

Integration of In-Class and Extracurricular English Reading in Elementary Schools under the "Double Reduction" Policy

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Abstract: In the context of the full implementation of the "Double Reduction" policy, elementary English teachers are urged to update their teaching concepts and methods in the daily teaching process. The goal is not only to help reduce the burden of learning English knowledge for elementary students but also to alleviate their psychological stress. Traditional teaching methods, which are relatively outdated, have not been successful in extricating elementary students from the heavy academic workload. This requires elementary English teachers to focus on cultivating students' abilities to learn English theoretical knowledge efficiently within the limited teaching time and to enhance their practical skills. English reading instruction is a crucial component of elementary education. To ensure the practical implementation aligns with the requirements of the "Double Reduction" policy, teachers need to develop comprehensive teaching plans that integrate in-class and extracurricular reading. This approach aims to guide students correctly in learning English and to boost their enthusiasm for learning, thereby enabling them to master English knowledge precisely within a limited time. This paper explores the importance of integrating in-class and extracurricular English reading in elementary schools and discusses how to effectively carry out this teaching method under the "Double Reduction" policy.

Keywords: Double Reduction Policy; Core Competency; Elementary English; Integration of In-Class and Extracurricular Reading; Learning Pressure.

1. Introduction:

The Double Reduction policy specifically aims to reduce the homework and off-campus training burden on students in compulsory education. In the context of this policy's comprehensive implementation, elementary English teachers should break free from traditional teaching concepts and methods, while also dedicating more time and effort to improving the quality of English classroom teaching and arranging English homework reasonably. English is a vital subject for elementary students, primarily because their English learning affects their language skills and overall cognitive abilities. To ensure that the practical implementation of English teaching meets the demands of the Double Reduction policy, elementary English teachers should focus on integrating in-class and extracurricular reading activities. This strategy not only aims to spark interest in English reading among elementary students but also ensures they develop a high level of core competency in the subject. Although the introduction and implementation of the Double Reduction policy have helped reduce the learning burden for elementary students, it has imposed strict requirements on elementary English teachers' reading instruction. By developing comprehensive teaching plans and organizing integrated reading activities, teachers can innovate the model of elementary English reading instruction.

2. Essential Connotations of Core English Literacy in Elementary Education

The core literacy of the English subject is the guiding principle for conducting English picture book reading classes in elementary schools. In recent years, the rapid development

of the global economy, politics, and science and technology has broadened interpersonal communication and intensified competition between nations. Consequently, every country's demand for talented individuals has significantly increased. The Chinese government places great emphasis on cultivating core English literacy among elementary students, aiming to develop well-rounded talents necessary for the modernization of socialism. As societal progress relies on talented individuals, and their development hinges on education, fostering core English literacy through picture book reading in elementary English education is a pressing priority.

Components of Core English Literacy

Core English literacy encompasses several key aspects:

1. **Language Skills:** Language skills refer to the ability of elementary students to enhance their listening, speaking, reading, writing, and viewing skills through the study of English picture books. This ability also includes using the language to express themselves accurately and effectively. Language skill is a crucial element and the focal point of core English literacy.
2. **Cultural Awareness:** In recent years, international cultural exchanges have become more frequent, and interpersonal communication has become increasingly close. Learning from English picture books allows elementary students to develop correct personal values. During the teaching process, English teachers can draw comparisons between Chinese and Western cultures, enabling students not only to understand the traditions and customs of Western countries but also to enhance their pride in Chinese excellent traditional culture. Furthermore, English teachers should instruct students to respect cultural differences among nations, fostering students who are culturally confident, patriotic, and exemplary citizens.
3. **Cognitive Qualities:** Cognitive qualities represent a

breakthrough in core English literacy, focusing on nurturing students' moral values, emotions, and worldviews. In daily life, elementary English teachers should set a good example, as their behavior and social interactions profoundly influence students' character. In the context of English picture book reading, teachers need to emphasize the development of students' cognitive agility and creativity. For instance, teachers should cultivate students' abilities to compare, analyze, and reason, enabling them to achieve accurate comprehension of texts.

4. Learning Ability: Developing students' learning ability is an indispensable condition for fostering core English literacy. As societal demands for skilled individuals increase, elementary English teachers need to help students find suitable learning methods, build confidence, establish good learning habits, and thereby enhance and strengthen their motivation to learn. This makes students more interested in learning, eager to learn, and enjoy learning, helping them understand how to learn and appreciate the joy of learning, laying the groundwork for lifelong learning.

3. The Importance of Integrating In-Class and Out-of-Class English Reading in Elementary Education

English reading instruction is crucial in elementary education, not only affecting the core literacy of students but also impacting their ability to learn and apply English knowledge. Elementary students learning English are highly influenced by factors such as grammatical structure, vocabulary size, and cultural background, which can lead to low efficiency and poor quality in learning. Elementary English teachers must focus not only on developing reading skills but also on broadening students' horizons, ensuring that students have strong English reading abilities and a high level of comprehensive English literacy. This foundation allows English reading to serve as a bridge for students to use English for communication and interaction.

Current Teaching Challenges

The work of teaching English reading in elementary schools is receiving increasing attention. Teachers cannot rely solely on traditional classroom teaching methods but must integrate in-class and out-of-class reading, especially under the "Double Reduction Policy" which seeks to reduce students' academic burden. Moreover, as teaching core literacy becomes a mainstream educational trend, it is necessary for teachers to reconsider the disadvantages of teaching reading skills separately in and out of class.

