

## **Whether to lose at the starting line--Investigation and analysis of children's English extracurricular interest classes**

HeJinxia, Liu Qiyang, Zhang Huixin, Lin Xinfei, Jia Xiaoyi, Zhou Zhuoting

Supervised by Zhou Min

Foreign Language Department, Zhejiang Ocean University, Zhejiang, P.R.China

Corresponding Author: Hejinxia

---

**ABSTRACT:** *As English is the most widely used language in the world, its development is closely related to the destiny of a country. There are differences among individuals in pre-school English education: for example, the starting age of children to learn English is different, the parents of children have different attitudes and practices towards pre-school English education, the level of education institutions offering pre-school English education courses is uneven, and there are differences in hardware resources in different regions across the country. This kind of education is regarded as the cornerstone of English learning before the start of compulsory education. Therefore, it is of great theoretical and practical significance to study it and explore whether children lose at the starting line.*

**Key word:** *Learning effect                      English extracurricular interest                      Preschool education*  
*English education policy Compulsory education*

---

Date of Submission: 27-10-2019

Date of acceptance: 16-11-2019

---

### **I. INTRODUCTION**

By referring to "education standard in 2017" and "the new curriculum standards of English class of 2018", this study finds that there is a contradiction between the fact that the starting grade of elementary English education is the third and the trend of low age of pre-school English education. Based on the research hypothesis, relevant questionnaires were designed, involving different social groups such as parents, primary school students, college students and education institutions. 2,000 questionnaires were distributed in Zhejiang, Anhui, Sichuan, Fujian, Gansu, Henan, Hebei and Harbin provinces. At the same time, we have an educational interview with 20 well-known principals at home and abroad, and understand their views and opinions on China's English education. Then, 300 primary students in Zhoushan were randomly interviewed to find out their English learning level and interest. Through the analysis of questionnaire, interview and interview data, the conclusion is basically consistent with the research hypothesis. After analyzing the research results, the team put forward Suggestions on improving the language learning operation system, adjusting the language learning evaluation model, optimizing the teaching syllabus and education policy outlook, and proposing four major aspects of the employment orientation and career planning of English teachers, aiming at clarifying the mistakes in preschool English learning, optimizing the basic English education policy, and making English education contribute to the reform and opening up.

#### **Chapter 1 Investigation and research methods**

##### **1.1 Literature method**

On the basis of previous theoretical research, this paper insists on the combination of theoretical research and field investigation, qualitative analysis and quantitative analysis, and uses interdisciplinary research methods such as sociology, psychology, pedagogy, social risk and other disciplines to conduct a comprehensive study of the project as a whole.

##### **1.2 Questionnaire method**

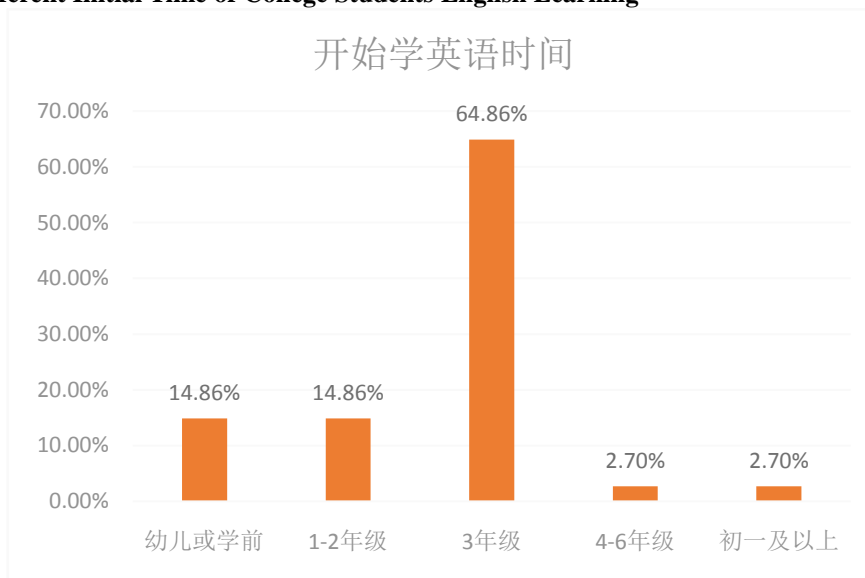
Based on the actual situation in Zhejiang Province, cluster sampling method is adopted to conduct the investigation and research in the form of questionnaire survey. Through random sampling, 2000 questionnaires are sent out and 1985 questionnaires are returned, with a recovery rate of 99.25%. Among them, 1970 questionnaires are valid, with an efficiency of 98.5%. The data obtained from the survey are analyzed and studied to make a study of the current situation, problems and causes of English extracurricular interest classes. Further empirical analysis and discussion are given.

