

Original Paper

A Study on Middle School English Homework Design Based on the Double Reduction Policy

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Abstract

At present, junior high school students in China are generally under great academic pressure and heavy burden, it's necessary to design the homework which is suitable for them. This study mainly adopted the questionnaire survey. Based on the requirements of the double reduction policy and several theories, this study tried to explore a more suitable English homework design for junior high school students. By collecting samples of junior high school students' English homework, the author investigated and discussed 411 students from the 41st middle school in Xiang yang, Hubei Province. By analyzing the results of questionnaire survey and the sample of homework, the author finds that the arrangement of English assignments in junior high school still can not meet the requirement of double reduction policy. In terms of the difficulty, quantity and quality of the operation, the homework need to be further improved.

Keywords

Junior high school, English homework, homework design, double reduction policy

1. Introduction

The effectiveness of doing homework has long been a controversial issue amongst educators, who have been researching the topic for 75 years (Cooper, Robinson, & Patall, 2006; Corno, 2000; Trautwein, Köller, Schmitz, & Baumert, 2002). Homework is a common educational task given to students around the world. Too much homework can increase their cognitive load and mental fatigue, leading to decreased motivation and performance (Guo et al., 2024). In order to deal with sets of problems about students' homework, the double reduction policy issued several policies in 2021 and upgraded in 2025, that is, students should be put in the first place; student's rights to rest should be guaranteed; English teachers should reduce student's heavy homework burden through reducing the total amount and time of homework and Teachers are prohibited from engaging in paid tutoring outside of school, as well as from conducting live or recorded online teaching through internet platforms. This requires teachers to change their traditional ways of assignment, and teachers can no longer use a large number of assignment to improve students' academic performance. Instead, students should be constantly

improved with more refined assignments which are more suitable for their abilities to develop in all aspects (Wang, 2022). Therefore, the release of the double reduction policy makes teachers find the urgent needs of the current reform of junior middle school English homework. And according to the requirements for this policy and the current social demand for students' abilities, we need to design the most suitable homework for students' development.

Requirements for junior middle school English learning ability pointed out that in the past, English homework is closed and simple. Moreover, by analyzing the current situation of English Learning in China, it was found that many teachers still thought the key point of English learning was the words, sentence patterns, grammar and other knowledge in the teaching process (Li & Fan, 2016). Students want to cope with the exam and to achieve excellent results, they took lots of mechanical recitations. But all of these ignored the real goal of learning English, which is able to flexibly use English in the everyday life. For a long time many students in our country have not been interested in learning English, and one of the important reasons is that students' homework burden is too heavy. Under the great pressure, they did not find any interest of learning English. Therefore, based on the double reduction policy, the English teachers should carry out the further research and design on junior high school English homework, which can lighten the burden on students, make them interested in learning English and be able to use them in everyday life. In this way, it can not only achieve the teaching objectives, but also improve students' comprehensive language ability.

2. Literature Review

2.1 The Definition

2.1.1 The Definitions of the Homework

Homework has various of definitions. Devine (1987) stated in his book that homework refers to learning tasks that students are going to finish without teachers' guidance. "Assignment" was defined in Ci Hai as activities carried out for the purpose of fulfilling the established tasks of production and learning. And the "Dictionary of Education" divides the tasks of completing the study into two categories: classroom assignments and extracurricular assignments. Homework was defined as "any task assigned by schoolteachers intended for students to carry out during non-school hours" (Cooper, 1989). This definition explicitly excludes (a) in-school guided study; (b) home study courses delivered through the mail, television, audio or videocassette, or the internet; and (c) extracurricular activities such as sports and participation in clubs (Cooper et al., 2006). Extracurricular assignment is a kind of activity that students do their homework independently in extracurricular time. Homework is usually the extracurricular assignment which is used to test if the students acquire the knowledge told in class. In this article, the author adopted the definition of the assignment discussed in the Dictionary of Education.

