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本科毕业论文（设计）

题 目 “双减”政策下小学英语家
庭作业现状调查——以山西
吕梁中阳县宁兴学校为例

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Time flies, and in the blink of an eye, four years of university study are coming to an end. The pain in life is meaningful, and I agree with this statement.

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The road to the future is bright and brilliant. To keep moving forward firmly, to believe that walls are doors. Hope all of us find our goals and wish us all the best.

**A Survey on English Homework in the Primary School Under
the Policy of “Double Reduction”
-- Take Ningxing School in Zhongyang County, Lvliang City, Shanxi
Province as Example
Name: Liu Mei Supervisor:**

Abstract: Homework is a necessary complement to classroom teaching activities, the ultimate goal of which is to enable students to master and apply the knowledge they have learned. 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 the Compulsory Education Stage*, which aims to effectively reduce the excessive homework burden and off-campus training burden of students in the compulsory education stage. As the most basic part, the rational design of English homework in primary schools is particularly important. This paper takes the fifth class of the fourth grade of Ningxing School in Zhongyang County, Lvliang, Shanxi as an example, through questionnaire surveys and interviews to show the current situation of English homework in primary school under the “Double Reduction” policy, and use data to support it. The study finds that the current design of primary school English homework is monotonous, ignoring individual and subject differences, and parents play a non-negligible role in this process. Basing on these conclusions, this paper gives suggestions such as taking students as the center and playing the role of parents to form a home-school synergy. This study is conducive to improve the rationality and interest of primary school English homework, strengthening the effectiveness of students’ English subject learning, and promote the improvement of students’ English knowledge level.

Keywords: “Double Reduction” policy; primary school English; English homework

“双减”政策下小学英语家庭作业现状调查

——以山西吕梁中阳县宁兴学校为例

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摘 要：家庭作业是课堂教学活动的必要补充,其最终目的是让学生掌握并能够运用所学的英语知识。2021年7月24日,中共中央办公厅、国务院办公厅印发《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》,旨在有效减轻义务教育阶段学生过重作业负担和校外培训负担。作为义务教育阶段最基础的部分,小学英语家庭作业的合理设计尤为重要。本文以山西吕梁中阳县宁兴学校四年级五班为例,通过问卷调查及访谈来了解“双减”政策下小学英语家庭作业现状,并运用数据来支持此研究。研究发现目前小学英语家庭作业的设计单调无趣,忽视了个体差异性和主体差异性,以及家长在学生完成英语家庭作业的过程中发挥着不可忽视的作用。基于这些结论,本文提出了以学生为中心,发挥家长的积极作用形成家校合力等建议。本研究有利于提高小学英语家庭作业设计的合理性和趣味性,加强小学生英语学科学习的成效,促进小学生英语知识水平的提高。

关键词：“双减”政策； 小学英语； 家庭作业设计

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I Introduction

On July 24, 2021, the General Offices of the CPC Central Committee and The State Council issued *opinions on Further reducing the Burden of Homework and off-campus training for Students in Compulsory Education*. The aim is to effectively reduce the burden of heavy homework and off-campus training for students in compulsory education. Homework is an important part of school education and teaching management and a necessary supplement of classroom teaching activities. However, the problem is that some school homework has too much quantity, low quality and alienated function, which cannot reach the effect of reviewing the old and learning the new, but also occupy students' normal exercise, rest and entertainment time. For a long time, compulsory education schools, especially primary schools, have been closed at 3:30 p.m. The original intention of this policy is to reduce the burden on students, but unexpectedly, the burden on students has increased outside the school, and the increased burden is out of control and out of control.

Hu Hao proposes that the purpose of the "Double Reduction" policy is to enhance school education, improve the quality of classroom teaching, optimize the assignment of homework, improve the quality of after-school activities, reduce students' after-school burden, and achieve the purpose of improving students' comprehensive quality and building a good education ecology. "Double Reduction", reduce the mental burden of parents and family economic burden, let the subject education to return to the main position of the school (Hu, 2021).

The reform really let us move from exam-oriented education to quality education. It requires parents, teachers, schools and training institutions to change their thinking. Examination no longer be the only teaching goal and assessment standard, and the all-round development of children's morality, intelligence, beauty and skill is the real appeal and goal of our education. Implementing the "Double Reduction" policy can promote the all-round development of students. To reverse the unscientific educational evaluation orientation of "grades only" and "entrance only", avoid short-sighted and utilitarian education, return leisure time to students, guide students to develop in an all-round and individual way, and train socialist builders and successors who develop in an all-round way morally,

intellectually, physically, aesthetically, and artistically. The implementation of “Double Reduction” policy can improve the quality of education and give play to the role of the main field of education. The education problem is the concrete embodiment of the contradiction between the people’s increasing demand for education and the inadequate and imbalanced supply of education resources in different historical periods. Now people “schooling” problem basically solved, so the current focus on the question of burden, reduce the burden and off-campus training students too much homework, the purpose is to cultivate the students’ innovation spirit and innovation ability and comprehensive quality, as the party’s education, as educating talents, serving the national strategic demand and socialist modernization construction.

As an extension of classroom teaching and an important supplement to classroom teaching activities, homework is an indispensable part of English teaching. Its purpose is to consolidate the knowledge students receive in English class, so that students can fully absorb, master and reasonably use the English knowledge they have learned. Scientific and reasonable English homework can promote students’ English learning and is an important way to cultivate their comprehensive English ability. At the same time, interesting English homework can also stimulate students’ interest in learning English. Therefore, as the most important and basic part of the compulsory education stage, the reasonable design of primary School English homework is particularly important.

This study investigates the current situation of English homework in Class 5, Grade 4, Ningxing School, Zhongyang County, Lvliang City, Shanxi Province, using methods such as literature analysis, questionnaire survey and interview, combines with the “Double Reduction” policy to analyze. Based on the survey data, quantitative and qualitative research methods are used to present the current situation of primary school English homework in various forms and put forward suggestions on the rational design of homework.

The study through the angles of study on the English homework, starting from the students and parents in both directions, analyzing “Double Reduction” policy under the problems existing in the primary school English homework, discussing the important role of family members in the English homework, in order to improve the scientificity and rationality of the primary school English homework, interesting, strengthening the

elementary English learning effect, promote the improvement of primary school students' English knowledge level, promote the improvement of primary school students' English learning interest and ability.

II Literature Review

The constructivist theory of teaching holds that teachers should pay attention to the students' own understanding of various phenomena when teaching, listen to the students' ideas, and guide the students to absorb knowledge according to these. In the whole teaching process, it is necessary to take students as the center, students are the participants in education and teaching activities and the builders of knowledge, the teacher must give full play to the enthusiasm, initiative and creativity of students, improve students' creative ability, so that students can effectively complete the construction of learned knowledge (Chen,2007).

Gardner's multiple intelligence theory believes that human IQ can be divided into nine categories, and each learner has a different combination of intelligence and personality characteristics, which is closely related to teaching methods and learning effects. In foreign language teaching activities, teachers should teach according to their aptitudes, analyze and grasp the personality characteristics and intelligence of learners, and create a personalized learning environment for them, so as to achieve the best learning results, give full play to the personality of students, mobilize students' enthusiasm, and make their learning change from passive to active (Shen & Chen,2004).

The humanistic theory of learning advocates that teachers start from the subjective needs of students and help students acquire meaningful knowledge that she likes. Education and teaching should be student-centered, teachers should understand the individual differences of each student, so that each student has the opportunity to show his strengths, and cultivate students' multi-faceted interests (Zhang & Wu,2003). Teachers should consider the students' interests and design some homework that the students are interested in. At the same time, according to the actual situation of the students themselves, the appropriate design of hierarchical assignments (Zhou,2018).

Homework is an extension and supplement to classroom teaching, is an important bridge between outside the classroom and in the classroom. In recent years, people have never stopped studying homework and have achieved fruitful results. In this section, it

introduces some relevant studies on homework at home and abroad.

