

The effects of early childhood English education on subsequent English proficiency and future career visions

Okayama Gakuqeikan High School

Introduction

< Aim >

To find out the impact of early English learning on English language skills & future career visions

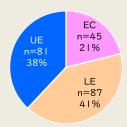
- < Background >
 - ·Request from the Japan Business Federation to develop "global human resources"*1
 - ·Reform of English education in Japan*2

From Junior high **Elementary** school school $(5th \rightarrow 3rd grade)$

Reading Writing

Methods

< Questionnaire survey > Total 213 students in Okayama Gakugeikan High School



Start of English learning EC: Early Childhood LE: Lower Elementary **UE: Upper Elementary**

< Questions >

About English proficiency

- ·Preference for English
- Most emphasizing skill of the four (L, S, W and R)
- ·Strongest skill of the four
- ·Weakest skill of the four
- ·English language level based on CEFR

About future career vision

- ·Eagerness to work overseas in the future
- ·Eagerness to collaborate with foreigners in the future

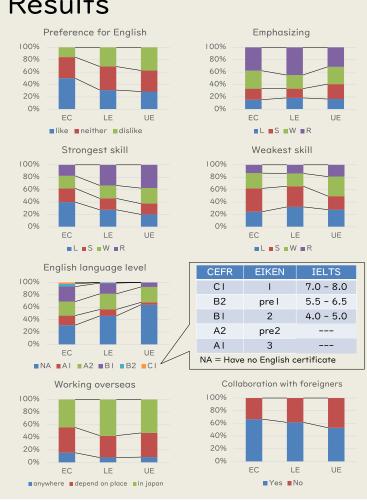
Summary

< Conclusion >

Early English education increased the number of students

- ·who like English
- ·who are better at listening
- ·who have higher-level English certificate
- ·who have eagerness to work overseas and collaborate with foreigners in the future
- < Further prospectives >
- ? The impact on...
 - ·preference for Math & Science
 - interest in learning other languages

Results



Citations

^{*|} Japan Business Federation (2011) Suggestions on developing global human resources. $https://www.mext.go.jp/component/b_menu/shingi/giji/_icsFiles/afieldfile/2012/03/27/1319056_5.pdf$

^{*2} Ministry of Education, Culture, Sports, Science and Technology–Japan. A report on improving and enhancing English language education: Five recommendations for reforming English education for globalization. https://www.mext.go.jp/b_menu/shingi/chousa/shotou/102/houkoku/attach/1352464.htm