

Survey Report on Japanese-Language Education Abroad 2003

Present Condition of Overseas Japanese-Language Education

Summary



国際交流基金

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Foreword

The Japan Foundation was established in 1972 to promote cultural exchange between Japan and other countries, to increase support of Japanese-language education and Japan studies, as well as other academic studies, fine arts (including performing arts and visual arts), publishing, sports and a whole array of different fields, with the ultimate goal of promoting international understanding, friendship, and goodwill between Japan and other countries around the world. In October 2003, the Japan Foundation became an independent administrative institution. To respond more flexibly to domestic and overseas needs, and to develop its activities more comprehensively and strategically, the Japan Foundation was reorganized and consolidated in May 2004 into three main program groups: Arts and Culture, Japanese Language, and Japanese Studies and Intellectual Exchange.

The Japanese-Language Group consists of the Japanese-Language Department (in Tokyo), the Japanese-Language Institute, Urawa (in Saitama), and the Japanese-Language Institute, Kansai (in Osaka). Its activities include sending specialists in Japanese-language education on overseas assignments; bringing Japanese-language teachers to Japan for training; assisting in the development and production of teaching materials, as well as donating such materials; administering the Japanese-Language Proficiency Test; providing incentives for specialized training in the Japanese language and in Japanese-language studies; providing subsidies for educational institutions abroad; and collecting and disseminating information concerning Japanese-language studies abroad.

This pamphlet is an overview of the “海外日本語教育機関調査” (Survey of Overseas Organizations Involved in Japanese-Language Education) conducted by the Japan Foundation in 2003. For more detailed information, please refer to “海外の日本語の現状—日本語教育機関調査・2003年—（凡人社 税込4,800円）” (Survey Report on Japanese-Language Education Abroad 2003: Present Condition of Overseas Japanese-Language Education, Bonjinsha, 4,800 yen, incl. tax), which includes detailed analysis, statistical tables, and lists of institutions surveyed.

In addition, information on educational institutions responding to this survey is available at the Directory of Overseas Japanese-Language Educational institutions on the Japan Foundation's English website (<http://www.jpf.go.jp/e/japan/oversea/surveydb/>). Please feel free to use this information as needed. Also, please refer to “日本語教育国別情報” (Information on Japanese-Language Education by Country) at <http://www.jpf.go.jp/j/urawa/world/kunibetsu/> for information on the current status of Japanese-language education in each country (available in Japanese only).

This survey would not have been possible without the cooperation of a wide range of institutions and individuals, from Japanese-language educational institutions who responded to the survey to the embassies and consulates abroad or related institutions in each country, who provided their cooperation in all stages of the survey, from distribution of Answer Sheets through their collection and return. The Japan Foundation extends its gratitude to all those involved.

The Japan Foundation

Contents

1. General Overview	1
2. Japanese-Language Education, by Region	4
3. Japanese-Language Education, by Country	5
4. Japanese-Language Studies, by Level of Education	7
(1) Institutions of Primary/Secondary Education	9
(2) Institutions of Higher Education	10
(3) Non-Academic Institutions	10
5. Purposes for Studying Japanese	11
6. The Number of Teachers	13
7. Problems and Concerns with Japanese-Language Teaching	14

Appendix Table

Numbers of Japanese-language institutions, teachers, and students, by country (2003)	18
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Remarks

- Regions, Country Names, and Arrangement
 - The following nine regions were used in this survey: East Asia, Southeast Asia, South Asia, Oceania, North America, Latin America, Western Europe, Eastern Europe, and the Middle East and Africa. For convenience, the former Soviet states of central Asia have been assigned to the Eastern Europe group.
 - The country names were arranged in alphabetical order. The following districts have been denoted in italics using their common names. For the sake of convenience, these districts are treated separately and are therefore included in the definition of the term “countries” as used herein:
 - Taiwan, (ii) Hong Kong, (iii) Macao, (iv) the Northern Mariana Islands, (v) Guam, (vi) New Caledonia, (vii) French Polynesia
- Categories of educational institutions
 - Institutions of Primary/Secondary Education
Schools equivalent to elementary schools, junior high schools (early secondary education), and high schools (late secondary education) in Japan.
 - Institutions of Higher Education
Schools equivalent to technical colleges, junior colleges, universities, and graduate schools, in Japan.
 - Non-Academic Institutions
Institutions not included in the categories “(1)” and “(2)” above. This category includes private language schools, institutions of lifelong learning operated by public institutions, Japanese-language schools for children of ethnic Japanese individuals, language courses operated by institutions of higher education for the general public, Japanese-language courses operated by the Japan Foundation or other institutions for the general public, in-house training conducted by private companies and public institutions for employees, and other types of institutions.
- Data used in this report
 - With the exception of data concerning Taiwan, the data used in this report has been computed based on the Answer Sheets collected in this survey. Although this survey was not conducted for Taiwan, figures on the number of institutions involved in Japanese-language education, the number of teachers, and the number of students from the results of a survey conducted by the Interchange Association, Japan (IAJ) have been used. Thus, Taiwan is excluded from the analysis of the other items.
 - The ratios used in the tables herein for comparison of educational institutions denote percentages of the number of institutions responding to the survey. These ratios have been rounded to two decimal places.

During part of fiscal 2003 (from July 2003 to March 2004), the Japan Foundation conducted the 2003 Survey of Overseas Organizations Involved in Japanese-Language Education to ascertain the current status of Japanese-language education overseas. Answer Sheets were sent to institutions of Japanese-language education located overseas by means including postal mail and e-mail and were returned by similar means. Respondents in some countries were able to respond to the survey by accessing the Japan Foundation website. The response rate to this survey was 83.1 percent.

Number of people studying Japanese overseas: 2.35 million people in 127 countries.

1. General Overview

■ Numbers of Educational Institutions, Teachers, and Students

This survey has shown that as of 2003, Japanese-language education was underway in 127 countries (more precisely, 120 countries and seven districts) other than Japan. More than 2.35 million students were studying Japanese. This number does not include those studying Japanese using language lessons broadcast on television or radio, via the Internet, or in private lessons.

Number of institutions:	12,222
Number of teachers:	33,124
Number of students:	2,356,745

■ Trends in Numbers of Institutions, Teachers and Students

Figure 1 shows trends in numbers of institutions, teachers and students based on past surveys conducted by the Japan Foundation. Over the period from 1979 through 2003, the number of institutions increased 10.7 times, the number of teachers increased 8.1 times, and the number of students increased 18.5 times. Comparing the 2003 survey with the previous survey, which had been conducted in 1998, shows that the number of institutions increased 11.8 percent and the number of students increased 12.1 percent during this five-year period, while the number of teachers increased most of all, by 20.0 percent.

■ Changes Newly Confirmed in This Survey

In this survey, an additional sixteen countries were confirmed to have some form of Japanese-language education. However, most of these countries had only one institution engaged in Japanese-language education, and the existence of institutions teaching Japanese could not be confirmed in four other countries.

