

Original Paper

The Effect of the Double Reduction Policy on the English Performance of Junior Middle School Students in Zengcheng, Guangdong

Yiwen Huang¹

¹ Doctor of Philosophy in English, Emilio Aguinaldo College, Manila, the Philippines

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Abstract

With the implementation of the double reduction policy, higher requirements have been virtually placed on the education and teaching of schools. The "double reduction" policy has strengthened teachers' subjective pursuit of teaching quality and teaching efficiency. Therefore, teachers have explored feasible methods to effectively improve English teaching efficiency, and strive to build a quality, humanized and efficient cognitive environment for junior high school students. In order to greatly improve the efficiency of English teaching, teachers consciously explore the requirements of the "double reduction" policy for English teaching, pragmatically summarize the main factors that improve English teaching efficiency, comprehensively summarize the practical value of improving English teaching efficiency, and scientifically explore the methods of improving English teaching efficiency under the "double reduction" policy.

Keywords

"double reduction" policy, English class, teaching efficiency, English teaching

The junior high school stage is an important stage for students to learn. Facing the quiet changes in their bodies and minds and the pressure of learning, they are prone to various emotions. Positive academic emotions are directly related to students' study habits and academic performance. "Ordinary Junior High School English Curriculum Standards" (2017) requires teachers to pay close attention to students' emotional and mental health development, which is actually to pay attention to the guidance of academic emotions. In addition, as one of the current hot topics, the most direct task of "double reduction" is to further reduce the burden of homework and off-campus training, and it's more important mission is to cultivate positive academic emotions (Chen, 2017). Because of this, the

introduction of the "double reduction" policy has aroused great repercussions from society and strong reactions from students. The teaching work of junior high school English needs to effectively implement the "double reduction" policy in the reform process, and let students gradually become researchers and constructors of knowledge. Therefore, teachers need to carry out corresponding education work in combination with students' English learning foundation in the daily education process. In order to promote the realization of this goal, teachers need to implement the "double reduction" policy when carrying out junior high school English teaching, improve students' English learning ability, and cultivate students' logical ability (Chen, 2002). Only in this way can students master good independent learning ability and improve the efficiency and quality of overall teaching.

1. Analysis of the Concept and Characteristics of the "Double Reduction" Policy

1.1 The Implementation Background of the "Double Reduction" Policy

In the context of the new era, in order to effectively promote the realization of the goal of quality education, in the process of junior high school English teaching, teachers should effectively reduce the learning tasks and learning pressure of junior high school students, make the educational content explained in the classroom as simple as possible, and prevent students from learning too much when they accept classroom knowledge. Classroom teaching under the background of "double reduction" pays more attention to the creation of a good classroom atmosphere and the efficiency of students' learning of English knowledge. At the same time, the "double reduction" policy also pays more attention to the cultivation and improvement of students' comprehensive abilities, hoping to help students establish correct values. "Double reduction" is a brand-new educational concept put forward on the core basis of quality education. It is mainly to relieve students' learning pressure and ideological pressure in their daily learning. This requires teachers to make good use of education time in class time and reduce the amount of homework and learning tasks that students need to complete after class, so as to gradually guide students, let them pay attention to their own strengths, release their nature, and independently choose courses according to their own interests and hobbies, thus effectively promoting the all-round healthy growth of students (Chen, 2013). Therefore, under the influence of the "double reduction" concept, teachers should reasonably and appropriately design classroom education content, and also reasonably arrange homework tasks after class, so as to allow students to complete efficient knowledge learning and mastering as much as possible.

After the "double reduction" policy was put forward and implemented, the requirements for students and teachers have increased. For students, the burden of homework and off-campus training has been reduced, and the "compulsive" learning mode has changed; for teachers, it is necessary to ask for efficiency in the classroom, not to spend time, and to observe students' similar "hard work" to achieve results. Among the many factors that affect academic performance, academic emotions undoubtedly occupy an important position. Some students don't work hard and don't care about English learning, and even obviously hate or even fear English learning in the later stage, and their academic

performance is poor; there are also a large number of students who love English, learn actively, and have good academic performance. In the process of teaching, it is found that students who have more negative emotions in English learning have difficulty in changing them. Therefore, how to let students avoid negative emotions, or convert negative emotions into positive emotions, face English learning problems, change their learning status, improve learning efficiency, and achieve good grades is a topic worth studying.

