

Study on the Role of English Teachers in Primary Schools under the Policy of Double Reduction

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Abstract: In China, students have been facing significant academic pressure and a heavy homework burden, which has adverse effects on their physical and mental well-being. To address this issue, the “double reduction” policy was introduced, aiming to decrease the workload for students in compulsory education. However, this policy presents challenges for English teachers who must navigate their roles within the policy context while ensuring the quality of English teaching. This article utilizes literature analysis, questionnaire surveys, and interviews to explore the roles of English teachers, including policy implementation, transformative educational approaches, homework design, efficient classroom practices, professional development, and student learning facilitation. The study proposes potential solutions to address common challenges encountered by English teachers in China.

Keywords: The “Double Redouble” Policy; The Role of English Teacher; Primary English Teaching.

1. Introduction

Education plays a vital role in enhancing the overall quality of individuals and promoting their comprehensive development. It serves as a crucial cornerstone for national rejuvenation and societal progress, contributing significantly to the great rejuvenation of the Chinese nation. Among different levels of education, compulsory education stands as a top priority within the national education system. As such, teachers are required to prioritize the moral cultivation of students as the fundamental task of education. However, traditional exam-oriented education has presented several issues. These include an excessive focus on the college entrance rate, an imbalanced emphasis on intellectual education while neglecting students' holistic development, and overwhelming homework burdens imposed on students. These educational practices are not conducive to fostering innovative talents in China.

To address this need for change, improve the quality of school education, standardize extracurricular training, and alleviate the heavy workload and burden of homework and off-campus training for compulsory education students, the “double reduction” policy was introduced. This policy aimed to effectively reduce homework burdens and promote the all-round development of students. Nevertheless, the implementation of the “double reduction” policy brings forth challenges for teachers. Firstly, teachers' workload increases as they adapt to the new policy. Secondly, teachers need to possess stronger professional teaching abilities to effectively navigate the changes. Lastly, teachers must reposition their professional roles within the evolving educational landscape.

Given that teachers play a pivotal role in curriculum implementation, the “double reduction” policy directly impacts them. Therefore, it becomes essential to explore the role of primary school English teachers and determine effective teaching methods that align with the policy objectives while enhancing the quality of English classroom instruction. This study aims to examine primary school English teachers' perspectives within the context of the “double reduction” policy. Drawing upon teacher role theory

and the policy's requirements, the study utilizes literature analysis, questionnaire surveys, and interviews to analyze the roles of primary school English teachers under the “double reduction” policy. By synthesizing the current situation of primary school English teachers, the study ultimately presents feasible strategies to address potential challenges, offering practical significance to the field.

2. Literature Review

(1) Basic concept explanation:

The “double reduction” policy, introduced by China in July 2021, aims to alleviate the heavy workload and after-school training burden of students in compulsory education. It sets new educational objectives, focusing on improving the quality of school education, rationalizing homework assignments, enhancing after-school services, and meeting the diverse needs of students. The policy encompasses a series of measures to effectively reduce the overall learning burden and off-campus training obligations of students in compulsory education. The concept of the “teacher's role” is derived from the broader notion of social roles. Teachers, as social actors, are expected to fulfill specific functions and responsibilities in accordance with their societal status. The definition of the teacher's role includes both the actual behaviors exhibited by teachers and the expectations society has for them. Different teaching periods require teachers to assume different roles. Traditionally, teachers were seen as knowledge transmitters, but with the new curriculum reform, their roles have expanded to include facilitation, development, and research. Under the “double reduction” policy, teachers need to understand and fulfill their roles effectively.