2.1.2 The Definitions of Extracurricular Homework

Despite the relationship between homework behaviors and students' academic achievement, assigning

more homework does not lead to better homework performance (Rosário et al., 2015). As one of the important contents of basic education teaching, extracurricular assignment design can help students to consolidate the content learned in class, achieve the extended learning of the knowledge. At the same time, it can cultivate students' good habits of learning and help students form the core accomplishment (Zhang, 2021). Students worldwide are frequently assigned homework as part of their educational activities. In China, Primary 1 and 2 students are not assigned any homework, and homework for Primary 3 to 6 students is limited to maximum of 60 min, while junior high school students are allowed up to 90 min per day (Ministry of Education of the People's Republic of China, 2021). It is possible that the effects of homework are not linear. Some evidence suggested that increasing homework duration can improve academic performance, but there is a point where too much homework can actually lead to a decline in performance (Ackerman et al., 2011; Krejtz et al., 2018; Reteig et al., 2019). Due to the negative influence of traditional examination-oriented education, there are many problems of extracurricular homework in our country. From the long term, the influence of these ways are not beneficial. With the introduction of the double reduction policy, the Education Department has emphasized the importance of reducing the burden of students' studies.

2.1.3 The Definitions of Dual Reduction Policy

In order to carry out the spirit of the Nineteenth National Congress and the Fifth Plenary Session of the Nineteenth central committee of the Communist Party, and to improve the educational level in schools, China promulgated the Double Reduction. Its guiding ideology is to fully implement the Party's educational policy, the fundamental task of building a high quality education system, build a sound education ecology, effectively relieve the anxiety of parents, and promote the all-round development and healthy growth of students. There are also corresponding regulations for the amount of work of students, and in each grade, there are different regulations of the assignment for students. For example, the assignment time for grades 3 to 6 of primary school should not exceed 60 minutes, while the average time for the completion for junior high school students to complete the homework should not exceed 90 minutes. In addition to the requirements for the quantity of the homework, the quality of work design is also required. It is pointed that teachers are encouraged to assign layered, flexible and personalized tasks, and teachers need try their best to resolutely overcome mechanical, ineffective operations and to eliminate repetitive and punitive operations. What is more, for extracurricular homework, school and parents should guide students to finish homework after school and in their spare time, students should be encouraged to do necessary assignments.

2.2 Present Situations of the Related Research

A majority of schools abroad have homework policies. Some policies put forward some types of homework activities, which limit the amount of time that students can complete their homework each week at each grade, and these activities explain the purpose of assigning homework. Besides, some schools abroad even assign specific hours for students to do their homework in different subjects (Cooper, 1989). Foreign researchers have conducted extensive and in-depth research on homework, and

nowadays educators in the basic stage of our country have fully absorbed the fruitful results of foreign research. Before this century, educators seldom paid attention to homework in the field of educational research in China. But with the release of a series of policies in recent years, especially the double reduction policy in 2021, educators began to realize that excessive homework would not improve students' ability, but also can make them lose their interests to learn English. Therefore, in recent years, more and more educators in our country began to study and solve the problem of homework.

3. Theoretical Foundations

Scientific theory is the basis of scientific research, and no research can be left behind. Therefore, the study of junior high school English assignment design is also inseparable from the support of relevant theories, otherwise it will lack certain feasibility. Therefore, this study will discuss the problems of English homework design based on the philosophical theory, psychological theory, and constructive theory.

3.1 Philosophical Theory

Materialist dialectics told that the development of anything is the result of both internal and external causes. The internal cause is the basis of development of things, while the external cause is the condition of development of things. The external cause can play its role only through internal cause. In the course of teaching, the external factors related to teachers are the important conditions that affect students' development. Students are internal causes and play a decisive role in their own development. Students need to have a desire and interest in learning and have a certain learning initiative in the learning process. Only in this way, students can get good teaching effect on the basis of teacher's teaching. In teaching, teachers need to clarify their teaching status, teachers are only the guide of students' learning, teachers only guide to help students to learn. But if students want to have a real long-term study, they still need their own learning passion and motivation.

When the English teacher design homework, they should stimulate the students' learning motivation as much as possible, and lead the students to keep learning with passion. Because of the influence of the teacher, the different characteristics and interests of each student should be guaranteed. And teachers should try their best to arouse students' interests, then students are willing to finish their homework positively and carefully.

