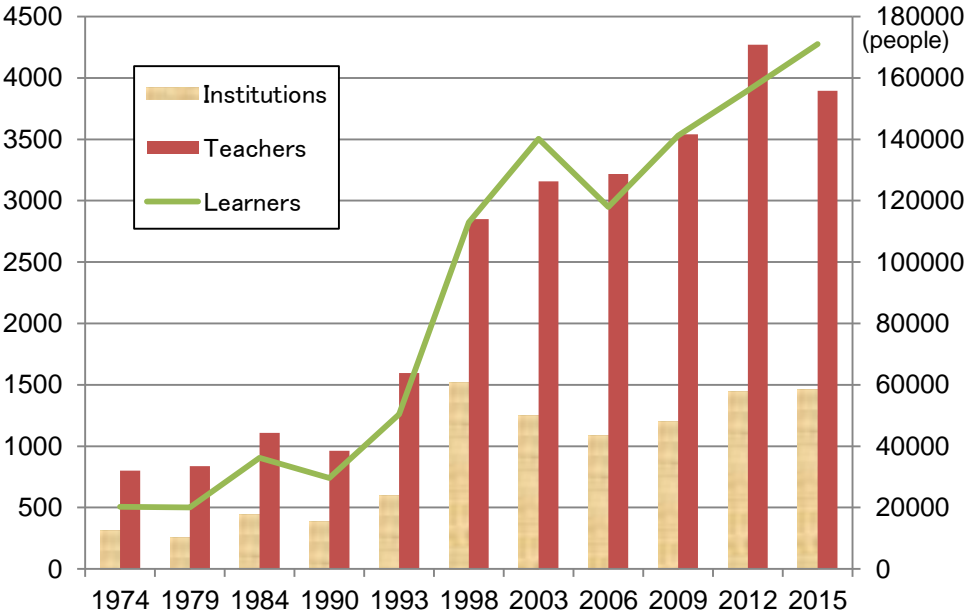
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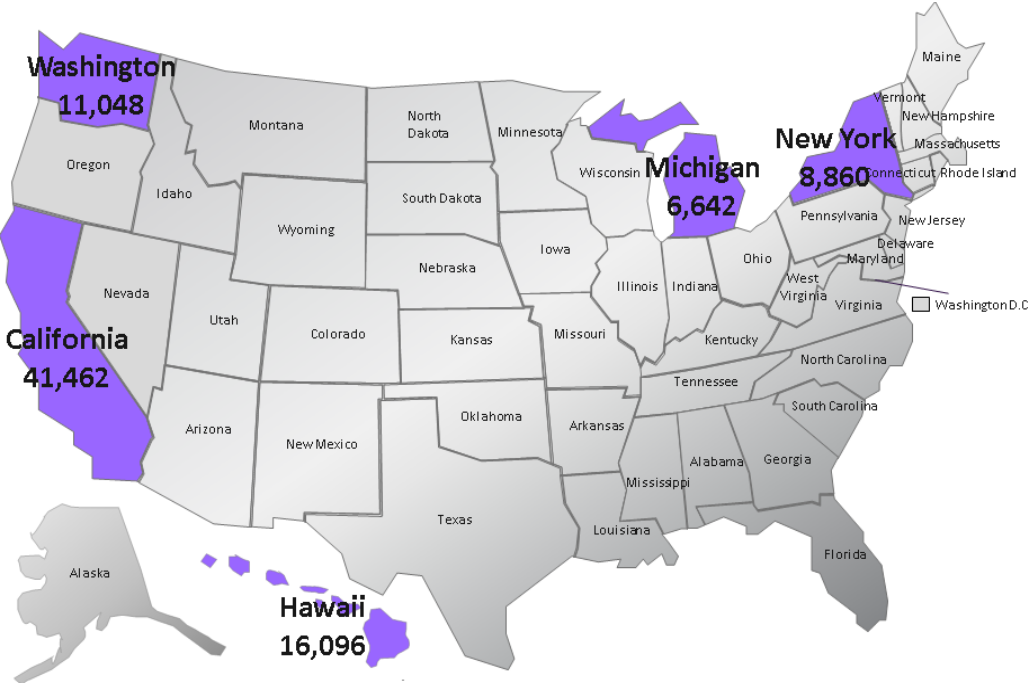
Appendix

