

FORWARD

The Japan Foundation was established in 1972 as a special legal entity under the auspices of the Ministry of Foreign Affairs in order to promote cultural exchange between Japan and other countries. The Japan Foundation Japanese-Language Institute, Urawa, was established in 1989 as an affiliated organization of the Japan Foundation to increase support of Japanese-language education abroad, which is one of the Foundation's main activities .

The Japanese-Language Institute, Urawa, trains Japanese teachers for overseas, produces and donates Japanese-language teaching materials, and collects and distributes information regarding Japanese-language education abroad.

This publication is a summary of the results of a survey conducted in 1998 on the overseas Japanese-language education, as one part of its service to collect and provide information. The results in this publication show that, compared to the last survey conducted by the Institute in 1993, there are many countries and organizations that have started offering Japanese-language education and the number of teachers and students have increased greatly.

This publication not only reports on such statistics but also gives a concise analysis of the background conditions such as the for studying Japanese and the problems each type of educational facility faces. Therefore, this material can be used as source material for the main pillar of international cultural exchange, "the teaching of language."

For those interested in a more detailed report, a precise analysis, statistical chart and list of institutions surveyed is published in the "海外の日本語教育の現状・1998年 (Present Condition of Overseas Japanese-Language Education, 1998)" (ISBN4-17-157702-0) published by the Ministry of Finance Printing Bureau.

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Remarks

- District, Country Names, and Arrangement
 - Geographical regions were classified and arranged into the following nine regions: East Asia, Southeast Asia, South Asia, Oceania, North America, Latin America, Western Europe, Eastern Europe, Middle East/Africa.
 - Country names were arranged in alphabetical order.

For the Districts listed below that are not countries, their names are given in < > in this report. Also, the word "country" as it appears in the body of the text includes these districts. Hong Kong and Macao were listed separately from China using < > because they were each surveyed as separate entities.

(1) Taiwan (2) Hong Kong (3) Macau (4) French Polynesia (5) Guam (6) New Caledonia (7) Northern Mariana Islands
- Classification of Educational Institutions
 - "Primary/Secondary Educational Institutions"

Educational institutions equivalent to elementary schools, junior high schools (first half of secondary education), or high schools (second half of secondary education) in Japan.
 - "Higher Educational Institutions"

Educational institutions equivalent to graduate schools, universities, junior colleges and colleges of technology in Japan.
 - "Non-School Educational Institutions"

Educational institutions not included in categories (1) and (2) above. This includes private-sector language schools, lifelong learning institutions conducted by public agencies, Japanese-language schools for children of Japanese descent, language programs conducted by higher educational institutions for the general public, Japanese-language programs conducted for the general public by organizations such as the Japanese Embassy and the Japan Foundation, and "internal education" conducted by private-sector businesses and public agencies for their employees.
- Data Used in Main Text
 - The numeric values used in the main text are based on the questionnaire responses, except in the following cases:
 - For the number of primary/secondary educational institutions, the number of teachers, and the number of students in Korea, the numbers reported by the Ministry of Education in Korea were used.
 - For Taiwan, although a survey was not conducted, numeric values for the number of educational institutions, the number of teachers, and the number of students were taken from the results of a survey conducted by Interchange Association. Taiwan is not a part of the analysis for any other categories.
 - "Ratio of Institutions" listed in figures is based on the total number of respondent institutions being considered 100%. Fractions have been rounded off to two decimal points.

In 1998, the Japan Foundation Japanese-Language Institute, Urawa conducted a survey to determine the present condition of Japanese-language education taking place overseas. This survey was conducted by distributing a questionnaire to educational institutions located abroad that offer Japanese-language courses. There was a 76.3% response rate.

1. General Overview

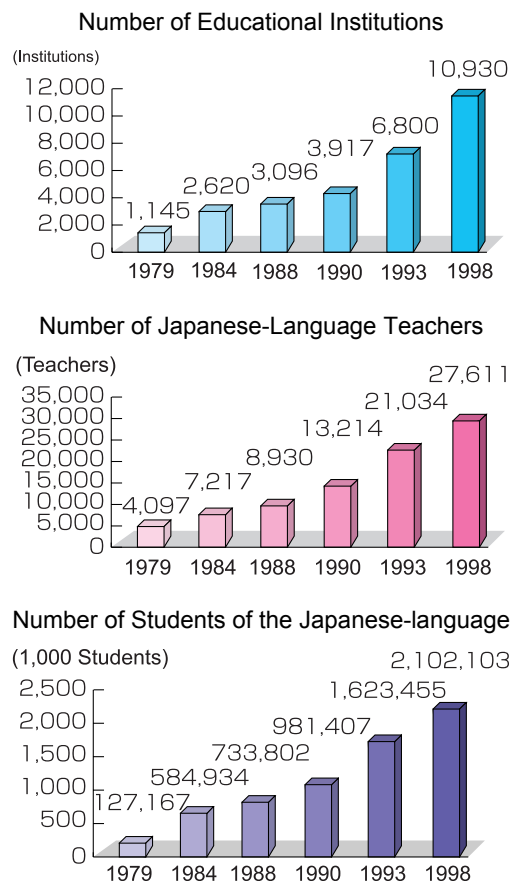
This survey established that as of 1998, Japanese is being taught in 115 countries (actually, 108 countries and 7 districts).

Number of Educational Institutions	10,930
Number of Japanese-Language Teachers	27,611
Number of Students of the Japanese-language	2,102,103

Over 2.1 million people are now learning Japanese overseas. This is only the number of people learning Japanese by attending an educational institution. The numbers would be even greater if those learning Japanese from a private tutor or television and radio programs were to be included.

Figure 1 shows the increase in the number of institutions, teachers, and students based on past surveys. From 1979 to 1998 the number of educational institutions has increased by 9.5 times, the number of teachers has increased by 6.7 times, and the number of students has increased by 16.5 times. Compared to the last survey conducted in 1993, in the past 5 years the number of educational institutions has increased by 60.7%, the number of teachers has increased by 31.3%, and the number of students has increased by 29.5%, showing that the number of institutions has increased the most. Also, in this last survey, it was found that courses in Japanese are being offered in 21 additional countries, indicating an increase in the number of countries in which Japanese is being taught.

