

## Original Paper

# A Study on the Current Situation of English Teaching in Compulsory Education and Countermeasures

Xiaoling Li<sup>1a</sup> & Zhenxi Feng<sup>1b</sup>

<sup>1</sup> Graduate university of Mongolia, Ulaanbaatar 11000, Mongolia

E-mail: <sup>a</sup>85322622@qq.com, <sup>b</sup>114431256@qq.com

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### Abstract

*The purpose of this paper is to study the current situation and existing problems of English teaching in China's compulsory education stage, and to propose corresponding countermeasures. By analysing the current syllabus, curriculum, teaching objectives and contents, teaching methods and means, teaching evaluation and feedback, this paper finds that there are problems such as insufficient students' interest in learning, teachers' professional qualities and teaching abilities need to be improved, uneven distribution of educational resources, and high social and parental expectations of English education. Aiming at these problems, this paper puts forward countermeasure suggestions such as optimising curriculum and teaching content, improving teaching methods and means, improving teacher training and quality enhancement, strengthening the integration and distribution of educational resources, and adjusting social and parental expectations of education. It is hoped that the research in this paper can provide certain reference and learnings for the reform of English education in China's compulsory education stage.*

### Keywords

*compulsory education, english teaching, current situation analysis, countermeasure suggestions*

## 1. Introduction

In today's increasingly globalised world, English, as an international common language, occupies an important position in China's education system. Especially in the stage of compulsory education, English teaching is not only related to students' academic development, but also affects their comprehensive quality and future competitiveness. However, at present, English teaching in China's compulsory education stage faces a series of challenges, such as outdated teaching methods, insufficient students' interest in learning, and uneven distribution of educational resources. These

problems not only affect students' learning effectiveness, but also restrict the development of English education.

This study aims to analyse the current situation of English language teaching in China's compulsory education stage, explore the problems and reasons for them, and propose corresponding countermeasures. Through comparative analyses and other methods, it aims to provide useful references for English teaching in China's compulsory education stage, and to promote the reform of teaching and the improvement of teaching quality. The results of the study not only help to enrich the theory and practice of English teaching in China's compulsory education stage, but also are of great significance in improving educational equity and national quality.

## **2. Analysis of the Current Situation of English Teaching in Compulsory Education Stage**

### *2.1 Syllabus and Curriculum*

Syllabus and curriculum are important guiding documents in the teaching process, which are of great significance in ensuring the quality of teaching and students' learning effect. In China's compulsory education, the English syllabus and curriculum have gone through a process of continuous improvement and development.

From the point of view of the syllabus, the English syllabus in China's compulsory education aims to cultivate students' ability to listen, speak, read and write in English, so that they can use English for daily communication and access to information. The syllabus specifies the teaching objectives, contents and requirements for each grade, providing teachers with clear guidance for their teaching. In addition, the syllabus also emphasises the cultivation of students' interest in English learning, as well as the cultivation of students' independent learning ability and co-operation ability (Zhang & Li, 2021).

From the perspective of curriculum, the English curriculum in China's compulsory education stage mainly includes classroom teaching and practical sessions. Classroom teaching mainly helps students master the basic knowledge of English through listening, speaking, reading, writing and other teaching activities. Practical sessions include extracurricular activities, English corner, English drama club and so on, aiming at improving students' practical use of English. In addition, the curriculum also focuses on combining English teaching with students' actual situation, such as introducing themes closely related to students' lives and interdisciplinary English teaching content, so that students can improve their comprehensive quality in the process of learning English (Wang & Liu, 2022).

At present, there are still certain problems in the English syllabus and curriculum of China's compulsory education stage. For example, there is a big difference between the requirements in some syllabi and the actual level of students, which leads to difficulties in achieving the teaching objectives; in the curriculum, the listening and speaking teaching links are relatively weak, which affects the improvement of students' practical use of English. In response to these problems, China's education authorities are constantly adjusting and improving the teaching syllabus and curriculum in order to better meet students' English learning needs.