1.2 The Implementation Significance of the "Double Reduction" Policy

English is a basic language subject. It plays an important role both in China and in the international community, and it is an international common language. However, students in junior high school have not yet formed a correct understanding of English, and cannot realize the important role of English language learning in their future development. Therefore, when teachers carry out English classroom education, students have negative emotions. For example, they are unwilling to cooperate with teachers to answer questions in class, or they are too perfunctory when completing homework. In addition, due to the influence of traditional educational concepts, teachers pay more attention to students' grades in exams. It is generally believed that exam paper grades represent students' learning ability and mastery of learning knowledge, and scores also represent the quality of teachers' education. In addition, the junior high school is facing the pressure of entering a higher school, so it will also cause students to have a greater burden in the learning process. However, the implementation of the "double reduction" policy has made the English education work more perfect, creating a good and relaxed learning atmosphere, allowing students to actively and autonomously learn in the English classroom, and students have become the center of classroom education work.

1.3 The Current Situation of English Education in Junior Middle Schools

First of all, teachers have not established a correct education awareness. Under the influence of the overall environment of traditional education, most teachers generally follow the requirements stipulated in the examination syllabus during the development of junior high school English education, and integrate some important and difficult knowledge content in the textbooks to allow students to carry out learning and exploration. At the same time, some teachers will use their own educational concepts to find out some knowledge content in the textbooks and let students learn independently, but these methods cannot help students better broaden their horizons in learning (Cheng & Chen, 1992). In the process of daily education work, some teachers are still using some relatively traditional and backward educational methods. They did not reasonably consider the knowledge base and future development rules of students in the teaching process, and did not provide students with more targeted and correct guidance and help. They still follow the traditional educational thinking and concepts, so that students can only learn from the knowledge explained by the teacher during the learning process, and do not leave time for students to learn independently, and do not allow them to master knowledge independently. In addition, teachers generally only explain a large amount of knowledge to students in the classroom, while ignoring the expression of students' own ideas and opinions in the learning

process, and failing to help students reasonably create a good educational situation, resulting in the overall low efficiency of junior high school English classroom teaching.

Secondly, there is insufficient awareness of the application of the "double reduction" concept. In the overall education process of junior high school, because students have been exposed to English subjects for a short time, they will find it difficult to learn English knowledge, and this mentality has a negative impact on students' learning. However, many teachers did not design the educational content and after-school assignments in accordance with the requirements of the "double reduction" concept in the education process. They still explained the relevant knowledge content in accordance with the traditional educational concept in the classroom. The overall classroom education environment lacked communication and exchanges with students, and they could not effectively understand students' actual learning and mastery of the relevant knowledge content of textbooks. At the same time, many grammatical contents in English are difficult for students to learn. Therefore, students often feel fearful when learning grammar. If teachers use traditional educational concepts to explain relevant knowledge content, students will not be able to accept the high-capacity knowledge dissemination of teachers, so the efficiency of junior high school English education will become lower and lower (Huang, 2013). In addition, because the overall atmosphere in the class is not active enough, students' lack of concentration will directly lead to the inability of students to develop their thinking. In the long run, it will not only lead to a decline in students' learning enthusiasm, but also affect the quality of overall classroom education.

Finally, there are insufficient practical activities in the English classroom, and the educational model needs to be updated. Because the tasks of English course education in junior high schools are relatively heavy, and the class hours are relatively tight, many teachers spend most of their time in class explaining some vocabulary and grammar knowledge that may appear in the exam to students in order to successfully complete the educational goals, and do not leave enough time for students to think and practice. Students cannot absorb English knowledge well and develop their own potential in a passive learning environment. If things go on like this, students will lose interest in English learning. English is a language tool, and one of the core requirements of English teaching is to cultivate students' oral communication skills. However, in the traditional educational environment, teachers lack innovation, which affects the development of students' thinking. Teachers pay too much attention to students' writing skills and neglect the cultivation of students' oral expression skills, which has a negative impact on students' future development.

2. Research Methods and Process

2.1 Research Questions and Research Objects

The "English Curriculum Standards for Compulsory Education" clearly mentioned that the purpose of English teaching in junior high schools is to stimulate students' interest in learning English, cultivate their positive attitudes in learning English, and enable them to initially build up their self-confidence in

learning English. It can be seen that the important task of English teaching in junior high schools is to cultivate students' interest and enthusiasm in English learning. However, the author learned from the conversation with the English teacher in the early stage that junior high school students often have inattention and small movements in English class, and they do not take English homework seriously after class. The questions to be solved in this study are: First, what are the factors that affect the enthusiasm of junior middle school students in English learning? Second, what are the strategies to improve the enthusiasm of junior middle school students in English learning?

