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Improvement Strategies of Primary School English Classroom Teaching in the Context of "Double Reduction" Policy

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Abstract: In order to deal with the utilitarian and short-sighted nature of compulsory education, as well as the current heavy burden of students' homework and extracurricular training, the "double reduction" policy was promulgated in July 2021. Due to the reduced amount of homework and the inability of students to attend after-school tutoring, improving the quality of classroom instruction is one of the keys. This paper aims to analyze the strategies of improving the quality and efficiency of primary school English classroom based on the policy of "double reduction".

Keywords: Double reduction policy; English teaching method; Primary School.

1. Introduction

1.1. Background of the "double reduction" policy

At present, in compulsory education, an acute phenomenon is that primary and secondary school students have borne a variety of burdens, and the short-sighted and utilitarian education still exists. On the one hand, students' homework burden is still heavy and homework management is not perfect. On the one hand, students have a heavy homework burden, too much homework after class, and the quality of homework is not optimized enough. On the other hand, after-school and after-school subject tutoring is too much sought after by parents, and the phenomenon of over-learning and over-learning is still to be solved. There are still many out-of-school tutoring institutions that are not standardized and charge too much, and some institutions still have serious behaviors such as violating laws and regulations. All the phenomena mentioned above make students' study burden too heavy, which has aroused wide concern of the society.

1.2. Connotation of "double reduction" policy

In July 2021, the General Office of the Communist Party of China Central Committee and the General Office of the State Council jointly draw up a series of guidelines to provide guidance to release the burden of excessive homework and off-campus tutoring for students undergoing compulsory education (hereinafter referred to as "double reduction").

The "double reduction" policy refers to the reduction of the heavy homework load and extra-curricular training load of students in voluntary education, namely:

(1) Lightening heavy homework burden of students in voluntary education and putting down the total amount and duration of homework.

(2) Lessening students' heavy load of extra-curriculum training, regulating extra-curricular training continuously (including training of online and offline), and training institutions outside school shall not use national statutory holidays, rest days as well as summer and winter holidays to carry out discipline training, so as to cut down the heavy load of extra-curricular training for students.

1.3. Requirements of "double reduction" policy for classroom quality improvement

The "double reduction" policy promotes quality improvement in schools. Strengthen the "three improvement" (improve homework management level, improve after-class service level, improve the quality of teaching in the class) to meet the needs of learning. The fifth guideline calls for efforts to make the quality of classroom teaching better than before to ensure that students acquire adequate knowledge in school. Education departments should guide schools to accelerate the advance of teaching management procedures, optimize teaching methods, strengthen teaching management, as well as improve students' on-campus leaning efficiency. Schools should not increase or reduce class hours at will to improve the difficulty of the course and speed up the progress of the course. Bringing down students' examination pressure and improve examination methods are also required. In addition, it is forbidden to finish the lesson in advance, prepare for the examination, violate the rules of the unified examination, exceed the standard of the examination questions and implement test rankings [1].

There are few studies on the "double reduction" policy and "the improvement of English classroom effectiveness in primary schools". Most of them list the existing problems of English classroom as follows: (1) Most teachers' teaching methods are dull. (2) Teaching evaluation mechanism is not reasonable enough.

However, less attention has been paid to the fact that students' view of English learning is not correct enough. At present, it is generally accepted that the teaching method should be optimized and the teaching mode should be innovated, but this task still needs efforts from all aspects and more time to realize. I also hope that the method of improving the effectiveness of primary school English classroom can be more and more perfect.