Figure 1 : Trends in Numbers of Institutions, Teachers and Students

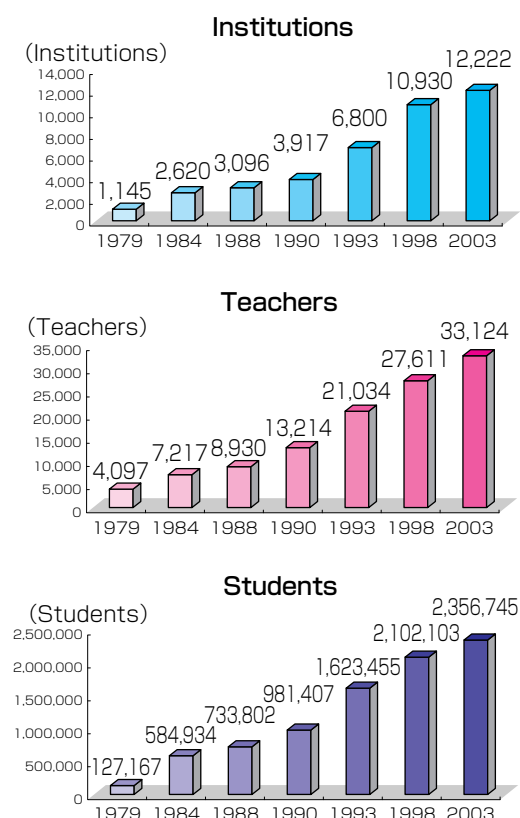
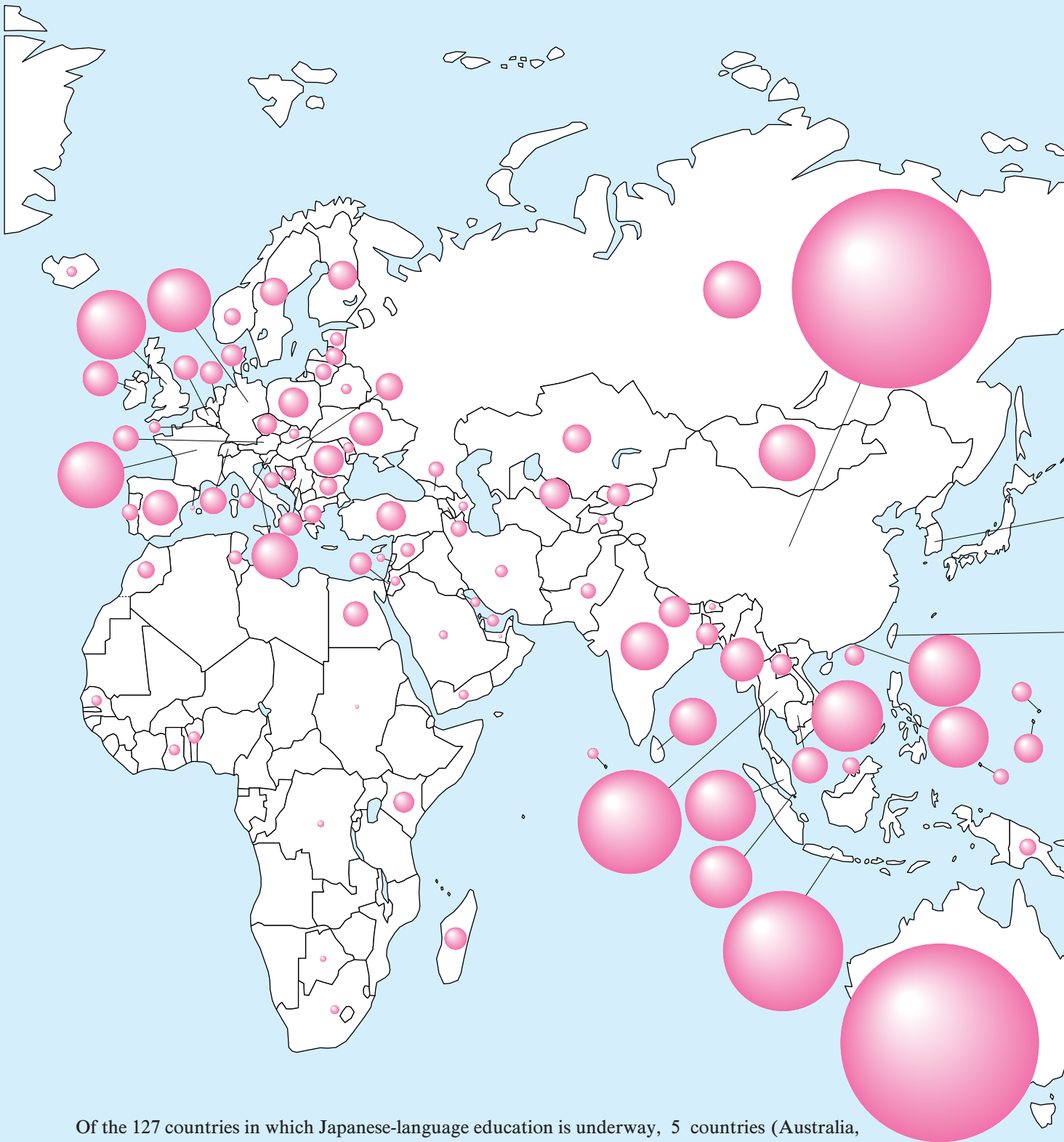
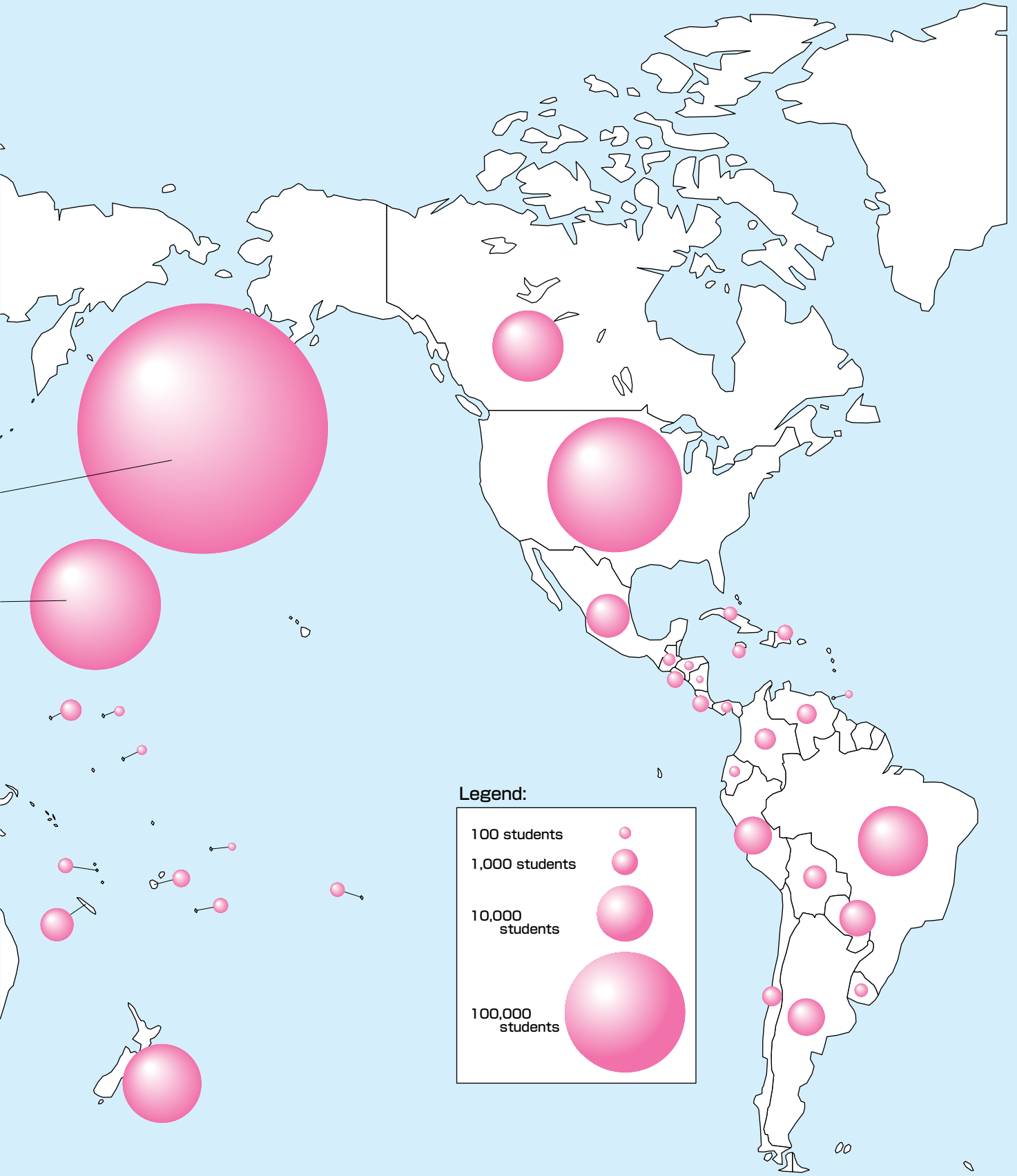


Figure 2: Numbers of Japanese-Language Students, by Country



Of the 127 countries in which Japanese-language education is underway, 5 countries (Australia, China, Korea, *Taiwan* and the United States) had more than 100,000 students studying Japanese, 13 countries had at least 10,000 but fewer than 100,000 students, 25 countries had at least 1,000 but fewer than 10,000 students, 51 countries had at least 100 but fewer than 1,000 students, and 33 countries had fewer than 100 students studying Japanese.



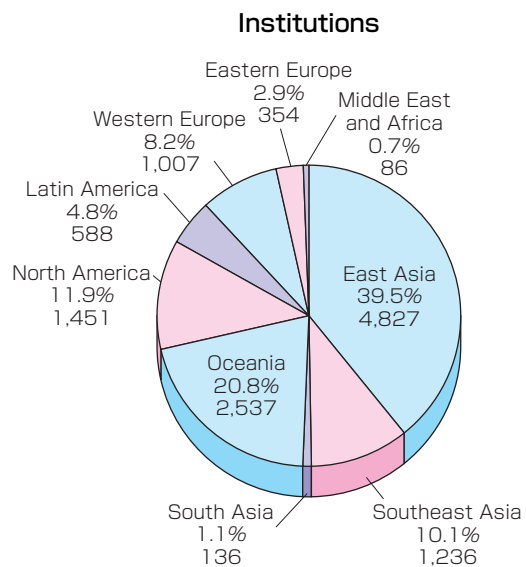
Approx. 60 % of students concentrated in East Asia: Asia and Oceania regions account for approx. 90 % of all.