### 1.3 Case Interview Method

According to the nature, purpose and object of the research questions, face-to-face interviews are used to investigate the research objects, and rapid and accurate analysis is carried out according to the interview results, in order to increase the depth of the research and broaden the scope of the research. Direct observation makes the research process intuitive and timely. Researchers can obtain vivid information in time to enhance the authenticity of research results.

## Chapter 2 Analysis of Questionnaire Data

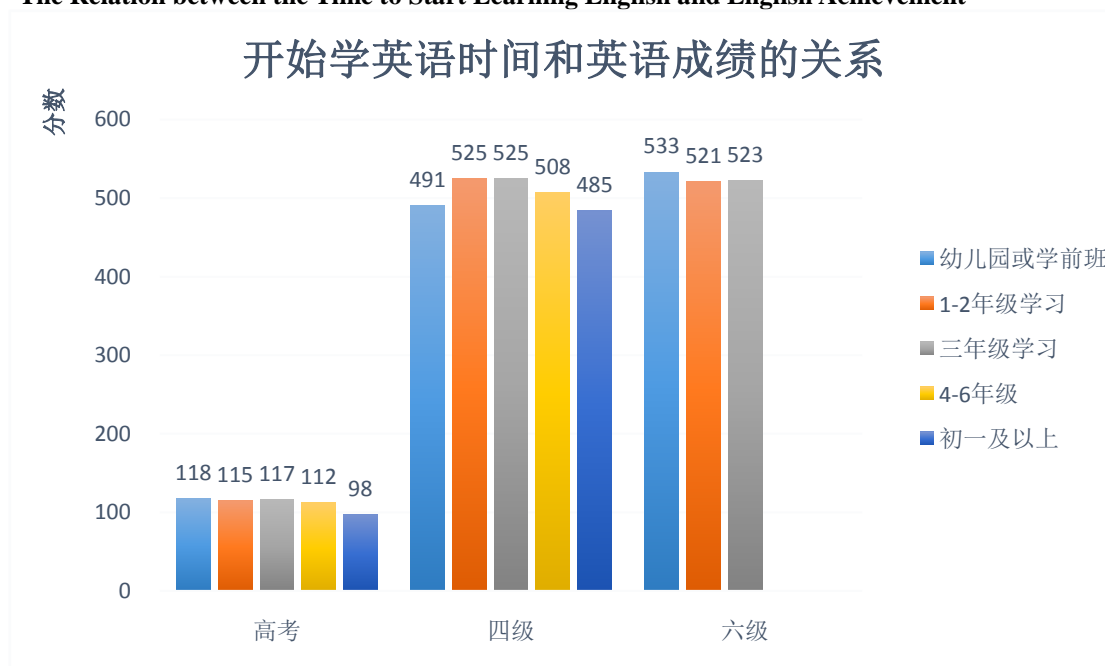
### 2.1 The Different Initial Time of College Students' English Learning



Influenced by many factors, such as family economic factors, children's English learning start time is different and motivation is diverse.

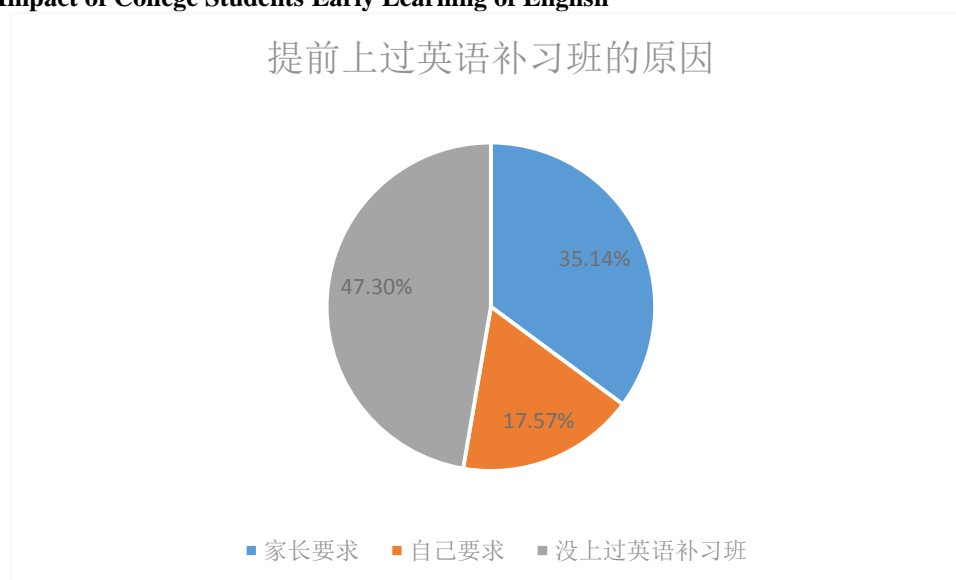
According to the data analysis, the number of students who begin to learn English in grade 3 is the largest, accounting for 64.86%; the number of children or pre-school students is 14.86%, the number of students in grade 1-2 is 14.86%, the proportion of both is the same; the proportion of students in grade 4-6 and grade 1 and above is 2.70%. Children's English learning time varies, and their motivation varies. Some are to cultivate interest, some are to achieve good results in school, and some are to prevent their children from losing the starting line. Other children learn English in advance, and their children must keep up with them. This has led to the phenomenon of children's English learning ahead of schedule and fanaticism.