(2) Research status at home and abroad:

The double reduction policy has not been extensively discussed in western countries. However, many countries emphasize reducing the burden of education. Looking at the practices of other countries can provide valuable experiences for us. Finland, recognized as a leading country in education, implemented significant reforms in 2014 by revising the core curriculum of basic education. In 2016, they introduced the concept of “phenomenal teaching” nationwide. Phenomenal

teaching requires schools to carry out interdisciplinary learning modules at least once a year. This approach aims to develop well-rounded individuals but also poses challenges for teachers. Therefore, Finland started focusing on cultivating “encyclopedic” teachers with high expectations for their roles. In 1989, the United States published the comprehensive report called “Science for All – the United States 2016 Plan” (referred to as the “2061 Plan”). This plan includes important elements reflecting the spirit of reducing burdens, acknowledging that reducing burdens is essential and necessary in response to the changing times. Japan implemented “relaxed education” in 2001, which not only reduced teaching content but also shortened the teaching time, significantly alleviating students’ learning burden. Japan also prioritized the development of teachers. In 1998, they proposed the report “On the Active Use of Master’s Courses in Teacher Training,” which emphasized training teachers to possess professional expertise and a rich personality to effectively implement the burden reduction policy.

Numerous studies abroad have focused on examining the role of teachers. According to constructivism, teachers should serve as tutors, cooperators, guides, promoters, and helpers in students’ learning process. The emphasis is on adopting a student-centered approach rather than simply imparting knowledge. Teachers should guide students in constructing their own knowledge, encouraging them to understand and accept knowledge based on their own experiences and existing knowledge. Moreover, teachers should actively inspire students’ enthusiasm for learning, respect their personalities and experiences, and create a learning environment that caters to their diverse life experiences and cognitive levels.

In China, the Ministry of Education issued the first official document related to reducing the burden of education in 1955, titled “Instructions on Reducing the Excessive Burden of Primary and Secondary Schools.” This document highlighted how the heavy academic workload negatively impacted students’ physical and mental health. It proposed measures such as optimizing teachers’ teaching levels and increasing extracurricular activities to alleviate the academic burden on students. In 2000, the Ministry of Education issued an “Emergency Notice on Reducing the Excessive Burden of Students in Primary Schools,” which advocated for the elimination of the 100-percent student examination system and a shift in grade evaluation methods.

3. Research Design

(1) Questionnaire Survey Methods

This research utilizes the Questionnaire Star software to design a set of carefully crafted questionnaire questions concerning the current status of primary school teacher development under the “double reduction” policy. Primary school English teachers are requested to complete the questionnaire, which will be subsequently collected and sorted. This will provide a deeper understanding of the role of primary school English teachers under the “double reduction” policy and enable the identification of existing problems.

(2) Interview Methods

The interview method aims to explore the role positioning of primary school English teachers under the “double reduction” policy. After conducting the questionnaire survey, an interview outline will be developed based on the survey results. Relevant individuals will be contacted for the interview process. The interview questions will focus on

seven key aspects, including the current state of primary school English classroom teaching, the design of English homework, the professional competence of English teachers, the social status of English teachers, students’ interest in English, parental importance placed on English, and suggestions for primary school English teachers. Through these interviews, common challenges faced by primary school English teachers and English classes under the “double reduction” policy will be analyzed, and practical strategies will be proposed. The interviews will be conducted via telephone with the consent of the participating teachers and parents. The content will be recorded through note-taking and used for analysis and research purposes.

From December 17, 2022 to December 24, 2022, the author interviewed five primary school English teachers and five parents of primary school students through telephone and WeChat voice. Next, teachers interviewed are represented by T1, T2, T3, T4 and T5, while parents are represented by P1, P2, P3, P4 and P5.

Table 1. Basic Information Table of Interviewees

Interview Subjects	Age	Teacher’s/Student’s Class	Degree
T1	37	Grade Five	Undergraduate
T2	32	Grade Three	Junior college
T3	29	Grade Six	Undergraduate
T4	45	Grade Two	Undergraduate
T5	25	Grade Five	Undergraduate
P1	31	Grade Three	Senior high school
P2	34	Grade Five	Undergraduate
P3	33	Grade Two	Senior high school
P4	31	Grade Four	Junior high school
P5	36	Grade Six	Junior college

(3) Procedures

Based on an extensive review of relevant literature, the research topic is defined as primary school English teachers. A total of 114 primary school English teachers participated in the questionnaire survey, while 5 primary school English teachers and 5 parents participated in the interviews. This study examines the perspectives of primary school English teachers on the “double reduction” policy and its implementation, thereby offering practical significance. The research procedures involve four key steps. Firstly, the research topic is determined through a comprehensive review of existing literature. Secondly, questionnaires and interview outlines are designed based on the research questions and objectives. The interviews are conducted with frontline primary school English teachers. Thirdly, the collected survey data and interview data are analyzed to identify common problems faced by primary school English teachers under the “double reduction” policy and to understand the underlying reasons at different levels. Finally, by analyzing the identified reasons and considering the current national requirements for reducing the burden on primary and middle school students, feasible strategies for primary school English teachers are proposed.