The survey chose 366 students in the first and second grades of Y junior middle school in Zengcheng District, Guangzhou City, and 5 junior middle school English teachers as the research objects. Y Junior High School in Zengcheng District, Guangzhou City is located on the Third Ring Road of Guangzhou. It has been established for 14 years and is an ordinary public junior high school. The quality of the school's student resources and teaching staff are similar to those of most junior high schools in Guangzhou. Therefore, the investigation on the students of Y junior high school has certain representativeness. The subjects of the interview survey were 5 students with high enthusiasm for classroom learning, 5 students with average enthusiasm, and 5 students with low enthusiasm.

2.2 Research Results and Analysis

366 questionnaires were collected this time, and the statistical results of the survey on English learning enthusiasm are shown in Figure 1. There are 68 people who are very motivated, and 78 people who are hardly motivated and not very motivated.

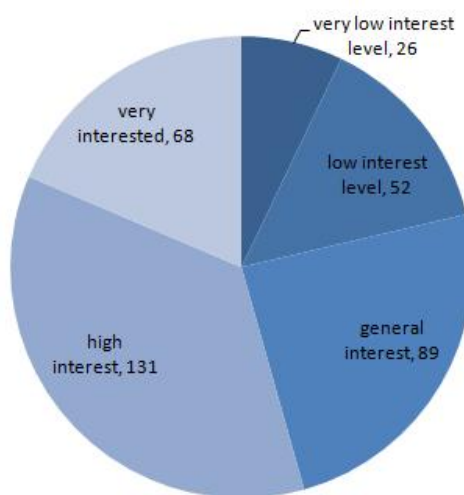


Figure 1. Questionnaires about the Students' English Learning Interest

Table 1. Results of the Survey on the Basics of Students' English Learning

investigate subject	options	Motivated students N=60	low motivation students N=60

		number of people	of % _	number of people	of % _
your grade	first grade junior high school	45	75	36	60
	junior high school sophomore	15	25	24	40
When did you start learning English?	kindergarten	11	18.3 3	3	5
	primary school	37	61.6 7	22	36.6 7
	junior high school	12	20	35	58.3 3
How did you learn English at that time?	family	18	30	19	31.6 7
	teacher	32	53.3 3	39	65
	Watch English-language TV shows or books by yourself	10	16.6 7	2	3.33

From the grade data in Table 1, it can be seen that students in the first grade of junior high school are more active in English learning than students in the second grade of junior high school. As the grade rises, the academic burden of students is getting heavier, and more and more students feel that learning is more difficult. In the survey of the age groups at which students started to learn English, 11 of the highly motivated students learned English in kindergarten, 37 in elementary school, and 12 in junior high school. Among the students with low motivation, only 3 learned English in kindergarten, 22 in elementary school, 35 in junior high school. The comparison of this data shows that students who are exposed to English in early childhood are more likely to cultivate English learning enthusiasm.

In the investigation of the channels of initial contact with English, the number of contacts from parents, older brothers and sisters is almost the same. The main reason is that the channels obtained by teachers and themselves are quite different. Students who are highly motivated to learn English initially learned English from teachers. There are 32 students, and 39 students with low motivation. According to the results of the previous question, it may be because most of the students with low motivation only came into contact with English in elementary school. At this time, the main learning channel is the English teacher. Among those who learned English by watching TV programs or books by themselves, there were 10 people who were highly motivated and 2 people who were not motivated. In the survey of

students' English test scores, it can be clearly seen that there is a clear relationship between English learning enthusiasm and English performance. Students with low enthusiasm generally perform worse than students with high enthusiasm.

Table 2. The Overall Situation of Students' English Academic Emotions

	active arousal	high arousal	active arousal	low arousal	negative arousal	high arousal	passive arousal	low arousal
average	4.16		2.98		3.06		2.3	
standard deviation	0.46		0.67		0.71		0.75	
N	300		300		300		300	

According to the overall situation of students' academic emotions, data analysis was carried out, the data of 300 valid questionnaires were counted, and the mean and standard deviation of academic emotions were calculated. The results are shown in Table 2. It can be seen that there are differences in the scores of students' academic emotions in the positive dimension and the negative dimension. Students' positive academic emotions score higher than negative academic emotions, and the positive and high arousal dimension scores the highest. Therefore, the average score of positive academic emotion in English subjects is higher than that of negative academic emotion among first-grade students. It further shows that most students have a positive attitude towards English learning, and their emotional experience is relatively positive. And from the data in the table, it can be seen that the scores of the four dimensions of academic emotion in the English subject in the first grade of junior high school are positive high arousal, negative high arousal, positive low arousal, and negative low arousal. In addition, from the perspective of variance, there may be large differences in the scores of students in negative high arousal, and some students may have higher scores.