Eunsook Hong and Elsa Mason et al. (2015) study of the effects of homework motivation and anxiety on math and English homework performance suggest that homework motivation including task value, homework self-efficacy, homework anxiety, and motivation to apply homework value have a positive effect on both homework effort and anxiety. The study confirms the value of homework, that is, the role of homework has a positive impact on the degree of effort a student has to complete the homework, and the greater the role of the homework, the higher the degree of effort the student have to complete the homework.

Büchel Laura Loder (2016) proposes that in the early days of foreign language teaching, what matters is not the time spent on homework, but the type of homework. Different types of homework can break with traditional assignment exercises and make learning more meaningful. The study highlights the role of the diversification of homework types, and the rich and diverse types of homework can not only improve the fun of homework, but also stimulate students' interest in learning English and improve the effectiveness of students' subject learning.

Liu Ying, Gong Shaoying et al. (2016) propose that positive homework mood and negative homework mood play a complete mediate effect between homework quality and effort in a study on the influence of homework quality, sense of control and homework emotion on homework effort. The perceived quality of homework, sense of control, and homework sentiment perceived by junior high school students are all important factors that affect their homework effort. The study confirms that students' attitudes and emotions toward homework can greatly affect their efficiency in completing homework. Correctly guiding students to establish a positive attitude towards homework is conducive to promoting students to complete homework faster, better and more efficiently.

Jin Fan and Cai Ning (2018) say in a study on the design of extracurricular homework in primary school English that primary school English extracurricular assignments should strengthen the pertinence of the content, with the purpose of effectiveness, pay attention to the differences between students, and conform to the characteristics of the physical and mental development of primary school students. In the design of homework, it should pay attention to layering and fun, as well as practicality. At the same time, it highlights practicality and comprehensiveness. The study highlights the importance of the practicality

and effectiveness of homework. Targeted and reasonable homework can promote the cultivation of primary school students' practical ability and is conducive to the comprehensive development of primary school students.

Yining Shi (2020), in a study on the effective design of English homework for high school students, suggests that homework plays a very important role in the teaching process. In view of the current situation of high school English homework, he put forward new ideas of homework design, effective homework design and assessment design to improve the effectiveness of English homework. The study shows that the number, form and effectiveness of homework are important factors in stimulating students' interest in Learning English and improving their English proficiency.

Fatemeh Khonamri and Martina Pavlikova (2020) confirm that teachers believe that homework is essential for students' language development by exploring the attitudes and roles of homework. Difficulties encountered by students in completing homework include not understanding the relevant knowledge concepts and not having a high interest in homework. The study provides a lot of teaching significance for teachers and course developers, and the design of homework should take full account of the students' individual knowledge level and ability, as well as some guidance within their ability with parents.

Hu Qingfang (2021) puts forward a standard framework of "Three dimensions + six requirements" for the design of operations. "Three dimensions" refers to the goal, content and form, and "Six requirements" refers to the requirements of class hours, student learning conditions, level requirements, integration degree requirements and content vitality requirements, as well as formal diversity requirements. The study proposes that the design of homework should fully consider the subjectivity of students, take into account the clarity of goals, the accuracy of content and the diversity of forms, etc., and integrate multiple aspects to rationally design.

Wang Huan (2021) says that teachers need to change the traditional concept of homework, "Deform" the mathematical homework in the low stage of primary schools, make homework more lifelike, "Independent" homework cooperative, and "Subject" homework integrated, so as to effectively achieve the purpose of improving quality and efficiency. The study proposes to make students practitioners of knowledge, and to make students empathetic and learners. It gives full play to the main role of students and can

promote students to improve their practical ability in the process of completing homework.

Song Jidong (2021) proposes to explore the accurate design of homework focusing on student development, systematically open homework management, carefully design the content of homework around teaching goals, design and consolidate the improvement of “Short homework” and “Long homework” to improve literacy, and improve rich and diverse homework to meet students’ personality development. The study emphasizes the importance of accurate homework design, accurate and diversified homework, which can meet the differences between different students, improve students’ subject literacy, and cultivate students’ comprehensive ability.

Zou Lijia (2021) proposes that the design of primary school language homework should focus on the autonomy, pertinence, fun and practicality of homework under the premise of ensuring the amount of homework. Help students develop good study habits and let students have a relaxed and happy after-school life. The study emphasizes the importance of the fun of homework, primary school homework should be interesting at the same time, take into account the practical type, so that students in the process of completing homework to better absorb and consolidate the knowledge learned in the classroom, and master the ability to rationally practice the knowledge.

Yuan Shengyun and Hong Siyun (2021) propose that education, as a three-dimensional project with multi-subject synergy, requires the joint resources of schools, families and society to achieve education optimization. The inevitable trend of the development of education in the united city of family, school and society is a key step in cultivating talents for all-round development and promoting the modernization of education. The study demonstrates the importance of promoting the trinity of family, school and society in line with the trend of the times, and can effectively promote the implementation of school education and the healthy development of students.

Shen Qingmin, Mo Qi et al. (2021) propose to optimize the design of homework, stimulate students’ interest, strengthen employment guidance, improve the homework system, and improve management in view of the current situation of sports homework under the background of “Double Reduction”. The research aims to help improve the quality of teaching and the formation of good sports habits, effectively improve the quality of homework, and develop different types of homework to promote the improvement of

subject learning effectiveness.

III Primary English Homework in the “Double Reduction” Policy

The current situation of English homework in primary schools under the “Double Reduction” policy plays a key role in studying the current problems of English homework in primary schools and the important influence of family members in homework. The following parts briefly explain how this paper is carried out through four aspects.

3.1 Research purpose

This study conducts a questionnaire survey and interview on the current situation of English homework in primary schools, and discovers the current problems, which provides inspiration for the scientific and reasonable design of English homework. In response to the requirements of the “Double Reduction” policy, reduce the burden on primary school students from homework, improve the quality of English education and teaching, increase the interest time of primary school students after school, and better promote the all-round development of primary school students.

This study aims to propose reasonable countermeasures to improve English homework in primary schools through the study of the current situation of English homework in primary schools and the important role played by family members in English homework in primary schools, and to actively play the positive role of family members in the completion of English homework in primary school students, so that English homework can effectively assist English classroom teaching. At the same time, it enables teachers to better understand the needs of students, so that students understand their own needs for homework and the types of homework they are interested in, and can correctly recognize their advantages and disadvantages in the process of doing homework, so as to better complete English homework. It also enables teachers to better understand students’ needs for English homework, more reasonable and scientific and targeted design of homework, and improve the effectiveness of English teaching.

3.2 Research subject

In this study, the fourth-grade students of Ningxing School in Zhongyang County, Lvliang City, Shanxi Province, are selected for a questionnaire survey, and some parents are

interviewed.

Zhongyang Ningxing School is a private office school integrating primary school and junior high school constructed by Mr. Feng Santu, a young entrepreneur in Zhongyang County, in 2003. The school implements divisional management, that is, the middle school department and the primary school department are set up, and there are three divisions in the two departments: the teaching department, the political education department, and the teaching and research department. The school has 226 teaching staff, 186 appointed by the county bureau, 9 substitute teachers in the staff, and 22 temporary substitute teachers. Among them, there are 6 provincial-level teaching experts, 7 provincial-level backbone teachers, 16 prefectural-level teaching experts, 3 prefectural-level famous teachers, and 15 county-level famous teachers, with a strong teaching force. There are 66 teaching classes with 3635 students in the school, with a wide range of students.

In this study, 58 questionnaires are distributed to the fifth class of the fourth grade as the respondents. Among them, there are 28 boys and 30 girls, accounting for 48.28% and 51.72% of the students surveyed, respectively. In order to gain a deeper understanding of the current situation of English homework in primary schools, some parents are also interviewed online, and 4 parents are randomly selected from the surveyed classes for interviews. Most parents work in state-owned enterprises or private enterprises, such as the Electric Power Bureau and the Railway Bureau, and some parents work in government agencies. In addition, there is a parent who is a kindergarten teacher and another who is a housewife.

3.3 Research methods

This paper mainly adopts questionnaire method and interviewing method.