In conclusion, the syllabus and curriculum play an important role in the teaching of English at the compulsory education level. By continuously improving and developing the syllabus and curriculum, it helps to improve the quality of English teaching in China's compulsory education stage and provide a better learning environment for students (Chen & Lin, 2021).

## *2.2 Teaching Objectives and Contents*

English teaching in compulsory education aims to improve students' English literacy so that they can use English proficiently for communication and lay a solid foundation for their future study and work. Specifically, the teaching objectives mainly include the following aspects (Zhao & Zhang, 2022).

Improve students' English listening and speaking ability: through classroom interaction, role-playing, group discussion and other forms, students can use English proficiently for daily communication and improve their language expression ability.

Cultivate students' English literacy: through reading, writing, translation and other practical sessions, students can master the basic grammar rules and vocabulary of English, be able to read simple English articles, and have certain writing and translation skills.

Enhance students' cultural awareness of English: through the introduction of the cultural background, customs and habits of English-speaking countries, etc., students can understand and respect different cultures and improve their cross-cultural communication skills.

Cultivate students' independent learning ability and co-operation spirit: through task-driven and project learning, students are guided to explore and solve problems on their own initiative, and cultivate their ability to think independently and work in a team.

In terms of teaching content, English teaching at the compulsory education level mainly includes the following aspects.

English phonetics: teaching English phonetic symbols and pronunciation rules so that students can spell words correctly and read sentences aloud.

English Vocabulary: Through vocabulary explanation and practice, students can master basic English vocabulary and be able to use it flexibly.

English Grammar: systematically explain the rules of English grammar so that students can understand and use various grammatical structures.

English Listening, Reading and Writing Skills: To develop students' listening, reading and writing skills through various teaching activities and to improve their comprehensive language skills.

English cultural knowledge: introduce the cultural background, customs and habits of English-speaking countries, etc., to improve students' intercultural communication skills.

To sum up, the goal of English teaching in compulsory education is to cultivate students with a certain degree of English literacy, so as to lay a solid foundation for their future study and work. In the process of realising this goal, teachers should focus on cultivating students' listening, speaking, reading and writing skills, and at the same time strengthen English cultural education to improve students' cross-cultural communicative competence (Liu & Yang, 2021).

### *2.3 Teaching Methods and Means*

Teaching methods and means are the key links to achieve the teaching objectives and complete the teaching tasks. In the current English teaching in compulsory education, teachers use a variety of teaching methods and means to improve students' English proficiency (Sun & Zhou, 2022).

Communicative teaching method is widely used in English teaching at the compulsory education level. This teaching method emphasises interaction between teachers and students and cooperation between students and students, and enables students to learn and use English in practice through authentic contexts and tasks. Teachers organise a variety of interactive activities, such as discussions, role-plays and group work, to encourage students to take an active part and improve their oral expression and communication skills.

Task-based teaching method is also an important method for teaching English at the current compulsory education level. This teaching method is centred on tasks and puts students in authentic learning situations so that they can learn and use English in the process of completing tasks. Task-based teaching method helps to develop students' independent learning ability, teamwork ability and problem-solving ability (Hu, 2021).

Information technology plays an active role in promoting English language teaching in compulsory education. Modern teaching methods such as multimedia teaching, network resources and online learning platforms are widely used, enriching the content and form of teaching, and improving students' learning interest and effect. Teachers can use multimedia courseware to display teaching content, use network resources to find relevant information, and interact and tutor through online learning platforms to make teaching more vivid and interesting (Guo & Zhang, 2022).

There are also some problems in the application of teaching methods and means. For example, some teachers' understanding and application of communicative and task-based teaching methods are not deep enough, resulting in poor teaching effects. In addition, some districts and schools do not have enough educational resources to provide sufficient multimedia equipment and network resources, which affects the application of teaching methods.

