

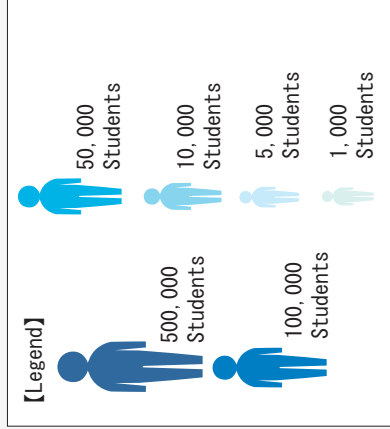
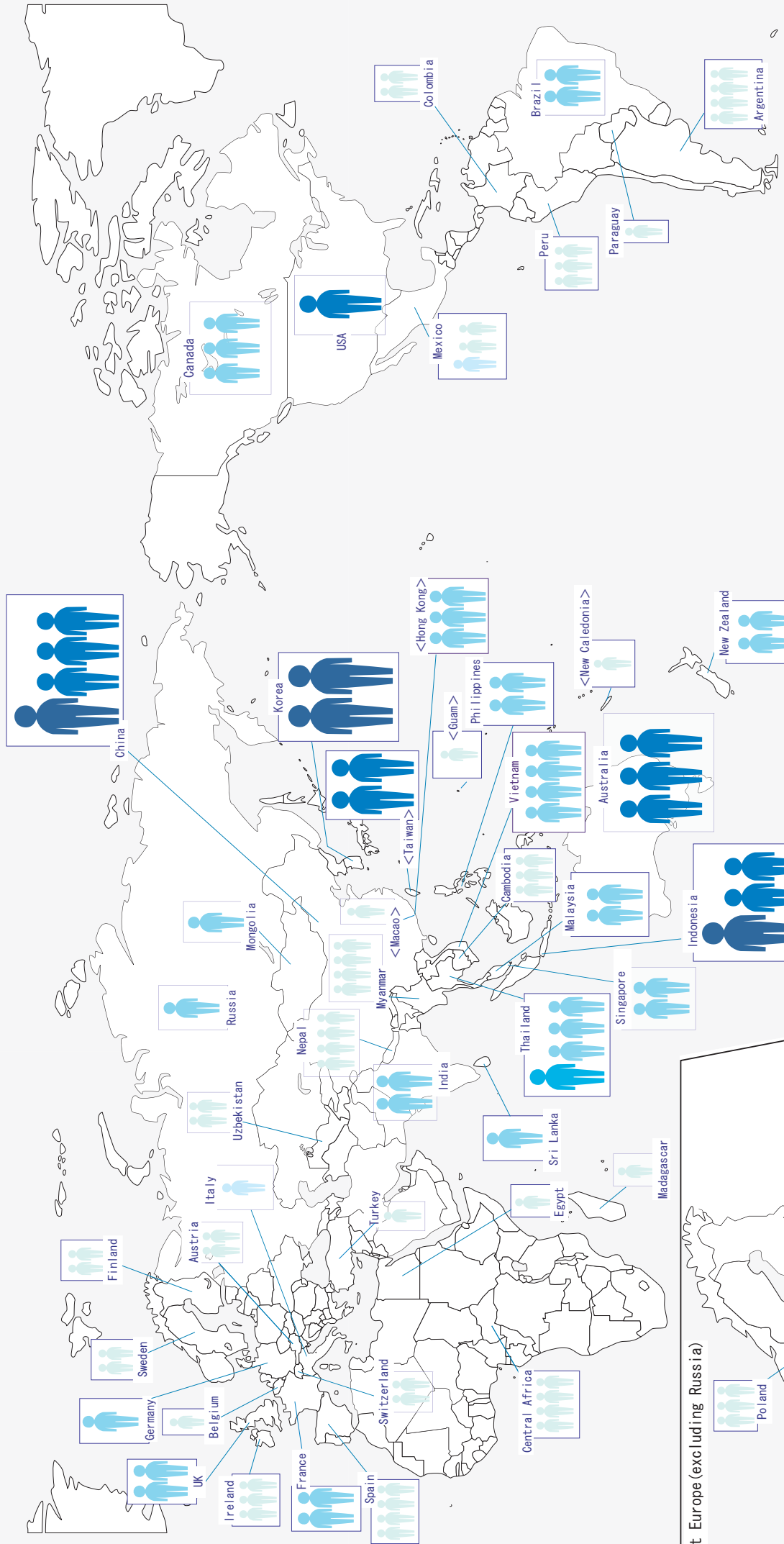
Summary

Present Condition of Overseas Japanese-Language Education

SURVEY REPORT ON
JAPANESE-LANGUAGE EDUCATION
ABROAD 2009

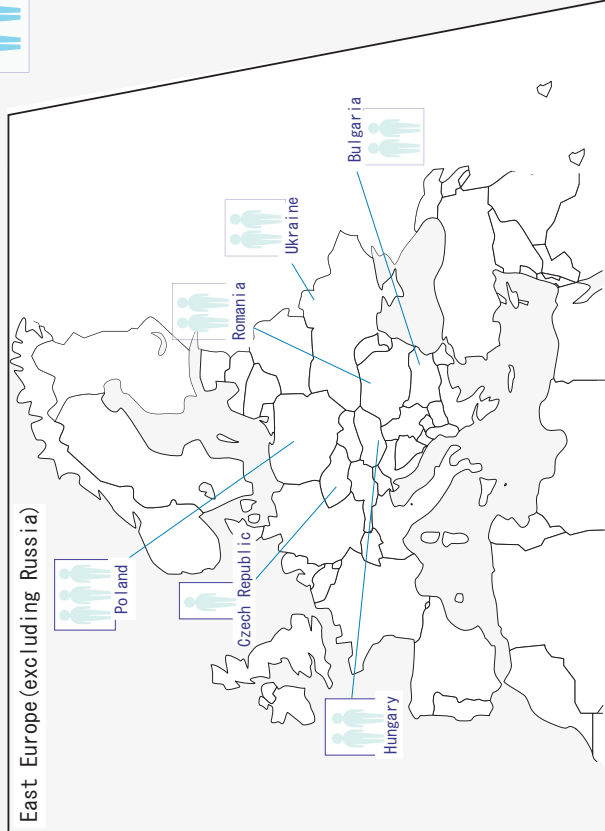


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The above map provides a bird's-eye view of number of Japanese-language students around the world by country/(district).
 * The symbols show countries/(districts) with 1,000 or more Japanese-language students.
 * Each number is rounded off to the largest digit.

Number of Japanese-Language Students by Country / (District)



East Europe (excluding Russia)

Present Condition of Overseas Japanese-Language Education

Survey Report on Japanese-Language Education Abroad 2009

Summary

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Preface

With its headquarters in Tokyo, the Japan Foundation has an office in Kyoto and 23 overseas offices in 21 countries, as well as two Japanese-language institutes (Saitama and Osaka) located in Japan. Its activities in the area of Japanese-language education include: sending specialists in Japanese-language education on overseas assignments; bringing overseas Japanese-language teachers to Japan for training; assisting in the development and production of teaching materials and distributing them by donation; administering the Japanese-Language Proficiency Test; providing training for promotion of Japanese language for specialists and studies of the Japanese-language; providing subsidies for educational institutions abroad; and collection and dissemination of information concerning Japanese-language education abroad.

The present report organizes in an easy-to-use format the results of the “Survey of Overseas Organizations Involved in Japanese-language Education” conducted by the Japan Foundation in fiscal 2009. For further details and analysis, see the forthcoming publication in Japanese, entitled *Kaigai no Nihongo kyōiku no genjō: Nihongo kyōiku kikan chōsa 2009* (Present Condition of Overseas Japanese-Language Education: Survey Report on Japanese-Language Education Abroad 2009). The Japan Foundation hopes that this summary report will be of at least some help to people involved in Japanese-language education in Japan and abroad and will contribute to the promotion of Japanese-language education.

Information on the institutions that responded to the survey is available at the “Directory of Overseas Japanese-Language Educational Institutions” site at the Japan Foundation English website. Please feel free to use this information as needed. Regarding the state of Japanese-language education in specific countries, please see the “Nihongo Kyōiku Kunibetsu Jōhō” (Information on Japanese-Language Education by Country/(District)) site.

This report has been prepared in both Japanese and English and is available on the Japan Foundation website at the following sites:

Japanese <http://www.jpf.go.jp/j/japanese/survey/result/index.html>

English <http://www.jpf.go.jp/e/japanese/survey/result/index.html>

The Japan Foundation would like to express its sincere gratitude to the Japanese-language institutions that took time to respond to the survey, as well as to the Ministry of Foreign Affairs of Japan and to all the organizations and individuals of each country

involved in the various stages of the survey, including those that assisted in distribution and collection of questionnaires. Without their kind assistance this report would not have been possible.

The Japan Foundation

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Appendix: Numbers of Japanese-Language Institutions, Teachers, and Students by Country/(District)

Remarks

1. Categorizations and Order of Listings in This Report

(1) Regional categories and order of listing

The number of regions is 13. They are (in order of appearance) East Asia, Southeast Asia, South Asia, Oceania, North America, Central America, South America, Western Europe, Central Asia, Eastern Europe, Middle East, North Africa, and Africa.

(2) Country /(District) Names and Listing

Country names are given according to the Japan Foundation's customary practice and are arranged in alphabetical order by regional category. In the tables and graphs, districts are marked with an asterisk (*). The following districts are mentioned using their common names: Taiwan[†], Hong Kong, Macao, Northern Mariana Islands, Guam, New Caledonia, French Polynesia, and Puerto Rico. The districts covered in the report are included in "countries" in the text for convenience's sake. Note that the survey was conducted in Hong Kong and Macao, separately from China.

[†]Taiwan* was not directly covered in the survey, but the report draws partially on the *2009-nendo Taiwan ni okeru Nihongo kyōiku jijō chōsa hōkokusho* [Survey Report on Current Conditions of Japanese-Language Education in Taiwan, 2009], published by the Interchange Association, Japan in August 2010.

2. Terms Used in the Text

(1) Levels of Education

Educational and school systems differ from country to country, making it difficult to adopt a uniform terminology applicable to the entire world. This report classifies the surveyed institutions under five categories, as shown below, for tabulation and analysis.