Lu Zhikun proposes that the questionnaire survey method is a research method that designs the content of the survey into a standard unified questionnaire, and collects the relevant data of the research subjects by answering the questionnaires of the respondents. Compared with other research methods, the questionnaire method is highly purposeful and standardized, can be measured on a large number of respondents at the same time, and can collect a large number of studies in a short period of time (Lu,1993). Zheng Jingjing says that the questionnaire survey method is the most basic and commonly used method in educational research, which is a quantitative research method with positivism as the

methodology, which is a research method that obtains the research results by distributing or mailing standardized questionnaires to relevant personnel, and then collecting and sorting out the questionnaires and performing statistical analysis to obtain research results. (Zheng,2014).

A total of 20 questions are designed for the questionnaire, which are designed from the six aspects of homework type, time required, purpose, difficulty, digital homework, correction and evaluation, and compared with the current situation of homework from the perspectives of students' preferences and teachers' habits.

Dang Dengfeng and Wang Jiayi propose that interviews refer to an activity in which researchers “search” and “visit” the subjects and “talk” and “inquire” with them. Interviews are a research-based communication activity that constructs the theoretical significance of a research question through the researcher's active inquiry and the subject's affectionate outpouring (Dang and Wang,2002). Zhang Wei says that the interview method is widely used in social science research. It can obtain first-hand information on their thoughts and behaviors from the subjects, and at the same time understand their behavior and meaning construction from the perspective of the subjects, so as to make up for the shortcomings caused by quantitative research, so as to better serve the education and teaching research work (Zhang,2013).

A total of 18 questions are designed to understand the indispensable role played by parents in homework from the perspective of parents' own situation and the situation of children's homework after “Double Reduction” policy, as well as the real situation of primary school English homework after the “Double Reduction” policy from the perspective of parents.

3.4 Research procedure

This paper mainly uses questionnaires and interviews to investigate the current situation of English homework in primary schools under the “Double Reduction” policy.

For the student questionnaire part, there are three steps including questionnaire design, questionnaire distribution and questionnaire collection. The design of the questionnaire lasts 27 days from January 14th to February 10th, and is completed with the careful writing of the author and the strict revision of the instructor. The questionnaires are distributed through a mini program on February 11th and all questionnaires are collected three days later. The

collection section lasts six days from February 14th to February 20th. At this stage, the WeChat Mini Program Wenjuanxing is used to analyze the questionnaire results specifically, make tables and analyze the student options., and uses Word to record the existing problems. So far, a total of 58 questionnaires have been distributed and 58 valid questionnaires have been recovered.

For the interview part, four parents of the survey class are interviewed for four days from February 11th to February 14th, and due to the epidemic situation, the interview format is WeChat online interview. After the consent of the interviewee, the interview content is saved, and then it is sorted out uniformly, and the Microsoft Word is used for collation and recording.

In summary, this paper focus on questionnaire and interview result data to analyze the problems of English homework in primary schools under the “Double Reduction” policy, and the role played by parents in students’ completion of English homework.



Figure 3.1 The screenshot of the Mini Program Wenjuanxing used for the questionnaire

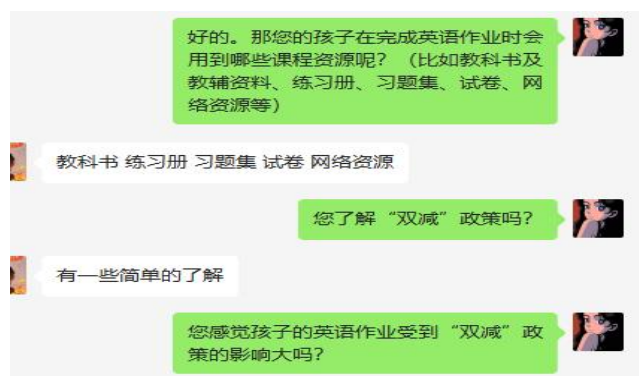


Figure 3.2 The screenshot of an online interview with parents

IV Results and Discussion

In this section, the results of the questionnaire survey and the results of the interviews are analyzed from different perspectives. At the same time, from the analysis, the problems of primary school English homework after the current “Double Reduction” policy are found. From the design of the homework itself and the influence of family factors, the problems of primary school English homework are analyzed, and the reasonable suggestions or countermeasures for homework are given according to the problems.

4.1 Survey results and analysis

A complete homework is made up of specific aspects, such as the amount of homework, the type of homework, the quality of homework, the timing of homework, the evaluation of homework, and the digitization of homework in homework. Any one of these sections reflects the current state of English homework in elementary schools, and the questionnaires are designed from these aspects. The following carry out specific data analysis from these aspects in combination with the results of the questionnaire.

4.1.1 *The type of homework*

Questions 5 and 6 of the questionnaires investigate the types of homework that teachers typically assign in elementary school English homework and the types of homework that elementary school students like most. In order to more fully understand the types of home English homework for primary school students, home English homework is divided into 8 types, namely copying and memorization (such as copying and memorizing words or texts, etc.), exercise homework (such as workbooks supported by textbooks, other exercise papers, etc.), listening and speaking homework (such as listening to tapes or recordings and reading and repeating texts, etc.), cooperative homework (such as role playing, you speak, competition sentence making, etc.), production homework (such as making greeting cards yourself), Practical homework (such as doing surveys, interviews, etc.), selecting homework (such as choosing to do some homework according to your own preferences), and other types of homework. The specific results are as follows:

Through the analysis of the data analysis of the student questionnaire, it finds that the types of English homework of fourth grade students are usually transcription homework and

memorization homework, exercise homework, and listening and speaking homework. Among them, the proportion of selecting transcription and memorization assignments is as high as 87.93%. The proportion of exercise assignments selected is 60.34%, while the proportion of those who choose listening and speaking assignments is 36.21%. In addition, in terms of cooperative operations, there are 3 people to choose, the proportion is 5.17%. The proportion of production-type work, practical work and selection type work is only 1.72%.

Table 4.1 The result of the type of homework that the teacher usually assigns

Options	subtotal	Results (%)
Copying and reciting homework (e.g., copying and reciting words and texts, etc.)	51	87.93%
Exercise homework (e.g., workbooks with textbooks, other workbooks, etc.)	35	60.34%
Listening and speaking exercises (such as listening to tapes or recordings and retelling the text, etc.)	21	36.21%
Cooperative homework (e.g., role playing, you speak, competition sentence making, etc.)	3	5.17%
Production-oriented homework (e.g., make your own greeting cards)	1	1.72%
Practical homework (e.g., doing surveys, doing interviews, etc.)	1	1.72%
Optional homework (for example, you can choose to do some homework according to your hobbies)	1	1.72%
Other types of homework, such as	0	0%

Among the students' favorite types of homework, 68.97% are copying and memorization, 43.1% are exercise assignments, 36.21% are listening and speaking assignments, and 13.79% are cooperative assignments. Select class jobs and other types of jobs accounts for 5.17% and 1.72%, respectively. In addition, practical homework and production homework are not well liked among elementary school students, and no one chooses these two types of homework.

Table 4.2 The results of the student's favorite type of English homework

Options	subtotal	Results (%)
Copying and reciting homework (e.g., copying and reciting words and texts, etc.)	40	68.97%
Exercise homework (e.g., workbooks with textbooks, other workbooks, etc.)	25	43.1%
Listening and speaking exercises (Such as listening to tapes or recordings and retelling the text, etc.)	21	36.21%
Cooperative homework (e.g., role playing, you speak, competition sentence making, etc.)	8	13.79%
Production-oriented homework (e.g., make your own greeting cards)	0	0%
Practical homework (e.g., doing surveys, doing interviews, etc.)	0	0%
Choose homework (for example, you can choose to do some homework according to your hobbies)	3	5.17%
Other types of homework, such as	1	1.72%

At the same time, in order to more intuitively understand the survey of the type of English homework for primary school students, the results of the two questions are presented in a table for comparative analysis, as shown in Table 4.3:

Table 4.3 The percentage of each choice item

Question number	Results (%)							
	A	B	C	D	E	F	G	H
Question 5	87.93%	60.34%	36.21%	5.17%	1.72%	1.72%	1.72%	0%
Question 6	68.97%	43.1%	36.21%	13.79%	0%	0%	5.17%	1.72%

Through the comparative analysis of the data displays in Table 4.3, it can be found that among the types of homework assigned by the teacher, the three types of assignments, such as copying and recitation assignments, exercise assignments, and listening and speaking

assignments, are in line with the types of assignments that students like. Students' love for cooperative homework, selective homework and other types of homework is second only to the first three types of homework, but the proportion and frequency of these three types of homework assigned by teachers is not high. In addition, the two types of work that teachers assign least frequently, production and practical assignments, are not popular with students.

