

## 6. Purposes of Japanese-Language Study

“Interest in Japanese language” received the highest response (58.1 percent) among “purposes of Japanese-language study”

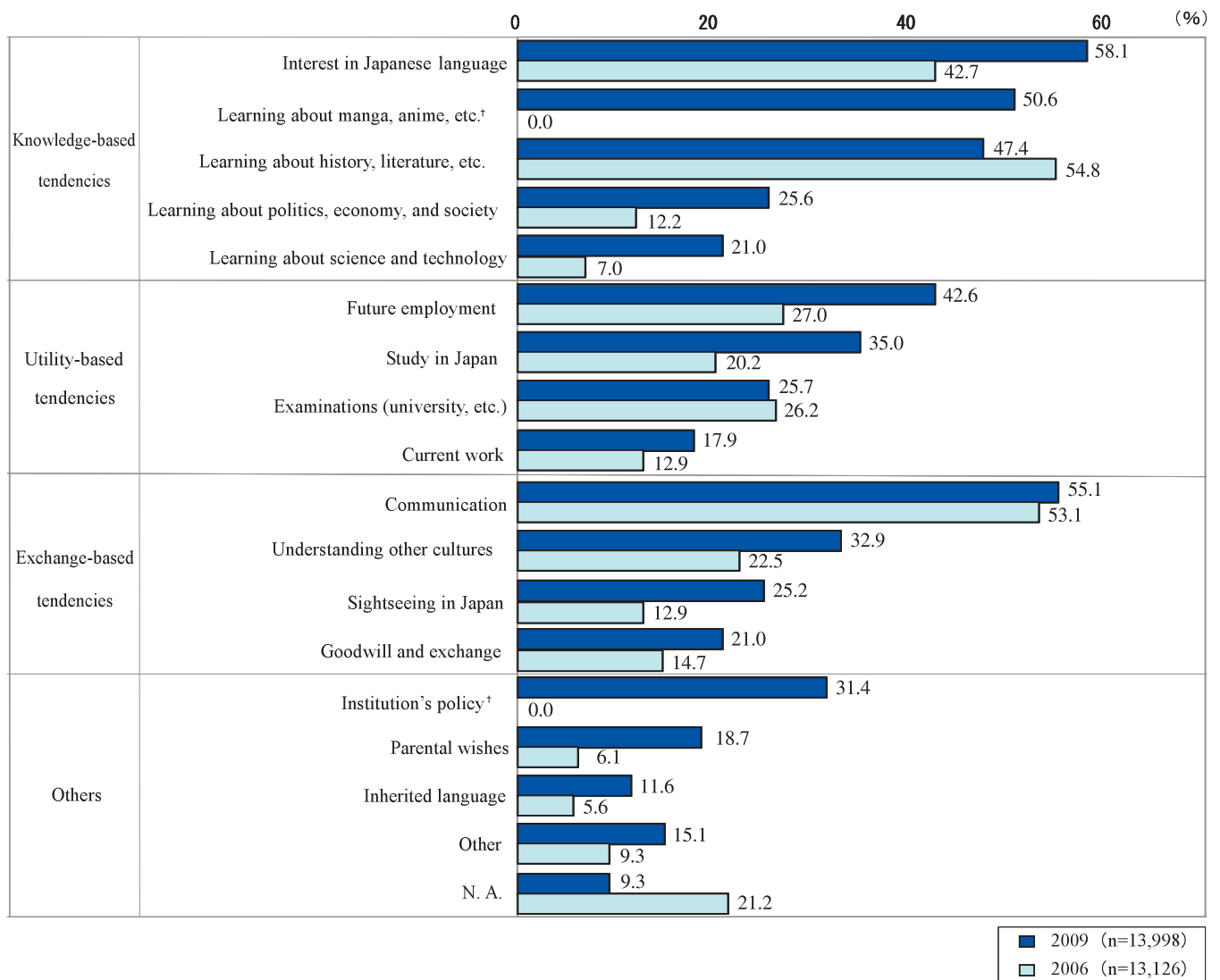
### (1) Purposes of Japanese-Language Study in the World as a Whole

Under purpose of study of Japanese, “interest in Japanese language” received the highest response at 58.1 percent, followed by “communication” (55.1 percent) and “learning about manga, anime, etc.” (50.6 percent). By category, the response to “knowledge-based tendencies” was high. Under the category of “knowledge-based tendencies,” it is most notable that the response to the item that was added to the 2009 survey, “learning about manga, anime, etc.” (50.6 percent), was higher than that to the older item, “learning about history, literature, etc.” (47.4 percent). Under the category of “utility-based tendencies,” 42.6 percent indicated their motive was “future employment,” followed by 35.0 percent who were learning the language in order to “study in Japan.”

