

# Research on the Design of Senior High School English Homework Under the "Double Reduction" Policy

Juan Wang

China West Normal University, Nanchong, China

## Abstract

Under the "double reduction" policy, schools and teachers have put forward higher requirements, but also brought greater challenges to schools and teachers. Therefore, how to design and arrange the students' homework has become a big test. This paper chooses the third compulsory edition of Foreign study edition as the design object to explore the current situation and problems of high school English homework design in the past, analyzes the principles of high school English homework design under the "double reduction" policy, and explores the strategy of high school English homework design, hoping to provide certain reference value for high school English teachers.

## Keywords

"Double Reduction" Policy; Senior High School English; Homework Design; Design Principles; Design Strategy.

## 1. Introduction

"Double reduction" refers to effectively reducing the burden of heavy homework and off-campus training for students in compulsory education. On July 24, 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in Compulsory Education (hereinafter referred to as "double reduction"). The "double reduction" policy provides the direction and path for the reform of English teaching in junior and senior high schools, and requires all regions and departments to strictly implement it according to specific circumstances. In this context, high school English teachers should make corresponding adjustments according to the actual situation of students, optimize the design of students' homework, improve the efficiency of students' learning, and promote the all-round development of students. At present, students are faced with huge homework challenges, especially the three main subjects of Chinese, mathematics and English, which they often need to spend more time to complete. However, a large amount of homework can not bring rapid improvement and progress of students' grades, so teachers should improve the quality of homework, reduce students' homework pressure, so as to improve students' learning effect. At present, under the "double reduction" policy, teachers need to consider various factors when designing homework, so that students can be improved in proper homework and lay a solid foundation for future study.

## 2. Organization of the Text

### 2.1. The Current Situation and Problems of Senior High School English Homework Design under the "Double Reduction" Policy

#### 2.1.1. The Homework is too Much

At present, in order to improve students' ability to take tests, many English teachers often assign a lot of English homework. This practice not only takes up a lot of students' time, but also

is likely to arouse students' disgust, which will affect their interest and motivation in learning. In 2011, the General Office of the provincial government recently issued the "Notice on Further Strengthening Youth Sports and Enhancing Youth Physical Fitness", which proposed to ensure that students have one hour of physical education exercise every day, and ensure that high school students sleep no less than 10 hours a day. In March 2022, the China Sleep Research Society and Musi jointly issued the White Paper on China's National Healthy Sleep in 2022, pointing out that after the issuance of the sleep order and the implementation of the "double reduction" policy, 60% of middle and high school students' sleep time has increased to varying degrees, but the average sleep time of high school students is only 7.65 hours, which has not yet met the Ministry of Education's "sleep order" of 10 hours.

### **2.1.2. The Quality of Homework Design is not High**

Many English teachers still use the "sea of questions" approach when assigning homework to students, without paying attention to the quality of students' homework, which leads to the phenomenon of functional alienation of homework. A large number of English homework compression of students after class time and physical exercise time, resulting in students psychological and physical fatigue. When teachers assign homework for students, they do not closely link homework with students' actual life, teachers only assign homework for students according to the requirements of textbooks. Such homework is difficult to stimulate students' interest in learning English knowledge, resulting in students' difficulty to participate in English course learning with high enthusiasm and initiative. In addition, at present, high school English homework is often too boring and repetitive, lack of change and interest, so it is difficult for students to participate in it, and it will greatly reduce the learning effect of students.

### **2.1.3. Homework Design Neglects Individual Differences**

At present, the difficulty of homework assigned by teachers is uniform, and there is a lack of personalized difficulty choice for different students. This may lead some students to feel that the homework is too simple and can be completed easily; While some other students think that the homework is too difficult and cannot be completed. This lack of personalized difficulty selection of homework design is not only detrimental to students' learning effect, but also has a negative impact on students' self-confidence and learning motivation. In addition, students have different interests and personality characteristics, and homework design often lacks consideration for different students' interest differences. If the content of homework fails to arouse students' interest in learning, students may have resistance to the homework, which will affect the learning effect. Therefore, teachers should take into account the difference of students' interests as much as possible in homework design, and design diversified and in line with students' interests, so as to improve students' enthusiasm and interest in homework.