Figure 1. Changes in the Overseas Japanese-Language Education

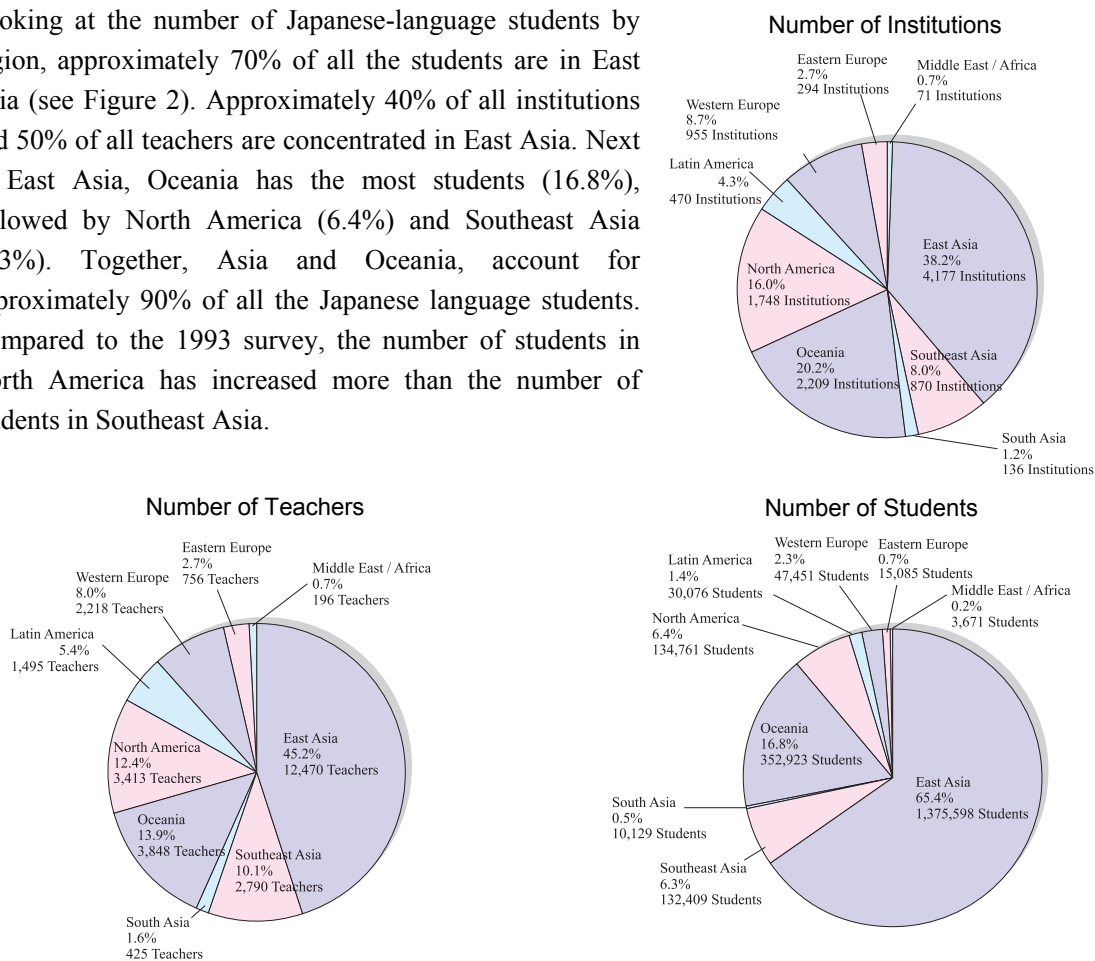


In looking at when the Japanese language started to be taught at overseas educational facilities, 4.5% (368 institutions) of all the institutions started offering courses in Japanese before 1970. In the 1970s, 11.4% (935 institutions); in the 1980s, 27.3% (2,238 institutions) and in the 1990s; 56.8% (4,689 institutions) started teaching Japanese. Although the number of educational institutions offering courses in Japanese increased greatly in the 1980s, the trend continued on an even larger scale in the 1990s.

2. Conditions According to Regions

Looking at the number of Japanese-language students by region, approximately 70% of all the students are in East Asia (see Figure 2). Approximately 40% of all institutions and 50% of all teachers are concentrated in East Asia. Next to East Asia, Oceania has the most students (16.8%), followed by North America (6.4%) and Southeast Asia (6.3%). Together, Asia and Oceania, account for approximately 90% of all the Japanese language students. Compared to the 1993 survey, the number of students in North America has increased more than the number of students in Southeast Asia.

Figure 2. Number of Institutions, Teachers, and Students, by Region

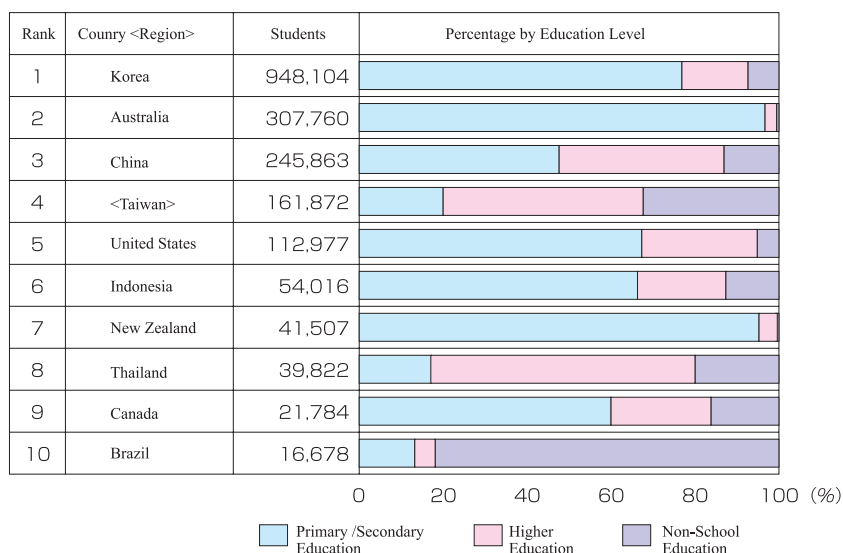


3. Conditions According to Country

The top 10 countries for the number of Japanese-language students are as shown in Figure 3. Korea is the country with the highest number of Japanese students. It has approximately 950,000 students, 45.1% of the total. Australia has approximately 310,000 students, China has approximately 250,000 students, <Taiwan> has approximately 160,000 students, and the United States has approximately 110,000 students of Japanese-language. These five countries together have 84.5% of all the students of Japanese in the world. A look at the composition of the educational level of the students demonstrates the differing characteristics according to country.

Looking at the ratio of students of Japanese to the population of each country shows that in Korea 1 person in 48 and in Australia 1 person in 59 studies Japanese. Compared to these countries, China with its large population has 1 person in 5,011 who studies Japanese and in the United States 1 person in 2,359 studies Japanese.

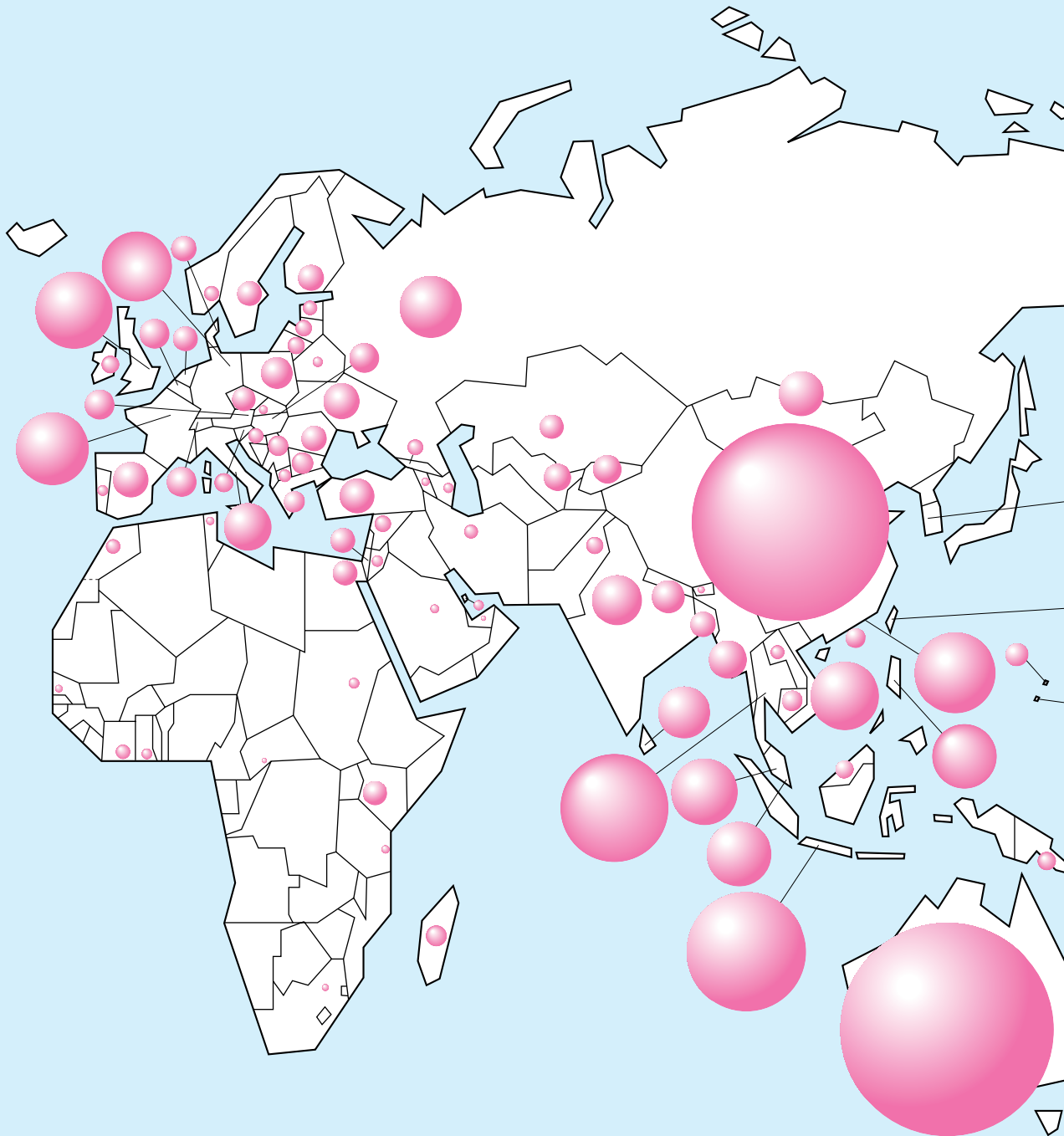
Figure 3. Top Ten Countries for the Number of Japanese-Language Students, Composition of Educational Level



