

increased by about 2 percent. Among students at the level of higher education in Korea, however, the number fell by approximately 30 percent. The number of students studying Japanese at institutions of higher education increased in Australia, while the number decreased at all other levels. In the United States, while the number of Japanese language students increased at institutions of higher education and in non-academic education, it declined at institutions of primary and secondary education. A major factor that caused the decline in student numbers in Australia and the United States is thought to be the change in the policies of secondary education.

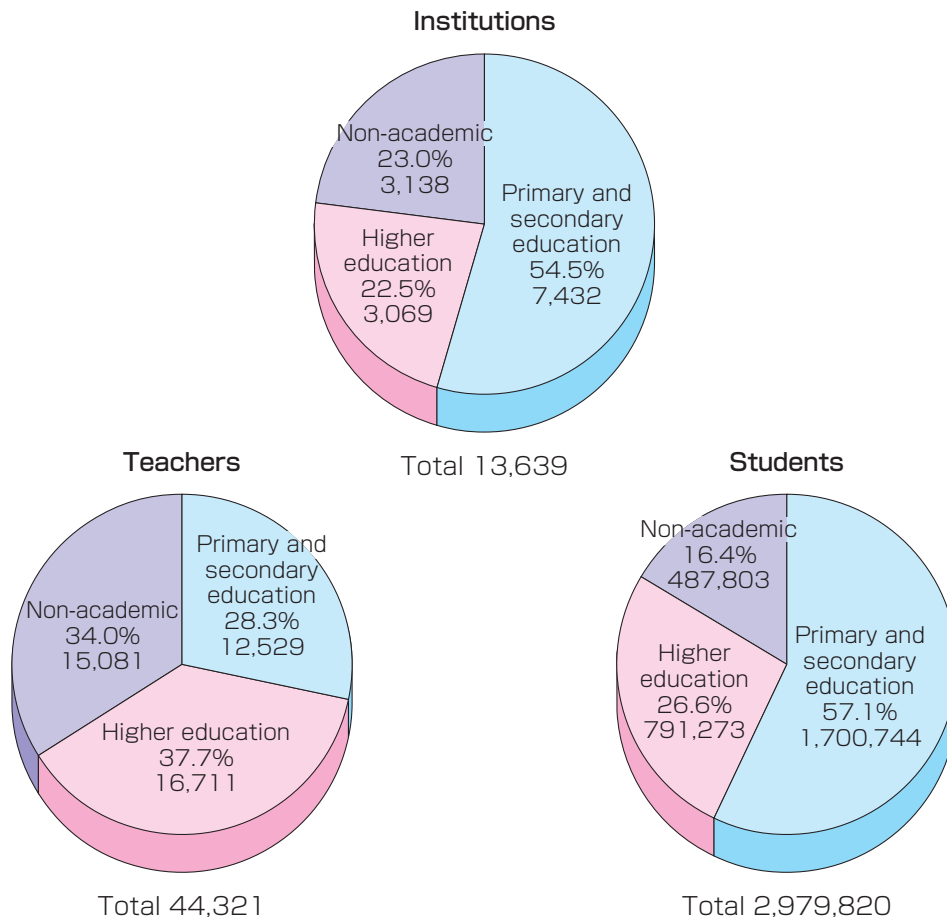
Approx. 60 % of students attend institutions of primary or secondary education.

4. Japanese-Language Education, 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.)—nearly three-fifth of Japanese-language students overseas (57.1 percent) fell into the category of students at institutions of primary or secondary education (see Figure 5). More than one-fourth (26.6 percent) of students attended institutions of higher education while less than one-fifth (16.4

Figure 5: Numbers of Institutions, Teachers, and Students, by Level of Education



percent) attended non-academic institutions.