3.2 The Sociocultural Theory

The Sociocultural Theory, developed by Vygotsky (1978), is a significant psychological framework that emphasizes the role of social interaction in cognitive development. Vygotsky believed that cognitive development occurs through social interactions with more knowledgeable others (such as parents, teachers, or peers). These interactions provide opportunities for learners to engage in activities that are slightly beyond their current capabilities, which helps them internalize new skills and knowledge. Furthermore, the Zone of Proximal Development (ZPD) is a central concept in Vygotsky's theory. It refers to the gap between what a learner can do independently and what they can achieve with guidance

from a more knowledgeable person. The ZPD highlights the potential for learning and development when learners are supported through scaffolding, which involves providing temporary support that is gradually removed as the learner becomes more competent. Besides, language is a crucial tool in the Sociocultural Theory. Vygotsky argued that language is not just a means of communication but also a tool for thinking and problem-solving. Through language, children internalize cultural knowledge and develop higher-order thinking skills. The process of internalization involves transforming external speech (used in social interactions) into internal speech (self-talk), which eventually becomes internalized as thought.

Vygotsky emphasized that culture plays a vital role in shaping cognitive development. Cultural tools, such as language, symbols, and artifacts, mediate human activity and help individuals develop higher psychological functions. These tools are passed down through generations and shape the way people think, learn, and solve problems. The Sociocultural Theory has significant implications for education. It suggests that learning should be collaborative and contextually relevant. Teachers can support students by providing appropriate scaffolding, encouraging peer collaboration, and creating learning environments that reflect the cultural and social context of the learners. This approach emphasizes the importance of social interaction and the role of the teacher as a facilitator of learning.

3.3 Constructive Theory

In constructive theory, the view of knowledge holds that when the person deals with the specific problems, the original knowledge needs to be reprocessed and re-created according to the situation of specific problems. Although language endows knowledge with a certain external form, and the knowledge has gained more general recognition, learners have different understanding of the same knowledge. Each learner's understanding of knowledge is based on his own knowledge experience, and on their different learning experiences. In constructive theory, teachers can't ignore the knowledge experience of learners and simply imbue with the learners' knowledge. Instead, teachers should take the original knowledge of learners as the starting point of learners' learning. On this study, teachers guide learners to construct new knowledge experiences from previous experiences. In addition, teachers and students need to explore some issues together, and they need to process the exploring and the students dare to question. In constructive theory, the view of learning holds that learning is the process of building knowledge. Students do not simply accept information passively, but actively construct knowledge. Since each person has different knowledge and experience in his mind, the knowledge and experience that has been mobilized is different, so the interpretation of the information received is different.

Because of the different original knowledge of each student, teachers need to arrange the different level of English homework. If the students have trouble conquering the knowledge completely and promptly, the teachers should arrange the easier and less homework for this kind of students. But what needs to be emphasized is that this homework also needs include all the knowledge taught in class. If students have a good ability to conquer all the knowledge taught in class, this kind of students need to be

arranged the more difficult homework, which have more practices extended from the learned knowledge.

4. Study Design

There is an investigation on the Present Situation of the Homework Design in Middle School of the 41 Middle School in Xiangyang. In order to understand the existing problems of English assignment design in the current school, the author adopts questionnaire survey to investigate 411 students and 28 teachers in the middle of the 41st middle school in Xiangyang. It is hoped to find the source of the problems and to explore the more suitable ways to design the English homework.

4.1 The Design of the Questionnaire

4.1.1 Research Issues

According to the Opinions on Further Reducing the Work Burden of Students in Compulsory Education Stage and the Burden of Off-school Training, and because of the simple source of English homework, it is difficult for teachers to design the homework which can meet every students. Because the workbooks and such assignments are simple and have a lot of questions, the exercises can be harder to meet the learning needs of middle school students. On this study, through the investigation and research of the assignment arrangement of English in junior high school students, the author will analyses and discusses the results. According to the policy of double reduction and the current law of physical and mental development of junior high school students, the author tries to formulate English homework which is more suitable for the general junior high school students.

The following aspects are mainly studied:

- 1) The Existing Problems of Junior High School English homework Assignment;
- 2) On the basis of philosophy, psychology, and constructive theory, how to design junior high school English assignments.