To address these problems, it is necessary to further improve and optimise teaching methods and means. Firstly, the training of teachers should be strengthened to enhance their understanding of new teaching methods and their ability to apply them. Secondly, increase investment in educational resources to ensure that schools have the necessary teaching facilities and equipment. Lastly, teachers are encouraged to innovate and try out new teaching methods, taking into account the actual situation and choosing those that suit themselves and their students. Through these measures, the effect and quality of English teaching in compulsory education can be improved (Liu & Wang, 2021).

### *2.4 Teaching Evaluation and Feedback*

Teaching evaluation and feedback is an important part of English teaching in the compulsory education stage, which is of great significance for students' learning progress and teachers' teaching improvement.

However, in the current English teaching, there are some problems in teaching evaluation and feedback, which need to be improved and perfected.

Teaching evaluation pays too much attention to examination results and ignores students' comprehensive ability and process performance. This kind of evaluation is likely to cause students to pay too much attention to scores and neglect the cultivation of actual language application skills and intercultural communication skills. Therefore, teaching evaluation should be more comprehensive and diversified, taking into account students' mastery of basic knowledge such as grammar and vocabulary, as well as their practical application skills such as listening, reading, writing and listening, and their comprehensive qualities such as learning attitudes and spirit of cooperation.

Teaching feedback is not timely and specific enough. Teachers often only give some general evaluations, such as "doing well" and "still need to work hard", which lacks pertinence and guidance. Such feedback is not conducive to students' identification of their own deficiencies and problems, nor is it conducive to students' targeted learning and improvement. Therefore, teachers should provide more specific and detailed feedback, pointing out students' strengths and weaknesses, giving specific suggestions for improvement, and helping students to clarify their learning goals and directions.

The subjects of teaching evaluation and feedback should also be diversified, including students' self-evaluation and peer evaluation in addition to teachers. This can provide a more comprehensive and objective understanding of students' learning and progress, as well as enhance students' self-awareness and self-management ability.

Teaching evaluation and feedback is an important part of English language teaching at the compulsory education level, which requires in-depth research and improvement. Through diversified evaluation methods, timely and specific feedback and diversified evaluation subjects, we can better promote students' learning and teachers' teaching improvement (Li & Zhang, 2022).

### **3. Existing Problems and Exploration of Reasons**

#### *3.1 Insufficient Students' Interest in Learning*

Insufficient students' interest in learning is a common problem in teaching English at the compulsory education level. This may be due to the fact that English is a foreign language for many students, which is far away from their daily life and cultural background, making it difficult for them to develop interest and motivation in learning. In addition, the traditional teaching mode often pays too much attention to the explanation of grammar and vocabulary and neglects the practical application of the language and the cultivation of communication skills, which makes students feel boring in the learning process (Chen & Zhou, 2021).

In order to stimulate students' interest in learning, teachers can try to adopt more vivid and interesting teaching methods. For example, through multimedia teaching, role-playing and group discussion, students can learn and use English in practice and improve their language use ability. At the same time,

teachers can also design some teaching activities related to students' life experiences, taking into account their interests, so as to make the learning content closer to their actual needs.

In addition, teachers should pay attention to cultivating students' motivation and independent learning ability. By setting reasonable learning objectives and tasks, they can guide students to explore and learn on their own initiative, and help them build up their self-confidence, so as to increase their interest and enthusiasm in learning English. At the same time, teachers should also pay active attention to students' learning progress and give them timely feedback and encouragement, so that they can feel a sense of achievement and joy in learning.

In short, to solve the problem of students' lack of interest in learning, teachers need to innovate and improve their teaching methods and contents, focus on cultivating students' motivation and independent learning ability, and make the learning process more vivid and interesting, so as to increase students' interest and enthusiasm in English learning.