2. Japanese-Language Education, by Region

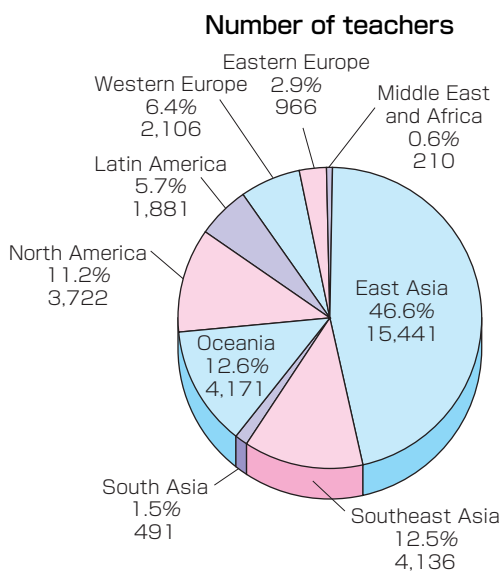
■ Percentages of Institutions, Teachers, and Students by Region

This survey divided the world into nine regions: East Asia, Southeast Asia, South Asia, Oceania, North America, Latin America, Western Europe, Eastern Europe, and the Middle East and Africa. An examination of survey results to determine the regions having the greater numbers of Japanese-language students showed that approximately 60 percent of the students were concentrated in East Asia (see Figure 3). In addition, East Asia accounted for approximately 40 percent of all Japanese-language educational institutions and just under 50 percent of all teachers. After East Asia, the number of students were the highest in the Oceania (17.6 percent) and Southeast Asia (8.7 percent). The Asia and Oceania regions accounted for approximately 90 percent of all students of the Japanese language. Compared to the 1998 survey, Southeast Asia had overtaken the position of North America in terms of the greatest number of students.

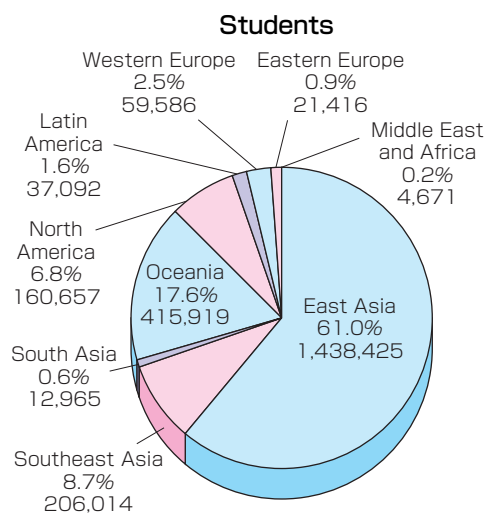
Figure 3: Percentages of Institutions, Teachers, and Students, by Region



Total: 12,222 institutions



Total: 33,124 teachers



Total: 2,356,745 students

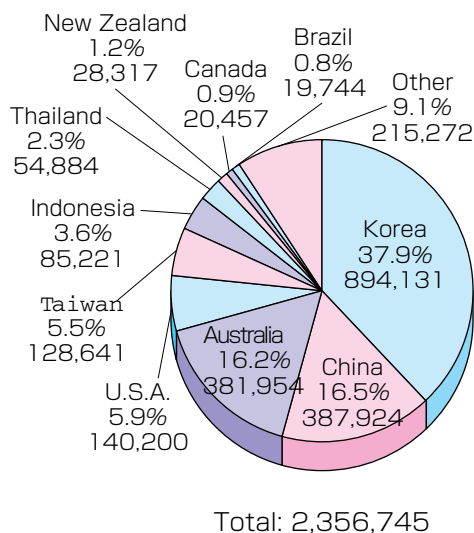
Korea, China, and Australia were the top three countries in terms of numbers of students (given in descending order).

3. Japanese-Language Education, by Country

■ Top Five Countries in Numbers of Students

The country with the largest number of students of the Japanese language was Korea, where 894,000 individuals were engaged in Japanese study (see Figure 4). This number represents approximately two-fifths (37.9 percent) of all Japanese-language students worldwide. China had the second-highest number of students (388,000), followed closely by Australia (382,000). These three countries accounted for approximately 70 percent of the world's Japanese-language students. Together with United States, which had the fourth-highest figure (140,000), and *Taiwan*, which had the fifth highest (129,000), the top five countries account for four-fifths of the world's Japanese-language students.

Figure 4: Composition of Students, by Country



■ Percentage of Population Who Study the Japanese Language

This survey also examined the percentage of each country's total population studying Japanese. Australia had the highest percentage, with 1 out of every 52 Australians studying Japanese. Next came Korea, where 1 out of every 53 individuals studied Japanese. By comparison, in heavily populated China, only 1 in approximately 3,400 people studied Japanese. In the United States, 1 in approximately 2,100 studied the language.

■ Changes in Numbers of Institutions and Students

In comparison with the 1998 survey, the number of institutions had increased in 105 countries (including the sixteen countries in which the existence of Japanese-language education was confirmed). The number of institutions had declined in 26 countries (including the four countries in which the existence of such institutions could not be confirmed). In addition, the number of students had increased in 106 countries (including the sixteen countries in which the existence of Japanese-language education was confirmed) and declined in 25 countries (including the four countries in which the existence of such institutions could not be confirmed).

■ Changes in Numbers of Students

The ten countries with the largest numbers of students, in descending order, were Korea, China, Australia, the United States, *Taiwan*, Indonesia, Thailand, New Zealand, Canada, and Brazil (see Table 1). Of these countries, in China, Indonesia, and Thailand, the numbers of Japanese-language students increased significantly over the past five years. In contrast, student numbers had declined in Canada, Korea, New Zealand, and *Taiwan*.

Other countries with trends that stood out were Mongolia, where the number of students had increased 3.2 times, Malaysia, where the number of students had increased 1.9 times, and Viet Nam, where the number of students had increased 1.8 times. Despite unremarkable numbers of

students compared to countries already noted, the relative increases in student numbers were especially notable in Ireland (11.9 times) and Cambodia (8.9 times).

■ Factors leading to increases and decreases in student numbers

Changes in student numbers were driven by political, economic, and cultural factors in each country, as well as the country's relations with Japan.

In the cases of Mongolia, Viet Nam, and Cambodia, in connection with economic growth in these countries, Japanese firms have advanced into these markets, and the number of Japanese tourists have increased. Relations between these countries and Japan have strengthened in many ways, increasing the number of those studying Japanese.

In the case of Ireland, the number of students studying Japanese at institutions of secondary education has increased rapidly due to the Irish government's language-education policies, which have made it possible to introduce study of the Japanese language in secondary education.

In countries such as China, Indonesia, Malaysia, and Thailand, the number of people studying Japanese has increased due to these countries' economic relations with Japan.

In many other countries as well, increases have been reported in numbers of young people beginning Japanese-language studies due to interest in various aspects of Japanese popular culture, including Japanese *manga* (comics), *anime* (animated films), fashion, games, and movies. At the same time, with the Asian economic crisis of the late 1990s and Japan's long period of economic stagnation, declining interest and enthusiasm for studying the Japanese language in certain countries and the increase in numbers of those studying other languages such as Chinese have resulted in a decrease in relative numbers of Japanese-language students.

In the previous survey, the decline in the number of Japanese-language students in Brazil was particularly notable. This trend was thought to reflect factors such as a distancing from the Japanese language as a new generation emerged in the society of Brazilians of Japanese descent, as well as the withdrawal of Japanese firms from the Brazilian market due to Japan's stagnant economy. However, this survey showed a recovery in the numbers of students studying Japanese. This recovery is believed to be attributable to efforts to improve performance on the part of Japanese-language schools facing this decline. Previously focusing on maintaining the Japanese language as an inherited language among Brazilians of Japanese descent, these schools have now shifted toward teaching Japanese as a foreign language to students of other ethnic backgrounds as well as to those of Japanese descent.

Table 1: Changes in Student Numbers from the Previous Survey Among the Top Ten Countries

Rank	Country (District)	Number of students (2003)	Number of students (1998)	Rate of change
1	Korea	894, 131	948, 104	▲5. 7
2	China	387, 924	245, 863	57. 8
3	Australia	381, 954	307, 760	24. 1
4	U. S. A.	140, 200	112, 977	24. 1
5	Taiwan	128, 641	161, 872	▲20. 5
6	Indonesia	85, 221	54, 016	57. 8
7	Thailand	54, 884	39, 822	37. 8
8	New Zealand	28, 317	41, 507	▲31. 8
9	Canada	20, 457	21, 784	▲6. 1
10	Brazil	19, 744	16, 678	18. 4

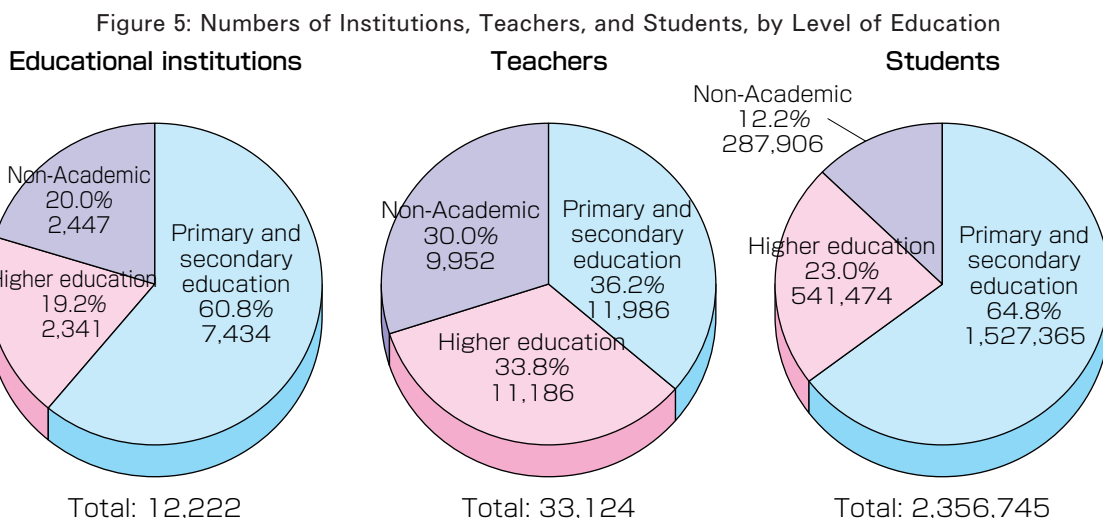
Note: Triangles indicate decreases.