Reference Data

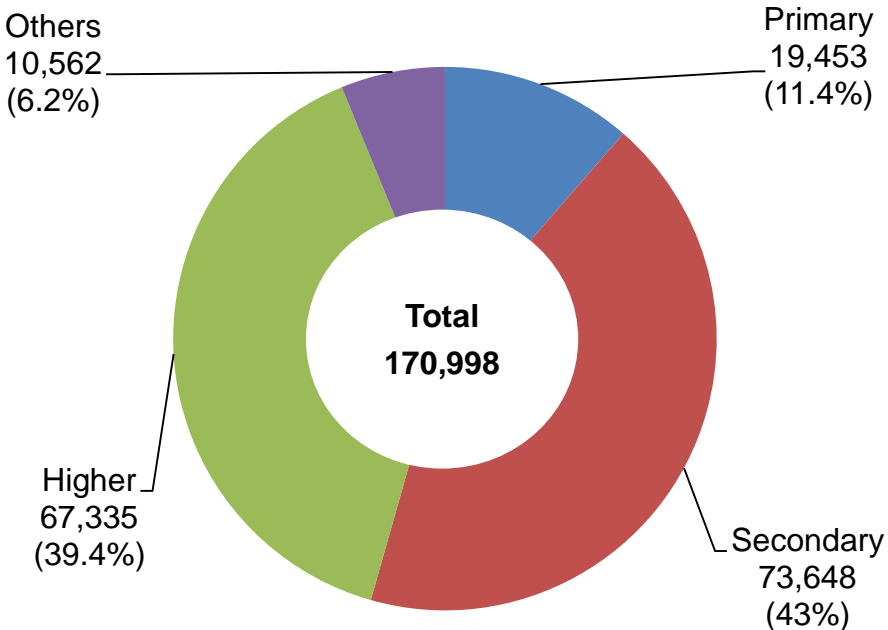
(1) Numbers of Japanese-language learners, teachers and educational institutions in the U.S.



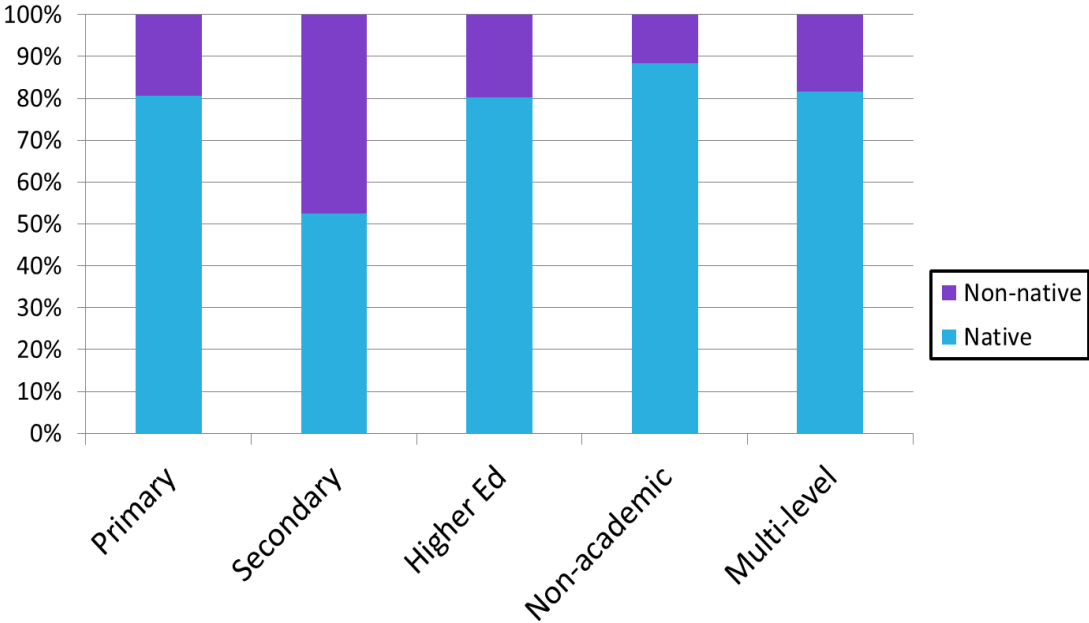
(2) Top five U.S. states by number of Japanese-language learners



(3) Ratio of Japanese-language learners by educational level in the U.S.

