

Survey Report on Japanese-Language Education Abroad 2006

Present Condition of Overseas Japanese-Language Education

Summary



国際交流基金

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Published in January 2008

Edited & Published by

The Japan Foundation

Ark Mori Building 21F, 1-12-32 Akasaka
Minato-ku, Tokyo, 107-6021 Japan

Tel +81-3-5562-3525 (Planning and Coordination Div.,
Japanese-Language Dept.)

Fax +81-3-5562-3498 (Japanese-Language Dept.)

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Foreword

Since its establishment in 1972, the Japan Foundation has been promoting cultural exchange between Japan and other countries in a wide range of fields, including Japanese-language education and Japan studies, as well as other academic studies, fine arts (including performing arts and visual arts), publishing, and sports, with the ultimate goal of promoting international understanding, friendship, and goodwill between Japan and other countries around the world.

The Japanese-Language Education Group consists of the Japanese-Language Department (in Tokyo), the Japanese-Language Institute, Urawa (in Saitama), and the Japanese-Language Institute, Kansai (in Osaka). Its activities include sending specialists in Japanese-language education on overseas assignments; bringing Japanese-language teachers overseas to Japan for training; assisting in the development and production of teaching materials, as well as donating such materials; administering the Japanese-Language Proficiency Test; providing incentives for specialized training in the Japanese language and in Japanese-language studies; providing subsidies for educational institutions abroad; and collecting and disseminating information concerning Japanese-language education abroad.

This pamphlet is an overview of the “海外日本語教育機関調査” (*Survey of Overseas Organizations Involved in Japanese-Language Education*) conducted by the Japan Foundation in 2006. For more detailed information, please refer to “海外の日本語教育の現状—日本語教育機関調査・2006年—” (*Survey Report on Japanese-Language Education Abroad 2006: Present Condition of Overseas Japanese-Language Education*), which includes detailed statistical tables and analyses.

In addition, information on educational institutions responding to this survey is available at the “Directory of Overseas Japanese-Language Educational Institutions” on the Japan Foundation’s English website (<http://www.jpf.go.jp/e/japan/oversea/surveydb/index.html>). Please feel free to use this information as needed. Also, please refer to “日本語教育国別情報” (“Information on Japanese-Language Education by Country”) at http://www.jpf.go.jp/j/japan_j/oversea/kunibetsu/index.html for information on the current status of Japanese-language education in each country (available in Japanese only).

This pamphlet has been prepared both in English and Japanese version and are available at the Japan Foundation website as follows:

English <http://www.jpf.go.jp/e/japan/oversea/survey.html>
Japanese http://www.jpf.go.jp/j/japan_j/oversea/survey.html

This survey would not have been possible without the assistance of the Japanese-language educational institutions who responded to the survey, as well as the Ministry of Foreign Affairs of Japan and related organizations and parties in each country, who provided their cooperation at all stages of the survey from the distribution of the questionnaires through their collection and return. The Japan Foundation greatly appreciates all of the support received

The Japan Foundation

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Remarks

- Regions and Country Names
 - The following nine regions were used in this survey: East Asia, Southeast Asia, South Asia, Oceania, North America, Central and South America, Western Europe, Eastern Europe, and the Middle East and Africa.
 - The following districts have been denoted in italics using their common names. For the sake of convenience, these districts are treated separately and are therefore included in the definition of the term “countries” as used herein:
 - Taiwan, (ii) Hong Kong, (iii) Macao, (iv) the Northern Mariana Islands, (v) Guam, (vi) New Caledonia, (vii) French Polynesia
- Categories of educational institutions
 - Institutions of Primary/Secondary Education
Schools equivalent to elementary schools, junior high schools (early secondary education), and high schools (late secondary education) in Japan.
 - Institutions of Higher Education
Schools equivalent to technical colleges, junior colleges, universities, and graduate schools, in Japan.
 - Non-Academic Education
Institutions not included in the categories “(1)” and “(2)” above. This category includes private language schools, institutions of lifelong learning operated by public institutions, Japanese-language schools for children of ethnic Japanese individuals, language courses operated by institutions of higher education for the general public, Japanese-language courses operated by the Japan Foundation or other institutions for the general public, in-house training conducted by private companies and public institutions for employees, and other types of institutions.
- Data used in this report
 - With the exception of data on *Taiwan* and Micronesia, the data used in this report is based on the answer sheets collected in this survey.
 - *Taiwan*'s figures on the number of institutions involved in Japanese-language education, the number of teachers, and the number of students are based on the results of a survey conducted by the Interchange Association, Japan (IAJ). *Taiwan* is excluded from the analysis of the other items.
 - Data on numbers of institutions involved in Japanese-language education, teachers, and students, institutional sponsorship, institution's stage/level in educational system, type of Japanese-language courses, composition of the students, and availability of teacher training in Micronesia was obtained from the “Facts on Dispatch of JICA Volunteers (Japanese Language Teacher) to Oceania (As of April, 2007)” and the “Outline of Dispatch of JICA Volunteers (Japanese Language Teacher) to Oceania (As of April, 2007)”, both from the “JICA Knowledge Site” (<http://gwweb.jica.go.jp/>).
 - The ratios used in the tables herein for comparison of educational institutions denote percentages of the number of institutions responding to the survey. These ratios have been rounded to two decimal places.

The Japan Foundation periodically undertakes the Survey of Overseas Organizations Involved in Japanese-Language Education to ascertain the current status of Japanese-language education overseas. Following the preceding survey performed in 2003, the 2006 survey was performed over the period from November 2006 to March 2007.

The survey was conducted by sending and collecting questionnaires and answer sheets to and from institutions of Japanese-language education located overseas, by either postal mail or e-mail. Respondents in certain countries were able to respond to the survey via a website. The response rate to this survey was 77.08%.

Number of people studying Japanese overseas: 2.98 million people in 133 countries.

1. General Overview

■ Numbers of Educational Institutions, Teachers, and Students

This survey has shown that as of 2006, Japanese-language education was underway in 133 countries (more precisely, 126 countries and 7 districts) other than Japan. Approximately 2.98 million students were studying Japanese. This number does not include those studying Japanese by means such as language lessons broadcast to the general public on television or radio or private lessons.

