

The Transformative Power of 15 Year Consistent Education on Children's English Proficiency: A Journey of Linguistic Nurturing

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Abstract: English serves as a bridge to global opportunities, yet traditional fragmented education disrupts English learning continuity. The 15-year consistent education system eliminates such barriers, offering a seamless linguistic journey. Its core strength lies in curriculum continuity, aligning with children's cognitive and psychological development. It fosters personalized linguistic nurturing through long-term teacher–student relationships, creating tailored learning paths. For instance, students with visual or auditory learning styles receive customized instruction. The system also builds on previous knowledge, ensuring smooth progress in areas like pronunciation and writing. Additionally, long term relationships create a safe learning environment, encouraging students to take risks. Although facing challenges in investment and student diversity, its benefits outweigh them. Respecting language learning and child development, it offers a transformative blueprint for nurturing English proficiency in a globalized world.

Keywords: 15-year consistent education; English proficiency; Curriculum continuity; Linguistic nurturing

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1. Introduction

English has become a bridge connecting individuals to global opportunities. For children, mastering English is no longer merely about passing exams; it is about unlocking access to diverse cultures, advanced knowledge, and global networks ^[1,2]. However, traditional fragmented education systems, where students switch schools at kindergarten, primary, junior high, and senior high transitions, often disrupt the continuity of English learning. Each new school brings a different curriculum, teaching method, and assessment standard, forcing students to repeatedly adapt, review, and even unlearn previous knowledge. This disconnection not only wastes precious learning time but also erodes children's interest and confidence in English. In contrast, the 15-year consistent education system eliminates these barriers, creating a seamless journey of linguistic growth that accompanies children from their first encounter with English to their mastery of it.

A remarkable transformation in individuals' linguistic abilities can be witnessed within a 15-year

consistent education system. This system intricately integrates English learning into the very fabric of a child's developmental journey, cultivating linguistic proficiency not as a static subject but as a dynamic, evolving skill that grows in tandem with the learner. Such a transformation is not accidental; it underscores the profound and enduring impact of a well-structured, long term educational framework.

2. Research

The core strength of the 15-year consistent education system lies in its curriculum continuity, a carefully crafted linguistic roadmap that aligns with children's cognitive and psychological development. In the early years, kindergarten to Grade 2, the focus is on "linguistic immersion" rather than formal instruction. Teachers use songs, games, and daily interactions to introduce English sounds and simple vocabulary. A four-year-old in such a setting does not memorize "hello" and "goodbye" as isolated words but learns to use them naturally when greeting classmates or saying goodbye to teachers. This approach taps into young children's innate ability to acquire language through context, laying a foundation of familiarity and affection for English.

As children enter the middle stage, Grade 3 to Grade 8, the curriculum gradually shifts to building "linguistic structure". Students learn grammar rules not through rote memorization but through analyzing authentic texts and engaging in communicative activities. For example, when learning the present perfect tense, instead of reciting formulas, they discuss their travel experiences using "I have been to...", connecting grammar to real life emotions and experiences.

In the senior stage, Grade 9 to Grade 12, the curriculum emphasizes "linguistic application", integrating English with academic subjects such as history, science, and literature^[3]. Students read English academic papers, write research reports, and participate in debates on global issues, transforming English from a communication tool into a vehicle for critical thinking and academic exploration^[4].

3. Discussion

This continuous curriculum is vividly brought to life through the establishment of long-term teacher-student relationships, which serve as the cornerstone of the 15-year consistent educational system. This system is designed to foster personalized linguistic nurturing, setting it apart from traditional educational models where teachers frequently change every few years. In the 15-year consistent schools, many educators take on the remarkable role of following students through multiple grades or even entire educational stages, enabling them to gain an in depth understanding of each child's unique learning style, strengths, and weaknesses.

One of the most significant advantages of the 15-year consistent system is the ability to create highly personalized learning pathways for students. For instance, consider a student named Zhang Hexuan who shows a natural inclination towards visual learning in the kindergarten. His teacher, who has been with him since the beginning of his educational journey, quickly identifies this characteristic^[5]. Instead of relying solely on traditional text-based materials, the teacher incorporates a large number of visual aids such as colorful flashcards, engaging educational videos, and interactive online platforms into Zhang Hexuan's language lessons.

