

# 'Japanese for living: Countrywide Survey' Result Report

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Syllabus and Curriculum Group, Evaluation and Assessment Group

Center for Research in Japanese as a Second Language

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National Institute for Japanese Language

Since, 2006, the Center for Research of Japanese as a Second language, National Institute for Japanese Language, has been conducting research related to Japanese skills required for non-Japanese whose mother tongue is not Japanese to become rooted in local communities as members of Japanese society, allowing them to take active roles in workplaces, schools and so forth, as well as educational methods involved in reaching this level of proficiency.

In order to clarify what "Japanese for living" implies, it is necessary to gather wide-ranging information about the environments non-Japanese people living in Japan are exposed to Japanese and what Japanese learning needs they may have. As part of these activities, our research group conducted a questionnaire survey of both Japanese and non-Japanese people in the whole country in between October and December 2008.

## Outline of survey

### 1. Foreigner respondents

- 20 areas in the whole country
- Above 20 years of age
- Questionnaire distribution method: Through International Exchange Associations and Japanese language institutes
- Collection of responses: through post or survey volunteers
- Collected responses: 1,662 (More than 50 questionnaire distributed in each area)
- Questionnaire contents
  - 1) 14 scenes (and titles), 105 items of language behavior: frequency of contact (language is not asked), pros and cons of Japanese language behavior, needs for learning Japanese
  - 2) Problems encountered in usage and learning of Japanese
  - 3) Attributes
- Questionnaire language: 13 languages like Japanese, Chinese, Portuguese, English, Spanish etc.

### 2. Japanese respondents

- 200 places in the whole country
- Between 20 and 79 years of age
- Stratified two-stage random sampling method
- Questionnaire distribution method: post
- Collected responses: 1,176 (Total distributed questionnaire : 5,000)
- Questionnaire contents
  - 1) 9 scenes (and titles), 34 items of language behavior: frequency of contact (language is not asked), whether using Japanese or not, difficulties encountered while using Japanese
  - 2) Devices used while communicating with foreigners in Japanese language
  - 3) Attributes
- Questionnaire language: Japanese

This booklet aims at promptly notifying the outlines of survey results. A more detailed analysis is planned to be published within the 2009 financial period. This booklet has been loaded in the following website of our institute.

Website: [http://www.kokken.go.jp/katsudo/seika/nihongo\\_syllabus/research/](http://www.kokken.go.jp/katsudo/seika/nihongo_syllabus/research/)

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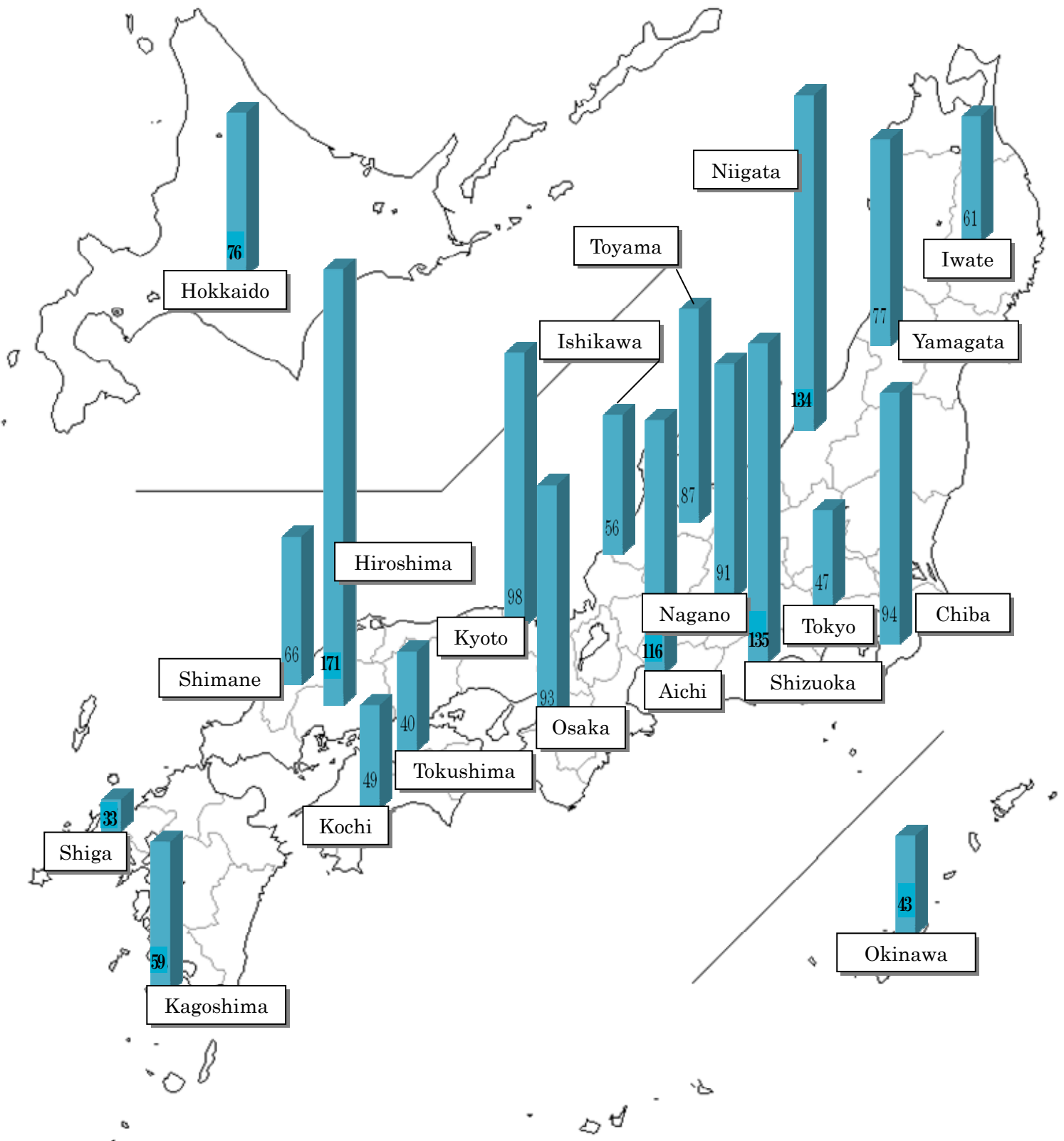
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## Survey of Foreigners : Outline of results

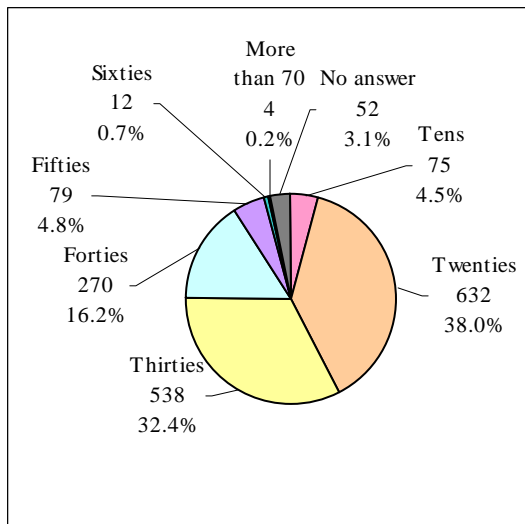
### 1. Respondents

#### 1.1. Residence of respondent (Area of distribution of questionnaire)

Note: Figures indicate number of questionnaire distributed in each area.



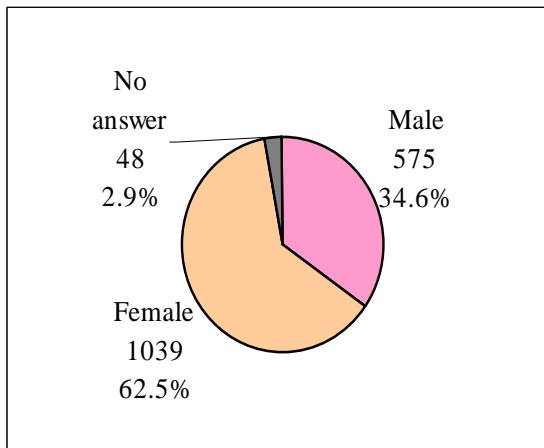
## 1.2. Age (Respondents and percentage)



Figures show numbers of respondents

70% of the respondents belong to the age group of twenties and thirties. It shows that the respondents are rather comparatively younger. Although the survey aimed at picking up respondents who are more than twenty years of age, but it became difficult to confirm the date first and then give the questionnaire to fill. As a result, we have respondents between ten and nineteen years of age too. The fact that there are less number of respondents above fifty years of age means that people belonging to this age group do not live in Japan in the first place. Further, since the questionnaire has been distributed through the Japanese language schools and International Exchange Associations, it also means that people belonging to this age group do not visit such institutes.

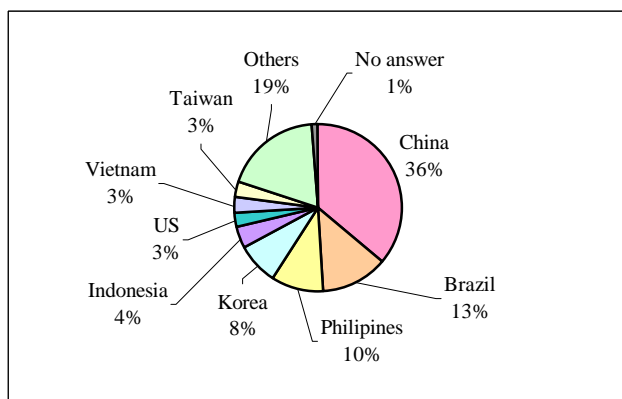
## 1.3. Sex



Figures show numbers of respondents

Women, with 62.5%, occupy a major part of respondents. According to Foreigner Registration Record of 2007, there are 1,002,037 men and 1,150,936 women in Japan, where the proportion of women comes to 53.5%. It is, then, natural that the percentage of women respondents will be more, but, at the same time, it can also be said that the percentage of women respondents in the present survey is more than the expectation. This was never intended for the survey, nor is the reason known. But, it can be assumed that more women tend to attend Japanese language classes than men.