- (i) Institutions of Primary Education: Schools equivalent to primary schools in Japan.
- (ii) Institutions of Secondary Education: Schools equivalent to junior high schools (early secondary education) and high schools (late secondary education) in Japan.
- (iii) Institutions of Higher Education: Schools equivalent to graduate schools, universities, junior colleges, and technical colleges in Japan.
- (iv) Non-academic Institutions: Schools not included in the categories (i), (ii), and (iii) above. Examples are private language schools and schools of lifelong learning operated by public organizations.
- (v) Multi-level Institutions: Schools offering Japanese-language education across levels of education, for instance, across primary and secondary education, across secondary and non-academic education, etc. from among the categories (i) through (iv) above.

(2) Teachers

- (i) Teachers: Those who teach Japanese in their institutions, regardless of whether employed on a full-time basis or not.
- (ii) Native Japanese-Language Teachers: Among the teachers above, those whose mother tongue is Japanese.

(3) Other Special Terms

Other special terms are explained in the text or in tables and figures as appropriate.

3. Scope of This Report

This report is based on the results of the returned questionnaires from among the Japanese-language institutions overseas to which questionnaires were distributed. It does not, therefore, cover all overseas organizations offering Japanese-language education.

4. Other

- (1) Percentage totals may not equal 100 because the figures are rounded to one decimal place.
- (2) In the case of questions requiring two or more answers, percentage totals may exceed 100.
- (3) In the graphs, “n” represents the total number of the sample.

1. Japanese-Language Education Overseas Today

Japanese-language education was provided in 133 countries for some 3.65 million students

The survey reveals that as of 2009 Japanese-language education was carried out in 133 countries (more precisely, 125 countries and 8 districts) other than Japan. The number of institutions offering Japanese-language education and the number of teachers and students in those institutions are as follows:

2009 Survey		2006 Survey	
◆Number of Institution	14,925	◆Number of Institutions	13,639
◆Number of Teachers	49,803	◆Number of Teachers	44,321
◆Number of Students	3,651,232	◆Number of Students	2,979,820

Notes: Taiwan* was included, bringing the total to 133 countries. Calculations include figures for Taiwan* from the survey by the Interchange Association, Japan.

The present survey was conducted among overseas institutions offering Japanese-language education, so figures given for number of students indicates those for Japanese-language learners enrolled at these institutions. People also study Japanese-language through programs provided on television, radio, and the Internet, as well as by hiring private tutors. It can be assumed, therefore, that there are far more people studying Japanese than those covered by the survey.

The number of countries (133) where Japanese-language education was provided remained the same in the 2006 and 2009 surveys. A closer look shows that seven countries were newly added that were confirmed to have one or more institutions offering Japanese-language education, while seven countries, which had one or more institutions in the 2006 survey but no longer had them at the time of the 2009 survey, were dropped. These countries are as follows.

◆ Newly added countries/(district) with institution(s) offering Japanese-language education at the time of the 2009 survey

Puerto Rico* (3)
Turkmenistan (1)
Ethiopia (1)
Cameroon (1)
Côte d'Ivoire (1)
Tanzania (1)
Burkina Faso (1)

◆ Countries no longer with institution(s) offering Japanese-language education at the time of the 2009 survey

Kiribati (1)
Vanuatu (3)
Fiji (4)
Andorra (1)
Montenegro (1)
Sudan (1)
Democratic Republic of Congo (1)

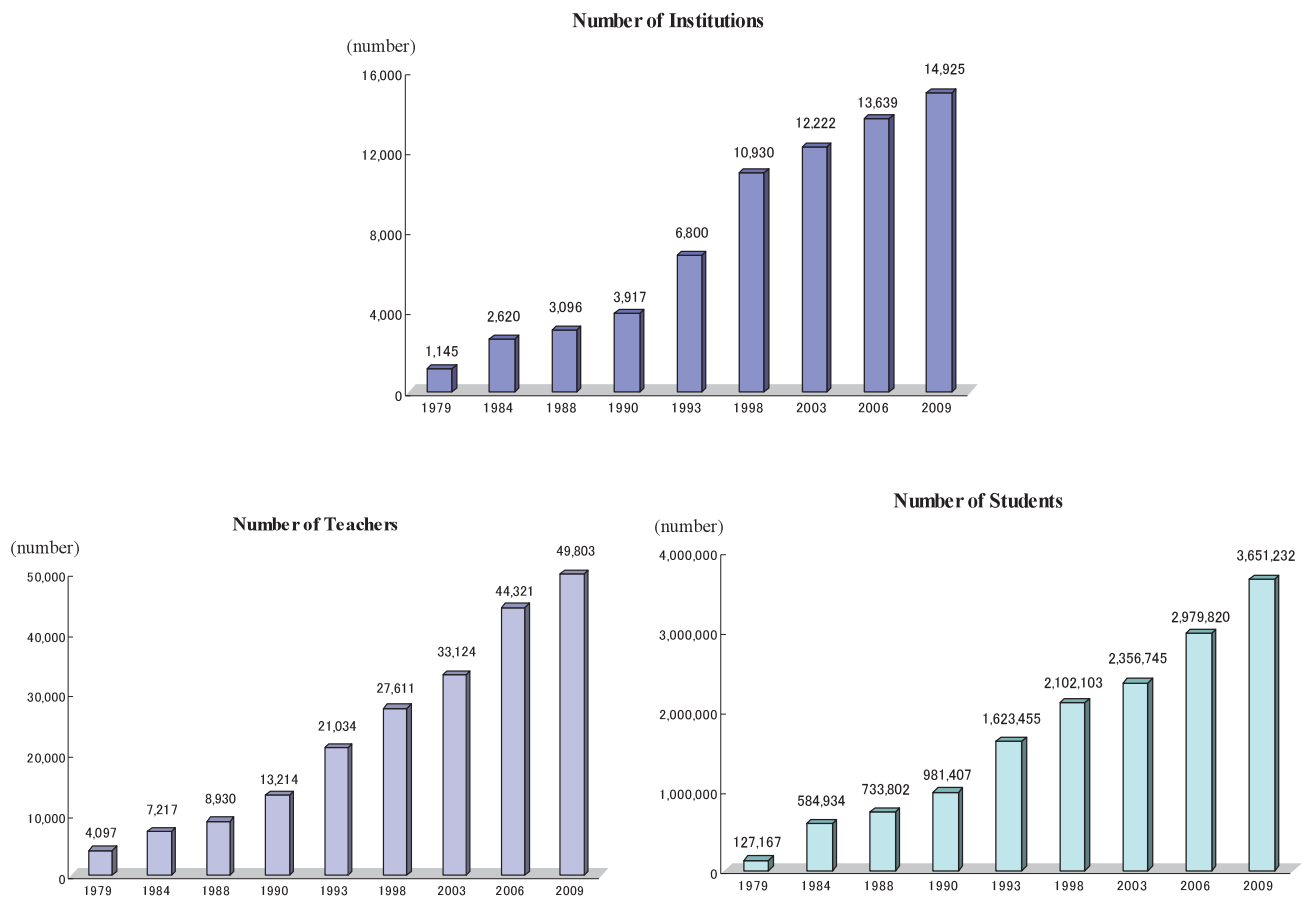
Note: Figures in parentheses indicate the number of institutions offering Japanese-language education.

1. Japanese-Language Education Overseas Today

Up 22.5 percent since 2006, Japanese-language students in the world numbered 3,651,232; institutions numbered 14,925 and teachers 49,803

Since 1979 institutions, teachers, and students engaged with Japanese-language have been consistently increasing in number. The number of institutions, which rose 73.6 percent within the three years from 3,917 in 1990 to 6,800 in 1993, is particularly notable. The number of students, too, markedly increased from 981,407 to 1,623,455 in the corresponding period. After that as well, the numbers of institutions, teachers, and students continued to increase. The 2009 survey confirmed continued increases for all three figures over the 2006 survey; within the three years the number of institutions increased by 9.4 percent to 14,925, that of teachers by 12.4 percent to 49,803, and that of students by 22.5 percent to 3,651,232. Students in particular showed the largest increase. (See Graph 1.)

Graph 1. Trends in Numbers of Japanese-Language Institutions, Teachers, and Students

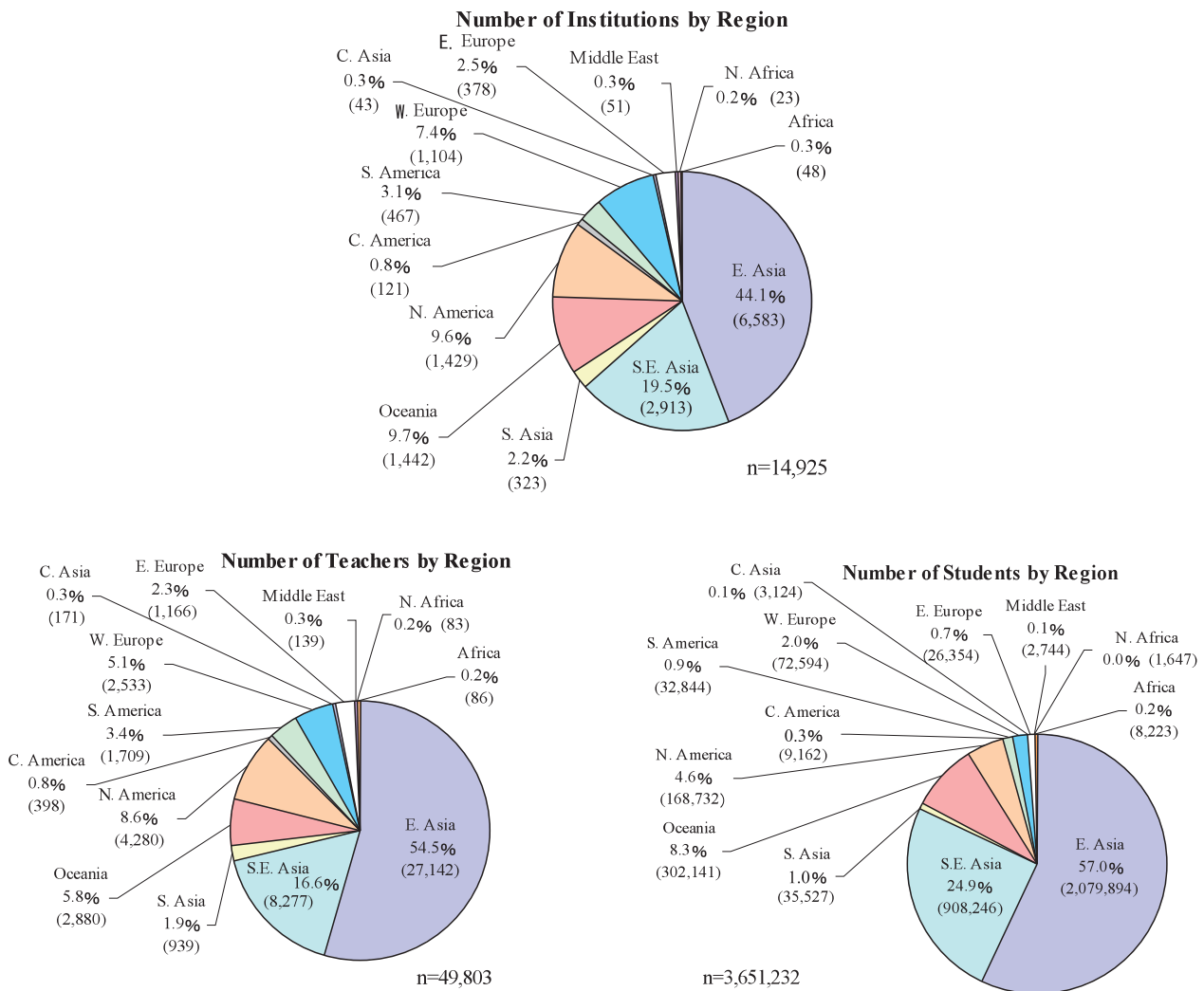


2. Japanese-Language Education Today by Region

East Asia had the most Japanese-language institutions, teachers, and students; East and Southeast Asia accounted for 80 percent