4.1.2 Research Tools

According to the need of this study, the author needs to collect the previous English homework of the students studied in advance. In accordance with various theories and double reduction policies, the new junior high school English assignment should be designed. After that, the author prepared the students' questionnaire and teachers' questionnaire. Through the various problems found in the questionnaire, the author put forward the corresponding English homework.

4.1.3 Research Objectives

The subjects of the study are the middle school students and the English teachers in the middle of the 41st middle school in Xiangyang, Hubei Province. The school is a public school, which includes primary schools and junior middle schools. The survey is about the students of the junior high school. The students have the uneven learning ability and level. For example, there are five classes in seventh grade and only two of which belong to the elite class. And these indicate that the students' grades are not ideal. Moreover, the study status and academic achievement of senior students are seriously divided.

Thus improving the effectiveness of assignment design is extremely urgent, which can help students to reduce the academic burden, enhance their interest in learning, and ultimately improve this seriously divided status quo.

(1) Selection of Teacher Samples

The survey selected 28 teachers, including new teachers, teachers with 1-5 years of teaching, teachers with 5-10 years of teaching and teachers with more than 10 years of teaching. Since there were fewer teachers in one grade, teachers in grades 7-9 were selected to be more reliable. The author issued 28 questionnaires, and the 28 questionnaires were recovered. The recovery rate was 100%. Besides, the teachers surveyed were English teachers.

(2) Selection of Student Samples

The ninth grade students are under more pressure because of the heavy burden of students' academic work. As the middle school exam is coming, the ninth grade students don't have enough time doing other things irrelevant to the study. As a result, less students in ninth grade participated to this survey, while students in seventh and eighth grades participated more. In addition, since students are not allowed to bring their mobile phones to class, these questionnaires are conducted at home. Therefore, students can fill out the questionnaire without being disturbed by other external factors, students can really fill in according to their true ideas, so the data is more real. The author sent out 411 student questionnaires, 411 questionnaires were recovered, and the recovery rate was 100%, and all were valid answers.

4.1.4 The Contents of Investigation

The investigation took two months. One is to understand the current status of students' homework by analyzing the existing resources of students, such as the Yangtze River exercise book and class of famous teachers. Second, make the questionnaire survey of students. Third, learn about the actual situation of English homework in the middle of the 41st middle school of Xiangyang through the teacher questionnaire survey. The author takes the junior high school students and teachers as objects, according to the double reduction policy. Then the author makes them as guidance, this study finally puts forward a more suitable English assignment design for junior high school students.

4.1.5 The Methods of Investigation

This study mainly adopted literature analysis, questionnaire survey method and case analysis method. Theory and practice are combined to find and solve the existing problems in junior middle school English homework in a more comprehensive way.

Firstly, literature analysis: the total of 198 academic journals and 209 studies of English assignment design were collected from CNKI. Compared with other studies, the core concepts have been clearly defined. By reading the relevant papers, it is helpful to find out the existing problems of junior middle school English homework design, and through reading several articles, it can clarify the direction of research. In addition, according to the "opinions on further reducing the homework burden and off-campus training burden of students in compulsory education stage" issued by the general office of the

CPC central committee and the state council, the direction of current junior middle school English homework design is more clear and summarized. The reference materials mainly include the double reduction policy and the related to researches of junior middle school English homework design.

Secondly, the author adopted questionnaire survey method. In this study, the author designed a questionnaire based on the study of the relevant materials and junior middle school textbooks. The student's questionnaire consists of 20 topics and the teacher's questionnaire has 10 topics, and each topic has different options. The topic involved students' attitude towards the current English homework, their evolution, and something that they think can be improved. This propose is to have a more truly understand of the shortcomings of the current junior middle school English homework, and put forward a number of expected solutions to these outstanding problems, ultimately the author wishes it can not only improve students' academic performance, but also can improve students' English learning level.

Thirdly, case analysis: Read and analyze the homework content of junior middle school English textbooks. The author can further find the current situation of the layout of English homework in China and then make the classification according to this. These real data can show the condition of the students' grasp of the corresponding knowledge through the investigation, which can efficiently reflect the level of students' homework. And then through the results of the investigation, the author can analyze the cause of the problem and make the remedy. Thus according to the various analyses, the author will put forward some new more suitable methods for junior middle school students to finish their homework.

