

# The Quest to Advance Japanese Language Education in Kenya: Insights from a 2023 Needs Survey

KAGEMA Njeri

Japanese language education in Kenya (hereafter, JLEK) is claimed to have begun in 1975 (Japan Foundation, 2023). Since then, several institutions have introduced Japanese language programs, with the language mainly being taught in tertiary institutions as a non-credit optional course, elective course, or minor degree program.

There are several publications documenting the state of JLEK to date. However, there has been a gap in terms of conducting periodic needs surveys that seek the collective views of the instructors and learners towards the advancement of JLEK.

This paper presents the findings of a needs survey conducted on JLEK in the second half of 2023 targeting the above-mentioned respondents. It was deemed important to include potential learners and past learners to better understand, among other things, the barriers encountered in the quest to access, or to continue accessing JLEK.

Based on the survey results, the author examines the possible catalysts for promoting, as well as the barriers impeding, the advancement of JLEK. Considering the challenges facing JLEK as of 2023, such as difficulties in accessing Japanese language programs due to various reasons that are discussed in this paper, challenges in achieving adequate teacher training, and issues regarding teaching and learning materials, the author briefly recommends some remedies through which JLEK can be improved. These include investing in local training programs for instructors, the provision of Japanese programs to the public by (preferably) all institutions implementing JLEK, and the development of materials designed for Kenyan learners of Japanese that are suitable for self-study.

【keywords】 Japanese language education in Kenya (JLEK), needs survey, Japanese language learners in Kenya, Japanese language teaching and learning materials, Japanese language teacher training

(Graduate School, Tohoku University)

## ケニアの日本語教育の促進を目指して —2023 年のニーズ調査からの考察—

KAGEMA Njeri

ケニアにおける日本語教育（以下、JLEK）は1975年に始まった。以来主に高等教育機関で課外科目、選択科目、副専攻として日本語が教えられているが、JLEKのために教師や学習者を対象とした定期的なニーズ調査は行われていない。

本稿は2023年に行われたJLEKの活動に対するニーズ調査の結果を報告する。調査は現職の教師や学習者に加えて、潜在的な学習者や過去の学習者を対象にJLEKへのアクセスと継続性についての問題を把握するために実施された。

調査結果に基づき、筆者はJLEKの活動の発展を促進、あるいは阻害する要因を検討した。課題として日本語教育へのアクセス、適切な教師研修の実施、学習教材に関する問題等が明らかになった。これらを踏まえ、筆者は教師研修プログラムへの投資、JLEKを実施している全機関による社会人対象の日本語プログラムの提供、ケニアの日本語学習者に適した自習用の教材の開発等を提案した。

【キーワード】 ケニアにおける日本語教育（JLEK）、ニーズ調査、ケニアの日本語学習者、日本語教材、日本語教師研修

(東北大学大学院生)