Number of institutions:	13,639
Number of teachers:	44,321
Number of students:	2,979,820

■ Trends in Numbers of Institutions, Teachers and Students

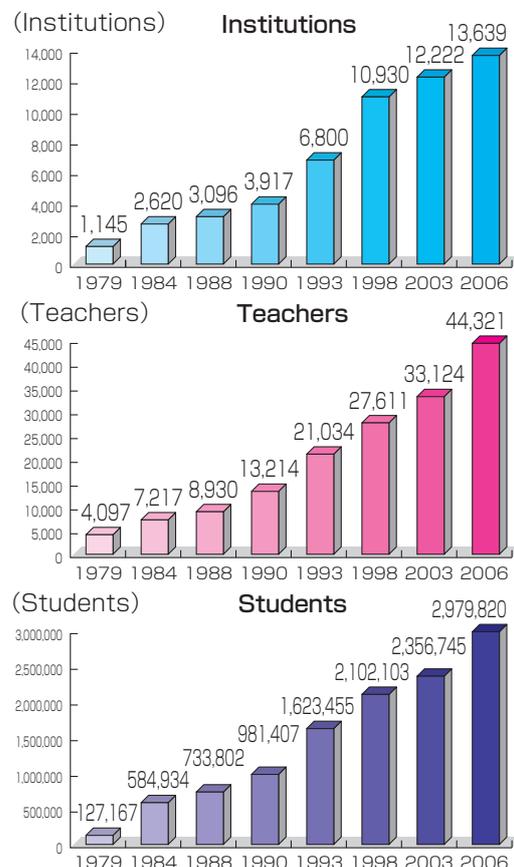
Figure 1 shows trends in numbers of institutions, teachers and students based on the past surveys*.

Over the period from 1979 through 2006, the number of institutions increased 11.9 times, the number of teachers increased 10.8 times, and the number of students increased 23.4 times. Comparing the 2006 survey with the previous survey, which had been conducted in 2003, shows that the number of institutions increased 11.6 percent and the number of students increased 26.4 percent during this three-year period, while the number of teachers increased most of all, by 33.8 percent.

■ Changes Newly Confirmed in This Survey

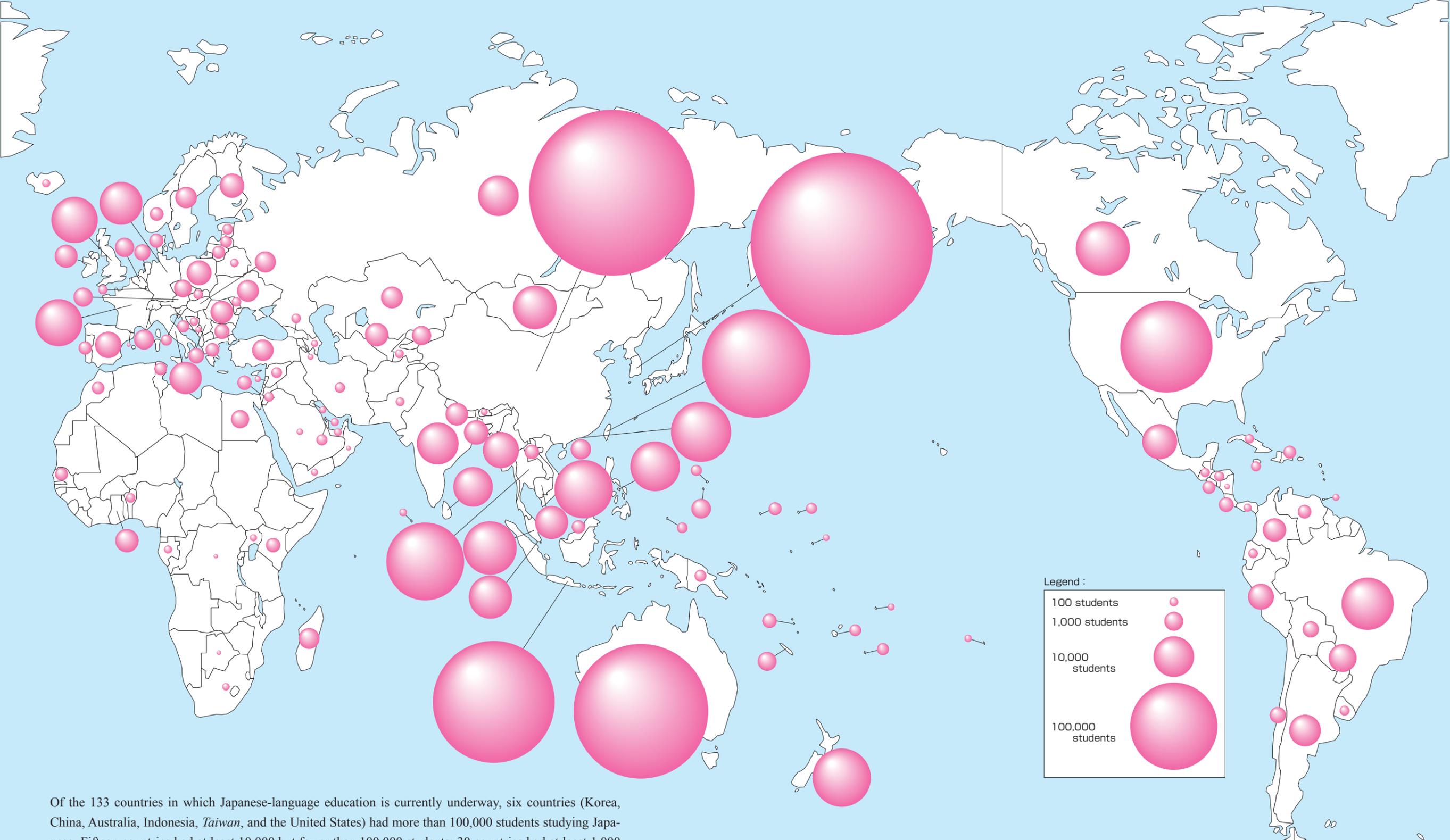
In this survey, an additional six countries (Montenegro, Oman, Qatar, Uganda, Gabon, and Central African Republic) were confirmed to have some form of Japanese-language education.

Figure 1: Trends in Numbers of Institutions, Teachers and Students



* In 1970, the Ministry of Foreign Affairs undertook a survey of the current state of Japanese-language education overseas. This was followed by the surveys in 1974 and later by the Japan Foundation. The 1988 survey was conducted by the Ministry of Foreign Affairs.

Figure 2: Numbers of Japanese-Language Students, by country



Legend :

100 students	
1,000 students	
10,000 students	
100,000 students	

Of the 133 countries in which Japanese-language education is currently underway, six countries (Korea, China, Australia, Indonesia, *Taiwan*, and the United States) had more than 100,000 students studying Japanese. Fifteen countries had at least 10,000 but fewer than 100,000 students; 30 countries had at least 1,000 but fewer than 10,000 students; 51 countries had at least 100 but fewer than 1,000 students; and 31 countries had fewer than 100 students studying Japanese.