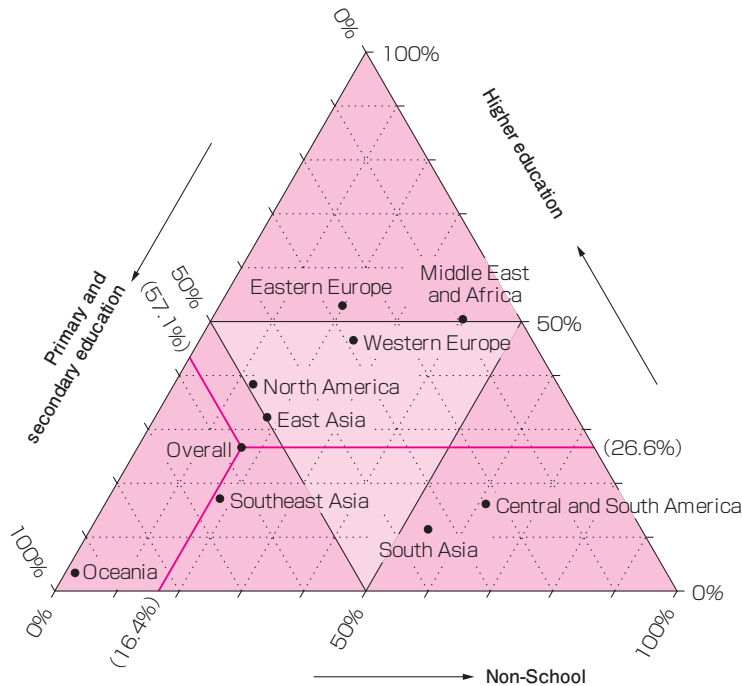
■ **Comparison with Previous Survey**

In comparison with the previous survey, the numbers of Japanese-language students at institutions of primary and secondary education increased by 11.4 percent, while those at institutions of higher education and non-academic institutions increased by 46.1 percent and 69.4 percent, respectively. These figures show that the number of students at institutions of higher education increased notably and that the number of students at non-academic institutions grew even faster.

■ **Regional Characteristics of Japanese-Language Education**

This survey showed some general characteristics for countries and regions with regard to the types of students studying Japanese. East Asia, Southeast Asia, Oceania, and North America had high figures for students studying Japanese at institutions of primary and secondary education (see Figure 6). In Oceania in particular, most students studying Japanese did so at the primary or secondary educational level. In South Asia and Central and South America, Japanese-language education tended to revolve around non-academic institutions. The importance of institutions of higher education for Japanese-language education figured prominently in Western Europe, in Eastern Europe, and in the Middle East and Africa. But while instruction in the Japanese language was strong also in institutions of primary and secondary education and non-academic institutions in Western Europe and Eastern Europe, virtually only a limited number of primary or secondary educational institutions taught the language in the Middle East and Africa.

Figure 6: Regional Characteristics of Japanese-Language Education

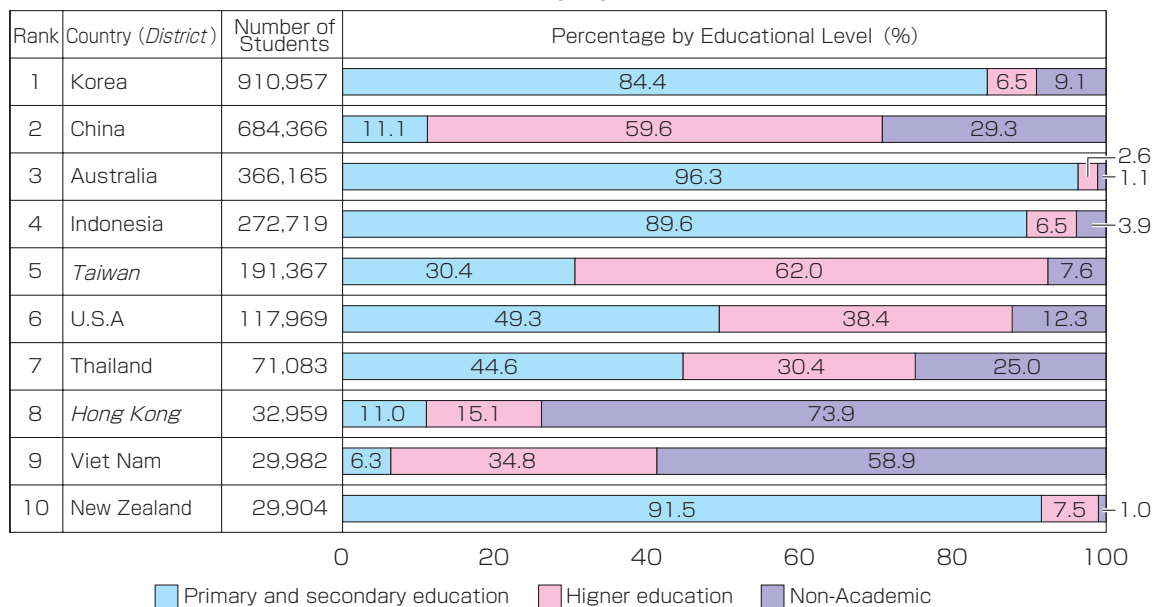


■ **Characteristics of Japanese-Language Education, by Country**

Of the ten countries with the largest numbers of Japanese-language students, primary or secondary students accounted for 80 percent of the national total in Korea, Australia, Indonesia, and New Zealand

