

7. Problems and Concerns in Japanese-Language Teaching

Response rates on problems and concerns in Japanese-language teaching rose in the 2009 survey; the highest rate was for “inadequate teaching materials” (34.6 percent).

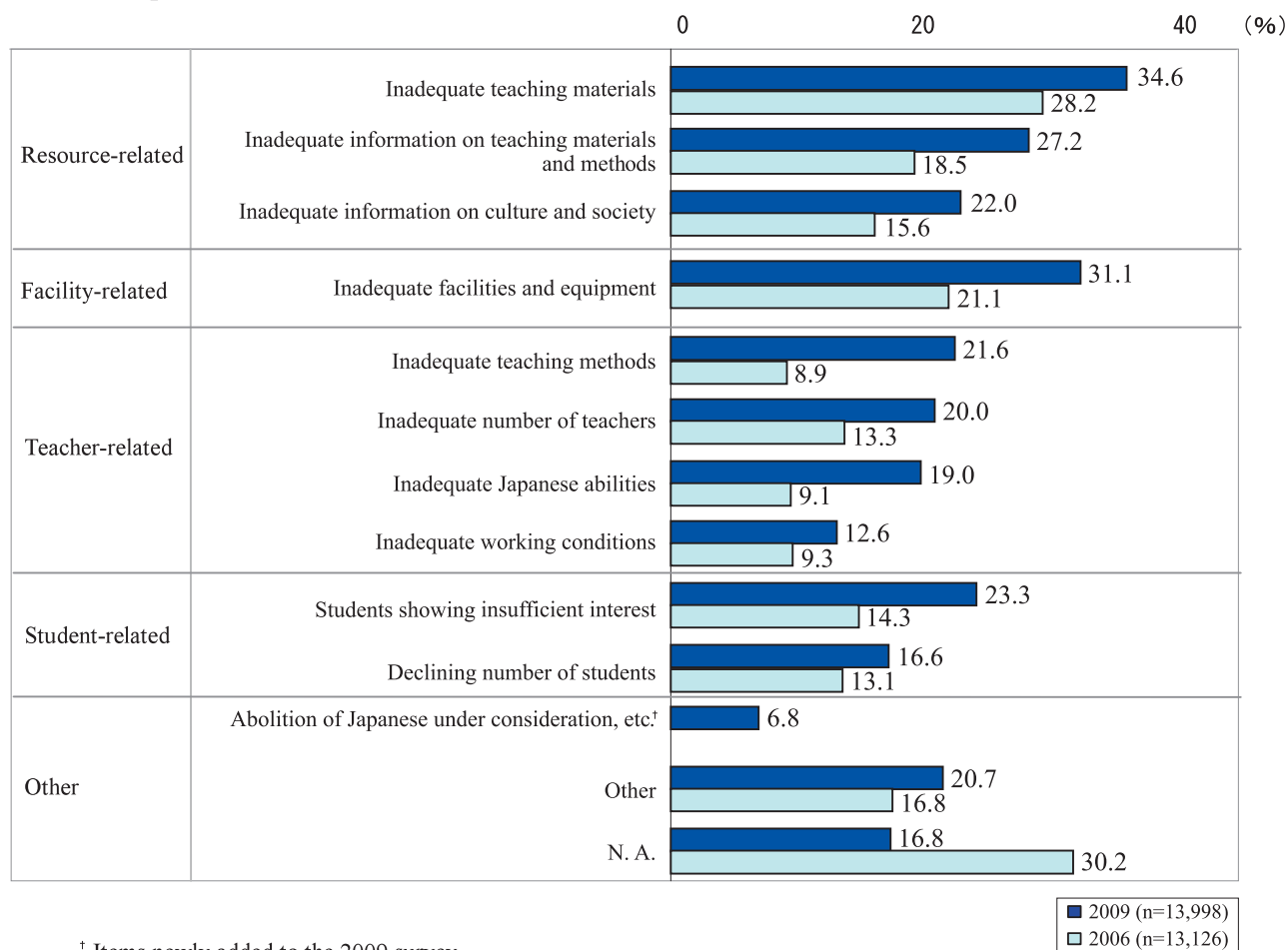
(1) Problems and Concerns in Japanese-Language Teaching in the World as a Whole

Among problems and concerns cited by Japanese-language institutions, “inadequate teaching materials” showed the highest response rate at 34.6 percent, followed by “inadequate facilities and equipment” at 31.1 percent and “students show insufficient interest” at 23.3 percent.