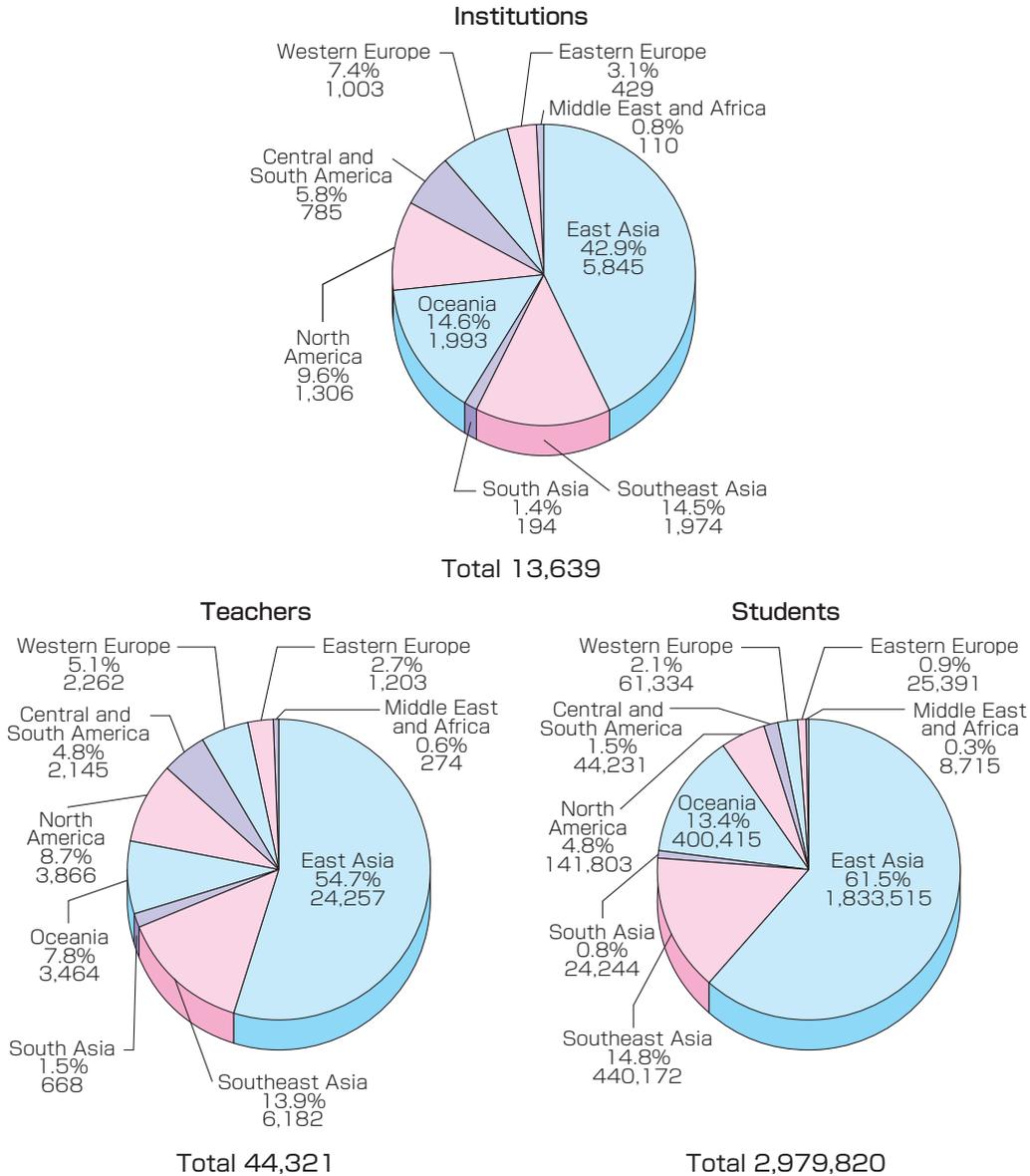
Approx. 60 % of students concentrated in East Asia: Asia and Oceania regions account for approx. 90 % of all.

2. Japanese-Language Education, by Region

Percentages of Institutions, Teachers, and Students by Region

This survey divides the world into nine regions: East Asia, Southeast Asia, South Asia, Oceania, North America, Central and South America, Western Europe, Eastern Europe, and the Middle East and Africa. A look at the regional distribution of institutions, teachers, and students shows that more than 40 percent of institutions, more than 50 percent of teachers, and approximately 60 percent of students are concentrated in East Asia (see Figure 3). Outside East Asia, Southeast Asia accounted for the most students (14.8 percent), followed by Oceania (13.4 percent) and North America (4.8 percent). The Asia and Oceania regions accounted for approximately 90 percent of all students of the Japanese language.

Figure 3: Percentages of Institutions, Teachers, and Students, by Region



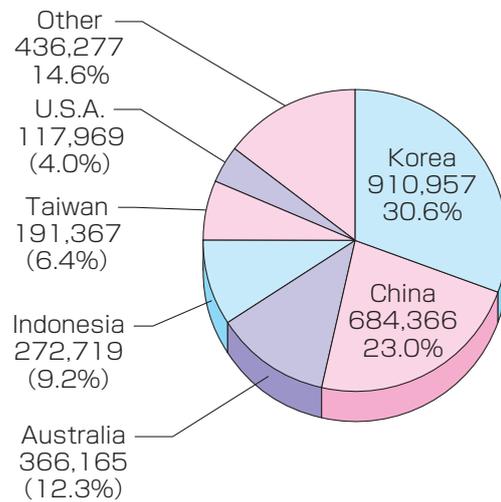
Korea, China, and Australia were the top three countries in terms of numbers of students

3. Japanese-Language Education, by Country

■ Top Five Countries in Numbers of Students

The country with the largest number of students of the Japanese language was Korea, where 910,000 individuals were learning Japanese language (see Figure 4). This number represents 30.6 percent of all Japanese-language students worldwide. China had the second-highest number of students (680,000), followed by Australia (370,000). This ordering of countries remains unchanged from the results of the previous survey, with the three countries accounting for approximately two-thirds of the world's Japanese-language students. Together with Indonesia, which had the fourth-highest figure (273,000), and *Taiwan*, which had the fifth-highest (191,000), the top five countries and district account for four-fifths of the world's Japanese-language students.

Figure 4: Composition of Students by Country



■ Percentage of Population Who Study the Japanese Language

This survey also examined the percentage of each country's total population studying Japanese. Korea had the highest percentage, with 1 out of every 52 Koreans studying Japanese. Next came Australia, where 1 out of every 55 individuals studied Japanese. By comparison, in heavily populated China, only 1 in approximately 1,900 people studied Japanese. In the United States, 1 in approximately 2,500 studied the language.

■ Changes in Numbers of Institutions and Students

In comparison with the 2003 survey, the number of institutions had increased in 69 countries (including the six countries in which the existence of Japanese-language education was newly confirmed), while the number of institutions had declined in 26 countries. In addition, the number of students had increased in 95 countries (including the six countries in which the existence of Japanese-language education was confirmed) and declined in 31 countries.

■ Changes in Numbers of Students

The ten countries with the largest numbers of students, in descending order, were Korea, China, Australia, Indonesia, *Taiwan*, the United States, Thailand, *Hong Kong*, Viet Nam, and New Zealand. Of these countries, in China, Indonesia, *Taiwan*, *Hong Kong*, and Viet Nam, the numbers of Japanese-language students increased significantly over the past three years. In contrast, student numbers had declined in Australia and the United States (see Table 1).