As Zhang Hexuan progresses to junior high, the same teacher, now well versed in his learning preferences, continues to tailor the curriculum. For vocabulary acquisition, instead of just having Zhang Hexuan memorize word lists, the teacher encourages him to create mind maps that connect new words with related images and concepts. This approach not only makes learning more enjoyable for Zhang Hexuan but also significantly

improves his retention of new vocabulary. By the time Zhang Hexuan reaches high school, his teacher can further customize his language learning experience by assigning him research projects that require him to analyze and present information using visual presentations, such as PowerPoint slides or infographics. This long term, personalized approach ensures that Zhang Hexuan is constantly challenged at an appropriate level and is able to develop his language skills in a way that suits him best.

Another example is that of a student named Lily who has a strong auditory learning style. In primary school, her teacher notices that Lily picks up new words and grammar rules more effectively when she hears them in context, such as through songs, stories, and conversations. The teacher then incorporates a lot of audio-based activities into Lily's lessons, like listening to English children's songs and following along with the lyrics, or engaging in role plays where she can practice speaking and listening in a fun and interactive way.

When Lily moves on to junior high, her teacher, who has been closely observing her progress, builds on this foundation. The teacher introduces more complex audio materials, such as English podcasts and short films, and encourages Lily to take notes while listening and then summarize the content. In high school, Lily's teacher takes her auditory learning to the next level by having her participate in language exchange programs where she can have real life conversations with native English speakers over the phone or through video calls. This continuous and personalized attention to Lily's auditory learning style has helped her develop excellent listening and speaking skills, enabling her to communicate confidently in English.

The 15-year consistent system also excels at building on a student's previous knowledge in a seamless manner. Take the case of a student who struggles with pronunciation in primary school. Let's call this student Li Ming. His teacher in primary school recognizes this challenge early on and designs a series of targeted exercises to help him improve. For example, the teacher has Li Ming read aloud daily, starting with simple words and gradually moving on to more complex sentences. The teacher also records Li Ming's progress over time, allowing both Li Ming and his teacher to track his improvement.

As Li Ming enters junior high, the same teacher, who has been closely monitoring his development, can build on this foundation. The focus now shifts to intonation and stress. The teacher uses a variety of techniques, such as having Li Ming listen to native English speakers and imitate their intonation patterns, or engaging in group discussions where Li Ming can practice using correct stress in his speech. By the time Li Ming reaches high school, his teacher can further refine his pronunciation skills by introducing him to more advanced topics such as regional accents and the nuances of different English-speaking cultures. This step-by-step approach, based on a deep understanding of Li Ming's previous learning experiences, ensures that he is able to overcome his initial pronunciation difficulties and develop a clear and natural English accent.

Similarly, for a student who shows an early interest in writing in primary school, say Li Jiayi, her teacher can nurture this talent over the 15-year period. In kindergarten, Li Jiayi's teacher encouraged her to draw her own picture books. In primary school, Li Jiayi's teacher encourages her to write poems, providing her with feedback on her grammar, vocabulary, and creativity. As Li Jiayi moves to junior high, her teacher, who has been following her writing progress, introduces her to more complex writing forms such as essays and research papers. The teacher helps Li Jiayi develop her critical thinking skills by guiding her through the process of researching a topic, organizing her thoughts, and presenting her arguments in a clear and logical way. In high school, Li Jiayi's teacher can take her writing to a professional level by encouraging her to submit her work to writing competitions or even publish her articles in school magazines or online platforms. This continuous support and guidance have enabled Li Jiayi to become a proficient and confident writer.

In the context of the 15-year consistent educational system, long term teacher-student relationships

assume an exceptionally vital role in the establishment of a secure and trust filled learning environment. Such relationships are not merely beneficial but are, in fact, indispensable for fostering an atmosphere where students can thrive academically and emotionally.

Take the case of a student named Wang Huan as an illustrative example. At the beginning, Wang Huan is an extremely shy individual who is highly reluctant to speak English in class. He is so nervous that he would rather remain silent than risk making an error in front of his classmates and teacher. However, his teacher, who has been accompanying him throughout several years of his educational journey, recognizes the importance of building a strong and meaningful relationship with Wang Huan.