The numbers of overseas institutions, teachers, and students were divided under 13 regions and analyzed by region. The largest figures were for East Asia, with institutions in the region at 44.1 percent of the total, teachers at 54.5 percent, and students at 57.0 percent. The second-largest region for these figures was Southeast Asia. A total number of Japanese-language students in East and Southeast Asia came close to 3 million, making up 81.9 percent of the total. (See Graph 2.)

Graph 2. Shares of Institutions, Teachers, and Students by Region



Notes : Includes figures for Taiwan* from the survey by the Interchange Association, Japan.

Due to rounding to one decimal place, the figure for North Africa, which was 0.04 percent, is given as 0.0 percent. (Number of Students by Region)

3. Japanese-Language Education in 20 Countries with Highest Number of Students

Korea had the largest number of Japanese-language students at over 960,000; Indonesia showed rapid increase, ranking third compared to fourth in the 2006 survey.

Korea (Republic of Korea) showed the highest number of Japanese-language students, at 964,014, which accounts for 26.4 percent of all Japanese-language students overseas. China came in second with 827,171, followed by Indonesia with 716,353 and Australia with 275,710.

Of the 20 countries with the highest number of students studying Japanese, five countries recorded a decrease in the number of students while 15 showed an increase. Indonesian students of Japanese rose markedly by 162.7 percent over the 2006 survey, overtaking Australia to come in third. Hong Kong showed a considerable decrease, but this is because data for the 2009 survey was not provided by large educational institutions. It has been otherwise ascertained that the actual number of Japanese-language students in Hong Kong did not change much.

Korea showed the highest number of institutions as well, at 3,799, representing 25.5 percent of the world's total, followed by Indonesia, China, and Australia in that order. Here too, Indonesia's increase was conspicuous.

Of the 20 countries with the largest number of Japanese-language education students, eight countries showed a decrease. There were three countries that showed a decrease despite an increase in the number of students: Thailand, France, and Germany.

China had the largest number of Japanese-language teachers, at 15,613, representing 31.3 percent of the world's total. Among the 20 with the highest number of students, four showed a decrease in all the three categories of students, institutions, and teachers: Australia, Malaysia, New Zealand, and Brazil. (See Table 1.)

Table 1. Numbers of Institutions, Teachers, and Students (20 Countries with Highest Number of Students)

Rank	Rank in 2006	Country/(District)	No. of Students			No. of Institutions			No. of Teachers		
			2009	2006	Rate of change (%)	2009	2006	Rate of change (%)	2009	2006	Rate of change (%)
1	1	Korea	964,014	910,957	5.8	3,799	3,579	6.1	6,577	7,432	▲ 11.5
2	2	China	827,171	684,366	20.9	1,708	1,544	10.6	15,613	12,907	21.0
3	4	Indonesia	716,353	272,719	162.7	1,988	1,084	83.4	4,089	2,651	54.2
4	3	Australia	275,710	366,165	▲ 24.7	1,245	1,692	▲ 26.4	2,547	2,935	▲ 13.2
5	5	Taiwan*	247,641	191,367	29.4	927	513	80.7	3,938	2,791	41.1
6	6	USA	141,244	117,969	19.7	1,206	1,092	10.4	3,541	3,217	10.1
7	7	Thailand	78,802	71,083	10.9	377	385	▲ 2.1	1,240	1,153	7.5
8	9	Vietnam	44,272	29,982	47.7	176	110	60.0	1,565	1,037	50.9
9	8	Hong Kong*	28,224	32,959	▲ 14.4	78	112	▲ 30.4	734	704	4.3
10	11	Canada	27,488	23,834	15.3	223	214	4.2	739	649	13.9
11	12	Malaysia	22,856	22,920	▲ 0.3	124	142	▲ 12.7	388	437	▲ 11.2
12	14	Philippines	22,362	18,199	22.9	156	155	0.6	422	400	5.5
13	10	New Zealand	21,875	29,904	▲ 26.8	147	251	▲ 41.4	258	449	▲ 42.5
14	13	Brazil	21,376	21,631	▲ 1.2	347	544	▲ 36.2	1,167	1,213	▲ 3.8
15	16	UK	19,673	14,928	31.8	389	277	40.4	742	617	20.3
16	20	India	18,372	11,011	66.9	170	106	60.4	484	369	31.2
17	15	France	16,010	15,534	3.1	164	193	▲ 15.0	542	502	8.0
18	18	Singapore	15,864	12,076	31.4	34	29	17.2	225	144	56.3
19	22	Sri Lanka	12,430	9,133	36.1	82	53	54.7	157	116	35.3
20	19	Germany	12,390	11,945	3.7	180	190	▲ 5.3	428	465	▲ 8.0
World's Total			3,651,232	2,979,820	22.5	14,925	13,639	9.4	49,803	44,321	12.4

Note: Figures for Taiwan* are from the survey by the Interchange Association, Japan.

4. Japanese-Language Education by Level of Education

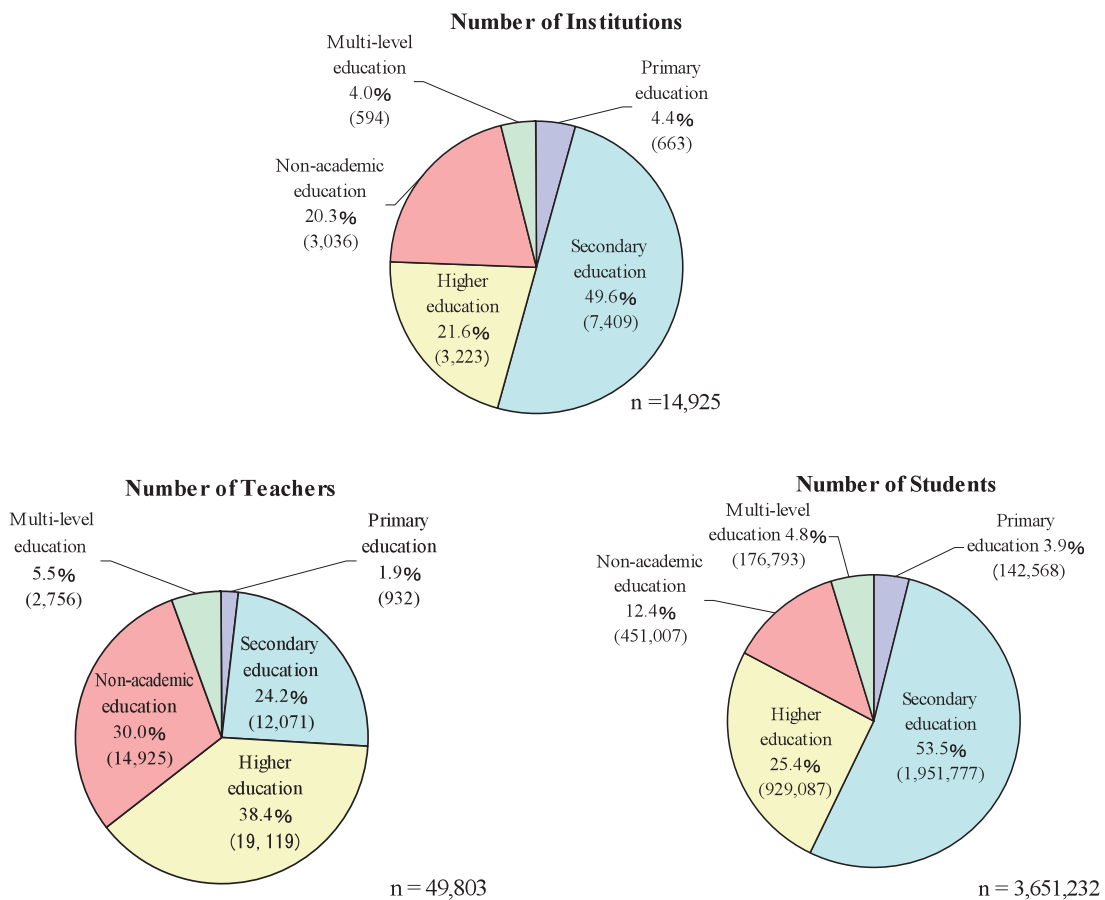
The majority of the world’s students of Japanese (1.95 million) were in secondary education; secondary education had the largest number of institutions; higher education had the largest number of teachers.

In the 2009 survey, institutions were divided into four categories—primary, secondary, and higher education and non-academic education—and it was confirmed by category whether they offered Japanese-language education and how many students they had. For the purposes of analysis, institutions that offered multiple levels of education—e.g., “primary and secondary education” or “secondary and non-academic education”—were treated in the category of multiple-level education.

In the breakdown of numbers of institutions by category, secondary education made up 49.6 percent, nearly half of the total at 7,409, followed by higher education at 21.6 percent (3,223 institutions).

The number of students was also the largest in secondary education with 1,951,777 (53.5 percent). In terms of number of teachers, however, higher education came in first with 19,119 (38.4 percent), followed by non-academic education with 14,925 (30.0 percent) (See Graph 3.)