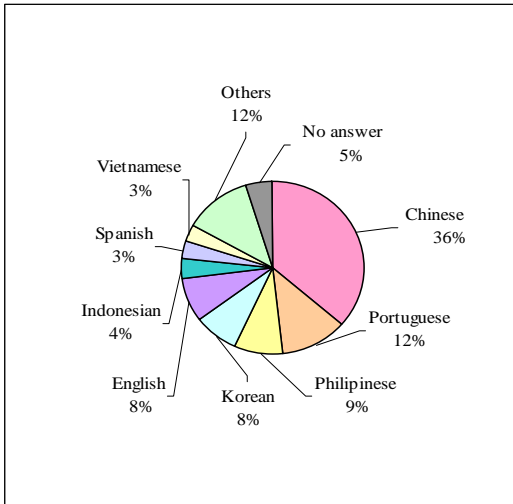
## 1.4. Nationality



Figures show numbers of respondents

China, with 36%, occupies the top most proportion of respondents followed by Brazil, Philippines, Korea and Indonesia. According to the Foreigner Registration Record of 2007 too, China ranks first with 28.2%, followed by Korea (27.6%), Brazil (14.7%), Philippines (9.4%), and Peru (2.8%). As per this record, then, the ratio of foreigners from China, Korea, Brazil and Philippines are more too. Although there are some shifts found in their order in the survey, but it almost follows the same trend as that of Foreign Registration Record.

### 1.5. Mother Tongue (Most fluently spoken language)



Figures show numbers of respondents

‘Mother Tongue’ has plurality of definition. However, in the present survey the respondents were asked to choose the language as mother tongue which they are most fluent in. Although Chinese (36%), Portuguese (12%), Philippine language (9%) and Korean (8%) go along the line of nationalities, but, it has been marked that it is English which comes after Korean. Further, either because the question was difficult to understand, or since it was a self-assessment, the ratio of ‘No answer’ too has become more.

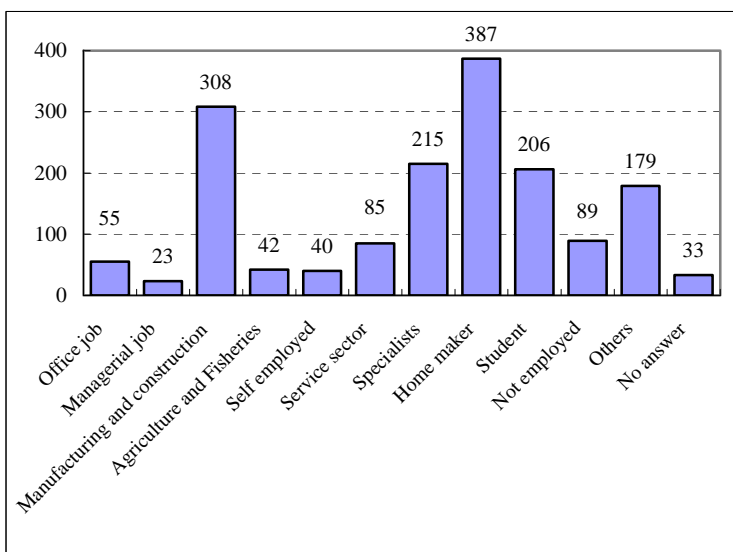
### 1.6. Language spoken at a comfortable level in daily life Major language (Multiple answer possible)

Language	Number of respondents (%)
1 Japanese	1026 (61.7%)
2 English	601 (36.2%)
3 Spanish	47 (2.8%)
4 Portuguese	42 (2.5%)
5 Chinese	28 (1.7%)

Figures show numbers of respondents

In regard to language spoken at comfortable level in daily life too, respondents were asked to give their self assessment under multiple answer system. The ratio of Japanese language was more, at 61.7%. However, there are two points that need to be taken care of in this regard. First, there are 38.3% respondents who are not giving Japanese as the language which they speak at comfortable level in daily life. Secondly, most of the respondents in this survey are those who come to the Japanese language class or International Exchange Associations and are supposed to have a strong desire to learn Japanese and communicate with others. It is possible that their view is different from those who do not come to these places.

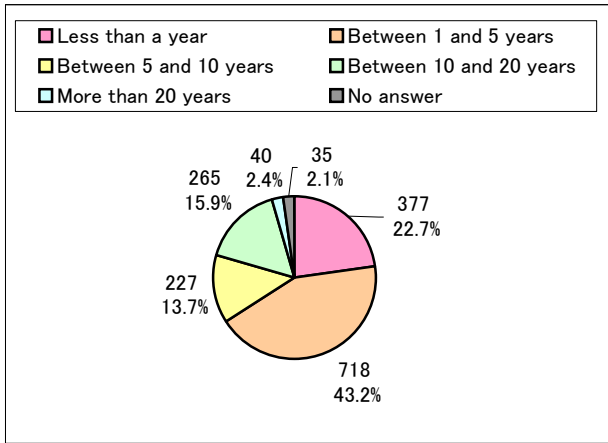
### 1.7. Occupation



Figures show numbers of respondents

The ratio of home maker is high, followed by manufacturing and construction industry. Since, under the present questionnaire distribution system, people commuting to Japanese language schools of the area have become the subject of survey, the ratio of women possibly have become more in comparison to those who lead a real lifestyle needing Japanese language.

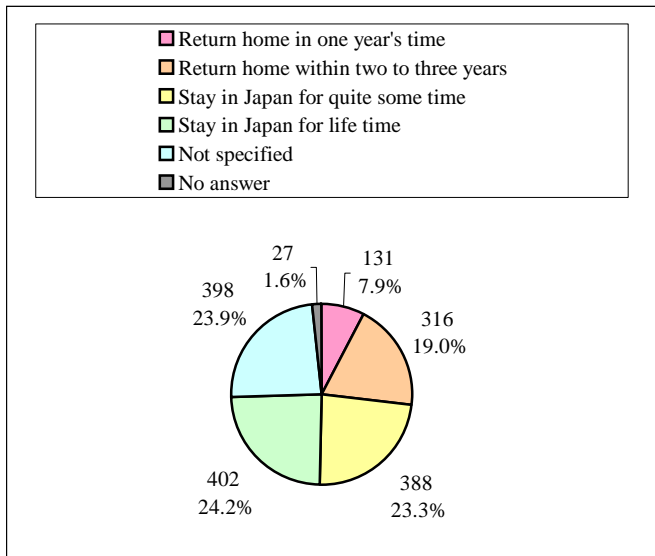
### 1.8. Residence in Japan till the survey



Figures show numbers of respondents

In regard to residence in Japan, ‘will reside between 1 and 5 years’ is more, at 43.2%. It is followed by ‘will reside for 1 year’, at 22.7%. On the other hand, the ratio of people wanting to stay for longer period has become less. It must be noted that not enough data has been collected in regard to those people who are staying in Japan for a longer time and do not need to commute to the Japanese language classes. On the other hand, there are 265 people who want to stay in between 10 and 20 years, and 40 people who want to stay for more than 20 years. There is a need to analyze the needs of such people, which can be taken up hereafter.

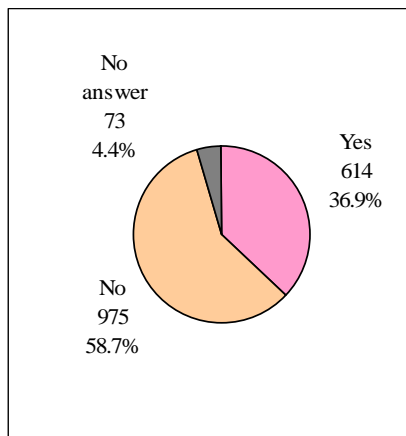
### 1.9. Future residence plan



Figures show numbers of respondents

Regarding planning of residence in Japan, except for ‘will return in a year’s time’, the responses were divided equally among all other answers. Further, responses to ‘will return in a year’s time’ and ‘will return in two to three year’s time’ together were not more than 26.9%. It means that there are many people who want to prolong their stay in Japan. Since their stay is not a short stay, they would seek essential things like learning Japanese language and other social support for a longer stay in Japan.

### 1.10. Do you have children

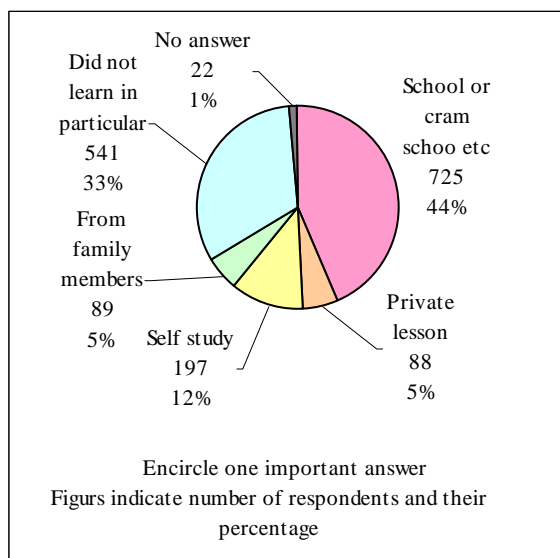


Figures show numbers of respondents

There are 36.9% people who have children below 15 years of age and they exceed one-third of the total respondents. As mentioned in ‘1.9 Planned residence in Japan in future’, if we assume that there are more people who want to reside in Japan for a longer period, it is felt that the necessity for education in Japanese language or heritage language of these youngsters will grow steadily.