The newly added item in the 2009 survey, “abolition of Japanese under consideration, etc.,” showed the lowest rate at 6.8 percent, but it is notable that at as many as 946 institutions the abolition of Japanese-language teaching was under consideration.

In the 2006 survey the surveyed institutions were asked to cite the three most important items as problems and concerns in Japanese-language teaching, but in the 2009 survey they were asked to cite as many as applicable. Probably because of that, all items in this question showed higher response rates. Especially those items that showed an increase of about 10 percentage points compared with the previous survey were “inadequate facilities and equipment” (31.1 percent), “students showing insufficient interest” (23.3 percent), “inadequate teaching methods” (21.6 percent), and “ [teachers with] inadequate Japanese abilities” (19.0 percent). (See Graph 6.)

Graph 6. Problems and Concerns in Japanese-Language Teaching (Comparison with 2006 Survey)



[†] Items newly added to the 2009 survey.

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

(2) Problems and Concerns in Japanese-Language Teaching by Level of Education

At the level of primary education, as compared with the whole, “inadequate working conditions [for teachers]” (17.2 percent) showed 4.6 percentage points higher while “inadequate information on [Japanese] culture and society” (12.5 percent) and “inadequate teaching methods” (8.7 percent) showed about 10 percentage points lower.

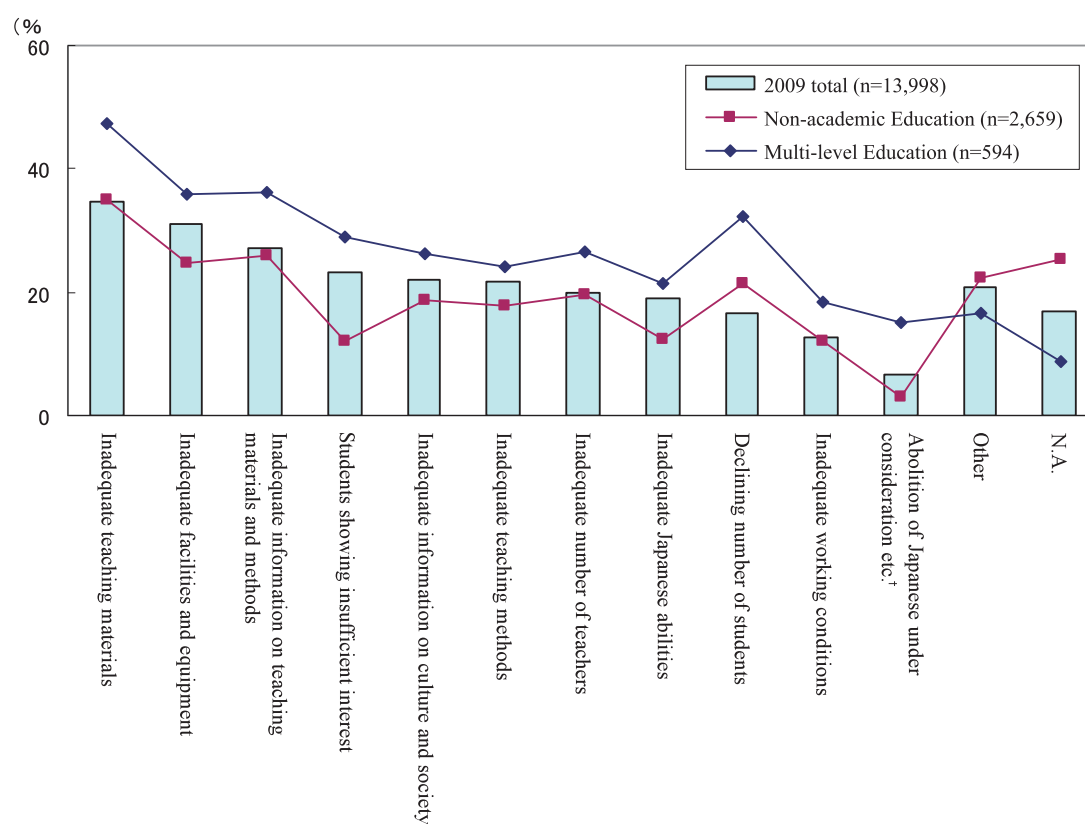
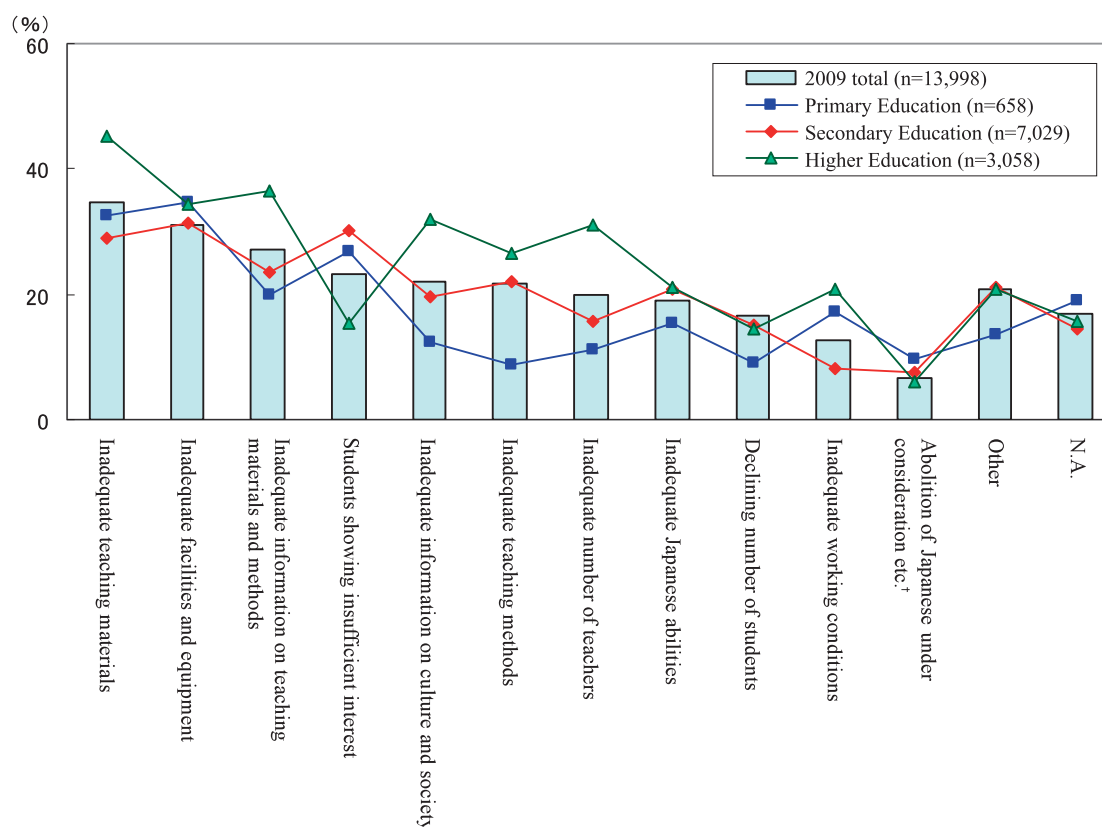
At the level of secondary education, the response rates for all items did not differ much from the whole, but “inadequate teaching materials” (29.0 percent) did show about 5 percentage points lower and “students show insufficient interest” (30.1 percent) 6.8 percentage points higher than the whole.

