

SURVEY REPORT ON JAPANESE - LANGUAGE EDUCATION ABROAD 2012



1. About the Survey

(1) Purpose

The purpose of the survey was to gain an understanding of the current status of Japanese-language education and to provide material that would be of use primarily for the following three purposes:

- i. As supporting data for researchers and others conducting studies or research relating to Japanese-language education;
- ii. As reference materials for organizations involved in Japanese-language education, international exchange groups, and other entities implementing projects related to Japanese-language education;
- iii. As reference materials for institutions and groups teaching the Japanese language to use when sharing information, interacting with each other, and building networks.

The results of the survey are available in the form of the full report (in Japanese) or this summary report, and can also be obtained via the Directory of Overseas Japanese-Language Educational Institutions on the Japan Foundation website.

(2) Scope

i. Institutions surveyed

The survey targeted institutions offering Japanese-language education overseas and institutions established by non-Japanese public organizations to offer Japanese-language education within Japan. The following were not included in the survey:

- (i) Groups (or programs) that have no physical existence as organizations;
- (ii) Japanese schools for children of Japanese nationals living overseas;
- (iii) Broadcasting stations or website administrators that offer Japanese education for the general public;
- (iv) Programs offering only short-term exposure to the Japanese language.

2. Overview of Japanese-Language Education Overseas

(1) Numbers of Institutions, Teachers, and Learners

Provision of Japanese-language education was confirmed in 136 countries worldwide; the total number of learners was approximately 3.99 million.

The fiscal 2012 survey established that Japanese-language education was offered in 128 countries and 8 areas, for a total of 136 countries. This represented an increase of 3 countries compared to the fiscal 2009 survey's result of 125 countries and 8 areas, amounting to a total of 133 countries. The numbers of learners, institutions, and teachers all increased. There were 3,985,669 learners (up 9.2% compared to fiscal 2009); 16,046 institutions (up 7.5%); and 63,805 teachers (up 28.1%).

The survey specifically targeted schools and other

institutions teaching Japanese. The results therefore exclude lessons or courses aimed primarily at promoting international goodwill or intercultural exchange where Japanese is not taught as a language. They also exclude learners studying Japanese alone using television, radio, books, magazines, the Internet, or other methods. Bearing this in mind, the actual number of people studying Japanese must be considerably greater than the figures given here.

Table 1-1-1 Numbers of Institutions, Teachers, and Learners

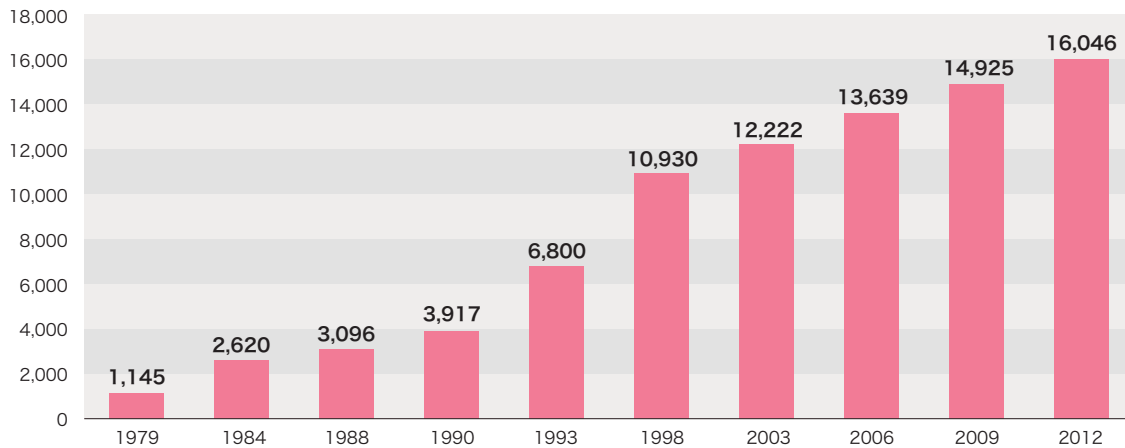
	2012	2009
Institutions	16,046	14,925
Teachers	63,805	49,803
Learners	3,985,669	3,651,232

Over the past 33 years there was a 14-fold increase in the number of institutions, while the number of teachers increased 15.6 times, and the number of learners increased 31.3 times.

