

**Outline of the Results of the  
 “Survey on Japanese-Language Education Abroad 2006”**

In FY2006 (from November 2006 to March 2007) the Japan Foundation conducted a survey on overseas educational institutions which consisted of a questionnaire examining the number of the Japanese-language learners, the number of Japanese-language teachers, reasons for studying Japanese, problems and concerns in Japanese language education, etc.\* We plan to compile a report this year including such data as detailed analyses, statistics, and the addresses of each institution, and to place it on the market. We will also make the summary of our report available on our website.

**2.98 million people in 133 foreign countries and districts study the Japanese language.**

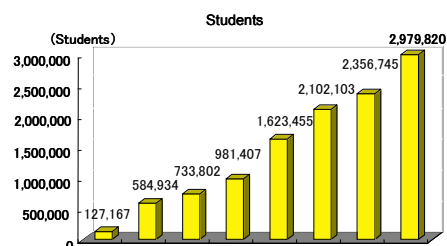
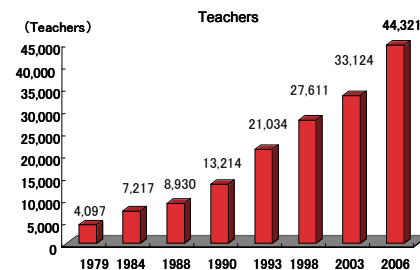
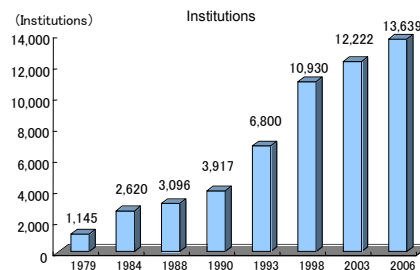
**< General Overview >**

- This survey made it clear that, as of 2006, the Japanese language is being taught in 133 countries and/or districts (strictly speaking, 126 countries and 7 districts).

Number of Educational Institutions	13,639
Number of Japanese-Language Teachers	44,321
Number of Japanese-Language Learners	2,979,820

**Changes in the Number of Institutions, Teachers, and Students**

- Between 1979 and 2006, the number of educational institutions, teachers, and learners increased by a factor of 11.9, 10.8, and 23.4 respectively.
- In comparison with the previous survey, which was conducted in 2003, the number of institutions, teachers, and learners increased by 11.6%, 33.8%, and 26.4%, respectively, over the last three years.
- In this survey, we confirmed that Japanese is taught in 6 new countries (Montenegro, Oman, Qatar, Uganda, Gabon, and the Central African Republic).