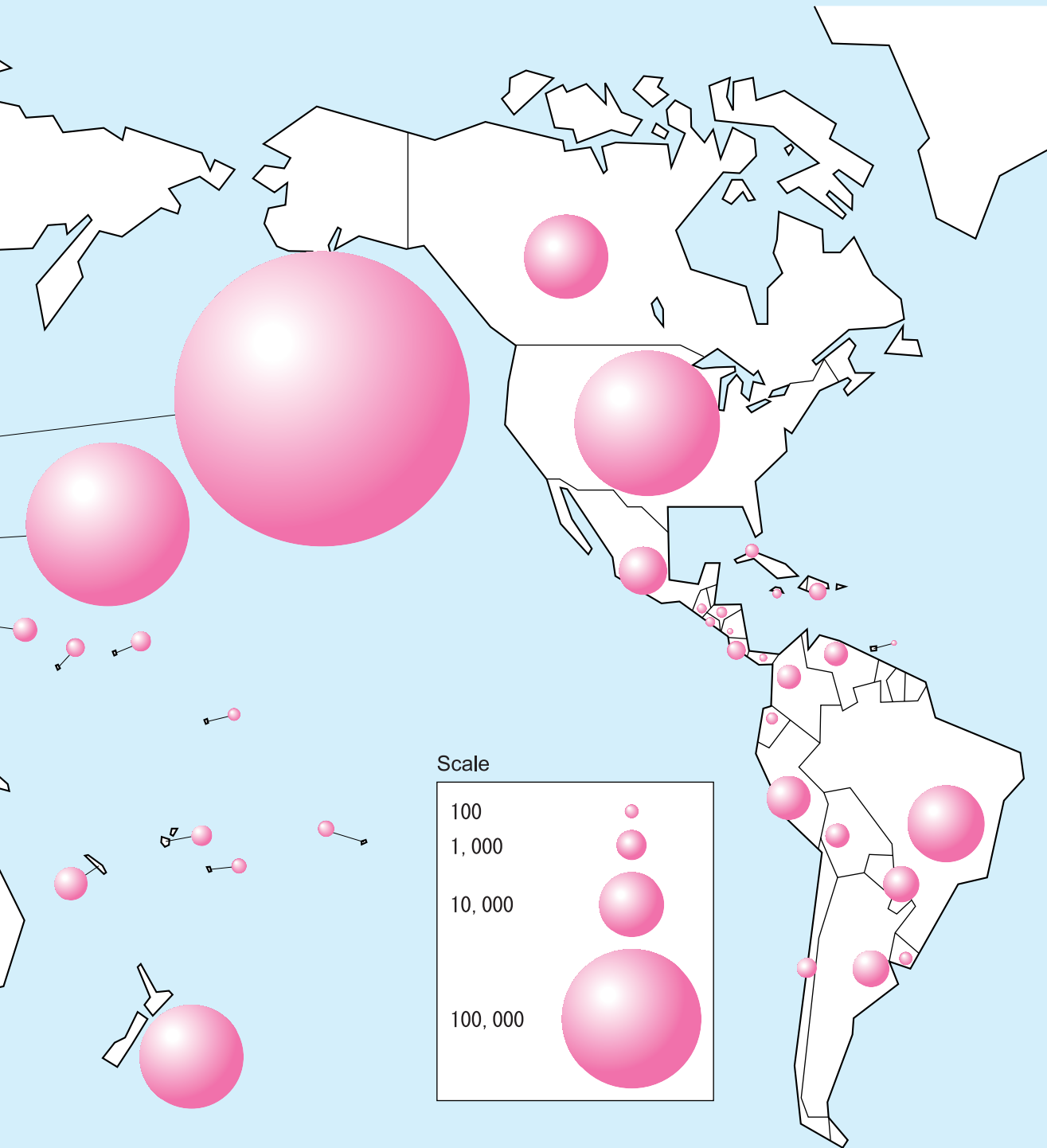
Compared to the 1993 survey, of the countries included in Figure 3, while the number of students increased tremendously in Australia (+71.7%), <Taiwan> (+177.7%), the United States (+124.1%), and Thailand (+79.8%), the number of students decreased slightly in China (-1.8%), Indonesia (-26.3%), and Brazil (-9.2%). Other countries that reflected changes were Mongolia, Viet Nam, and Sri Lanka, where the number of students tripled and quadrupled. Also, the number of students, institutions, and teachers more than doubled in Russia, and in the United Kingdom the number of students increased 1.8 times. However, in South America, the number of students decreased not only in Brazil but also in Argentina and Peru.

The fluctuation in student numbers is influenced by factors such as politics, economics, and culture, as well as with diplomatic relations with Japan. In the case of Australia and the United States, the increase seems to be a result of the multicultural education that has been promoted especially at the primary and secondary school levels of education. In the case of the United Kingdom also, it seems to be the result of the recent emphasis on foreign-language education in primary and secondary schools in recent years, accompanying the spread of social and economic globalization. For <Taiwan>, Mongolia, Viet Nam, and Russia, the broadening base of diplomatic relations with Japan that has accompanied political democratization and economic development is a major factor in the increase of students of Japanese. With its close economic ties to Japan as a backdrop, in Thailand the number of students taking Japanese has increased at the secondary and higher levels of education. Although not a direct cause, the influx of Japan's subculture in the form of songs, comic books, animation, and television games seems to attract students of the younger generation. On the other hand, the decrease of students in South America, starting with Brazil, seems to be related to the decrease in the number of people of Japanese descent taking Japanese resulting from the changes in their subculture.

Figure 4. The Countries of the World in Which Japanese is Taught



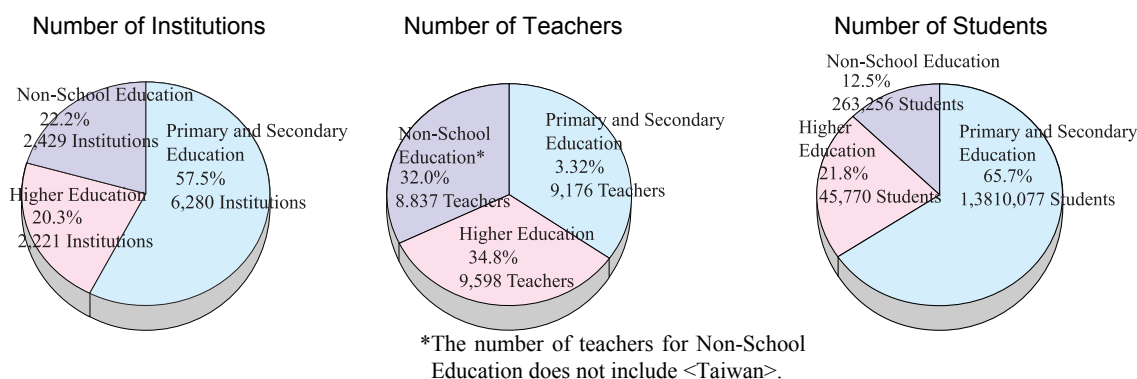
Looking at the 115 countries in which Japanese is taught from the standpoint of the number of students, there are 5 countries (Korea, Australia, China, <Taiwan>, and the United States) which have over 100,000 students. There are 10 countries which have between 10,000 to 100,000 students, 18 countries which have between 1,000 to 10,000 students, 48 countries which have between 100 to 1,000 students and 34 countries with less than 100 students.



4. Conditions at Each Educational Level

Approximately 70% of the students learning Japanese overseas are students attending primary and secondary educational institutions (such as elementary schools, junior and senior high schools). About 20% of the students are taking Japanese at higher educational institutions (such as graduate schools, colleges, junior colleges and colleges of technology). And about 10% of the students are taking Japanese classes at other kinds of non-school institutions (such as language schools, university extension courses, lifelong learning courses, or company classes) (see Figure 5). This ratio has not changed much at all from 5 years ago.