4.1.2 *The time of finishing homework*

Questions 1, 2, and 3 are surveys of how long elementary school students need to complete their English homework, including the time it takes for them to complete their written assignments and the time they need to complete oral assignments (e.g., reading, memorizing). The time required for primary school students to complete English homework also reflects the number of English homework, and is also one of the important bases for investigating the current situation of English homework in primary schools. The specifics are as follows:

Table 4.4 The results of the time required to complete the English homework

Question number	Results (%)			
	0-30minutes	30-60minutes	60-90minutes	>90minutes
Question 1	67.24%	31.03%	1.72%	0%

By analyzing the results of Question 1, it finds that 67.24% of students are able to complete English homework in 30 minutes, and 31.03% are able to complete English homework in half an hour to one hour. Only 1.72% of students need more than an hour to complete homework in English. In addition to this, it can also noticed that there are no students who need to spend more than an hour and a half to complete their English homework. Overall, most students can complete homework in English in less than an hour.

At the same time, in order to be able to more intuitively see the longer parts of English homework, questions 2 and 3 are also set up to investigate how much time it takes fourth graders to complete written English homework and English oral homework, and the results are shown in Table 4.5 and Table 4.6 below.

Table 4.5 The results of the time required to complete the written homework

Question number	Results (%)			
	0-30minutes	30-60minutes	60-90minutes	>90minutes
Question 2	86.21%	13.79%	0%	0%

Through Table 4.5, it finds that 86.21% of students are able to complete written homework in English within half an hour, and 13.79% are able to complete written homework in English within 30 to 60 minutes. There are no students who need more than an hour to complete written homework in English.

Table 4.6 The results of the time required to complete the oral homework

Question number	Results (%)			
	0-30minutes	30-60minutes	> 60minutes	Never
Question 3	84.48%	8.62%	1.72%	5.17%

By analyzing question 3, it finds that 84.48% are able to complete English oral homework in less than half an hour, and 8.62% are able to complete English oral homework within 30 to 60 minutes. At the same time, due to the large differences in English proficiency and study habits of individual students, a small group of 1.72% of students need more than one hour to complete English oral homework. In addition, 5.17% of students say that there is no Oral Assignment in English. Overall, most fourth-graders are able to complete verbal homework in half an hour.

Summarizing Table 4.4, Table 4.5, and Table 4.6, it can be seen that most fourth-graders take half an hour to complete their English homework. Among them, English written homework is the longer and more proportion of English homework for current fourth-grade students. In contrast, oral homework in English accounts for a smaller proportion, and even some students say that there is no oral homework.

4.1.3 The purpose of finishing homework

In order to clarify the purpose of elementary school students to complete English

homework, the question 7 is set up, “What do you think is the purpose of completing English homework every day?” to investigate. The results of the questionnaire survey are shown in Table 4.7 below:

Table 4.7 The results of the student’s purpose of finishing homework

Options	subtotal	Results (%)
I like to do English homework	30	51.72%
In order to be able to achieve better results in the exam	25	43.1%
To consolidate and review what I have learned that day	36	62.07%
In order to be fluent in English for daily communication	11	18.97%
In order to deal with teachers and parents with impunity	0	0%

From the above table, it can be found that in order to consolidate and review the knowledge learned on the day, it is one of the main purposes for primary school students to complete English homework, accounting for 62.7% of the survey. In addition, their love of doing English homework and in order to achieve better results in the exams are important reasons for some students to complete English homework, accounting for 51.72% and 43.1% respectively. At the same time, 11 students believe that the purpose of completing English homework is to be able to fluently communicate in English for daily communication, accounting for 18.97% of the surveyed.

4.1.4 The difficulty of homework

The difficulty of homework and the problems that students may encounter when completing homework are all key parts of judging the difficulty of homework. Questions 8, 9 and 10 investigate the current difficulty of English homework in elementary schools from three aspects: the reasons why students cannot complete English homework on time, the difficulties students encounter when completing English homework, and the measures that students take when they encounter difficulties in completing homework. The specific analysis is as follows.

According to the survey results of Question 8, it can be found that the reasons why most students cannot complete English homework on time are greedy, do not want to write, too slow, and too inefficient, accounting for 46.55% and 41.38% of the surveyed students,

respectively. Second, some students cannot complete homework on time because the homework is too difficult, accounting for 13.79% of the surveyed students. And 10.34% of students can not complete because of too many assignments. In addition, 8.62% of students do not want to complete homework because their homework is too boring, and 3.45% of students choose other reasons (because of other things delayed). The difficulty of the homework is not the main reason why students cannot complete the English homework on time, which means that the current difficulty of English homework in primary schools is relatively moderate.

Table 4.8 The result of the reason why the student fails to complete the homework on time

Options	subtotal	Results (%)
Too much homework	6	10.34%
Homework is too hard	8	13.79%
Too slow and inefficient	24	41.38%
Greedy, do not want to write	27	46.55%
The homework is too boring to do	5	8.62%
Other reasons, such as:	2	3.45%

Question 9 is about the main difficulties students encounter in completing English homework, and its findings are shown in Table 4.9 below.

Table 4.9 The result of difficulties encountered by students completing homework

Options	subtotal	Results (%)
The homework is too difficult, and the teacher does not teach it	6	10.34%
I don't master this knowledge point	51	87.93%
There is a problem with homework design itself or the wrong question	0	0%
Other reasons, such as:	1	1.72%

As shown in Table 4.9 above, it can be found that 87.93% of students believe that the difficulty in completing homework is due to their lack of mastery of relevant knowledge

points, accounting for the majority of the students surveyed, which is the main difficulty that students encounter when completing English homework. Some students believe that the main difficulty encounters in completing English homework is that the topic is too difficult, and the teacher does not teach this knowledge point, accounting for 10.34% of the surveyed students. None of the 58 students surveyed say they had problems with the assignment design itself or that the questions are wrong when completing their English homework. In addition to this, there are a very small number of people who choose to complete homework and the main difficulty they encounter is other types, accounting for 1.72%. It can be seen from this that for most students, when completing the English homework assigned by the teacher, they not encounter the difficulty of homework that is too difficult, that is to say, the current difficulty of English homework for primary school students is not too high.

Table 4.10 The result of measures taken when completing homework encountered difficulties

Options	subtotal	Results (%)
Asking the teacher	20	34.48%
Asking a classmate or a parent	20	34.48%
Taking the initiative to check the information to find the answer	9	15.52%
Leaving the problem waiting for the teacher to explain the next day	9	15.52%
Scribbling out the answer, whether it's right or wrong	0	0%

Table 4.10 above shows what students do when they encounter difficulties completing English homework and are unable to complete their homework. Asking teachers and asking classmates or parents are the practices chosen by most students, both of which account for 34.48% of the number of students surveyed. Secondly, taking the initiative to check the information to find answers and leave difficult problems and other teachers to explain the next day is the practice chosen by a small number of students, accounting for 15.52% of the number of students surveyed. It can be seen that most students choose to take the initiative to ask to complete the homework when they encounter difficulties in the process of completing English homework, and no student choose to do it first regardless of whether the answer is right or wrong. It can be seen that most students' attitude towards homework is positive.

4.1.5 *The digital jobs of homework*

Digital operations came into being with the rapid development of “Internet + education”. Different from the traditional way of completing homework, digital homework is based on Internet platforms, mobile terminals and timely analysis of big data, which can improve the efficiency of teachers’ grading of homework. When assigning homework, many teachers choose to publish homework through online platforms, such as Ding Talk, Enterprise WeChat, etc. In order to understand the current situation of English homework in elementary schools, Question 12 is specially set up to investigate the situation of digital homework in English homework for current fourth graders. The specific results are shown in Table 4.11 below.