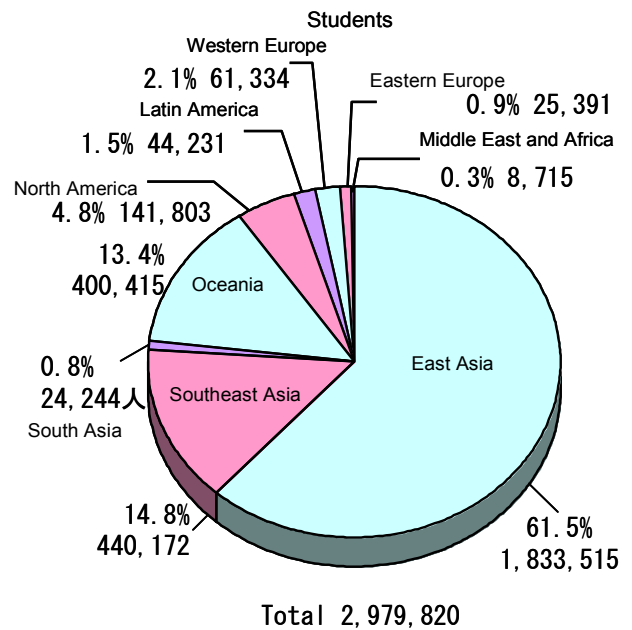
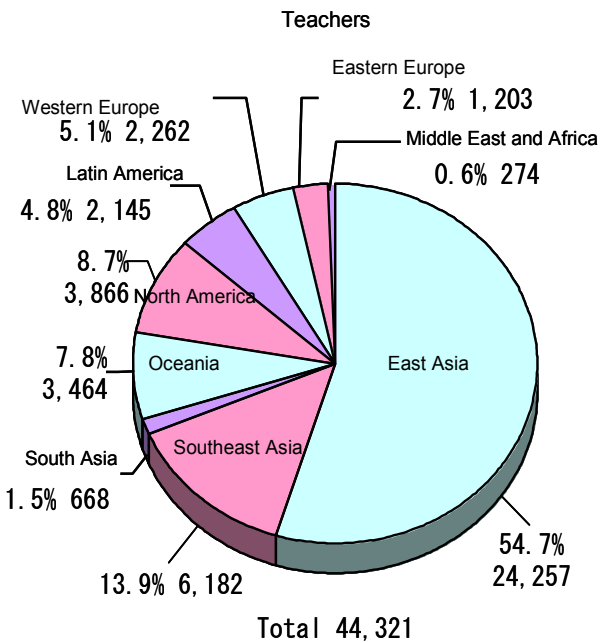
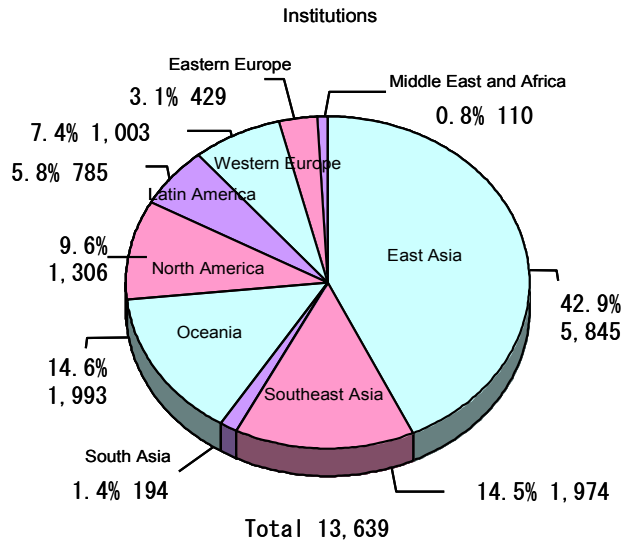


\* Figures for Taiwan were provided by the Interchange Association.

**60% of learners are concentrated in East Asia. Asia and Oceania together account for 90% of all the Learners of the Japanese language.**

< Conditions According to Region >

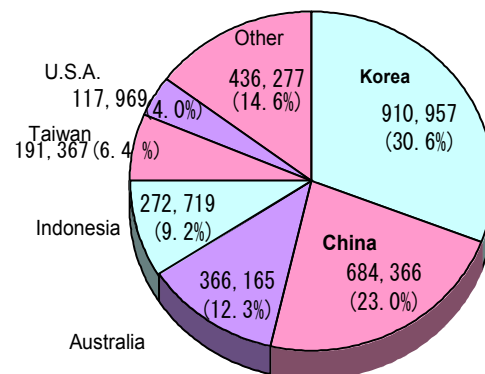
- Looking at the figures by region, the ratios are high for East Asia, with just over 60% of learners, more than 40% of institutions, and more than 50% of the teachers concentrated in East Asia.
- After East Asia the highest ratios are for Southeast Asia, Oceania, and North America. Together, the Asia and Oceania regions cover about 90% of all the learners.



## Korea, China, and Australia: The top three countries with the largest number of learners

### < Situation in Terms of Country >

- Korea has the largest number of learners, about 910,000 people. This covers about three-tenths (30.6%) of the world's Japanese- language learners. China is in second place with about 680,000 learners (23.0%), followed by Australia with about 370,000 learners (12.3%). These three countries cover approximately two-thirds of the world's learners.
- In comparison with the 2003 survey, the number of learners has increased in 95 countries and/or districts including the 6 new countries in which we confirmed that Japanese is taught, and has decreased in 31 countries and/ regions.