Figure 5. The Numbers of Institutions, Teachers, and Students according to Educational Level



The following characteristics are observed when the data is analyzed according to geographical regions.

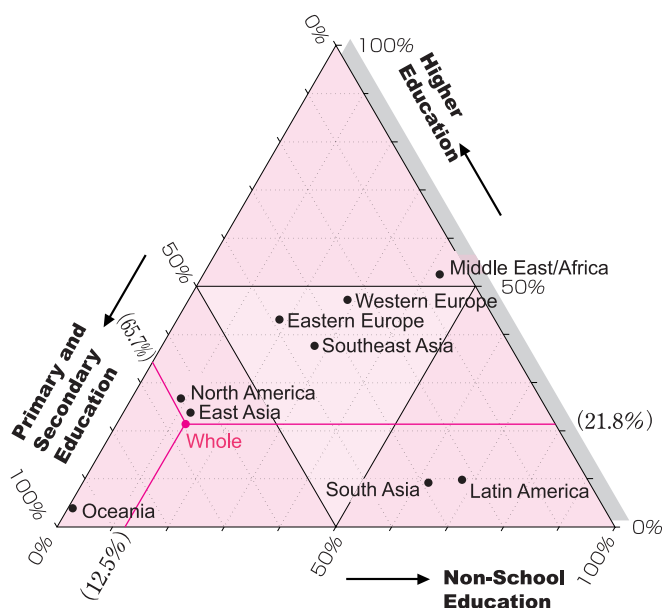
East Asia, Oceania, and North America are the regions where there are a large number of students learning Japanese at primary and secondary educational institutions. This trend is growing especially in Oceania.

In South Asia and Latin America, non-school institutions play the central role for teaching Japanese.

In the Middle East and Africa, both non-school institutions and higher educational institutions offer Japanese courses while there is hardly any teaching of Japanese going on at the primary and secondary educational level.

In Southeast Asia, as well as in Western and Eastern Europe, the ratio of students learning Japanese is approximately the same at every educational level.

Figure 6. Characteristics of Japanese-Language Education, by Region



Looking at when teaching of Japanese began at the different educational levels, there was an increase in higher education institutions which offered courses in Japanese in the 1970s. The increase in offering Japanese courses occurred in the 1980s for the primary and secondary education institutions as well as the non-school institutions. It is in the 1990s that the most institutions started offering Japanese courses with about 40% in the higher education level, and approximately 60% of primary and secondary educational institutions as well as non-school institutions starting Japanese courses in the last 8 years.

Table 1. Top Ten Countries with the Highest Number of Japanese Language Students by Educational Level

Primary/Secondary Level Educational Institutions			Higher Level Educational Institutions			Non-School Educational Institutions		
Rank	Country <District>	Number of Students	Rank	Country <District>	Number of Students	Rank	Country <District>	Number of Students
1	Korea	731,416	1	Korea	148,444	1	Korea	68,244
2	Australia	296,170	2	China	95,658	2	<Taiwan>	53,038
3	China	116,682	3	<Taiwan>	76,917	3	China	33,523
4	United States	74,749	4	United States	31,159	4	<Hong Kong>	14,453
5	New Zealand	39,237	5	Thailand	24,218	5	Brazil	13,594
6	Indonesia	35,410	6	Indonesia	11,110	6	Thailand	7,910
7	<Taiwan>	31,917	7	Australia	9,593	7	Viet Nam	7,735
8	Canada	12,815	8	France	7,165	8	Indonesia	7,496
9	Thailand	7,694	9	Philippines	6,484	9	United States	7,069
10	United Kingdom	6,591	10	Germany	5,751	10	Singapore	6,442

(1) Primary/Secondary Educational Institutions: Teaching of Japanese Spreading in Primary Schools

There are a total of 6,280 schools teaching Japanese in 58 countries (more precisely 53 countries and 5 districts) to a total of 1,381,077 students in primary and secondary educational institutions. Compared to the 1993 survey, there was a 73.1% increase in the number of institutions, a 37.3% increase in teachers, and a 26.4% increase in students in the last 5 years.

Countries having a large number of Japanese-language students are Korea (approx. 730,000 students), Australia (approx. 300,000 students), China (approx. 120,000 students), the United States (approx. 70,000 students), and New Zealand (approx. 40,000 students) (see Table 1). In Australia and New Zealand, over 90% of the students learning Japanese are taking it at the primary and secondary educational level. Korea, the United States, and Indonesia also have a high ratio of students learning Japanese at the primary and secondary level of education (see Figure 3). In these countries, the teaching of foreign languages is emphasized at the primary and secondary level of education in accordance with their policy on languages. In the last few years, the number of students learning Japanese at the primary and secondary level of education is also increasing in countries such as <Taiwan>, Mongolia, Sri Lanka and the United Kingdom. This can also be attributed to the change in policy on languages resulting from social and economic changes. In Indonesia the number of students learning Japanese has decreased as a result of the limit placed on the study of foreign languages.

When primary education and secondary education are separated, approximately 30% of the facilities teach Japanese at the primary education level. Of those institutions, approximately 80% were established in the 1990s, which shows the recent spread of the teaching of the Japanese-language at the primary level of education. Australia and the United States have the most primary education institutions offering Japanese courses, with some even beginning before the age of six. On the other hand, in Korea and Indonesia, Japanese is offered toward the high-school level and in China many institutions teach Japanese from the junior high-school level.

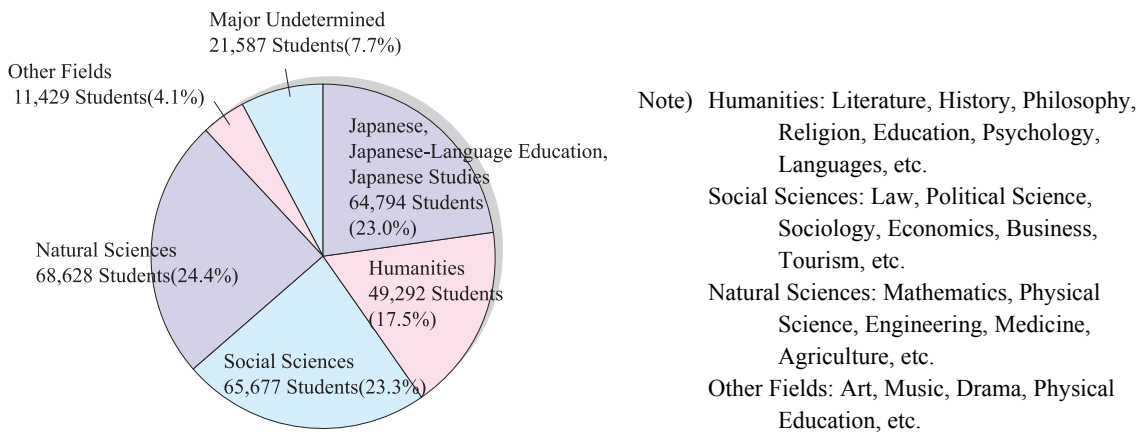
(2) Higher Educational Institutions: Students Majoring in Various Fields of Studies

There are higher educational institutions that offer Japanese as either an elective subject or as a requirement for a major in 92 countries, totaling 2,221 institutions (of which 6 institutions are correspondence schools, and 51 institutions offer both regular and correspondence courses as well) altogether, with a total of 457,770 students taking these courses. Compared to the 1993 survey, there was an increase of 51.1% in the number of institutions, an increase of 35.5% in the number of teachers, and an increase of 39.1% in the number of students in the last 5 years.

The countries with a large number of students learning Japanese are Korea (approx. 150,000 students), China (approx. 100,000 students), <Taiwan> (approx. 80,000 students), the United States (approx. 30,000 students) and Thailand (approx. 20,000 students). The Philippines, Germany, and France also have a high ratio of students taking Japanese at the higher educational institutions (see Table 1).

Focusing on the types of students taking Japanese courses shows that approximately 20% are majoring in Japanese, Japanese-language education or Japanese studies. All other students are learning Japanese while majoring in other fields of study (see Figure 7). Of those students, the largest number of them major in the natural sciences (24.4%), followed by those the social sciences (23.3%) and the humanities (17.5%). Also included in the numbers of students majoring in Japanese are those studying Japanese in preparatory courses in countries such as Malaysia and France. In this way, Japanese is taught not only in the Japanese-language department or Japanese studies-related departments of the universities but is also taught in a variety of departments as well as various types of institutions. Looking at this according to countries, it is noticeable that in China approximately 40% of the students are studying Japanese while majoring in the natural sciences, and in Thailand approximately 30% of the students are studying Japanese while majoring in the social sciences (mainly tourism).