### *3.2 Teachers' Professional Quality and Teaching Ability*

At the current stage of compulsory education, English language teaching faces a number of challenges, among which the issue of teachers' professional quality and teaching ability is crucial.

Teachers' English language proficiency is a key factor affecting the effectiveness of teaching and learning. However, due to historical and geographical reasons, the level of English education in some regions of China is relatively low, resulting in the English proficiency of some teachers not being able to meet the teaching needs. In addition, despite the large-scale training for the teaching force in China in recent years, there are still many teachers whose English proficiency fails to meet the required standards.

Teachers' teaching ability is also an important factor affecting the quality of teaching. Against the background of the new curriculum reform, teachers need to change from the traditional knowledge transmitters to the guides and facilitators of students. This means that teachers should not only master the knowledge of the subjects they teach, but also have the ability to integrate, design and develop the curriculum. However, at present, many teachers are not sufficiently competent in curriculum integration and have a single teaching method, making it difficult to stimulate students' interest in learning.

Teachers' educational concepts and methods also need to be updated. With the development of information technology in education, teachers need to master modern educational technology and be good at using multimedia and network resources for teaching. At the same time, teachers should also pay attention to the individual differences of students and implement differentiated teaching to meet the learning needs of different students.

To address these issues, our Government and education departments at all levels have taken a series of measures. For example, it has implemented the National Training Programme for Teachers to increase investment in teacher training and improve the professional quality of teachers; it has promoted the reform of the teacher title system to motivate teachers to improve their own abilities; and it has

encouraged teachers to participate in international exchanges to broaden their horizons and improve their teaching standards.

In conclusion, to improve the quality of English teaching in compulsory education, attention must be paid to the issue of teachers' professional quality and teaching ability. By means of strengthening training, reforming the title system, and promoting educational informatisation, we can continuously improve the overall level of the teaching force and contribute to the teaching of English in the compulsory education stage in China (Zhu, 2022).

### *3.3 Uneven Distribution of Educational Resources*

Uneven distribution of educational resources is one of the major challenges facing the field of education at present. In China, due to historical and practical reasons, there are large gaps in the distribution of educational resources between urban and rural areas and between regions.

The uneven distribution of educational resources between urban and rural areas is particularly serious. While schools in urban areas have advanced educational facilities, excellent teaching staff and abundant educational resources, the opposite is often true for schools in rural and less developed areas. This inequality deprives some students of access to quality education and affects their future development.

There is also a wide gap in the distribution of educational resources between regions. Some developed regions are able to provide more education funding, excellent teachers and quality education resources, while some less developed regions are unable to enjoy the same. This uneven distribution of resources has a negative impact on educational equity.

The reasons for the uneven distribution of educational resources are manifold. On the one hand, the imbalance in the level of economic development is an important reason for the uneven distribution of educational resources. Cities and developed regions have higher levels of economic development and are able to devote more resources to education, while rural and less developed regions have relatively lower levels of economic development and limited resources to devote to education. On the other hand, policies are also an important factor affecting the distribution of resources for education. Some policies may not take full account of equity in education, resulting in resources being tilted in favour of certain regions, while other regions do not receive the resources they deserve.

In order to solve the problem of unequal distribution of educational resources, the Government should increase its investment in education, especially in rural and less developed areas. At the same time, it should formulate relevant policies to guide and encourage the flow of outstanding teachers and teaching resources to these regions, so as to upgrade their educational standards. In addition, social forces are encouraged to participate in education and provide more educational resources to rural and less developed areas through donations and teaching support.

In conclusion, the uneven distribution of educational resources is a major challenge facing the education sector. Solving this problem requires the concerted efforts of the government, society and all parties concerned to ensure that every student can enjoy fair and quality education.

### *3.4 High Social and Parental Expectations of English Language Education*

Excessive social and parental expectations of English language education is a notable problem facing English language teaching and learning in compulsory education at present. In our country, the importance of English as a foreign language is self-evident. However, excessive expectations have brought a heavy learning burden to children and tremendous pressure on teachers' teaching (Yang & Ma, 2021).

