

employment and for study in Japan. Purposes for studying Japanese at such institutions also tended toward the attainment of advanced knowledge in a specific field such as Japanese politics, economy, or society.

Purposes for studying Japanese at non-academic institutions were characterized by utility-based needs: for future employment or current work. Also noticeable were the purposes for short-term exchange such as 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.

Utilitarian tendencies dominated in China, where (as in other countries) students cited reasons such as interest in Japanese culture, but tended to focus on preparing for university entrance examinations or any certification examinations, for future employment or for study in Japan. In Thailand and Viet Nam, despite a strong emphasis on communication, in Thailand a high proportion of respondents cited employment and examinations, while factors involving employment and requirements for current work were high in Viet Nam. In Korea, the percentage citing preparation for examinations was approximately double the percentage of all respondents citing a specific purpose. In Indonesia, the proportions citing employment, current work, or Japanese science and technology ranged from 1.5 to four times the percentages of all respondents. Australia and New Zealand showed stronger exchange tendencies than the overall sample, citing enhanced international/cross-cultural understanding among other reasons. In the United States, despite a high emphasis on communication, an increased number of Japanese residents and families of international marriage involving a Japanese national in the country resulted in a number of students citing a desire to preserve knowledge of Japanese as the student's native or inherited tongue or to satisfy parental desires.

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

## 6. The Number of Teachers

### ■ Overview

A total of 44,321 teachers (41,530 not including *Taiwan*) teach Japanese overseas. This figure represents an increase of 11,197 over the figure from the 2003 survey. Table 5 shows the status of teachers by

Table 5: Number of Teachers by Educational Level

Educational level	Average number of teachers per institution <sup>(1)</sup>	Average number of students per teacher <sup>(2)</sup>	Native Japanese-speaking teachers	
			Percentage	Percentage of institutions covered <sup>(3)</sup>
Primary and secondary education	1.7	135.0	18.9	22.9
Higher education	5.2	44.8	30.7	66.8
Non-academic education	4.9	31.1	39.7	65.6
Overall	3.2	66.0	30.5	42.5

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.

educational level. Institutions of higher Education and non-academic institutions averaged five Japanese-language teachers per institution. On average, teachers at institutions of higher education each taught approximately 45 students. Each teacher at non-academic institutions taught approximately 31 students. In contrast, primary or secondary educational levels averaged two or fewer Japanese-language teachers per institution. On average, each teacher at these institutions taught 135 students. These figures indicate that Japanese-language teachers at primary and secondary institutions tend to teach large numbers of students assigned to them and the number of colleagues within their own institutions is very small.

#### ■ Percentage of Japanese-Language Teachers Who Are Native Speakers

A total of 12,676 (approx. 30 percent) of Japanese-language teachers overseas are native speakers of the language. The remainder is 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 more than 30 percent of teachers at such institutions (30.7 percent and 39.7 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 given by local teachers to whom Japanese is not a native language.

#### ■ Percentage of Institutions with Native Japanese Speakers as Teachers

Approximately two-thirds of institutions of higher education and non-academic institutions had at least one teacher for whom Japanese was a native language. 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 students of primary and secondary education has increased. One topic of concern in responding to this situation is the local development of Japanese-language teachers. Of institutions of higher education worldwide that provide instruction in the Japanese language, 471 institutions (16.2 percent) in 46 countries provide courses targeting the training of Japanese-language teachers. Comparison with the 2003 survey shows a significant increase of 60.8 percent in the number of such institutions.

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

## 7. Problems and Concerns with Japanese-Language Teaching

#### ■ Major Problems and Concerns with Japanese-Language Teaching

Problems and concerns with Japanese-language teaching cited by the largest number of institutions included issues related to resources (i.e., “soft” factors), such as inadequate teaching materials (the most widespread problem, cited by 40.4% of institutions), and issues related to facilities and equipment (i.e., “hard” factors), such as inadequate facilities and equipment (the second-most widespread problem, cited by 30.2% of institutions; see Figure 10). The third most commonly cited problem was lack of information on teaching materials and teaching methods cited by 26.5% of institutions. Fourth on the