Table 4.11 The frequency of arrangement of digital jobs

Question number	Results (%)			
	Everyday	Often	Sometimes	Never
Question 12	13.79%	13.79%	39.66%	32.76%

Analyzing the results of question 12, it can be found that 39.66% of the students say that the frequency of digital assignments in their English homework is “Sometimes”, and 32.76% of the students say that the frequency of digital assignments is “Never”. In addition, a small percentage of students say that the frequency of digital assignment assignments is “Everyday” or “Often”, and these students account for 13.79% of the students surveyed. It can be seen that the proportion of digital homework in the current primary school English homework is not large, and teachers only publish English homework through the online platform on a small number of occasions.

4.1.6 *The correction and evaluation of homework*

The diversification of homework evaluation methods is an important factor in stimulating students’ interest in learning, promoting the development of students’ thinking ability and learning ability, and improving students’ comprehensive language use ability. At the same time, scientific, comprehensive and reasonable correction, as well as the teacher’s

timely feedback on students' homework, is conducive to helping students correctly understand and find their own mistakes, promote students to form good English subject learning habits, and improve the effectiveness of English subject learning. Therefore, it is very necessary to conduct a comprehensive analysis and research on the correction and evaluation of English homework in primary schools. Questions 13, 14, 15 and 16 analyze from four aspects, namely, the main body of English homework correction, the way of correction and evaluation, and the students' preferences for correction and evaluation methods.

Table 4.12 The result of homework correcting subject

Options	subtotal	Results (%)
Teacher correction	56	96.55%
Parents correction	13	22.41%
Students check with each other	4	6.9%
Self-correction	2	3.45%
No correction	0	0%

As shown in Table 4.12, the main body of English homework correction for fourth-grade students is mainly teacher correction. 96.55% of students choose homework correction mainly by the teacher. Another 22.41% of students say their homework is sometimes corrected by their parents. In addition, a small number of students say that homework is sometimes corrected by themselves, accounting for 3.45% of the surveyed students.

Question 14 surveys the general approach used by elementary school teachers to mark and evaluate students' English homework, while Question 15 surveys the way in which fourth-graders' favorite English homework is corrected and evaluated. In order to more clearly discover the current situation of English homework in primary schools, as well as the problems in the current grading and evaluation methods of English homework in primary schools, it compares the specific results of questions 14 and 15 through tables, so as to better propose scientific and reasonable countermeasures for the correction and evaluation of English homework in primary schools. Specific data are shown in Table 4.13 below.

Table 4.13 The percentage of each choice item

Question number	Results (%)					
	T or F	Scores	Grade	Correction	Comment	Face to face
Question 14	20.69%	12.07%	6.9%	17.24%	27.59%	15.52%
Question 15	6.9%	6.9%	1.72%	6.9%	50%	27.59%

As shown in the table above, it finds that teachers usually correct and evaluate English homework in the same way as not only to play right and wrong, but also to write comments to point out errors or deficiencies, accounting for 27.59% of the surveyed students. 20.69% of the students say that their English homework is corrected and evaluated in a way that the teacher only played right and wrong. In addition, a small number of students choose not only to play right and wrong, but also to correct errors, face-to-face and score. These three correction and evaluation methods account for 17.24%, 15.52% and 12.07% respectively. Only 6.9% of students choose the teacher to correct homework and evaluate homework. At the same time, for the students' favorite correction and evaluation methods, 50% of the students say that their favorite correction and evaluation methods are not only right and wrong, but also wrote comments to point out deficiencies and errors. Another 27.59% of students say that their favorite way is face-to-face. In addition, the most popular correction and evaluation method chosen by a small number of students is only right and wrong, score and correction error, accounting for 6.9%. Only 1.72% of students choose the rating.

Comprehensive comparison can be found that the fourth-grade teacher not only plays right and wrong, but also writes comments to point out errors and deficiencies in the correction and evaluation method in line with the preferences of most students. There are also a small number of students who want the teacher to use face-to-face criticism to correct and evaluate English homework. And only playing right and wrong, correction, scoring and grading are not highly liked.

In addition to the above three aspects, question 16 is also set up for the correction and evaluation of English homework to investigate how students evaluate their favorite homework. The options are divided into three aspects according to the main body of the evaluation, namely, teachers, classmates, and students themselves, and the specific results

are as follows:

Table 4.14 The results of the subject of the student's favorite evaluation method

Question number	Results (%)		
	Teacher	Classmates	Themselves
Question 16	79.31%	15.52%	5.17%

According to the questionnaire results, 79.31% of the students choose the teacher as the main body of the English homework evaluation, preferring the teacher to evaluate the homework for them and give them a score, grade or specific comment. 15.52% of students say they liked their classmates to evaluate homework with each other, and gave specific comments on their homework or communicated with them. In addition, a small percentage of students say they liked to evaluate their English homework and know what they are, accounting for 5.17% of the students surveyed. It can be seen that in the minds of most fourth-graders, the teacher is the subject of their favorite evaluation of English homework, and the teacher evaluates the homework and gives a score, grade or specific comment is their favorite type of evaluation.

4.2 Interview results and analysis

After conducting a large number of questionnaires on fourth-grade students, a specific analysis of the current situation of English homework in primary schools is carried out, and the main problems in English homework in primary schools are collected. In order to conduct a more comprehensive and thorough analysis of the above problems, as well as to find effective methods and suggestions to solve the problems, the study uses a one-on-one online interview method for some parents of students, aiming to more comprehensively discover the various problems in primary school English homework under the current “Double Reduction” policy through parent interviews. From the three aspects of family environment, family members and homework curriculum resources, the important role played by the family in primary school English homework is analyzed. At the same time, it is expected that through the interviews with parents, specific, operable and practical countermeasures for the reasonable design of English homework can be found.

4.2.1 *The influencing factor of the family environment*

The study finds that a large amount of literature on homework mentions the impact of home environment on students' completion of English homework, and parents, as witnesses to students completing English homework, how do they see the impact of family environment on students' English homework? To this end, five questions are set up from five aspects, the specific content is as follows:

The first question is the occupation of parents, according to the answer that most of the parents of these four students have jobs, and only one student's mother is a housewife. Combined with the English scores of the four students, it can be found that students whose parents are both working, their families are more concerned about their learning.

The second question is the academic qualifications of the parents, and the interview results show that the parents of the four students are basically undergraduates. The second parent also mentions that because their college major is English, they usually pay more attention to the penetration of English for their children, so it is easier for children to learn English at present. It can be seen that the education level of parents have an impact on their children's English learning to a certain extent.

Question 3 is the case where the student is an only child, according to the results of the interview, 50% of the children are only children and 50% of the children are not. In families with only one child, parents have more energy in their children's English learning, while families with two or more children, parents' energy is distracted by other children.

The fourth question is about the home learning environment of the students. According to the results of the interviews, most of the students have a quiet, comfortable, independent learning environment. A quiet and undisturbed learning environment allows students to be more focused and serious about their English homework.

Question 5 asks parents about "Does the home environment have an impact on children completing English homework?" view. Most parents believe that the home environment has an impact on their children's completion of English homework. A good learning environment can avoid external influences, enhance children's concentration, improve children's efficiency, and benefit children's English learning. In addition, an independent English learning environment can also promote the improvement of children's English

subject learning effectiveness, which is conducive to the improvement of children's comprehensive English ability. As an important part of the family environment, factors such as parents' occupation and academic qualifications also affect children's English learning from the side. To a certain extent, the parents' higher education level can create a good English learning atmosphere for their children, which is conducive to the children's easy completion of English homework.

4.2.2 *Participation of family members*

In the process of completing English homework, it is inevitable that family members participate in it. For example, when encountering difficulties that cannot be solved, students usually ask their parents first. Some homework also requires the assistance of parents, such as dictation and memorization. In order to get a clearer picture of the participation of family members in the completion of English homework, questions 6 and 7 are set up to conduct interviews in terms of family member participation and frequency with which family members check homework, respectively.