## 2.2 The Relation between the Time to Start Learning English and English Achievement



In the survey of College students, we can conclude that learning English is indeed related to the age of admission, but there is no direct relationship, that is to say, the earlier you start learning, the better. Too early or too late to study will have a certain impact on students themselves. Too early to learn, children may develop a feeling of resistance, become tired of learning, or even do not learn; too late to learn will make students keep pace with the progress, slowly distance from others, after a sense of drop unwilling to learn. For college entrance examination, CET-4 and CET-6, we can easily see that the best age for learning English is in the second to third grade, which is about the third grade stipulated by the Education Bureau.

## 2.3 The Impact of College Students' Early Learning of English



Although more than half of college students have attended English remedial classes in advance, the number of those who are asked to go by their parents is roughly twice that of those who ask to go by themselves. This data shows that parents attach great importance to their children's English learning, reflecting their desire for children to win at the starting line. However, few parents will realize that it is precisely this mentality of "looking for children to grow up, looking for women to become phoenixes" and eager to achieve nurturing behavior that make children's learning initiative not high. During the interview, team members learned that a large proportion of college students revealed their inner conflict when they recalled being dragged to an English

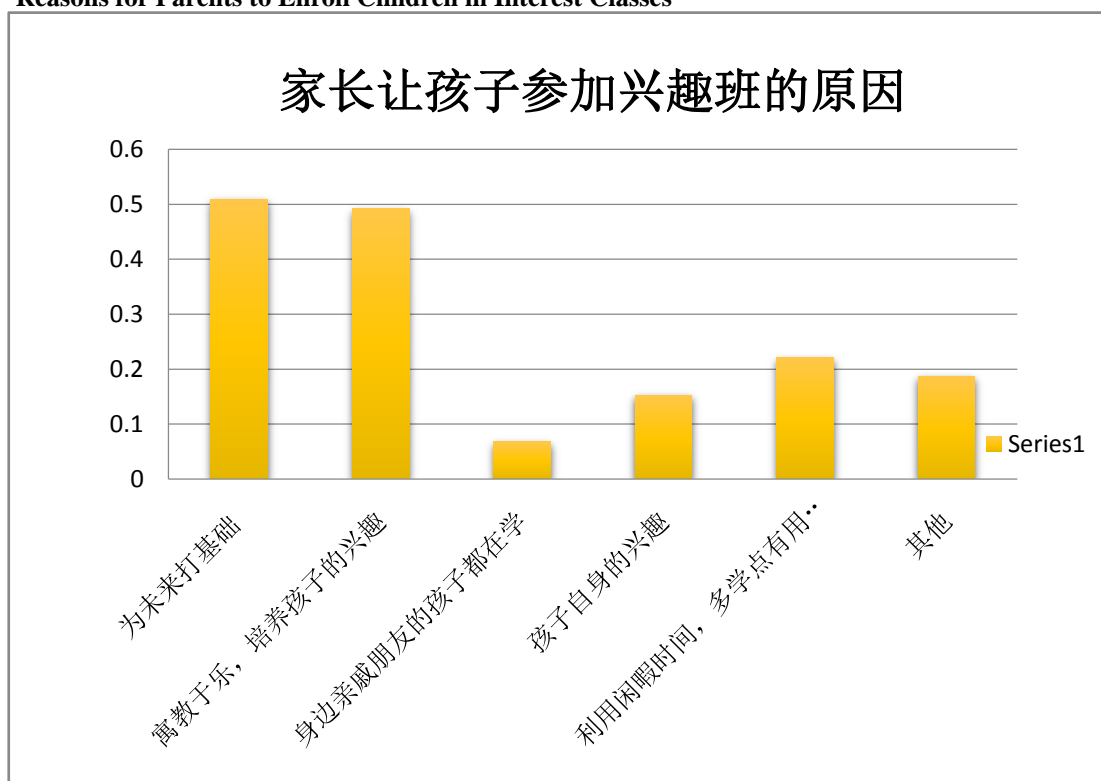
cram school by their parents when they were young. Obviously, learning English in advance is not a bad thing in itself, but we must consider the children's feelings. If the compulsory requirements, the light will let the children lose their enthusiasm for learning, the heavy will produce negative psychology.