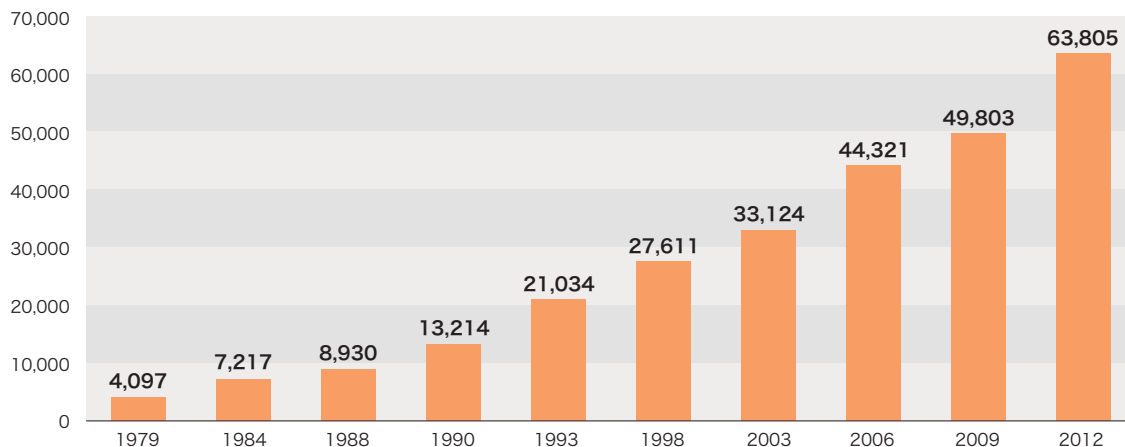
During the 33 years between 1979 and 2012, Japanese-language education overseas increased continuously, resulting in significant expansion. During that time, ten surveys were conducted, and they reveal that the number

of institutions increased 14-fold, from 1,145 to 16,046; the number of teachers increased 15.6 times from 4,097 to 63,805; and the number of learners increased 31.3 times from 127,167 to 3,985,669.