5. Analysis of Survey Results

There are 20 questions of the students' questionnaire and 10 questions of the teachers' questionnaire, which are summarized as five dimensions: the quantity of homework, the content of homework, the difficulty of homework, the purpose of homework, the cognition of homework, starting from basic situation to the final homework cognition, and then carrying on various analyses and summaries according to the above dimensions.

5.1 Findings of Basic Information

5.1.1 Basic Information about Students

In this survey, 411 questionnaires were issued, the total number of students collected was 411, and the recovery rate was 100%. The total number of male students was 188, accounting for 45.74 per cent of the total; the total number of female students is 223, accounting for 54.26 per cent of the total. The percentage of boys and girls in the selected grades is even as follows: In order to get a basic condition of the students, the survey also covered the average grades of students.

5.1.2 Basic Information of Teachers

A total of 28 teachers participated in the teacher survey. 12 Teachers have been taught for more than 10years, accounting for 42 86% of the total; Four teacher shave a teaching life of 5-10 years, accounting for 14.29% of the total; Six teachers' teaching years are between 1 and 5 years, accounting

for 21.43% of the total; Six teachers have only one year's teaching, or 21.43% of the total. On the whole, teachers' teaching years are too large, and most teachers are old teachers with a lot of experience. Specific data are as follows: There are currently 14 teachers in Grade 7, 7 in Grade 8 and 7 in Grade 9. Based on the cross-analysis between teachers' teaching age and the current teaching grade, the author finds that the older teachers tend to reach the lower grade, and the teachers generally teach the seventh or eighth grade. The ninth grade teachers, on the other hand, are generally less educated.

5.2 Findings of the Work Volume

The double reduction policy issued in 2021 clearly defines the total number of assignments, which clearly states that written assignments cannot be assigned to the lower grades of primary schools, that the total number of written assignments in the upper grades of primary schools cannot exceed 60 minutes, and that the average written completion time for junior high school students cannot exceed 90 minutes.

Time for students to complete their homework is different. Among 269 students, the students want to work within 45 minutes, accounting for 65.45% of the total; There were 116 students wishing to work in 45-60 minutes, accounting for 28.22% of the total, 20 students wishing to work in 60-90 minutes, accounting for 4.87% of the total. Six students who wish to complete their homework for 90 minutes or more, accounting for 1.46% of the total.

The time that the students actually completed their homework is slightly different from the time they would like, but the difference is small. Among them, 288 students needed to spend 45 minutes, accounting for 70.07% of the total. 99 students who spent 45-60 minutes finishing homework account for 24.09% of the total. 16 students who took 1-2 hours to complete homework account for 3.89% of the total. 8 students spent more than 2 hours account for 1.95% of the total.

Teacher's control over the amount of homework.

According to the survey, teachers generally assigned the homework which needs relatively little time. Among them, twenty six teachers thought the assignment was within 45 minutes, accounting for 92.86% of the total; Two teachers thought the assignment was 45- 60 minutes, accounting for 7.14% of the total; And no teacher thinks the assignment that takes more than 60 minutes.

As to the knowledge of the work quantity, 26 teachers thought that the assignments assigned to students were moderate, accounting for 92.86% of the total; two teachers thought that they assigned less homework, accounting for 7.14% of the total.

5.3 Findings of the Homework Content

5.3.1 The Type of Content

According to the student questionnaire, 120 students thought that teachers often assigned copying and reciting assignments, accounting for 29.2% of the total; 283 Students thought that teachers often assigned test paper exercises, accounting for 68.86% of the total; Three students thought that teachers often assigned cooperative performance assignments, accounting for 0.73% of the total; Five students thought that teachers often assigned social practice assignments, accounting for 1.22% of the total.

Data analysis shows that teachers' assignments are generally mechanized, while social practices are less.