#### 2.4 There are regional and institutional differences in pre-school English teaching level.

Due to regional differences, there are significant differences in the proportion and level of English education resources. There are great differences in the level of educational facilities, equipment and teachers'English strength between eastern and Western regions. Regional differences have also exacerbated the upsurge of learning English in advance.

Inter-agency level is different and quality is worrying. Some educational institutions are benefit-oriented and lack of scientific rationality in setting up and teaching English courses for children. The high price of good educational institutions and the shortage of seats, while the weak educational institutions fish in troubled waters, make the pre-school English education level in the market uneven.

#### 2.5 Reasons for Parents to Enroll Children in Interest Classes



During the survey, we learned that many parents will show their children some simple, basic English songs or videos when they begin to learn to speak. Shortly after the children's enrollment, they actively seek counseling institutions and even tutors for their children, even for some relatively high costs, they can readily accept, which reflects the parents'keen expectation of their children's success. However, many parents said that they reported the training courses to their children because they watched all the friends and relatives around them report the training courses to their children, fearing that their children would lag behind others, so they should also report to their children.

### Chapter 3 Countermeasure and Suggestion

#### 3.1 Adjust the family education mode to accompany children to grow up together

Parents are the best teachers for children. Parents should try their best to set a good example for their children.

In the process of children's growth, parents should take the initiative to create a suitable place for them to learn. For example, in leisure time, put down the trivial things in hand, read a good book with children, and share experience.

Parents should choose appropriate education methods according to their children's age to avoid a mentality of quick success and instant benefit. We should establish correct educational values, create a good environment for children to "promote physical and mental health, cultivate all-round development", and safeguard children's material and spiritual pursuit.

### **3.2 Return the classroom to the children and make the classroom lively.**

Teachers need to use teaching methods that can attract children. In English teaching, teachers should pay attention to improving the practical application level of English through flexible interactive teaching. Learning in different environments and situational stories can not only make the pressure less, the learning atmosphere more interesting, but also make students more active in the application of English knowledge.

### **3.3 Adjustment of Language Learning Evaluation Model**

It will focus on knowledge evaluation, instead of skills evaluation, make clear the purpose of learning English, and meet the needs of society.

At the same time, we should attach importance to the group evaluation among learners, give students the opportunity of group evaluation, learn from each other and promote together. Teachers can comment and explain on this basis.

By means of incentive evaluation, children will no longer feel nervous in learning, give full play to their creativity and subjective initiative, let them find self-confidence, and have a strong interest in foreign language learning.

### **3.4 Employment Orientation and Career Planning for English Teachers**

Language skills are embodied in the possession of standard pronunciation and correct expression, so as not to mistake people's children. Teaching skills are reflected in the ability to adapt to the development of the times, master the wisdom of classroom teaching, skilled application of multimedia interactive technology and so on.

Compulsory education in China divides English learning into different stages. English teachers should be familiar with the syllabus, improve themselves in the process of change, improve and adjust the teaching plan in time, so as to achieve effective teaching in stages.

There are still some imperfections in China's foreign language education policy, which requires English teachers to find problems, solve problems, have the spirit of ownership, and make their own contributions to the development of foreign language education.

### **REFERENCES:**

- [1]. Shu Liwen. On "Live"—Classroom Quality Education: Let Students "live" [J]. Journal of Dali Teachers College, 2000 (02): 100-103.
- [2]. Jones Susan, Gopalakrishnan Somasundari, Ameh Charles A, Faragher Brian, Sam Betty, Labicane Roderick R, Kanu Hossinatu, Dabo Fatmata, Mansary Makally, Kanu Rugiatu, van den Broek Nynke. Student evaluation of the impact of changes in teaching style on their learning: a mixed method longitudinal study.[J]. BMC nursing, 2018, 17.
- [3]. Farhana Wan Yunus, Melissa Malik, Azyyati Zakaria. A Study on the Identity Status of Future English Teachers[J]. Procedia - Social and Behavioral Sciences, 2012, 35.

HeJinxia" Whether to lose at the starting line--Investigation and analysis of children's English extracurricular interest classes" International Journal of Humanities and Social Science Invention (IJHSSI), vol. 08, no. 11, 2019, pp. 06-10