

Results (Provisional Figures) of “Survey on Japanese-language Education Abroad 2009”

From September 2009 to January 2010, the Japan Foundation conducted the “Survey on Japanese-language Education Abroad 2009” with the cooperation of the embassies and consulates of Japan overseas and the Interchange Association (Taiwan’s office in charge of surveys). The survey is based on a questionnaire requesting information about institutions engaged in Japanese-language education, including number of students and teachers, purposes of study, problems faced, and the like. The survey findings presented here are provisional figures, which may be slightly revised in the course of analysis from now on. Final figures and analytical details will be compiled in a report to be published in 2010. The addresses and other detailed information about the institutions surveyed will be made available on the Japan Foundation website.

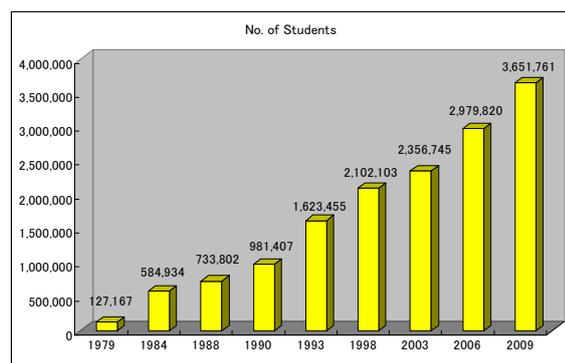
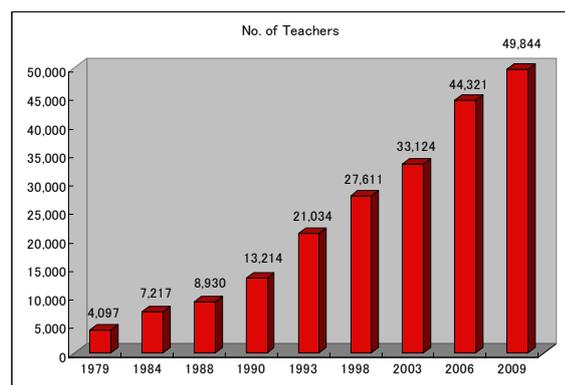
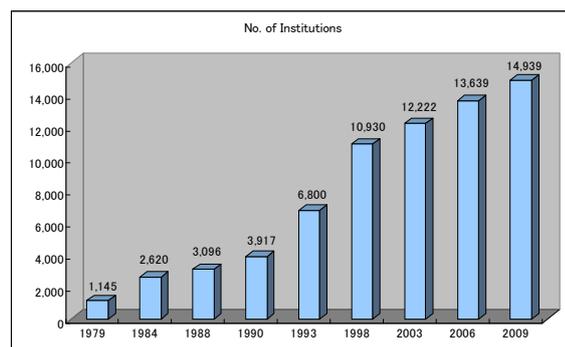
3.65 million are studying Japanese in 133 countries/districts outside Japan

General Findings

- The survey reveals that as of 2009 Japanese-language education was carried out in 125 countries and 8 districts other than Japan.