Although not included in the top ten, of the countries with 10,000 or more Japanese-language students, countries that stood out were: India, where the number of students had increased 2.0 times; the Philippines, where the number of students had increased 1.6 times; and Mongolia, where the number of students had increased 1.4 times. Growth was especially notable in Bangladesh, where, although there are only 2,000 Japanese-language students, the number had increased 4.1 times.

From the viewpoint of region, growth was noticeable in Southeast Asia and South Asia, where the increase was 2.1 times and 1.9 times, respectively.

Table 1: Changes in Student Numbers from the Previous Survey Among the Top Ten Countries

Total Number of Students				
Rank	Country (District)	Number of Students (2006)	Number of students (2003)	Rate of change
1	Korea	910,957	894,131	1.9
2	China	684,366	387,924	76.4
3	Australia	366,165	381,954	▲ 4.1
4	Indonesia	272,719	85,221	220.0
5	<i>Taiwan</i>	191,367	128,641	48.8
6	U.S.A.	117,969	140,200	▲ 15.9
7	Thailand	71,083	54,884	29.5
8	<i>Hong Kong</i>	32,959	18,284	80.3
9	Viet Nam	29,982	18,029	66.3
10	New Zealand	29,904	28,317	5.6
Overall		2,979,820	2,356,745	26.4

Note: Triangles indicate decreases.

■ Factors leading to increases and decreases in student numbers

Changes in student numbers were driven by political, economic, and cultural factors in each country, as well as the country's relations with Japan. Among countries with 10,000 or more Japanese-language students, the country with the highest of growth was Indonesia, where the number of Japanese-language students grew 3.2 times over three years. This growth was driven by the reforms in secondary education. India had the next highest rate of growth, with the number of Japanese-language students in that country doubling and surpassing the 10,000-student level in this survey. The main factor behind such growth is the expansion of Japanese corporations in India due to its economic boom, by which, an opportunity of employment was generated and incentive to learn Japanese-language has risen.

In China, which already featured the world's second-largest number of Japanese-language students in the 2003 survey, the number increased 1.8 times. One factor is that it was possible to find a larger number of institutions that taught the Japanese-language. In addition, learning Japanese has come to be seen as an advantage when getting a job due to the increase of Japanese corporations. Interest in Japanese popular culture is also thought to be another cause of the growth of the student number in China.

Increases in the numbers of students studying Japanese in some of the Southeast Asian nations, such as Thailand, the Philippines, and Viet Nam, is thought to be due to strengthening economic ties with Japan. For example, in the Philippines, there is expectancy for the demand in human resource in the areas of the IT industry, nurses, and care workers by the Japan-Philippines Economic Partnership Agreement (JPEPA), which led to the increased number of Japanese-language students.

Not only in the countries mentioned here, but in many other countries as well it has been reported that interest in Japanese popular culture, including manga (comics), anime (animated films) and so on is one of the incentives to begin learning the Japanese language.

On the other hand, with the exception of China and *Taiwan*, which saw a significant increase in the number of students studying Japanese, countries reporting 100,000 or more Japanese-language students in the previous survey showed either declining or stagnant numbers of students in this survey. This trend also tended to differ by educational level: In Korea, the number of students at institutions of non-academic education notably grew 2.8 times and the total number of Japanese-language students

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.

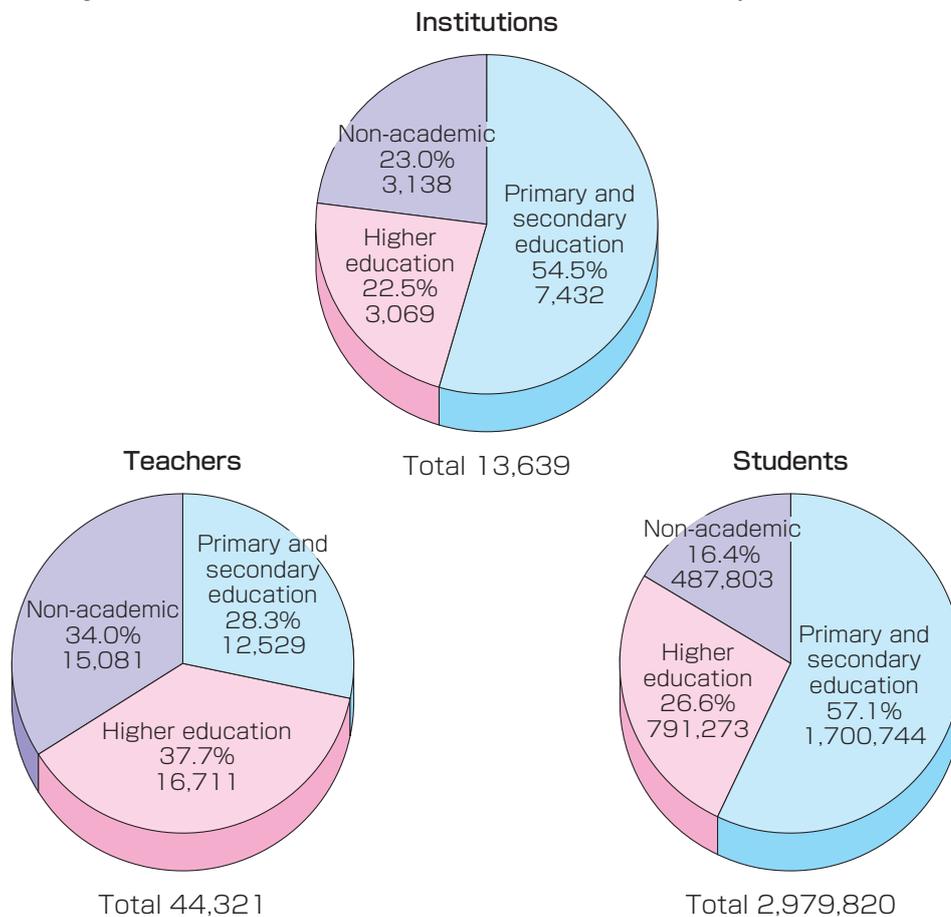
Approx. 60 % of students attend institutions of primary or secondary education.

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.