At the level of higher education, the response rates were relatively low for both “declining number of students (14.3 percent) and “students showing insufficient interest” (15.5 percent). But other items were high, and this was especially true for “inadequate teaching materials” (45.2 percent), “inadequate information on teaching materials and methods” (36.6 percent), “inadequate information on [Japanese] culture and society” (31.9 percent), and “inadequate number of teachers” (31.0 percent), for all of which the responses were about 10 percentage points higher as compared with the whole.

As for non-academic institutions, probably because their students voluntarily attend in order to study Japanese language, “students showing insufficient interest” (11.9 percent) showed more than 10 percentage points lower than for the whole. “Declining number of students” (21.3 percent), on the other hand, was more than 4.7 percentage points higher than for the whole, and “inadequate facilities and equipment” (24.9 percent) and “[teachers with] inadequate Japanese abilities” (12.4 percent) more than 6 percentage points lower.

Multi-level institutions showed higher percentages than for the whole in all options except for “Other”. This is especially true of “inadequate teaching materials” (47.3 percent) and “declining number of students” (32.2 percent), all of which showed more than 10 percentage points higher than for the whole. **(See Graph 7.)**

Graph 7. Problems and Concerns in Japanese-Language Teaching by Level of Education



[†] Items newly add to the 2009 survey.

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