



Examination of Home-Based Preschoolers' English Education in Practice

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Abstract. Learning English from a young age is becoming more and more popular among parents and kindergartens as a result of the present trend of globalization, which is increasing English's importance as a widely spoken language. However on whether preschool-level English instruction appropriate for young children, international and domestic researchers have not come to a consensus. Early childhood transition may be delayed by two years in China since the Ministry of Education has set the starting age for learning English at third grade in elementary school. Is the impact of early English instruction still valid in this situation? Can elementary school pupils appreciate the importance of preschool English instruction? This study focuses on the topic of English education for preschoolers and intends to collect opinions and practices on the findings of earlier studies on this topic.

Keywords: English education · preschool children · home English education · interest in learning

1 Introduction

English, as a worldwide common language, has emerged as a crucial instrument essential for talents in the 21st century to go global and conduct out international exchanges and collaboration. With the strengthening of China's reform and opening up, foreign exchanges are growing more and more comprehensive. Learning English has become a contentious societal issue that is only going to get hotter due to the language's rising importance. In the "Guidance on Actively Promoting the Opening of English Courses in Primary Schools" (hereafter referred to as the "Opinions") issued in January 2001, the Ministry of Education stated that "beginning in the fall of 2001, English courses will be progressively offered in urban and county elementary schools nationwide; in the fall of 2002, English courses will be gradually offered in township elementary schools globally." [1] The current research is focused on creating an English-immersion environment for students in the classroom, while the focus on socio-cultural contexts at home and abroad is restricted to bilingual studies of children. Additionally, there is still a dearth of practical research on English learning in preschool families, and very few people have looked into this topic. Additionally, parents' expectations of their kids' achievement always put more pressure on instructors, which makes it challenging to create English games in the English classroom.

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2 Literature Review

2.1 Debates over the Appropriate Age to Begin Foreign Language Instruction

According to the “critical period hypothesis,” which is based on Piaget’s theory of cognitive development, children are more likely to use one language during Piaget’s second stage of language development (2–7 years) and will become frustrated if they begin learning a second language at this time. They will also frequently express their thoughts in two confused languages, which is harmful to intellectual development. It is categorically denied by Bialystok & Hakuta, Eubank & Gregg, and others that there is a crucial stage in the learning of a second language. The growth of a second language and the growth of teaching other courses in a second language have been the main topics of foreign study on immersion. Japanese researchers Kuniyoshi. Sakai have also studied the connection between language learning and brain development and discovered that learning a second language affects how soft the brain’s outer layer is [2].

A discussion over the viability of preschool English instruction has been sparked by the growth of English education in kindergartens since the 1990s [3]. The “critical period” hypothesis contends that young children use their greater capacity for learning to pick up a lot of knowledge, whether it be in their home language or a foreign language, and that early childhood is the ideal time to acquire a language. First, when it comes to learning English, young children outperform adults. In terms of physiological, psychological, and cognitive elements, researchers like Yu Jengyou, Gao Xiaojing, Yang Ping, and Li Xiaocong think that early children have an advantage while learning foreign languages. Young children’s articulatory organs are soft, and the mediation of their vocal cords, lips, tongue, and other motor nerves has great plasticity [4]. From a physiological perspective, young children’s brains are not yet “lateralized,” and both the left and right hemispheres of the brain can participate in language learning. From a psychological perspective, young children have a strong desire to learn new things, and they are eager to learn English because they feel unfamiliar. They have a strong ability to imitate, and with the help of effective teachers, they can easily develop authentic English pronunciation. Regardless of whether they imitate something correctly or incorrectly, young children dare to speak, in contrast to adults who are afraid of talking out of turn.

2.2 Research on English Education at Home for Preschool Children in China

Families are the most significant and direct microsystem for early children’s development, an essential setting for children to live and learn in, and a crucial ally for kindergartens. The quality of kindergarten English instruction can be significantly improved by complete home and garden cooperation. There are two benefits to parents teaching their children English at home.

On the one hand, it is conducive to the creation of a home English education environment for young children. From the viewpoint of early children’s language learning mechanisms, studies have examined the significance of setting up a home English education environment for young children’s English learning. According to Huimin He’s 2003 study, “Investigation Report on the English Learning Environment in Young Children’s Homes,” young children’s interest in learning English is related to parents’ expectations

and the creation of home English environments, and young children's progress in English listening and speaking ability is related to all three of these factors [5].

Therefore, it is essential for kindergartens to provide parents with guidance on how to engage in kindergarten English education through a variety of forms, to aid in the formation of greater agreement between parents and teachers regarding educational concepts, and to give parents a chance to gain knowledge and experience with English education at home. Parents who participate in kindergarten English education can identify their own gaps in their knowledge of and approaches to teaching young children English, and they can then improve their at-home English education practises. This effectively enhances parents' English education while fostering the continued growth of individualised education.

2.3 Parents to Establish English Learning Household

The shape and significance of parent-child contact in private English instruction has been studied. In her master's thesis, "Research on the Effectiveness of Kindergarten English Education," Li Lin makes the point that parent-child interaction can take many different forms, including daily English conversation, going over kindergarten English material with kids, imparting knowledge to kids, watching kids watch English TV at home, and parents reading English and bilingual books with kids [6]. The advantages of fostering a multicultural English environment for young children's English education, English-speaking environments, which have an effect on kids and can spark an interest in learning in them, are often where parents and children attempt to communicate. The good example of parents, given that we know that children in childhood typically do not yet have a clear learning purpose, will greatly influence the child when the parents' attitude towards learning, especially behaviour, is sent. Parents prefer to read the newspaper, especially the concept of learning new things to keep up with the new era and behaviour itself, which is the best of the most long-lasting and extensive education of the child without education.

