

Outpaced Overseas: Japan's English Takes a Backseat

Nagoya University Affiliated Upper Secondary School

Introduction

English can **enrich lives and nations**
Japan ranks only **96th** out of 123 non-English-speaking countries

※**EPI (English Proficiency Index)** : An annual EF (Education First) English proficiency survey of people in 123 non-English-speaking countries

r= correlation coefficient, *p<0.05 **p<0.01 ***p<0.001 The significance level is 5%.

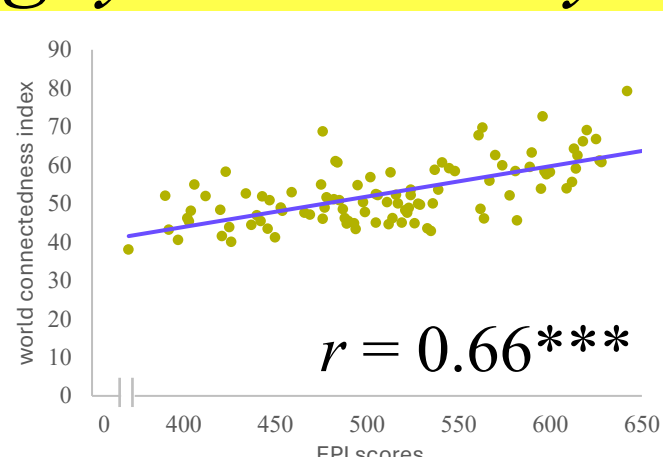


Fig.1: English Proficiency (EPI) vs Global Connectivity

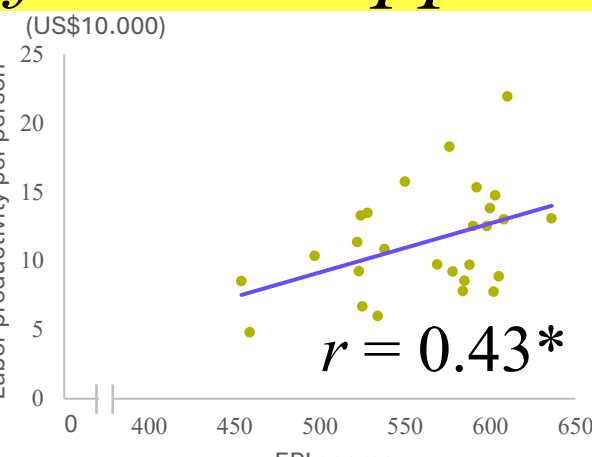


Fig.2: English Proficiency (EPI) vs Labor productivity per person

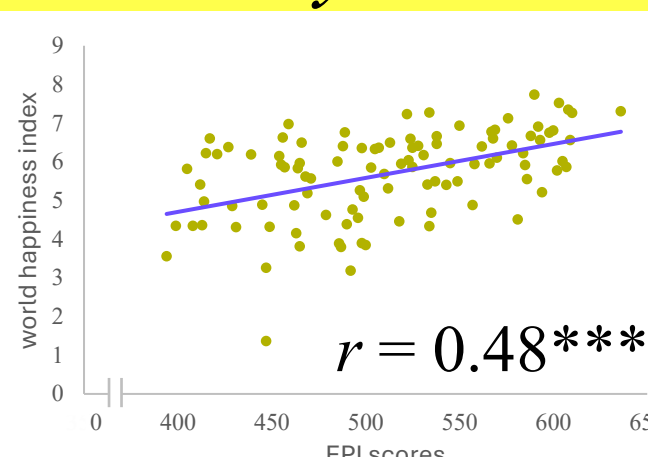


Fig.3: English Proficiency (EPI) vs Happiness (index)

Current Situation

Focusing on English education in schools, we can raise **overall** English proficiency

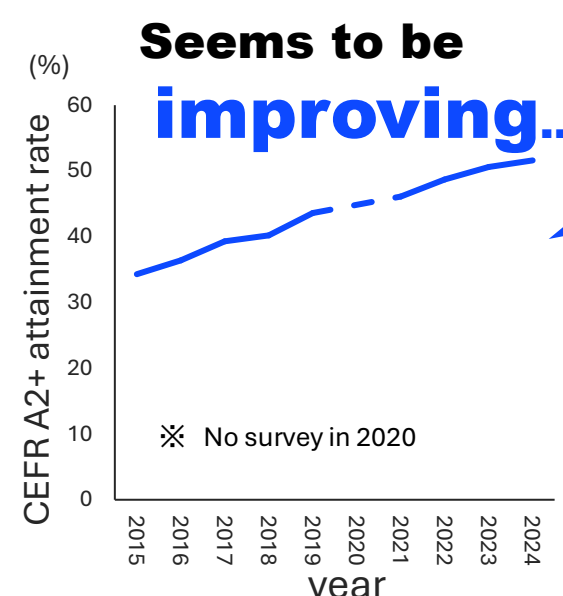


Fig.4: CEFR A2+ attainment rate (High School Students)