(see Figure 7). This figure was around 50 percent in the United States and Thailand. Over half of all Japanese-language students in *Hong Kong* and Viet Nam learned the language at non-academic institutions. Proportions of students studying the language at institutions of higher education exceeded 50 percent in China and *Taiwan*.

Figure 7: Composition of Japanese-Language Students, by Educational Level - Top Ten Countries with the Greatest Number of Japanese-Language Students



(1) Institutions of Primary/Secondary Education

■ Overview

This survey showed that 1,700,744 students at 7,432 institutions in 77 countries (more precisely, 72 countries and 5 districts) were engaged in the learning of Japanese at institutions of primary and secondary education. The number of teachers at such institutions was 12,529. Compared to the 2003 survey, the number of teachers in all countries increased by 4.5 percent over three years. The number of students increased by 11.4 percent during the same period, while the number of primary and secondary institutions offering Japanese language instruction decreased by two institutions.

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

Countries with largest student numbers learning Japanese at primary and secondary institutions included Korea, with 769,000 students; Australia, with 353,000; Indonesia, with 244,000; China, with 76,000; *Taiwan*, with 58,000; the United States, with 58,000; and Thailand, with 32,000 students (see Table 2). Korea accounted for nearly 50 percent of the students worldwide studying Japanese at primary and secondary institutions. Students at primary and secondary institutions accounted for 90 percent or more of all Japanese-language students in both Australia and New Zealand and 80 percent or more in Korea and Indonesia. In the United States, around 50 percent of Japanese-language students studied the language at primary and secondary institutions. Due to their government policies on foreign-language education, these countries have a tendency to focus on foreign-language training including Japanese at the primary and secondary level.

■ Increases and Decreases in Student Numbers

Among the countries in which the number of Japanese-language students in primary and secondary

Table 2: Top Ten Countries in Student Numbers at the Primary and Secondary Education

Primary/Secondary Education		
Rank	Country (District)	Number of students
1	Korea	769,034
2	Australia	352,629
3	Indonesia	244,304
4	China	76,020
5	<i>Taiwan</i>	58,198
6	U.S.A.	58,181
7	Thailand	31,679
8	New Zealand	27,369
9	Canada	11,043
10	Malaysia	8,984
Overall		1,700,744

schools increased, in Indonesia for example, the system had been changed to enable students to choose foreign languages, including Japanese, as an elective subject from the first year through the third year of high school due to the reforms in the secondary education curriculum that were made in 2006. This caused the number to increase by a factor of 4. In Malaysia, besides the Residential Schools, Day Schools also began offering Japanese as an elective to their students from 2005. Hence, the number of Japanese-language students in schools increased further.

A look at declines in the numbers of Japanese-language students, showed this: in China, a growing English-oriented trend caused decreases in the number of students of the Japanese-language at primary and secondary schools. In Australia, because the educational policy toward foreign languages by the Australian government has been a lower priority in recent years, the numbers of foreign-language students declined in general, especially at the primary-school level in the states where foreign languages are not compulsory. In particular, since the end in 2002 of the National Asian Languages and Studies in Australian Schools (NALSAS) originally launched in 1994, the popularity of European languages has rebounded. Other factors affecting the number of institutions teaching Japanese in Australia include increased enthusiasm for learning Chinese as an Asian language, due to the current focus on economic ties with China. In the United States, the decline is thought to be due to the strong impact of the No Child Left Behind Act (the federal law that reauthorized the Elementary and Secondary Education Act of 1965) throughout the United States, although in certain areas expansion of the Chinese-language has become rapid. The enactment of the legislation in 2002 is believed to have induced the decline in the number of Japanese-language learners in elementary and secondary schools due in part to two factors: (1) NCLB has required elementary and secondary public schools to hire only officially licensed teachers to teach core subjects; nevertheless, the number of Japanese-language teacher licensing programs has been limited, and (2) public schools tend to reallocate their budgets to enhance main-core subject courses by cutting down or closing elective courses such as foreign languages.