More than 60 percent of students attend institutions of primary or secondary education.

4. Japanese-Language Studies, by Level of Education

Numbers of Students by Level of Education

When Japanese-language educational institutions were divided into three levels—primary and secondary institutions (e.g., elementary schools, junior high schools, and high schools), higher institutions (e.g., technical colleges, junior colleges, universities, and graduate schools), and non-academic institutions (e.g., language schools, university courses open to the general public, lifelong learning institutions, in-house training, etc.)—more than 60 percent of Japanese-language students overseas (64.8 percent) fell into the category of students at institutions of primary or secondary education. More than 20 percent (23.0 percent), of students attended institutions of higher education while more than 10 percent (12.2 percent) attended non-academic institutions (see Figure 5).



Comparison with Previous Survey

In comparison with the previous survey, the numbers of Japanese-language students at institutions of primary and secondary education by 10.6 percent, while those at institutions of higher education and non-academic institutions increased by 18.3 percent and 9.4 percent, respectively. As these figures show, student numbers increased most at institutions of higher education.

Regional Characteristics of Japanese-Language Studies

This survey showed some general characteristics for countries and regions with regard to the types of students studying Japanese. East Asia, Oceania, and North America had high figures for students studying Japanese at institutions of primary and secondary education (see Figure 6). This tendency was particularly strong in Oceania. In South Asia and Latin America, Japanese-language studies tended to revolve around non-academic institutions. The relative importance of institutions of higher education to Japanese-language studies was high in Eastern Europe and the Middle East and Africa. However, although both institutions of higher education and non-academic institutions taught the Japanese language in the Middle East and Africa, virtually no institutions of primary or secondary education taught the language in this region. In Eastern Europe, on the other hand,

Japanese-language studies thrived in both non-academic institutions and those of primary and secondary education. Students in both Southeast Asia and Western Europe were distributed fairly evenly across the three educational categories.

■ Characteristics of Japanese-Language Studies, by Country

Of the ten countries with the largest numbers of Japanese-language students, the proportions of students at institutions of primary and secondary education were high in Australia, New Zealand, Korea, Indonesia, and the United States

(see Figure 7). On the other hand, three-quarters of the Japanese-language students in Brazil studied the language at non-academic institutions. Proportions of students studying the language at institutions of higher education were relatively high in *Taiwan* and China. In Thailand and Canada, students were distributed fairly evenly across the three levels of education.

Figure 6: Regional Characteristics of Japanese-Language Studies

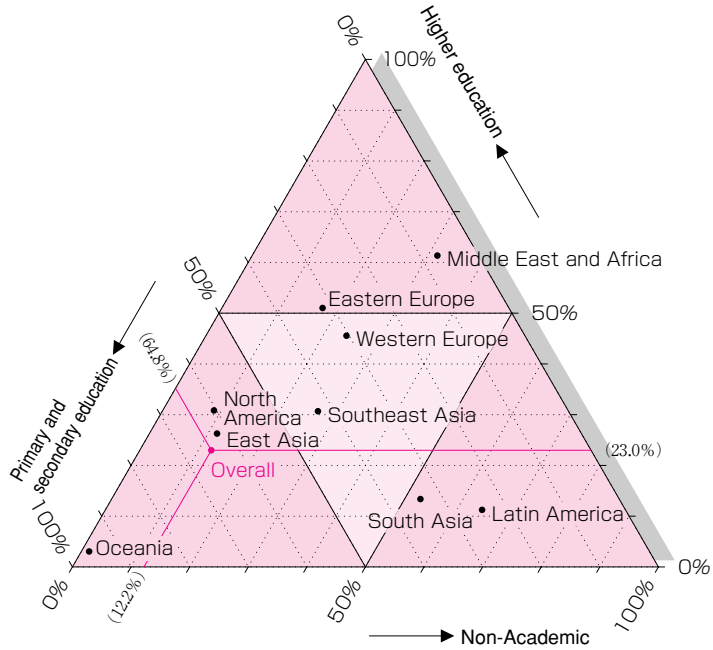


Figure 7: Composition of Japanese-Language Students, by Educational Level

Rank	Country (District)	Number of students	Percentage by Educational Level (%)		
			Primary and secondary education	Higher education	Non-Academic
1	Korea	894,131	87.3	9.3	3.4
2	China	387,924	20.5	53.0	26.5
3	Australia	381,954	96.6	2.2	1.2
4	U.S.A.	140,200	62.7	30.0	7.3
5	Taiwan	128,641	28.4	58.5	13.1
6	Indonesia	85,221	72.4	16.3	11.3
7	Thailand	54,884	31.9	40.6	27.5
8	New Zealand	28,317	91.9	8.1	
9	Canada	20,457	46.3	34.7	19.0
10	Brazil	19,744	16.0	7.8	76.2

(1) Institutions of Primary/Secondary Education

■ Overview

This survey showed that 1,527,365 students at 7,434 institutions in 70 countries (more precisely, 64 countries and 6 districts) were engaged in the study of Japanese at institutions of primary and secondary education. The number of teachers at such institutions was 11,986. In comparison with the 1998 survey, the number of institutions increased by 18.4 percent; at such institutions, the number of teachers over the past five years increased by 30.6 percent, and the number of students by 10.6 percent. The increase in the number of teachers is particularly notable.

■ Countries with the Greatest Number of Japanese-Language Students at This Level

Countries with largest student numbers studying Japanese at primary and secondary institutions included Korea, with 781,000 students; Australia, with 369,000; the United States, with 88,000; China, with 80,000; Indonesia, with 62,000; *Taiwan*, with 37,000; and New Zealand, with 26,000 students (*see* Table 2). Korea accounted for one-half of the students worldwide studying Japanese at primary and secondary institutions. A look at the percentages of Japanese-language students by educational level in each country shows that students at primary and secondary institutions accounted for more than 90 percent of all Japanese-language students in both Australia and New Zealand, and nearly 90 percent in Korea. Students at primary and secondary institutions also accounted for large proportions of all Japanese-language students in Indonesia and the United States. Due to their government policies on foreign-language education, these countries focus on foreign-language training (including Japanese) at the primary and secondary level.

■ Increases and Decreases in Student Numbers

A look at increases and decreases in the number of Japanese-language students by country shows the following trends. In Korea, since the Japanese language has been designated a course that may be offered in junior high schools at the principal's discretion, the number of junior high-school students beginning Japanese-language studies has increased. However, limits have been placed on registration for foreign-language (i.e., second-language) study in high schools (previously, students could register for foreign-language courses from their first year of high school; now, they can register from their second year at the earliest), reducing the number of students at the high-school level. As a result, in Korea, the overall number of students increased only slightly. In Ireland, the government has embarked on a policy of promoting diversification and expansion of foreign-language study at the secondary level, increasing the number of students studying Japanese. As society in China increasingly orients itself toward the English language, the number of institutions discontinuing Japanese-language studies has increased, reducing total student numbers.

■ Institutions of Primary Education

Institutions of primary education accounted for approximately one-fifth of the total number of primary and secondary institutions teaching Japanese. As such, secondary institutions accounted for approximately four-fifths of the total. Countries with large numbers of primary institutions teaching Japanese included Australia, New Zealand, and the United States.

