

# Outpaced Overseas: Japan's English Takes a Backseat

Nagoya University Affiliated Upper Secondary School

## Introduction

English can **enrich lives and nations**  
Japan ranks only **96<sup>th</sup>** 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%.

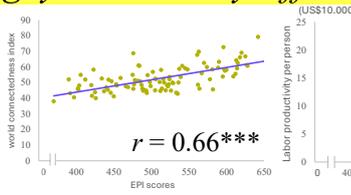


Fig.1: English Proficiency (EPI) vs Global Connectivity

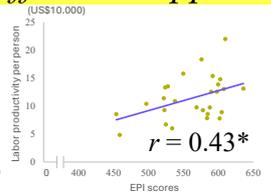


Fig.2: English Proficiency (EPI) vs Labor productivity per person

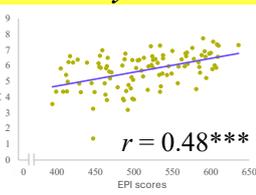


Fig.3: English Proficiency (EPI) vs Happiness (index)

## Current Situation

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

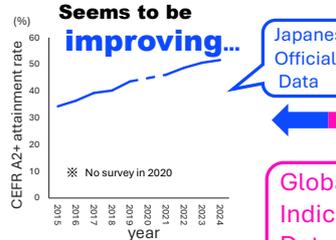


Fig.4: CEFR A2+ attainment rate (High School Students)

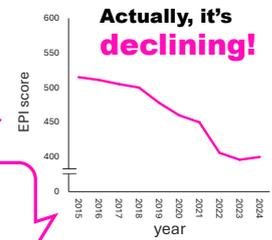


Fig.5: English Proficiency (18-20)

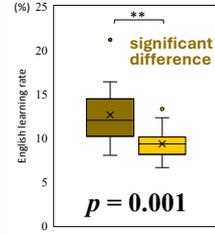


Fig.6: English learning rate

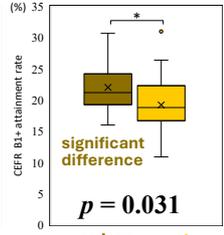


Fig.7: CEFR B1+ achievement

① Youth English Proficiency

② Regional Gaps in English Learning

## Comparison

	JAPAN	Netherlands	Malaysia
EPI score (2025)	446	624 (World No.1)	581 (Asia No.1)
Years of English Education	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

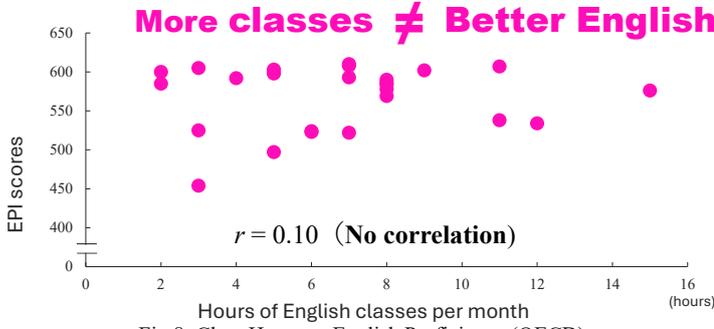


Fig.8: Class Hours vs English Proficiency (OECD)

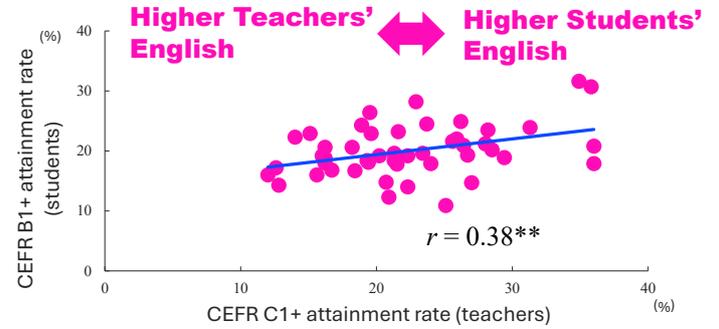


Fig.9: Teachers' vs Students' English Proficiency in Japan

### ① Class Hours VS Students' English

**QUANTITY does not matter!**

### ② Teachers' English VS Students' English

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  $\rightarrow$  Higher Proficiency

## Conclusions and Discussions

Japan English proficiency is **declining**

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