■ **Institutions of Primary Education**

Institutions teaching Japanese at the primary level accounted for less than one-fifth of the total number of primary and secondary institutions teaching Japanese. Countries with large numbers of primary institutions teaching Japanese included Australia, New Zealand and the United States.

(2) Institutions of Higher Education

■ Overview

This survey shows that 791,273 students at 3,069 institutions in 109 countries (more precisely, 103 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 16,711. Over the three years since the 2003 survey, the number of these institutions increased by 31.1 percent, the number of teachers by 49.4 percent, and the number of students by 46.1 percent. All figures showed noticeable growth.

■ 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 408,000 students; *Taiwan*, with 119,000; Korea, with 59,000; the United States, with 45,000; Thailand, with 22,000; and Indonesia, with 18,000 students (see Table 3). 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, and *Taiwan*.

■ Degrees Awarded

This survey asked educational institutions for information if they award degrees in the areas of Japanese-language, Japanese-language education, or Japan studies. Responses indicated bachelor's degrees were awarded by 1150 institutions (or 39.5 percent of all surveyed institutions of higher education) in 68 countries; master's degrees were awarded by 426 institutions (or 14.6 percent of all surveyed institutions of higher education) in 52 countries; and doctoral degrees were awarded by 162 institutions (or 5.6 percent of all surveyed institutions of higher education) in 37 countries. Compared to the 2003 survey, both the number of countries and number of institutions awarding degrees in these areas are increasing.

Table 3: Top Ten Countries in Student Numbers at the Higher Education

Higher Education		
Rank	Country (District)	Number of students
1	China	407,603
2	<i>Taiwan</i>	118,541
3	Korea	58,727
4	U.S.A.	45,263
5	Thailand	21,634
6	Indonesia	17,777
7	Viet Nam	10,446
8	Philippines	9,398
9	Australia	9,395
10	Canada	8,508
Overall		791,273

(3) Non-Academic Education

■ Overview

This survey indicates that 487,803 students at 3,138 institutions in 104 countries (more precisely, 100 countries and 4 districts) learned Japanese at non-academic institutions, with the number of teachers at such institutions totaling 15,081. In the three years since the 2003 survey, the number of such institutions

had increased by 28.2 percent, the number of teachers by 51.5 percent, and the number of students by 69.4 percent. Although the number of such institutions increased by less than the number of institutions of higher education, the increases in numbers of teachers and students at these institutions exceeded figures for institutions of higher education.

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

Countries with largest numbers of students learning Japanese at non-academic institutions included China, with 201,000 students; Korea, with 83,000; *Hong Kong*, with 24,000; Viet Nam, with 18,000; Thailand, with 18,000; and Brazil, with 17,000 students (see Table 4). Of the top ten countries in terms of numbers of students, the numbers of students in *Hong Kong*, Brazil, and India accounted for approximately 70 percent of all those studying Japanese.