Table 3. The Relationship between Students' Academic Emotions and Their Academic Performance

	active high arousal	active low arousal	negative high arousal	passive low arousal
score	.283*	.186	-.197	-.319*

According to the above Table, among the four-dimensional correlation coefficients between academic emotions and academic performance, it is found that positive high arousal is positively correlated with academic performance, and negative low arousal is negatively correlated with academic performance. The academic emotions that have a greater impact on academic performance are positive high arousal emotion and negative low arousal emotion. Therefore, students with higher positive academic emotions

have better academic performance, and students with higher negative academic emotions have poor academic performance and poor emotional experience, usually accompanied by emotional experiences such as unhappiness and low self-esteem. In the positive academic emotional experience, the academic emotional factors such as pride, joy, satisfaction and hope are positively correlated with grades. Therefore, in terms of helping students improve their academic performance in the later stage, it can be considered to stimulate these emotional factors in students' English learning, promote the development of students' academic performance, and help students make progress. In this study, the negative academic emotions mainly presented by students are irritability, helplessness, frustration, and boredom. According to further interviews and surveys, it is found that these students have a poor foundation and feel boring or even bored with English learning. Therefore, in the later intervention plan, we can consider teaching students according to their aptitude. These students have a sense of boredom, inferiority and helplessness in English learning, and negative emotional experience. The root cause is that students have poor emotional experience in learning and lose interest and motivation in English learning. Some students even said that no matter how hard they try, their academic performance is still difficult to improve. After a period of observation, these students have a poor foundation, lack of attention, and lack of learning methods. They have tried many times but failed, leading to negative academic emotional experiences such as disappointment and helplessness, and it is difficult to improve their academic performance. What's more, a small number of students have no intention of studying, have extremely bad attitudes, give up on them, be addicted to the Internet, and lack motivation.

2.3 Analysis of Student Interview Results

Through the content analysis of interviews with 15 students, the author extracted the following viewpoints.

2.3.1 Students all Have a Certain Learning Motivation, but the Enthusiasm of Students Is Different Due to Different Motivations

According to the interview data, it can be seen that no matter how active the students are in English learning, they all have a common motivation for learning English. They all said that "learning English can communicate with foreigners". But the motivational sources of students with different enthusiasm are also different. A student with low motivation said, "(My mother gave me) the English interest class to prepare for studying abroad. My mother said that I went abroad in high school first." From his statement, it can be seen that his learning motivation mainly comes from his parents. A student with average enthusiasm said, "English is still very important, because in the future you will need to use English when you go abroad." He also said that he will listen carefully in class, because "the English score is not very good, I will improve it." Although this classmate also mentioned going abroad, he had a spontaneous idea and his motivation for learning came from himself. In the following interviews, he also said that because his grades were not good and he wanted to improve, he would listen carefully in English class. It shows that he has a clearer motivation for learning and has a short-term plan for himself. A highly motivated student said: "I was very happy before the English class. Every day we had

to read English aloud. I read those words very loudly (Jia & Fang, 2009). There are more subjects in junior and senior high schools. If you don't learn English well now, it will be even more difficult then. I've learned it well." Another highly motivated student said, "My dad hopes that I will have a good future in the future. After learning English, I will have another language, and the actual communication will be richer. When I grow up, I will go abroad to play. You can communicate with others." She also said, "It feels very fulfilling and worthwhile to speak English, so you have to practice it first, and then you will find it very interesting when you come back, and then you will learn more and more. If you learn more deeply, you will like it more and more, and you will become more and more interested." Students with high motivation have more learning motivations, such as expectations from their parents, communication with people abroad, plans for the future, and their own interest in English and the sense of accomplishment, the source of learning motivation is mainly from oneself, followed by parents. It can be seen from the students' motivation to learn English that no matter how motivated they are, students can recognize that English is a communication tool. Although they all have a common learning motivation - to communicate with foreigners, the students with low motivation this motivation mainly comes from parents, which belongs to external motivation, which has strong directivity and great variability, and they lack internal motivation.