This dedicated teacher goes above and beyond the call of duty to establish a connection with Wang Huan. The teacher demonstrates a sincere and genuine interest in Wang Huan's hobbies and personal interests. Moreover, the teacher skillfully incorporates these hobbies and interests into the language lessons^[6]. For instance, if Wang Huan is fond of basketball, the teacher might design a language activity where students have to describe a basketball game in English, using relevant vocabulary and grammar structures. Or, if Wang Huan enjoys reading science fiction, the teacher could assign a task where students read a short science fiction passage in English and then discuss it in class.

Through these thoughtful and personalized approaches, the teacher gradually helps Wang Huan overcome his shyness and build confidence in speaking English. As a result, Wang Huan becomes more and more willing to participate in class discussions and language related activities, transforming from a reluctant speaker to an active and engaged learner. This example clearly highlights how long-term teacher-student relationships can have a profound and positive impact on students' language learning experiences.

Another student, Liu Yuhan is afraid that her classmates will laugh at her if she says something wrong. Her teacher, who has been observing Liu Yuhan's behavior for a long time, creates a non-judgmental classroom atmosphere. The teacher also provides Liu Yuhan with many opportunities to practice speaking in a low-pressure environment, such as small group discussions or one on one conversation. As Liu Yuhan's trust in her teacher grows, she becomes more willing to speak up in class and take risks. She starts to see mistakes as stepping stones to improvement rather than sources of embarrassment, and her English communicative competence improves significantly.

4. Conclusion

In conclusion, the 15-year consistent educational system stands out as a distinctive and remarkably efficient model for language learning, primarily due to its unwavering emphasis on cultivating long term teacher-student relationships. This system is not just a mere framework; it is a well thought out and comprehensive approach that takes into account the multifaceted nature of language acquisition and the individual needs of students.

One of the key advantages of this system lies in its ability to provide personalized learning pathways for each student. In a traditional educational setting, teachers often have to adopt a one size fits all approach, which may not be suitable for every learner. However, in the 15-year consistent system, teachers, having established long term relationships with their students, are well acquainted with their learning styles, strengths, and weaknesses. Another significant aspect of this system is its focus on building on previous knowledge. Language learning is a cumulative process, and each new concept or skill is built upon the foundation of what has already been learned. In the 15-year consistent system, teachers can seamlessly connect new language topics with the knowledge that students have acquired in previous years. This continuity ensures that students do not forget what they have

learned and can gradually deepen their understanding of the language. Moreover, the long-term teacher–student relationships in this system play a pivotal role in creating a safe and trusting learning environment. As mentioned earlier, when students feel comfortable and supported by their teachers, they are more likely to take risks and actively participate in language learning activities. They are not afraid of making mistakes because they know that their teachers will be patient and understanding. This sense of security encourages students to explore the language more freely, ask questions, and engage in discussions, all of which are essential for effective language learning. For example, in a classroom where there is a strong teacher–student bond, students are more willing to share their opinions on a language related topic, even if they are not entirely sure about their answers. This kind of active participation not only enhances their language skills but also boosts their confidence and self-esteem.

By integrating personalized learning pathways, building on previous knowledge, and creating a safe and trusting learning environment, the 15-year consistent educational system ensures that each student’s linguistic potential is fully maximized. It equips students with the necessary language skills and cultural awareness to thrive in the globalized world. In today’s interconnected world, where communication across borders is becoming increasingly common, having strong language abilities is no longer a luxury but a necessity. This system prepares students to meet the challenges of the globalized era, enabling them to interact effectively with people from different cultural backgrounds, pursue international educational and career opportunities, and contribute to the global community. In short, the 15-year consistent educational system is a powerful tool for language learning that sets students on a sure path to success in the globalized world.

Of course, the 15-year consistent education system is not without challenges. It requires significant investment in curriculum development, teacher training, and school resources to maintain continuity across 15 years. Additionally, it needs to adapt to the diverse needs of students, ensuring that advanced learners are challenged and struggling learners receive support. However, the benefits far outweigh these challenges.

In the end, the power of the 15-year consistent education system lies in its respect for the nature of language learning and child development. Language is not learned in isolation or through short term cramming; it is learned through continuous exposure, meaningful interaction, and personalized nurturing. As globalization continues to connect our world more closely, the 15-year consistent education system offers a blueprint for nurturing English proficiency that is not just effective, but transformative, a gift that shapes children’s lives for decades to come.

Disclosure statement

The authors declare no conflict of interest.

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