In the 2006 survey, the surveyed institutions had been asked to select up to five items, but in the 2009 survey they were asked to select as many as applicable, and therefore there tended to be an increase in the percentage for all items except two: “learning about history, literature, etc.” (down 7.4 percentage points) and “examinations (university, etc.)” (down 0.5 percentage points). The possible reason for the lower response to “learning about history, literature, etc.” was that relevant responses in the 2009 survey were dispersed compared to the 2006 survey because of the newly added item “learning about manga, anime, etc.”

Those items that showed a marked difference in response rate from the previous survey were “future employment,” up 15.6 percentage points, and “interest in Japanese language,” up 15.4 percentage points. (See Graph 4.)

Graph 4. Purposes of Japanese-Language Study (Comparison with 2006 Survey)



<sup>†</sup> Items newly added to the 2009 survey.

Notes: Because of differences in some items, the figures for Taiwan\* are not included here. The 2006 questionnaire asked the surveyed institutions to select up to five items, while the 2009 questionnaire asked them to select as many as applicable. Simple comparison with the 2006 survey may not be possible for this reason and also because some items were newly added to the 2009 survey.

## 6. Purposes of Japanese-Language Study

### (2) Purposes of Japanese-Language Study by Level of Education

A look at the purposes of study of Japanese by level of education shows that at the level of primary education, quite naturally, the responses were extremely low for “current work” (2.7 percent), “study in Japan” (7.6 percent), “examinations (university, etc.)” (5.3 percent), and “future employment” (12.8 percent) compared with the whole. At the same level of education, on the other hand, “interest in Japanese language” (73.4 percent), “institution’s policy” (64.0 percent), “learning about history, literature, etc.” (62.3 percent), and “understanding other cultures” (59.0 percent) received very high response rates compared with the whole.