The questionnaires were distributed on December 16, 2022, with guaranteed anonymity. A total of 202 questionnaires were distributed to primary school English teachers, out of which 132 were returned. Among the returned questionnaires, 114 were considered valid, while 18 were deemed invalid due

to incomplete responses. The gender distribution of the participants includes 40 male teachers, accounting for 35.09% of the total, and 74 female teachers, accounting for 64.91%. This gender distribution aligns with the general distribution of male and female teachers in primary schools (as depicted in Figure 3-1), which confirms the authenticity and reliability of the questionnaire data.

4. Data Analysis

This section presents an analysis of the collected data, focusing on the current situation of primary school English teachers, students, and parents under the “double reduction” policy. The aim is to identify and summarize their common issues.

(1) Questionnaire Analysis

This section conducts an in-depth analysis of the questionnaires administered to primary English teachers. The questionnaire is divided into two main aspects. Firstly, it explores the basic information of teachers, including their age, educational background, teaching experience, and grades taught. Secondly, the questionnaire investigates the current situation of primary English teachers under the “double reduction” policy. The analysis is based on five dimensions: teachers’ understanding of policies, teachers’ educational concepts, work pressure, home-school communication, and after-school services. The following section presents the detailed survey results.

Teachers’ Understanding of the “Double Reduction” Policy

This part delves into teachers’ understanding of the “double reduction” policy, focusing on three aspects: their comprehension of the policy, their attitude towards it, and their perception of its implementation.

(2) Comprehension of the “Double Reduction” Policy

Figure 1 below depicts teachers’ comprehension of the “double reduction” policy. The results show that only 14 teachers (12.39% of the total) are very familiar with the policy, 54 teachers (47.79%) have a relatively good understanding, 39 teachers (33.63%) possess a general understanding, and 7 teachers (6.19%) are not familiar with the policy.

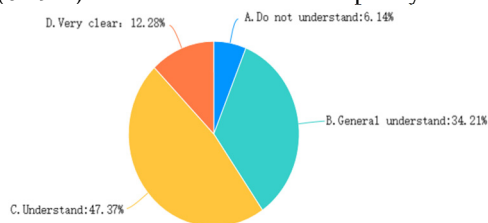


Fig 1. Depicts teachers’ comprehension of the “double reduction” policy

(3) Attitude towards the “Double Reduction” Policy

Figure 2 illustrates teachers’ attitude towards the “double reduction” policy. Of the surveyed teachers, only 14.91% expressed full support, 61.4% expressed general support, 19.3% showed little support, and 4.39% expressed complete opposition. These findings indicate that while most teachers hold a positive attitude towards the “double reduction” policy, some still harbor reservations or opposition.

Perception of the Implementation of the “Double Reduction” Policy.

Figure 3 presents teachers’ views on the implementation of the “double reduction” policy. According to the survey

question, “Do you think it is necessary to implement the double reduction policy?” 9.65% of teachers believe it is necessary, 64.91% think it is necessary, 17.54% are unsure about its necessity, and 7.89% do not consider it necessary. These results highlight a small percentage of teachers who do not fully grasp the benefits of the “double reduction” policy.

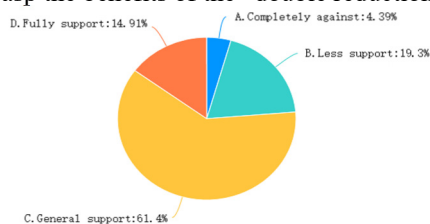


Fig 2. Teachers’ attitude towards the “double reduction” policy

By analyzing the gathered data, it becomes apparent that although the majority of primary school English teachers exhibit a positive attitude towards the “double reduction” policy and acknowledge its importance, a considerable number still lack a clear understanding of its benefits or harbor reservations. Addressing these issues and providing comprehensive information and support to teachers can enhance their engagement and success in implementing the policy.