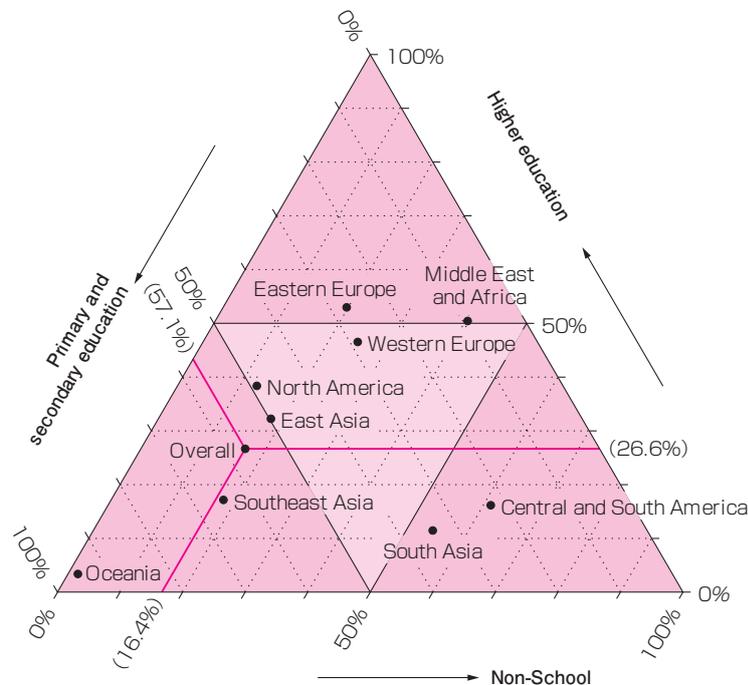
■ Comparison with Previous Survey

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

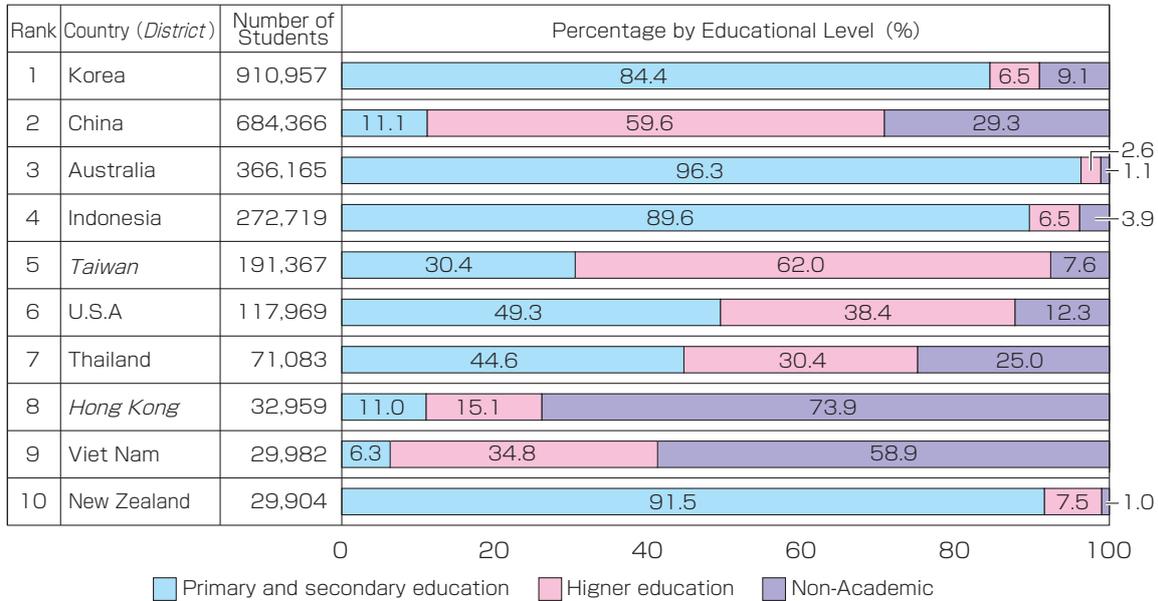


■ Characteristics of Japanese-Language Education, by Country

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.

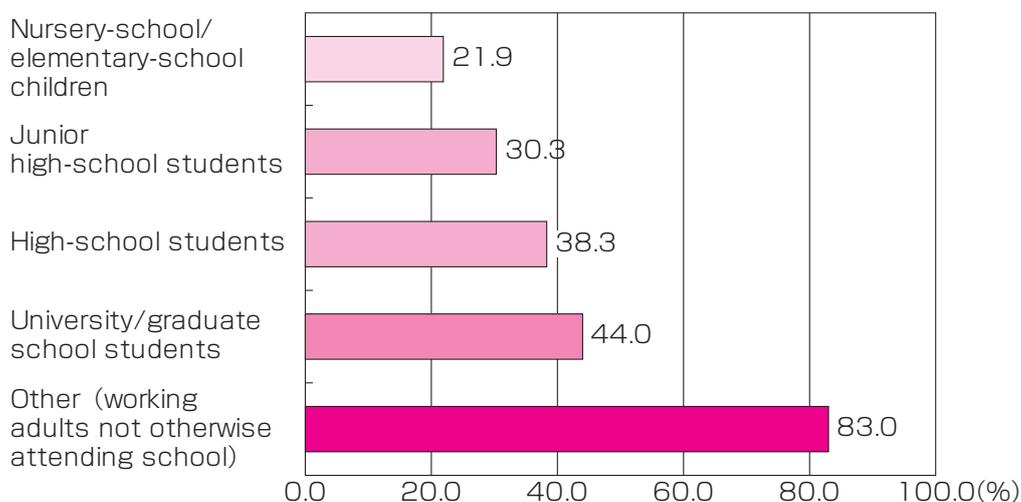
■ **Student Demographics**

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).

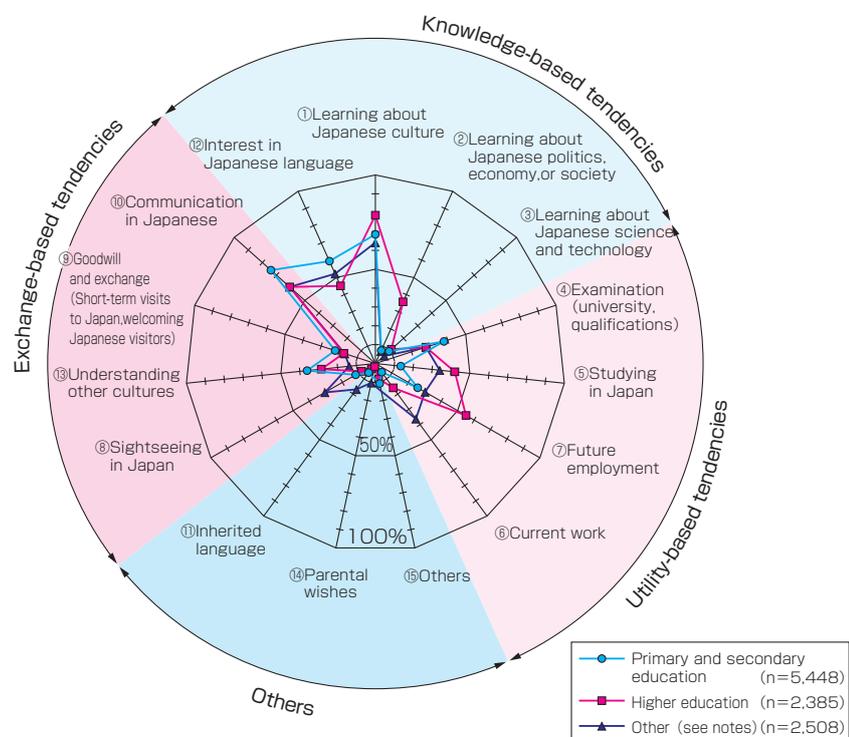
Purpose for Studying Japanese, by Educational Level

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.