## About 60% of all the learners belong to primary and secondary educational institutions.

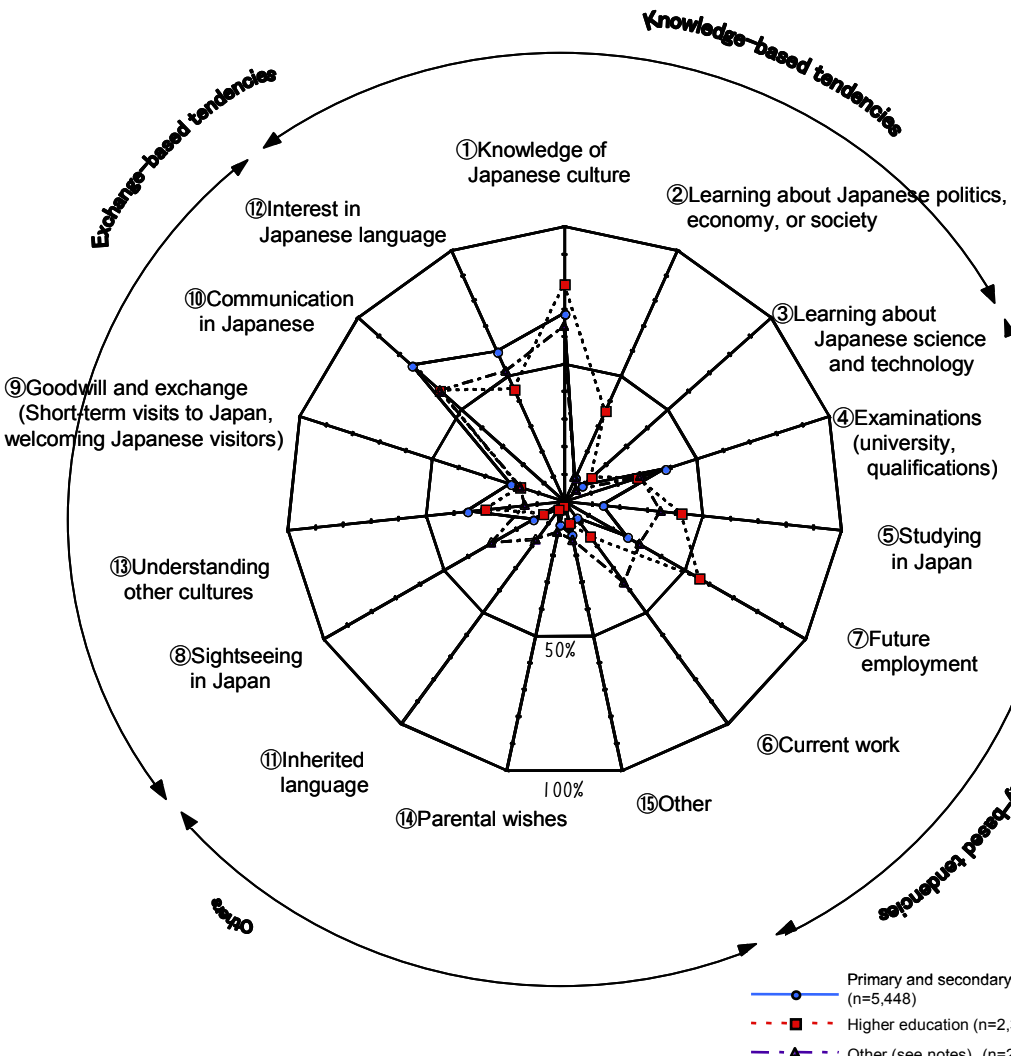
### < Conditions at Each Educational Level >

- A little less than 60% (about 1,700,000 people) of the Japanese-language learners abroad belong to primary and secondary educational institutions. Approximately 25% (about 790,000 people) belong to higher educational institutions, and approximately 15% (about 490,000 people) study the Japanese language in non-school institutions.
- In comparison with the previous survey, learners in primary and secondary educational institutions and in higher educational institutions increased by 11.4% and 46.1% respectively, and learners in non-school institutions greatly increased by 69.4%.
- Out of the top ten countries in terms of the number of learners, in Korea, Australia, Indonesia, and New Zealand, the majority of the learners belong to primary and secondary educational institutions. In Vietnam, nearly 60% of learners study the Japanese language in non-school institutions. In China and Taiwan, more than 50% of learners belong to higher educational institutions.

**Interest in Japanese culture, the desire to communicate using Japanese, and fascination with the Japanese-language.**

**< Reasons for Studying Japanese >**

- “To gain knowledge about Japanese culture,” “to become able to communicate in Japanese” and “interest in the Japanese language itself” are the three major reasons common to each educational level.
- In addition to these three reasons, “understanding different cultures” and “preparation for examinations” are distinguishing features at the primary and secondary educational level. In institutions of higher education, “finding employment,” “study abroad” and “to gain knowledge of Japan’s politics, economics, and society” show high ratio. A comparatively high rate of non-school institutions reply “finding employment,” “need in present occupation,” “study abroad” and “sightseeing trip to Japan.”



\*n= the number of institutions that responded to this question.