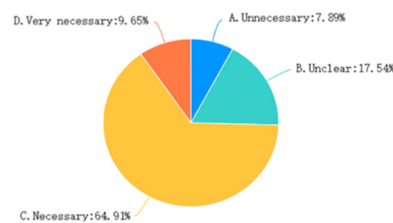


Fig 3. Teachers’ views on the implementation of the “double reduction” policy

(4) Teachers’ educational concept

In the question “Whether teachers adjust teaching design according to students’ acceptance ability”, it can be seen from Figure 3-5 that 42.98% of teachers often adjust teaching design according to students’ acceptance ability, 42.11% of teachers sometimes adjust teaching design according to students’ acceptance ability, and 13.16% of teachers rarely adjust teaching design according to students’ acceptance ability. 1.75 percent of teachers did not adjust. The above data shows that some teachers are still affected by traditional educational ideas and do not set up student-oriented thoughts.

(5) Teachers’ work pressure

The results were obtained from the teachers’ questionnaire survey “Did the double reduction policy increase the pressure on teachers?” Among them, 23.68% of teachers thought that there was a lot of pressure, 50.88% thought that there was a little pressure, only 20.18% thought that there was no pressure increase, and 5.26% thought that there was a little pressure reduction. The above data shows that since the implementation of the “double reduction” policy, the pressure on most teachers has increased, which will directly affect teachers’ preparation time. Therefore, schools should pay attention to the state of teachers while reducing the burden on students.

(6) Current situation of home-school communication

By issuing a questionnaire to teachers on “Is there any difficulty in communication between families and schools after the implementation of the double reduction policy”, as

shown in Figure, we can find that 7.89% of the teachers think it is very difficult to communicate between families and schools, 61.4% think it is a little difficult, 26.32% think it is basically no difficulty, and only 4.39% think it is completely no difficulty. This shows that there are still many parents who do not understand the “double reduction” policy, have new anxiety, and fail to cooperate with teachers to implement the “double reduction” policy.

(7) After-school service quality

In the survey of “Is the after-school delay service helpful to students?”, we can see from Figure 3-8 that only 9.65% of teachers think that the after-school delay service is helpful to students, 65.79% think that it is only a little help, 21.05% think that it is basically not helpful, and 3.51% think that it is not helpful at all. From this, we can know that the quality of after-school delay service held by the school needs to be improved.

5. Research Findings

In this section, we identified several issues prevalent among primary school English teachers, students, parents, schools, and society in relation to the “double reduction” policy. The findings were derived from sorting out questionnaires and interview outlines.

(1) Teacher Factors

Upon analyzing the data, the following reasons were identified regarding teachers: a lack of understanding of the “double reduction” policy, restrictive thinking patterns hindering their development, unreasonable homework assignments, teachers being overburdened, and a lack of professional competence.

● Insufficient Understanding of the “Double Reduction” Policy

In recent years, China has increasingly emphasized education, particularly with the introduction of the “double reduction” policy, which has garnered attention across the education sector. The questionnaire revealed that only 12.39% of teachers possess a good understanding of the policy, while nearly 40% still lack a comprehensive understanding. During interviews, some teachers admitted their limited knowledge of the policy. For instance, T2 stated, “I don’t know much about ‘double reduction,’ but its implementation has resulted in a significant increase in workload for primary school English teachers.” As the key implementers of the English curriculum, primary school English teachers play a crucial role in realizing the goals of the “double reduction” policy. Consequently, their understanding of the policy directly influences their ability to alleviate students’ burden. Insufficient comprehension of the “double reduction” policy makes it challenging for teachers to effectively reduce students’ workload.