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.

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

list of issues noted by these institutions was inadequate information on Japanese culture cited by 22.3% of institutions.

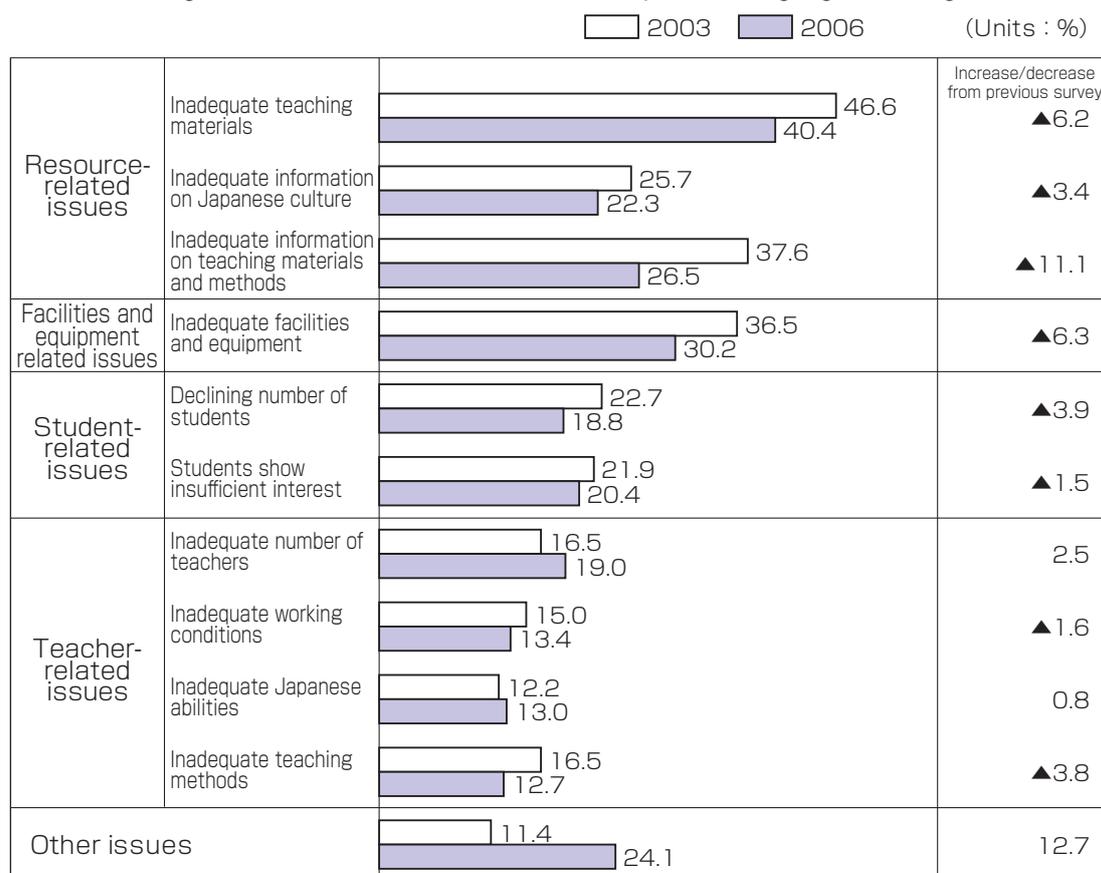
■ Changes in Problems and Concerns

Compared to the results of the 2003 survey, the percentages of institutions citing almost every choice declined. For example, while the percentage of institutions citing inadequate information on teaching materials and teaching methods ranked second highest in the 2003 survey, the percentage identified in this survey showed the tendency of significant improvement, falling ten percentage points to third in rank. However, the percentages of institutions citing teacher-related problems such as inadequate numbers of teachers and inadequate Japanese abilities have grown. This may indicate that development of Japanese teachers has not kept pace with the increase in numbers of students studying Japanese.

■ Problems and Concerns by Educational Level

The above-mentioned problems and concerns were common to all educational levels. In addition to these, those unique to the primary and secondary educational levels were student-related concerns, such as inadequate interest among students and the declining numbers of students. Many institutions of higher education identified as problems teacher-related issues, such as inadequate numbers of teachers and inadequate working conditions for teachers, while non-academic institutions most frequently cited declining numbers of students, inadequate number of teachers and inadequate teaching methods.

Figure 10: Problems and Concerns with Japanese-Language Teaching



Note: Respondents selected the three most important items from eleven choices. Figures indicate percentages of institutions citing each response.

Appendix

Appendix Table: Numbers of Japanese-Language Educational Institutions, Teachers, and Students (2006)

