

Present Condition of Overseas Japanese-Language Education

Survey Report on Japanese-Language Education Abroad 2009

Summary

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Preface

With its headquarters in Tokyo, the Japan Foundation has an office in Kyoto and 23 overseas offices in 21 countries, as well as two Japanese-language institutes (Saitama and Osaka) located in Japan. Its activities in the area of Japanese-language education include: sending specialists in Japanese-language education on overseas assignments; bringing overseas Japanese-language teachers to Japan for training; assisting in the development and production of teaching materials and distributing them by donation; administering the Japanese-Language Proficiency Test; providing training for promotion of Japanese language for specialists and studies of the Japanese-language; providing subsidies for educational institutions abroad; and collection and dissemination of information concerning Japanese-language education abroad.

The present report organizes in an easy-to-use format the results of the “Survey of Overseas Organizations Involved in Japanese-language Education” conducted by the Japan Foundation in fiscal 2009. For further details and analysis, see the forthcoming publication in Japanese, entitled *Kaigai no Nihongo kyōiku no genjō: Nihongo kyōiku kikan chōsa 2009* (Present Condition of Overseas Japanese-Language Education: Survey Report on Japanese-Language Education Abroad 2009). The Japan Foundation hopes that this summary report will be of at least some help to people involved in Japanese-language education in Japan and abroad and will contribute to the promotion of Japanese-language education.

Information on the institutions that responded to the survey is available at the “Directory of Overseas Japanese-Language Educational Institutions” site at the Japan Foundation English website. Please feel free to use this information as needed. Regarding the state of Japanese-language education in specific countries, please see the “Nihongo Kyōiku Kunibetsu Jōhō” (Information on Japanese-Language Education by Country/(District)) site.

This report has been prepared in both Japanese and English and is available on the Japan Foundation website at the following sites:

Japanese <http://www.jpf.go.jp/j/japanese/survey/result/index.html>

English <http://www.jpf.go.jp/e/japanese/survey/result/index.html>

The Japan Foundation would like to express its sincere gratitude to the Japanese-language institutions that took time to respond to the survey, as well as to the Ministry of Foreign Affairs of Japan and to all the organizations and individuals of each country

involved in the various stages of the survey, including those that assisted in distribution and collection of questionnaires. Without their kind assistance this report would not have been possible.

The Japan Foundation

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Appendix: Numbers of Japanese-Language Institutions, Teachers, and Students by Country/(District)

Remarks

1. Categorizations and Order of Listings in This Report

(1) Regional categories and order of listing

The number of regions is 13. They are (in order of appearance) East Asia, Southeast Asia, South Asia, Oceania, North America, Central America, South America, Western Europe, Central Asia, Eastern Europe, Middle East, North Africa, and Africa.

(2) Country /(District) Names and Listing

Country names are given according to the Japan Foundation's customary practice and are arranged in alphabetical order by regional category. In the tables and graphs, districts are marked with an asterisk (*). The following districts are mentioned using their common names: Taiwan[†], Hong Kong, Macao, Northern Mariana Islands, Guam, New Caledonia, French Polynesia, and Puerto Rico. The districts covered in the report are included in "countries" in the text for convenience's sake. Note that the survey was conducted in Hong Kong and Macao, separately from China.

[†]Taiwan* was not directly covered in the survey, but the report draws partially on the *2009-nendo Taiwan ni okeru Nihongo kyōiku jijō chōsa hōkokusho* [Survey Report on Current Conditions of Japanese-Language Education in Taiwan, 2009], published by the Interchange Association, Japan in August 2010.

2. Terms Used in the Text

(1) Levels of Education

Educational and school systems differ from country to country, making it difficult to adopt a uniform terminology applicable to the entire world. This report classifies the surveyed institutions under five categories, as shown below, for tabulation and analysis.

- (i) Institutions of Primary Education: Schools equivalent to primary schools in Japan.
- (ii) Institutions of Secondary Education: Schools equivalent to junior high schools (early secondary education) and high schools (late secondary education) in Japan.
- (iii) Institutions of Higher Education: Schools equivalent to graduate schools, universities, junior colleges, and technical colleges in Japan.
- (iv) Non-academic Institutions: Schools not included in the categories (i), (ii), and (iii) above. Examples are private language schools and schools of lifelong learning operated by public organizations.
- (v) Multi-level Institutions: Schools offering Japanese-language education across levels of education, for instance, across primary and secondary education, across secondary and non-academic education, etc. from among the categories (i) through (iv) above.

(2) Teachers

- (i) Teachers: Those who teach Japanese in their institutions, regardless of whether employed on a full-time basis or not.
- (ii) Native Japanese-Language Teachers: Among the teachers above, those whose mother tongue is Japanese.

(3) Other Special Terms

Other special terms are explained in the text or in tables and figures as appropriate.

3. Scope of This Report

This report is based on the results of the returned questionnaires from among the Japanese-language institutions overseas to which questionnaires were distributed. It does not, therefore, cover all overseas organizations offering Japanese-language education.

4. Other

- (1) Percentage totals may not equal 100 because the figures are rounded to one decimal place.
- (2) In the case of questions requiring two or more answers, percentage totals may exceed 100.
- (3) In the graphs, “n” represents the total number of the sample.