Figure 7. Major Fields of Study of Students in Higher Educational Institutions



In analyzing the degrees offered in 1997 to students majoring in Japanese, Japanese-language education and Japanese Studies, Bachelor's Degrees are offered in a total 404 institutions (18.2% of all higher education institutions) in 45 countries, Master's Degrees are offered in a total of 158 institutions (1.5% of all higher education facilities) in 33 countries, and Doctorate Degrees are offered in 34 institutions (1.5% of all higher education facilities) in 13 countries. Compared to the 1993 survey, the number of countries and institutions offering graduate degrees is on the increase.

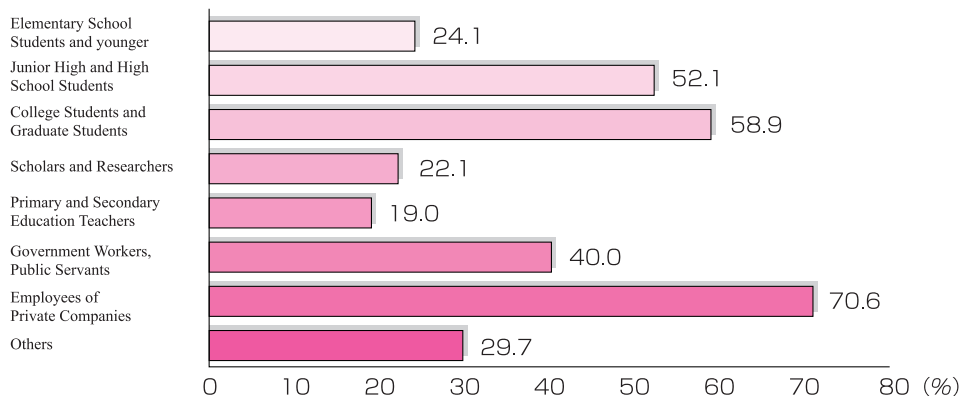
(3) Non-School Educational Institutions: Students with a Diversity of Ages and Professions

There are 93 countries (more precisely, 91 countries and 2 districts) with a total of 2,429 institutions (of which 13 institutions are correspondence schools, 11 institutions offer both regular courses as well as correspondence courses) that offer Japanese courses to a total of 263,256 students in non-school educational institutions. Of these institutions, a total of 4,883 students in 113 institutions in 18 countries such as Korea, Thailand, Malaysia, and the United States study Japanese through the in-house educational programs, through which companies and public agencies offer classes for their staff and workers. Comparing this to the 1993 survey, there has been an increase of 42.7% in facilities, 21.6% in teachers, and 30.5% in students over the last 5 years.

The countries with a great number of students are Korea (approx. 70,000 students), <Taiwan> (approx. 50,000 students), China (approx. 30,000 students), <Hong Kong> (approx. 10,000 students) and Brazil (approx. 10,000 students) (see Chart 1). In <Hong Kong>, Singapore, Viet Nam, India, and Brazil, approximately 80% of all the students of Japanese in that country study at non-school institutions. The characteristic of these non-school educational institutions is that they fluctuate in accordance to current economic and social conditions.

Looking at the types of people studying Japanese, it becomes clear that people with a diversity of ages and professions are learning Japanese(see Figure 8). Most of the people attending the non-school educational institutions are working in the private sector, and about half of the institutions also have either college and graduate students or junior high and high school students attending them. In Latin American countries such as Brazil, where there are private schools operated by the community of people of Japanese descent, a noticeable characteristic is that there is a large number of very young students. However, with the decrease in students of Japanese descent due to the changes in their community and the increase in students of non-Japanese descent, these institutions are being forced to change from teaching Japanese as an inherited language to teaching it as a second language. Under these circumstances, in Brazil, where Japanese had been taught mainly in private schools, the trend is moving toward Japanese being taught as part of foreign-language program in public schools at the primary and secondary levels. Also, in the United Kingdom, where there are a large number of lifelong education institutions, there are many retired people who are studying Japanese.

Figure 8. Student Composition at Non-School Institutions



Note) Multiple answers; Numerical values indicate the percentage of each category selected.

5. Reasons for Studying Japanese

Just as the characteristics and countries of the institutions that teach Japanese differ and there is a diversity in the ages and occupations of those learning Japanese, there seems to be a variety of reasons for studying Japanese. However, the interest in Japanese culture, the fascination with the Japanese language, and the desire to communicate using Japanese are the three common reasons for studying Japanese. In addition, learning Japanese for more pragmatic purposes, such as increasing one's language skill in order to get better employment opportunities is a common reason as well.

In primary and secondary schools, there is a growing interest in interpersonal communication, such as understanding a foreign culture and developing friendship and interaction relating to Japan (short-term visits to Japan, hosting Japanese visitors). Another distinguishing feature at this level of education is the great influence of the hopes and wishes of the parents.

In institutions of higher education, the connection to future endeavors, such as studying abroad and finding employment, is considered important. Also, the tendency to acquire specialized knowledge related to Japan's politics, economy, and society as well as scientific technology is strong.

A characteristic found in non-school institutions is studying to meet actual needs at work. Also notable are short-term goals, such as going on a sightseeing trip to Japan or developing a friendship and cultural exchange related to Japan (short-term visit to Japan, hosting Japanese people).

Looking at the top ten countries with the most Japanese-language students, the reason for studying Japanese has the following characteristics.

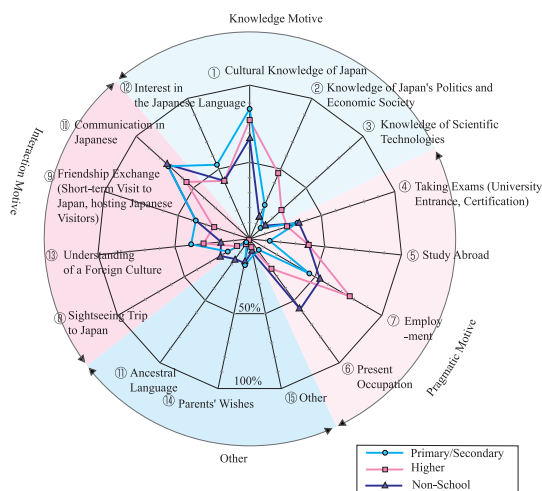
In China, the pragmatic motive is very strong. Also, in higher education institutions, perhaps because there are so many students majoring in the natural sciences, it is characteristic that there is a high interest in Japan's scientific and technological knowledge.

Although their reasons are similar to the general tendencies, in Korea, Indonesia, and Thailand the pragmatic motive is slightly stronger.

Compared to the overall tendencies, Australia, New Zealand, Canada and the United States have a stronger interaction motive. Also, a slightly high employment incentive is another characteristic here.

In Brazil the outstanding feature in the non-school institutions is that, as a reflection of the Japanese-descent factor, the most striking reasons are to follow the wishes of their parents and learn the language of their ancestors.

Figure 9. Reason for Studying Japanese by the Education Levels



Note) Choice of 5 out of 15 items. Numerical values indicate the facility percentages.

6. The Number of Teachers

There are 27,611 teachers teaching Japanese overseas, and this represents an increase of 6,577 teachers over the 1993 survey. The numbers of teachers according to the level of education at which they teach are as indicated in Table 2.

Table 2. Number of Teachers, by Educational Level

Educational Level	Average Number of Teachers per Institution	Average Number of Students per Teacher	Ratio of Full-time Teachers	Ratio of Teachers Teaching Other Subjects	Native Speaker Teachers	
					Ratio	Ratio of Institutions*
Primary & Secondary	1.7	126.8	70.6%	32.1%	17.0%	23.0%
Higher	4.4	44.8	60.0%	12.7%	33.1%	64.5%
Non-School	3.9	23.8	45.1%	9.6%	39.8%	59.4%

Note) "Ratio of Institutions" means the ratio of institutions that have even one teacher who is a native speaker of Japanese.