Graph 3. Shares of Institutions, Teachers, and Students by Level of Education



Note: Includes figures for Taiwan* from the survey by the Interchange Association, Japan.

5. Data on Teachers

The average number of students per teacher was 73.3, up from 67.2 in 2006; North America and Western Europe had more native Japanese-language teachers

As mentioned in “1. Japanese-Language Education Overseas Today,” the number of Japanese-language teachers was 49,803, an increase by 12.4 percent over the 2006 survey. There were an average of 3.34 teachers per institution, a slight increase compared to 3.25 in the 2006 survey. The number of students per teacher was 73.3, a definite increase over the previous survey. (See Table 2.)

Table 2. Number of Teachers per Institution and Number of Students per Teacher

	Teachers	Institutions	Students	Teachers per institution	Students per teacher
2009	49,803	14,922	3,651,179	3.34	73.3
2006	44,321	13,639	2,979,820	3.25	67.2
Rate of change (%)	12.4	9.4	22.5	0.09	6.1

Notes: In the 2009 survey, the number of teachers at three institutions surveyed was not given, so in this table the number of institutions is 14,922 and that of students is 3,651,179 excluding the students at those three institutions. (There were a total of 14,925 institutions and 3,651,232 students.) Includes figures for Taiwan* from the survey by the Interchange Association, Japan.

The number of native Japanese-language teachers was 14,022, an increase by 6.3 percent over the 2006 survey. Because the number of all teachers rose by 12.4 percent, however, the proportion of native Japanese-language teachers among all teachers decreased by 1.6 percentage points. (See Table 3.)

Table 3. Numbers of Teachers and Native Japanese-Language Teachers

	Teachers	Native Japanese-language teachers	Percentage
2009	49,803	14,022	28.2
2006	44,321	13,197	29.8
Rate of change (%)	12.4	6.3	▲ 1.6

Note: Includes figures for Taiwan* from the survey by the Interchange Association, Japan.

Regarding teachers in the 20 countries with the highest number of students, the United States showed the largest number of native Japanese-language teachers (2,759), followed by China (2,479) and Korea (1,018). Only these three countries had more than 1,000 native Japanese-language teachers.

Regarding percentage of native Japanese-language teachers among all Japanese-language teachers, the countries where they make up more than 70 percent were Singapore (80.0 percent), France (78.2 percent), Germany (78.5 percent), United States (77.9 percent), United Kingdom (76.1 percent), and Canada (75.6 percent), in that order. Korea and China, which had large numbers of native Japanese-language teachers, showed only slightly over 15 percent because the number of teachers is large there. (See Table 4.)

Table 4. Numbers of Teachers and Native Japanese-Language Teachers by Country/(District)

Rank	Country/(District)	Teachers	Native Japanese-language teachers	Percentage
1	Korea	6,577	1,018	15.5
2	China	15,613	2,479	15.9
3	Indonesia	4,089	147	3.6
4	Australia	2,547	919	36.1
5	Taiwan*	3,938	766	19.5
6	USA	3,541	2,759	77.9
7	Thailand	1,240	452	36.5
8	Vietnam	1,565	392	25.0
9	Hong Kong*	734	303	41.3
10	Canada	739	559	75.6
11	Malaysia	388	170	43.8
12	Philippines	422	96	22.7
13	New Zealand	258	70	27.1
14	Brazil	1,167	489	41.9
15	UK	742	565	76.1
16	India	484	91	18.8
17	France	542	424	78.2
18	Singapore	225	180	80.0
19	Sri Lanka	157	23	14.6
20	Germany	428	336	78.5
Total		49,803	14,022	28.2

Note: Figures for Taiwan* are from the survey by the Interchange Association, Japan.

6. Purposes of Japanese-Language Study

“Interest in Japanese language” received the highest response (58.1 percent) among “purposes of Japanese-language study”

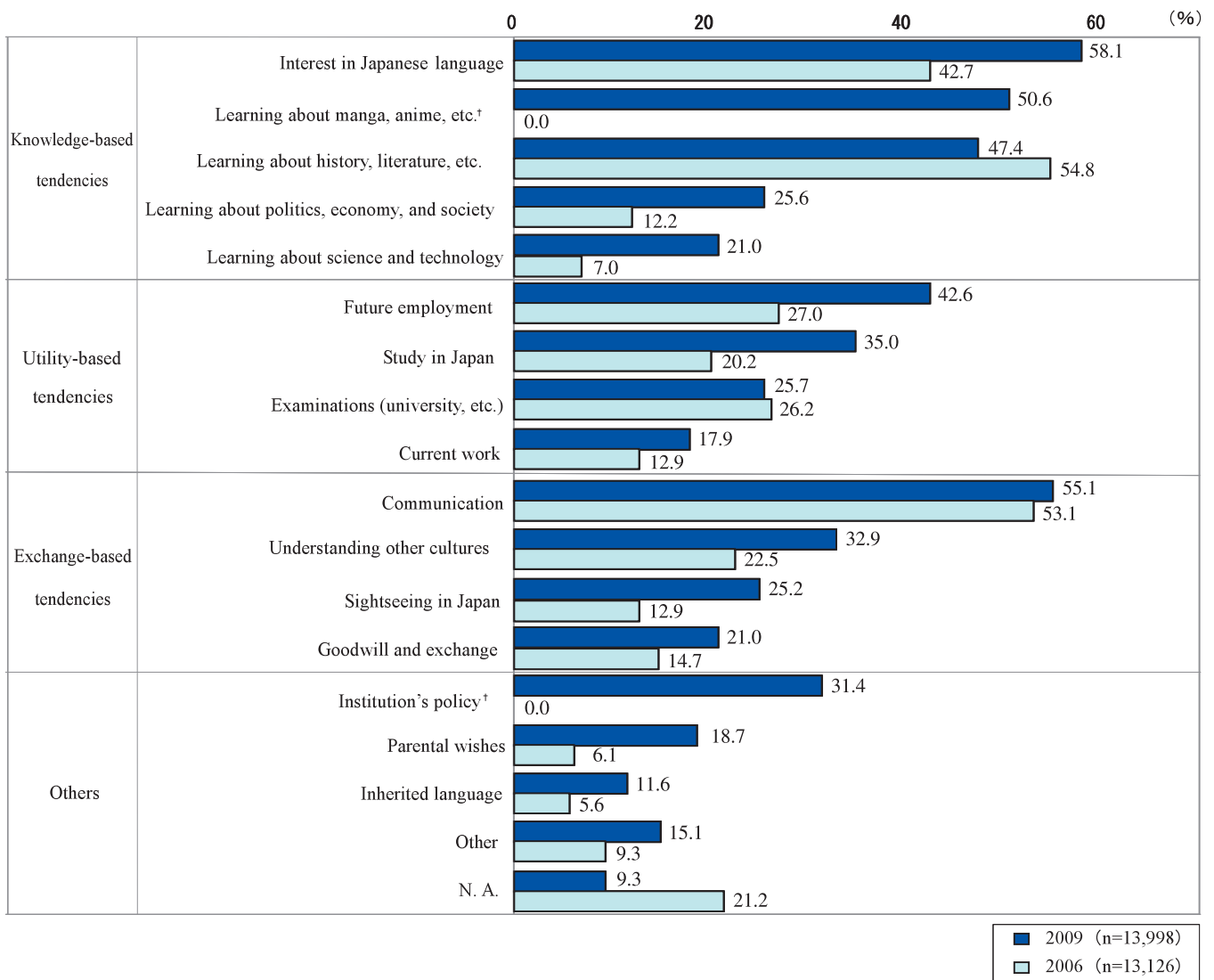
(1) Purposes of Japanese-Language Study in the World as a Whole

Under purpose of study of Japanese, “interest in Japanese language” received the highest response at 58.1 percent, followed by “communication” (55.1 percent) and “learning about manga, anime, etc.” (50.6 percent). By category, the response to “knowledge-based tendencies” was high. Under the category of “knowledge-based tendencies,” it is most notable that the response to the item that was added to the 2009 survey, “learning about manga, anime, etc.” (50.6 percent), was higher than that to the older item, “learning about history, literature, etc.” (47.4 percent). Under the category of “utility-based tendencies,” 42.6 percent indicated their motive was “future employment,” followed by 35.0 percent who were learning the language in order to “study in Japan.”

In the 2006 survey, the surveyed institutions had been asked to select up to five items, but in the 2009 survey they were asked to select as many as applicable, and therefore there tended to be an increase in the percentage for all items except two: “learning about history, literature, etc.” (down 7.4 percentage points) and “examinations (university, etc.)” (down 0.5 percentage points). The possible reason for the lower response to “learning about history, literature, etc.” was that relevant responses in the 2009 survey were dispersed compared to the 2006 survey because of the newly added item “learning about manga, anime, etc.”

Those items that showed a marked difference in response rate from the previous survey were “future employment,” up 15.6 percentage points, and “interest in Japanese language,” up 15.4 percentage points. (See Graph 4.)

Graph 4. Purposes of Japanese-Language Study (Comparison with 2006 Survey)



[†] Items newly added to the 2009 survey.

Notes: Because of differences in some items, the figures for Taiwan* are not included here. The 2006 questionnaire asked the surveyed institutions to select up to five items, while the 2009 questionnaire asked them to select as many as applicable. Simple comparison with the 2006 survey may not be possible for this reason and also because some items were newly added to the 2009 survey.

6. Purposes of Japanese-Language Study

(2) Purposes of Japanese-Language Study by Level of Education

A look at the purposes of study of Japanese by level of education shows that at the level of primary education, quite naturally, the responses were extremely low for “current work” (2.7 percent), “study in Japan” (7.6 percent), “examinations (university, etc.)” (5.3 percent), and “future employment” (12.8 percent) compared with the whole. At the same level of education, on the other hand, “interest in Japanese language” (73.4 percent), “institution’s policy” (64.0 percent), “learning about history, literature, etc.” (62.3 percent), and “understanding other cultures” (59.0 percent) received very high response rates compared with the whole.