2. The influence of double reduction on English subject and its reasons

2.1. Fewer English training institutions

The fourth point of the "double reduction" policy requires strict governance and comprehensive regulation of extra-curricular training. The policy proposes to strictly standardize training services. It is forbidden to exceed the standard and advance the training, and requires that the training institutions outside the school shall not occupy students' holidays to organize school subject tutoring. According to the data provided by the Ministry of Education, the original 124,000 offline training institutions in compulsory education were reduced to 9,728, a reduction rate of 92.14 percent, and the original 263 online training institutions were reduced to 34, a reduction rate of 87.07 percent. Due to the particularity of English, as a foreign language subject, English is different from mathematics, which is a science subject. In addition to memory, mathematics learning tests students' logic and requires them to use logical thinking. Although Chinese belongs to both liberal arts, because students have been exposed to Chinese since childhood, it is more difficult for them to memorize new words, learn grammar, practice listening and practice oral English, so learning English is definitely more difficult than learning Chinese. Many students will attend school English class to consolidate the knowledge of English, a few students can learn English even in the remedial class outside, so a lot of discipline class disappear off-campus training institutions, means that the former depends on off-campus counseling students improve English can only be in the English classroom, the knowledge for English class in this mass efficiency put forward higher requirements.

2.2. Compressing homework into class

The "double reduction" policy proposes to lessen students' homework load and categorize the quantity of homework. Ensure that primary 1 and 2 have no written homework, and that consolidation exercises are arranged appropriately in school; The average written work time for Primary 3 to 6 is not more than 60 minutes. In this way, homework will be reduced and it will be difficult for students to consolidate knowledge points in class after class, so they have higher requirements for concentration of class content, quality and efficiency of class. Teachers should try their best to teach students to understand and understand in class, and assign high quality homework after class, so that students can reduce the homework burden while not reducing the quality of English learning.

3. Existing problems in English classes

3.1. Students' incorrect English learning outlook and attitude

According to the relevant person in charge of the Ministry of Education, "one of the backgrounds of the "double reduction" policy is that the load of primary and secondary school students is too heavy, and the short-sighted and utilitarian problems in compulsory education have not been fundamentally solved, which is also one of the most highlighted problems in compulsory education currently.

At present, most of the pupils didn't correct English learning concept, to recognize the importance of learning English, for English holds a wrong idea, a large number of long-term benefits, can't see the English think that as long as less than foreign don't need to learn English, there is no use English, English cannot learn, just learn Chinese; There is a strong utilitarian, most of the students study English they think the only function or the sole purpose of learning English is just to get a good grades, get into a good school. According to 365 valid questionnaires Chen Yingying got from the students of grade three to six, she adopted the descriptive statistics to analyze the averages of each English learning interest factors (Table 1). The data in the table show that Among the factors of primary school students' interest in English learning, the highest score of functional cognition is 3.3879, indicating that primary school students have a strong purpose in English learning [2]. So, these wrong ideas also because they can't really learn English this language, not in the balanced development of the four aspects of hearing, speaking, reading and writing. There are a large number of students although English performance is good, but it is "dumb English", they always take an exam to learn what, after the exam forgotten. English scores only stay in writing, also did not really learn into the brain, did not really lay a good foundation for future English learning. In addition, some students give up English completely and refuse to study English hard, thinking that they will never learn it. Of course, there are students who really like English, study and use English language skills seriously, but this is only a small part.

In addition, the students' learning attitude is not correct is also one of the big problems, many students do not listen to the class, always do something unrelated to English, after class is not willing to recite words, words can be said to be the foundation of English learning, but most students have not realized this.

Table 1. The averages of each English learning interest factors

-	Number of cases	Minimum	Maximum	Average	Standard deviation
Functional cognition	365	1.00	5.00	3.3879	.88223
Sense of joy	365	1.00	5.00	3.0482	1.02028
Involvement	365	1.00	5.00	3.1990	.89686
Off-campus development	365	1.00	5.00	3.3151	.92316
Usage	365	1.00	5.00	3.0789	.89683
Interest in gross	365	1.40	4.95	3.2058	.51355
Number of valid cases	365	-	-	-	-

3.2. Students' interest in English learning is relatively weak

Students' relatively weak interest in English learning is also one of the problems existing in the current English classroom. Many students are not interested in English learning and are not willing to learn English, which indirectly leads to the low efficiency of English classroom.

According to the data in the table 1, the interest in gross of primary school students in English learning is 3.2058, and the result shows that the students' interest in English learning is general [2].