2.3.2 Emotional Factors Towards English Teachers Will Directly Affect Students' English Learning Performance

In the interview, five students said that if they liked the English teacher more, they would be more active in class, and another student said that the degree of liking for the teacher had no significant difference in class performance. When asked what kind of English teacher they like, some students said: "I like the current teacher. She sometimes loses her temper and is very fierce. I especially like the old teacher Yuan because she is very gentle." Another student said: "I don't like it or hate it, because she doesn't give too much homework, but she is a bit aggressive in class. I prefer Teacher Yuan because she is not very aggressive and doesn't yell at us. She can listen to songs in class, and I like music too. Mr. Peng seldom plays songs, but only reads aloud. From the answers of the students, it can be seen that the students prefer those who are gentle and do not yell at students emotionally. When another interviewee was asked about Teacher Peng, he said: "Ms. Peng is not fierce, but she wants to say those dirty words sometimes. 'What dirty word did she say?'" "I don't remember clearly." The teacher's words and deeds in the classroom are easy to be magnified by the students, especially the junior high school students. They recognize the authority of the teacher very much. Sometimes what the teacher says inadvertently may be remembered by the students for a long time. Therefore, as a junior high school English teacher, you must always pay attention to your words and deeds, control your emotions, and don't hurt the students. Although students like gentle teachers, some students rationally think: "Teachers can be more aggressive, because if they are not fierce, they will not be able to restrain students who do not listen to the class." This student said, "Everyone likes gentle teachers, but it should be more aggressive." Another student commented on the English teacher: "Although she is serious and

strict, she usually doesn't get angry with us. At most, when we talk a lot, she will say 'one, two' to rectify discipline. In her class, she will give us some extended parts, which makes us feel very interesting." "The current teacher still likes her. She sometimes loses her temper and is very fierce. She especially likes the former teacher Yuan because she is very gentle." Another student compared several English teachers: "Actually, M We were not impressed when Miss Yuan taught us, because she would not be as interesting as Miss Pu, and Miss Pu would make people feel very affectionate. Miss Li taught more seriously, with a lot of details, such as phonetic symbols, and she taught rich content, which will pave the way for us in the future." From the descriptions of the students, it can be seen that the students pay more attention to the teacher's personality, the teacher's respect for the students, and the teaching content prepared by the teacher. When students reach the senior grades, they have the ability to distinguish right from wrong, and they also have their own opinions on the teacher's views. Students are more convinced that they can persuade others, rather than blindly suppressing students. Therefore, English teachers should first prepare lessons to stimulate students' interest, and then be firm and flexible in the classroom, and manage the classroom well under the premise of respecting students.

2.3.3 Implement "Double Reduction" and Increase Efficiency Scientifically

The relationship between students' academic emotions and academic performance is a topic worth studying. After the "double reduction", the students' academic emotions towards the subject have the following characteristics. The score of positive emotions is higher than that of negative emotions, which shows that most of the students show positive academic emotions in learning. Students have higher positive academic emotions for layered homework assignments, and they have more time for independent study after class, and they are more satisfied. Especially after the implementation of the "double reduction" policy, there are higher standards and requirements for students' independent learning ability and teachers' professionalism. After the implementation of the "double reduction" policy, the workload has been reduced and adequate sleep has been guaranteed. According to interviews and surveys, some of the negative emotions of students are due to the heavy burden of written homework and some students are difficult to complete on time. Therefore, as a teacher, we should strictly control the total amount of written homework, innovate the type of homework, improve the quality of homework, arrange homework in layers as much as possible, so that students with obvious negative emotions have a certain sense of accomplishment, and it is also conducive to the cultivation of top students. Homework should be a personalized learning sheet that points to the formation of higher-order thinking and comprehensive ability, and the homework assignment should be stratified, flexible, and personalized. According to the actual situation of students, assignments are arranged in layers, instead of mechanical copying assignments, students can also choose the type of assignments independently, making assignments a personalized, innovative and flexible learning task of "different from each person and taught according to their aptitude".

3. Strategies for Improving Junior High School English Scores under the Background of "Double Reduction"

3.1 Use Modern Educational Technology to Implement the "Double Reduction" Policy

In the context of the new era, teachers should actively and fully implement the "double reduction" policy, so as to promote the improvement of the quality of junior high school English education. In English teaching work, if the teacher only assigns some simple homework for students to recite words, and dictates the words that students have mastered in the next class, it will cause students to have greater psychological pressure and learning pressure. In order to change this situation, teachers should thoroughly implement the "double reduction" policy, use modern educational technology, guide students to use appropriate learning methods, and stimulate students' enthusiasm in the learning process. For example, in teaching "where did you go on vacation? ", teachers can use modern information technology to find some pictures corresponding to words on the Internet to assist teaching and strengthen students' memory of words, which can make students' recitation easier. For example, the word "spring" in the article requires teachers to let students observe the pictures of the four seasons when conducting extended teaching, and then guide students to memorize the words of the four seasons according to the pictures. Together, and then let the students recite and study, the teacher can set the corresponding time, let the words scroll on the big screen, and then guide the students to raise their hands to answer, or ask students questions according to the scrolling words. This will not only effectively promote the overall atmosphere of English classroom teaching, make students feel happy in the learning process, but also help students strengthen the memory of words.