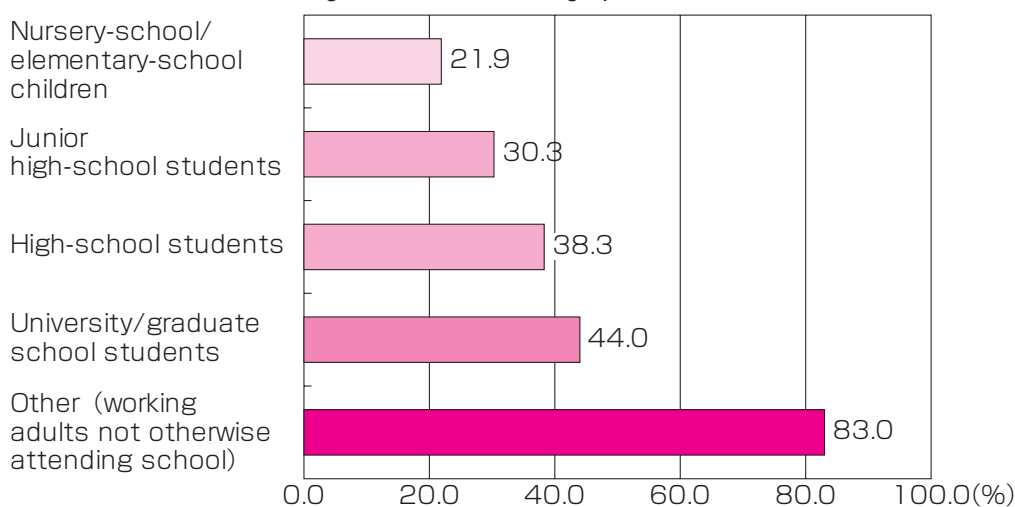
■ **Student Demographics**

This survey indicates that the students studying Japanese at non-academic institutions are diverse. University and graduate-school students studied at slightly less than one-half of such institutions, with

Table 4: Top Ten Countries in Student Numbers at the Non-Academic Education

Non-academic Education		
Rank	Country (District)	Number of students
1	China	200,743
2	Korea	83,196
3	<i>Hong Kong</i>	24,374
4	Thailand	17,770
5	Viet Nam	17,648
6	Brazil	16,533
7	<i>Taiwan</i>	14,628
8	U.S.A	14,525
9	Indonesia	10,638
10	India	8,566
Overall		487,803

Figure 8 Student Demographics



Note: Multiple answers were allowed. Figures indicate percentages of respondent institutions selecting each item.

percentages gradually increasing with advancing age (see Figure 8). More than 20% of these institutions offered instruction at the nursery-school and/or elementary-school level. Central and South American countries such as Brazil, where many private schools are operated by ethnic Japanese communities, typically had large numbers of younger students.

Learning about Japanese culture, communicating in Japanese-language and interest in Japanese-language itself

5. Purposes for Studying Japanese

Primary Purposes for Studying Japanese

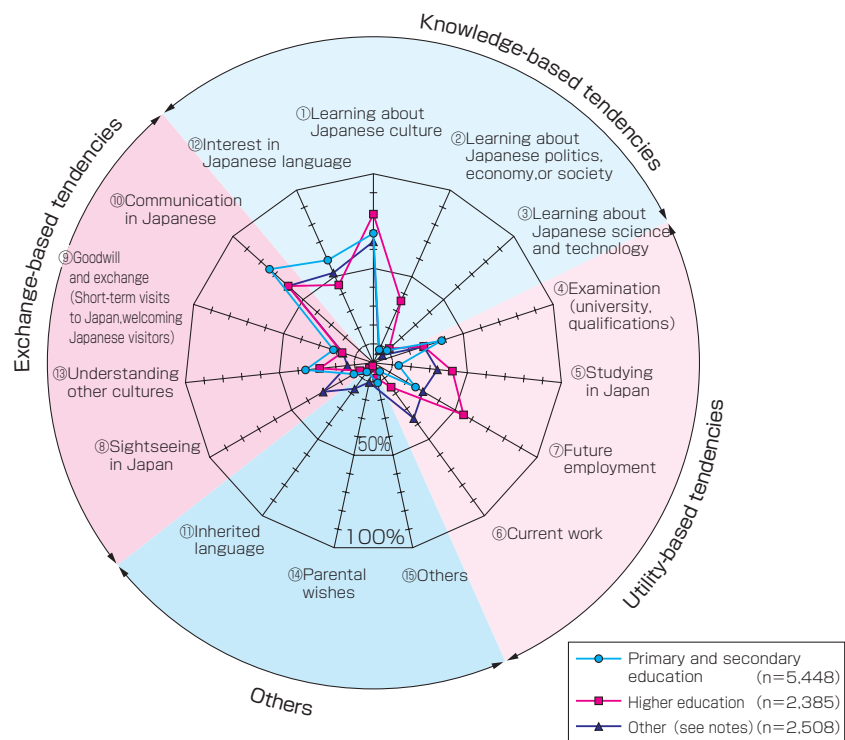
Purposes given for studying Japanese varied from country to country and by factors such as level of education. However, the following three purposes were major at all educational levels: to learn about Japanese culture, to be able to communicate using Japanese, and interest in the Japanese language itself (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 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 the students tended to focus on exchange, while those of students at secondary institutions tended toward utility, for example, for the purpose of passing an entrance examination. Purposes for studying Japanese at institutions of higher education focused on factors related to the future: future

Figure 9: Purposes for studying Japanese



*n= the number of institution that responded to this question.

Note: 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.