① **Youth English Proficiency**

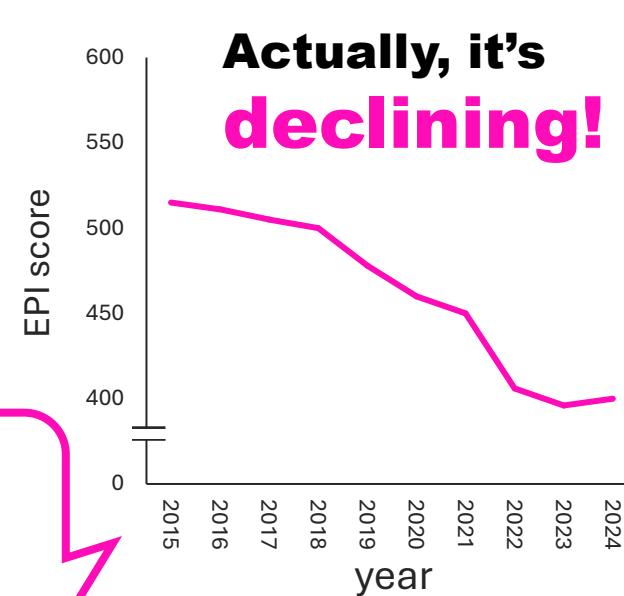
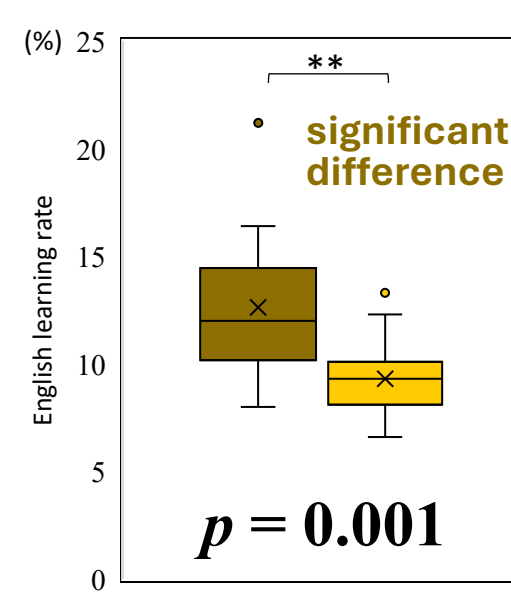
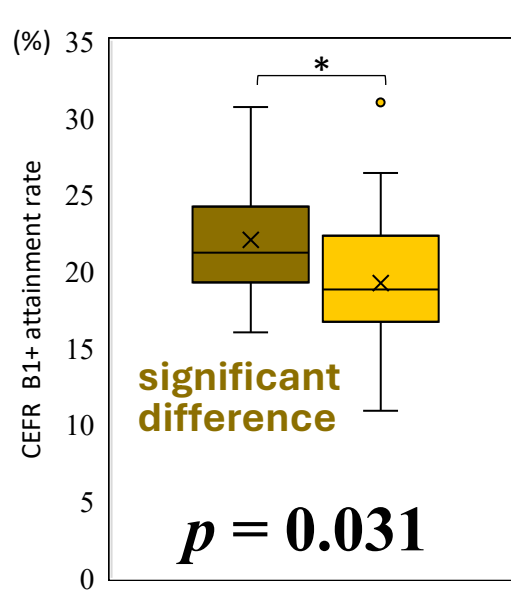


Fig.5: English Proficiency (18-20)



urban rural

Fig.6: English learning rate



urban rural

Fig.7: CEFR B1+ achievement

② **Regional Gaps in English Learning**

Comparison

EPI score (2025)				
Years of English Education		446	624	581
English level requirements for teachers		10 years	11 years	11 years
English level requirements for teachers		NO requirements	C1	C1
Language usage in English classes		JPN & ENG (a little bit)	Only ENG	Only ENG
ICT usage in English classes		Partial use	Active use	Active use

Hypothesis

- ① **Longer class time does not** significantly affect students' English proficiency.
- ② **Higher teachers' English proficiency** leads to higher students' English proficiency.
- ③ **Practical use of English and positive ICT integration** enhance students' English proficiency.