## 2. Japanese learning method of respondent

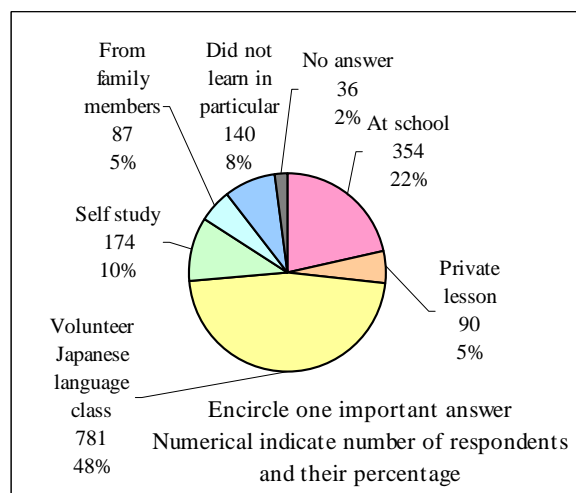
### 2.1. At homeland



Figures show numbers of respondents

Respondents were asked to tell their Japanese language learning experience and how they learnt it in their homelands. 'Learnt in the school or cram school' was more, at 44%. It was found that, in total, nearly 70 percent of the respondents have learnt Japanese in some or other way. There are very less respondents under the present survey who are in Japan for work. There has been no information on how much Japanese they have learnt before coming to Japan till now. The present survey, however, made it clear that there are possibilities of learning Japanese in some way and there are not less people who are learning systematically in schools or cram schools. On the other hand, it is also important to note that there are 33% respondents who are answering 'not learnt in particular'.

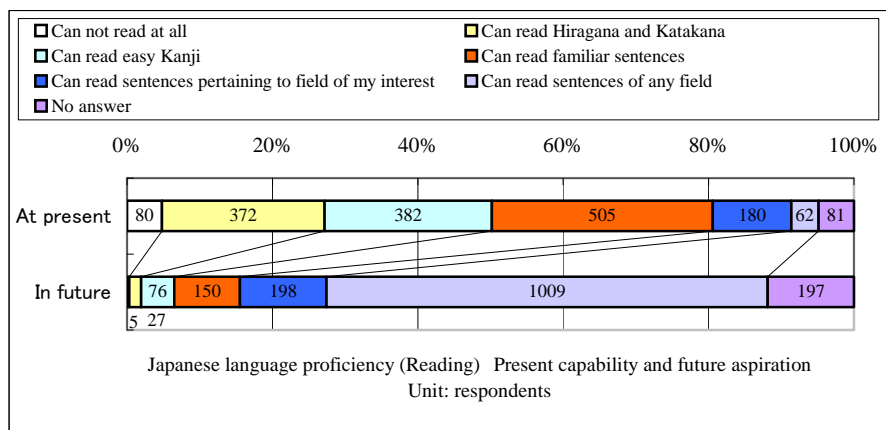
### 2.2. In Japan



Figures show numbers of respondents

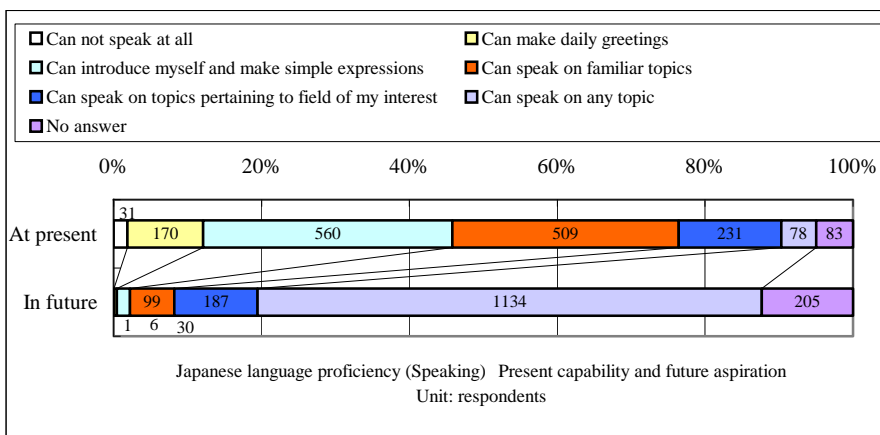
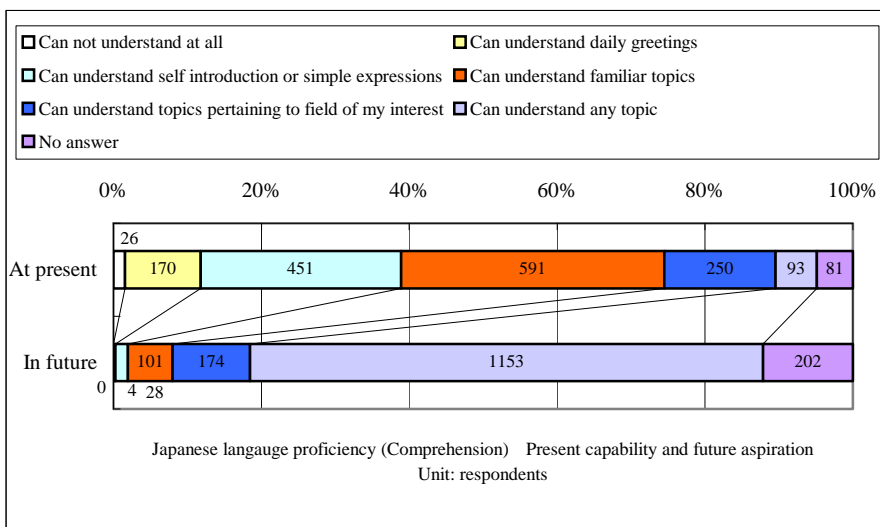
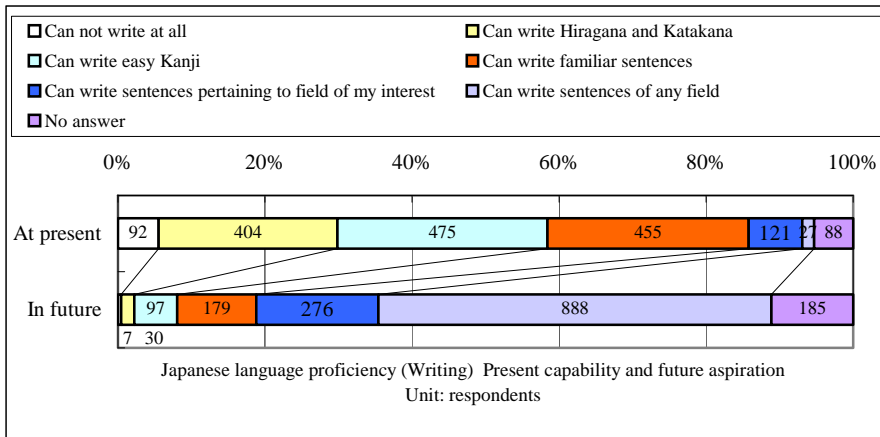
'Learning in volunteer Japanese language classes' is more, at 48%. Apparently, there was an impact of the questionnaire distribution style for this answer. Further, in contrast to '2.1: At homeland', the proportion of 'not learnt in particular' is low at 8%. However, the impact of questionnaire distribution style can not be denied on this aspect too. In fact, the Japanese language circumstances of people who have not participated in this survey and who have less contact with Japanese people and the society is not completely known.

## 3. Japanese language ability: present ability (self assessment) and future target



Respondents were asked to evaluate their current Japanese language ability and also future target.

In regard to 'Current Japanese language ability', a difference has been found in between 'read' & 'write' and 'understand' and 'speak' as far as 'Can not do at all' is concerned. It is felt that there are not less respondents who are living in Japan with out having the opportunity to learn 'reading' and 'writing' skill.



Further, more than half of the respondents have 'understand' and 'speak' skills in 'familiar sentence' or 'familiar topics'. But, when it comes to 'read' and 'write', there are more respondents who have not reached the same level as that of 'understand' and 'speak'.

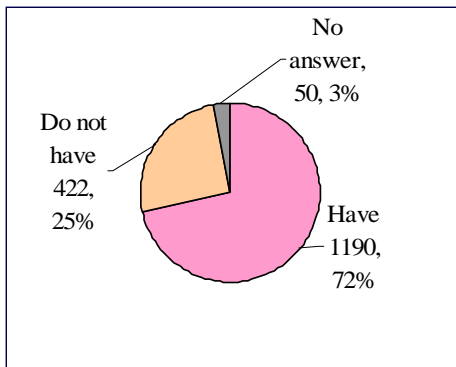
On the other hand, in 'Future target', the responses of all the items of 'read', 'write', 'understand' and 'speak' in relation to the fifth column (if it is a field of my interest) and sixth column (in all fields) have overwhelmingly increased. This is in contrast to the responses to 'current Japanese language ability' which was not more than 20 percent.

As noted in '1.9: Future Residence Plan', there are many people who aspire for a longer stay. It is felt that such people want to possess high-degree Japanese language ability as they anticipate a longer residence in Japan.

This kind of results shows that a Japanese language education that only teaches things which are necessary only for daily life is not sufficient. There is probably a need to develop an education which can meet the expectations of respondents who are planning a long stay in Japan.

Moreover, the rate of 'no answer' in 'future target' has become more than double. Apparently, the respondents misunderstood the question and probably thought that it is all right not to answer about the items in the future column, if they answer the items on the present column.

#### 4. Trouble and complaint regarding usage and learning of Japanese language



Figures show numbers of respondents

72% of the respondents answered ‘have trouble and complaint’ in relation to trouble and complaint in using and learning of Japanese, where as, 25% answered that they do not have any. In ‘1.6: Language which can be used with out problem in daily life’, 61.7% people have chosen Japanese. But in this section, it was found that people have trouble in the use of Japanese even if they have cultivated an ability in which they do not have problem in using Japanese in daily life. In regard to trouble and its contents, there is probably a need to find out the relationship between the current Japanese language ability and number of years living in Japan.