Question 6 asks if parents be involved in the process of completing their child's English homework. All four parents say they would be involved in their children's English homework. Parents are involved in completing some dictation, reading, and memorization homework assignments.

Question 7 is how often parents check English homework. Based on the results of the interviews, most parents check their children's English homework. As for the frequency of check-ups, since each student's English level is different, most parents choose to have daily check-ups, with a small number of parents checking two to three times a week or once a week.

4.2.3 *Course resources for homework*

When completing English homework, students often use some curriculum resources, such as textbooks and teaching aids, exercise books, exercise sets, examination papers, and online resources. In this case, question 8 is set up to understand exactly what course resources students use when completing English homework.

According to the results of the interview, the first three parents say that their children use curriculum resources such as textbooks, exercise books, exercise sets and examination papers when completing English homework, and sometimes use some online resources to

complete homework. And the Parent 4 says that the children can complete it by herself, and does not need to go through any resources.

4.3 Problems with homework and reasons analysis

Based on the analysis of the results of the questionnaire and the results of the interview above, it finds that after the “Double Reduction” policy, there are still many problems with English homework in primary schools. This section shows the current problems of English homework in primary schools from the direction of the design of the homework itself, and gives a brief analysis of the causes.

4.3.1 *Monotonous and boring homework, ignoring individual differences*

In the questionnaire, most fourth-graders say that English homework is boring, resulting in their low interest in doing homework and low efficiency in completing homework.

The type of homework is relatively single, mainly basic and mechanical work such as copying and memorization, while there are not many cooperatives, practical and production work. English homework is dominated by written homework and less by listening and speaking. The lack of practical assignments makes it impossible for students to combine classroom content with practice, and it is impossible to absorb the knowledge learned in the day in a timely manner. At the same time, the lack of practice also makes it impossible for students to flexibly apply the knowledge they have learned in their daily lives. Some students with better English learning ability repeat basic homework do not have a great effect on them, and it is impossible to continue to improve the effectiveness of their English subject learning. In addition, many parents report that students have very little vocabulary and hope to increase the practice of words and improve their children’s vocabulary.

Li Xin proposes that homework is not very interesting, which is another problem in the current primary school English homework. Interest is the best teacher, and students only be burdened when they are interested in doing English homework (Li, 2020). In the parent interview, most parents say that the current children’s English homework is less interesting, usually do test papers and exercise books, there is no English picture book reading, watching animation, audio and video and other interesting and novel homework content, it can’t meet the students’ requirements for funny homework.

The reason for this situation is that most teachers ignore the individual differences of

students when designing English homework, and the difference in the speed at which students absorb knowledge, and do not divide the awareness of different homework according to the students' own English learning situation and English level. The types of homework designed by teachers have always been more limited to the idea of focusing on the knowledge level of middle-level students, and lack of awareness of bold innovation and trying different types of homework.

4.3.2 Single correction and evaluation method, ignoring students' subjectivity

In the survey of homework correcting methods, it is found that in the correcting method of primary school English homework, only right and wrong and right and wrong and write comments to point out the errors are the two most important correcting methods at present, and the correction method is relatively single. At the same time, this is also the main reason why the teacher's correction and evaluation method is single.

For the correction and evaluation of their favorite homework, most students choose not only to play right and wrong, but also to write comments to point out the errors and face to face criticism. Both of these correction and evaluation methods reflect students' love for teachers writing comments on their assignments. Wu Qiuying points out that homework with comments can accurately point out students' mistakes and deficiencies, and few comments are not conducive to promoting communication between students and teachers, nor is it conducive to stimulating students' enthusiasm and initiative in learning, which reduce students' interest in completing English homework and affect the effectiveness of students' learning and teaching effects (Wu,2018).

As for the main reason why the teacher's correction and evaluation method is single, homework correction is almost entirely graded by the teacher, and students rarely participate in it. This way of only grading all the teachers directly leads to the teacher's time to mark homework every day for too long, and the amount of English homework correction is too large, which also causes the teacher to be unable to write comments to all students to point out errors or deficiencies to a certain extent.

4.4 Reasonable advice for homework

Through the analysis of the current situation of English homework in primary schools under the "Double Reduction" policy from multiple angles and multiple dimensions, this study finds that there is a non-one-way interactive activity between teachers, students and

English homework, this activity is student centered, and the homework is the carrier. Therefore, it can be improved the design of English homework through effective countermeasures to scientifically and reasonably play the role of English homework. Based on the problems in the current primary school English homework mentioned in the previous section, the following specific suggestions and countermeasures are proposed.

4.4.1 Student-centered, enriching the types of homework, appropriate and reasonable stratification

Through questionnaires and parent interviews with students, most students are interested in English homework, but this does not mean that English homework is interesting enough. The lack of fun in primary school English homework is fundamentally due to the fact that the current type of English homework is relatively single, and the practice method is relatively boring. Through the questionnaire of students, it can be found that the current type of English homework is mainly copying and memorization, and there are also a small number of listening and speaking homework, but this part of the homework is only listening to tapes or recordings or memorizing texts, and there is no oral practice homework. After investigation, it learns that students prefer copying and selection classes (such as choosing to do some homework according to their own hobbies), and do not like to make more complex assignments such as making classes and practicing classes. Therefore, in the type of homework, the preferences of most students should be considered. At the same time, for most students do not like the practice of higher thinking requirements, it should be treated dialectically. Although students don't like it, there is no need to doubt the role of this kind of homework in cultivating students' ability to practice hunger, the ability to comprehensively apply knowledge, and the ability to improve their thinking level. Therefore, teachers can design some practical assignments for students at the right time.

For oral language training, teachers should change the way of English-speaking training as much as possible, and attract students to oral training through animation, audio and video. Follow-up, imitate, and record tape content. Through diversified training methods, primary school students are cultivated to be interested in English homework, prompting them to participate more actively in completing English homework.

In addition, Li Wenjuan proposes that the hierarchical homework is based on the individual differences of students, classified according to the differences in students'

personality, cognitive level and learning ability, and forms a targeted homework structure (Li, 2020). Since the difficulty of primary school English knowledge is relatively low, teachers can appropriately and reasonably arrange some layered homework to promote the progress of students' English learning.

4.4.2 Diversified evaluation, highlighting the subjectivity of students, promoting teacher-student communication

The correction and evaluation of English homework is not only a feedback process for English knowledge, but also a platform for teachers and students to communicate. Teachers should reasonably guide students to develop good learning habits through the correction and evaluation of homework. Scientific and reasonable evaluation methods can improve the role of evaluation. Allowing students to participate in evaluation is a student-centered embodiment and a diversified need of evaluation subjects.

Wu Qiuying says that self-evaluation and mutual evaluation are two of the more common ways to evaluate homework. Self-assessment is not only an effective way to self-reflect and promote learning, but also an effective way to help students recognize their own shortcomings. Students can fully understand their own problems in the process of self-evaluation, understand the difficulty of homework, and timely feedback their own questions to the teacher. Mutual evaluation can promote mutual learning and common progress (Wu, 2018). In the process of mutual evaluation, each student is both the evaluator and the one being evaluated. This evaluation method is conducive to students to discover the advantages of other students, learn the advantages of other students, but also to find the shortcomings of other students, to avoid making the same mistakes themselves. At the same time, it also reduces the burden of teachers to correct homework. Therefore, teachers should appropriately guide students to participate in the correction and evaluation of homework, so as to improve the validity of evaluation and improve the effectiveness of homework.

The correct use of the role of comments can promote communication between teachers and students. Homework comments are one of the languages of teachers, and teachers' comments can not only promote the improvement of students' learning effectiveness, but also promote communication between teachers and students. When correcting English homework, teachers should avoid typing only right and wrong, and use multiple correcting symbols to encourage and guide students. When writing comments, teachers should focus

on positive evaluations, accurately point out the problems and shortcomings of students' homework, pay attention to the artistry of comments, and put forward corresponding guidance for learning the Law. In this way, it improves students' enthusiasm and initiative in learning English, stimulates students' curiosity, and cultivates their interest in learning.