Region	Country <District>	School Education									Non Academic Education			Overall Total			Country <District>	Region
		Primary and Secondary Education			Higher Education			Subtotal			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	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students								
East Asia	China	337	1310	76020	882	7217	407603	1219	8527	483623	325	4380	200743	1544	12907	684366	China	East Asia
	Hong Kong	56	81	3614	13	27	4971	69	158	8585	43	546	24374	112	704	32959	Hong Kong	
	Macao				2	49	540		2	49	540		20	706	1246	Macao		
	Taiwan	252	667	58,198	156	1,652	118,541	408	2,319	176,739	105	472	14,628	513	2,791	191,367	Taiwan	
	Korea	2,473	3,619	769,034	398	1,793	58,727	2,871	5,412	827,761	708	2,020	83,196	3,579	7,432	910,957	Korea	
	Mongolia	33	147	5,339	44	170	5,368	77	317	10,707	13	37	1,913	90	354	12,620	Mongolia	
Total		3,151	5,824	912,205	1,495	10,958	595,750	4,646	16,782	1,507,955	1,199	7,475	325,560	5,845	24,257	1,833,515	Total	
Southeast Asia	Brunei				1	1	99	1	1	99	1	5	250	2	6	349	Brunei	Southeast Asia
	Cambodia	2	4	817	6	32	759	8	36	1,576	17	130	3,855	25	166	5,431	Cambodia	
	Indonesia	846	1,311	244,304	115	793	17,777	961	2,104	262,081	123	547	10,638	1,084	2,651	272,719	Indonesia	
	Laos	1	2	40	1	6	47	2	8	87	5	16	350	7	24	437	Laos	
	Malaysia	64	78	8,984	27	138	7,804	91	216	16,788	51	221	6,132	142	437	22,920	Malaysia	
	Myanmar				4	52	1,382	4	52	1,382	31	112	5,594	35	164	6,976	Myanmar	
	Philippines	11	30	2,251	75	141	9,398	86	171	11,649	69	229	6,550	155	400	18,199	Philippines	
	Singapore	5	19	1,755	7	51	5,708	12	70	7,463	17	74	4,613	29	144	12,076	Singapore	
	Thailand	243	398	31,679	99	359	21,634	342	757	53,313	43	396	17,770	385	1,153	71,083	Thailand	
	Viet Nam	11	22	1,888	31	291	10,446	42	313	12,334	68	724	17,648	110	1,037	29,982	Viet Nam	
Total		1,183	1,864	291,718	366	1,864	75,054	1,549	3,728	366,772	425	2,454	73,400	1,974	6,182	440,172	Total	
South Asia	Bangladesh	1	3	60	1	5	300	2	8	360	6	19	1,809	8	27	2,169	Bangladesh	South Asia
	Bhutan										1	1	40	1	1	40	Bhutan	
	India	20	21	1,001	13	36	1,444	33	57	2,445	73	312	8,566	106	369	11,011	India	
	Maldives				1	2	67	1	2	67				1	2	67	Maldives	
	Nepal	1	1	18	1	11	450	2	12	468	20	129	1,263	22	141	1,731	Nepal	
	Pakistan				1	5	27	1	5	27	2	7	66	3	12	93	Pakistan	
	Sri Lanka	29	41	7,339	3	12	360	32	53	7,699	21	63	1,434	53	116	9,133	Sri Lanka	
	Total		51	66	8,418	20	71	2,648	71	137	11,066	123	531	13,178	194	668	24,244	
Oceania	Australia	1,566	2,495	352,629	56	222	9,395	1,622	2,717	362,024	70	218	4,141	1,692	2,935	366,165	Australia	Oceania
	Fiji	3	3	226	1	1	20	4	4	246				4	4	246	Fiji	
	French Polynesia (France)				1	1	52	1	1	52				1	1	52	French Polynesia (France)	
	Guam (U.S.A.)	4	8	1,040	1	1	80	5	9	1,120				5	9	1,120	Guam (U.S.A.)	
	Kiribati										1	3	38	1	3	38	Kiribati	
	Marshall Islands	1	1	180	1	1	25	2	2	205				2	2	205	Marshall Islands	
	Micronesia	4	5	311	2	2	0	6	7	311				6	7	311	Micronesia	
	New Caledonia (France)	9	12	954	1	1	35	10	13	989				10	13	989	New Caledonia (France)	
	New Zealand	238	367	27,369	11	74	2,230	249	441	29,599	2	8	305	251	449	29,904	New Zealand	
	Northern Mariana Islands (U.S.A.)	2	11	142				2	11	142	1	8	60	3	19	202	Northern Mariana Islands (U.S.A.)	
	Palau	2	3	129	1	1	56	3	4	185				3	4	185	Palau	
	Papua New Guinea	3	3	150	2	2	94	5	5	244				5	5	244	Papua New Guinea	
	Samoa				1	2	44	1	2	44				1	2	44	Samoa	
	Tonga	4	6	233	2	2	30	6	8	263				6	8	263	Tonga	
	Vanuatu	3	3	447				3	3	447				3	3	447	Vanuatu	
Total		1,839	2,917	383,810	80	310	12,061	1,919	3,227	395,871	74	237	4,544	1,993	3,464	400,415	Total	

Appendix Table: Numbers of Japanese-Language Educational Institutions, Teachers, and Students (2006)

Region	Country <District>	School Education									Non Academic Education			Overall Total			Country <District>	Region
		Primary and Secondary Education			Higher Education			Subtotal			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	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students								
North America	Canada	115	183	11,043	45	147	8,508	160	330	19,551	54	319	4,283	214	649	23,834	Canada	North America
	U.S.A.	553	807	58,181	418	1,424	45,263	971	2,231	103,444	121	986	14,525	1,092	3,217	117,969	U.S.A.	
	Total	668	990	69,224	463	1,571	53,771	1,131	2,561	122,995	175	1,305	18,808	1,306	3,866	141,803	Total	
Central and South America	Argentina	1	35	649	7	13	270	8	48	919	35	213	3,881	43	261	4,800	Argentina	Central and South America
	Bolivia	3	22	296				3	22	296	4	21	330	7	43	626	Bolivia	
	Brazil	42	71	3,538	13	68	1,560	55	139	5,098	489	1,074	16,533	544	1,213	21,631	Brazil	
	Chile	1	1	25	7	15	418	8	16	443	3	11	193	11	27	636	Chile	
	Colombia	2	2	246	15	26	1,186	17	28	1,432	9	39	485	26	67	1,917	Colombia	
	Costa Rica	1	2	100	3	6	254	4	8	354	3	6	128	7	14	482	Costa Rica	
	Cuba				1	5	55	1	5	55	2	3	51	3	8	106	Cuba	
	Dominican Republic										3	21	304	3	21	304	Dominican Republic	
	Ecuador				3	4	121	3	4	121				3	4	121	Ecuador	
	El Salvador				1	2	250	1	2	250	2	2	52	3	4	302	El Salvador	
	Guatemala										1	2	110	1	2	110	Guatemala	
	Honduras				2	4	101	2	4	101	1	2	45	3	6	146	Honduras	
	Jamaica				2	4	118	2	4	118	1	1	22	3	5	140	Jamaica	
	Mexico	5	31	1,112	27	62	1,754	32	93	2,866	47	164	3,485	79	257	6,351	Mexico	
	Nicaragua										1	1	22	1	1	22	Nicaragua	
	Panama						32	1	1	32				2	2	32	Panama	
	Paraguay	3	16	2,100				3	16	2,100	14	88	1,111	17	104	3,211	Paraguay	
	Peru	6	23	1,717	1	1	57	7	24	1,774	10	57	895	17	81	2,669	Peru	
	Trinidad and Tobago				1	2	49	1	2	49				1	2	49	Trinidad and Tobago	
Uruguay				1	1	70	1	1	70	2	6	78	3	7	148	Uruguay		
Venezuela				3	5	83	3	5	83	5	10	303	8	15	386	Venezuela		
Total	64	203	9,783	88	219	6,378	152	422	16,161	633	1,723	28,070	785	2,145	44,231	Total		
Western Europe	Andorra										1	1	8	1	1	8	Andorra	Western Europe
	Austria	3	3	83	7	18	671	10	21	754	13	19	295	23	40	1,049	Austria	
	Belgium				7	16	450	7	16	450	14	55	622	21	71	1,072	Belgium	
	Denmark	2	2	4	3	19	314	5	21	318	3	5	72	8	26	390	Denmark	
	Finland	6	8	218	17	21	1,174	23	29	1,392	15	21	762	38	50	2,154	Finland	
	France	49	95	3,940	102	277	8,451	151	372	12,391	42	130	3,143	193	502	15,534	France	
	Germany	46	58	1,986	47	131	5,797	93	189	7,783	97	276	4,162	190	465	11,945	Germany	
	Greece										14	25	361	14	25	361	Greece	
	Iceland	2	2	30	1	2	27	3	4	57	1	1	17	4	5	74	Iceland	
	Ireland	40	41	1,528	4	8	230	44	49	1,758	3	2	35	47	51	1,793	Ireland	
	Italy	12	15	302	20	72	4,005	32	87	4,307	10	33	767	42	120	5,074	Italy	
	Luxembourg	2	2	115				2	2	115				2	2	115	Luxembourg	
	Netherlands				5	17	549	5	17	549	4	10	104	9	27	653	Netherlands	
	Norway	6	6	82	3	7	170	9	13	252	3	4	108	12	17	360	Norway	
	Portugal				6	6	297	6	6	297	5	8	60	11	14	357	Portugal	
	Spain				17	40	1,271	17	40	1,271	26	53	1,531	43	93	2,802	Spain	
	Sweden	12	14	529	7	28	755	19	42	1,284	4	12	166	23	54	1,450	Sweden	
	Switzerland	12	21	250	4	10	253	16	31	503	29	51	712	45	82	1,215	Switzerland	
	U.K.	150	198	8,510	46	127	3,630	196	325	12,140	81	292	2,788	277	617	14,928	U.K.	
Total	342	465	17,577	296	799	28,044	638	1,264	45,621	365	998	15,713	1,003	2,262	61,334	Total		