## 70% of Japanese-language teachers are non-native speakers.

### < Situation of Teachers >

- Out of 41,530 Japanese-language teachers abroad (except Taiwan), about 30% are native speakers of Japanese and about 70% are non-native speakers.
- Just over 40% of institutions have at least one native Japanese-language teacher. This figure is lower in primary and secondary education where just over 20% of institutions have at least one native Japanese-language teacher.
- In primary and secondary educational institutions, there are 135 students per teacher, and the average number of teachers per institution is small.
- Among higher educational institutions teaching the Japanese-language, 471 institutions in 46 countries (16.2% of all higher educational institutions) have courses to train Japanese-language teachers.

Educational level	Average number of teachers per institution <sup>1</sup> (Unit: person)	Average number of learners per teacher <sup>2</sup> (Unit: person)	Native speaker teachers of Japanese	
			Percentage (Unit: %)	Percentage among the institutions (Unit: %)
Primary and secondary education	1.7	135.0	18.9	22.9
Higher education	5.2	44.8	30.7	66.8
Non-school education	4.9	31.1	39.7	65.6
Total	3.2	66.0	30.5	42.5

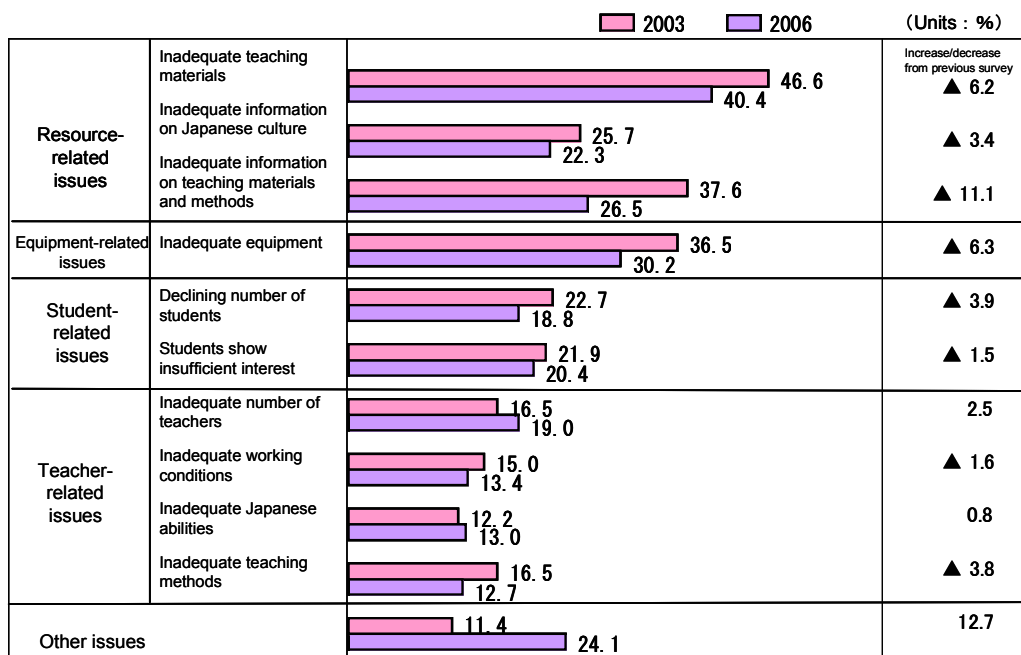
(1) Calculated by dividing the number of teachers at the institutions which answered about the number of teachers, by that number of institutions.

(2) Calculated by dividing the total number of learners at institutions which answered about both the number of teachers and the number of learners, by the total number of teachers at those institutions.

## Lack of teaching materials, lack of information about teaching materials and teaching methods, and inadequacy of facilities and equipment.

### < Problems & Concerns with Japanese-Language Teaching >

- Regarding resource (software) problems in teaching the Japanese language, approximately 40% of institutions pointed out a “lack of teaching materials” and approximately 30% of institutions indicated a “lack of information about teaching materials and teaching methods.” Approximately 30% of institutions pointed out the hardware problem of “the inadequacy of facilities and equipment.”
- Looking at the problems at each educational level, in addition to the above problems and concerns, a high percentage of primary and secondary educational institutions answered “little interest among students” and “a lack of information about Japanese culture and society,” a high percentage of higher educational institutions cited “an insufficient number of teachers” and “inadequate working conditions,” and a high percentage of non-school institutions mentioned “a decrease in the number of students” and “an insufficient number of teachers.”



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