● Restrictive Thinking Patterns Hinder Teachers’ Development

Teachers are integral to implementing the “double reduction” policy, and most express a positive attitude towards reducing students’ burden. However, when it comes to practical implementation in the classroom, teachers may hesitate to reduce workload. T3 expressed, “I typically use teaching methods that do not greatly impact my classroom in relation to the ‘double reduction’ policy. I’ve used these methods even before the policy’s implementation, as I believe they help students acquire more knowledge and improve their academic performance. As long as students’ grades remain

unaffected, parents do not question why their children’s grades are not improving daily.” Additionally, T5, as a novice teacher still in the learning stage, admitted having limited strategies to enhance classroom quality and had to rely on traditional teaching methods. These conversations highlight that teachers’ educational ideologies have not shifted, and they remain fixated on exam-oriented education and a “score-only” mindset. Consequently, teachers struggle to adapt to the “double reduction” policy. Moreover, the presence of spoon-feeding teaching methods persists, neglecting student participation and solely focusing on teacher-led instruction. Zhou Xia argues that this approach deprives students of an active role in the learning process, hindering creativity (Zhou Xia 6). Therefore, teachers need to recognize that exam-oriented education is no longer suitable for contemporary times, and our fundamental educational objective should be to foster character and cultivate individuals. Teachers should embrace a shift in traditional educational ideologies.

● Unreasonable Homework Assignments

Interviews with teachers regarding the design and allocation of English homework revealed the presence of unreasonable practices. Firstly, homework design lacks differentiation and hierarchy. For instance, T1 typically assigns memorization tasks for English words, texts, and exercises. This indicates that primary school English teachers tend to assign uniform homework without considering the varying personalities and abilities of students. Teachers face increased workload and pressure due to the “double reduction” policy. Figure 3-6 shows that 50.88% of teachers feel a slight increase in pressure, while 23.68% believe it has significantly increased. Primary school English teachers express heavy burdens, as stated by T4 who mentions reduced time for lesson preparation due to limited teaching staff and rotational after-school service.

Furthermore, Implementing the “double reduction” policy places teachers at the forefront of educational reform, and they bear the resulting pressure. T5 agrees that the burden has increased, citing the expanded workload caused by after-school delay service, leaving less time for lesson preparation and research. T1 also mentions additional duties such as collecting student health information and attending evening meetings, further intensifying the teaching burden. Additionally, teachers’ lack of professional competence is highlighted. Teachers significantly impact student academic achievements and reducing their learning burden depends on strong teaching abilities. However, some teachers, like T5, feel their professional ability is inadequate, hesitating to try new teaching methods due to concerns about student performance and grades. This suggests that some teachers feel uncertain about how to make a 45-minute class interesting and efficient, emphasizing the need for continuous learning and professional development.

The challenges faced by overburdened teachers call for solutions. Redistributing non-teaching responsibilities, providing professional development opportunities, and promoting collaboration among teachers can help alleviate their workload and improve their professional competence. Striving for effective classroom practices requires ongoing learning and the accumulation of knowledge and skills.

(2) Student factors:

During the interviews with parents, it was observed that many students have poor autonomous learning abilities and are highly dependent on their teachers. They tend to only complete tasks assigned by the teachers and do not engage in

self-directed learning. This overreliance on teachers has led to a lack of initiative and critical thinking skills. Additionally, students often refrain from previewing new lessons and solely rely on in-class explanations. This tendency hampers their ability to think independently and reduces overall learning efficiency. Moreover, students tend to prefer homework questions with reference answers and show resistance towards open-ended questions. Such heavy dependence on teachers and a reliance on specific answers hinder the development of divergent thinking skills. Addressing these issues and encouraging self-directed learning is imperative.

Some students also exhibit fear of learning English and a lack of interest in the subject. Parents noted that their children's worst performance is often in English, and they tend to prioritize English homework last. There is a general sense of disinterest and unfamiliarity with English phonetic symbols, leading to hesitance in reading words and sentences aloud. Students perceive English to be more challenging compared to other subjects, which contributes to their fear and avoidance of English learning. The lack of student interest in learning English poses a significant challenge for English teachers.

(3) Parents factors:

Interviews with teachers and parents revealed that some primary school parents do not prioritize their children's English learning, considering it to be a less important subject. Conversely, there are parents who demonstrate greater concern for their children's English learning and express worries about potential grade declines and the implications for future junior high school entrance exams. These varying attitudes among parents have led to new anxieties.

