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英才小学五年级学生英语学习兴趣调查研究

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**An Empirical Study of English Learning Interest of
Grade 5 Students in Yingcai Primary School**

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Under the supervision of
Associate Professor Liang Duanjun

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Abstract

(同理)

This thesis made a qualitative and quantitative study of the English learning interest (in-class interest, after-class interest and interest-in-English) of Grade 5 students in Yingcai Primary School. Its aims were: (1) to show the whole picture of Grade 5 students' English learning interest in Yingcai Primary School; (2) to indicate the correlation between English learning interest and English achievements; (3) to know the differences in English learning interest between boys and girls. One hundred students who were chosen from the four classes of Grade 5 in Yingcai Primary School participated in the study. The results indicated that: (1) Grade 5 students had strong English learning interest (Mean=2.427), and their in-class interest (Mean=2.598) was a little stronger than their after-class interest (Mean=2.342) and their interest-in-English (Mean=2.341); (2) The correlation between English learning interest and English achievements of the Weak Interest Group was weak ($r=0.312$), and that of the Strong Interest Group was a little weaker ($r=0.051$), which meant their English learning interest had little effect on their English achievements; (3) Girls had a little stronger English learning interest than boys, but the sex differences in English learning interest were not significant ($t=-1.216$; $p=0.114>0.05$). To sum up,

Key words: English learning interest; primary school students; achievements; difference in interest

摘 要

（同理）

本研究通过定性与定量相结合的方法对英才小学五年级学生英语学习兴趣（课内兴趣、课后兴趣和对英语本身的兴趣）进行了调查研究，研究目的为（1）了解英才小学五年级学生英语学习兴趣的现状；（2）弄清英语学习兴趣和英语成绩之间的关系；（3）分析男生女生间英语学习兴趣的差异。来自英才小学五年级四个班级的 100 名学生参与了本次调查研究。研究发现：（1）五年级学生的英语学习兴趣较高（Mean=2.427），课内兴趣（Mean=2.598）比课后兴趣（Mean=2.342）和对英语本身的兴趣（Mean=2.341）要高；（2）低兴趣组学生的英语学习兴趣和英语成绩成弱相关（ $r=0.312$ ），高兴趣组学生的英语学习兴趣和英语成绩相关性更弱（ $r=0.051$ ），这表明他们的英语成绩受英语学习兴趣的影响不大；（3）女生的英语学习兴趣略高于男生，但是男女生间英语学习兴趣的差异并不显著（ $t=-1.216$; $p=0.114>0.05$ ）。综上所述，……

关键词：英语学习兴趣；小学生；成绩；兴趣差异

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An Empirical Study of English Learning Interest of Grade 5 Students in Yingcai Primary School

1. Introduction

1.1 The background of the thesis

Interest is the best teacher in English learning. It is a feeling or emotion that causes attention to focus on an object, event, or process. In contemporary psychology of interest, the term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and surprise (<http://en.wikipedia.org/wiki/Interest>).

This thesis focuses on primary school students' English learning interest. Based on Wang Chao's (2011) paper and teaching practice of primary school English, we put the content of English learning interest into three factors. They are in-class interest, after-class interest and interest-in-English.

English learning interest is a kind of motive power, which can drive us to do very well in English. It is closely involved in English learning, especially for primary school students. At this stage, students are usually learning English for fun. With interest, they will feel pleasant when they learn English. It can help them overcome learning difficulties easily.

Chinese Ministry of Education issued *English Curriculum Standards for Compulsory Education* (Ministry of Education, 2011). It tells us that affect is a very important aspect of students' overall language abilities. The positive affect is the key to effective learning, and English learning interest is an important part of it. So to some extent, English learning interest is the key to successful English learning.

The primary school stage is a beginning for students' English learning. The success of English learning in this stage will lay a solid foundation for their future learning. So doing an empirical research about primary school English learning interest will be very significant for teachers and English learning researchers.

1.2 The significance of the research

Although many scholars have studied English learning interest in different aspects, we find no empirical research has been conducted on primary school Grade-five students' English learning interest. So the researcher made an empirical study about Grade 5 students' English learning interest in Yingcai Primary School, and tried to tell the relationship between English learning interest and English achievements, and the differences in English learning interest between boys and girls. This study could help teachers to know the current situation of students' English learning interest.