##### 4.1. Trouble and complaint regarding usage of Japanese language (Multiple answers possible)

	Have disadvantage due to low level of Japanese language skill	No one to help me	None to speak in Japanese with	Other party does not speak to me in Japanese
Number of response (%)	841 (70.7%)	351 (29.5%)	257 (21.6%)	152 (12.8%)

Respondents who said they have trouble in using Japanese were requested to give multiple answers in regard to the trouble and complaints in ‘using Japanese’. The answer of largest ratio, with 70.7%, is ‘have disadvantage due to my low Japanese skill’. It gives us to understand that there are not a small number of people who relate the Japanese language skill and disadvantages in life in Japan owing to it.

##### 4.2. Trouble and complaint regarding learning of Japanese (Multiple answers possible)

	No school or class to learn in mother tongue	No school or class in convenient locations or times available to me	No time to study	No school or class providing satisfactory lesson contents	Tuition fee and study material are expensive	Foreign language learning is stressful due to age	Do not know how to obtain information
Number of response (%)	325 (27.3%)	311 (26.1%)	309 (26.0%)	244 (20.5%)	213 (17.9%)	190 (16.0%)	180 (15.1%)

Respondents who said they have trouble in learning Japanese were requested to give multiple answers in regard to the trouble and complaints in ‘learning Japanese’. They gave many different answers. Even the answer of largest ratio ‘no school or class to study in mother tongue’ was 27.3% only. It gives us to understand that there are more respondents, by telling ‘no school or class to learn in mother tongue’, ‘no school or class in convenient location or time’, ‘no school or class providing satisfactory lesson contents’, have complaints related to curriculum of schools or classes, limitations of locations and time than those telling about expenses or costs of classes and materials.



Further, 'no time to study' occupies 26.0%. It, then, is possible to say that problem of time is quite severe on the part of respondents who go to manufacturing or construction works. There, then, is a necessity to find out the relation between respondents telling 'no time for study' and their occupations.

## 5. Actual use of Japanese Language and needs for Japanese language learning

In regard to 105 language items (14 scenes), first 10 top ranks of high contact frequency with out concern to language, highest number of respondents who can not perform in Japanese, and highest number of respondents who want to have good proficiency of Japanese are given here. Colors in the table differentiate the scenes.

### 5.1. All respondents

#### 5.1.1. Most frequent activity with out concern to language

	Language behavior	Contact frequency	Scene
1	60 Talk with family members and friends	3.75	9Home
2	65 View/listen to news on TV and radio	3.37	9Home
3	61 Answer the telephone at home	3.22	9Home
4	64 Write emails to family members and friends using PCs	3.13	9Home
5	8 Look at displays in stores or ask sales persons for locations where goods you want are placed	3.08	2Shopping
6	63 Exchange emails with family members and friends using mobile phones	3.06	9Home
7	19 Buy railway tickets using ticket vending machines at stations	2.99	3Transportation
8	4 Read a meny and order food/drink	2.96	1Restaurant
9	11 Use point cards and discount coupons	2.90	2Shopping
10	67 Deal with visitors	2.84	9Home

#### 5.1.2. Activity where there are more people who can not do in Japanese

	Language behavior	Respondents who can not perform in Japanese (%)	Scene
1	55 Apply for and take necessary procedures regarding certifications of nursing care need	64.1	7Health care/welfare
2	54 Consult the welfare division of an administrative office about nursing care (adult day care service etc.)	63.9	7Health care/welfare
3	53 Apply for and inquire about retirement pernsions	63.0	7Health care/welfare
4	101 Make presentations	62.1	14Workplace
5	57 Call and consult insurance companies in case of emergency	61.0	8Emergency
6	72 Exchange opinions in resident's association and other meetings	60.8	10communication in local community
7	32 Apply for fixed time deposits and /or various loans ata window of a bank or post office	60.7	4Financial institution etc.
8	66 Read a newspaper	60.1	9Home
9	103 Make business communications with business partners and clients	59.6	14Workplace
10	89 Search for appropriate jobs on the Internet Hello Work and other employment agencies	59.1	13Application for employment

### 5.1.3. Activity where there are more people who want to have Japanese ability

	Language behavior	People who want to become capable(%)	Scene
1	56 Call fire/emergency department (119) and police (110)	94.3	8Emergency
2	22 Understand announcements in the station yard and in buses	92.3	3Transportation
3	58 Ask for help in case of disasters/accidents	92.2	8Emergency
4	50 Understand explanations of medicines prescribed (types, effect, how to take etc)	91.9	7Health care/welfare
5	59 Obtain information about disasters from radio or TV	91.5	8Emergency
6	49 Exchange information with physicians and nurses during clinical examinations	91.5	7Health care/welfare
7	65 View/listen to news on TV and radio	91.5	9Family
8	27 Explain how to reach destination to people	91.2	3Transportation
9	47 Look for appropriate hospitals/clinics according to symptoms	90.8	7Health care/welfare
10	9 Look at displays in stores or ask sales persons in order to know the functions and prices of products	90.4	2Shopping

## 5.2. Difference on the basis of 'reading capability'

Let us now see if the actual use of Japanese and need for further learning differ on the basis of Japanese capability (self assessment)? We shall take up only 'reading capability' out of 'read', 'write', 'understand' and 'speak' here. Further, although we have put 6 steps from 'can not read at all' to 'can read sentences of all fields' in the original, here we shall take 'can read hiragana and katakana' and 'can read easy Kanji' where the number of respondents is more. (Expressions of language behavior has been simplified in the table)

### 5.2.1. High frequency behaviour with out concern to language

'Can read Hiragana and Katakana'		'Can read easy Kanji' level		'Can read familiar sentences' level	
1	60 Talk with family members and friends	1	60Talk with family members and friends	1	60 Talk with family members and friends
2	65 View/listen to news on TV and radio	2	65View/listen to news on TV and radio	2	65View/listen to news on TV and radio
3	64 email to family and friends through PCs	3	61Answer the telephone at home	3	8 Look at displays, ask question to sales person
4	61 Answer the telephone at home	4	8 Look at displays, ask question to sales person	4	61 Answer the telephone at home
5	63 email to family and friends through mobile phones	5	64email to family and friends through PCs	5	63 email to family and friends through mobile phones
6	8 Look at displays, ask question to sales person	6	63 email to family and friends through mobile phones	6	64 email to family and friends through PCs
7	67 Attend to visitors	7	19 Purchase tickets in vending machines	7	4 Put order by reading menu
8	19 Purchase tickets in vending machines	8	21 Read route map and time table	8	11 Using point cards and discount coupons
9	11 Using point cards and discount coupons	9	4 Put order by reading menu	9	19 Purchase tickets in vending machines
10	4 Put order by reading menu	10	11 Using point cards and discount coupons	10	21Read route map and time table

### 5.2.2. Behaviour where there are more people who can not perform in Japanese

'Can read Hiragana and Katakana'		'Can read easy Kanji' level		'Can read familiar sentences' level	
1	66 Read newspapers	1	55 Nursing care application	1	55 Nursing care application
2	35 Look for house in internet	2	53 Pension application and consultation	2	54 Nursing care consultaion at city office
3	89 Browse suitable job in PC		54 Nursing care consultaion at city office	3	53 Pension application and consultation
4	17Return/exchange products through mail order service	4	66 Read newspapers	4	101 Make presentation
5	38 Fill up a contract paper		101 Make presentation	5	103 Communication with business partners etc.
	57 Communicate with insurance company during	6	57 Communicate with insurance company during	6	72 Exchange opinion at resident's association etc
7	39Moving arrangements (change electricity, internet,	7	32 Fixed deposit/loan application	7	57Communicate with insurance company during
	54 Nursing care consultaion at city office	8	89 Browse suitable job in PC	8	32 Fixed deposit/loan application
	72 Exchange opinion at resident's association etc	9	103 Communication with business partners etc.	9	81 Make telephone contacts with other parents
	88 Read and confirm work contracts	10	38Fill up a contract paper	10	80 Participation in parents association

### 5.2.3. Behaviour where there are more people who want Japanese capability

'Can read Hiragana and Katakana'		'Can ready easy Kanji' level		'Can read familiar sentences' level	
1	56 Call fire/emergency/police	1	22 Understand announcement in station etc	1	56 Call fire/emergency/police
2	22 Understand announcement in station etc		56 Call fire/emergency/police	2	28 Withdraw, remittance and payment in ATM
3	59 Acquire disaster information from TV	3	47 Search appropriate hospital/clinic	3	49 Communicate with doctor/nurse
4	7 Look at inserts and compare prices	4	27 Explain desination to people		50 Understand medicine explanation
5	21 Read route maps and time table	5	49 Communicate with doctor/nurse	5	9 Look at display, ask salespersons (Understanding
6	27 Explain destination to people	6	59 Acquire disaster information from TV	6	47 Search appropriate hospital/clinic
7	58 Seek help during disaster/accident	7	4 Place order by reading menu	7	10 Read product description
8	24 Call taxi on telephone	8	9 Look at display, ask salespersons (Understanding	8	58Seek help during disaster/accident
9	25 Communication with taxi-driver		51Read and understand medicine intake	9	30 Withdraw, remittance and payment at counter
10	65 View/listen to news in TV/radio	10	61Attend to calls at home	10	65 View/listen to news in TV/radio

It is found from the trends of the total respondents that, 'high frequency activity, with out concern to language' is more in the front of 'home' scene. Further, the familiar items related to daily life, like, 'shopping', 'transportation', 'restaurants' etc occupy the top ranks. In regard to the category 'can not perform in Japanese', items which are not generally used in daily life, or in which people do not have enough experience, like, 'health care/welfare', 'work place', 'emergency' etc, have occupied the top ranks.

In regard to items of 'want to be able to do in Japanese', those items, where contact frequency is less but otherwise of high importance for life, like, 'emergency', 'health care/welfare' etc. have occupied high ranks. Similarly, a need for further learning is found in case of items like activity numbers 22 and 27 under 'transportation', which are closely connected to daily life, but where people have not yet acquired good communication knowledge. Further, item of high importance in life, like 'health care/welfare' along side 'emergency' has also occupied a high rank.