No. of institutions	14,939
No. of teachers	49,844
No. of students	3,651,761

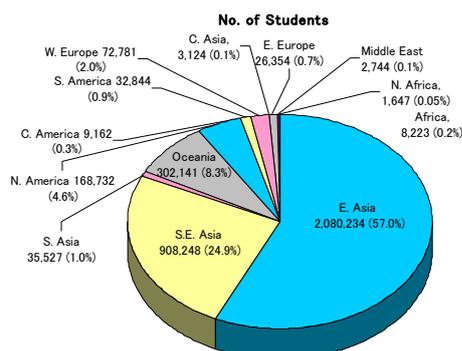
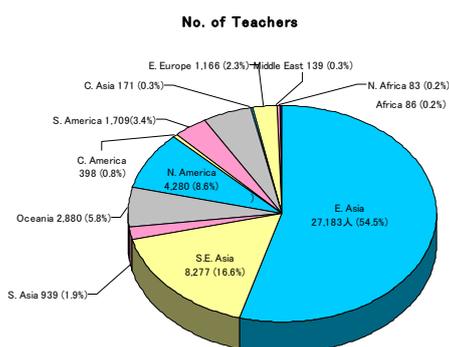
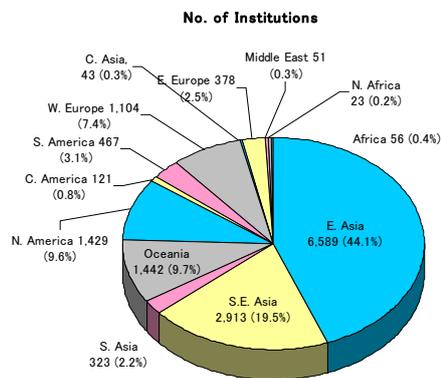
- Between 1979 and 2009 the number of institutions increased 13.0-fold, that of teachers 12.2-fold, and that of students 28.7-fold.
- Compared with the previous survey in 2006, the number of institutions increased by 1,300 (9.5 percent), that of teachers by 5,523 (12.5 percent), and that of students by 671,941 (22.5 percent) over the last three years.
- Seven countries/districts that did not have any form of Japanese-language education at the time of the 2006 survey were confirmed to have some form of Japanese-language education at the time of the 2009 survey (Puerto Rico, Turkmenistan, Ethiopia, Cameroon, Côte d’Ivoire, Tanzania, and Burkina Faso). On the other hand, 7 countries and districts that had had some form of Japanese-language education at the time of the 2006 survey were not confirmed to have such at the time of the 2009 survey (Kiribati, Vanuatu, Fiji, Andorra, Montenegro, Sudan, and Democratic Republic of the Congo).



**More than half of Japanese-language students are concentrated in East Asia
A notable increase in Southeast Asia**

General Findings by Region

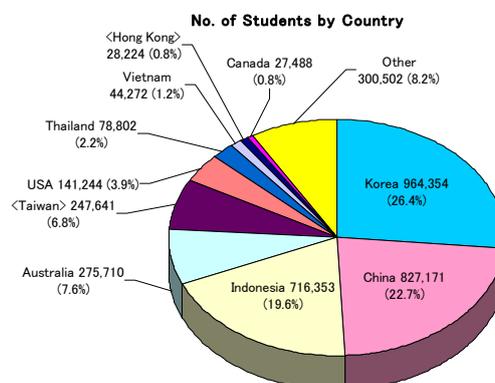
- East Asia, as previously, remained the region with the highest proportion of all Japanese-language education institutions at 44.1 percent, of all teachers at 54.5 percent, and of all students at 57.0 percent.
- Southeast Asia stood at 14.8 percent of all students in the 2006 survey, but in the 2009 survey this proportion increased to 24.9 percent.
- More than 80 percent of all Japanese-language students overseas were in East Asia and Southeast Asia.



Korea, China, and Indonesia are top three in number of students

By Country

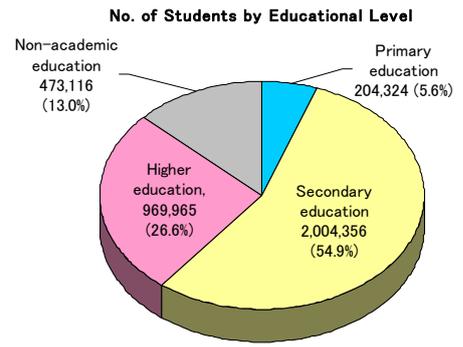
- Korea (Republic of Korea) showed the highest number of Japanese-language students at approximately 960,000, making up 26.4 percent of all Japanese-language students overseas. China came in second with approximately 830,000 (22.7 percent) while Indonesia came in third with approximately 720,000 (19.6 percent) surpassing Australia, which had remained in third place until 2006. The three countries alone had about two-thirds of all Japanese-language students in the world.
- Compared with the 2006 survey, the number of students increased in 79 countries/districts and decreased in 47 countries/districts.