## **2.2. The Principle of High School English Homework Design under the "Double Reduction" Policy**

### **2.2.1. The Principle of Planning**

When assigning homework, high school English teachers should follow a certain plan and progress to ensure the continuity and rationality of the homework. Arranging homework in a planned way can enable students to master the rules of homework arrangement, and then make presets in their minds to prepare for learning tools and psychology. In addition, it can also train students to develop good habits of planning and arrangement in daily life. At the same time, in the assignment, teachers should also pay attention to the integrity of the module learning, to ensure that the phased teaching objectives can be achieved, improve the quality of teaching.

### **2.2.2. The Principle of Interest**

Taking into account the active characteristics of high school students, high school English teaching should also show interest in homework design, so as to stimulate students' interest in

learning and conform to the development law of students. Interest is embodied in the content and form of homework design. In terms of content, it should be combined with students' real life, with students' interests and hobbies to make homework design more effective; In form, teachers should also avoid the past single form of written homework, through a variety of forms of homework, so that students' creativity, imagination can be developed. In this way, they can better mobilize the enthusiasm of students in English learning, encourage students to carry out independent learning and exploration activities after class, promote the role of homework can be maximized, and avoid students to have a greater sense of burden and boredom in English homework.

### **2.2.3. The Principle of Diversity**

In order to ensure that students can have a better English learning experience during the completion of homework, it is necessary to focus on improving the diversity of English homework content and forms to better attract students' attention, which is also a necessary measure to optimize the design of high school English homework under the "double minus" policy. In the past, the English homework designed by teachers was rigid and simple. Although students could understand their learning status when they completed the homework independently, this type of homework could not arouse students' interest in learning English actively because it was not combined with students' interests and hobbies. Students only completed the assigned homework according to the teacher's requirements, and it was difficult to analyze and internalize the content of the homework in the process of doing the homework. Therefore, the design of high school English homework under the background of "double reduction" should be based on various forms, and the designed homework should be combined with the characteristics of English subjects, so as to reflect the significance of English homework design.

### **2.2.4. The Principle of Participation**

The homework designed by English teachers should fully reflect students' subjectivity in learning, so that students can participate in the whole learning process. First of all, teachers need to solve the problem that homework is too formal, design English homework for students to have immersive experience, highlight the practical characteristics of English homework, and closely combine theory teaching with practice teaching. In addition to making reasonable arrangements for students' independent learning time, teachers also need to guide students to improve their ability to solve problems together with their peers in cooperative learning. So that students can feel the charm of English learning in the process of thinking collision with classmates.

## **3. High School English Homework Design Strategy under the "Double Reduction" Policy**

### **3.1. The Plan Should Clear, Strengthening the Learning Ability**

In high school English teaching, homework design is an important part of teaching, is a supplement to classroom teaching. In order to improve the effectiveness of homework design, high school English teachers should clarify the relationship between homework and teaching, clarify the plan and focus on the teaching content. To be specific, when designing homework, teachers should combine the classroom teaching content, closely revolve around the teaching objective, reflect the objective principle of homework design, and design the homework content carefully in a planned way. It can not only allow students to systematically sort out knowledge, but also improve students' thinking ability, promote the overall development of their comprehensive quality, and train students to develop a good habit of planning and arrangement in daily life.

### 3.2. The Design Should Fun, Enhancing Learning Interest

For high school students, English as a foreign language course, there is a certain degree of difficulty in learning. This difficulty is not only reflected in the lack of a good learning environment for high school students, who can only carry out knowledge learning in class, but more importantly, the students are still young and lack of self-control. While English knowledge involves a lot of sentence patterns and new vocabulary, students are more likely to forget the old knowledge points after contact with the new knowledge points. In addition, the long-term face of boring homework content, but also easy to cause students resistance, resulting in students lose the desire to learn. Interest is the best teacher to guide students to learn, which can make students get a steady stream of learning motivation, and is one of the most effective ways to relieve students' learning pressure. Therefore, it is necessary for teachers to focus on students' interests, carry out interesting design of high school English homework, change the traditional concept of homework design, narrow the distance between students and English knowledge, and improve homework links according to students' real needs. This will not only make the learning process more vivid, but also make the form of homework design more interesting, on the basis of stimulating students' subjective initiative, so that more students focus on homework training.