Many researchers have used questionnaires in their papers to test something they want to know, but few examined the reliability and validity of their questionnaires. In order to guarantee the precision of our test instrument, the researcher examined the reliability and validity of the questionnaire through SPSS in this paper.

The researcher divided English learning interest into three factors, which are in-class interest, after-class interest and interest-in-English. According to this classification, the researcher designed a set of questionnaire to test students' different English learning interest.

1.3 The organization of the thesis

This paper is divided into five parts. Chapter 1 gives a brief introduction to interest, the meaning of interest for English learning, the viewpoints of English learning interest in *English curriculum standards for Compulsory Education*, and the significance of this empirical research. Chapter 2 is a literature review about English learning interest and significance of these scholars' studies. Chapter 3 is about the method, containing the aims of the research, the participants, instruments, procedures and data analysis. Chapter 4 gives a discussion about the results of the empirical study. Chapter 5 makes a conclusion to this paper and offers some suggestions about improving English learning interest.

2. Literature review

2.1 Present studies of English learning interest abroad

According to *English Curriculum Standards for Compulsory Education* (Ministry of Education, 2011), affect is one of the important aspects of cultivating students' overall language abilities, and English learning interest is an important factor of positive affect. Good English learning can not be achieved without the involvement of English learning interest. Primary school English learning is especially related to interest, because children learn things purely out of interest.

Many scholars have made studies of English learning interest in past years. Among these scholars, some thought that English learning interest was the essential condition to learn English well (Berjin, 1997; Chen Qi, 2005; Epstein, 1994). The teaching practice has showed that stimulating English learning interest was especially important for students. It could help students to learn easily and breezily (Cui Yan, 2004; Shiga, 2008). To some extent, it could be considered as the best teacher for students. The stronger English learning interest they have, and the better English achievements they will get (Liu Zhen, 2006). Cultivating students' English learning interest was the key for English teaching. If students have strong interest in English, English learning will be a kind of pleasure for them, rather than a kind of pains (Zhang Wei, 2010).

Many other researchers have discussed a lot about how to develop and maintain children's English learning interest. Wu Yexian (1996) explored the role of game teaching to keep students' interest in English learning. Children's span of attention

was not as long as adults'. They were easy to lose their patience. So game teaching will keep their interest in English learning. Zhang Li (2012) said that only by using vivid teaching methods can teachers improve their students' English learning interest. He put forward some teaching suggestions, such as creating a good learning atmosphere for students, using the right teaching aids, adopting some role plays and cooperative competitions into classroom activities. He Rongjuan (2012) talked about the usage of story to spark students' English learning interest in primary school English teaching. She thought story telling was a good instrument to help improve students' interest in English learning.

Some other scholars analyzed the relationship between English learning interest and sex. Xiao Meili (2011), Yang Chaomei (1999) and Kaur (2011) talked about the reasons of sex differences in English learning interest. They said that boys and girls have great sex differences in physiology, linguistic intelligence, social environment and learning strategies. So teachers should take proper teaching methods according to different sex. Zou Xia (2012) discussed the effect of sex on English learning interest. She held that girls had stronger English learning interest than boys and they were more active than boys during English class.

There are some empirical researches about English learning interest. Wang Chao (2008) made an empirical study of Grade 6 students' English learning interest. It aimed to prove the correlation among English learning interest, self-efficacy and English achievements. A set of questionnaire was used in his paper, and 201 students participated in his research. He put English learning interest into three aspects. They were in-class interest, after-class interest and interest-in-English. He found that English learning interest and English achievements were positively related with each other ($r=0.623$), and the correlation between in-class interest and English achievements was strong ($r=0.512$). Ding Yongxiang (2012) researched the situation of primary school students' English learning interest and gave some suggestions. 90 students who came from Grade 4 and Grade 6 participated in his study, and a set of questionnaire and interview were used in his paper. He found that 70% students had strong interest in English learning and 93.3% students liked their English teachers, and that was an important reason why they like English. Luo Jingting (2004) made a study of the effect about multimedia teaching on Grade 4 students' English learning interest. 115 students from two classes participated in the research. One class was experimental group and the other was control group, and both of the two classes had the same level in English. From her research, she found that students' English learning interest of experimental group ($p=0.01<0.05$) has improved a lot than that of students who came from control group ($p=0.077>0.05$). So teachers should adopt proper multi-media into classroom.