While most parents support the "double reduction" policy as it reduces their children's academic burden, concerns about their children's academic achievement persist. Parents worry that reduced homework assignments may negatively impact their children's academic performance. Additionally, the increase in free time for students who no longer attend cram schools has led to concerns about supervision and guardianship. Some parents, who are office workers, worry about the lack of supervision when their children are free after school. Economic pressures have also arisen in light of the closure of many training institutions. Parents fear that their children might fall behind in their learning progress and may need to invest in costly one-on-one tutoring, adding to their financial burdens.

Overall, addressing the issues of students' dependence on teachers, fear of learning English, and parents' varying attitudes and anxieties is crucial to improving the learning environment for students and supporting their academic progress. Collaboration between teachers, parents, and the school can help develop strategies that promote autonomous learning, foster interest in English, and address parents' concerns.

(4) Social factor

There are two social factors contribute to the challenges faced by primary school English teachers in the implementation of the "double reduction" policy. These factors are inadequate policy publicity and the low social status of primary school English teachers.

- Inadequate policy publicity:

The analysis shows that there is a lack of effective communication and understanding of the "double reduction" policy among teachers and parents. This lack of understanding leads to difficulties in home-school

communication. The report suggests that the government should improve the publicity and interpretation of policies to establish effective communication channels. It also recommends using social media platforms to promote policy implementation and disseminate policy information to the public more effectively. This can help address the problem of one-sided interpretation and ensure that the original meaning of the policies is not lost in the process of media communication.

- Low social status of primary school English teachers:

The data reveals that primary school English teachers face increased pressure under the "double reduction" policy. The opening of after-school services requires them to stay at school for longer hours, which adds to their workload. However, some parents do not support the work of English teachers, leading to difficulties in home-school communication. The report highlights the perception held by some parents that primary school English teachers are merely caretakers for children rather than educators. This indicates a low social status for primary school English teachers.

The low social status of primary school English teachers can be attributed to various factors such as societal perceptions of the role of English education, the lack of awareness about the importance of English language skills, and the overall status of teachers in society. To address this issue, the report suggests the need for increased recognition and appreciation of the role of primary school English teachers. Efforts should be made to raise awareness among parents and society about the importance of English education and the expertise required to teach the subject effectively.

Overall, addressing the social factors of inadequate policy publicity and the low social status of primary school English teachers is crucial to improve home-school communication, enhance collaboration between teachers and parents, and create a supportive environment for the effective implementation of the "double reduction" policy.

6. Strategies for Enhancing the Role of Primary School English Teachers

In this section, practical measures are proposed based on the findings of the investigation. The suggestions primarily focus on promoting the development of teachers at three levels: individual teachers, schools, and society. Additionally, the involvement of students and parents in self-improvement indirectly contributes to the effectiveness of teachers' work.

(1) Teacher Level

- Acting as Key Implementers of the "Double Reduction" Policy

Teachers play a crucial role in curriculum implementation and act as vital executors of the "double reduction" policy. Their understanding of this policy directly influences their actions.

Firstly, teachers should have a proper understanding of "burden reduction." This does not imply eliminating all learning responsibilities for students but rather eliminating unnecessary aspects of the learning process. By reducing homework burdens while assigning engaging tasks, teachers can stimulate and cultivate students' interest in learning effectively.

Secondly, teachers should effectively implement the "double reduction" policy. They need to actively study the policy, comprehend its true intent, and recognize that the purpose of burden reduction is to enhance the quality of

education, teaching, and after-school services. This approach ensures that students' learning experiences can be optimized when they return to campus.

- Pioneering Educational Conceptual Changes

The transformation of teachers' educational concepts is crucial for realizing substantial outcomes in burden reduction. Embracing new educational approaches is not only necessary to meet the demands of the changing times but is also essential for teachers' professional growth and the successful implementation of the "double reduction" policy. Therefore, primary school English teachers should serve as pioneers in changing educational concepts.