Among them, 100 students think that the homework assigned by teachers is closely related to daily life, accounting for 24.33% of the total; 157 Students thought that the homework assigned by teachers was closely related to daily life, accounting for 38.2% of the total. 107 Students thought that the homework assigned by teachers had only a general connection with daily life; Thirty students thought that the homework assigned by the teacher was not closely related to daily life; Seventeen students did not know whether the homework assigned by the teacher was closely related to daily life, accounting for 4.14% of the total. Generally speaking, most students think that the homework assigned by teachers has some connection with life.

5.3.2 The Source of Homework

According to the student questionnaire, 193 students think that English homework comes from textbooks, accounting for 46.96% of the total. 174 Students thought their homework was from various exercise books, accounting for 42.34% of the total; Thirty-seven students thought their homework came from newspapers, accounting for 9% of the total; Seven students thought the homework was from the material sprinted by the teachers themselves, accounting for 1.7% of the total. According to the data, English assignments are generally derived from books and exercise books.

5.3.3 Students' Interest in Their Homework

The data of the student questionnaire showed that 118 students were very interested in English homework, accounting for 28.71% of the total. 159 Students were interested in English homework, accounting for 38.69% of the total. 117 Students have only some interest in English homework, accounting for 28.47% of the total; 9 Students were not interested in English homework, accounting for 2.19% of the total. But 8 students were not interested in English homework, accounting for 1.95% of the total. Generally speaking, students still have some interest in English homework, only a few students dislike English homework.

Among them, 160 students think that their current English assignments can often stimulate their interest, accounting for 38.93% of the total. 203 Students think that homework can only occasionally arouse interest in learning, accounting for 49.39% of the total; 40 students thought that English homework rarely aroused interest in learning, accounting for 9.73% of the total. Eight students were completely uninterested in English homework, accounting for 1.95% of the total.

Based on the cross-analysis of students' interest in English homework and whether English homework can arouse students' interest, it is easy to find that students who think English homework is very interesting can often arouse their interest in learning. Students who think the interest of English homework is just so so, they only occasionally arouse their interest in learning. But students who are not interested in English homework can not arouse their desire to study when they write their homework.

5.4 Findings of Difficulty of Operation

Seventeen students thought that the homework assigned by teachers was very simple, accounting for 4.14% of the total. 32 Students thought that the homework assigned by teachers was simple, accounting for 7.79% of the total; 283 Students thought that the homework assigned by teachers was suitable, accounting for 68.86% of the total. Seventy two students thought the homework assigned by teachers was difficult, accounting for 17.52% of the total. Seven students thought the homework assigned by teachers was very difficult, which account for 1.7% of the total. In general, most students think that the ease of assignment in English is very appropriate.

5.5 Findings of Operational Objectives

According to the teacher questionnaire, one teacher thought that the purpose of arranging homework was one of the teaching tasks; Twenty five teachers thought the assignment was to help students consolidate their knowledge, accounting for 89.29% of the total; Two teachers thought that the teachers assigned their homework to develop students' English ability, accounting for 7.14% of the total. None of the teachers thought that the assignment of English assignments was to foster students' interest in learning.

Students' questionnaires showed that students thought teachers assigned English assignments to consolidate the content of the class, 103 students thought teachers assigned assignments to develop students' ability to learn and use, 60 students thought teachers assigned assignments to develop students' ability to learn autonomously, and only 4 students thought teachers assigned assignments to complete teaching tasks.

And 27 students complete their homework to complete the tasks assigned by teachers, accounting for only 6.57% of the total; 79 Students thought that the goal of completing English homework was to improve their English achievement, accounting for 19.22% of the total. 113 Students thought that the aim of completing their homework was to improve their English ability, accounting for 27.49% of the total. 192 students thought that the purpose of completing their homework was to consolidate their knowledge of the day, accounting for 46.72% of the total. Through the comparison of the three data, we find that the purpose of the current assignment is generally considered to be to consolidate the content of the day's class.

5.6 Findings of Attitude towards Homework

From the student questionnaire, 329 students take their homework very seriously, accounting for 80.04% of the total; 77 Students had a moderate attitude towards their homework, accounting for 18.73% of the total. Two students completed their English homework, accounting for 0.49% of the total. Three students copied assignments, accounting for 0.73% of the total. Overall, most students take their homework seriously, only a few students perfunctorily complete their homework.