Xue Limei (<http://www.doc88.com/p-706555435716.html>) and Gao Yiming (<http://www.doc88.com/p-706555435716.html>) have designed questionnaires about English learning interest for primary school students. They aimed to test the picture of primary school students' English learning interest. They put the factor of English learning interest into several items. Xue Limei's questionnaire had eleven items, and each item had three choices, and all of the items were single choice. The questionnaire

of Gao Yiming had thirty items, and each of which had five choices and all of the items were single choice.

We can see that a lot of scholars have studied the importance of English learning interest, the methods of improving students' English learning interest, and some of them have done empirical researches. They have shed more light on the study of English learning interest, and have laid a solid foundation for our present study. Undoubtedly, these studies can be very helpful and useful to the present study. Without those researches, this thesis can not be done very well.

2.2 Present studies of English learning interest at home

Although many scholars have studied English learning interest in different aspects, we find no empirical research has been conducted on primary school Grade-five students' English learning interest. So the researcher made an empirical study about Grade 5 students' English learning interest in Yingcai Primary School, and tried to tell the relationship between English learning interest and English achievements, and the differences in English learning interest between boys and girls. This study could help teachers to know the current situation of students' English learning interest.

Many researchers have used questionnaires in their papers to test something they want to know, but few examined the reliability and validity of their questionnaires. In order to guarantee the precision of our test instrument, the researcher examined the reliability and validity of the questionnaire through SPSS in this paper.

The researcher divided English learning interest into three factors, which are in-class interest, after-class interest and interest-in-English. According to this classification, the researcher designed a set of questionnaire to test students' different English learning interest.

3. Method

3.1 The aims of the research

The aims of the research were to learn about the general state of English learning interest in Yingcai Primary School, the correlation between English learning interest and English achievements, and the difference in English learning interest between boys and girls. The researcher put the aims into three specific questions:

- 1) How is the Grade 5 students' English learning interest in Yingcai Primary School?
- 2) How is the correlation between English learning interest and English achievements?
- 3) How is the difference in English learning interest between boys and girls?

3.2 The participants

The participants came from the four classes of Grade 5 in Huainan Yingcai Primary School by sampling.

Table 1 *Profile of the participants*

	Boys	Girls	Average age	English learning years
Class 1	15	10	10.02	2
Class 2	13	11	10.13	2
Class 3	14	9	10.05	2
Class 4	17	11	10.16	2
Total N	59	41		

Table 1 shows the profile of the participants. From Table 1, we can see that 15 boys and 10 girls came from class 1, 13 boys and 11 girls from Class2, 14 boys and 9 girls from Class 3 and 17 boys and 11 girls from Class 4. There were totally 59 boys and 41 girls. And their average age was about 10. All of them had 2 years of English learning, because they all began to study English at Grade 3.

3.3 Instruments

One of the instruments of the research was a set of questionnaire (See appendix). It was designed according to Xue Limei's (<http://www.doc88.com/p-706555435716.html>) and Gao Yiming's (<http://www.doc88.com/p-706555435716.html>) interest questionnaires. It contained three factors of English learning interest, which were in-class interest, after-class interest and interest-in-English. Seventeen questions were offered to cover the three factors of English learning interest. The questions 1, 4, 6, 7, 8, 9 belonged to in-class interest; questions 2, 3, 5, 10, 11, 12, 15 to after-class interest; questions 13, 14, 16, 17 to interest-in-English. All the questions were made suitable for Grade 5 students, and they were followed with three choices. Their scoring system was 3 points for A, 2 points for B and 1 point for C. They were written in Chinese, because it was very easy for them to understand. The personal data like name, sex and class were also required to fill in.