Secondary school students make up 54.9 percent

By Level of Education

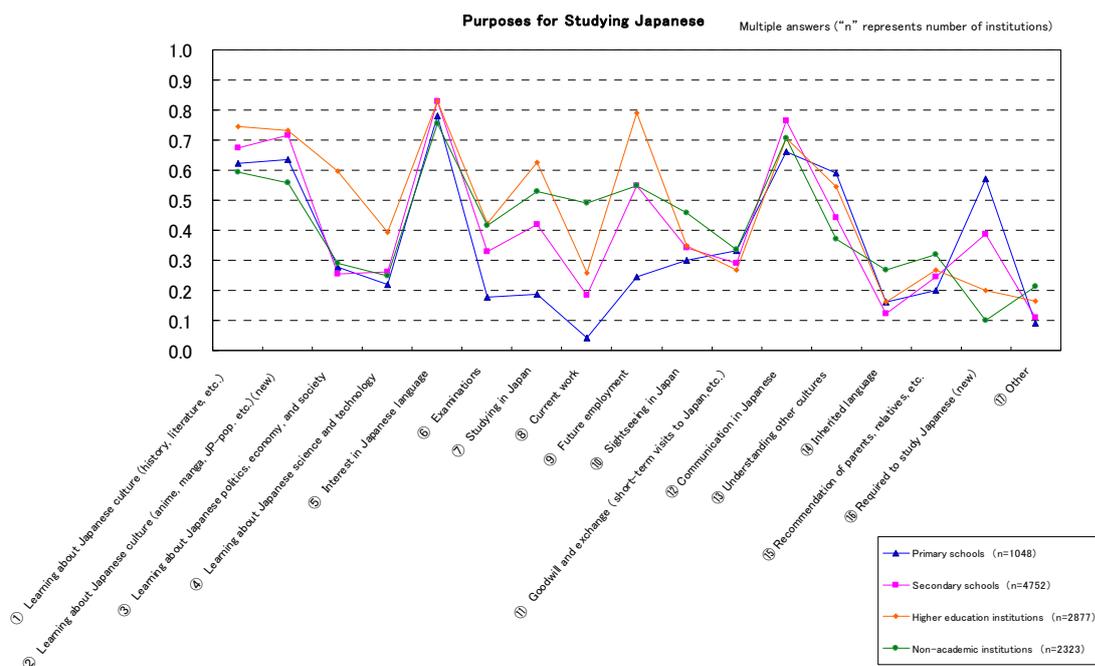
- In the 2009 survey, institutions offering Japanese-language education were divided into four levels: primary, secondary, higher, and non-academic.
- The largest number of students, or 2 million (54.9 percent), were in secondary schools, followed by 970,000 (26.6 percent) in institutions of higher education, 470,000 (13.0 percent) in non-academic institutions, and 200,000 (5.6 percent) in primary schools in that order (figures approximate).
- Compared with the 2006 survey, students at primary and secondary schools increased by 29.9 percent, those at institutions of higher education also increased by 22.6 percent, while those at non-academic institutions decreased by 3.0 percent.
- Of the top 10 countries/districts by number of students, in Korea and Indonesia more than 90 percent of persons studying Japanese were in primary and secondary schools, in China 67 percent were in institutions of higher education, and in Vietnam and Hong Kong 60 percent and 78 percent respectively were in non-academic institutions.



“Learning about Japanese culture,” “communicating in Japanese language,” and “interest in Japanese language itself”

Purposes for Studying Japanese

- The four main purposes for studying Japanese common to all levels of education are: “to gain knowledge and information about Japanese culture (history, literature, etc.),” “to gain knowledge and information about Japanese culture (anime, manga, J-pop, etc.),” “interest in the Japanese language itself,” and “to be able to communicate using Japanese.”
- “To gain knowledge and information about Japanese culture (anime, manga, J-pop, etc.),” a new item added in the 2009 survey, was chosen by students at many institutions regardless of educational level. “Because we are required to learn by our school” was chosen by students at many primary and secondary schools.



About 70 percent of Japanese-language teachers are not native speakers

Number of Teachers

- Of 49,844 Japanese-language teachers overseas, 14,044, or 28.2 percent, were native speakers of the language and the rest, or 71.8 percent, were local teachers whose mother tongue is not Japanese.
- In North America and Western Europe, more than 70 percent of all Japanese-language teachers were native Japanese speakers, but this proportion is under 20 percent in the Asian region (East Asia, Southeast Asia, and South Asia), where most of Japanese-language studying population is located.