Let us now consider the differences on the basis of 'reading capability'. In relation to 'read news paper', respondents who have answered that they can not do it in Japanese have changed from first rank to fourth rank to out of the ten ranks. Further, there are more items in 'can read easy Kanji' level and 'can read familiar sentences' which overlap in the top 10 ranks. However, even if they reach the level of 'can read familiar sentences', they can not read complex sentences related to nursing, presentation, local community or parents meetings etc.

In 'want to become capable in Japanese', the item 'fire, ambulance and telephone to police' has occupied top rank in all levels. It is assumed that, even in 'can read familiar sentences', the countermeasure method in relation to these kinds of emergency services are still not known.

## Reference - language behaviour (105 items) total result: in order of needs

Frequency has been calculated on the basis of 'do not do now:0, frequency 1:1, frequency 2:2, frequency 3:3, frequency 4:4, frequency5:5'. 'No answer' has not been counted

Frequency order	Can and can not do in Japanese order	Need order	Item No	Langauge behaviour (105 items)	Frequency(average)	Repondents who can not do in Japanese(%)	Ration with respondents who want to acquire Japanese	Scene
88	63	1	Q56	Call fire/emergency department (119) and police (110)	1.26	43.4	94.3	8Emergency
20	60	2	Q22	Understand announcements in the station yard and in buses	2.58	43.8	92.3	3Transportation
79	67	3	Q58	Ask for help in case of disasters/accidents	1.48	42.2	92.2	8Emergency
28	64	4	Q50	Understand explanations of medicines prescribed (types, effect, how to take etc)	2.43	43.1	91.9	7Health care/welfare
40	73	5	Q59	Obtain information about disasters from radio or TV	2.18	40.5	91.5	8Emergency
30	57	6	Q49	Exchange information with physicians and nurses during clinical examinations	2.36	44.7	91.5	7Health care/welfare
2	75	7	Q65	View/listen to news on TV and radio	3.37	39.4	91.5	9Home
44	47	8	Q27	Explain how to reach destinations to people	2.11	47.9	91.2	3Transportation
39	58	9	Q47	Look for appropriate hospitals/clinics according to symptoms	2.19	44.2	90.8	7Health care/welfare
15	77	10	Q9	Look at displays in stores or ask sales persons in order to know the functions and prices of products	2.77	37.7	90.4	2Shopping
27	86	11	Q30	Withdraw/transfer money, pay utilities bills, etc. at a window of a bank or post office	2.43	35.4	90.3	4Financial institution etc
16	87	12	Q28	Withdraw/transfer money, pay utilities bills, etc. via automated teller machines	2.76	33.5	90.3	4Financial institution etc
18	89	13	Q51	Understand how to take medicines from the descriptions (three times a day, after meals etc.)	2.67	31.9	90.2	7Health care/welfare
8	94	14	Q4	Place order by reading the menu	2.96	29.9	90.1	1Restaurants
10	83	15	Q67	Deal with visitors	2.84	35.9	89.8	9Home
43	50	16	Q48	Request initial medical examinations and enter information in interview sheets	2.12	46.9	89.6	7Health care/welfare
41	8	17	Q66	Read newspapers	2.17	60.1	89.6	9Home
13	65	18	Q10	Read description of products (materials used in clothing, ingredients of food, etc.)	2.80	42.5	89.5	2Shopping
21	97	19	Q23	Confirm stops and connections by asking attendants or passengers in trains and busses	2.57	29.2	89.3	3Transportation
25	72	20	Q26	Read nameplates of houses, neighborhood place names and block numbers, names of intersections, guide maps in towns, etc.	2.49	41.2	89.2	3Transportation
34	85	21	Q25	Talk about your destination and how to reach there with taxi drivers	2.23	35.4	89.0	3Transportation
14	93	22	Q7	Look at inserts and compare prices	2.78	30.0	88.8	2Shopping
11	99	23	Q21	Read route maps and timetables at stations and bus stops	2.84	28.3	88.7	3Transportation
59	30	24	Q46	Listen to public announcements on crime/disaster preventions, etc	1.79	54.5	88.6	6Administrative/ Public institutions
56	69	25	Q24	Call taxi via telephone	1.86	41.7	88.6	3Transportation
32	82	26	Q33	Fill out forms and send registered mail, packages, home-delivery packages etc	2.32	36.5	88.5	4Financial institution etc
35	101	27	Q68	Greet neighbours when you move in	2.21	27.6	88.4	10Community communication
98	5	28	Q57	Call and consult insurance companies in case of emergency	1.08	61.0	88.4	8Emergency

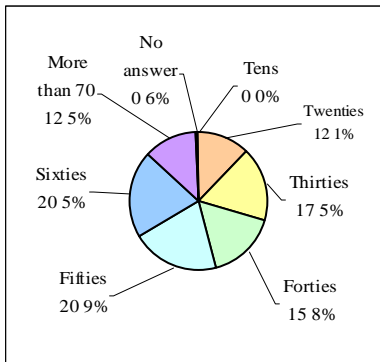
50	36	29	Q99	Read documents	2.04	52.3	88.0	14Workplace
17	104	30	Q18	Buy railway tickets at a station window	2.74	21.0	88.0	3Transportation
51	66	31	Q31	Remit money overseas at a window of a bank or post office	1.97	42.3	87.9	4Financial institution etc
24	44	32	Q13	Listen to and understand instore announcements	2.50	50.1	87.9	2Shopping
33	55	33	Q70	Read pass-along circulation, bulletins etc	2.23	45.4	87.8	10Community communication
63	51	34	Q1	Reserve a table via telephone and/or internet	1.72	46.7	87.8	1Restaurants
23	96	35	Q69	Greet and chat with neighbors near your house	2.52	29.5	87.8	10Community communication
26	80	36	Q96	Understand instructions and take appropriate actions	2.47	36.8	87.7	14Workplace
3	91	37	Q61	Answer to telephone at home	3.22	30.7	87.7	9Home
7	105	38	Q19	Buy railway tickets using ticket vending machine	2.99	20.9	87.6	3Transportation
36	53	39	Q5	Ask a waiter/waitress about ingredients of dishes or tell him/her your wishes	2.20	46.4	87.6	1Restaurants
5	102	40	Q8	Look at display in stores or ask sales persons for locations where goods you want are placed	3.08	24.0	87.2	2Shopping
42	68	41	Q98	Answer telephone calls	2.14	42.1	87.1	14Workplace
19	88	42	Q74	Participate in Japanese classes or international exchange events	2.65	32.3	86.8	10Community communication
49	78	43	Q12	Return and/or exchange goods	2.07	37.7	86.7	2Shopping
45	71	44	Q29	Open a new account at a bank window	2.10	41.4	86.6	4Financial institution etc
46	79	45	Q93	Look at your pay statement and ask questions	2.10	37.3	86.6	14Workplace
22	81	46	Q97	Communicate with colleagues to facilitate tasks	2.55	36.6	86.5	14Workplace
60	45	47	Q6	Understand a catering menu and order dishes via telephone	1.77	49.5	86.4	1Restaurants
52	48	48	Q91	Read company rules and ask questions	1.95	47.8	86.3	14Workplace
54	43	49	Q34	Look at delivery tickets in case of missed delivery and call to request re-delivery according to automatic voice guidance	1.94	50.2	86.2	4Financial institutions etc
53	46	50	Q104	Read displays and cautions at workplace	1.95	48.7	85.9	14Workplace
29	70	51	Q62	Listen to messages on answering machines and/or record your own messages	2.42	41.6	85.8	9Home
78	23	52	Q40	Subscribe to the National Health Insurance	1.52	56.1	85.7	6Administrative/ Public institutions
70	31	53	Q15	Order what you want via telephone	1.60	54.4	85.6	2Shopping
55	62	54	Q71	Participate in cleaning, fire drills, festivals, etc. in the local area	1.90	43.4	85.5	10Community communication
12	103	55	Q2	Inform a waiter/waitress about your wishes, such as the number of people, smoking/non-smoking, eating in or take out	2.81	22.6	85.4	1Restaurant
1	92	56	Q60	Talk with family members and friends	3.75	30.6	85.2	9Home
9	95	57	Q11	Use point card and discount coupons	2.90	29.5	85.1	2Shopping
65	29	58	Q105	Propose or engage in talks on how to improve work procedures	1.71	55.4	85.0	14Workplace
72	28	59	Q45	Read notifications in city/ward reports about immunization and health checkup	1.55	55.4	84.9	6Administrative/ Public institutions
69	21	60	Q16	Order what you want via fax or internet	1.61	56.3	84.8	2Shopping
66	17	61	Q100	Write daily reports and other reports	1.66	57.8	84.8	14Workplace
84	13	62	Q39	make moving arrangements (electricity, gas, Internet, telephone, address changes, etc.)	1.30	58.3	84.7	5Residence
68	22	63	Q102	Attend meetings and exchange opinions	1.62	56.3	84.6	14Workplace
81	4	64	Q101	Make presentations	1.40	62.1	84.3	14Workplace
47	90	65	Q94	Request (verbally) to have holidays or submit a request for vacation time	2.08	31.1	84.3	14Workplace
67	19	66	Q88	Read and confirm work contracts	1.64	56.7	84.2	13Application for employment
71	38	67	Q76	Look for cultural schools, vocational training schools and other opportunities/places for learning	1.56	51.9	84.1	1Learning/isure
4	59	68	Q64	Write emails to family members and friends using PCs	3.13	44.0	84.0	9Home
48	74	69	Q75	Use local facilities (library, children's house, sports facilities etc.)	2.07	40.2	83.7	1Learning/isure
61	49	70	Q43	Inquire about Japanese courses, exchange events to administrative offices and international communication associations etc.	1.73	47.5	83.7	6Administrative/ Public institutions
37	84	71	Q95	Participate in workplace events (welcoming/sending off parties, sports festivals etc)to promote spirit at the workplace	2.20	35.5	83.6	14Workplace