3 Discussion

3.1 Experiences with English Education in the Homes of Preschoolers in English Immersion Settings

Parents desire their children to learn another international language at a young age because English is a communication tool. Parents must be patient, let nature take its course, refrain from pressuring or demanding, and respect their children's wishes as they go along this route of learning English for young children. The kids in these experimental kindergartens have a certain foundation in English thanks to the kindergarten immersion environment, and the majority of them are adept at using English for daily spoken conversation.

3.2 Instruction of English Language not Be Offered Mindlessly in Kindergartens and Early Childhood Training Facilities

In light of the severe worldwide rivalry brought on by the globalisation of the economy, foreign language education is crucial to the growth of the country and the enhancement of national competitiveness. However, in terms of educational consequences, whether or not pupils in the third and fourth grades of elementary school received a preschool English education has no discernible impact on their academic performance and learning interest. For some students, the effects are particularly challenging to maintain following a protracted break from their elementary school education in the first and second grades. The lack of a natural environment and incentive for young children to learn foreign languages are two factors.

3.3 Initiation of Education from Children's Point of Interest

Young children primarily learn English through the subtly ingrained infiltration of English education in family life. For instance, parents can actively engage in the process of teaching their children English through a variety of means and use a variety of resources for learning in a responsible manner. For their children to learn English, parents can also establish a rich physical environment and a welcoming spiritual environment. In addition to using English to think, talk, and communicate in daily life, parents can also play games with their kids to help them learn the language and benefit from English-learning toys. Parents can also let their kids immerse themselves in rich fairy tale circumstances in order to learn English discussions in stories.

The majority of options for young children to be exposed to English are in kindergartens or training facilities because there is no broad context for language learning. In order to encourage and retain children's interest in learning a foreign language, the quality of English education provided in kindergartens and training facilities is essential. A scientifically developed English teaching content system, a set of English teaching methods that are suitable for young children, and certain environmental factors are all required for a quality institutional English education. Many kindergartens are ill-equipped to teach kindergarten English because of issues with their teachers, educational goals, instructional strategies, and learning environment. Off-campus training facilities are generally in better shape, although there are still some issues with educational staff, pedagogy, and the learning environment. Young children's brains are more plastic during this crucial phase, making them better able to quickly "assimilate" and "adapt" to new information and develop language skills. This enables young toddlers to communicate quickly and simply, then take in new information and experiences from peers and adults, "assimilate," and "adapt." Children's English learning will not only not benefit from low-quality or non-existent English education, but it will also harm their motivation in learning the language and present challenges for their future academic success [7]. As a result, I recommend that all sorts of training institutions, including kindergartens, reflect on their own situations over time, and that they avoid implementing preschool English instruction blindly in cases where they lack the necessary prerequisites.

English-speaking parents should make an effort to speak to their kids in the language on a regular basis and engage in more English-related activities with their young children.

There are some persons who learned multiple languages in a supportive setting and went on to become fluent multilinguals. If parents are unable to speak English themselves, they should make an effort to provide their child with a positive learning environment.

3.4 Preschool English Education from a Pragmatic Perspective

When parents select materials for their children's English education, they should focus more on the children's post-learning perspective and avoid selecting materials that are too challenging or complex. Instead, they should select more beneficial materials, primarily some simple communicative phrases, daily phrases, daily words, and some catchy English songs and children's songs, which have an illuminating impact on children's English learning and can p In the middle of the English learning boom in society, many parents give too much weight to the language's worth as a tool and think that learning it should be a top priority for the development of young children. The majority of China's schools switched the beginning grade of English instruction from the first year of junior high school to the third grade of elementary school, particularly after the Ministry of Education released its publication "Opinions." [8] In order to "not let them lose at the starting line," many parents are investing a lot of money and time in helping their young children learn English. Herd mentality and parental blindness are important issues that are getting worse. However, a lot of parents are starting to be concerned about the rise in enquiries from all spheres of life.

Parents are their children's first teachers, thus they should put forth a great deal of effort to raise them well in order to enhance their learning. The development of young children is accelerating at an incredible rate, which their parents are powerless to halt. If parents simply concentrate on the improvement of their kids' English-learning skills while ignoring their own development, they are not being true partners in their kids' education [9]. Parents should master the English knowledge from the textbook as part of the parental English education process and build a lyrically solid foundation for when they are teaching their children in English. With the primary objective of fostering young children's interest in learning English, parents should pay close attention to the quality of English education provided at home and study some fundamental educational practises to foster the growth of young children's interest in English [10]. Families who meet the requirements can use some common English words in everyday conversation, speak to young children in simple English, and place English cards or illustrations on household furnishings or objects in an effort to spark their curiosity about the language.

4 Conclusion

Given the current circumstances in China, children should begin learning foreign languages in the third or fourth grade of elementary school (9–10 years old). Their brain plasticity still exists, which is particularly advantageous for learning foreign languages, and they may achieve a greater level of foreign languages during secondary school and university studies later. At this age, kids' acquisition of their mother tongue has essentially been finished, and they also have strong logical thinking abilities, which create a better foundation for learning other languages. Students who have passed puberty benefit less from this than those who are still in this age group.

In all aspects of the current situation, the problems and experience gained, the recommendations put forth, although so, the current market of English for young children more and more hot more is the fact, according to this study, which coincidentally is based on the theories of critical period theory, constructivism theory, acquisition theory, and Vygotsky's socio-cultural perspective of the theory of English immersion environment of preschool children's home English education activities. In light of this circumstance, this study argues that kindergartens and parents should approach the problem of English learning calmly, without prejudice, without comparison, and that the most crucial factor is to respect children's needs and interests.

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