For example, teachers can implement English homework in The form of thematic activities and organize students to participate in the design of hand-copied newspapers after teaching The Well that Changed the World, Volume 3 of the compulsory foreign research edition. In order to inspire students' English thinking without affecting their independent thinking, teachers can put forward relevant topics for students before homework design: One small act can make a big difference. This topic will awaken the students' impression of the lesson, stimulate the students' learning initiative, deepen the students' class experience, and drive the students to participate in the intense discussion more actively. Through the research and discussion, many students also began to incorporate the "small things" and other elements in life into the hand-copied newspaper, which to a certain extent stimulated the interest of students to draw the hand-copied newspaper, so that each student can form a deep thinking about English knowledge in the theme activities.

### 3.3. The Content Should target, Achieving Differentiated Development

It is undeniable that there is a big gap between senior high school students when they learn English, which is reflected in their learning interest and cognitive level. The same difficulty of English homework for different students, its educational role is also different. Mr. Tao Xingzhi, an educator in China, once said that educating people is the same as planting flowers and trees. We must first understand the characteristics of flowers and trees, and then apply fertilizer according to different situations. This is the connotation of "teaching people according to their aptitude". Under the background of "double reduction", high school English teachers should design stratified assignments according to students' actual learning situation, such as students' classroom performance and homework completion, and combine teaching content and teaching objectives to achieve accurate layout. Compared with the previous "one-size-fits-all" homework assignment, this hierarchical homework design can enable students who are not like their classmates to develop and complete English homework that meets their own learning level. At the same time, this kind of hierarchical homework design can also make students with weak English foundation actively participate in learning, avoid their resistance because of difficult homework and do not take the initiative to complete the homework.

In the design of homework, teachers should be clear teaching difficulties and key points. For students with weak foundation, teachers can ask students to read the text aloud and copy the key words in the text; For students with a good foundation, teachers can ask students to carry out dialogue training and use the learned sentence patterns to have a dialogue; For students

with a solid foundation, teachers can ask students to further complete the homework of "Design your future home". These three assignments of different difficulty can meet the learning needs of students who are not in love with each other, so that they can complete their English homework well. At the same time, such homework design can also enhance students' confidence in learning English and improve students' interest in learning English.

#### 4. Conclusion

Assignment design is one of the most important links in senior high school English teaching. This paper selects Volume 3 of the compulsory edition of the Foreign Research Edition as the design object, explores the current situation and problems of the old high school English homework design from three perspectives: large amount of homework, low quality of homework and neglect of individual differences in homework design. Under the "double reduction" policy, the principles of high school English homework design are analyzed from six aspects: planning, interest, difference, diversity, hierarchy and participation. This paper explores senior high school English major strategies from five aspects: clear plan, strengthening learning ability, interesting design, enhancing learning interest, diversified forms, stimulating innovative thinking, targeting content, achieving differentiated development, evaluating from different perspectives and stimulating learning motivation. It is hoped that it can enhance high school students' learning interest in completing English homework, consolidate classroom knowledge, promote English learning efficiency, and provide certain references for English homework education and teaching in high school.

#### References

- [1] Chen Lin. Textbooks for Senior High Schools-English: Compulsory Volume 3 [M]. Beijing: Foreign Language Teaching and Research Press Society, 2019.
- [2] He Xiaolan, Liu Mingdong. High School English Homework Design in the Context of "Double Reduction" : Concept, Principle and Implementation [J]. Journal of Hunan First Normal University, 2019, 21 (5) : 21-26.
- [3] Li Congyang. [J]. Strategies for Assignment Design of High School English Serialization Under the Background of "Double Reduction". English Teachers, 2022, 22 (08) : 69-71.
- [4] Liu Li, Wang Lijun. High School English Homework Design Based on Unit Whole Teaching Under the Background of "Double Reduction" [J]. Mingshi Online, 2022 (22) : 7-9.
- [5] Liu Tongming. Changing "Subtraction" to "Addition" -- Optimal Design of High School English Homework Under the Policy of "Double Reduction" [J]. Anhui Education and Scientific Research, 2022 (16) : 47-49,124.
- [6] Liu Zishu, Li Wenyan, Yin Hong. [J]. A Study on Thematic Homework Design of High School English Unit Under the "Double Reduction" Policy. Teaching and Administration, 2022 (11) : 58-61.
- [7] Shen Shu. The Innovation of High School English Homework Design [J]. National Excellent Literature Selection (Teacher Education), 2022 (3) : 11-12.
- [8] Tang Lingling. Implementation of "Double Reduction" to Optimize Homework Burden Reduction -- Optimization Strategy of Senior High School English Homework Design Under the Background of "Double Reduction" [J]. Curiosity Guide, 2021 (50) : 20-22.