

educational level. Institutions of higher Education and non-academic institutions averaged five Japanese-language teachers per institution. On average, teachers at institutions of higher education each taught approximately 45 students. Each teacher at non-academic institutions taught approximately 31 students. In contrast, primary or secondary educational levels averaged two or fewer Japanese-language teachers per institution. On average, each teacher at these institutions taught 135 students. These figures indicate that Japanese-language teachers at primary and secondary institutions tend to teach large numbers of students assigned to them and the number of colleagues within their own institutions is very small.

■ Percentage of Japanese-Language Teachers Who Are Native Speakers

A total of 12,676 (approx. 30 percent) of Japanese-language teachers overseas are native speakers of the language. The remainder is local teachers to whom Japanese is not a native language. By educational level, percentages of native speaker Japanese-language teachers tended to be high at both institutions of higher education and non-academic institutions, with more than 30 percent of teachers at such institutions (30.7 percent and 39.7 percent, respectively) being native speakers.

However, the percentage of native speakers was low (roughly 20 percent) among Japanese-language teachers at institutions of primary and secondary education, where Japanese-language education was given by local teachers to whom Japanese is not a native language.

■ Percentage of Institutions with Native Japanese Speakers as Teachers

Approximately two-thirds of institutions of higher education and non-academic institutions had at least one teacher for whom Japanese was a native language. Approximately 80 percent of the institutions of primary and secondary education lacked even one teacher to whom Japanese was a native language. Naturally, Japanese classes in institutions in this latter category were taught entirely by non-native speakers.

■ Development of Japanese-Language Teachers

In recent years, the number of students of primary and secondary education has increased. One topic of concern in responding to this situation is the local development of Japanese-language teachers. Of institutions of higher education worldwide that provide instruction in the Japanese language, 471 institutions (16.2 percent) in 46 countries provide courses targeting the training of Japanese-language teachers. Comparison with the 2003 survey shows a significant increase of 60.8 percent in the number of such institutions.

Inadequacies in appropriate teaching materials, facilities and equipment, and information on teaching materials and methods.

7. Problems and Concerns with Japanese-Language Teaching

■ Major Problems and Concerns with Japanese-Language Teaching

Problems and concerns with Japanese-language teaching cited by the largest number of institutions included issues related to resources (i.e., “soft” factors), such as inadequate teaching materials (the most widespread problem, cited by 40.4% of institutions), and issues related to facilities and equipment (i.e., “hard” factors), such as inadequate facilities and equipment (the second-most widespread problem, cited by 30.2% of institutions; see Figure 10). The third most commonly cited problem was lack of information on teaching materials and teaching methods cited by 26.5% of institutions. Fourth on the

list of issues noted by these institutions was inadequate information on Japanese culture cited by 22.3% of institutions.

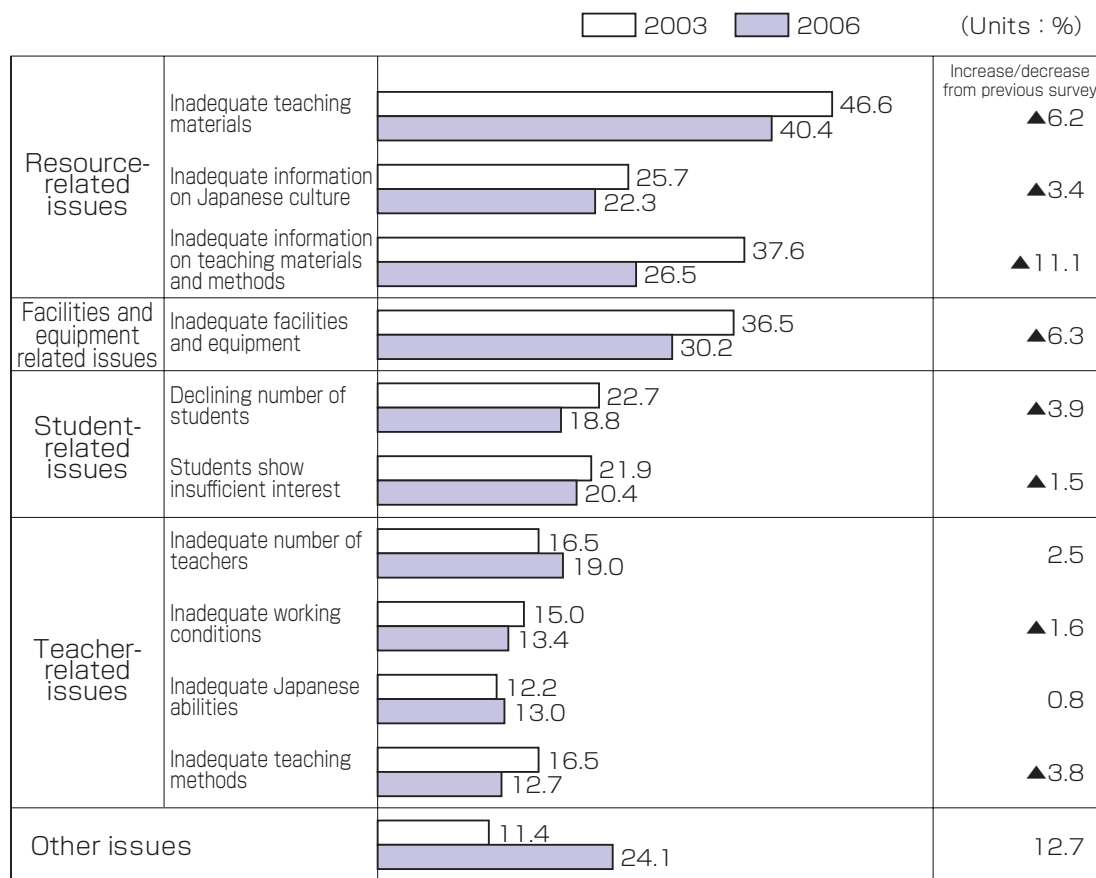
■ **Changes in Problems and Concerns**

Compared to the results of the 2003 survey, the percentages of institutions citing almost every choice declined. For example, while the percentage of institutions citing inadequate information on teaching materials and teaching methods ranked second highest in the 2003 survey, the percentage identified in this survey showed the tendency of significant improvement, falling ten percentage points to third in rank. However, the percentages of institutions citing teacher-related problems such as inadequate numbers of teachers and inadequate Japanese abilities have grown. This may indicate that development of Japanese teachers has not kept pace with the increase in numbers of students studying Japanese.

■ **Problems and Concerns by Educational Level**

The above-mentioned problems and concerns were common to all educational levels. In addition to these, those unique to the primary and secondary educational levels were student-related concerns, such as inadequate interest among students and the declining numbers of students. Many institutions of higher education identified as problems teacher-related issues, such as inadequate numbers of teachers and inadequate working conditions for teachers, while non-academic institutions most frequently cited declining numbers of students, inadequate number of teachers and inadequate teaching methods.

Figure 10: Problems and Concerns with Japanese-Language Teaching



Note: Respondents selected the three most important items from eleven choices. Figures indicate percentages of institutions citing each response.