Data Analysis

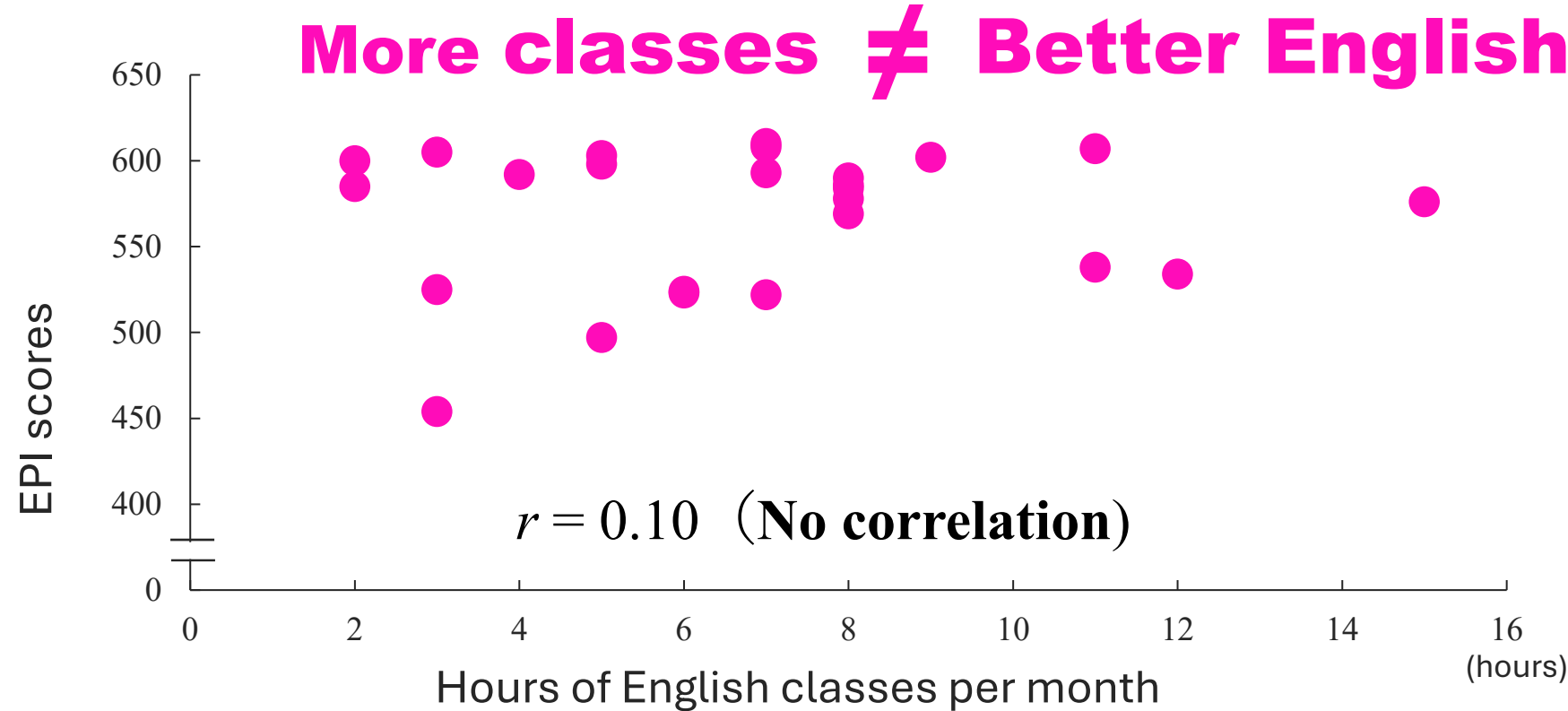


Fig.8: Class Hours vs English Proficiency (OECD)