Excessive expectations of society and parents on English education make students suffer from great psychological pressure in the learning process. They often take English grades as the only criterion for measuring children's ability and future development, while neglecting the cultivation of children's individual differences and interests. This leads many students to feel anxious and fearful when learning English, thus affecting their learning effectiveness and interest in learning.

Excessive expectations put pressure on teachers' teaching. In order to meet the expectations of parents and the society, teachers have to intensify their teaching efforts and increase the teaching progress, which often leads to the teaching content being too in-depth and complex, beyond the cognitive scope and receptive ability of students. In addition, it is also easy for teachers to pay too much attention to performance when evaluating students, while neglecting students' actual progress and efforts.

Excessive expectations also tend to lead to wastage and irrational allocation of educational resources. Many parents, in order to improve their children's English, invest a lot of time and money in attending various English training courses and tutorials. This not only adds to the financial burden of families, but also makes the distribution of educational resources uneven to a certain extent, which is not conducive to the fairness of compulsory education.

To address this problem, we should adjust the expectations of society and parents towards English education and establish a correct concept of education. English education should focus on cultivating students' practical application skills rather than overly pursuing grades and test-taking. At the same time, schools and families should pay attention to the individual differences of students, tailor their teaching to the needs of the students, and cultivate their interests and specialities. In addition, strengthening teacher training and quality enhancement to improve the quality of teaching is also the key to alleviating the problem.

In conclusion, the problem of excessively high social and parental expectations of English education is an important issue that needs to be paid attention to and solved at the current stage of compulsory education. Only by adjusting the expectations, paying attention to individual differences of students and improving the quality of teaching can the fair and sustainable development of compulsory education be truly realised (Zhao & Gao, 2022).



#### 4. Suggestions for Countermeasures

##### 4.1 *Optimise the Curriculum and Teaching Content*

English teaching in compulsory education has certain problems in terms of curriculum and teaching content, which need to be optimised. First of all, the curriculum should be closer to the actual needs and interests of students in order to improve their learning enthusiasm. In terms of teaching content, it should focus on cultivating students' practical application ability rather than just grammar and vocabulary learning (Sun, 2021).

Specifically, in terms of curriculum, some topics closely related to students' lives, such as daily life, environmental protection, cultural differences and so on, can be added to stimulate students' learning interests. In addition, some practical courses can be set up, such as speaking corner and English drama club, so that students can improve their English in practice.

In terms of teaching content, emphasis should be put on cultivating students' four basic skills of listening, speaking, reading and writing, not only on grammar and vocabulary learning. This can be achieved through some effective teaching methods, such as task-based teaching method and contextual teaching method. At the same time, attention should be paid to the cultivation of students' intercultural communication skills, so that students can understand the communication strategies in different cultural contexts.

In addition, attention should be paid to updating and expanding the teaching content. With the development of society, new linguistic phenomena and usages keep appearing, teachers should keep learning and updating their knowledge, and integrate new contents into the teaching process. At the same time, the teaching content can be expanded appropriately by introducing some cultural knowledge related to English, such as the customs and habits of English-speaking countries and historical background, in order to improve students' cultural literacy.

In conclusion, optimising the curriculum and teaching content of English language teaching in compulsory education needs to pay attention to the actual needs and interests of students, and focus on cultivating students' practical application ability as well as cross-cultural communication skills. At the same time, teachers should keep learning and updating their knowledge to improve their own teaching level. Through these measures, students' English proficiency can be improved and more English talents with practical application ability can be cultivated.

##### 4.2 *Improve Teaching Methods and Means*

In the current process of teaching English in compulsory education, improving teaching methods and means is the key to improving the quality of education. First of all, we can learn from international advanced teaching concepts, such as task-based teaching method and cooperative learning, which focus on the students' main position, encourage students to take an active part in classroom activities, and improve students' practical application ability. At the same time, teachers should design rich and diversified teaching activities according to the actual situation and needs of students, such as

role-playing, group discussion, games, etc., to stimulate students' interest in learning, so that they can learn English in a relaxed and pleasant atmosphere.