The researcher examined the questionnaire's construct validity by means of Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) through SPSS (a kind of popular statistic software). We found KMO was 0.806 and the Bartlett was 370.557 (df=105, $p=0.000 < 0.5$). For CFA, the indexes of Chi-square/df, CFI, IFI, TLI, GFI and RMSEA indicated that the model fitted very well with the data. So the questionnaire had good construct validity. And its reliability coefficient was 0.8038 to show it had a better internal consistency.

An interview was conducted. Fourteen students participated in it, and they were seven boys and seven girls. It was going in one-to-one way. It had only one question "Do you like English, why or why not?" which was asked in Chinese for the convenience of understanding and answering.

Another instrument was the mid-term examination used as the measure of students' English achievements. The examination paper included six parts. The first part was to test "Pronunciation of Words" with 16 scores. The second part was "Word Spelling" with 18 scores. The third part was "Matching" with 12 scores. The forth part was "Sentence-Making" with 15 scores. The fifth part was "Single Choice" with 21 scores and the last part was "Reading Comprehension" with 18 scores. So the total points of the paper were 100. The statistic description of 100 students' results was

showing in Table 2.

Table 2 *Information about mid-term English examination*

	N	Maximum	Minimum	Mean	Standard Deviation
English Achievements	100	100	48	89.1000	11.44376

From Table 2, we can see that the maximum and minimum of English achievements respectively are 100 and 48, the Mean is 89.1000, and the Standard Deviation is 11.44376

3.4 Procedures

The researcher had a short meeting with the two teachers from the four classes of Grade 5, telling them the purpose of the research; and requested them to help administer 100 copies of the questionnaire. We distributed the questionnaires to students by random sampling after we made them clear about our purposes and every question in the questionnaires on January 13th, 2013. Class 1 and class 3 were offered the questionnaire at the beginning of their English class, and we sent the questionnaire to class 2 and class 4 during the break time. Class 1 spent nearly 15 minutes on average, class 2 12 minutes, class 3 10 minutes and class 4 15 minutes. The collection rate of the questionnaire was at 100%.

The author chose 14 students for interview during their break time by asking “Do you like English, why or why not?” in Chinese. The interview was in one-to-one way. They were asked one question in Chinese.

When the researcher completed the two steps, the results of the latest mid-term examination were collected from the two teachers of the four classes.

3.5 Data analysis

The researcher found out the current situation of English learning interest of Grade 5 students in Yingcai Primary School by making some descriptive statistical analysis based on these data, used the Pearson Correlation to analyze the relationship between English learning interest and English achievements, and employed Independent T test to show the difference in English learning interest between boys and girls. All of the data analyses were made through the statistic software of SPSS11.0.

4. Results and Discussion

4.1 The current situation of English learning interest

The researcher used the mean of the scores of all items of each factor to show its English learning interest, and the mean of the scores of the three factors to reflect the overall level of students' English learning interest.

Table 3 *The current situation of English learning interest (N=100)*

Factors	in-class interest	after-class interest	interest-in -English	Total Points
Mean	2.5975	2.3422	2.3410	2.4269
Standard Deviation	1.44177	3.26809	1.14640	5.04529

Table 3 showed mean and standard deviation of students' English learning interest and those of in-class interest, after-class interest and interest-in-English. From Table 3, we can see that students' English learning interest was strong (Mean=2.4269), and in-class interest (Mean=2.5975) was stronger than after-class interest (Mean=2.3422) and interest-in-English (Mean=2.3410).