4.4.3 Actively playing parents' important role in English homework , and forming a home-school synergy

Through interviews with parents, it can find that parents play an important role in English homework. As we all know, homework is the homework that students complete after class, and students generally complete it at home. Therefore, family factors are an important part of ensuring that children complete English homework on time, with high quality and efficiency.

Ren Baogui believes that parents should provide a quiet, independent homework environment for their children. And try to let children complete English homework independently, and cultivate children's ability to complete English homework independently and the ability to think independently. A good home environment can make children concentrate faster and enter the state of doing homework faster. With a good learning environment, parents should try their children to complete their homework independently and give some guidance when necessary (Ren, 2014).

Parents should cultivate their children's good learning habits and let their children master scientific methods and skills. For example, before starting homework, let your child have a systematic review of what they learned that day. In the process of doing the questions, the children are trained to carefully review the questions and complete them carefully. After your child has completed homework in English, double-check it to make sure your child has completed all of their homework. In addition, attention should also be paid to cultivating children's awareness of efficiency and avoid developing the habit of sloppy procrastination. Only in this way can parents and teachers form an effective synergy to improve the effectiveness of children's English learning.

V Conclusion

There is a lot of research on the current state of English homework in primary school, but there are currently fewer studies that combine "Double Reduction" policies and primary

English homework. To this end, this paper takes 58 students in the fifth class of the fourth grade of Ningxing School in Zhongyang County, Lvliang City, Shanxi Province as an example to study the current situation of English homework in primary schools after the implementation of the current “Double Reduction” policy, and gives a specific analysis based on the results of questionnaire surveys and interviews with parents. Then, through quantitative and qualitative analysis, the paper shows some of the problems that exist in current elementary school English homework. In addition, the paper also puts forward specific suggestions and countermeasures for the problems existing in the current primary school English homework, so as to improve the reasonable and scientific design of primary school English homework, stimulate students’ interest in learning English, and enhance the effectiveness of English subject learning. The findings include the following: The current state of English homework in elementary schools is far from satisfactory. And there are problems in the type, grading and evaluation of English homework in primary schools, which cause students to feel that English homework is boring and monotonous, and they are not interested. Parents play a role that cannot be ignored in the process of primary school students completing English homework.

According to the analysis of the problems of English homework, three reasonable suggestions and countermeasures are provided to improve the rationality, scientificity and interest of English homework design in primary schools, and enhance the English level and practical application ability of primary school students.

The contributions of this paper include the following aspects: First, unlike the previous research on the current situation of English homework in primary or junior high schools, this paper analyzes the current situation of English homework in primary schools after the implementation of the “Double Reduction” policy to reduce the burden. Secondly, the results of the survey and interviews show that in the process of primary school students completing English homework, in addition to teachers, parents also play an important role in assisting. The cooperation between parents and teachers is more conducive to students completing English homework on time, efficiently and with high quality, and enhancing the effect of English learning. Third, some specific countermeasures are provided to improve the current problems in English homework in primary schools.

However, due to the limited time and space, especially the limited academic ability of

the authors, there are still some limitations and deficiencies in this study. First of all, due to limited time and energy, only one class in the fourth grade is selected as the subject of the questionnaire, and it cannot represent all primary school students. Four parents of students are randomly selected for interviews, and it is not possible to ensure an even distribution of the different English levels of the selected students, which reduced the validity of the study. Second, in order to facilitate data statistics and analysis, the author must limit the unique correct answers to some questions. Third, the countermeasures proposed by the Institute are only exploratory suggestions made by the authors based on the results of questionnaires and interviews, and they need to be further verified in practice.

The paper provides us with some empirical significance, that is, if English homework is separated from the student's main body of learning, ignoring the individual differences between students, then the goal of students to improve the practical use of English knowledge through English homework cannot be achieved. Furthermore, the problems of primary school English homework analyzed in this paper after the implementation of the "Double Reduction" policy and the corresponding suggestions and countermeasures for improvement are expected to be discussed in detail in the further study.

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Appendix I

“双减”政策下小学英语家庭作业现状调查(学生问卷)

亲爱的同学:

你好!这是一份关于“‘双减’政策下小学英语家庭作业现状”的调查问卷,你的回答有助于我们了解“双减”政策实行之后当前小学英语家庭作业的实际情况,并且有助于我们探讨和改善目前英语作业设计中存在的实际问题,以便于教师们更加合理地设计作业。同时,你的回答将严格保密,调查结果仅供研究所用,所涉问题没有对错之分,因此无需有任何顾虑,请按照你的实际情况和真实想法填写。衷心感谢你的配合和支持!

一、答卷人基本情况

姓名: _____

性别: A. 男 B. 女

所在年级: _____

所在班级的人数为: _____

英语水平: A. 优秀(90-100分) B. 良好(80-90分) C. 一般(70-80分)
D. 刚及格(60-70分) E. 不及格(60分以下)

二、选择题

1. 你每天需要多长时间完成英语作业?

A. 0-30分钟 B. 半小时-1小时 C. 1小时-1个半小时 D. 1个半小时以上

2. 你每天用多少时间完成英语书面作业?

A. 0-30分钟 B. 半小时-1小时 C. 1小时-1个半小时 D. 1个半小时以上

3. 你每天用多少时间完成英语口头作业(如:朗读、背诵)?

A. 0-30分钟 B. 半小时-1小时 C. 1小时以上 D. 没有口头作业

4. 你喜欢做英语作业吗?

A. 很喜欢 B. 一般 C. 不喜欢 D. 很不喜欢

请填写理由 _____

5. 老师通常会布置哪些类型的英语作业?(可多选,不超过3项)

A. 抄写类作业和背诵类作业(比如抄写和背诵单词和课文等)

B. 习题类作业(比如与课本配套的练习册、其他练习卷等)

C. 听说类作业(比如听磁带或录音并进行跟读以及复述课文等)

- D. 合作型作业（比如角色扮演、你演我说、比赛造句等）
- E. 制作型作业（比如自己制作贺卡）
- F. 实践型作业（比如做调查、做采访等）
- G. 选择类作业（比如可以根据自己的爱好选择做部分作业）
- H. 其他类型作业 比如_____
6. 你最喜欢老师布置哪些类型的英语作业？（可多选）
- A. 抄写类作业和背诵类作业（比如抄写和背诵单词和课文等）
- B. 习题类作业（比如与课本配套的练习册、其他练习卷等）
- C. 听说类作业（比如听磁带或录音并进行跟读以及复述课文等）
- D. 合作型作业（比如角色扮演、你演我说、比赛造句等）
- E. 制作型作业（比如自己制作贺卡）
- F. 实践型作业（比如做调查、做采访等）
- G. 选择类作业（比如可以根据自己的爱好选择做部分作业）
- H. 其他类型作业 比如_____
7. 你认为每天完成英语作业的主要目的是什么？（可多选，不超过三项）
- A. 自己喜欢做英语作业
- B. 为了能在考试中取得更好的成绩
- C. 为了巩固和复习当天所学的知识
- D. 为了能流利的使用英语进行日常交流
- E. 为了应付老师和父母，不受惩罚
8. 如果你不能按时完成英语作业，主要原因是什么呢？（可多选）
- A. 作业太多 B. 作业太难 C. 速度太慢，效率太低 D. 贪玩，不想写
- E. 作业太枯燥，不想做 F. 其他原因，比如_____
9. 你在做英语作业时主要碰到的困难是什么？
- A. 题目太难，老师没教
- B. 自己没有掌握该知识点
- C. 作业设计本身有问题或题目有错
- D. 其他原因，比如_____
10. 如果在做作业过程中碰到困难不能完成，你会怎么做？
- A. 主动问老师
- B. 主动问同学或家长