Table 2: Top Ten Countries in Student Numbers at Each Level

Primary/Secondary Institutions			Institutions of Higher Education			Non-Academic Institutions		
Rank	Country (District)	Number of students	Rank	Country (District)	Number of students	Rank	Country (District)	Number of students
1	Korea	780, 573	1	China	205, 481	1	China	102, 782
2	Australia	369, 157	2	Korea	83, 514	2	Korea	30, 044
3	U. S. A.	87, 949	3	Taiwan	75, 242	3	Taiwan	16, 802
4	China	79, 661	4	U. S. A.	42, 018	4	Thailand	15, 095
5	Indonesia	61, 723	5	Thailand	22, 273	5	Brazil	15, 041
6	Taiwan	36, 597	6	Indonesia	13, 881	6	Hong Kong	12, 800
7	New Zealand	26, 012	7	Australia	8, 269	7	Viet Nam	12, 041
8	Thailand	17, 516	8	France	7, 580	8	U. S. A.	10, 233
9	U. K.	9, 700	9	Canada	7, 092	9	Indonesia	9, 617
10	Canada	9, 471	10	Germany	6, 783	10	Malaysia	5, 372
Total		1, 527, 365	Total		541, 474	Total		287, 906

(2) Institutions of Higher Education

■ Overview

This survey shows that 541,474 students at 2,341 institutions in 103 countries (more precisely, 97 countries and 6 districts) were engaged in the study of Japanese at institutions of higher education that offered Japanese courses as major or elective courses. The total number of teachers was 11,186. Over the five years since the 1998 survey, the number of these institutions increased by 5.4 percent, the number of teachers by 16.5 percent, and the number of students by 18.3 percent.

■ Countries with the Most Japanese-Language Students at This Level

Countries with large numbers of students studying Japanese at institutions of higher education included China, with 205,000 students; Korea, with 84,000; *Taiwan*, with 75,000; the United States, with 42,000; Thailand, with 22,000; and Indonesia, with 14,000 students. In the top ten countries for the number of students studying Japanese at institutions of higher education, students at such institutions accounted for at least one-half of all students studying Japanese in China, France, Germany, and *Taiwan*.

■ Degrees Awarded

This survey asked educational institutions for information on degrees awarded in the areas of Japanese, Japanese-language education, or Japan studies in the 2002 academic year. Responses indicated that bachelor's degrees had been awarded by 805 institutions (or 36.7 percent of all surveyed institutions of higher education) in 62 countries (more precisely, 59 countries and 3 districts); master's degrees had been awarded by 304 institutions (or 13.8 percent of all surveyed institutions of higher education) in 46 countries (more precisely, 45 countries and 1 district); and doctoral degrees had been awarded by 116 institutions (or 5.3 percent of all surveyed institutions of higher education) in 31 countries (more precisely, 30 countries and 1 district). Compared to the 1998 survey, both the number of countries and the number of institutions awarding degrees had increased dramatically.

(3) Non-Academic Institutions

■ Overview

This survey indicates that 287,906 students at 2,447 institutions in 100 countries (more precisely,

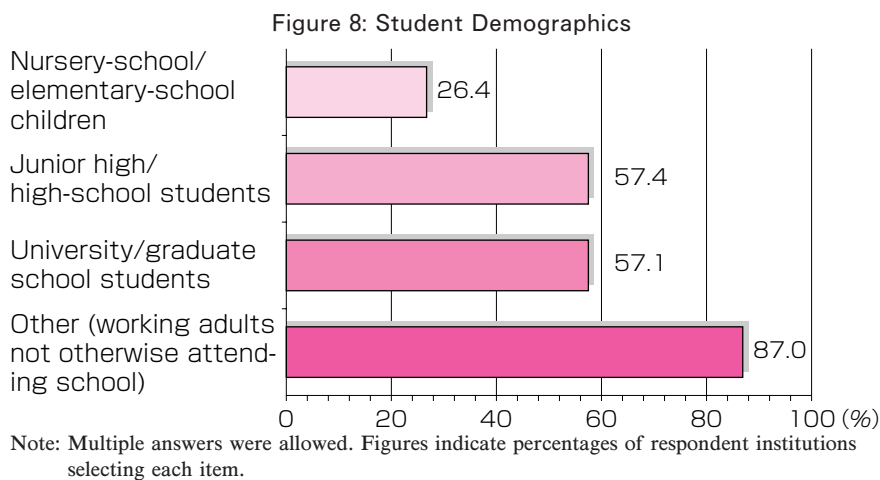
96 countries and 4 districts) studied Japanese at non-academic institutions. The total number of teachers at such institutions was 9,952. In the five years since the 1998 survey, the number of such institutions had increased by 0.7 percent, the number of teachers by 12.6 percent, and the number of students by 9.4 percent. Although the number of institutions had hardly changed, the numbers of teachers and students had increased. Possible factors leading to these trends may include expanding consolidation among these educational institutions as well as growth among large institutions and franchised institutions. Non-academic institutions tend to be highly variable in number, since they tend to open, downsize, or close in accordance with shifting social and economic conditions within their countries.

■ Countries with the Most Japanese-Language Students in Such Institutions

Countries with largest numbers of students studying Japanese at non-academic institutions included China, with 103,000 students; Korea, with 30,000; *Taiwan*, with 17,000; Thailand, with 15,000; and Brazil, with 15,000 students. Of the top ten countries in terms of numbers of students, the numbers of students in Brazil, *Hong Kong*, and Viet Nam accounted for approximately 70 percent of all those studying Japanese.

■ Student Demographics

This survey indicates that the students studying Japanese at non-academic institutions are diverse. Although the largest number of such institutions reported accepting working adults as students, half of the institutions also accepted junior high-school students, high-school students, and/or university and graduate school students (see Figure 8). Nearly 30 percent of these institutions taught Japanese to nursery-school and/or elementary-school students. Latin American countries such as Brazil, where many Japanese-language schools are operated by ethnic Japanese communities, typically had large numbers of younger students.



Developing an interest in communicating in Japanese and in the Japanese language itself in order to learn about Japanese culture.

5. Purposes for Studying Japanese

■ Primary Purposes for Studying Japanese

Purposes given for studying Japanese varied from country to country and by factors such as level of educational attainment. However, the following three purposes were important at all

educational levels: the desire to learn about Japanese culture, the desire to communicate using Japanese, and interest in the Japanese language itself (see Figure 9).

■ Purpose for Studying Japanese, by Educational Level

In addition to these three purposes, among students at institutions of primary and secondary education, the results of this survey indicate other purposes related to communication between people: as part of developing international/cross-cultural understanding and to deepen goodwill and engage in exchange activities with Japan. The results also indicated practical and utility-based purposes for studying Japanese among such students: preparation for examinations, such as university entrance or qualification exams, or studying for future employment.

When primary education was viewed separately from secondary education, the purposes for studying Japanese among students at primary institutions tended to focus on exchange, while those of students at secondary institutions tended toward utility.

Purposes for studying Japanese at institutions of higher education focused on factors related to the future: future employment and for study in Japan. Purposes for studying Japanese at such institutions also tended toward the attainment of highly specialized knowledge involving Japanese politics, economy, or society.

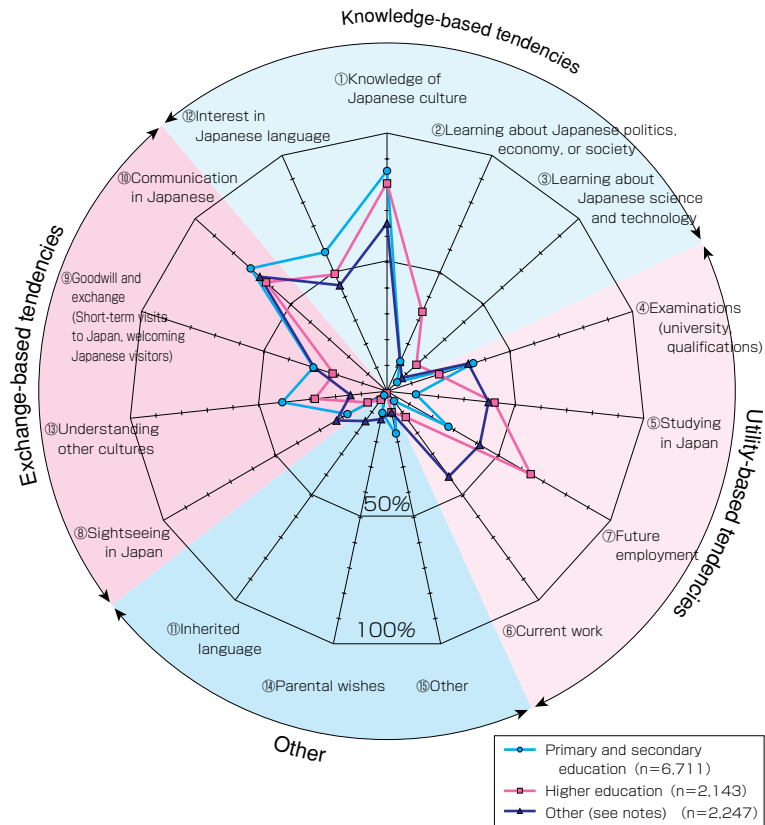
Purposes for studying Japanese at non-academic institutions were characterized by practical and utility-based needs: future employment, or because students needed Japanese for current work. Also noticeable were the desire to deepen goodwill and exchange with Japan and the desire to study for short-term exchange purposes when preparing for sightseeing in Japan.

■ Purposes for Studying Japanese, by Country

Purposes for studying Japanese in the ten countries with the most students showed the following characteristics.

Utility-based tendencies were very prominent in China, where communicating in Japanese and an interest in the Japanese language itself, which were important purposes for study in other countries, received little focus. Rather, typical purposes in China included preparation for examinations for university entrance or qualification certification, for future employment, or to study in Japan.