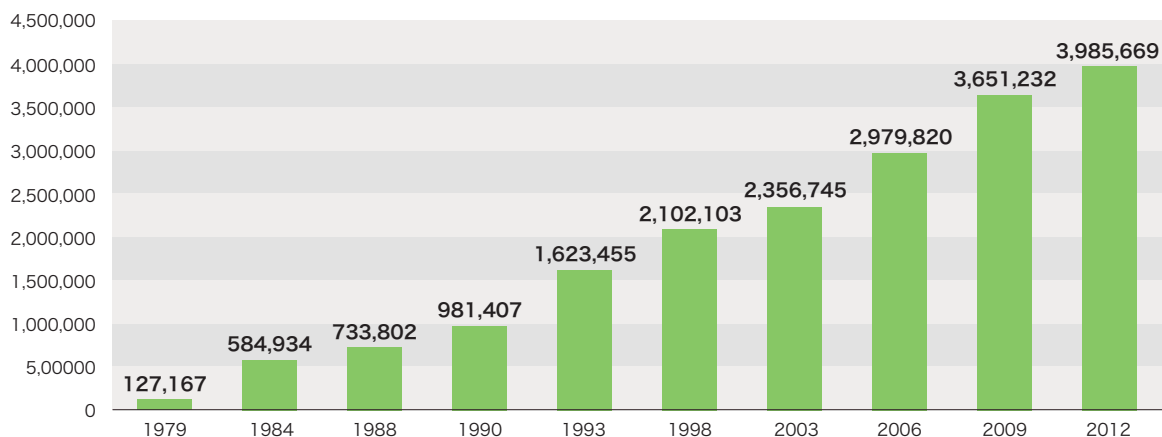
Graph 1-1-1 Number of Institutions



Graph 1-1-2 Number of Teachers



Graph 1-1-3 Number of Learners



(2) Reasons and Purposes for Japanese-Language Study

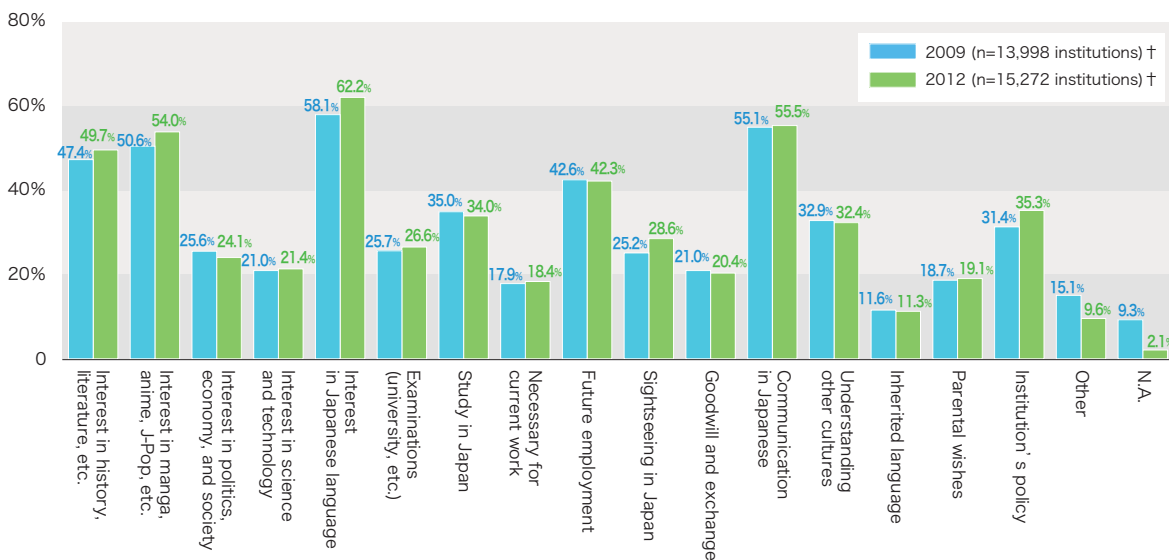
Among the reasons and purposes for Japanese-language study, “interest in Japanese language” was the most frequently cited (62.2%). The next most frequently cited were “communication in Japanese” (55.5%) and “interest in *manga*, *anime*, J-Pop, etc.” (54.0%).

The reason or purpose for studying Japanese language that was cited by the highest number of institutions was “interest in Japanese language” (62.2%). This was followed by “communication in Japanese” (55.5%), “interest in *manga*, *anime*, J-Pop, etc.” (54.0%), and “interest in history, literature, etc.” (49.7%). Overall, interest in acquiring knowledge about Japan was more prevalent than utility-based motivations, with “future employment” (42.3%) ranking in fifth place, and “study in Japan” (34.0%) in seventh place. Moreover, the fact that “interest in *manga*,

anime, J-Pop, etc.” was more frequently cited than “interest in history, literature, etc.” makes it clear that Japanese pop culture has made its mark throughout the world, establishing itself as a starting point for interest in and involvement with Japan and the Japanese language.

It has become easier to access pop culture and other forms of Japanese culture from anywhere in the world, whether through traditional mass media or, in recent years, through the Internet, and this may have lent momentum to the trend.

Graph 1-1-4 Reasons and Purposes for Japanese-Language Study



† Because the fiscal 2009 survey for Taiwan* comprised different options, the figures for Taiwan* are not included here.