In primary and secondary educational institutions, one teacher handles a large number of students, and it follows that there are no colleagues to consult with because of the low numbers of those teaching Japanese. The percentage of teachers teaching other subjects along with Japanese is rather high, but this seems related to the system of secondary-level education in places such as Australia and the United States where teachers have to be responsible for more than 2 subjects.

At non-school institutions, there are more part-time instructors than full-time teachers, which seems to indicate unstable employment conditions.

Of those teaching Japanese abroad, approximately 30% are native speakers of Japanese, while approximately 70% are non-native speakers. There is a high percentage of native speakers of Japanese as teachers in non-school institutions, and in approximately 60% of the higher level educational institutions there is at least one teacher who is a native speaker of Japanese. In comparison, at the primary and secondary educational institutions there is a low ratio of teachers who are native speakers of Japanese, and it seems that local teachers who are non-native speakers carry the main load of teaching Japanese. Of the overseas teachers who are native speakers of Japanese, there are those who are hired directly and those who are sent through dispatch programs from Japan. These conditions vary according to each country's teacher training and hiring system, the availability of dispatch programs, as well as the relationship each nation has with Japan.

With the expansion of Japanese-language education centered in primary and secondary education, the training of Japanese-language teachers is becoming an issue. Although Korea, China, and Indonesia have large number of students studying Japanese, there are fewer teachers who are native speakers of Japanese, so that local teachers are the main teachers for Japanese-language education. In Australia, also, over 80% of the teachers teaching Japanese at the primary and secondary level are local, non-native speakers. This seems related to the fact that these countries have courses to train teachers of Japanese at their higher education institutions. Of the higher education institutions that offer courses in Japanese, a total of 222 institutions (11.5% of all higher level education facilities) in 26 countries have courses to train teachers of Japanese.

7. The Use of Educational Equipment

The use of educational equipment where Japanese is taught is as indicated in Figure 10. Audio tape players are used in almost all the institutions. Although there are some regional differences, video tape players are used in approximately 80% of the institutions, and in a large number of institutions it is becoming possible to use audio-visual materials. In comparison to the 1993 survey, the use rate of videos, computers, overhead projectors, and slides has grown considerably and it is especially notable that the number of institutions using computers has tripled.

The purpose of computer use was studied separately for teachers and students.

Most often it is used as a Japanese word processor. Not only do teachers use it to write as well as create teaching materials, but students are also using computers to write in Japanese.

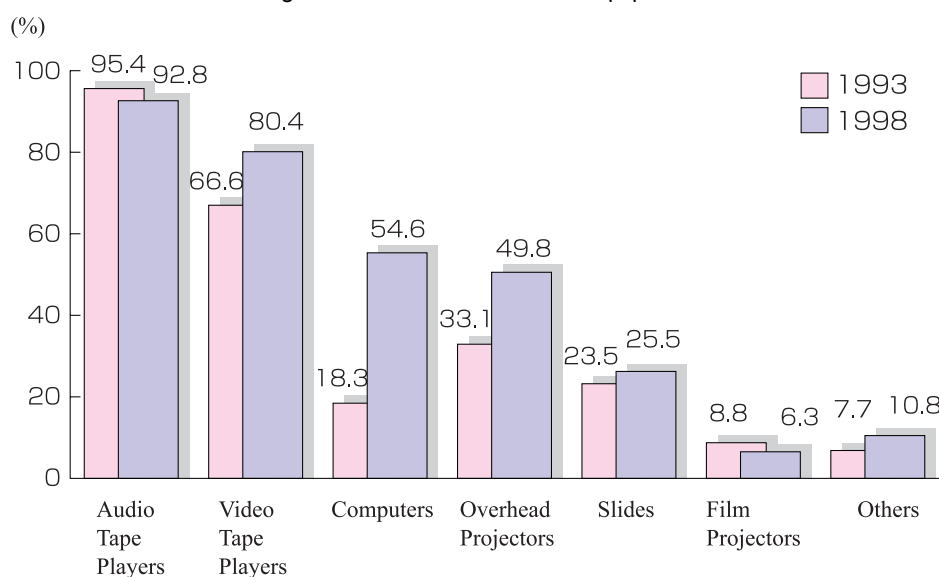
The next-frequent application is for using CD-ROM teaching materials, and this is seen most often at the primary and secondary level institutions.

At institutions of higher education, it is used for collecting information through the use of a web site and the exchange of information using e-mail.

Other uses included development of CAI (computer-aided instruction) and multi-media teaching materials by the teachers, tele-conferencing and the creation of web sites by students. The computer is also being used for correspondence courses.

Looking at the rate of computer use by the different levels of educational institutions, they are used in almost 30% of non-school institutions which is approximately half the rate in the higher educational and primary/secondary institutions. Also, although the number of institutions using computers is increasing in Korea, Australia, New Zealand, Canada, and the United States, there are many regional differences, and it is still not an educational tool that is easily available to everyone. However, with the continued spread of computer use, improvement in the conditions of use, and further development of educational software, it can be predicted that the use of computers will change the way Japanese is taught.

Figure 10. Use of Educational Equipment



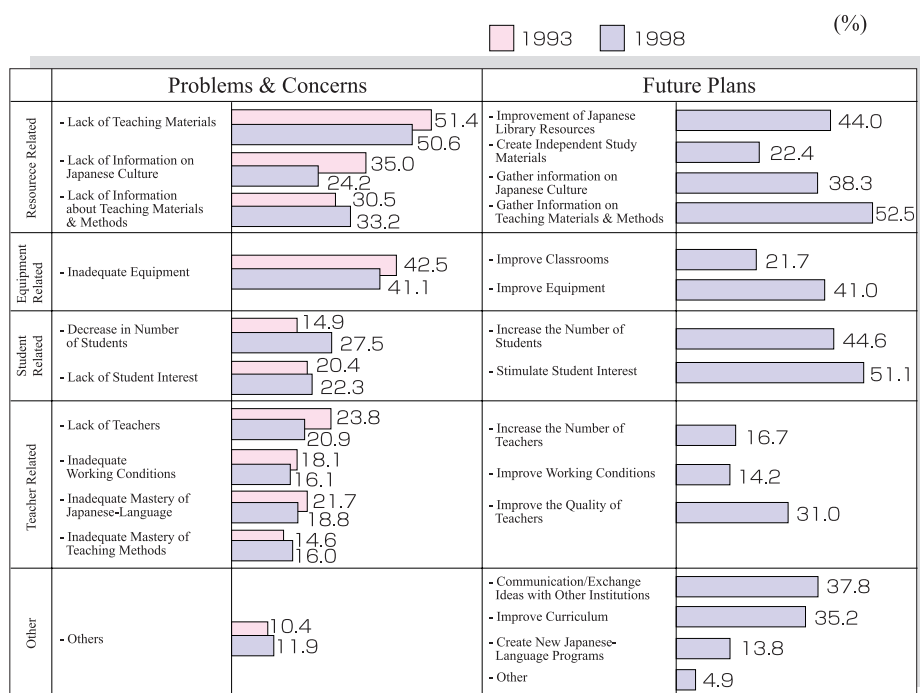
Note) Multiple answers; Numerical value indicates institutional ratio.

8. Problems & Concerns with Japanese-Language Teaching and Future Plans

One problems in teaching Japanese that are shared by a large number of institutions are a lack of appropriate teaching materials, a lack of facilities and equipment, and a lack of teaching materials and information of teaching methods (see Figure 11). With the variety in the types of students continuing to increase, the complaint heard especially often was that there are no teaching materials that cover the broad spectrum of ages, interests, fields of study, and local conditions. In terms of facilities and equipment, it became clear that there were great differences even among the educational institutions in the same country. Compared to the 1993 survey, however, the percentage of institutions raising the issue of lack of information on Japanese culture has decreased. Analyzing these issues according to educational levels, additional issues raised more often include the lack of student interest in the primary/secondary educational institutions, lack of teachers in the higher educational institutions, and the decrease in the number of students in non-school institutions.

At the end of the survey, the question was asked as to how to approach teaching Japanese in the future(see Figure 11). The most frequently raised topics were ideas such as gather more information on teaching materials and teaching methods, make efforts to stimulate the desire of students to learn, increase the number of students, and improve library resources related to Japan and Japanese. In classifying the issues, there seem to be more problems related to resources and equipment, but the approach to solutions is related more to resources and students. Also, the fact that approximately 40% of the educational institutions pointed out the need for better communication and an exchange of ideas with other institutions indicates the importance of developing a network among the teachers.