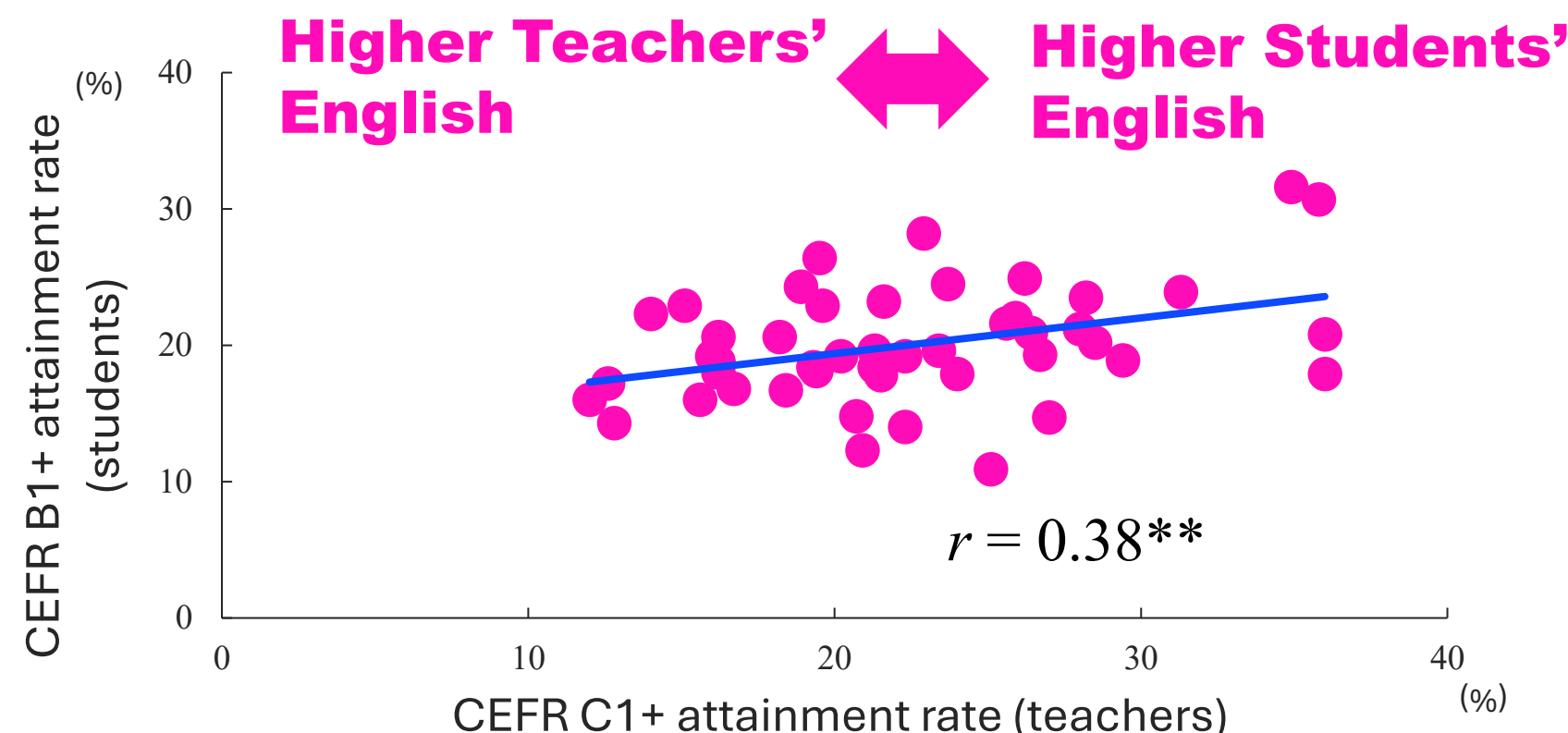


Fig.9: Teachers' vs Students' English Proficiency in Japan

① Class Hours VS Students' English

② Teachers' English VS Students' English

QUANTITY does not matter!

Japan needs standards to **improve teachers' English**
(Inviting **native speakers** is **GOOD** especially in **rural areas**)

③ Teaching Methods and Practices VS Students' English

Table1: Teaching Methods vs Students' English Proficiency

	Remote English exchange with students abroad	Online English conversation with fluent English speakers	English Communication via SNS/chat	Use of digital content	Use of digital textbooks
CEFR A2+ attainment rate	0.44**	0.48***	0.24	-0.24	-0.35*
CEFR B1+ attainment rate	0.42**	0.56***	0.37*	-0.10	-0.23

Education needs more **"ACTIVE ENGLISH USE"**

ICT Use $\neq$ **English Ability**

Actual English Use
➡ **Higher Proficiency**

Conclusions and Discussions

Japan English proficiency is declining

- By improving **English Education**, students become **"More accustomed"** rather than **"simply studying it"**
- **Reduce regional disparities** and lead to a long-term improvement in English proficiency in Japan.