Figure 9: Purposes for studying Japanese



Notes: Respondents were allowed to select the five most applicable of fifteen choices. Figures indicate percentages of institutions giving each answer. "Other" refers to non-academic institutions.

Tendencies in Korea, Indonesia, and Thailand were similar to the tendencies of the sample overall, but with what appeared to be a slightly stronger focus on utility. Australia and New Zealand showed stronger exchange tendencies than the sample overall, indicating purposes for study such as enhancing international/cross-cultural understanding.

Results for Brazil indicated the following purposes for studying Japanese at non-academic institutions: to preserve knowledge of Japanese as the student's native or inherited tongue; and to satisfy parental desires. This reflects attitudes toward Japanese-language studies among Brazilians of Japanese descent. The same tendencies were apparent among persons of Japanese descent in the United States and Canada.

More than 70 percent of Japanese-language teachers are not native speakers.

6. The Number of Teachers

■ Overview

A total of 33,124 teachers teach Japanese overseas. This figure represents an increase of 5,513 over the figure from the 1998 survey. Table 3 shows the status of teachers by educational level. Institutions of higher Education and non-academic institutions averaged four or more Japanese-language teachers per institution. On average, teachers at these institutions each taught up to fifty students. In contrast, institutions of primary and secondary education averaged two or fewer Japanese-language teachers per institution. On average, each teacher at these institutions taught at least 100 students. These figures indicate that Japanese-language teachers at primary and secondary institutions carry a heavy burden, due both to the large numbers of students assigned to them and to the scarcity of colleagues with the knowledge required to be Japanese-language teachers within their own institutions.

Table 3: Number of Teachers by Educational Level

Educational level	Average number of teachers per institution ⁽¹⁾	Average number of students per teacher ⁽²⁾	Native Japanese-speaking teachers	
			Percentage	Percentage of institutions covered ⁽³⁾
Primary and secondary education	1. 6	130. 4	19. 9	22. 7
Higher education	4. 5	47. 2	35. 5	70. 8
Non-Academic education	4. 3	29. 9	45. 1	59. 3
Overall	2. 7	73. 5	32. 6	38. 9

- Notes: 1 Calculated by dividing the total number of teachers at institutions indicating numbers of teachers by the total number of such institutions.
 2 Calculated by dividing the total number of students at institutions indicating figures for both teachers and students by the total number of teachers indicated by such institutions.
 3 Percentage of institutions with at least one native Japanese-speaking teacher.

■ Percentage of Japanese-Language Teachers Who Are Native Speakers

Approximately 30 percent of Japanese-language teachers overseas are native speakers of the language. The remainder are local teachers to whom Japanese is not a native language. By educational level, percentages of native speaker Japanese-language teachers tended to be high at both institutions of higher education and non-academic institutions, with roughly two-fifths of teachers at such institutions (35.5 percent and 45.1 percent, respectively) being native speakers. However, the percentage of native speakers was low (roughly 20 percent) among Japanese-language teachers at institutions of primary and secondary education, where

Japanese-language education was supported by local teachers to whom Japanese is not a native language.

■ Percentage of Institutions with Native Japanese Speakers as Teachers

Approximately 70 percent of the institutions of higher education had at least one teacher to whom Japanese was a native language. In other words, roughly 30 percent of such institutions lacked even one native speaker as a Japanese-language teacher. Approximately 80 percent of the institutions of primary and secondary education lacked even one teacher to whom Japanese was a native language. Naturally, Japanese classes in institutions in this latter category were taught entirely by non-native speakers.

■ Development of Japanese-Language Teachers

In recent years, the number of institutions of primary and secondary education in which the Japanese language is taught have increased. One topic of concern is the local development of Japanese-language teachers to teach at these institutions. Of institutions of higher education worldwide that provide instruction in the Japanese language, 293 institutions (13.3 percent) in 34 countries (more precisely, 32 countries and 2 districts) provide courses targeting the training of Japanese-language teachers. Institutions with such programs were especially numerous in China, Korea, Indonesia, and Australia—countries where the low ratios of native-speaker Japanese-language teachers to students studying Japanese at primary and secondary institutions appear attributable to the fact that Japanese-language education is conducted by locally trained teachers.

Inadequacies in appropriate teaching materials, in information on teaching materials and methods, and in facilities and equipment.

7. Problems and Concerns with Japanese-Language Teaching

■ Major Problems and Concerns with Japanese-Language Teaching

Problems and concerns with Japanese-language teaching indicated by many institutions included issues related to resources (i.e., “soft” factors), such as inadequate teaching materials and information on teaching materials and methods, and issues related to facilities (i.e., “hard” factors), such as inadequate facilities and equipment (*see* Figure 10). Roughly two-fifths of institutions (46.6 percent for lack of adequate teaching materials, 37.6 percent for lack of information on teaching materials and teaching methods, and 36.5 percent for lack of facilities and equipment) reported problems in these areas. Many institutions specifically decried the lack of teaching materials suitable for the age, interests, and Japanese-language ability levels of their students, or for their local circumstances; many sought teaching methods that would meet the diverse needs of their students and that could encourage interest in the Japanese language among students not strongly motivated to study Japanese. Fourth on the list of problems noted by these institutions was inadequate information on Japanese culture.

■ Changes in Problems and Concerns

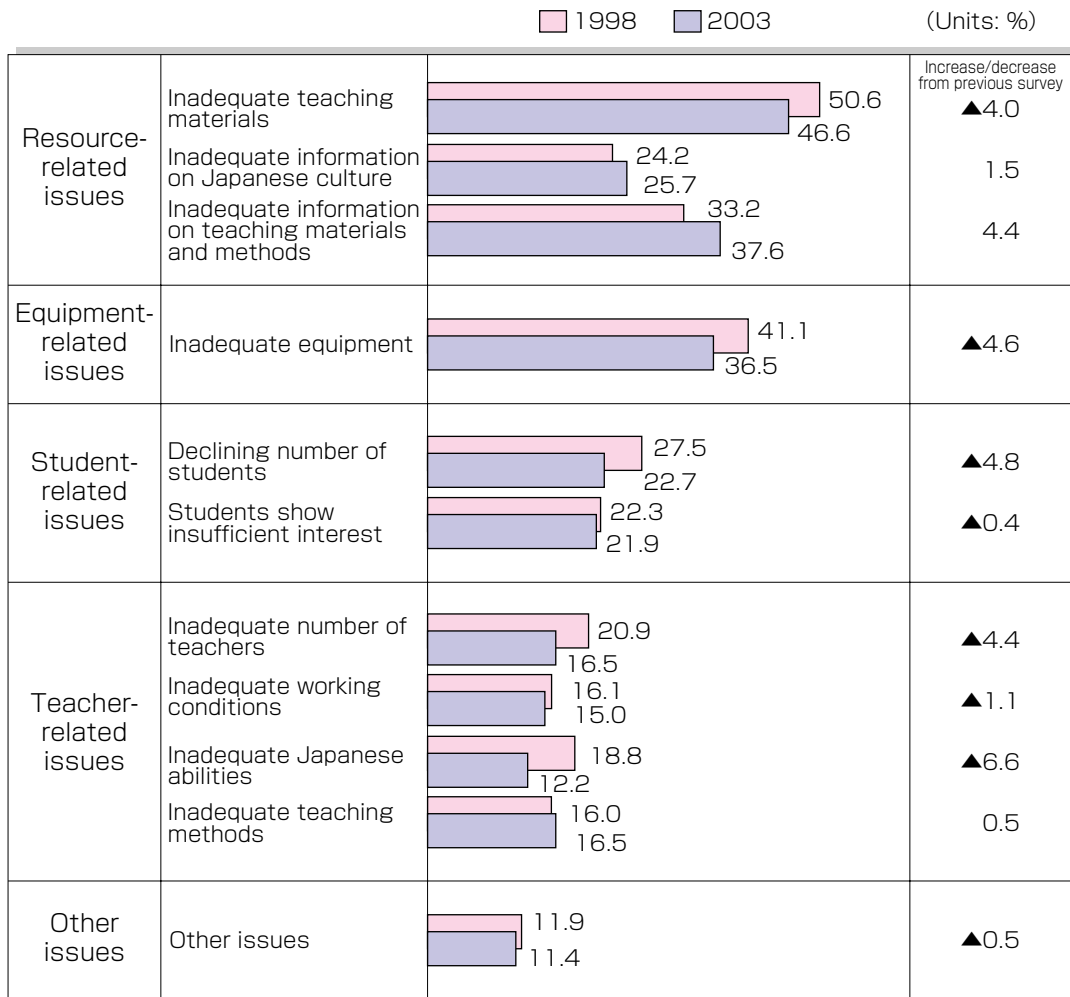
Compared with the results of the 1998 survey, the percentages of institutions citing inadequate teaching materials, facilities, and equipment as problems or concerns decreased. However, the percentages of institutions citing inadequate information on teaching materials, methods, and Japanese culture increased. One major reason for such concerns may be that while learning about Japanese culture has become an important reason for studying Japanese, such cultural

information is generally not accessible in ways that satisfy the diverse needs of students.