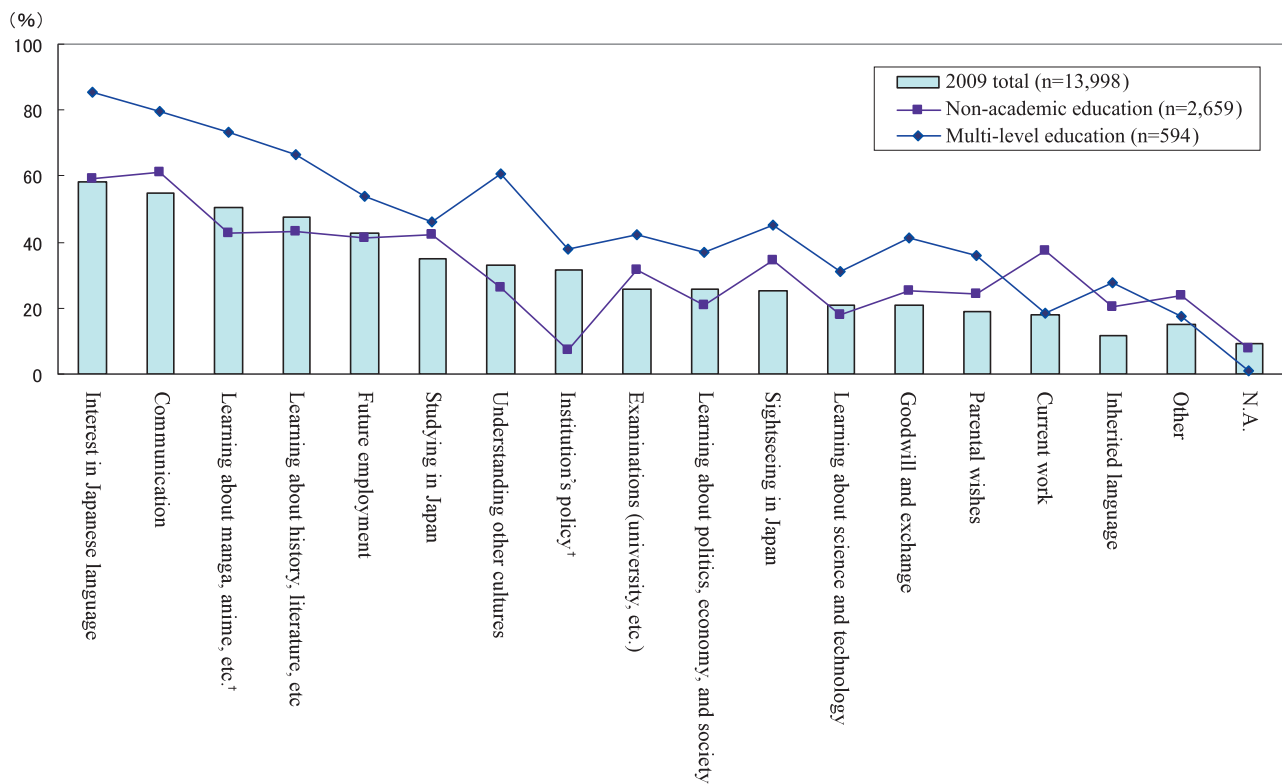
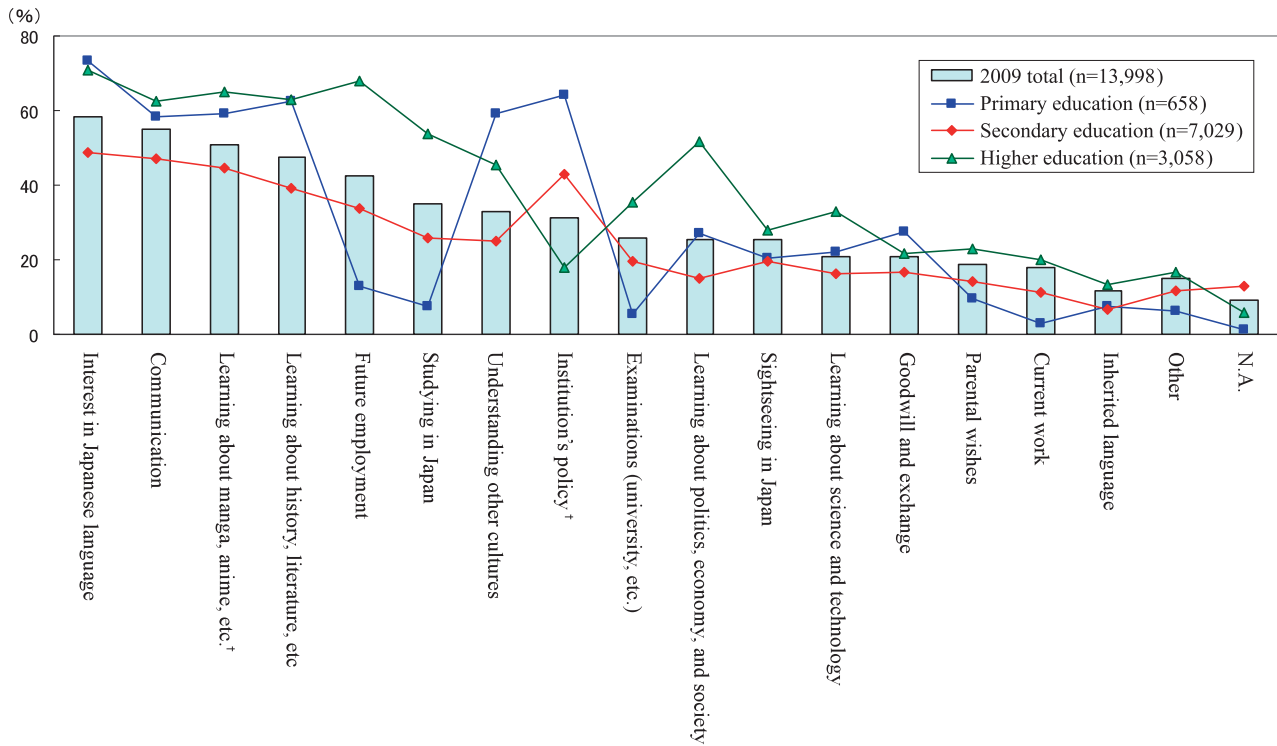
At the level of secondary education, as is true of primary education, the items under the category of “utility-based tendencies” tended to show low rates, but differences compared to the other categories were not so great as in the case of primary education. Responses to virtually all items were lower than for the whole, except for “institution’s policy” (42.9 percent), the rate for which alone is higher than that of any other item. Notably, “interest in Japanese language” (48.6 percent), “learning about politics, economy, and society” (15.0 percent), “learning about history, literature, etc.” (39.2 percent), and “study in Japan” (25.7 percent) at the level of secondary education were about 10 percentage points lower than for the whole.

At the level of higher education, in contrast to secondary education, almost all the items, except “institution’s policy” (17.8 percent), showed higher rates than for the whole. The items showing markedly higher rates than for the whole were “future employment” (68.1 percent), “learning about history, literature, etc.” (62.9 percent), and “learning about politics, economy, and society” (51.5 percent). Many students in higher education choose to study Japanese because of their own interest, and therefore, they have specific and clear purposes and interest, which was presumably reflected in their responses to the survey.

Non-academic institutions showed higher rates than for the whole for “current work” (37.2 percent) and “sightseeing in Japan” (37.2 percent). Since students there voluntarily chose to study Japanese, “institution’s policy” received an especially low rate at 7.4 percent.

Multi-level institutions, like institutions of higher education, showed higher rates than for the whole for all items. Among them the items showing notably high rates were “interest in Japanese language” (85.4 percent), “communication” (79.6 percent), and “understanding other cultures” (60.8 percent). **(See Graph 5.)**

Graph 5. Purposes of Japanese-Language Study by Level of Education



† Items newly added to the 2009 survey.

Notes: Because of differences in some items, the figures for Taiwan* are not included here. The 2006 questionnaire asked the surveyed institutions to select up to five items, while the 2009 questionnaire asked them to select as many as applicable. Simple comparison with the 2006 survey may not be possible for this reason and also because some items were newly added to the 2009 survey.

7. Problems and Concerns in Japanese-Language Teaching

Response rates on problems and concerns in Japanese-language teaching rose in the 2009 survey; the highest rate was for “inadequate teaching materials” (34.6 percent).

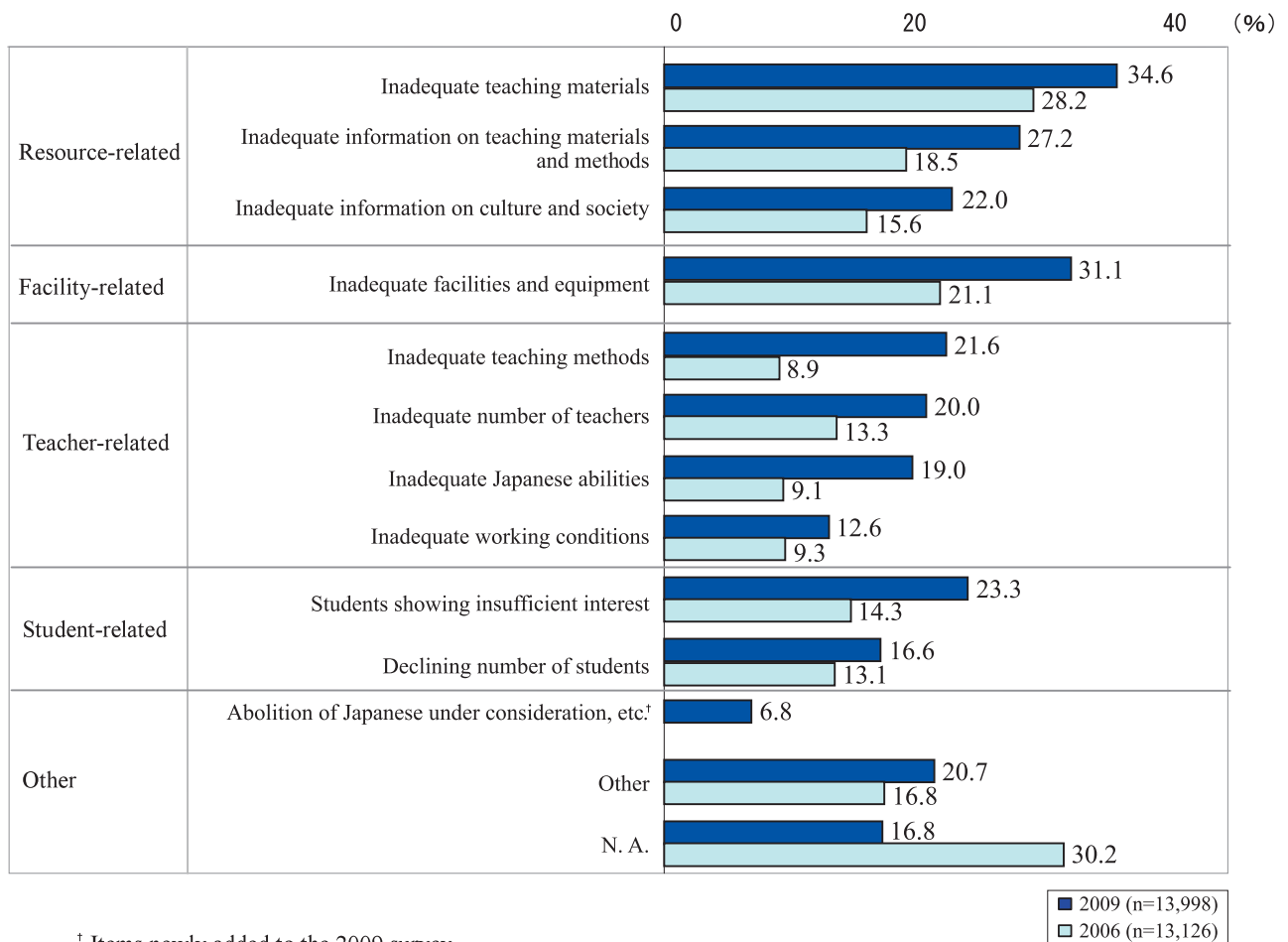
(1) Problems and Concerns in Japanese-Language Teaching in the World as a Whole

