

An Introduction of English Education in China —The Course of Study of English in Junior High School—

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1. Introduction

China has adopted a nine-year compulsory schooling system, which means all children are required to attend school for at least nine years. Students have to complete both the elementary school program and the junior high school program. Higher education is only for those students who have passed examinations of all levels. Student must pass the entrance examination for high schools or middle-level technical schools. After two, three or four years, they have to go through national college entrance examination for admission to universities. From junior high school, students begin to learn a variety of science subjects such as chemistry, physics and biology and other subjects such as history, geography, and foreign languages. Most students in junior high schools choose English as first foreign language.

In China, studying and grasping a kind of foreign language is one of basic demands to citizens, so it means that it is important to make adequate plan on English course of study of junior high school. The author downloaded the course of study of English in China on the Internet and translated it into English. The following is the summary of the course of study of English in junior high school in China.

2. The course of study of junior high school in China

2.1 Teaching aim

a. Let students grasp some basics of English knowledge and technique, gain the ability to use English and prepare for real communication by their English studying.

b. In English classes, English teachers should not only teach students some English words and grammars, but also provide students culture and custom of western countries, let students to understand and respect the cultures and customs of western countries little by little.

2.2 Teaching goal and teaching demand

There are two kinds of demands to junior high school students in China, one kind is given to the students who study in English in two years in junior high schools, and the other kind is given to the students who study in English in three years in junior high schools. I introduce the latter one, which is called the second grade demand here.

Listening:

- a. Students can understand the English terms in English classes.
- b. Students can understand the meanings of texts when teachers explain the texts in English.
- c. Students can overcome the new words to understand the meanings of topics when they are listening to some topics.
- d. Students can understand the meanings of topics and gain the information from them, which don't contain the new words, and are read by 120 words per minute.
- e. Students can understand the meanings of topics, which the level is similar to the present levels of students when they are listening to English news, watching English programs and the total times for listening cannot be less than 40 hours.

Speaking:

- a. Students can answer the questions, which are provided by the topics in English and understand the summaries of the topics.
- b. Students can express themselves according the demands of teacher by using their familiar words or some pictures and videos.
- c. Students can tell a short story, which the level of the story is similar to the students' present levels, and take part in the activities in the play.
- d. Students can chat to each other in English by using the words and sentences, which they have studied.

Reading:

- a. Students can prepare for the lessons by themselves, and basically understand the meanings of the topics.
- b. Students can read the topics by themselves, which the new words are contained below 3% and understand the basic meaning of the topics. The speed of reading should be 50~70 words per minute.

c. Students can understand the letters and notices, which are written simply in their daily lives, and can understand and explain the simple information, which is provided in some graphs.

d. Students can read some papers by looking for the new words on dictionary, which the levels of them are similar to the students' present levels, and they can find interests from reading papers by themselves.

e. Students should read more than 100 thousands words except for the words in the textbooks.

Writing:

a. Students can write the alphabets correctly.

b. Students can write the topics which are made by former English knowledge, they have chances to listen to three times, and the speed of writing should be 6-8 per minutes.

c. Students can write the answers, which are questioned by the topics.

d. Students can write letters and notices by using the words and grammars, which have been studied in the English classes. They also can write the summaries after they listened to some topics.

e. Students can write summaries to express their opinions after they watched the pictures, which are been given by teachers.

Pronunciation:

a. Students can read the words fluently, which are singular syllable ones or partial double syllable ones according the basic rules of pronunciation.

b. Students can read the words correctly according the international phonetic alphabets.

c. Students can read the topics fluently, correctly, which are provided in the texts.

d. When students are speaking in English, they can speak it naturally, correctly.

Vocabulary:

a. Students can use the rules of pronunciation to write words fluently.

b. Students can decide and memorize the meanings of derivations and compound words according the rules which how to make a word.

c. Students can grasp about 800 words and 200 idioms; they can use them when they are communicating in English.

Grammar:

- a. Students can understand the grammars, which have studied correctly.
- b. Students can use the grammars when they are speaking in English fluently and actively, and they also can use the grammars correctly when they are writing in English.

2.3 Pay attention to some teaching methods

- a. English teachers should develop students' activities and forwardness in English classes. They should use different methods to teach students on different levels. In order to found students' confidences, the English teachers don't need to correct students' mistakes every time.
- b. English teachers should use more materials of listening and reading, let students improve their comprehensive English abilities, and also let students speak in English as soon as possible.
- c. English teachers should speak in English as can as possible in English classes. At first stage, they can use some models and performances to introduce English words to students without speaking in English; at second stage, they can speak in English to introduce English words and grammars to students little by little; and after that, they can encourage students to speak or answer questions in English. But if there are some difficulties to explain English grammars to students, English teachers can use Chinese to explain them.
- d. It is not enough to teach English to students in English classes, it is also necessary to lead students to speak and use English out of English classes. In order to do it well, English teachers should organize some activities for students out of English classes, such as organizing some contests of reading, speaking, singing or play; playing some English movies for students and inviting some foreign guests to school, let students to make real conversation with foreign people.

3. Conclusion

This paper is just an introduction of English education in China, but the next purpose for me is to learn English education in Japan, especially I will learn the course of study of English in junior high school in Japan, and

compare it with the course of study of English in junior high school in Chinese.

4. References

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