■ Problems and Concerns by Educational Level

At institutions of primary and secondary education, in addition to the above four items, inadequate interest among students and declining numbers of students were also identified as problems. Many institutions of higher education also identified as problems the inadequate number of teachers and inadequate working conditions for these teachers; many non-academic institutions cited declining numbers of students and inadequate working conditions for teachers.

Figure 10: Problems and Concerns with Japanese-Language Teaching



Notes: Respondents selected the three most serious items from eleven choices. Figures indicate percentages of institutions indicating each response.

Appendix

Appendix Table Numbers of Japanese-Language Educational Institutions, Teachers, and Students, by Country (2003)

Region	Country (District)	School Education								
		Primary & Secondary Education			Higher Education			Subtotal		
		Institutions	Teachers	Students	Institutions	Teachers	Students	Institutions	Teachers	Students
East Asia	China	302	1,106	79,661	475	3,437	205,481	777	4,543	285,142
	<i>Hong Kong</i>	10	14	1,612	8	46	3,872	18	60	5,484
	<i>Macao</i>	0	0	0	1	7	175	1	7	175
	<i>Taiwan</i>	175	522	36,597	145	1,304	75,242	320	1,826	111,839
	Korea	2,527	3,727	780,573	269	1,300	83,514	2,796	5,027	864,087
	Mongolia	15	33	3,601	36	127	4,243	51	160	7,844
	Total	3,029	5,402	902,044	934	6,221	372,527	3,963	11,623	1,274,571
Southeast Asia	Brunei	0	0	0	1	1	99	1	1	99
	Cambodia	1	2	700	3	11	206	4	13	906
	Indonesia	432	532	61,723	78	650	13,881	510	1,182	75,604
	Laos	0	0	0	1	2	30	1	2	30
	Malaysia	37	66	5,562	22	132	6,472	59	198	12,034
	Myanmar	0	0	0	2	48	1,725	2	48	1,725
	Philippines	9	29	1,621	55	97	6,179	64	126	7,800
	Singapore	3	16	1,660	6	69	5,478	9	85	7,138
	Thailand	165	236	17,516	82	309	22,273	247	545	39,789
	Viet Nam	0	0	0	15	164	5,988	15	164	5,988
	Total	647	881	88,782	265	1,483	62,331	912	2,364	151,113
South Asia	Bangladesh	0	0	0	1	7	300	1	7	300
	Bhutan	0	0	0	0	0	0	0	0	0
	India	5	5	446	11	31	653	16	36	1,099
	Maldives	0	0	0	1	2	67	1	2	67
	Nepal	0	0	0	1	8	320	1	8	320
	Pakistan	0	0	0	3	5	108	3	5	108
	Sri Lanka	19	26	4,005	4	12	236	23	38	4,241
		Total	24	31	4,451	21	65	1,684	45	96
Oceania	Australia	2,081	3,044	369,157	61	268	8,269	2,142	3,312	377,426
	Fiji	2	4	221	2	2	83	4	6	304
	<i>French Polynesia</i>	1	1	52	2	2	127	3	3	179
	<i>Guam</i>	7	11	1,015	2	10	200	9	21	1,215
	Kiribati	0	0	0	0	0	0	0	0	0
	Marshall Islands	1	1	17	1	1	50	2	2	67
	Micronesia	5	5	347	2	3	125	7	8	472
	<i>New Caledonia</i>	17	28	2,018	1	1	40	18	29	2,058
	New Zealand	246	355	26,012	12	65	2,293	258	420	28,305
	<i>Northern Mariana Islands</i>	5	6	327	0	0	0	5	6	327
	Palau	4	4	149	1	1	42	5	5	191
	Papua New Guinea	2	2	81	2	2	120	4	4	201
	Samoa	0	0	0	0	0	0	0	0	0
	Tonga	4	6	174	1	1	25	5	7	199
	Vanuatu	1	1	197	0	0	0	1	1	197
	Total	2,376	3,468	399,767	87	356	11,374	2,463	3,824	411,141
North America	Canada	103	180	9,471	39	101	7,092	142	281	16,563
	U. S. A.	728	1,174	87,949	435	1,273	42,018	1,163	2,447	129,967
	Total	831	1,354	97,420	474	1,374	49,110	1,305	2,728	146,530
Latin America	Argentina	1	35	649	4	9	227	5	44	876
	Bolivia	3	25	314	0	0	0	3	25	314
	Brazil	37	66	3,154	18	64	1,549	55	130	4,703
	Chile	1	1	15	3	8	256	4	9	271
	Colombia	0	0	0	3	8	202	3	8	202
	Costa Rica	1	3	35	2	4	179	3	7	214
	Cuba	0	0	0	0	0	0	0	0	0
	Dominican Republic	0	0	0	0	0	0	0	0	0
	Ecuador	0	0	0	2	4	75	2	4	75
	El Salvador	0	0	0	1	3	250	1	3	250
	Guatemala	0	0	0	0	0	0	0	0	0
	Honduras	0	0	0	0	0	0	0	0	0
	Jamaica	0	0	0	2	3	122	2	3	122
	Mexico	5	39	1,158	20	40	994	25	79	2,152
	Nicaragua	0	0	0	0	0	0	0	0	0
	Panama	0	0	0	1	1	32	1	1	32
	Paraguay	3	13	1,602	0	0	0	3	13	1,602
	Peru	6	25	2,287	1	1	60	7	26	2,347
	Trinidad and Tobago	0	0	0	1	2	28	1	2	28
	Uruguay	0	0	0	1	3	30	1	3	30
Venezuela	0	0	0	2	4	43	2	4	43	
	Total	57	207	9,214	61	154	4,047	118	361	13,261

Non-Academic Education			Grand Total			Country (<i>District</i>)	Region
Institutions	Teachers	Students	Institutions	Teachers	Students		
159	1,488	102,782	936	6,031	387,924	China	East Asia
34	398	12,800	52	458	18,284	<i>Hong Kong</i>	
3	19	190	4	26	365	<i>Macao</i>	
115	670	16,802	435	2,496	128,641	<i>Taiwan</i>	
537	1,204	30,044	3,333	6,231	894,131	Korea	
16	39	1,236	67	199	9,080	Mongolia	
864	3,818	163,854	4,827	15,441	1,438,425	Total	
1	1	150	2	2	249	Brunei	
11	48	1,403	15	61	2,309	Cambodia	
98	520	9,617	608	1,702	85,221	Indonesia	
5	22	463	6	24	493	Laos	
71	214	5,372	130	412	17,406	Malaysia	
17	62	2,439	19	110	4,164	Myanmar	
29	107	3,459	93	233	11,259	Philippines	
25	85	4,862	34	170	12,000	Singapore	
27	319	15,095	274	864	54,884	Thailand	
40	394	12,041	55	558	18,029	Viet Nam	
324	1,772	54,901	1,236	4,136	206,014	Total	
7	17	233	8	24	533	Bangladesh	South Asia
1	1	14	1	1	14	Bhutan	
46	220	4,347	62	256	5,446	India	
0	0	0	1	2	67	Maldives	
22	117	1,192	23	125	1,512	Nepal	
1	5	66	4	10	174	Pakistan	
14	35	978	37	73	5,219	Sri Lanka	
91	395	6,830	136	491	12,965	Total	
67	313	4,528	2,209	3,625	381,954	Australia	Oceania
0	0	0	4	6	304	Fiji	
0	0	0	3	3	179	<i>French Polynesia</i>	
0	0	0	9	21	1,215	<i>Guam</i>	
1	3	51	1	3	51	Kiribati	
0	0	0	2	2	67	Marshall Island	
2	15	71	9	23	543	Micronesia	
0	0	0	18	29	2,058	<i>New Caledonia</i>	
1	3	12	259	423	28,317	New Zealand	
1	10	60	6	16	387	<i>Northern Mariana Islands</i>	
0	0	0	5	5	191	Palau	
1	1	30	5	5	231	Papua New Guinea	
1	2	26	1	2	26	Samoa	
0	0	0	5	7	199	Tonga	
0	0	0	1	1	197	Vanuatu	
74	347	4,778	2,537	4,171	415,919	Total	
55	283	3,894	197	564	20,457	Canada	
91	711	10,233	1,254	3,158	140,200	U. S. A.	
146	994	14,127	1,451	3,722	160,657	Total	
48	140	2,099	53	184	2,975	Argentina	Latin America
3	18	417	6	43	731	Bolivia	
327	996	15,041	382	1,126	19,744	Brazil	
3	9	168	7	18	439	Chile	
9	27	363	12	35	565	Colombia	
2	3	47	5	10	261	Costa Rica	
6	12	163	6	12	163	Cuba	
3	18	225	3	18	225	Dominican Republic	
0	0	0	2	4	75	Ecuador	
1	2	15	2	5	265	El Saivador	
1	3	110	1	3	110	Guatemala	
1	5	50	1	5	50	Honduras	
1	1	18	3	4	140	Jamaica	
35	125	2,671	60	204	4,823	Mexico	
1	1	20	1	1	20	Nicaragua	
1	1	40	2	2	72	Panama	
13	93	1,099	16	106	2,701	Paraguay	
9	51	783	16	77	3,130	Peru	
0	0	0	1	2	28	Trinidad and Tobago	
2	6	118	3	9	148	Uruguay	
4	9	384	6	13	427	Venezuela	
470	1,520	23,831	588	1,881	37,092	Total	