Among problems and concerns cited by Japanese-language institutions, “inadequate teaching materials” showed the highest response rate at 34.6 percent, followed by “inadequate facilities and equipment” at 31.1 percent and “students show insufficient interest” at 23.3 percent.

The newly added item in the 2009 survey, “abolition of Japanese under consideration, etc.,” showed the lowest rate at 6.8 percent, but it is notable that at as many as 946 institutions the abolition of Japanese-language teaching was under consideration.

In the 2006 survey the surveyed institutions were asked to cite the three most important items as problems and concerns in Japanese-language teaching, but in the 2009 survey they were asked to cite as many as applicable. Probably because of that, all items in this question showed higher response rates. Especially those items that showed an increase of about 10 percentage points compared with the previous survey were “inadequate facilities and equipment” (31.1 percent), “students showing insufficient interest” (23.3 percent), “inadequate teaching methods” (21.6 percent), and “[teachers with] inadequate Japanese abilities” (19.0 percent). (See Graph 6.)

Graph 6. Problems and Concerns in Japanese-Language Teaching (Comparison with 2006 Survey)



[†] Items newly added to the 2009 survey.

Notes: Because of differences in some items, the figures for Taiwan* are not included here. The 2006 questionnaire asked the surveyed institutions to select up to three items, while the 2009 questionnaire asked them to select as many as applicable. A simple comparison with the 2006 survey may not be possible for this reason and also because some items were newly added to the 2009 survey.

(2) Problems and Concerns in Japanese-Language Teaching by Level of Education

At the level of primary education, as compared with the whole, “inadequate working conditions [for teachers]” (17.2 percent) showed 4.6 percentage points higher while “inadequate information on [Japanese] culture and society” (12.5 percent) and “inadequate teaching methods” (8.7 percent) showed about 10 percentage points lower.

At the level of secondary education, the response rates for all items did not differ much from the whole, but “inadequate teaching materials” (29.0 percent) did show about 5 percentage points lower and “students show insufficient interest” (30.1 percent) 6.8 percentage points higher than the whole.

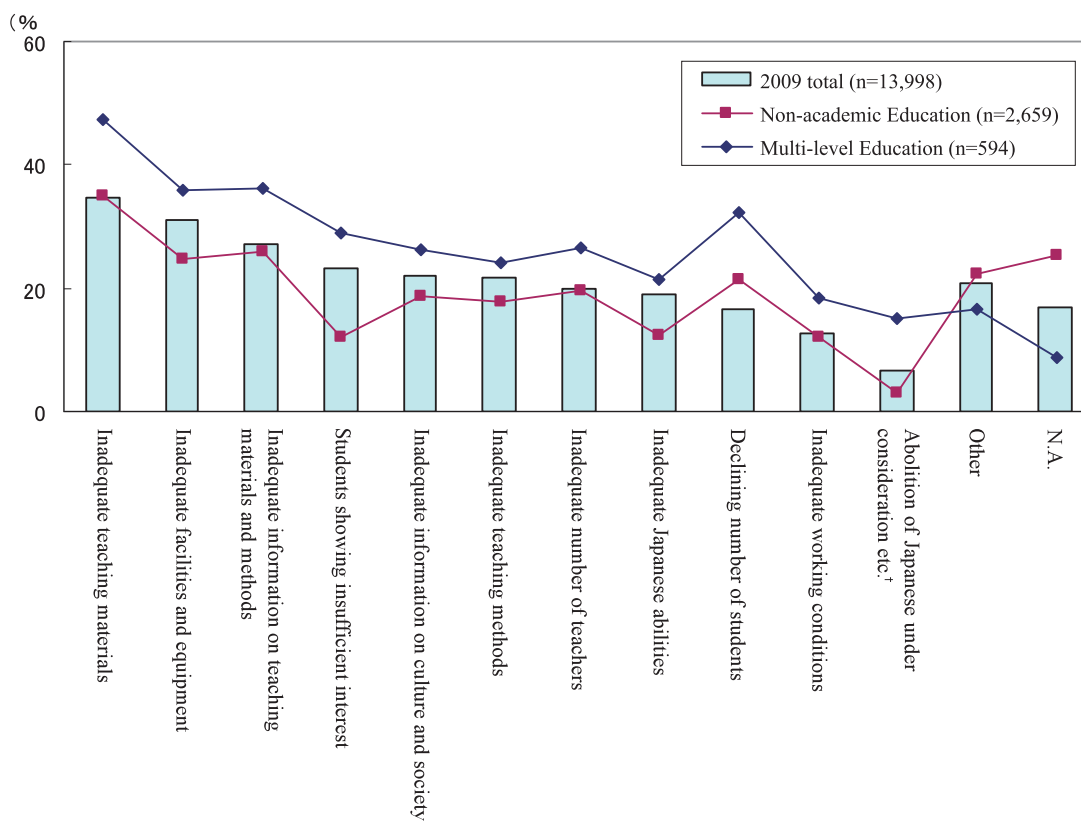
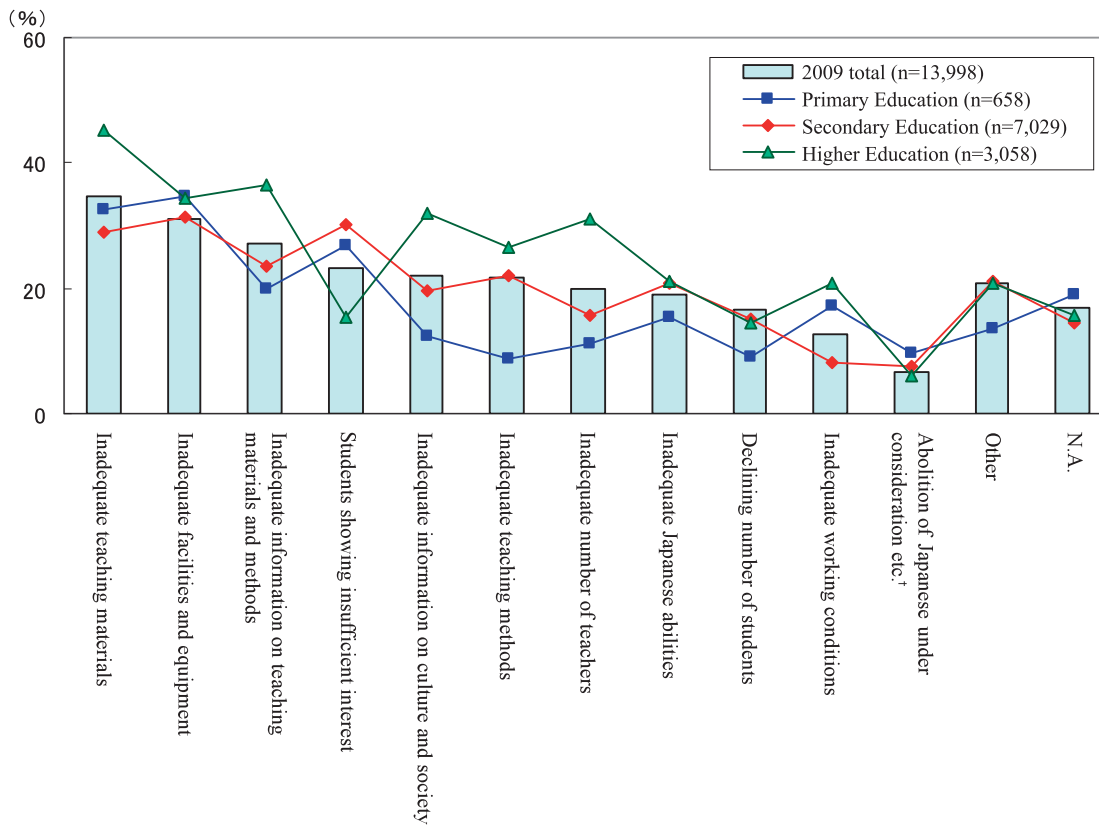
At the level of higher education, the response rates were relatively low for both “declining number of students (14.3 percent) and “students showing insufficient interest” (15.5 percent). But other items were high, and this was especially true for “inadequate teaching materials” (45.2 percent), “inadequate information on teaching materials and methods” (36.6 percent), “inadequate information on [Japanese] culture and society” (31.9 percent), and “inadequate number of teachers” (31.0 percent), for all of which the responses were about 10 percentage points higher as compared with the whole.

As for non-academic institutions, probably because their students voluntarily attend in order to study Japanese language, “students showing insufficient interest” (11.9 percent) showed more than 10 percentage points lower than for the whole. “Declining number of students” (21.3 percent), on the other hand, was more than 4.7 percentage points higher than for the whole, and “inadequate facilities and equipment” (24.9 percent) and “[teachers with] inadequate Japanese abilities” (12.4 percent) more than 6 percentage points lower.