3.3. Students' English scores vary greatly

At present, the number of students in the class is large, and the differences between students' English scores and English levels are prominent. Teachers find it difficult to accommodate students of all levels in the limited and short classroom time. If the teacher's teaching progress is fast, it will cause students with poor English level to find it difficult to keep up with the progress. Day after day, this part of the students will become worse and worse because they cannot understand in class, resulting in the loss of their interest in English learning. However, if the teacher slows down the teaching speed, the course will be delayed and inefficient, and even the learning progress of students with relatively good English level may be slowed down.

3.4. There are great differences in teacher's capacity among regions

According to the statistics of the Ministry of Education, as of August 30, 2021, the number of students of Regular Primary Schools is 10,7253532, while the number of English teachers is only 531,839[3]. On average, each English teacher is responsible for 201.6 students. And China's geographical area is wide, span, urban and rural, regional, school education level gap, different degrees of development, economic levels are different, education funds are not the same, teachers' educational background and level of the region is uneven.

3.5. Single teaching method

With the implementation of the "double reduction" policy, however, grades will be given to elementary school students instead of grades. But at present, "spoon-feeding" education still exists, and the problem of utilitarian and short-sightedness in compulsory education still exists. The English classroom is still dominated by teachers teaching knowledge, which is slightly boring and boring, and it is difficult to attract the attention of pupils, let alone arouse their interest in learning English [4,5].

4. Improvement strategies in English class

4.1. To change students' View of English learning

To improve the quality and efficiency of primary School English classroom, first of all, it is necessary to change the students' English learning concept and attitude. Because the quality and efficiency of the classroom is not only related to the content and speed of the teacher's lecture, but also related to the students' learning concept and attitude. As the famous American speaker Norman Vincent Peale said, "The Attitude Determines Everything." The quality and efficiency of the classroom to get a raise, must change the concept of elementary student's English learning and their learning attitude, which requires the joint efforts of parents and teachers, to illustrate the usefulness of English students and for the future development of benefits, and tell them to learn English not in order to cope with the exam, to master the English language can be lifelong benefit.

4.2. To update teaching methods

The "double reduction" policy proposes that schools should accelerate the advance of teaching management procedures, optimize teaching methods, strengthen teaching management, improve students' on-campus leaning efficiency. This requires teachers to abandon the former unilateral teaching knowledge teaching method, adopt a variety of teaching methods to attract students' attention, arouse students' interest in English learning.

4.2.1. To use multimedia skillfully

Different from middle and high school students, primary school students are not composed and have a lively nature, so teachers need to use multimedia to teach knowledge reasonably. For example, teachers can connect cartoon characters or fragments with the content of the course in view of the fact that primary school students like to watch cartoons, or introduce some foreign English cartoons related to the content of the course into the course. In this way, students' interest in English learning can be improved and knowledge can be effectively passed on.

4.2.2. Reasonable arrangement of group cooperative learning

One of the problems affecting the efficiency of English class is the large number of classes and the great difference of students' English level. In this regard, we can adopt group cooperative learning activities, each group includes two people, four people or more, and arrange students with good English level and students with relatively poor English level to form a study group to help each other in English learning and make progress together. For example, in English class, the teacher can arrange some classroom learning activities and require them to be completed in groups. After class, students are encouraged to discuss the classroom knowledge in groups and share their learning experience with each other. Group learning can not only enhance the teamwork spirit of students, but also enable students to understand more knowledge in the process of discussing with each other and narrow the differences between students' English level.

5. Conclusion

The "double reduction" policy is proposed to reduce students' homework burden and off-campus training burden, but this does not mean that the quality of teaching should be reduced, but the quality of classroom requirements are higher. To improve the quality of classroom teaching needs the efforts of teachers, teachers should understand the new requirements of the "double minus" policy and realize the shortcomings of the current English classroom. On this basis, aiming at the problems of English classroom, we should change the old teaching methods and use more scientific teaching methods to improve the efficiency and quality of classroom.

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