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Region	Country <District>	School Education									Non Academic Education			Overall Total			Country <District>	Region
		Primary and Secondary Education			Higher Education			Subtotal			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	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students								
Eastern Europe	Armenia				1	2	28	1	2	28				1	2	28	Armenia	Eastern Europe
	Azerbaijan	1	1	6	1	5	41	2	6	47				2	6	47	Azerbaijan	
	Belarus				2	6	47	2	6	47	2	4	42	4	10	89	Belarus	
	Bosnia and Herzegovina		1	20				1		20	2	3	70	3	4	90	Bosnia and Herzegovina	
	Bulgaria	4	9	344	5	15	142	9	24	486	1	4	45	10	28	531	Bulgaria	
	Croatia	3	3	80	2	3	75	5	6	155	4	5	116	9	11	271	Croatia	
	Czech Republic	10	11	174	4	14	275	14	25	449	12	30	361	26	55	810	Czech Republic	
	Estonia	3	2	40	2	4	117	5	6	157	1	2	17	6	8	174	Estonia	
	Georgia	1	1	53	2	12	65	3	13	118				3	13	118	Georgia	
	Hungary	16	22	392	12	25	728	28	47	1,120	7	16	291	35	63	1,411	Hungary	
	Kazakhstan	3	3	226	8	35	1,073	11	38	1,299	1	14	270	12	52	1,569	Kazakhstan	
	Kyrgyz	2	6	225	11	38	712	13	44	937	1	9	127	14	53	1,064	Kyrgyz	
	Latvia	1	1	130				2	5	220	1	2	0	3	7	220	Latvia	
	Lithuania	5	5	98	3	8	184	8	13	282	2	1	28	10	14	310	Lithuania	
	Moldova										1	3	127	1	3	127	Moldova	
	Montenegro				1	1	25	1	1	25				1	1	25	Montenegro	
	Poland	8	12	356	20	58	1,293	28	70	1,649	16	33	616	44	103	2,265	Poland	
	Romania	4	7	566	8	27	638	12	34	1,204	8	9	547	20	43	1,751	Romania	
	Russia	45	68	3,338	82	357	5,453	127	425	8,791	29	73	1,325	156	498	10,116	Russia	
	Serbia	1	2	48	6	19	443	7	21	491	2	2	58	9	23	549	Serbia	
Slovakia				1	4	39	1	4	39	2	2	81	3	6	120	Slovakia		
Slovenia				1	9	187	1	9	187				1	9	187	Slovenia		
Tajikistan				2	7	93	2	7	93				2	7	93	Tajikistan		
Ukraine	9	15	353	15	60	793	24	75	1,146	6	22	377	30	97	1,523	Ukraine		
Uzbekistan	7	17	723	11	44	721	18	61	1,444	6	26	459	24	87	1,903	Uzbekistan		
Total		124	186	7,172	201	757	13,262	325	943	20,434	104	260	4,957	429	1,203	25,391	Total	

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Region	Country <District>	School Education									Non Academic Education			Overall Total			Country <District>	Region
		Primary and Secondary Education			Higher Education			Subtotal			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	No. of Institutions	No. of Teachers	No. of Students	No. of Institutions	No. of Teachers	No. of Students								
Middle East and Africa	Bahrain				1	1	51	1	1	51	1	1	25	2	2	76	Bahrain	Middle East and Africa
	Benin										1	2	130	1	2	130	Benin	
	Botswana										1	2	10	1	2	10	Botswana	
	Central Africa	2	2	0										3	3	0	Central Africa	
	Democratic Republic of Congo				1	2	10	1	2	10				1	2	10	Democratic Republic of Congo	
	Egypt					38	510								61	875	Egypt	
	Ghana				1	1	10	1	1	10	1	4	1,911	2	5	1,921	Ghana	
	Gabon	1	2	78				1	2	78				1	2	78	Gabon	
	Iran				2	14	96	2	14	96	1	8	70	3	22	166	Iran	
	Israel	1	3	90	4	12	327	5	15	417	1	1	25	6	16	442	Israel	
	Jordan				1	2	40	1	2	40	1	3	85	2	5	125	Jordan	
	Kenya				6	14	402	6	14	402	2	3	37	8	17	439	Kenya	
	Kuwait										1	4	50	1	4	50	Kuwait	
	Lebanon				1	1	34	1	1	34				1	1	34	Lebanon	
	Madagascar	2	2	276	5	10	910	7	12	1,186	5	13	155	12	25	1,341	Madagascar	
	Morocco				4	5	286	4	5	286				4	5	286	Morocco	
	Oman										1	1	15	1	1	15	Oman	
	Qatar	1	1	167				1	1	167	1	2	20	2	3	187	Qatar	
	Saudi Arabia				1	5	40	1	5	40				1	5	40	Saudi Arabia	
	Senegal				1	1	240	1	1	240	1	1	85	2	2	325	Senegal	
	South Africa										2	2	57	2	2	57	South Africa	
	Sudan										1	0	0	1	0	0	Sudan	
	Syria				3	13	180	3	13	180				3	13	180	Syria	
	Tunisia				3	6	287	3	6	287				3	6	287	Tunisia	
	Turkey	3	4	226	13	35	862	16	39	1,088	9	18	385	25	57	1,473	Turkey	
	U.A.E.										3	5	68	3	5	68	U.A.E.	
	Uganda				1	1	20	1	1	20	1	1	30	2	2	50	Uganda	
Yemen										1	4	50	1	4	50	Yemen		
Total		10	14	837	60	162	4,305	70	176	5,142	40	98	3,573	110	274	8,715	Total	
Total		7,432	12,529	1,700,744	3,069	16,711	791,273	10,501	29,240	2,492,017	3,138	15,081	487,803	13,639	44,321	2,979,820	Total	

ISBN978-4-87540-091-2



9784875400912



国際交流基金