Multi-level institutions showed higher percentages than for the whole in all options except for “Other”. This is especially true of “inadequate teaching materials” (47.3 percent) and “declining number of students” (32.2 percent), all of which showed more than 10 percentage points higher than for the whole. **(See Graph 7.)**

7. Problems and Concerns in Japanese-language Teaching

Graph 7. Problems and Concerns in Japanese-Language Teaching by Level of Education



[†] Items newly add to the 2009 survey.

Notes: Because of differences in some items, the figures for Taiwan* are not included here. The 2006 questionnaire asked the surveyed institutions to select up to three items, while the 2009 questionnaire asked them to select as many as applicable. Simple comparison with the 2006 survey may not be possible for this reason and also because some items were newly added to the 2009 survey.

Appendix

Appendix: Numbers of Japanese-Language Institutions, Teachers, and Students by Country/(District)

Region	Country/(District) * indicates district	School Education								
		Primary Education			Secondary Education			Higher Education		
		No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students
E. Asia	China	11	20	2,362	264	1,273	59,526	1,079	9,450	529,508
	Hong Kong*	2	7	450	27	40	1,925	11	96	2,887
	Korea	3	3	557	2,825	3,900	871,200	406	1,501	59,401
	Macao*	0	0	0	0	0	0	2	16	560
	Mongolia	1	2	38	10	23	1,512	27	119	4,155
	Taiwan*	5	13	2,440	380	819	77,139	165	1,692	119,898
	Subtotal	22	45	5,847	3,506	6,055	1,011,302	1,690	12,874	716,409
S. E. Asia	Brunei	0	0	0	0	0	0	0	0	0
	Cambodia	0	0	0	1	1	991	7	47	701
	Indonesia	16	22	3,353	1,701	2,575	679,662	133	889	17,976
	Laos	0	0	0	0	0	0	1	9	90
	Malaysia	0	0	0	73	88	12,025	23	148	7,441
	Myanmar	0	0	0	0	0	0	2	46	882
	Philippines	0	0	0	14	26	1,218	64	128	11,107
	Singapore	0	0	0	4	22	1,721	7	81	5,795
	Thailand	2	3	684	242	415	38,685	88	395	21,915
	Vietnam	0	0	0	20	74	3,238	35	354	13,637
Subtotal	18	25	4,037	2,055	3,201	737,540	360	2,097	79,544	
S. Asia	Bangladesh	0	0	0	1	5	60	6	12	414
	Bhutan	0	0	0	0	0	0	0	0	0
	India	9	10	857	25	30	2,290	29	100	4,253
	Maldives	0	0	0	0	0	0	0	0	0
	Nepal	0	0	0	1	2	40	1	10	500
	Pakistan	0	0	0	0	0	0	2	9	27
	Sri Lanka	0	0	0	45	66	5,397	3	14	237
	Subtotal	9	10	857	72	103	7,787	41	145	5,431
Oceania	Australia	519	625	119,300	504	1,061	87,083	30	194	8,520
	French Polynesia* (France)	0	0	0	2	2	112	1	1	20
	Guam* (USA)	0	0	0	9	15	1,236	2	9	244
	Marshall Islands	0	0	0	2	4	227	1	1	53
	Micronesia	0	0	0	0	0	0	2	2	93
	New Caledonia* (France)	0	0	0	13	16	1,157	0	0	0
	New Zealand	15	35	1,807	117	178	15,615	4	28	1,059
	Northern Mariana Islands* (USA)	0	0	0	4	4	500	1	1	47
	Palau	0	0	0	1	2	50	1	1	26
	Papua New Guinea	0	0	0	1	1	190	2	2	55
	Samoa	0	0	0	0	0	0	1	2	46
Tonga	0	0	0	3	7	150	0	0	0	
Subtotal	534	660	121,107	656	1,290	106,320	45	241	10,163	
N. America	Canada	2	11	366	104	126	10,195	47	160	10,376
	USA	38	115	8,641	549	698	58,014	467	1,701	56,623
	Subtotal	40	126	9,007	653	824	68,209	514	1,861	66,999
C. America	Costa Rica	0	0	0	0	0	0	2	2	129
	Cuba	0	0	0	0	0	0	2	10	95
	Dominican Republic	0	0	0	0	0	0	1	2	10
	El Salvador	0	0	0	0	0	0	1	5	60
	Guatemala	0	0	0	0	0	0	0	0	0
	Honduras	0	0	0	0	0	0	2	3	75
	Jamaica	0	0	0	0	0	0	1	2	111
	Mexico	0	0	0	3	6	375	25	53	1,473
	Nicaragua	0	0	0	0	0	0	0	0	0
	Panama	0	0	0	1	1	35	1	1	50
	Puerto Rico* (USA)	0	0	0	0	0	0	1	1	9
Trinidad and Tobago	0	0	0	0	0	0	1	2	76	
Subtotal	0	0	0	4	7	410	37	81	2,088	
S. America	Argentina	0	0	0	0	0	0	6	17	312
	Bolivia	2	14	111	0	0	0	0	0	0
	Brazil	5	10	285	22	28	1,300	12	54	1,555
	Chile	0	0	0	1	1	30	4	12	276
	Colombia	0	0	0	0	0	0	11	21	830
	Ecuador	0	0	0	0	0	0	1	1	15
	Paraguay	0	0	0	0	0	0	0	0	0
	Peru	0	0	0	0	0	0	1	1	90
	Uruguay	0	0	0	0	0	0	1	1	53
	Venezuela	0	0	0	0	0	0	0	0	0
Subtotal	7	24	396	23	29	1,330	36	107	3,131	

Non-academic Education			Multi-level Education			Overall Total			Country/(District)	Region	
No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students			
305	4,284	195,196	49	586	40,579	1,708	15,613	827,171	China	E. Asia	
31	508	19,866	7	83	3,096	78	734	28,224	Hong Kong*		
565	1,173	32,856	0	0	0	3,799	6,577	964,014	Korea		
3	26	680	0	0	0	5	42	1,240	Macao*		
10	38	2,360	18	56	3,539	66	238	11,604	Mongolia		
377	1,414	48,164	0	0	0	927	3,938	247,641	Taiwan*		
1,291	7,443	299,122	74	725	47,214	6,583	27,142	2,079,894	Subtotal	S. E. Asia	
1	4	124	1	1	120	2	5	244	Brunei		
12	74	998	2	5	132	22	127	2,822	Cambodia		
119	520	9,918	19	83	5,444	1,988	4,089	716,353	Indonesia		
5	18	450	0	0	0	6	27	540	Laos		
27	150	3,210	1	2	180	124	388	22,856	Malaysia		
26	143	3,249	0	0	0	28	189	4,131	Myanmar		
58	175	5,053	20	93	4,984	156	422	22,362	Philippines		
22	116	8,073	1	6	275	34	225	15,864	Singapore		
28	343	10,951	17	84	6,567	377	1,240	78,802	Thailand		
117	1,070	25,510	4	67	1,887	176	1,565	44,272	Vietnam		
415	2,613	67,536	65	341	19,589	2,913	8,277	908,246	Subtotal		S. Asia
15	35	233	1	10	70	23	62	777	Bangladesh		
1	1	18	0	0	0	1	1	18	Bhutan		
87	313	8,536	20	31	2,436	170	484	18,372	India		
0	0	0	1	4	108	1	4	108	Maldives		
39	203	2,958	1	2	250	42	217	3,748	Nepal		
2	5	47	0	0	0	4	14	74	Pakistan		
28	68	3,014	6	9	3,782	82	157	12,430	Sri Lanka		
172	625	14,806	29	56	6,646	323	939	35,527	Subtotal		
22	133	2,807	170	534	58,000	1,245	2,547	275,710	Australia	Oceania	
0	0	0	0	0	0	3	3	132	French Polynesia* (France)		
1	2	8	0	0	0	12	26	1,488	Guam* (USA)		
0	0	0	0	0	0	3	5	280	Marshall Islands		
0	0	0	0	0	0	2	2	93	Micronesia		
0	0	0	0	0	0	13	16	1,157	New Caledonia* (France)		
0	0	0	11	17	3,394	147	258	21,875	New Zealand		
1	1	30	1	1	230	7	7	807	Northern Mariana Islands* (USA)		
0	0	0	0	0	0	2	3	76	Palau		
0	0	0	0	0	0	3	3	245	Papua New Guinea		
0	0	0	0	0	0	1	2	46	Samoa		
0	0	0	1	1	82	4	8	232	Tonga		
24	136	2,845	183	553	61,706	1,442	2,880	302,141	Subtotal	N. America	
61	393	5,155	9	49	1,396	223	739	27,488	Canada		
95	659	7,017	57	368	10,949	1,206	3,541	141,244	USA		
156	1,052	12,172	66	417	12,345	1,429	4,280	168,732	Subtotal	C. America	
4	12	155	1	2	96	7	16	380	Costa Rica		
1	3	25	0	0	0	3	13	120	Cuba		
3	25	242	0	0	0	4	27	252	Dominican Republic		
1	1	10	1	5	70	3	11	140	El Salvador		
1	5	200	0	0	0	1	5	200	Guatemala		
1	2	37	1	3	176	4	8	288	Honduras		
1	1	20	0	0	0	2	3	131	Jamaica		
51	179	3,442	10	58	2,121	89	296	7,411	Mexico		
1	1	25	0	0	0	1	1	25	Nicaragua		
1	3	33	0	0	0	3	5	118	Panama		
2	10	12	0	0	0	3	11	21	Puerto Rico* (USA)		
0	0	0	0	0	0	1	2	76	Trinidad and Tobago		
67	242	4,201	13	68	2,463	121	398	9,162	Subtotal	S. America	
35	139	2,547	1	40	680	42	196	3,539	Argentina		
3	20	325	1	6	247	6	40	683	Bolivia		
284	981	15,058	24	94	3,178	347	1,167	21,376	Brazil		
5	22	421	0	0	0	10	35	727	Chile		
8	37	914	1	1	34	20	59	1,778	Colombia		
1	3	50	1	2	60	3	6	125	Ecuador		
11	82	870	2	16	185	13	98	1,055	Paraguay		
11	73	1,310	5	18	1,667	17	92	3,067	Peru		
2	5	47	0	0	0	3	6	100	Uruguay		
4	6	305	2	4	89	6	10	394	Venezuela		
364	1,368	21,847	37	181	6,140	467	1,709	32,844	Subtotal		