3.2 Optimizing Classroom Education Content under the Background of "Double Reduction"

Under the background of the current era, the new curriculum reform puts forward a new requirement for junior high school English education, that is, teachers should not simply disseminate knowledge content to students in class, but should rationally optimize the content of classroom education under the background of "double reduction". Therefore, teachers should actively change their own traditional education mode, and should not only instill knowledge in class, but should use modern education mode and methods to make the content of education in class more streamlined, which can not only ensure the realization of educational goals, but also effectively improve the overall teaching efficiency . For example, in teaching "unit3 life in the In the traditional education environment, teachers often ask students to recite in turn, which not only wastes time, but also leads to low educational efficiency. In the new era, teachers can use the "double reduction" education concept to divide students into different study groups, and then select a student from each group to be the group leader, let them check the recitation of the members in the group, and give feedback to the teacher in time. The method will not only help teachers better understand the students in the class, but also deepen students' understanding of the text, and can effectively improve educational efficiency, save class time, optimize the overall classroom teaching mode, and truly implement the requirements of the "double reduction" policy.

3.3 Innovative Operation Design Mode under the Background of "Double Reduction" Policy

In the context of the new curriculum reform, in order to better cultivate students' all-round abilities, let students gradually form a good learning awareness, be able to actively use homework to consolidate the basic knowledge they have mastered in the classroom, and cultivate students' creative thinking ability in the process of completing homework. When the English homework design work in junior high schools is carried out, teachers should reasonably reform and innovate the homework design mode to provide students with more diversified learning methods. For example, in teaching "my favorite subject is science.", the teacher can consider guiding students to complete the corresponding homework by watching the video, and introduce various questions related to the article in the video, so that students can understand the basic meaning of the words in the textbook more intuitively. The teacher should guide the students reasonably, let the students practice independently, and effectively apply the English knowledge they have mastered in their daily life through the understanding, transfer and application of the basic knowledge content in the textbook. This also plays an important role in the implementation of the "double reduction" policy.

3.4 Innovative Classroom Education Model under the Background of "Double Reduction"

To create a diversified classroom and innovate the educational model, teachers need to organize students to carry out various practical activities in class, resolutely implement and implement the "double reduction" policy, and ensure classroom efficiency. In order to avoid the phenomenon that students can't keep up in class and spend a lot of time studying after class, teachers should always adhere to the unity of teaching and learning, and use this as a fundamental educational concept to provide students with opportunities for extracurricular practice, so that they can participate in learning more actively. After mastering the learning content, they can also gain a sense of satisfaction and accomplishment, and gradually improve students' ability to use English. For example, when teaching "I can you play the guitar", teachers can create a teaching situation of a job fair for students, and reward students who successfully apply for some certificates. First of all, teachers can guide students to name some jobs that are close to daily life and can be seen everywhere. Second, let students choose the jobs they want to apply for independently according to their hobbies and abilities, and communicate with them about the job content they choose to express their abilities, so as to strive for success in the job application. Such educational activities can not only help student's better grasp the overall sentence structure and knowledge content of the unit, but also exercise students' language use ability and independent learning ability.

3.5 Offer Diversified Educational Activities under the Background of "Double Reduction"

Language ability is an important part of the core literacy of English subjects. In the process of junior high school English classroom education, if teachers want to better cultivate students' language expression ability, they must strengthen oral English while cultivating students' writing ability. Teachers can design various activities in class, focus students' attention in class, design some more practical homework for students in combination with educational content, gradually create a good

learning atmosphere, help students master English knowledge, and improve core English literacy. For example, when teaching "we are trying to save the earth", teachers can use robots as the theme, ask students to write a speech, and then set up a small speech contest in the class. This form can not only enrich the homework, but also cultivate students' writing skills and improve students' oral English. This more interesting way will reduce the pressure on students when they study, and finally effectively improve the core literacy of students in the English subject.

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