- C. 主动查资料找答案
 - D. 留着难题等老师第二天讲解
 - E. 不管答案对错先胡乱做完再说
11. 老师会布置与日常生活相关的作业吗？
- A. 每天 B. 经常 C. 有时 D. 从不
12. 老师利用网络作业平台（比如钉钉、企业微信等）布置家庭作业的次数多吗？
- A. 每天 B. 经常 C. 有时 D. 从不
13. 通常情况下，你的英语作业是由谁批改？（可多选，不超过 3 项）
- A. 老师批改 B. 家长批改 C. 同学之间相互批改 D. 自己批改
 - E. 无人批改
14. 一般情况下，英语老师对你的作业主要采用以下什么方式进行批改和评价？
- A. 只打对错
 - B. 不仅打对错，而且打分数
 - C. 不仅打对错，而且评等级
 - D. 不仅打对错，而且订正错误
 - E. 不仅打对错，而且写评语指出错误或不足之处
 - F. 面批（老师当着学生的面指出和分析学生的错误）
15. 你最喜欢老师对你的英语作业采用以下什么方式进行批改和评价？
- A. 只打对错
 - B. 不仅打对错，而且打分数
 - C. 不仅打对错，而且评等级
 - D. 不仅打对错，而且订正错误
 - E. 不仅打对错，而且写评语指出错误或不足之处
 - F. 面批，老师与我面对面，并指出和分析我的错误
16. 你最喜欢什么类型的评价方式？
- A. 老师为我评价作业，用 √ 或 X 表示对错。
 - B. 老师为我评价作业，并对我的作业给出分数、等级或具体评语。
 - C. 学生为我评价作业，并对我的作业给我具体评语或与我交流。
 - D. 自己对自己的作业进行评价，做到自己心中有数。
17. 你认为英语家庭作业主要存在什么问题？
- A. 英语作业太枯燥乏味，提不起兴趣。

- B. 英语作业太多，没时间玩。
 - C. 不能根据学生之间的差异布置家庭作业。
 - D. 英语作业多，但成绩没有明显提高
18. 你能够独立完成英语家庭作业吗？
- A. 完全能够 B. 基本能够 C. 有时不能 D. 不能
19. 你完成家庭作业的环境是怎样的？
- A. 安静的 B. 吵闹的 C. 有时安静，有时吵闹
20. 你的家长会辅导你的英语家庭作业吗？
- A. 每天 B. 经常 C. 有时 D. 从不

Appendix II

“双减”政策下小学英语家庭作业现状调查（家长访谈记录）

受访者姓名:高凡家长，冯锦程家长，李梓维家长，杨佳琦家长。（以下用学生名字的姓简称）

访谈时间:2022.2.11—2.14

访谈地点:微信线上

1.父亲的职业是？母亲的职业是？

高：爸爸是电力公司员工，妈妈是铁路员工。

冯：父亲:民营企业职工；母亲:无。

李：都在信用社工作。

杨：父亲在机关单位上班，母亲是幼儿教师。

2.父亲的文化程度是？母亲的文化程度是？

高：爸爸是本科，妈妈是中专。

冯：都是大学本科（三本）。

李：都是本科。

杨：父亲本科，母亲第一学历大专，后取学历本科。

3.您的孩子是否是独生子女？

高：不是。

冯：是的。

李：不是。

杨：是。

4.您的孩子的学习环境是怎样的呢？

高：安静舒适，一个较良好的学习环境。

冯：挺好，挺安静的。

李：有独立的学习空间。

杨：有专门的学习场所，安静不受干扰的学习环境。

5.您认为家庭环境对孩子完成英语家庭作业有影响吗？

高：有影响，良好的学习环境能促进孩子的英语学习，听力、记单词注意力集中，能够提升完成作业的效率。

冯：有。

李：孩子的英语作业基本可以独立完成，我大学专业也是英语，平常也会给他渗透，所以他的英语目前为止学起来还是比较轻松的。

杨：肯定是有的，有一个专门的学习场所和相对安静的环境更利于孩子学习，尤其听力或者做阅读理解之类的题目，没有外界的影响，孩子能更专心的学习。再加上家长对孩子潜移默化的影响，家庭中学习的氛围。

6.您及家人会参与到孩子完成英语作业的过程中吗？

高：偶尔会参与，家长会听写单词和句子，检查背诵情况，督促孩子更好地完成作业

冯：会。

李：会。

杨：现在作业还相对比较简单，做作业的过程不参与，但会检查孩子完成的情况。

7.您及家人会检查孩子的英语作业吗？检查的频率是？

高：会的，听写完以后会检查正确与否，读单词的时候检查读音是否准确。一周 2 到 3 次。

冯：会，每周一次。

李：至少是会检查他作业的完成情况，基本每天的都会检查。

杨：是的，每次的作业都会检查。

8.您的孩子在完成英语作业时会用到哪些课程资源呢？（比如教科书及教辅资料、练习册、习题集、试卷、网络资源等）

高：教科书 练习册 习题集 试卷 网络资源

冯：试卷，教科书。

李：教科书练习册，习题，试卷都有。

杨：一般自己完成，不翻阅资料。

9.您了解“双减”政策吗？

高：有一些简单的了解。

冯：了解。

李：嗯嗯。

杨：大概了解。

10.您感觉孩子的英语作业受到“双减”政策的影响大吗？

高：没有影响，总体上变化不大。

冯：比较大。

李：“双减”之后，英语作业基本在学校就完成了，回家一般就是有背诵单词或短文

的一小部分作业。

杨：不大，因为作业本来也不多。

11. “双减”政策实施后，孩子的英语作业量有减少吗？

高：持平，和以前没什么两样。

冯：有。

李：嗯嗯。

杨：和原来差不多，孩子一直以来的作业就不多。

12. “双减”后，孩子的英语作业质量有得到提高吗？

高：成效挺大的，孩子学的比较灵活，口语有了进步。

冯：嗯，提高了，成效大。

李：事实上，双减后，对家长来说，不太适应的是对孩子的学习情况不能及时掌握，作业在学校完成了，那完成情况怎样？孩子哪些知识点没掌握？家长就不能直观的了解了。

杨：我感觉还行，只要课堂上掌握本节知识点，回家作业就很轻松。

13. “双减”后，孩子的课余兴趣时间有所增加吗？

高：有的，学校开设了有益于孩子们身、心健康的课外兴趣课程，孩子每周都会进行兴趣课程的培训。

冯：增加了。

李：嗯嗯，有一节兴趣课程。

杨：还行吧，和原来差不多，学校有了兴趣活动课。

14.您感觉孩子的英语作业负担在“双减”后有所减少吗？

高：双减之前孩子的英语作业也不是很多，所以双减之后也没有减少。

冯：减少了。

李：英语这一科的话因为他才4年级，原本作业也不多，跟之前比差不多，能接受。

杨：因为有课后延时，有时作业会在校就完成了。

15. “双减”后英语作业的评判方式有所改变吗？您认为哪一种评判方式更为合理呢？

高：作业的评判方式由打分数变成评等级。评等级更合理，可以很好的维护孩子的自尊心，促进孩子学习的信心，减轻孩子的负担。

冯：有，评等级。

李：按等级了，还是喜欢原来的。

杨：学校组织的考试是评等级的，班级测试偶尔会打分数。对于家长来说，能看到孩子的试卷，知道孩子具体成绩较为合理，从试卷上能看出孩子对内容的掌握情况，等级只是一个范围。

16.您认为英语家庭作业是有用的吗？

高：是有用的，有利于检验孩子的学习成果，巩固当天所学内容，将课堂上的知识内化于心。

冯：有用。

李：有用。

杨：有的有用吧。

17.您认为目前孩子的英语作业还存在哪些问题呢？

高：大部分是书面作业，实践内容较少，不能让孩子把课堂上学到的内容转化为实践，没有深度地提升孩子的英语实践能力。

冯：听力内容较少。

李：没有，挺好的。

杨：目前我感觉听的作业较少。

18.如果要给英语家庭作业的设计提建议的话，您认为有哪些需要改进呢？

高：1.多增加实践内容，将课堂上的知识和实践结合起来，让孩子将英语知识灵活运用。2.运用一些灵活有趣的作业方式，不仅仅是做试卷，要和孩子感兴趣的内容，例如动画、音视频等。3.多运用互联网资源，与当下的教学实际接轨，提升作业的质量。

冯：单词写的有点少。

李：增加对英语绘本的阅读时间，提高孩子口语能力，增加词汇量。

杨：听读写方面都能均衡涉及。