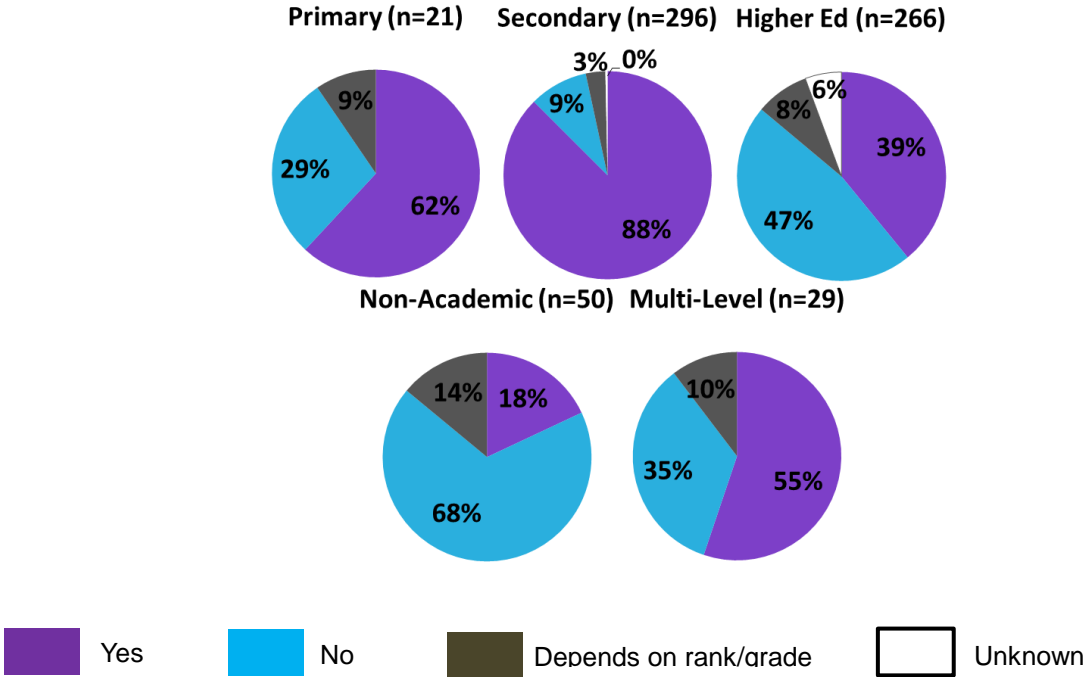


(4) Percentages of native and non-native Japanese-Language Teachers



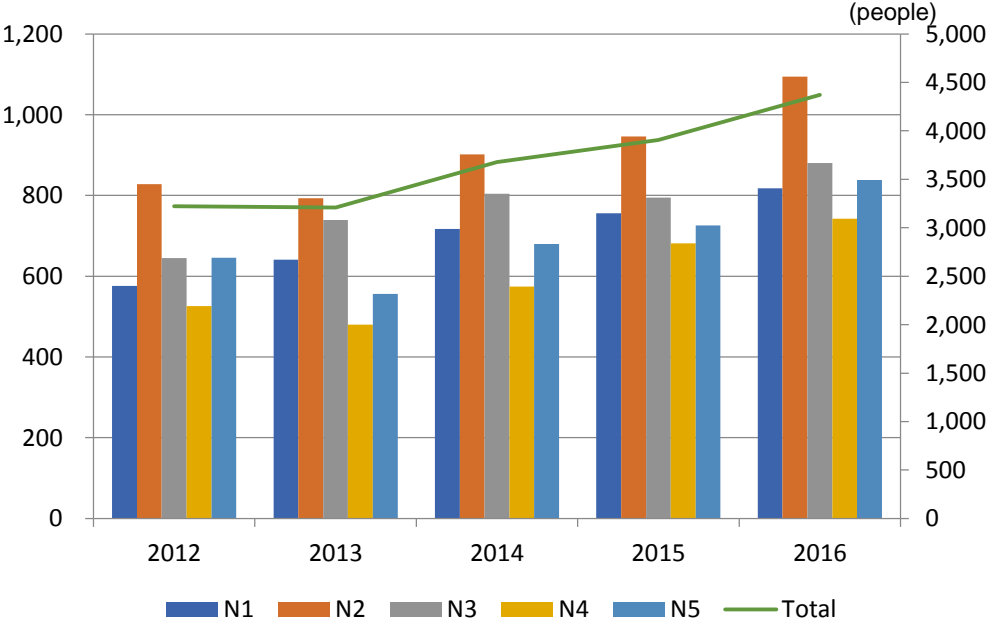
Note: Covers the 1,462 institutions that cooperated with the 2015 Japanese-Language Education Abroad Survey.

(5) Proportion of educational institutions requiring teachers to hold a teaching license/certification