5.6.2 Factors Affecting Homework Completion

This option is multiple options. Among them, 216 students thought the quantity of homework was too large, 247 students thought the work was difficult, 236 students thought the work was too tedious, 87

students thought the work was too simple, and 121 students were not interested in the assignment. All these factors affect the students to finish their homework on time and accordingly influence their homework quantity. Therefore, English teachers must pay more attention to these existing problems when arranging English homework.

5.7 Findings of the Satisfaction with English Homework

According to the student questionnaire, 102 students think that English assignments can meet the needs of students with different grades, accounting for 24.82% of the total. 199 Students think that English homework can meet the needs of students with different grades, accounting for 48.42% of the total. Ninety-two students think that English homework can only meet the needs of different students, accounting for 22.38% of the total. Only 18 students thought that the current English homework did not meet the most needs of different students, accounting for only 4.38% of the total. Generally speaking, the current English homework can basically meet the learning needs of most students, only a few students think that the current English homework can not meet their learning needs.

6. Discussions in the Design of Junior Middle School Homework

Although the education department has long issued various documents that raise the importance of homework and the need to reduce the amount of work and reduce the burden on students, teachers should be student-centered and should act as mentors and promoters of students. Teachers should not only develop their intelligence but also develop their multifaceted abilities. The dual reduction policy in 2021 also emphasized these requirements. Through the investigation and inquiry of various materials, the author combed out the main problems existing in junior middle school English homework.

6.1 Unsuitable for All Students' Learning Conditions

The policy of double reduction clearly put forward that students should be the center and teachers should be good guides. Students are the main body of study, and through the survey, the author found that 11.93% of students thought the homework assigned by teachers was too simple, 68.86% thought the homework assigned by teachers was suitable, while 19.22% thought it was difficult. Therefore, the current English homework is not suitable for every student's learning needs. The study found that 60.1% of students thought that the difficulty of their homework would affect the quality of their homework, and 57.42% thought that the quality of their homework would be affected if the homework was too tedious. Therefore, it is urgent to assign assignments suitable for students with different grades.

6.2 Deviation of Purpose and Regulation of Layout Work

According to the survey, most teachers think that the purpose of homework assignment is to help students consolidate their knowledge, and some teachers think that homework assignment is one of the teaching tasks and to develop students' English learning ability. But there is no teachers who think that homework assignment can foster students' interest in learning. Most students also think that completing homework is to consolidate the knowledge they learned on the day, some think finishing homework is to improve their English achievement and ability to study English, and a few think finishing homework

is to complete the tasks assigned by teachers. From the analysis of the phenomenon, the purpose of arranging homework at present has been deviated. The purpose of completing homework should not only be to learn the knowledge of books, but also to help students' physical and mental development, and to promote students' development in many aspects.

6.3 The Content of the Assignment is Simple and Boring.

At present, teachers usually either use test paper exercises or make students copy and recite their English assignments, while few teachers assign cooperative performance and social practice assignments. Moreover, English homework is usually derived from book content and students often collectively purchase exercise books. Such assignments are uniform and cannot meet the learning needs of every student. Therefore, it does not arouse the interest of every student. 67.4% of students think that the current English homework can satisfy their learning interest, while the rest of the students are generally even bored. Because interest directly affects the attitude of students to homework, students also have different attitudes to homework. 80.04% of the students take their homework seriously, while the rest are extremely perfunctory or even copying the homework directly, Junior middle school students are curious about a lot of things, so teachers just need to adjust the form and content of the homework and make it diversified. And in this way can students be interested in learning and improve their attitude to do homework.

6.4 Work is not Closely Related to Daily Life

According to the questionnaire, 62.53% of students thought that the homework assigned by teachers had close relation with daily life, 26.03% thought that the homework assigned by teachers had a similar relation with daily life, 11.44% thought that the homework assigned by teachers had no close relation with daily life. In order to achieve better teaching effect, teachers should arrange assignments which are more likely to be related to reality, so that students can learn from life and finally use them according to the knowledge they have learned.

7. Optimal Strategies of Junior High School English Homework Design

In order to solve the problems existing at present, this paper puts forward the optimization strategy of improving the English assignment design in junior high school from three aspects: student-oriented homework, interesting homework and homework closely related to life.