38	98	72	Q92	Communicate your absence, delay or leaving early from work	2.20	28.9	83.1	14Workplace
86	15	73	Q38	Enter necessary information in a contract	1.28	57.9	83.0	5Residence
31	100	74	Q3	Buy food tickets	2.33	27.8	82.9	1Restaurant
76	35	75	Q52	Read notifications of well-baby check up and free cancer screening (understanding the date/time, what to bring and other necessary information)	1.53	52.6	82.8	7Health care/welfare
87	14	76	Q17	Return or exchange goods you bought through mail-order services	1.26	58.0	82.8	2Shopping
6	76	77	Q63	Exchange emails with family members and friends using mobile phones	3.06	37.9	82.5	9Home
74	61	78	Q44	Use inquiry counters for non-Japanese	1.54	43.6	82.1	6Administrative/Public
82	9	79	Q103	make business communications with business partners and clients	1.37	59.6	81.8	14Workplace
64	56	80	Q20	Charge electronic money using ticket-vending machines at stations	1.71	44.7	81.8	3Transportation
57	42	81	Q84	Read classified advertisements and examine job conditions	1.86	50.2	81.7	13Application for employment
77	33	82	Q86	Inquire personnel in charge of human resources about job possibilities etc. by telephone	1.52	54.1	81.7	13Application for employment
96	7	83	Q32	Apply for fixed-time deposits and/or various loans at a window of a bank or post office	1.12	60.7	81.1	4Financial institutions etc
75	41	84	Q14	Buy goods at drive-through restaurants	1.54	51.1	80.9	2Shopping
93	34	85	Q73	Complain to neighbors or handle complains from neighbors	1.15	53.6	80.8	10Community communication
58	39	86	Q85	Write a C.V	1.83	51.2	80.5	13Application for employment
85	18	87	Q90	Enter required information on job seeker sheet and personnel registration forms to ask for advice	1.29	57.3	80.3	13Application for employment
62	52	88	Q87	Take job interviews	1.72	46.5	80.1	13Application for employment
73	54	89	Q37	Understan floor plans	1.54	46.4	80.0	5Residence
97	6	90	Q72	Exchange opinions in residents' association and other meetings	1.11	60.8	79.6	10Community communication
94	20	91	Q36	Consult real-estate offices	1.14	56.7	79.4	5Residence
99	12	92	Q35	Look for apartments/house via Internet	1.06	58.4	79.0	5Residence
89	10	93	Q89	Search for appropriate jobs on the Internet at Hello Work and other employment agencies	1.20	59.1	78.8	13Application for employment
101	3	94	Q53	Apply for and inquire about retirement pensions	0.98	63.0	78.1	7Health care/welfare
102	11	95	Q41	Consult an administrative institution on your child's admission to elementary/junior high schools and make applications	0.97	58.7	76.8	6Administrative/Public institutions
80	37	96	Q77	Read documents and notes from schools and/or kindergartens and prepare items to bring as required	1.44	52.2	76.4	12Nursery/KG/elementary and junior highshools
105	1	97	Q55	Apply for and take necessary procedures regarding certifications of nursing care need	0.76	64.1	76.0	7Health care/welfare
104	2	98	Q54	Consult the welfare division of an administrative office about nursing care (adult daycare service etc.)	0.77	63.9	75.1	7Health care/welfare
103	16	99	Q42	Make application for nursery and/or after-school care for children at an administrative institution	0.95	57.9	75.0	6Administrative/Public institutions
90	25	100	Q78	Write replies to notification memos from teachers and discuss child's behavior via such memos	1.19	56.0	74.8	12Nursery/KG/elementary and junior highshools
92	32	101	Q82	Help children with their homework	1.18	54.2	74.5	12Nursery/KG/elementary and junior highshools
91	27	102	Q83	Gather information to determine child's choice of career/education at a higher level after graduation	1.18	55.9	74.2	12Nursery/KG/elementary and junior highshools
83	40	103	Q79	Consult (converse) with teachers about child	1.30	51.2	73.6	12Nursery/KG/elementary and junior highshools
95	24	104	Q80	Participate in parent's association (PTAs etc.) to listen to what teachers say and exchange opinions with other parents	1.13	56.1	73.5	12Nursery/KG/elementary and junior highshools
100	26	105	Q81	Make phone calls to other parents according to the network	1.00	56.0	73.4	12Nursery/KG/elementary and junior highshools

# Survey of Japanese people : Outline of results

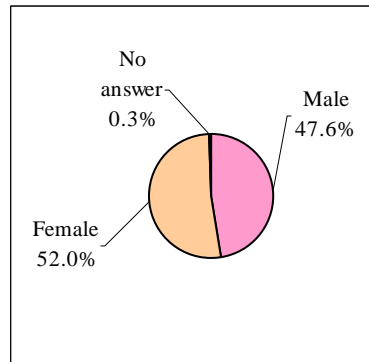
## 1. About the respondents

### 1.1. Age



Figures show numbers of respondents

### 1.2. Sex



Figures show numbers of respondents

In case of survey of Japanese people the questionnaire was distributed on the basis of stratified two stage random sampling method. Hence, a balanced data in relation to age and sex has been obtained. The ratio of females according to 2005 census was about 51.2%. Therefore, the number of female respondents has slightly become more, but it can be said that it is as per the census ratio.

### 1.3. Language(s), other than Japanese, used comfortably in daily life (5 top most languages) (Multiple answer possible)

	Language	Number of respondents (%)
1	English	302 (25.7%)
2	Korean	24 (2.0%)
3	Chinese	20 (1.7%)
4	French	18 (1.5%)
5	Spanish	8 (0.7%)

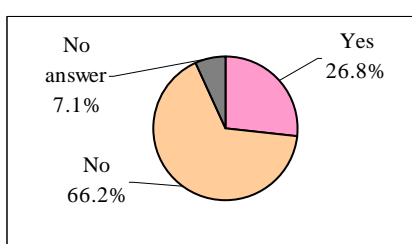
Respondents were asked to state which other languages than Japanese they use comfortably in daily life. They were asked to give the self assessment and also to give more than one answer. English has occupied 27.5% and is more than the expected ratio. A total of 5000 questionnaire were sent and out of these 1,176 were obtained. It can be said that, there is a possibility that respondents who answered the questionnaire have a high level of consciousness about language. Number of respondents who did not give any answer is 866.

### 1.4. Main languages used in the family (top 5 languages) (Multiple answer possible)

	Language	Number of respondents (%)
1	Japanese	1037 (88.2%)
2	English	193 (16.4%)
3	Chinese	28 (2.4%)
4	Korean	26 (2.2%)
5	French	13 (1.1%)

Regarding the main language(s) used in the family too, respondents were asked to give their self assessment and to give multiple answers. Japanese language has got the response of 88.2%. Despite the fact that questionnaire has been sent in random, it shows a low figure than expected. There might be a problem in the question itself. However, responses to English is 16.4%, and since other languages like Chinese and Korean have been given, it can be said that there not less people in Japanese society who do not speak Japanese at home.

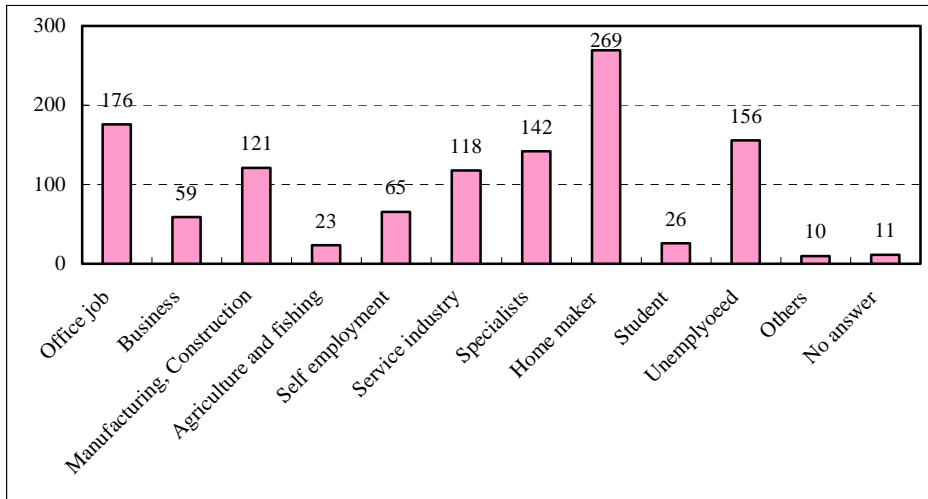
### 1.5. Do you have children



Figures show numbers of respondents

Respondents answering that they have children below 15 years of age came to 26.8% and is less than the responses of foreigners which is 36.9%. Since there is a tendency of declining birth rate in Japan, and children below 15 years of age do not exceed 15.8% of the population as per the 2005 census, the figure given above is only reflecting this.

## 1.6. Occupation

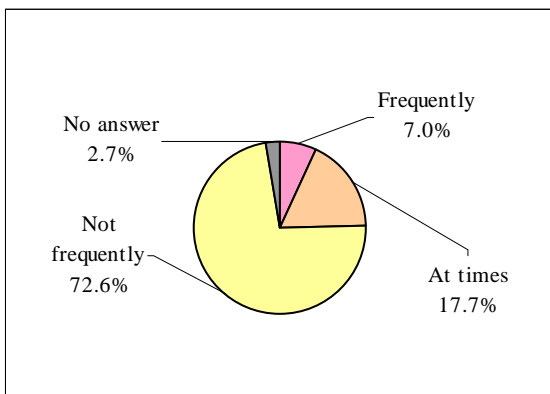


Figures show numbers of respondents

The number of home maker is in top and is followed by clerical jobs, unemployed, and specialists. Since questionnaire distribution has been based on stratified two-stage random sampling method, the balance is proper.