We can see that students' in-class interest was strong (Mean=2.4269). To begin with, according to *English Curriculum Standards for Compulsory Education* (Ministry of Education, 2011), teachers are asked to cultivate their students' English learning interest in their teaching, because positive affect is the key to successful English learning. And English learning interest is an important part of the positive affect. So arousing students' English learning interest is one of their important teaching aims. With this aim in their mind, teachers tried their best to make their classes lively and interesting by adopting some interesting teaching methods (Sui Yanna & Yu Lihong, 2006). Some teachers used different kinds of English games, some used audiovisual teaching aids, and some adopted English songs into their teaching. In the interview, some students said that their teachers often used English games and multi-media teaching aids in their English classroom to arouse students' English learning interest. Furthermore, primary school English textbook contains a lot of colorful pictures, nursery rhymes and some simple English dialogues (Tang Ying, 2008). All these could interest primary school students. What is more, primary school English teachers' affinity was usually good. Teachers with good affinity will be liked by their students. When they like their teacher, they will be interested in his or her teaching (Chen Qi, 2004). From the interview, we knew that students showed interest in English, only because they liked their teachers. Finally, Teachers' teaching ability could be an important part in stimulating students' English learning interest. Teachers with fluent oral English, humor and profound language knowledge will arouse their students' English learning interest (Yu Lihong & Sui Yanna, 2007). This primary school is a private primary school, and it has strict requirements on teachers' teaching abilities, so the two English teachers have high abilities in English teaching. In the interview, some students said that their teachers had very good oral English, and it was very easy to arouse students' English learning interest.

Students' after-class interest (the interest when students learn English after class) was weaker than in-class interest. Firstly, some students have low level of self-control. They could do very well in English class in the face of their teachers, but without their teachers' arousal and control, it was not very easy for them to have English learning interest on their own after class (Wu Linfang, 2002). Secondly, their teachers sometimes assigned a lot of written homework for them to do at home. And most of

the homework was English exercises about word spelling, text reciting. The more such homework they do, the less interest they would feel (Mao Youyou & Xu Cheng, 2008). In the interview, students said that their teachers asked them to recite English texts everyday, and they thought it was not so interesting. Thirdly, some students have interest in learning English because they like to participate in group work, pair work and English games, while after class, they have to learn on their own. And when they learn independently at home, their interest can not be so strong (Li Yane, 2009).

Compared with in-class interest, students' interest-in-English was not so strong. First of all, the examination-oriented English teaching had a bad effect on students' interest toward English. At present, many primary schools and parents are still deeply influenced by the examination-oriented education. The mere aims for both teachers and parents are getting high scores. In order to achieve these aims, some teachers assign too much mechanical homework, and some parents took their children to many English tutorial classes, which could put extra burdens on the students. Too much load could produce a negative effect on children's interest toward English (Zhang Shuangshuang, 2012). Moreover, after they learnt English for two years, some students gradually found that English was not so easy or so interesting to learn as at the beginning of their learning, which could change their initial strong interest toward English (Ding Yongxiang, 2012). In addition, some students might fail in examinations and they could be criticized by their English teachers (<http://www.doc88.com/p-315766976476.html>). Such criticism could damage students' interest in English.

Students' English learning interest was naturally strong on the whole, because their in-class interest, which occupied a big part of it, was strong. On the other hand, their after-class interest and interest-in-English, which took another two parts of English learning interest, were not so weak. Therefore, the English learning interest for those 100 participants was strong altogether.

4.2 The relationship between English learning interest and English achievements

In order to show the relationship between English learning interest and English achievements, we used Pearson Correlation to test the relationship between them.

We divided all of students' English learning interest scores into two groups: strong interest group (shortened for SIG, N=30, scores>40) and weak interest group (shortened for WIG, N=30, scores<34) through SPSS, and used the Pearson Correlation to analyze the relationship between English learning interest and English achievements.

From Table 4, we can see that the correlation between English learning interest and English achievements of SIG was very weak ($r=0.051$). So students' strong English learning interest had little effect on their English achievements.

Table 4 *The Pearson Correlation between English learning interest and English achievements of SIG.*

		English Achievements for SIG	English Learning Interest for SIG
English	Pearson Correlation	1	.051
Achievements	Sig. (2-tailed)	.	.787
for SIG	N	30	30
English Learning	Pearson Correlation	.051	1
Interest	Sig. (2-tailed)	.787	.
for Sig	N	30	30