Initially, English teachers should abandon traditional educational mindsets such as the "question-oriented" and "solely focused on scores" approaches. Instead, they should adopt a student-centered educational concept. In traditional exam-oriented classrooms, "question-oriented" strategies and prioritizing scores have been important for improving academic outcomes. However, under the "double reduction" policy, these concepts are no longer effective. Teachers should now emphasize students' all-round development, fostering their creativity and practical abilities.

Another crucial shift involves redefining burden reduction. Rather than merely reducing teaching content or shortening class time, teachers should adopt the concept of reducing load without compromising quality and effectiveness. While teachers often ease the burden on students by reducing homework time, lowering the complexity of knowledge, or minimizing tests, these are superficial remedies. True burden reduction lies in improving teaching quality and ensuring that students can learn with excellence in the classroom. Teachers must not only focus on the quality of instruction but also provide timely guidance to students, improving teaching methods accordingly.

By implementing these measures at the teacher level, primary school English teachers can promote their own growth, enhance students' learning experiences, and contribute to the overall success of burden reduction and educational development.

In order to address the heavy burden of homework for primary school students and improve their learning efficiency, the national policy of "double reduction" emphasizes the role of teachers as creators of homework design. This approach involves several key considerations.

Firstly, teachers should design homework that takes into account the individual differences among students. Students vary in their mastery of English knowledge, including grammar, logic, and vocabulary. Therefore, when assigning English homework, teachers should consider the majority of students' abilities and differences, and design homework at different difficulty levels. This approach, known as hierarchical homework, allows teachers to cater to students' learning abilities and needs, enabling them to teach students according to their aptitudes. Teachers can assign various types of homework based on students' strengths and weaknesses. For example, for students with strong reading skills, reading comprehension exercises may be given, while students who excel in listening can be assigned listening tasks. This way, students can learn from each other and develop their overall English language skills in a well-rounded manner.

Secondly, teachers should design homework that is both interesting and practical. Traditional teaching approaches often focus on mechanical word copying, which can make homework dull and tedious for primary school students,

leading to a loss of interest in writing English assignments. It is important for English teachers to create homework that not only sparks students' interest but also integrates practical applications. By allowing students to apply their learned knowledge to real-life situations, their interest in learning English will be heightened. It has been noted in research by Liu Liying that capturing students' interest in English homework is key to solving the issue of homework (Liu Liying 48).

Additionally, to improve students' learning efficiency in the classroom, teachers should adopt efficient teaching practices.

First and foremost, teachers should thoroughly study the textbook materials and establish clear teaching objectives for each class. Lesson preparation is a fundamental aspect of teaching and crucial for delivering good English instruction. By preparing well and immersing themselves in the content of the textbook, English teachers can identify the key and challenging points of knowledge. With this understanding, teachers can arrange the teaching content of the course in a way that is novel and attractive, resonating with students and generating a strong interest in learning.

Creating a relaxed and enjoyable classroom atmosphere is also essential. In order to foster such an environment for students, teachers should focus on establishing a harmonious and fair teacher-student relationship. This enables effective emotional communication and provides students with equal opportunities for expression. As Geng Bing's research suggests, teaching is a combined activity of teachers teaching and students learning (Geng Bing 20). Therefore, teachers need to ensure a relaxed and pleasant classroom atmosphere, encouraging students to freely express themselves and actively participate in the learning process.

By adopting these approaches, teachers can effectively reduce the burden of homework for primary school students and enhance the efficiency of classroom teaching. This holistic approach to education aims to create a supportive and engaging learning environment, enabling students to develop their English language skills while enjoying the learning process.

(2) School level

At the school level, it is important to address the deficiencies identified through the questionnaire survey and interviews with teachers. Here are some corresponding countermeasures:

- Improve the strength of English teachers:

Schools should actively explore efficient after-school services and consider introducing professional English teachers. This can be done by improving the allocation of English teachers and allowing professionals in the field to focus on their expertise. As Guo Tianjiao mentioned in her study, schools should leverage social forces in after-school services (Guo Tianjiao 37). This means that schools can recruit English talents from the wider community and implement flexible working systems to alleviate the burden on English teachers. Furthermore, schools should expand after-school service channels and encourage qualified counseling institutions to participate in after-school extended services. This will contribute to enhancing the professionalism of after-school services. It is also important to scientifically and reasonably arrange after-school activities based on the diverse needs of students. By doing so, the "double reduction" effect can meet the expectations of both students and parents.