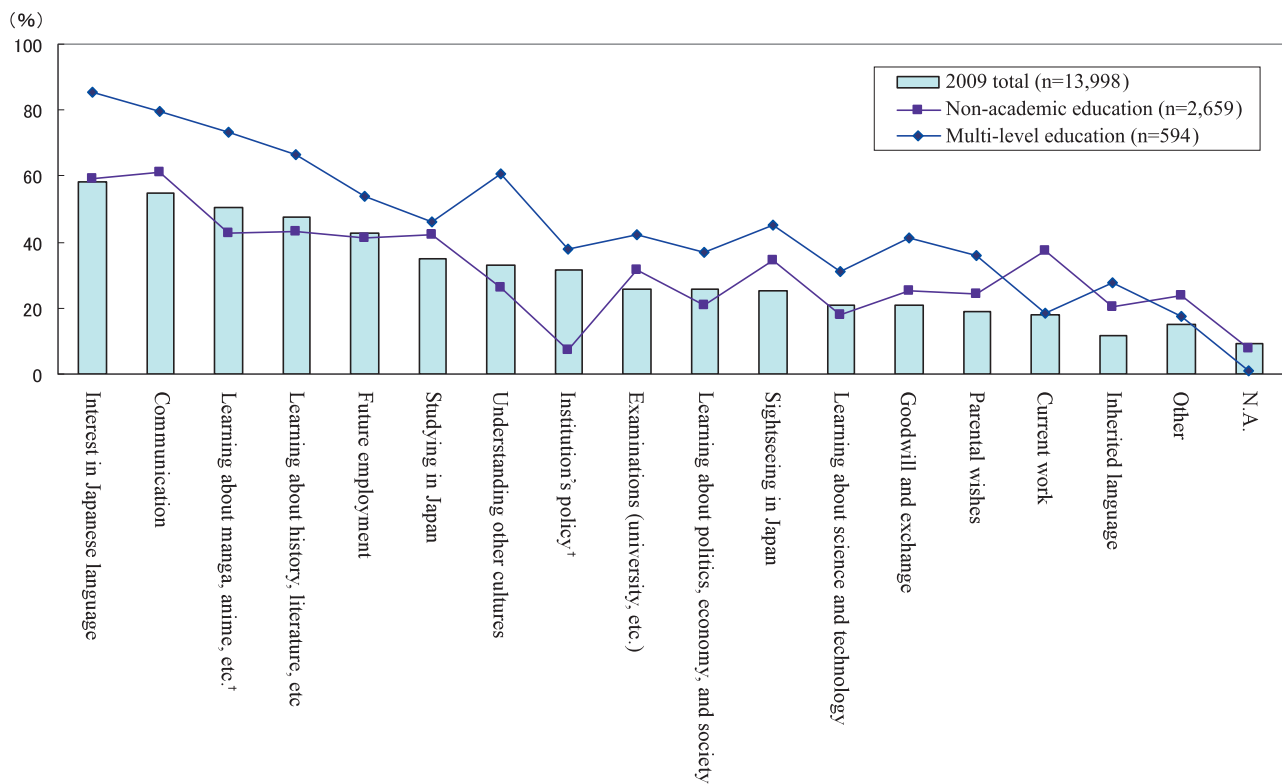
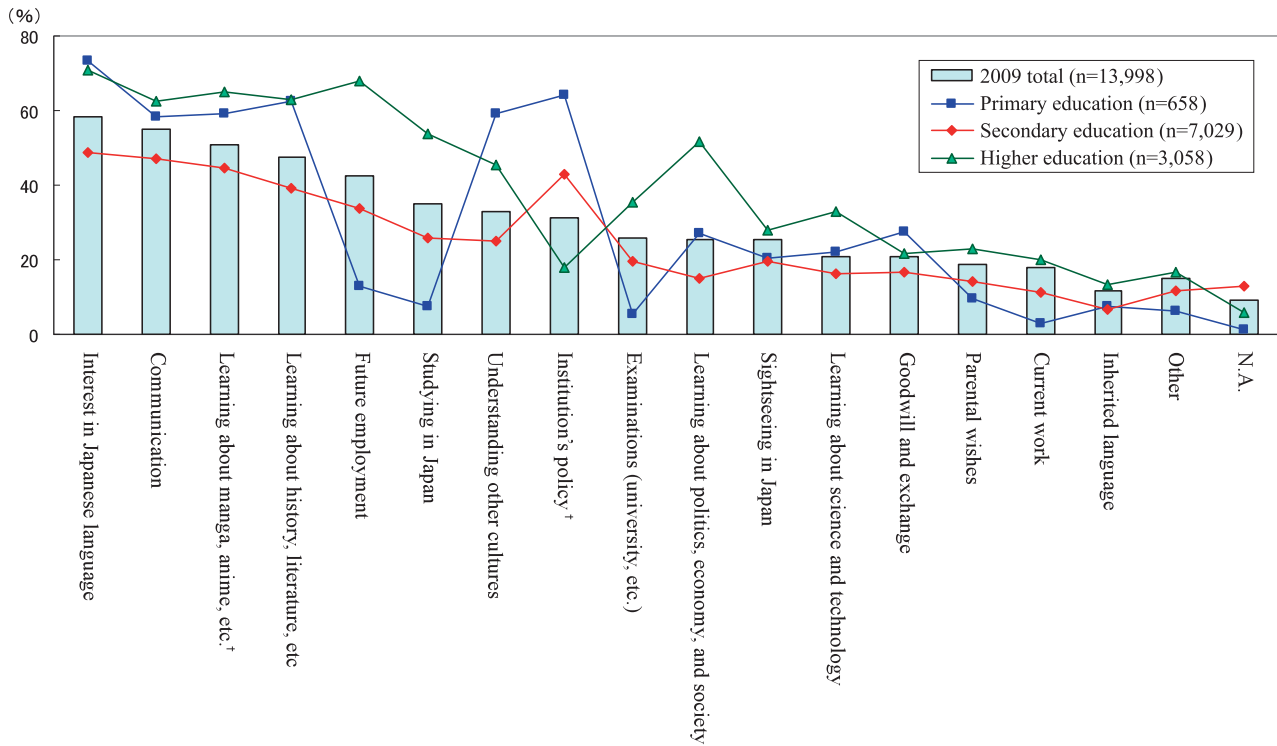
At the level of secondary education, as is true of primary education, the items under the category of “utility-based tendencies” tended to show low rates, but differences compared to the other categories were not so great as in the case of primary education. Responses to virtually all items were lower than for the whole, except for “institution’s policy” (42.9 percent), the rate for which alone is higher than that of any other item. Notably, “interest in Japanese language” (48.6 percent), “learning about politics, economy, and society” (15.0 percent), “learning about history, literature, etc.” (39.2 percent), and “study in Japan” (25.7 percent) at the level of secondary education were about 10 percentage points lower than for the whole.

At the level of higher education, in contrast to secondary education, almost all the items, except “institution’s policy” (17.8 percent), showed higher rates than for the whole. The items showing markedly higher rates than for the whole were “future employment” (68.1 percent), “learning about history, literature, etc.” (62.9 percent), and “learning about politics, economy, and society” (51.5 percent). Many students in higher education choose to study Japanese because of their own interest, and therefore, they have specific and clear purposes and interest, which was presumably reflected in their responses to the survey.

Non-academic institutions showed higher rates than for the whole for “current work” (37.2 percent) and “sightseeing in Japan” (37.2 percent). Since students there voluntarily chose to study Japanese, “institution’s policy” received an especially low rate at 7.4 percent.

Multi-level institutions, like institutions of higher education, showed higher rates than for the whole for all items. Among them the items showing notably high rates were “interest in Japanese language” (85.4 percent), “communication” (79.6 percent), and “understanding other cultures” (60.8 percent). **(See Graph 5.)**

Graph 5. Purposes of Japanese-Language Study by Level of Education



† Items newly added to the 2009 survey.

Notes: Because of differences in some items, the figures for Taiwan\* are not included here. The 2006 questionnaire asked the surveyed institutions to select up to five items, while the 2009 questionnaire asked them to select as many as applicable. Simple comparison with the 2006 survey may not be possible for this reason and also because some items were newly added to the 2009 survey.