It seems very strange that students' strong English learning interest had little effect on their English achievements. Improving English achievements only by means of interest is not enough. Learning English is a long journey, which needs students to pay long-term efforts, and to use effective learning methods and strategies (Liu Zhen, 2006; Zhang Qin, 2009). Therefore, interest can only account for some parts of English learning achievements. Next, the use of multi-media in class could be a double edged sword. When it helped to develop students' English learning interest, it could distract their attention, if it was made so audio-visually attractive. Some students with poor self-control might pay more attention to its entertainment, rather than the teaching content (Luo Jingting, 2004). Although multimedia can cultivate students' English learning interest, students may not learnt real English knowledge, it directly influence students' English achievements. In addition, the mid-term English examination used as the instrument in our thesis did not cover listening and speaking. It mainly tested word remembering, grammar and reading comprehension. However, if students with strong English learning interest had interest in English speaking and listening, their real English abilities could not be tested by this examination. Finally, some students with strong English learning interest may not master test-taking skills. Test-taking skills are very important parts in English exams, and good English achievements cannot be gat without them. If students want to get good English achievements, they should pay attention to their test-taking skills (Tan Lanying, 2012).

Table 5 *The Pearson Correlation between English learning interest and English achievements of WIG*

		English Achievements for WIG	English Learning Interest for WIG
English	Pearson Correlation	1	.312
Achievements	Sig. (2-tailed)	.	.094
for WIG	N	30	30
English Learning	Pearson Correlation	.312	1
Interest	Sig. (2-tailed)	.094	.
for WIG	N	30	30

Table 5 showed the correlation between English learning interest and English

achievements of WIG was weak ($r=0.312$). So students' weak English learning interest had little effect on their English achievements.

Why did the weak English learning interest have little effect on English achievements? For one thing, the exam-oriented education is still influencing learning and teaching (Cui Yan, 2004). Nowadays, some teachers still care too much about English examination scores. Therefore, they assigned students a lot of mechanical exam-oriented English exercises or mock examination. It is very bad for arousing students' English learning interest. While these exercises could help students improve their English achievements and master effective test-taking skills, whether they have strong English learning interest or not, so English learning interest lose its effects on English achievements in the presence of exam-oriented education. In the interview, students said that they have to do much homework sometimes and their parents often took them to some tutorial classes. They do not like it at all.

For another thing, the mid-term examination is mainly to test word remembering, grammar and reading comprehension. And all of them belong to mechanical and receptive things. The scores of these kinds of tests could be improved through their short-time and concentrated exercises. So although some students have weak English learning interest, they can get good English achievements through exam-oriented training (Fu Zhaojia, 2012).

4.3 The differences in English learning interest between boys and girls

The independent-samples T test was used to study the differences in English learning interest between boys ($N=59$) and girls ($N=41$).

Table 6 *The results of Independent-samples T test*

Gender	Factor	English learning interest
Boys	Mean	35.6271
	Standard Deviation	5.12433
Girls	Mean	36.8780
	Standard Deviation	4.96852
	Mean Difference	-1.2509
	t	-1.216
	p	0.114

From Table 6, we can see that girls' English learning interest was a little stronger than boys' ($t= -1.216$). But the differences in English learning interest between boys and girls was not very significant ($p=0.114 > 0.05$).

Firstly, many linguists have proven that girls have more talent in language than boys and they learn English a little faster (Chen Qi, 2004). So girls are usually more interested in English than boys.

Secondly, girls often obey the class disciplines and listen to their teachers attentively. They are easy to be praised by their teachers, who like to give them more

chances to present themselves in English class. Their learning interest can be stimulated by the teachers' praise and encouragement. Boys are usually very naughty at this stage, and they are easy to distract from their class. They are easily criticized by the teachers, which could damage their English learning interest. So it is very natural that girls' English learning interest are a little stronger than boys' (Cai Lanzhen, 2003).

In addition, girls' interest in English is found to last longer than boys. It is easier for boys to lose their interest in English when they meet with learning difficulties. For girls, if they have interest in English, they will keep it for a long time, because they have stronger patience than boys, which can help them overcome their learning difficulties (<http://www.doc88.com/p-315766976476.html>).