- Improve the training system for primary school English teachers:

Many primary school English teachers have been teaching for an extended period and may lack innovation in educational theory and teaching skills. Therefore, it is crucial for schools to arrange timely training sessions to support the professional development of primary school English teachers. Schools should encourage teachers to participate in professional competitions and engage in active learning to improve their professional quality and theoretical understanding. Prior to new teachers entering the school, training should be provided to equip them with the necessary skills and knowledge. Additionally, regular communication and collaboration among English teachers should be organized to foster a supportive learning atmosphere. Schools should also strengthen communication with one another and improve their training systems for teachers. By arranging collective lesson preparation and evaluation sessions, schools can facilitate the exchange of ideas and best practices among English teachers, ultimately promoting their professional growth.

By implementing these strategies at the school level, it is possible to address the identified deficiencies and improve the overall quality of English teaching in primary schools. This will contribute to reducing the burden on students and enhancing their learning experiences.

(3) Social level

At the social level, it is crucial to address the lack of understanding and awareness of the “double reduction” policy among parents and teachers. Here are some corresponding countermeasures:

- Increase the publicity of the “double reduction” policy:

Given the significant changes brought about by the “double reduction” policy in the field of education, it is vital to promote a better understanding of its purpose and significance among the public. The government should utilize a combination of online and offline channels, particularly social media platforms, to effectively disseminate information about the policy. News media outlets, official WeChat accounts, TikTok short videos, and posters can be used to reach a wide audience. It is important to present the “double reduction” policy in the context of educational reform and quality education so that the broader society can comprehend its significance from a holistic perspective. By spreading the scientific concepts of education, we can foster a healthy cultural atmosphere and promote the dissemination of socialist core values.

- Improve the social status of primary school English teachers:

The survey revealed that primary school English teachers face challenges in terms of their social status. Some parents question their abilities, leading to a negative attitude towards their teaching, which can undermine the teachers’ sense of accomplishment. Teachers also express concern about their salaries, particularly as their workload has significantly increased under the “double reduction” policy without corresponding salary adjustments. In order to ensure that teachers are motivated and encouraged to participate in educational reform, it is essential to improve their social status and treatment.

On a macro level, efforts should be made to recognize the pivotal role teachers play in the development of society. Teachers should be accorded high social status and receive

fair economic treatment. Remuneration should be proportional to the labor they contribute, particularly considering the increased burden resulting from the “double reduction” policy. Recognizing teachers’ contributions is vital for motivating their work. Additionally, society should emphasize the training and professional development of primary school English teachers. It is necessary to improve the comprehensive quality of English teachers through training programs that help them update their knowledge and teaching skills. With the implementation of the “double reduction” policy, primary school English teachers should constantly enhance their knowledge structures to contribute to educational development. Society must prioritize the recognition, support, and encouragement of primary school English teachers. By improving their social status, providing fair compensation, and promoting their professional development, we can create an environment that values and respects the important work of these teachers in the education system.

7. Conclusion

The implementation of the “Double Reduction” policy presents significant challenges for primary school English teachers. This study aimed to explore strategies for tackling these challenges. Through investigations and interviews with teachers and parents, issues such as a lack of policy understanding, heavy workload, insufficient professional ability, unreasonable homework design, communication difficulties, low social status, and poor after-school service quality were identified. To address these issues and promote the development of primary school English teachers, feasible strategies were suggested. Teachers should actively participate in implementing the policy, transforming educational concepts, designing effective homework, fostering efficient classrooms, pursuing professional development, and facilitating student learning. Students should enhance their learning abilities, parents should adjust their educational mindset and improve their own educational abilities, while schools should fully implement the policy, strengthen their teaching staff, and enhance after-school service quality. Society should also emphasize the dissemination of the policy and improve the social status of teachers. However, it is important to note that this paper has limitations, such as the author’s lack of practical experience, and further research and validation of the proposed strategies are recommended.

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