Innovations in Teaching Models

Elementary English teachers are continuously innovating their teaching models. By guiding students in English reading during class and then extending these lessons beyond the classroom, this approach creates a cohesive reading environment that facilitates efficient learning. It also allows students to apply the reading skills learned in class to their out-of-class reading activities effectively. The integrated teaching method of in-class and out-of-class reading not only enhances the benefits but also enriches the in-class materials with out-of-class reading experiences, which is significant for improving the overall core literacy of elementary students.

Implementing the Double Reduction Policy

Under the full implementation of the Double Reduction Policy, elementary English teachers need to efficiently carry out the classification, expansion, and extension of textbook

content during the integration of in-class and out-of-class reading. Additionally, they must manage and integrate out-of-class materials effectively, making full use of limited teaching time to foster students' English reading interaction skills. This strategy aims to equip students with higher cultural and reading literacy, significantly enhancing their overall educational experience.

4. Pathways to Integrating In-Class and Extracurricular Reading of Elementary School English under the "Double Reduction" Policy

The application of integrated in-class and extracurricular reading methodologies in teaching offers distinct advantages, particularly in fostering students' core competencies. Teachers aim to enhance the effectiveness of this teaching approach by ensuring the orderly execution of each component from various angles to broaden elementary students' horizons.

(1) Making Full Use of Phonics to Stimulate Interest in Learning English Among Elementary School Students

During the teaching process of elementary English, teachers can choose their teaching methods, with "phonics" being a highly utilized approach. This method helps students grasp the pronunciation of words more accurately, extending from phonics to understanding the meanings. This foundational approach not only reduces learning difficulty but also stimulates interest in learning English. With the full implementation of the "Double Reduction" policy, it is even more imperative for teachers to make full use of natural phonics in blending in-class and extracurricular reading materials. This not only solidifies students' knowledge base but also provides sufficient motivation for students to engage actively in class with teachers and peers.

For instance, in the "New Magic English" series for elementary schools, each unit includes a "Phonics Time" section aimed at setting aside reasonable time for phonics teaching. Although some phonics operations like consonants, vowels, and letter combinations are relatively simple, they can sometimes lead to fragmented teaching during the lesson. To address this, teachers invest more time and effort to enhance the systematic nature of the "Phonics Time" content, integrating related extracurricular reading materials and aligning them with classroom teaching tasks to improve teaching efficiency and quality. For example, in "Unit 2: Let's go!" the phonics segment focuses on the accurate pronunciation of the letter "u" in words. Teachers employ phonics methods using materials from "Bright Star Phonics Level 1" to expand vocabulary, including words like "under," "duck," and "umbrella" into teaching content to better reinforce the pronunciation of the letter "u".

(2) Strengthening Word Memory to Consolidate the English Foundation of Elementary School Students

In daily teaching, elementary English teachers use phonics to clarify the relationship between spelling and pronunciation, making it easier for students to remember and learn words while ensuring they develop strong phonics skills. Under the "Double Reduction" policy, teachers integrate in-class and extracurricular reading by continuously reinforcing word memory to solidify students' English learning foundations. For instance, in teaching "Unit 3: Yummy Food!", teachers reduce learning difficulties by engaging students with the theme "Food Menu," setting up classrooms like restaurants,

and having students design food menus. This method not only enriches vocabulary related to food but also strengthens students' natural phonics awareness and abilities.

(3) Efficiently Using Group Cooperative Learning Methods to Enhance Teaching Outcomes

The potential of elementary students for English reading is crucial as it directly influences their ability to learn and apply English knowledge. Currently, there are diverse reading formats available, and teachers need to provide plenty of interactive opportunities in line with the "Double Reduction" policy to foster a strong interest in integrated in-class and extracurricular reading. For example, in "Unit 6: An Animal Story" from the New Magic 1A textbook, teachers can utilize group cooperative learning methods, dividing students into groups to read extracurricular articles related to animals, encouraging in-depth research on specific animals, and continuously integrating these tasks into classroom and extracurricular activities. This not only fulfills the requirements of the "Double Reduction" policy but also provides more opportunities for students to interact and exchange ideas.

5. Conclusion

The process of elementary school English reading involves many factors working together, requiring persistent effort to improve reading abilities. The cultivation of core English competencies is crucial for elementary students' futures, and English reading instruction is an essential pathway for developing these core competencies in elementary students. Teaching elementary school English is a long-term process. Elementary English teachers need to carefully design their teaching tasks based on the four dimensions of core academic competencies. They should keep up-to-date, continually explore and experiment, refresh their teaching perspectives, improve teaching methods, carefully select reading materials, and adopt different English reading teaching strategies tailored to the cognitive levels of different students. Teachers also need to continuously improve their professional skills to make learning progressively more interesting for students, which in turn facilitates the cultivation of core English competencies in elementary students.

In summary, traditional models of elementary English teaching under conventional circumstances have many

shortcomings. They not only increase the burden of knowledge acquisition on elementary students but also impact their learning efficiency and quality. With the full implementation of the "Double Reduction" policy, there are stringent demands on the professional capabilities of elementary English teachers. They are expected to use diverse teaching models to help reduce students' learning burdens and alleviate after-school study pressure. Integrating in-class and extracurricular English reading is an important method for students to efficiently acquire knowledge at this stage. Teachers need to combine educational requirements to formulate comprehensive teaching method application plans and integrate in-class and extracurricular English reading resources. This not only significantly enhances students' language learning capabilities but also ensures the practical implementation of cultivating core competencies. Moreover, while determining plans for integrating in-class and extracurricular reading, elementary English teachers should base their methods on the content of the "Double Reduction" policy. They should continuously innovate the models of teaching English reading and enable students to gain deep insights during the learning process, which will allow them to apply the knowledge more effectively in their subsequent learning and growth.

References

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