(3) Problems and Concerns in Japanese-Language Teaching

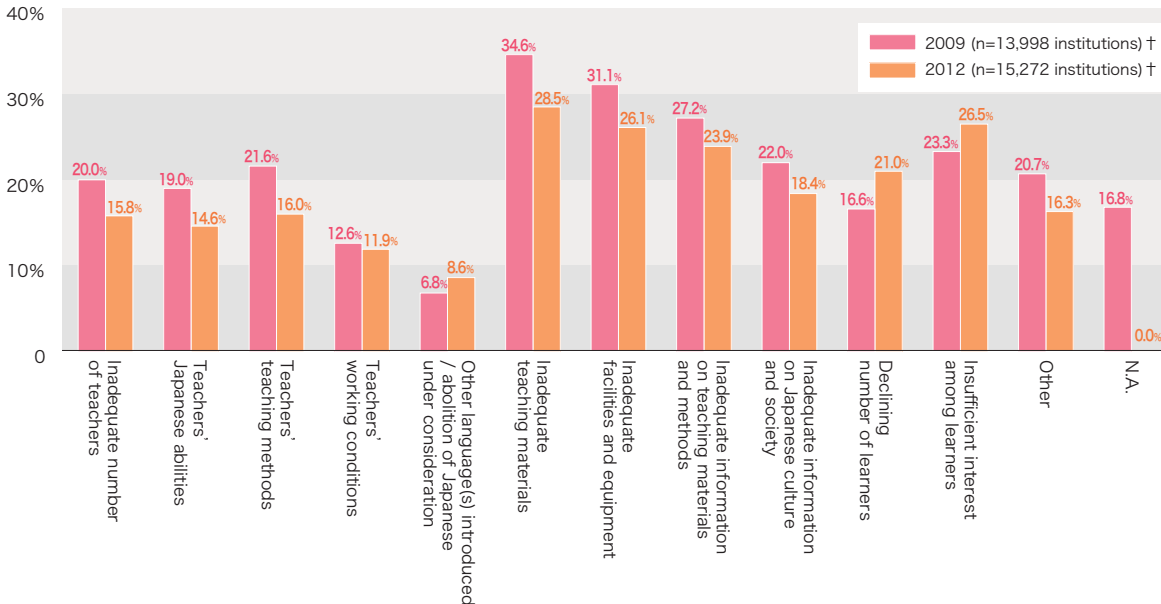
Among problems and concerns in Japanese-language teaching, the most commonly selected response was “inadequate teaching materials” (28.5%). The next most common was “insufficient interest among learners” (26.5%).

The problem or concern with regard to Japanese-language teaching cited by the highest number of institutions was “inadequate teaching materials” (28.5%), followed by “insufficient interest among learners” (26.5%), “inadequate facilities and equipment” (26.1%), “inadequate information on teaching materials and methods” (23.9%), and “declining number of learners” (21.0%). In comparison with the fiscal 2009 survey “other language(s) introduced / abolition of Japanese under consideration” increased from 6.8% to 8.6%, “declining number of learners” increased from 16.6% to 21.0%, and “insufficient interest among learners” increased from 23.3% to 26.5%. However, the other options were all cited less frequently than in 2009, indicating that circumstances are gradually becoming more favorable for Japanese-language education.

Problems and concerns with regard to Japanese-language

teaching differ substantially according to region. Problems relating to resources such as teaching materials, teachers, and equipment were high in regions where Japanese-language education has expanded rapidly (such as Southeast Asia), as well as in regions where there is still very little provision (such as South Asia, Central America, North Africa, and Africa). Conversely, in regions with long histories of teaching Japanese, such as Western Europe and Pacific, almost all problems and concerns showed low response rates. In Southeast Asia, however, the item “insufficient interest among learners” elicited a particularly large number of responses. This is attributable to the fact that introduction of Japanese-language teaching at the secondary education level had expanded rapidly as a result of educational institutions’ policies in this region.

Graph 1-1-5 Problems and Concerns in Japanese-Language Teaching



† Because the fiscal 2009 survey for Taiwan* was based on different options, the figures for Taiwan* are not included here.