Native Japanese-speaking teachers:

By country (top 10 countries)

	Country	No. of native Japanese-speaking teachers	Percentage of all Japanese-language teachers in country
1	United States	2,759	77.9
2	China	2,479	15.9
3	Korea	1,036	15.7
4	Australia	919	36.1
5	Taiwan	766	19.5
6	UK	565	76.1
7	Canada	559	75.6
8	Brazil	489	41.9
9	Thailand	452	36.5
10	France	424	78.2

Native Japanese-speaking teachers:

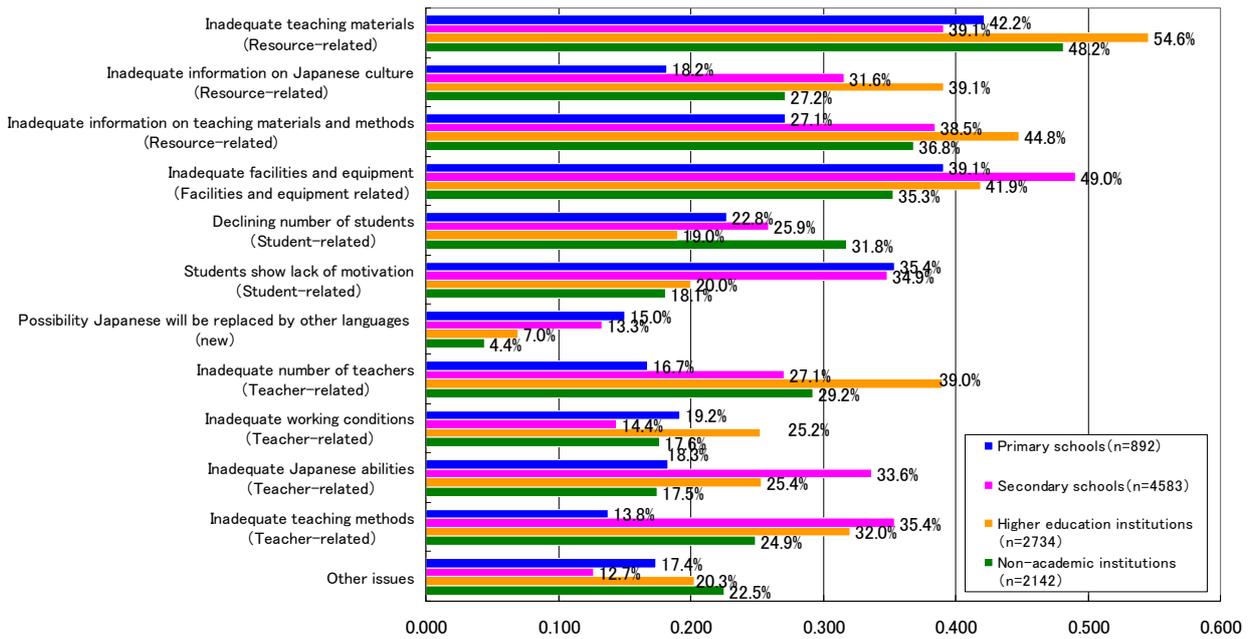
By region

Region	No. of native Japanese-language teachers	Percentage of all Japanese-language teachers in region
North America	3,318	77.5
Western Europe	1,908	75.3
Central America	231	58.0
Middle East	78	56.1
South America	717	42.0
North Africa	34	41.0
Oceania	1,038	36.0
Central Asia	49	28.7
Eastern Europe	285	24.4
Africa	21	24.4
Southeast Asia	1,537	18.6
East Asia	4,670	17.2
South Asia	158	16.8

Shortages of appropriate teaching materials, facilities and equipment, and information on teaching materials and methods.

Problems and Concerns in Japanese-Language Teaching

- “Inadequate teaching materials” was cited as the biggest problem by primary schools, higher education and non-academic institutions, while secondary schools saw “inadequate facilities and equipment” as the biggest problem. Overall, concern about inadequate resources was pronounced.
- The 2009 survey questionnaire included the new item, “Possibility Japanese will be replaced by other languages,” but this received lower figures than any other item in the relevant question.



Multiple answers (“n” represents number of institutions chosen)