Figure 11. Problems & Concerns in Japanese-Language Education and Future Plans



Note) "Problem & Concerns with Japanese-Language Teaching" was a choice of 3 out of 11 items; "Future Plans" was a choice of up to 5 out of 15 items. Numerical values indicate the institutional ratios.

Appendix

Appendix Table Number of Japanese-Language Education Institutions, Teachers, and Students, by Country (1998)

Region	Country, <Region>	School Education								
		Primary & Secondary Education			Higher Education			Sub-Total		
		Institutions	Teachers	Students	Institutions	Teachers	Students	Institutions	Teachers	Students
East Asia	China	422	1,588	116,682	477	2,513	95,658	899	4,101	212,340
	<Hong Kong>	0	0	0	7	45	2,193	7	45	2,193
	<Macau>	0	0	0	2	13	240	2	13	240
	<Taiwan>	95	243	31,917	105	955	76,917	200	1,198	108,834
	Korea	1,890	1,613	731,416	233	1,655	148,444	2,123	3,268	879,860
	Mongolia	8	17	1,248	11	46	1,412	19	63	2,660
	Total	2,415	3,461	881,263	835	5,227	324,864	3,250	8,688	1,206,127
Southeast Asia	Brunei Darussalam	0	0	0	0	0	0	0	0	0
	Cambodia	0	0	0	2	5	102	2	5	102
	Indonesia	256	316	35,410	43	384	11,110	299	700	46,520
	Laos	0	0	0	1	2	21	1	2	21
	Malaysia	30	56	2,564	16	87	2,892	46	143	5,456
	Myanmar	0	0	0	2	18	592	2	18	592
	Philippines	6	11	699	37	78	6,484	43	89	7,183
	Singapore	1	1	19	4	52	1,953	5	53	1,972
	Thailand	83	142	7,694	82	285	24,218	165	427	31,912
	Viet Nam	1	1	18	13	92	2,353	14	93	2,371
	Total	377	527	46,404	200	1,003	49,725	577	1,530	96,129
South Asia	Bangladesh	0	0	0	1	1	30	1	1	30
	Bhutan	0	0	0	0	0	0	0	0	0
	India	1	2	150	8	19	484	9	21	634
	Nepal	1	2	76	1	6	150	2	8	226
	Pakistan	0	0	0	1	5	30	1	5	30
	Sri Lanka	31	38	2,717	3	10	245	34	48	2,962
		Total	33	42	2,943	14	41	939	47	83
Oceania	Australia	1,649	2,640	296,170	69	358	9,593	1,718	2,998	305,763
	Fiji	1	1	100	2	2	104	3	3	204
	<French Polynesia>	2	2	86	2	2	65	4	4	151
	<Guam>	3	4	506	0	0	0	3	4	506
	Kiribati	0	0	0	0	0	0	0	0	0
	Marshall Islands	1	1	250	1	1	50	2	2	300
	Micronesia	3	3	210	1	1	36	4	4	246
	<New Caledonia>	17	21	1,345	1	1	20	18	22	1,365
	New Zealand	394	546	39,237	18	98	2,200	412	644	41,437
	<Northern Mariana Islands>	1	2	250	1	6	138	2	8	388
	Papua New Guinea	4	4	117	1	1	39	5	5	156
	Tonga	3	3	121	1	1	9	4	4	130
		Total	2,078	3,227	338,392	97	471	12,254	2,175	3,698
North America	Canada	136	193	12,815	38	101	5,293	174	294	18,108
	United States	854	1,096	74,749	576	1,321	31,159	1,430	2,417	105,908
		Total	990	1,289	87,564	614	1,422	36,452	1,604	124,016
Latin America	Cuba	0	0	0	0	0	0	0	0	0
	Costa Rica	1	3	92	2	3	120	3	6	212
	Dominican Republic	0	0	0	0	0	0	0	0	0
	El Salvador	0	0	0	0	0	0	0	0	0
	Guatemala	0	0	0	0	0	0	0	0	0
	Honduras	0	0	0	1	1	19	1	1	19
	Jamaica	0	0	0	1	2	25	1	2	25
	Mexico	1	35	1,200	18	48	1,420	19	83	2,620
	Nicaragua	0	0	0	0	0	0	0	0	0
	Panama	0	0	0	1	1	17	1	1	17
	Trinidad and Tobago	0	0	0	0	0	0	0	0	0
	Argentina	3	21	349	3	7	136	6	28	485
	Bolivia	0	0	0	0	0	0	0	0	0
	Brazil	17	43	2,299	8	33	785	25	76	3,084
	Chile	0	0	0	1	4	200	1	4	200
	Colombia	0	0	0	5	9	219	5	9	219
	Ecuador	0	0	0	1	2	10	1	2	10
	Paraguay	2	10	716	0	0	0	2	10	716
	Peru	4	17	2,193	1	2	17	5	19	2,210
	Uruguay	0	0	0	0	0	0	0	0	0
Venezuela	0	0	0	3	4	50	3	4	50	
	Total	28	129	6,849	45	116	3,018	73	245	9,867

Non-School Education			Grand Total			Country, <Region>	Region	
Institutions	Teachers	Students	Institutions	Teachers	Students			
199	1,055	33,523	1,098	5,156	245,863	China	East Asia	
44	378	14,453	51	423	16,646	<Hong Kong>		
0	0	0	2	13	240	<Macau>		
142	—	53,038	342	1,198	161,872	<Taiwan>		
537	2,336	68,244	2,660	5,604	948,104	Korea		
5	13	213	24	76	2,873	Mongolia		
927	3,782	169,471	4,177	12,470	1,375,598	Total		
1	7	169	1	7	169	Brunei Darussalam	Southeast Asia	
4	11	158	6	16	260	Cambodia		
114	459	7,496	413	1,159	54,016	Indonesia		
2	4	59	3	6	80	Laos		
68	176	3,763	114	319	9,219	Malaysia		
9	36	1,120	11	54	1,712	Myanmar		
24	81	1,428	67	170	8,611	Philippines		
19	91	6,442	24	144	8,414	Singapore		
35	188	7,910	200	615	39,822	Thailand		
17	207	7,735	31	300	10,106	Viet Nam		
293	1,260	36,280	870	2,790	132,409	Total		
9	25	487	10	26	517	Bangladesh	South Asia	
1	1	12	1	1	12	Bhutan		
33	161	3,312	42	182	3,946	India		
12	83	927	14	91	1,153	Nepal		
4	9	131	5	14	161	Pakistan		
30	63	1,378	64	111	4,340	Sri Lanka		
89	342	6,247	136	425	10,129	Total		
26	133	1,997	1,744	3,131	307,760	Australia		Oceania
1	5	100	4	8	304	Fiji		
0	0	0	4	4	151	<French Polynesia>		
0	0	0	3	4	506	<Guam>		
1	3	70	1	3	70	Kiribati		
0	0	0	2	2	300	Marshall Islands		
0	0	0	4	4	246	Micronesia		
0	0	0	18	22	1,365	<New Caledonia>		
4	6	70	416	650	41,507	New Zealand		
0	0	0	2	8	388	<Northern Mariana Islands>		
2	3	40	7	8	196	Papua New Guinea		
0	0	0	4	4	130	Tonga		
34	150	2,277	2,209	3,848	352,923	Total		
52	269	3,676	226	563	21,784	Canada	North America	
92	433	7,069	1,522	2,850	112,977	United States		
144	702	10,745	1,748	3,413	134,761	Total		
2	5	98	2	5	98	Cuba	Latin America	
2	5	32	5	11	244	Costa Rica		
3	9	189	3	9	189	Dominican Republic		
1	1	30	1	1	30	El Salvador		
1	1	30	1	1	30	Guatemala		
1	8	30	2	9	49	Honduras		
0	0	0	1	2	25	Jamaica		
29	85	1,479	48	168	4,099	Mexico		
1	1	9	1	1	9	Nicaragua		
0	0	0	1	1	17	Panama		
1	2	5	1	2	5	Trinidad and Tobago		
36	127	1,310	42	155	1,795	Argentina		
6	40	517	6	40	517	Bolivia		
279	796	13,594	304	872	16,678	Brazil		
1	6	84	2	10	284	Chile		
9	21	304	14	30	523	Colombia		
2	3	52	3	5	62	Ecuador		
11	74	975	13	84	1,691	Paraguay		
8	56	929	13	75	3,139	Peru		
1	6	90	1	6	90	Uruguay		
3	4	452	6	8	502	Venezuela		
397	1,250	20,209	470	1,495	30,076	Total		