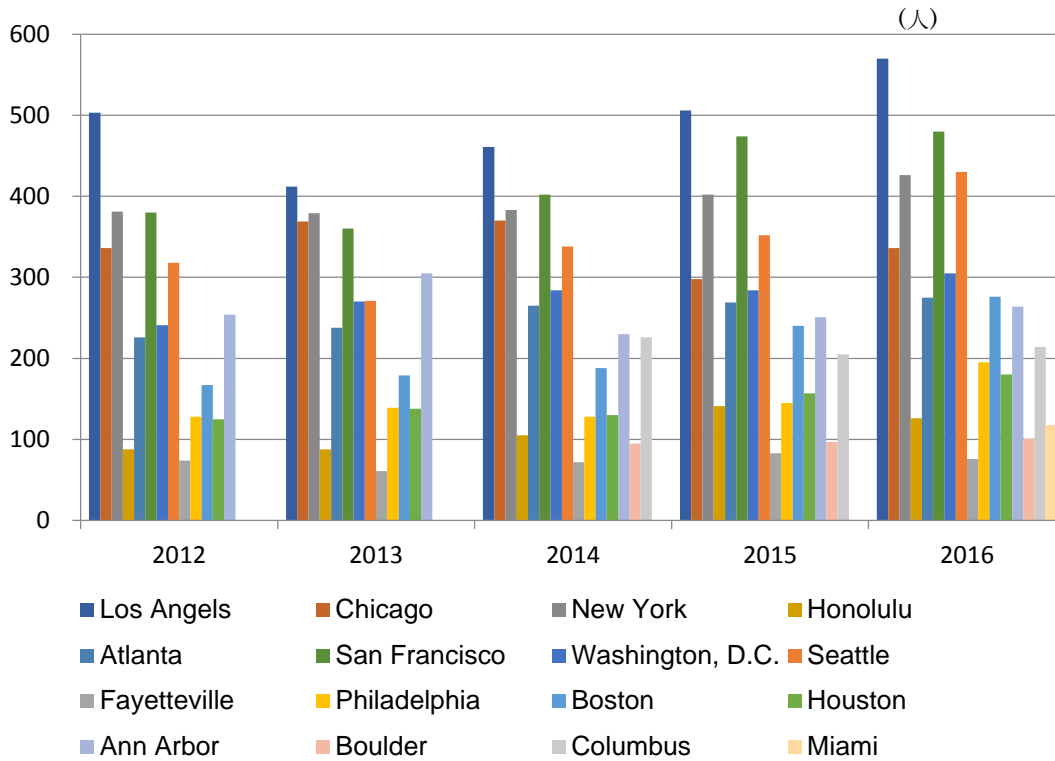


Note: Covers the 662 institutions that participated in a follow-up survey (out of the 1,462 institutions that cooperated with the original 2015 Japanese-Language Education Abroad Survey)

(6) Number of Japanese Language Proficiency Test (JLPT) examinees from 2012-2016



(7) Number of JLPT examinees by test site from 2012-2016



(8) The national K-12 foreign language enrollment survey report, American Councils for International Education

<https://www.americancouncils.org/sites/default/files/FLE-report-June17.pdf>

(9) Enrollments in languages other than English in United States institutions of higher education, Fall 2013, Modern Language Association

https://www.mla.org/content/download/31180/1452509/EMB_enrllmnts_nonEngl_2013.pdf

(10) Japanese-language teaching training institutions in the U.S., the Japan Foundation, Los Angeles

https://www.jflalc.org/ckfinder/userfiles/files/jle/teachers/Teacher_Preparation_Programs_2016.pdf

(11) Number of Japanese-language AP examinees in the U.S., Program summary report, College Board

<https://secure-media.collegeboard.org/digitalServices/pdf/research/2017/Program-Summary-Report-2017.pdf>

(12) Number of Japanese-language SAT examinees in the U.S., SAT subject tests percentile ranks, College Board

<https://secure-media.collegeboard.org/sat/pdf/sat-subject-tests-percentile-ranks.pdf>

(13) NPO support for Japanese-language education in the U.S.

		JCAW Foundation	Japanese Language Scholarship Foundation	JBA: Japan Business Association of Southern California	US-Japan Foundation	Japan America Society/Japan Society	Allex Foundation (ALLEX: Alliance for Language Learning and Educational Exchange)	The Laurasian Institute	US-Japan Bridging Foundation	American Association of Teachers of Japanese	Japan Foundation, Los Angeles
Support for learners	Study tour to Japan										✓
	Scholarship to study in Japan							✓	✓	✓	
	Learners Events		✓			✓				✓	✓
Support for teachers	Study tour to Japan										✓
	Training, convention, seminar, etc.						✓				✓
	Teaching material development and research projects		✓								✓
	Teachers Award				✓					✓	
	Dispatching Japanese-language teachers from Japan						✓	✓			✓
	Salary assistance grant										✓
Support for Teachers' associations	Grants for teachers' meeting										✓
Support for classroom activities	Grants for Japanese-language education projects				✓						✓
	Grants for teaching materials	✓		✓							✓
Advocacy	Invitation of personnel involved with education / Collaboration with ACTFL										✓

(14) Enrollments in Languages Other Than English in United States Institutions of Higher Education, 2016 Preliminary Report, Modern Language Association

<https://www.mla.org/content/download/83540/2197676/2016-Enrollments-Short-Report.pdf>