7.1 To Design Student-oriented Assignments

Students have different physical and mental development, and their current level of knowledge is various. If teachers use only the exercise books and newspapers they buy together, the students' teaching results from doing their homework will not be as good. This requires teachers to arrange their different levels of homework. In order to achieve the same teaching effect and according to the development of different students, teachers think about different difficult assignments, so that students can complete their respective assignments in the right time, and at the same time achieve the same teaching effect. For example: in the evening, the teacher set up the reading exercise of the teaching

version unit7 2b. For students at C level, they need to read the first essay and judge right or wrong. Eg: 1. Su Lin had a great time visiting her aunt in China 2. Su Lin sit by the pool and drink orange juice in the afternoon 3.The weather was warm and sunny; for students at B level, they need to answer questions after reading a short text. eg: 1.How is it going when Su Lin visited her aunt in Canada? 2. What did Su Lin do when her aunt worked? 3. What did Su Lin do in the afternoon? For students at A level, after reading the essay, they need to write an article about their summer vacation day. This assignment can take into account the situation of each student, and students with different learning situations can complete their homework in a suitable time. And after completing their work, they can also have a general understanding of the article.

Therefore, although the types of assignments are different, they can achieve the same teaching effect and meet the learning expectations of different students.

7.2 To Design Interesting Assignments

Interests play a very important role in the students' work, and without interest, students will naturally be perfunctory when they write their homework. While the usual assignments are fixed workbooks, which are very tedious, students write similar questions day after day, and naturally later they will lose interest. Therefore, in order to improve and maintain the students' passion for learning, teachers need to assign assignments that can arouse students' interest, which not only provides teaching results but also arouses students' desire to learn. For example, students are assigned to complete the Unit7 2d study, requiring them to familiarize themselves with the content of the essay, then they need to have a role play according to the content. Two students are in groups, and finally shoot a video to send to the teacher. When the next day of class, the teacher randomly selected 3-5 videos to play in front of the class. This not only arouses the students' curiosity, but also hears the contents of the 2d in the textbooks several times while they are curious. This makes students feel fun, and in the meanwhile helps them consolidate their knowledge of books in entertainment. This kind of homework can not only enable students to master the knowledge of books, but also cultivate students' self-confidence and corresponding performance ability. These will help students to have a development.

7.3 To Design Tasks That Are Closely Linked to Life

At present, many students have studied English for many years, but the students use very little English in real life. Most of the students study English in class, and they can only use English at most in class. English is not used in daily life, so the purpose of learning English cannot be mentioned. But if students can learn to use it, it requires that the knowledge they learn is closely linked to life. For example: teachers can assign a task for students to repeat a day's activity. Students need to practice more at home and repeat it orally several times. Students need to use as many English words as possible, which needs at least five minutes of oral narration. Students need to remember everything that happened the night before, and then they can describe it all by talking to themselves. On the next day, the students were in groups of two, communicating in dialogue.

For a long time, students have been accustomed to communicating in English, which not only exercises

their English expression ability, but also develops their English literacy. Students can not only learn how to use words correctly, but also enable them to actively study English.

8. Conclusion

Homework is an important part of teaching activities, and it plays an important role in students' development. On the basis of the existing research, and based on the policy and educational philosophy, this study regards the design of English homework for junior high school students as a starting point, which is in order to make a contribution to the field of homework design. Through a period of investigation and research, the author found that China's education is deeply influenced by the traditional exam-oriented education, everything is performance-centered. This leads to a lot of problems in the design of English homework in China.

Based on the investigation, the author found that the source of English homework in China is not only single, but also fixed. These assignments can hardly meet the learning needs of different students. Therefore, the author designed a stratified operation. According to the survey, some students finish their homework perfunctorily, and the author has designed fun exercises so that students can be interested in the content of the homework and can arouse their interest in learning. In the research process of this study, the author has paid a lot of efforts. But due to the limited time, and the school of investigation is only Xiangyang 41 Middle School, the scope of the study is relatively narrow. But the author will continue to study the shortcomings, hoping that this study can make a certain contribution to the design of homework.

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