Appendix Table Numbers of Japanese-Language Educational Institutions, Teachers, and Students, by Country (2003) (continued)

Region	Country (District)	School Education								
		Primary & Secondary Education			Higher Education			Subtotal		
		Institutions	Teachers	Students	Institutions	Teachers	Students	Institutions	Teachers	Students
Western Europe	Andorra	0	0	0	0	0	0	0	0	0
	Austria	3	3	92	8	19	580	11	22	672
	Belgium	0	0	0	6	13	335	6	13	335
	Denmark	3	3	46	3	18	335	6	21	381
	Finland	5	5	135	15	16	834	20	21	969
	France	50	95	3,710	90	227	7,580	140	322	11,290
	Germany	44	58	2,008	56	143	6,783	100	201	8,791
	Greece	0	0	0	0	0	0	0	0	0
	Iceland	0	0	0	1	2	40	1	2	40
	Ireland	52	53	1,881	3	12	195	55	65	2,076
	Italy	15	15	361	21	69	3,678	36	84	4,039
	Luxembourg	2	2	74	0	0	0	2	2	74
	Netherlands	0	0	0	5	18	544	5	18	544
	Norway	3	3	36	3	7	140	6	10	176
	Portugal	1	1	30	5	6	142	6	7	172
	Spain	0	0	0	14	26	965	14	26	965
	Sweden	10	11	287	7	27	600	17	38	887
Switzerland	9	9	92	6	22	373	15	31	465	
U. K.	161	210	9,700	45	145	3,636	206	355	13,336	
Total	358	468	18,452	288	770	26,760	646	1,238	45,212	
Eastern Europe	Armenia	1	4	190	1	4	32	2	8	222
	Azerbaijan	0	0	0	2	7	41	2	7	41
	Belarus	0	0	0	2	7	52	2	7	52
	Bosnia and Herzegovina	1	1	20	0	0	0	1	1	20
	Bulgaria	3	6	158	3	12	88	6	18	246
	Croatia	1	1	77	2	2	75	3	3	152
	Czech Republic	2	2	31	4	14	211	6	16	242
	Estonia	1	2	20	3	4	105	4	6	125
	Georgia	1	3	120	2	12	62	3	15	182
	Hungary	16	24	436	12	29	411	28	53	847
	Kazakhstan	3	3	220	8	23	775	11	26	995
	Kyrgyz	1	1	185	4	16	313	5	17	498
	Latvia	1	1	236	1	4	24	2	5	260
	Lithuania	2	2	48	2	7	166	4	9	214
	Moldova	0	0	0	0	0	0	0	0	0
	Poland	5	6	205	10	45	605	15	51	810
	Romania	4	5	522	10	30	582	14	35	1,104
	Russia	41	81	3,028	72	307	5,173	113	388	8,201
	Serbia and Montenegro	1	2	54	4	19	550	5	21	604
	Slovakia	0	0	0	1	5	11	1	5	11
Slovenia	0	0	0	1	7	180	1	7	180	
Tajikistan	0	0	0	1	1	30	1	1	30	
Ukraine	19	8	873	15	47	808	34	55	1,681	
Uzbekistan	5	14	473	4	32	508	9	46	981	
Total	108	166	6,896	164	634	10,802	272	800	17,698	
Middle East & Africa	Bahrain	0	0	0	1	1	55	1	1	55
	Benin	0	0	0	0	0	0	0	0	0
	Botswana	0	0	0	0	0	0	0	0	0
	Democratic Republic of the Congo	0	0	0	1	1	15	1	1	15
	Egypt	0	0	0	7	33	363	7	33	363
	Ghana	0	0	0	1	1	13	1	1	13
	Iran	0	0	0	1	8	92	1	8	92
	Israel	1	3	90	4	15	417	5	18	507
	Jordan	0	0	0	1	1	27	1	1	27
	Kenya	1	1	30	4	7	329	5	8	359
	Kuwait	0	0	0	0	0	0	0	0	0
	Lebanon	0	0	0	1	1	9	1	1	9
	Madagascar	0	0	0	4	7	340	4	7	340
	Morocco	0	0	0	3	4	220	3	4	220
	Saudi Arabia	0	0	0	1	3	31	1	3	31
	Senegal	0	0	0	0	0	0	0	0	0
	South Africa	0	0	0	0	0	0	0	0	0
	Sudan	0	0	0	2	2	3	2	2	3
	Syria	0	0	0	3	8	143	3	8	143
	Tunisia	0	0	0	2	5	120	2	5	120
	Turkey	2	5	219	11	32	662	13	37	881
	U. A. E.	0	0	0	0	0	0	0	0	0
	Yemen	0	0	0	0	0	0	0	0	0
Total	4	9	339	47	129	2,839	51	138	3,178	
Total	7,434	11,986	1,527,365	2,341	11,186	541,474	9,775	23,172	2,068,839	

* The questionnaires returned by some institutions include those without answers on the number of teachers and / or students.

* Numbers used for Taiwan were derived from the results of the survey conducted by the Interchange Association.

Non-Academic Education			Grand Total			Country (<i>District</i>)	Region	
Institutions	Teachers	Students	Institutions	Teachers	Students			
1	1	4	1	1	4	Andorra	Western Europe	
8	15	185	19	37	857	Austria		
8	16	418	14	29	753	Belgium		
4	5	117	10	26	498	Denmark		
7	11	253	27	32	1,222	Finland		
41	142	3,155	181	464	14,445	France		
107	234	3,864	207	435	12,655	Germany		
11	16	278	11	16	278	Greece		
1	1	13	2	3	53	Iceland		
7	10	125	62	75	2,201	Ireland		
13	47	951	49	131	4,990	Italy		
0	0	0	2	2	74	Luxembourg		
4	9	64	9	27	608	Netherlands		
3	4	55	9	14	231	Norway		
5	6	34	11	13	206	Portugal		
20	38	1,262	34	64	2,227	Spain		
5	7	148	22	45	1,035	Sweden		
22	35	461	37	66	926	Switzerland		
94	271	2,987	300	626	16,323	U. K.		
361	868	14,374	1,007	2,106	59,586	Total		
0	0	0	2	8	222	Armenia		Eastern Europe
0	0	0	2	7	41	Azerbaijan		
0	0	0	2	7	52	Belarus		
2	4	97	3	5	117	Bosnia and Herzegovina		
1	5	53	7	23	299	Bulgaria		
4	5	50	7	8	202	Croatia		
4	9	118	10	25	360	Czech Republic		
0	0	0	4	6	125	Estonia		
0	0	0	3	15	182	Georgia		
8	16	157	36	69	1,004	Hungary		
1	8	144	12	34	1,139	Kazakhstan		
1	6	98	6	23	596	Kyrgyz		
0	0	0	2	5	260	Latvia		
0	0	0	4	9	214	Lithuania		
1	1	60	1	1	60	Moldova		
10	19	499	25	70	1,309	Poland		
5	7	210	19	42	1,314	Romania		
30	63	1,443	143	451	9,644	Russia		
2	2	42	7	23	646	Serbia and Montenegro		
2	2	47	3	7	58	Slovakia		
0	0	0	1	7	180	Slovenia		
0	0	0	1	1	30	Tajikistan		
8	2	270	42	57	1,951	Ukraine		
3	17	430	12	63	1,411	Uzbekistan		
82	166	3,718	354	966	21,416	Total		
1	1	28	2	2	83	Bahrain	Middle East & Africa	
1	1	80	1	1	80	Benin		
1	2	10	1	2	10	Botswana		
0	0	0	1	1	15	Democratic Republic of the Congo		
3	14	396	10	47	759	Egypt		
1	3	55	2	4	68	Ghana		
0	0	0	1	8	92	Iran		
2	4	55	7	22	562	Israel		
1	1	14	2	2	41	Jordan		
4	6	81	9	14	440	Kenya		
1	5	50	1	5	50	Kuwait		
1	1	20	2	2	29	Lebanon		
6	10	202	10	17	542	Madagascar		
1	1	20	4	5	240	Morocco		
0	0	0	1	3	31	Saudi Arabia		
1	1	51	1	1	51	Senegal		
1	1	30	1	1	30	South Africa		
0	0	0	2	2	3	Sudan		
0	0	0	3	8	143	Syria		
0	0	0	2	5	120	Tunisia		
8	18	348	21	55	1,229	Turkey		
1	1	3	1	1	3	U. A. E.		
1	2	50	1	2	50	Yemen		
35	72	1,493	86	210	4,671	Total		
2,447	9,952	287,906	12,222	33,124	2,356,745	Total		