Appendix Table Number of Japanese-Language Education Institutions, Teachers, and Students, by Country (1998) (continued)

Region	Country, <Region>	School Education								
		Primary & Secondary Education			Higher Education			Sub-Total		
		Institutions	Teachers	Students	Institutions	Teachers	Students	Institutions	Teachers	Students
Western Europe	Austria	4	4	140	7	16	553	11	20	693
	Belgium	0	0	0	6	19	381	6	19	381
	Denmark	3	3	62	3	25	296	6	28	358
	Finland	0	0	0	11	11	485	11	11	485
	France	48	81	3,068	88	235	7,165	136	316	10,233
	Germany	50	58	1,535	52	157	5,751	102	215	7,286
	Greece	0	0	0	0	0	0	0	0	0
	Ireland	0	0	0	4	7	137	4	7	137
	Italy	1	2	25	13	41	2,482	14	43	2,507
	Netherlands	0	0	0	4	17	377	4	17	377
	Norway	3	3	30	3	6	41	6	9	71
	Poland	0	0	0	1	1	16	1	1	16
	Spain	0	0	0	9	15	511	9	15	511
	Sweden	4	4	94	6	20	351	10	24	445
	Switzerland	5	5	47	5	17	201	10	22	248
	United Kingdom	143	170	6,591	53	201	3,464	196	371	10,055
		Total	261	330	11,592	265	788	22,211	526	1,118
Eastern Europe	Armenia	0	0	0	1	3	16	1	3	16
	Azerbaijan	0	0	0	0	0	0	0	0	0
	Belarus	0	0	0	2	5	31	2	5	31
	Bulgaria	1	4	121	3	19	148	4	23	269
	Croatia	1	1	57	1	1	30	2	2	87
	Czech Republic	3	4	27	3	14	161	6	18	188
	Estonia	1	2	27	2	4	65	3	6	92
	Georgia	1	3	75	1	4	24	2	7	99
	Hungary	12	18	491	8	21	291	20	39	782
	Kazakhstan	0	0	0	4	10	296	4	10	296
	Kyrgyzstan	1	1	130	4	24	371	5	25	501
	Latvia	1	4	127	1	3	13	2	7	140
	Lithuania	0	0	0	3	5	150	3	5	150
	Macedonia	0	0	0	0	0	0	0	0	0
	Poland	5	5	176	10	44	552	15	49	728
	Romania	3	3	84	6	12	209	9	15	293
	Russian Federation	56	102	3,532	51	192	2,659	107	294	6,191
	Slovak Republic	0	0	0	1	3	21	1	3	21
	Slovenia	1	1	11	1	3	190	2	4	201
	Ukraine	6	10	542	13	37	730	19	47	1,272
Uzbekistan	2	4	416	4	17	240	6	21	656	
Yugoslavia	1	2	54	1	7	180	2	9	234	
	計	95	164	5,870	120	428	6,377	215	592	12,247
Middle East & Africa	Bahrain	0	0	0	1	1	10	1	1	10
	Iran	0	0	0	1	5	80	1	5	80
	Israel	0	0	0	5	20	379	5	20	379
	Jordan	0	0	0	1	2	45	1	2	45
	Saudi Arabia	0	0	0	1	3	20	1	3	20
	Syria	0	0	0	1	1	22	1	1	22
	United Arab Emirates	0	0	0	0	0	0	0	0	0
	Turkey	2	6	191	10	41	692	12	47	883
	Egypt	0	0	0	4	16	132	4	16	132
	Morocco	0	0	0	2	2	78	2	2	78
	Sudan	0	0	0	0	0	0	0	0	0
	Tunisia	0	0	0	1	1	20	1	1	20
	Central African Republic	0	0	0	0	0	0	0	0	0
	Cote d'Ivoire (Ivory Coast)	0	0	0	1	1	95	1	1	95
	Ghana	0	0	0	0	0	0	0	0	0
	Kenya	0	0	0	2	7	267	2	7	267
	Madagascar	0	0	0	1	2	90	1	2	90
	Senegal	0	0	0	0	0	0	0	0	0
	Tanzania	1	1	9	0	0	0	1	1	9
	South Africa	0	0	0	0	0	0	0	0	0
	Total	3	7	200	31	102	1,930	34	109	2,130
	Total	6,280	9,176	1,381,077	2,221	9,598	457,770	8,501	18,774	1,838,847

*Institutions subjected to the aggregation of questionnaires include those without answers on the number of teachers and/or students.

*Numbers used for the Korea's primary and secondary education were derived from the numbers published by the Ministry of Education in Korea.

*Numbers used for <Taiwan> were derived from the results of survey conducted by Interchange Association.

*Numbers used for the United States and Thailand were derived from adding numbers of 544 unknown name Japanese-language education institutions.

Non-School Education			Grand Total			Country, <Region>	Region	
Institutions	Teachers	Students	Institutions	Teachers	Students			
4	7	143	15	27	836	Austria	Western Europe	
13	21	430	19	40	811	Belgium		
7	13	149	13	41	507	Denmark		
4	6	52	15	17	537	Finland		
45	107	1,885	181	423	12,118	France		
128	272	3,739	230	487	11,025	Germany		
11	18	292	11	18	292	Greece		
7	8	48	11	15	185	Ireland		
22	57	889	36	100	3,396	Italy		
3	4	92	7	21	469	Netherlands		
4	4	39	10	13	110	Norway		
1	1	25	2	2	41	Poland		
17	33	879	26	48	1,390	Spain		
1	2	20	11	26	465	Sweden		
36	56	570	46	78	818	Switzerland		
126	491	4,396	322	862	14,451	United Kingdom		
429	1,100	13,648	955	2,218	47,451	Total		
0	0	0	1	3	16	Armenia		Eastern Europe
1	2	33	1	2	33	Azerbaijan		
0	0	0	2	5	31	Belarus		
1	0	40	5	23	309	Bulgaria		
2	2	20	4	4	107	Croatia		
4	8	224	10	26	412	Czech Republic		
0	0	0	3	6	92	Estonia		
1	1	20	3	8	119	Georgia		
4	11	63	24	50	845	Hungary		
3	8	153	7	18	449	Kazakhstan		
3	5	220	8	30	721	Kyrgyzstan		
0	0	0	2	7	140	Latvia		
0	0	0	3	5	150	Lithuania		
1	1	60	1	1	60	Macedonia		
10	17	269	25	66	997	Poland		
4	9	181	13	24	474	Romania		
36	84	1,289	143	378	7,480	Russian Federation		
0	0	0	1	3	21	Slovak Republic		
0	0	0	2	4	201	Slovenia		
6	13	231	25	60	1,503	Ukraine		
1	1	0	7	22	656	Uzbekistan		
2	2	35	4	11	269	Yugoslavia		
79	164	2,838	294	756	15,085	Total		
1	1	20	2	2	30	Bahrain	Middle East & Africa	
0	0	0	1	5	80	Iran		
2	2	90	7	22	469	Israel		
0	0	0	1	2	45	Jordan		
0	0	0	1	3	20	Saudi Arabia		
4	7	116	5	8	138	Syria		
1	2	4	1	2	4	United Arab Emirates		
6	19	457	18	66	1,340	Turkey		
5	24	344	9	40	476	Egypt		
1	1	20	3	3	98	Morocco		
1	1	41	1	1	41	Sudan		
0	0	0	1	1	20	Tunisia		
1	1	4	1	1	4	Central African Republic		
0	0	0	1	1	95	Cote d'Ivoire (Ivory Coast)		
1	3	40	1	3	40	Ghana		
7	15	185	9	22	452	Kenya		
4	8	188	5	10	278	Madagascar		
1	1	13	1	1	13	Senegal		
1	1	9	2	2	18	Tanzania		
1	1	10	1	1	10	South Africa		
37	87	1,541	71	196	3,671	Total		
2,429	8,837	263,256	10,930	27,611	2,102,103	Total		

Present Condition of Overseas Japanese- Language Education

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Summary

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