

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).

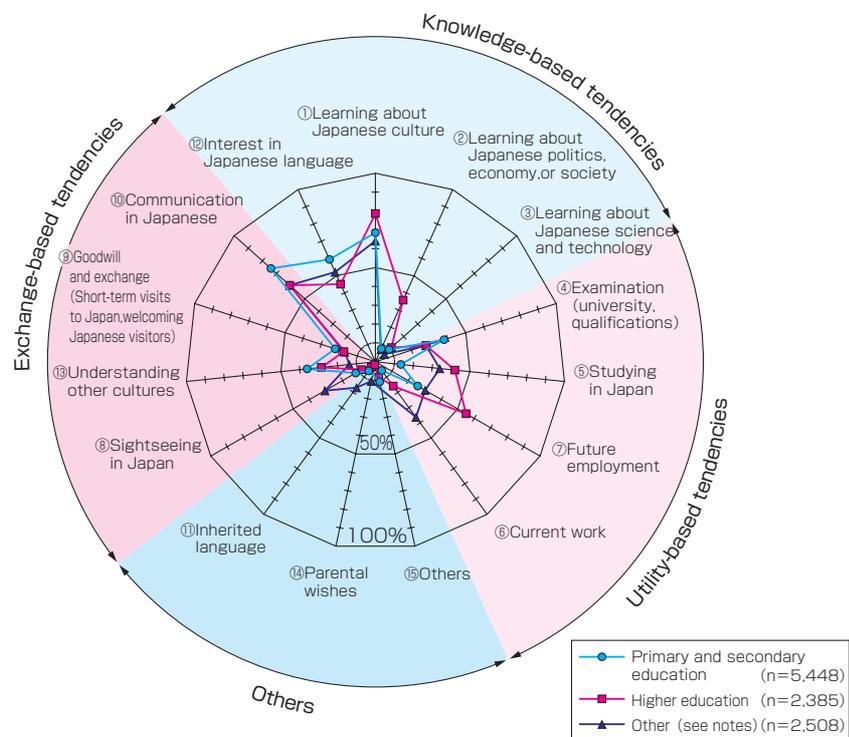
Purpose for Studying Japanese, by Educational Level

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.

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 ⁽¹⁾	Average number of students per teacher ⁽²⁾	Native Japanese-speaking teachers	
			Percentage	Percentage of institutions covered ⁽³⁾
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.