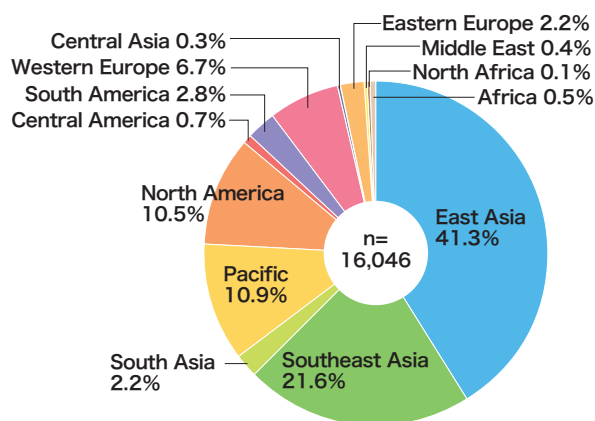
3. Overview, by Region

East Asia and Southeast Asia accounted for 62.9% of institutions, 75.3% of teachers, and 82.5% of learners.

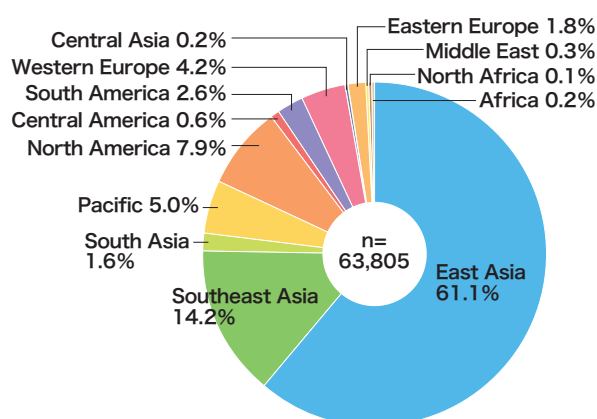
If numbers of institutions, teachers, and learners worldwide are compared by region, East Asia accounted for by far the highest percentages of the worldwide total on all three counts, followed by Southeast Asia. The other regions each accounted for approximately 10% or less of the worldwide totals for institutions, teachers, and learners.

In terms of learner distribution, East Asia accounted for 54.1% of the total, or 2,154,344 learners, while Southeast Asia accounted for 28.4% of the total, or 1,132,701 learners. These two regions together therefore accounted for 82.5% of all learners.

Graph 1-2-1 Distribution of Institutions, by Region



Graph 1-2-2 Distribution of Teachers, by Region



Graph 1-2-3 Distribution of Learners, by Region

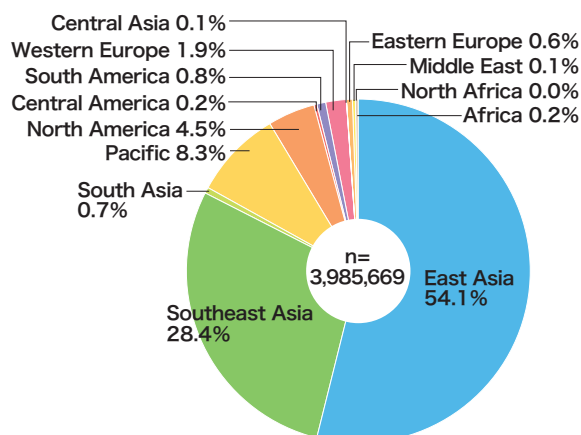


Table 1-2-1 Institutions, Teachers, and Learners, by Region

Regions	Institutions		Teachers		Learners	
	Number	Percentage	Number	Percentage	Number	Percentage
East Asia	6,630	41.3	39,000	61.1	2,154,344	54.1
Southeast Asia	3,462	21.6	9,075	14.2	1,132,701	28.4
South Asia	349	2.2	1,015	1.6	29,081	0.7
Pacific	1,750	10.9	3,214	5.0	331,285	8.3
North America	1,677	10.5	5,035	7.9	179,049	4.5
Central America	113	0.7	402	0.6	9,555	0.2
South America	443	2.8	1,652	2.6	32,968	0.8
Western Europe	1,069	6.7	2,698	4.2	76,132	1.9
Central Asia	41	0.3	159	0.2	2,831	0.1
Eastern Europe	345	2.2	1,141	1.8	25,412	0.6
Middle East	72	0.4	171	0.3	3,508	0.1
North Africa	21	0.1	90	0.1	1,592	0.0
Africa	74	0.5	153	0.2	7,211	0.2
Worldwide	16,046	100	63,805	100	3,985,669	100

China accounted for 26.3% of all learners, Indonesia for 21.9%, and Korea for 21.1%. The three countries together accounted for almost 70% of the worldwide learner total.