Region	Country/(District) * indicates district	School Education								
		Primary Education			Secondary Education			Higher Education		
		No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students
W. Europe	Austria	0	0	0	4	4	93	7	14	1,187
	Belgium	0	0	0	0	0	0	5	19	430
	Denmark	0	0	0	1	1	90	3	15	292
	Finland	0	0	0	5	6	162	14	20	1,018
	France	1	2	6	34	46	2,541	83	285	7,975
	Germany	1	1	40	43	56	2,181	42	136	5,497
	Greece	0	0	0	0	0	0	0	0	0
	Iceland	0	0	0	2	2	67	1	3	57
	Ireland	0	0	0	40	45	2,160	3	9	340
	Italy	0	0	0	4	6	141	24	88	3,874
	Luxembourg	0	0	0	0	0	0	0	0	0
	Netherlands	0	0	0	0	0	0	4	33	700
	Norway	5	5	8	3	5	140	4	13	233
	Portugal	0	0	0	0	0	0	2	2	72
	Spain	0	0	0	0	0	0	15	31	1,047
	Sweden	0	0	0	21	23	782	8	34	990
	Switzerland	1	3	31	7	7	71	7	23	439
UK	15	20	776	193	245	6,780	61	172	5,656	
Subtotal	23	31	861	357	446	15,208	283	897	29,807	
C. Asia	Kazakhstan	1	1	30	1	1	102	5	25	286
	Kyrgyz	0	0	0	3	6	167	11	38	478
	Tajikistan	0	0	0	0	0	0	2	4	32
	Turkmenistan	0	0	0	0	0	0	1	2	28
	Uzbekistan	0	0	0	3	14	485	11	44	786
Subtotal	1	1	30	7	21	754	30	113	1,610	
E. Europe	Armenia	0	0	0	0	0	0	2	4	25
	Azerbaijan	0	0	0	3	3	156	2	5	48
	Belarus	0	0	0	0	0	0	2	8	76
	Bosnia and Herzegovina	0	0	0	0	0	0	0	0	0
	Bulgaria	1	1	130	2	3	98	3	12	151
	Croatia	1	1	14	1	1	62	1	4	40
	Czech Republic	1	1	15	1	1	10	5	18	561
	Estonia	0	0	0	1	1	29	2	5	161
	Georgia	0	0	0	1	2	54	2	5	66
	Hungary	3	3	113	14	22	381	7	21	712
	Latvia	0	0	0	0	0	0	1	4	81
	Lithuania	0	0	0	5	5	111	3	10	135
	Moldova	0	0	0	0	0	0	0	0	0
	Poland	0	0	0	4	5	92	15	78	1,169
	Romania	0	0	0	5	7	425	8	29	988
	Russia	1	1	5	24	27	987	61	270	3,547
Serbia	0	0	0	1	3	48	2	12	438	
Slovakia	0	0	0	0	0	0	1	5	58	
Slovenia	0	0	0	0	0	0	1	8	228	
Ukraine	0	0	0	5	5	104	12	44	797	
Subtotal	7	7	277	67	85	2,557	130	542	9,281	
Middle East	Bahrain	0	0	0	0	0	0	1	1	33
	Iran	0	0	0	0	0	0	2	8	119
	Israel	0	0	0	0	0	0	5	13	358
	Jordan	0	0	0	0	0	0	1	3	30
	Kuwait	0	0	0	0	0	0	0	0	0
	Lebanon	0	0	0	0	0	0	0	0	0
	Oman	0	0	0	0	0	0	0	0	0
	Qatar	0	0	0	0	0	0	0	0	0
	Saudi Arabia	0	0	0	0	0	0	1	3	11
	Syria	0	0	0	0	0	0	1	6	70
	Turkey	0	0	0	2	3	134	13	36	841
	UAE	0	0	0	0	0	0	2	2	90
Yemen	0	0	0	0	0	0	0	0	0	
Subtotal	0	0	0	2	3	134	26	72	1,552	
N. Africa	Egypt	0	0	0	0	0	0	9	48	640
	Morocco	0	0	0	0	0	0	4	6	437
	Tunisia	0	0	0	0	0	0	0	0	0
	Subtotal	0	0	0	0	0	0	13	54	1,077
Africa	Benin	0	0	0	0	0	0	0	0	0
	Botswana	0	0	0	0	0	0	0	0	0
	Burkina Faso	0	0	0	0	0	0	0	0	0
	Cameroon	0	0	0	0	0	0	0	0	0
	Central Africa	0	0	0	0	0	0	0	0	0
	Côte d'Ivoire	0	0	0	0	0	0	0	0	0
	Ethiopia	0	0	0	0	0	0	1	2	72
	Gabon	1	2	99	0	0	0	0	0	0
	Ghana	0	0	0	0	0	0	1	1	11
	Kenya	1	1	50	6	6	170	9	19	711
	Madagascar	0	0	0	1	1	56	4	9	936
	Senegal	0	0	0	0	0	0	2	3	175
	South Africa	0	0	0	0	0	0	0	0	0
	Tanzania	0	0	0	0	0	0	1	1	90
Uganda	0	0	0	0	0	0	0	0	0	
Subtotal	2	3	149	7	7	226	18	35	1,995	
Total	663	932	142,568	7,409	12,071	1,951,777	3,223	19,119	929,087	

Non-academic Education			Multi-level Education			Overall Total			Country/(District)	Region
No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students		
13	22	513	0	0	0	24	40	1,793	Austria	W. Europe
10	22	888	2	3	96	17	44	1,414	Belgium	
0	0	0	0	0	0	4	16	382	Denmark	
19	28	1,286	1	1	18	39	55	2,484	Finland	
38	149	3,413	8	60	2,075	164	542	16,010	France	
91	221	4,540	3	14	132	180	428	12,390	Germany	
14	31	449	0	0	0	14	31	449	Greece	
2	2	28	0	0	0	5	7	152	Iceland	
7	10	161	1	1	96	51	65	2,757	Ireland	
14	55	908	0	0	0	42	149	4,923	Italy	
4	4	170	0	0	0	4	4	170	Luxembourg	
3	4	86	0	0	0	7	37	786	Netherlands	
2	4	92	1	1	2	15	28	475	Norway	
5	7	280	2	3	156	9	12	508	Portugal	
38	91	2,576	3	9	422	56	131	4,045	Spain	
7	17	423	0	0	0	36	74	2,195	Sweden	
33	95	1,447	0	0	0	48	128	1,988	Switzerland	
87	216	2,424	33	89	4,037	389	742	19,673	UK	
387	978	19,684	54	181	7,034	1,104	2,533	72,594	Subtotal	
1	15	305	0	0	0	8	42	723	Kazakhstan	
2	2	68	0	0	0	16	46	713	Kyrgyz	
0	0	0	0	0	0	2	4	32	Tajikistan	
0	0	0	0	0	0	1	2	28	Turkmenistan	
2	19	357	0	0	0	16	77	1,628	Uzbekistan	
5	36	730	0	0	0	43	171	3,124	Subtotal	
2	5	30	0	0	0	4	9	55	Armenia	E. Europe
0	0	0	0	0	0	5	8	204	Azerbaijan	
3	4	60	0	0	0	5	12	136	Belarus	
2	3	22	0	0	0	2	3	22	Bosnia and Herzegovina	
3	14	92	4	15	1,397	13	45	1,868	Bulgaria	
4	5	102	0	0	0	7	11	218	Croatia	
7	21	443	1	6	80	15	47	1,109	Czech Republic	
4	5	63	1	2	16	8	13	269	Estonia	
0	0	0	1	4	198	4	11	318	Georgia	
9	32	365	4	6	266	37	84	1,837	Hungary	
1	3	10	1	1	97	3	8	188	Latvia	
3	4	42	0	0	0	11	19	288	Lithuania	
1	3	107	0	0	0	1	3	107	Moldova	
22	69	1,294	1	4	310	42	156	2,865	Poland	
10	22	453	2	2	200	25	60	2,066	Romania	
29	97	2,316	38	137	4,841	153	532	11,696	Russia	
2	2	26	0	0	0	5	17	512	Serbia	
3	5	118	0	0	0	4	10	176	Slovakia	
1	1	9	0	0	0	2	9	237	Slovenia	
5	20	383	10	40	899	32	109	2,183	Ukraine	
111	315	5,935	63	217	8,304	378	1,166	26,354	Subtotal	
1	1	31	0	0	0	2	2	64	Bahrain	Middle East
1	10	110	0	0	0	3	18	229	Iran	
1	1	11	0	0	0	6	14	369	Israel	
2	4	70	0	0	0	3	7	100	Jordan	
2	4	60	0	0	0	2	4	60	Kuwait	
1	1	1	1	1	55	2	2	56	Lebanon	
1	1	50	0	0	0	1	1	50	Oman	
1	2	30	0	0	0	1	2	30	Qatar	
1	1	16	0	0	0	2	4	27	Saudi Arabia	
1	4	50	1	5	150	3	15	270	Syria	
4	13	204	1	1	10	20	53	1,189	Turkey	
2	9	70	1	2	40	5	13	200	UAE	
1	4	100	0	0	0	1	4	100	Yemen	
19	55	803	4	9	255	51	139	2,744	Subtotal	
5	21	396	0	0	0	14	69	1,036	Egypt	N. Africa
4	5	54	0	0	0	8	11	491	Morocco	
1	3	120	0	0	0	1	3	120	Tunisia	
10	29	570	0	0	0	23	83	1,647	Subtotal	
1	2	150	0	0	0	1	2	150	Benin	Africa
1	1	7	0	0	0	1	1	7	Botswana	
1	1	20	0	0	0	1	1	20	Burkina Faso	
1	3	12	0	0	0	1	3	12	Cameroon	
0	0	0	1	1	4,115	1	1	4,115	Central Africa	
1	2	250	0	0	0	1	2	250	Côte d'Ivoire	
0	0	0	0	0	0	1	2	72	Ethiopia	
0	0	0	0	0	0	1	2	99	Gabon	
0	0	0	1	1	895	2	2	906	Ghana	
0	0	0	3	4	57	19	30	988	Kenya	
6	15	183	0	0	0	11	25	1,175	Madagascar	
0	0	0	1	2	30	3	5	205	Senegal	
1	4	65	0	0	0	1	4	65	South Africa	
0	0	0	0	0	0	1	1	90	Tanzania	
3	5	69	0	0	0	3	5	69	Uganda	
15	33	756	6	8	5,097	48	86	8,223	Subtotal	
3,036	14,925	451,007	594	2,756	176,793	14,925	49,803	3,651,232	Total	

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