However, the differences of English learning interest between boys and girls were not very significant. According to *English Curriculum Standards for Compulsory Education* (Ministry of Education, 2011), teachers are asked to arouse students' English learning interest in the course of their teaching. Yingcai Primary School in this thesis is a private school, where every English teacher is asked to cultivate students' English learning initiative and interest. The English teachers know how to use different teaching aids like realia and multimedia to arouse their students' English learning interest. For those Grade 5 students, both boys and girls could be made interested in the use of teaching aids. So the boys-girls difference in English learning interest cannot be found very significant. And a lot of researchers have proven that the sex difference of English learning interest begins to appear at Grade 4 (<http://www.doc88.com/p-492545966137.html>). After only one year of English learning, such sex difference cannot be made so big at Grade 5 although the difference can be found to exist.

5. Conclusion

5.1 Major findings

This study used the methods of qualitative research and quantitative research. It aimed to study Grade 5 students' English learning interest in Yingcai Primary School, and to show the correlation between English learning interest and English achievements and the difference in English learning interest between boys and girls. The major findings were: 1) Students had strong English learning interest. However, students' in-class interest are stronger than their after-class interest and their interest-in-English; 2) The correlation between English learning interest and English achievements of strong interest group was very weak, and that of weak interest group was also weak. That means their English learning interest had little effect on their English achievements; 3) Girls had a little stronger English learning interest than boys, but the difference in English learning interest between boys and girls was not very significant.

5.2 Pedagogical implications

According to the findings of the research, the researcher offered some suggestions for improving primary school students' English learning interest:

(1) English learning interest is the key to successful English learning. So teachers should try their best to cultivate and stimulate their students' English learning interest. They can improve their own oral English, construct harmonious teaching environment and use different kinds of teaching aids and methods, such as multimedia, group work, pair work and English songs (Tan Lanying, 2012; Azar Mohammadi, 2012).

(2) For those students with weak after-class interest, teachers can assign interesting English homework and develop their autonomous learning ability. And for the students who do not have strong interest toward English, teachers can find their good points to praise them, give them opportunities to feel the sense of achievements, and make the homework suited to their learning level.

(3) Teachers should know how to help those students with strong English learning interest but not good English achievements. They can help them to form effective learning methods, develop their examination skills by offering them some exam-oriented exercises and tests including listening and speaking. For the students with weak English learning interest but good English achievements, teachers can offer them more meaningful exercises like making dialogue and role play, and telling stories instead of doing too many mechanical and exam-oriented exercises. They can organize various teaching activities for them to take part in to arouse their English learning interest.

(4) In terms of the sex difference in interest, teachers can ask boys and girls to help each other by arranging them to sit together, and organizing some group and pair activities for them to do together (Zou Xia, 2012).

Although the thesis made an empirical study of Grade 5 students' English learning interest, there are still some limitations. The mid-term examination used as the instrument just included word spelling, grammar and reading comprehension, while listening and speaking were not included in it. And items of the questionnaire had only three choices and its reliability and validity need to be further verified. The future researches can avoid these limitations.

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备注:

1、正文和参考文献部分的参考内容必须完全一致，也就是说，正文中所引用的参考文献在这里全部都要列出来；在参考文献部分列出的参考文献也必须是正文中引用的。而且，每篇论文至少有 10 个左右参考文献，其中英文的参考文献不少于一半。

2、参考文献中的数字、表示文献类型的字母及字母前后的中括号都统一用 Times New Roman 字体；标点符号的字体统一用英文格式的宋体。

3、文献是硕博论文的，需在该硕博论文所属的大学名前标明该大学所在的具体城市名。

4、英文著作和论文涉及两个或三个作者的文献，格式如下：

[1] LIGHT P, MEVARECH Z R. Literary studies in the eighteenth century [M]. Cambridge: Cambridge University Press,1992. **（英文著作，两位作者）**

[2] SKINNER B F, JOHNSON R T, SMITH K A. Cooperative learning studies in American schools [M]. Baltimore: Johns Hopkins University, 1991. **（英文著作，三位作者）**

- [3] TORDER C, SKINNER B F. Literary studies [J]. Applied Linguistics, 2008, 4:192-222. (英文期刊, 两位作者)
- [4] WIGHT P H, LIGHT P, MEVARECH Z R. Feedback in the writing process [J]. ELT Journal, 1992, 6: 63-67. (英文期刊,三位作者)

各种文献格式

1) Books

Author. Title of book [M]. Place of Publication: Publisher, Year.