The country with more learners than anywhere else in the world was China with 1,046,490 learners. It was followed by seven other countries each with 100,000 or more learners: Indonesia with 872,411; Korea with 840,187; Australia with 296,672; Taiwan with 233,417; the United States of America with 155,939; and Thailand with 129,616. There were also 13 countries with between 10,000 and 99,999 learners, as well as 33 countries with between 1,000 and 9,999 learners, while the remaining 83 countries had less than 1,000 learners.

In addition to the above figures, the distribution in

percentages also showed a high degree of concentration in specific countries within each region. The top three countries accounted for 69.2% of the total number of learners, while the top five countries accounted for 82.5%, and the top ten countries accounted for 92.5%. China, Indonesia, and Korea all exerted a particularly strong influence on the overall worldwide results (including results by level of education, reasons and purposes for Japanese-language study, and problems and concerns in Japanese-language teaching).

Graph 1-2-4 Distribution of Learners, by Country/Area

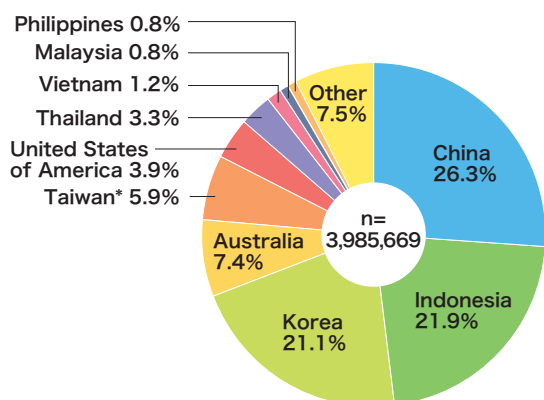


Table 1-2-2 Numbers of Learners, Institutions, and Teachers, by Country/Area (Ranked in Order of Number of Learners According to the 2012 Survey)

Rank in 2012	Rank in 2009	Countries/Areas	Learners			Institutions			Teachers		
			2012	2009	Rate of change (%)	2012	2009	Rate of change (%)	2012	2009	Rate of change (%)
1	2	China	1,046,490	827,171	26.5	1,800	1,708	5.4	16,752	15,613	7.3
2	3	Indonesia	872,411	716,353	21.8	2,346	1,988	18.0	4,538	4,089	11.0
3	1	Korea	840,187	964,014	(12.8)	3,914	3,799	3.0	17,817	6,577	170.9
4	4	Australia	296,672	275,710	7.6	1,401	1,245	12.5	2,685	2,547	5.4
5	5	Taiwan*	233,417	247,641	(5.7)	774	927	(16.5)	3,544	3,938	(10.0)
6	6	United States of America	155,939	141,244	10.4	1,449	1,206	20.1	4,270	3,541	20.6
7	7	Thailand	129,616	78,802	64.5	465	377	23.3	1,387	1,240	11.9
8	8	Vietnam	46,762	44,272	5.6	180	176	2.3	1,528	1,565	(2.4)
9	11	Malaysia	33,077	22,856	44.7	196	124	58.1	509	388	31.2
10	12	Philippines	32,418	22,362	45.0	177	156	13.5	556	422	31.8

This publication is an excerpt from *Survey Report on Japanese-Language Education Abroad 2012 -Summary* (ISBN 978-4-87424-610-8) and protected by copyright.
It may not be copied or reproduced in whole or in part without permission from the Japan Foundation.

For purchase and contact:

Kurosio Publishers (株式会社くろしお出版)
3-21-10 Hongo, Bunkyo-ku, Tokyo, 113-0033, Japan
www.9640.jp
TEL +81-3-5684-3389
FAX +81-3-5684-4762
E-mail kurosio@9640.jp

Edited by: The Japan Foundation

4-4-1 Yotsuya, Shinjuku-ku, Tokyo, 160-0004, Japan
TEL +81-3-5369-6066
(Teacher and Institutional Support Dept.)
FAX +81-3-5369-6040