## 2. Contact with foreigners

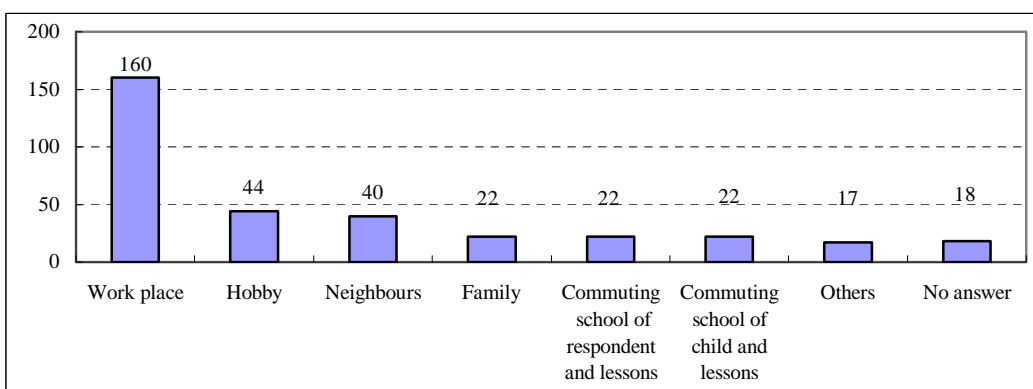
### 2.1. Frequency



Figures show numbers of respondents

Respondents were asked if they come in contact with foreigners in daily life. 'Frequently' and 'at times' occupied one-fourth of the total answers. Since this result has come even after the areas of questionnaire distribution has been done under random sampling, it means that contact with foreigners no more remains a special thing for Japanese people. A policy for multicultural co-existence is then the need of the hour. However, it also can not be ruled out that, respondents who were more concerned with the title of this survey only sent their answers.

### 2.2. Scene (Multiple answer possible)



Figures show numbers of respondents

Respondents were asked to speak about the scenes where they meet foreigners. Multiple answers were allowed. 'Work place' occupied the greatest number and 'hobby', 'neighborhood acquaintances' etc. have almost same number of answers. In regard to 'work place', it is felt that it is not only limited to business, but also is extended to factory etc.



### 3. Actual use of Japanese with foreigners

In regard to the 34 language items (9 scenes), we shall show the top five ranked answers in relation to high contact frequency with out concern to language, perform in Japanese and difficulties faced while performing in Japanese. Color in the table differentiates the scene.

#### 3.1. Frequency (Top 5 ranks)

##### All

	Language behavior	Contact frequency	Scene
1	31 Communicate with foreigner visitor, patients, pupils etc	0.87	9 Work
2	28 Communicate with foreigner teacher regarding child	0.56	8 Child's school
3	13 Communicate with familiar foreigner (family, lover, friend etc)	0.54	5 Home
4	32 Communicate with foreigner colleague, junior in the office	0.52	9 Work
5	08 Explain lead to destination to foreigners on the road	0.45	3 Transportatio

Here we shall show the top 5 ranks of results of both 'all' and 'employment wise' categories in regard to use of Japanese with foreigners. We are only giving the results of 'employed' and 'students' in the category of 'employment wise'.

##### Occupation wise

###### Employed person

	Language behavior	Contact frequency	Scene
1	31 Communicate with foreigner visitor, patients, pupils etc	0.86	9 Work
2	13 Communicate with familiar foreigner (family, lover, friend etc)	0.63	5 Home
3	08 Explain lead to destination to foreigners on the road	0.52	3 Transportatio
4	32 Communicate with foreigner colleague, junior in office	0.52	9 Work
5	foreigner teacher regarding child	0.51	8 Child's school

In regard to frequency, items like 'communicate with familiar people (family, lover, friend etc)' and 'explain lead to destination to foreigners on the road' have moved to top rank in both 'all' and 'employment wise'. The same trend is seen in case of 'employment wise' too. However, in 'home maker' category, a projection has been marked in 'communicate with foreigner teachers', possibly because they communicate with the ALT of school or teachers of English cram schools.

###### Home maker

	Language behavior	Contact frequency	Scene
1	28 Communicate with teacher regarding child	0.64	8 Child's school
2	19 Greet or gossip with neighbors near the house	0.44	6 Communication in community
3	13 Communicate with familiar foriegner (family, lover, friend etc.)	0.42	5 Home
4	06 Explain stop or connection station in train or bus	0.29	3 Transportatio
5	08 Explain lead todestination to foreigners on the road	0.28	3 Transportatio

###### Student

	Language behavior	Contact frequency	Scene
1	13 Communicate with familiar foreigners (family, lover, friends etc.)	1.00	5 Home
2	08 Explain destination to foreigners on the road	0.85	3 Transportatio
3	06 Explain stopping and changeover stations to foreigners in train or bus	0.77	3 Transportatio
4	23 Communicate with foreigner teachers of the school or cultural school to which I commute	0.73	7 Education/ liesure
5	03 Ask about the location of product or items to foreigner employ of the shop	0.69	2 Shopping

As a whole, the frequency of contact of students with foreigners is more than any one. Particularly, it is symbolic that 'communicate with foreigner teacher in the school or cultural school, I commute to' ranks higher than others.

### 3.2. Whether perform only in Japanese (top 5 ranks)

All

	Language behavior	Respondents who perform only in Japanese (%)	Scene
1	01 Talk to a foreigner employ of a restaurant on phone for delivery or reserving a table	80.8	1 Restaurant
2	10 Talk to foreigner doctor or nurse in the hospital	76.9	4 Medicine/Trouble
3	02 Ask about the dishes and their ingredients to foreigner employ while putting an order in the restaurant	76.5	1 Restaurant
4	29 Participate in Parents' meeting (PTAs etc.), listen to foreigner teacher and exchange opinions with foreigner parents	75.0	8 Child's school
5	30 Talk to foreigner parents of parents' network on telephone	71.4	8 Child's school

Employed persons

	Language behavior	Repondents who perform only in Japanese (%)	Scene
1	02 Ask about the dishes and their ingredients to foreigner employ while putting an order in the restaurant	82.4	1 Restaurant
2	01 Talk to a foreigner employ of a restaurant on phone for delivery or reserving a table	82.4	1 Restaurant
3	04 Put an order with the foreigner employ in a drive-through restaurant	82.1	2 Shopping
4	03 Ask a foreigner employee about a location or product that you want	72.2	2 Shopping
5	05 Inquire for or order a product from a foreigner employee via telephone (including service centers)	72.1	2 Shopping

Home maker

	Language behavior	Respondents who perform only in Japanese (%)	Scene
1	04 Put an order with the foreigner employ in a drive-through restaurant	100	2Shopping
2	24 Communicate with foreigner class fellow in my school or in a cultural school	100	7Education/liesure
3	01 Communicate with a foreigner employ for delivery or reservation of a table via telephone to a restaurant	86.7	1Restaurant
4	10 consult a foreigner doctor or nurse in the hospital	85.7	4Medicine/trouble
5	29 Participate in Parent's association (PTA etc.) and understand what a foriegner teacher say and exchange opinions with other parents	83.3	8Child's school

In regard to performance only in Japanese, items of 'restaurants' or 'shopping' take top most positions. It shows that services in Japanese are being sought when there is a Japanese employee.

In case of 'child's school', communication with 'foreigner teacher' by Japanese guardians occupies a lower rank. In contrast their communication with 'foreigner guardians' occupies a higher rank. It seems that they talk more with them in Japanese since they believe that foreigner guardians belong to same category as themselves. Probably, the Japanese guardians are thinking that the foreigner guardians would be more proficient in Japanese than the foreigner teachers as they live in Japan.

Student

	Language behavior	Respondents who perform only in Japanese (%)	Scene
1	22 Complain to foreigner neighbors and handle complaints from foreigner neighbours	83.3	6 Local community communication
2	16 Write emails to familiar foreigners (family, lover, friend etc.) on mobile phones	75.0	5 Home
3	01 Communicate with a foreigner employee of restaurants over phone for delivery or reservation of a table	71.4	1 Restaurant
4	05 Inquire or order for products from foreigner employees via telephone (including support centers).	66.7	2 Shopping
5	24 Communicate with foreigner classmates of the school or cultural school where I commute to	57.1	7 Education/Liesure

Japanese students, in compliance with the general trend, occupy the top most rank in relation to ‘complain to foreigners and take countermeasures in regard to complaints from foreigners’ and are apparently using Japanese when there is a trouble.

3.3. Degree of hardship in Japanese communication (Top 5 ranks)

All

	Language behavior	Hardship degree in Japanese	Scene
1	09 Seek the lead to destination from a foreigner on the road	2.04	3 Transportation
2	08 Explain a lead to destination to foreigners on the road	2.01	3 Transportation
3	05 Explain stops or connections to foreigner commuter in train or bus	1.98	3 Transportation
4	12 Help foreigners seeking help	1.97	4 Medicine/trouble
5	31 Communicate with foreigner visitor, patients and pupils	1.89	9 Job

Occupation wise

Employed person

	Language behavior	Hardship degree in Japanese	Scene
1	25 Communicate with foreign student through home stay etc.	2.00	7 Education/liesure
1	11 Seek help from a neighborhood foreigner when in trouble or in need of help	2.00	4 Medicine/trouble
1	06 Explain stops or connections to foreigner commuter in train or bus	2.00	3 Transportation
4	08 Explain a lead to destination to a foreigner on the road	1.83	3 Transportation
5	05 Inquire or order for products from foreigner employees via telephone (including support centers).	1.67	2 Shopping

Home maker

	Language behavior	Hardship degree in Japanese	Scene
1	09 Ask a foreigner about lead to destination on the road	3.00	3 Transportation
2	08 Explain a lead to destination to a foreigner on the road	2.10	3 Transportation
3	07 Confirm stops or connections from foreigner commuter in stations or buses	2.00	3 Transportation
3	25 Communicate with foreign students through home stay etc.	2.00	7 Education/liesure
3	11 Seek help from a neighborhood foreigner when in trouble or in need of help	2.00	4 Medicine/trouble
3	05 Inquire or order for products from foreigner employees via telephone (including support centers).	2.00	2 Shopping