- [1] LAKOFF G. Women, fire, and dangerous things [M]. Chicago: Chicago University Press, 1987.
- [2] 潘懋元. 高等教育学[M]. 北京: 人民教育出版社, 2007.

2) Journal articles

Author. Title of article [J]. Full Title of Journal, Year, Volume number (Issue number): Page numbers.

- [1] GRZEGA J. Some aspects of modern diachronic onomasiology [J]. Linguistics, 2002, 12(40): 1021-1045.
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3) Thesis / Dissertation

Author. Title of thesis [D]. Place of University: University, Year.

- [1]高明. 目的论指导下的旅游文本翻译研究[D].长沙: 中南大学, 2011.

4) Collected Papers

Author. Title of article [A]. In Editors (Ed.), Title of Book [C]. Place of Publication: Publisher, Year.

e.g.

- [1] Fillmore C. Scenes-and-frames semantics [A]. In Antonio Zampolli (Ed.), Linguistic structures processing [C]. Amsterdam: North Holland Publishing Company, 1997.
- [2] 钟文发. 非线性规划在可燃毒物配置中的应用[A]. 赵炜. 运筹学的理论与应用——中国运筹学会第五届大会论文集[C]. 西安: 西安电子科技大学出版社, 1996.

5) Newspapers

Author. Title of article [N]. Title of Newspapers, Year, Date (Issue number).

e.g.

- [1] 谢希德. 创造学习的新思路[N]. 人民日报, 1998, 12-25(10).

6) Online references

[文献类型/载体类型标识]:

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获得地址，发表更新日期/引用日期. 获取或访问路径.

[12] 熊勇. 非言语交流及其跨文化差异 [J/OL]. (2014-3-21)[2016-3-28].
<http://www.docin.com/p-358246042.html>,

文献类型标识如下:

M——专著, C——论文集, N——报纸文章, J——期刊文章, D——学位论文,
R——报告, S——标准, P——专利, DB——数据库, EB——电子公告, OL——
网络; A——论文集里的文章

对于不属于上述的文献类型, 采用字母“Z”标识。

Appendix

小学生英语学习兴趣调查问卷

小朋友们，你们是诚实的小学生，要如实地填写哦！

姓名：_____ 班级：_____ 性别：_____

1. 上英语课的时候，你会主动举手回答问题吗？
A. 经常 B. 偶尔 C. 从来不
2. 每天放学英语作业会先做吗？
A. 会 B. 偶尔 C. 从不
3. 每天放学后花多少时间在学习英语上？
A. 30 分钟以上 B. 15 分钟左右 C. 5~10 分钟
4. 上英语课时符合以下哪种情况？
A. 非常积极 B. 有时会走神 C. 经常发呆
5. 英语学习不懂的地方会主动请教老师吗？
A. 会 B. 偶尔 C. 从不
6. 你喜欢听老师讲英语故事吗？
A. 喜欢 B. 一般般 C. 不喜欢
7. 你喜欢跟老师做英语游戏吗？
A. 喜欢 B. 一般般 C. 不喜欢
8. 你喜欢跟老师学唱英文歌曲吗？
A. 喜欢 B. 一般般 C. 不喜欢
9. 你喜欢上英语课吗？
A. 喜欢 B. 一般般 C. 不喜欢
10. 学习英语时从不预习、复习，没有目标，没有计划？
A. 否 B. 部分符合 C. 是
11. 经常关注生活中的一些英文标语吗？
A. 经常 B. 偶尔 C. 从不
12. 你喜欢跟着磁带或电视学习英语吗？
A. 喜欢 B. 一般般 C. 不喜欢
13. 你希望每天都有英语课吗？
A. 希望 B. 无所谓 C. 不希望
14. 长大后想当英语老师吗？
A. 想 B. 无所谓 C. 不想
15. 课后你会主动跟父母要求报一些英语辅导班吗？
A. 会 B. 偶尔 C. 不会
16. 学习英语对你来说是一件快乐的事情吗？
A. 是 B. 部分是 C. 否
17. 你会主动告诉其他人英语很有趣吗？
A. 会 B. 偶尔会 C. 不会