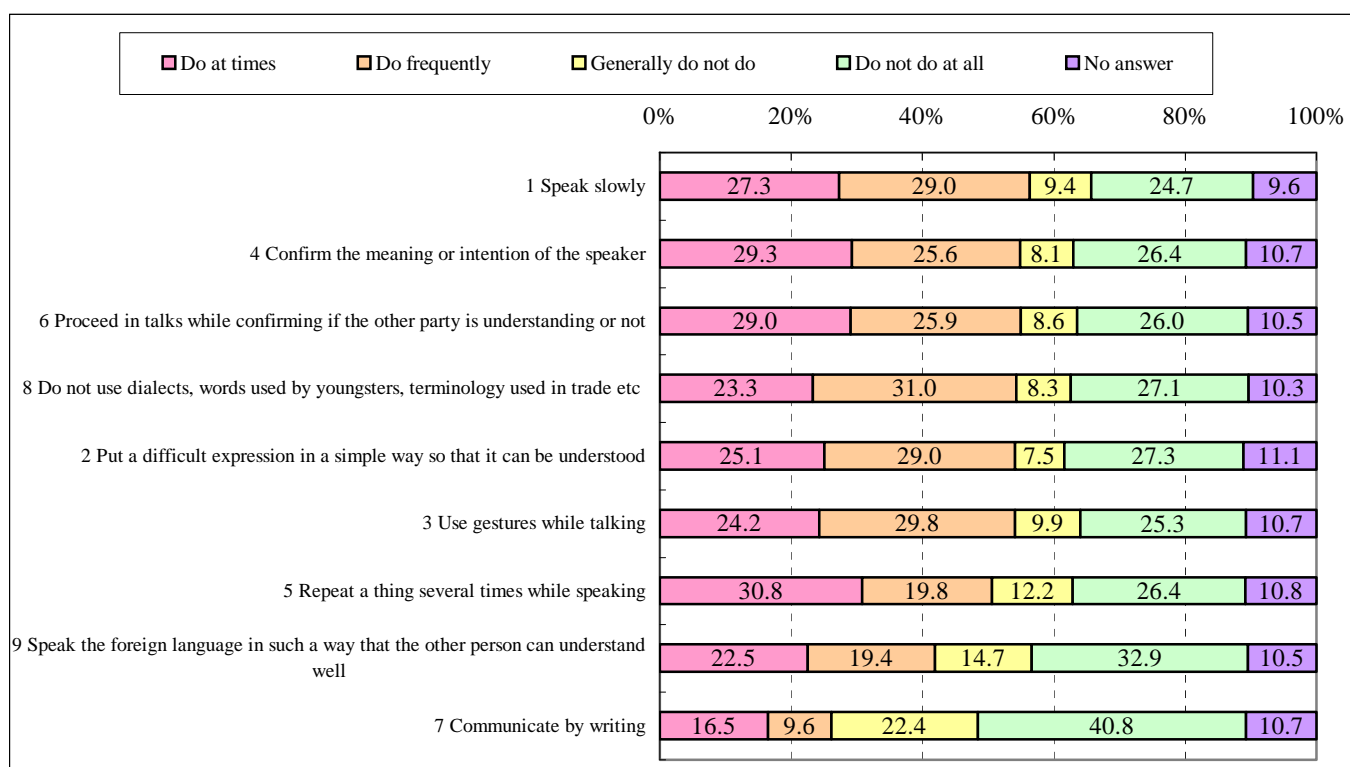
Student

	Language behavior	Hardship degree in Japanese	Scene
1	25 Communicate with foreign student through home stay etc.	2.00	7 Education/liesure
1	11 Seek help from a neighborhood foreigner when in trouble or in need of help	2.00	4 Medicine/trouble
1	06 Explain stops or connections to foreigner commuter in train or bus	2.00	3 Transportation
4	08 Explain a lead to destination to a foreigner on the road	1.83	3 Transportation
5	05 Inquire or order for products from foreigner employees via telephone (including support centers).	1.67	2 Shopping

In relation to degree of difficulty in Japanese, item ‘transportation’ has occupied the top rank in both ‘all’ and ‘employment wise’. It can be compared with ‘restaurant’, ‘shopping’ etc in (2) ‘do you communicate only in Japanese?’ Japanese is used in such cases because the flow of communication is already known and also because they think the foreigner in a Japanese shop should be having good knowledge of Japanese. In contrast, in case of transportation, Japanese people probably think that they have to grasp the Japanese capability degree of the foreigner while talking and communicate with them according to their level of Japanese language capability. This same reason apparently applies to items ‘extend helping hand to foreigner seeking help’, ‘seek assistance from neighborhood foreigner when in trouble’ etc falling under ‘medicine/trouble’ or ‘communicate with foreign students through home stay etc,’ falling under ‘home maker’, which have occupied top ranks.

#### 4. Means adopted during communicating with a foreigner

##### Means in relation to language



Out of the 9 items, a greater number of respondents have selected ‘do use the means’ (‘frequently’ and ‘at times’). These respondents are using the means of ‘speak slowly’. On the other hand, the means of ‘convey by writing’ is conspicuously low. People who have selected other items than ‘use user friendly foreign language’ and ‘convey by writing’ have exceeded half of the total number. In contrast, there are more than 30% of respondents in all the items who are answering as ‘generally do not do’ or ‘do not do at all’ under the ‘do not use the means’ category.

‘Use user friendly foreign language’ is a little difficult means than ‘convey by writing’, which can be used by anyone. Despite this, this means has not been selected so much.

## Reference: Language behaviour (34 items) Total result

Language behavior	Frequency average value	Do you perform in Japanese (%)			Degree of difficulty Average value	Scene
		Only Japanese	Japanese as foreign language	Only foreign language		
01 Communicate with a foreigner employee for delivery of food or reserving a table in a restaurant via telephone	0.21	80.8	16.7	0.80	1.58	1 Restaurant
02 Inquire about ingredients of dishes etc. from a foreigner while putting an order	0.41	76.5	17.3	1.30	1.45	1 Restaurant
03 Seek the help of foreigner employee for a product or a location of the product	0.29	66.3	29.4	2.70	1.49	2 Shopping
04 Order food from foreigner salesperson in drivethrough shops	0.07	60.0	24.4	4.40	1.35	2 Shopping
05 Inquire or order for products from foreigner employees via telephone (including support centers)	0.09	63.9	23.0	6.60	1.57	2 Shopping
06 Explain stops or connections to foreigners in the train or bus	0.38	20.5	59.2	16.4	1.98	3 Transportation
07 Confirm stops or connections from foreigners in the train or bus	0.04	34.3	51.4	11.4	1.80	3 Transportation
08 Explain the destination to foreigners on the road	0.45	19.7	60.8	14.7	2.01	3 Transportation
09 Seek the lead to destination from a foreigner on the road	0.04	29.6	55.6	7.40	2.04	3 Transportation
10 Communicate with foreigner doctor/nurse in the hospital	0.04	76.9	19.2	0.00	1.33	4 Medical care and trouble
11 Seek help from neighborhood foreigners when in trouble	0.05	44.4	44.4	7.40	1.86	4 Medical care and trouble
12 Extend helping hands to foreigners seeking help	0.15	19.8	62.8	14.9	1.97	4 Medical care and trouble
13 Communicate with familiar foreigner (family, lover, friend etc.)	0.54	43.4	40.3	9.00	1.44	5 Home
14 Attend to telephone from foreigners	0.28	27.9	40.4	25.7	1.63	5 Home
15 Listen to answering machine messages from foreigners, leave answering machine messages for foreigners	0.12	15.8	49.1	31.6	1.57	5 Home
16 Write emails to familiar foreigner (family, lover, friend etc) via mobile phone	0.17	30.9	38.2	19.1	1.30	5 Home
17 Write emails to familiar foreigners (family, lover, friend etc.) via PCs	0.19	13.1	38.1	36.9	1.42	5 Home
18 Attend to foreigner visior	0.24	35.6	45.6	12.1	1.72	5 Home
19 Greet and gossip with neighbors living in the neighborhood	0.38	62.4	26.5	2.20	1.28	6 Local community communication
20 Communicate with foreigners in cleaning, disaster training, local festivals etc.	0.17	55.6	35.0	1.70	1.36	6 Local community communication
21 Exchange opinions in local community meetings	0.06	62.9	22.9	0.00	1.39	6 Local community communication
22 Put a complaint to a foreigner or take countermeasures in regard to a complaint from a foreigner	0.04	65.4	26.9	0.00	1.55	6 Local community communication
23 Communicate with foreigner teacher in the school or cultural school which I commute to	0.15	22.0	49.2	16.9	1.49	7 Education/ Lisure
24 Communicate with foreigner classfellows in school or cultural school which I commute to	0.05	50.0	45.5	0.00	1.30	7 Education/ Lisure
25 Meet and communicate with foreign students through homestay programs	0.04	14.3	48.6	20.0	1.86	7 Education/ Lisure
26 Enquire about the events from foreigners of the International Exchange Associations etc.	0.05	25.0	50.0	8.30	1.60	7 Education/ Lisure
27 Communicate with foreigners in an event	0.13	25.8	52.7	12.9	1.63	7 Education/ Lisure
28 Consult with foreigner teacher about child	0.56	22.8	50.9	21.1	1.37	8 Child's school
29 Participate in parents' association (PTAs etc.) to listen to what foreigner teachers say and exchange opinions with other foreigner paretns	0.16	75.0	20.8	4.20	1.32	8 Child's school
30 Make phone calls to foreigner parents according to network	0.09	71.4	21.4	0.00	1.46	8 Child's school
31 Communicate with foreigner visitor, patient, pupils etc.	0.87	38.8	44.9	9.80	1.89	9 Work
32 Communicate with foreigner colleague and juniors in the work place	0.52	44.4	38.3	12.3	1.48	9 Work
33 Communicate with foreigner boss	0.08	28.6	50.0	21.4	1.70	9 Work
34 Communicate with foreigner business partners	0.27	25.4	47.9	25.4	1.82	9 Work