Secondly, make full use of modern educational technology means, such as multimedia, Internet and other resources, to enrich the teaching content and improve the teaching effect. By watching English films, listening to English songs, and using online learning platforms, students can be exposed to and learn English in a real language environment and improve their listening, speaking, reading and writing skills.

In addition, teacher training is strengthened to enhance teachers' teaching standards and abilities. Teachers are regularly organised to attend professional training and seminars, so that they can understand the latest educational concepts and teaching methods, while teachers are encouraged to exchange and learn from each other to improve their teaching standards.

To sum up, improving teaching methods and means is of great significance to improving the quality of English education in compulsory education. Measures such as drawing on advanced international teaching concepts, designing rich and diversified teaching activities, making full use of modern educational technology means and strengthening teacher training can help improve students' English proficiency and lay a solid foundation for their future learning and development.

#### *4.3 Improving Teacher Training and Quality Enhancement*

Improving teacher training and quality enhancement is the key to improving English language teaching in compulsory education.

Schools and government departments should step up their efforts in training English teachers and provide more professional development opportunities, such as attending English teaching seminars, workshops and seminars at home and abroad. These training activities not only enhance teachers' language proficiency and teaching skills, but also enable them to learn about the latest teaching concepts and methods.

Teacher training should emphasise the integration of practice and theory and encourage teachers to try out new teaching strategies in actual teaching and reflect on their effectiveness. Through observing classroom demonstrations by outstanding teachers, participating in instructional design, and implementing classroom observation and evaluation, teachers are able to continuously improve their teaching skills.

The enhancement of teachers' quality also includes the development of their intercultural communication awareness. In the context of globalisation, teachers should have certain cross-cultural communication skills and be able to guide students to understand and respect the use of language and communication styles in different cultural contexts.

Schools should establish a perfect teacher evaluation system to motivate teachers to improve themselves. The evaluation system should focus on teachers' teaching effectiveness, student feedback, teaching research and professional development to provide teachers with goals and directions for growth.

Teachers' own active participation is also crucial. Teachers should take the initiative to participate in teaching reforms, actively learn new educational technologies, and make use of network resources and multimedia tools to enrich their teaching methods. At the same time, they should establish teacher learning communities to discuss teaching problems, share teaching experiences and improve teaching quality through peer support and collaborative exchanges. Through these multi-dimensional efforts, the professional quality of teachers can be effectively improved, bringing positive and far-reaching effects to English teaching in compulsory education.

#### *4.4 Strengthening the Integration and Allocation of Educational Resources*

The integration and distribution of educational resources are of great significance in enhancing the quality and equity of education. In China, the uneven distribution of educational resources has always been a problem that needs to be solved urgently. In order to solve this problem, the government and all sectors of society need to work together and take a series of measures to strengthen the integration and distribution of educational resources.

The government should increase its investment in education resources, especially in less economically developed areas, to ensure a reasonable distribution of education funds and improve the supply capacity of education resources. In addition, it should optimise the efficiency of the use of financial funds to ensure that every investment can be used on the cutting edge and give full play to the maximum benefits.

The optimal allocation of educational resources should be strengthened. This includes optimising the allocation of teachers, encouraging outstanding teachers to teach in rural and less developed areas, and improving the quality of local education; optimising the layout of educational facilities, making full use of existing educational resources, and avoiding the waste of resources; and, at the same time, pushing forward the construction of educational informatisation, so as to improve the efficiency of the use of educational resources.

To promote fairness in education, it is necessary to reform the admission system to achieve equal opportunities in education. For example, policies such as the implementation of zonal enrolment and the allocation of places to schools should be implemented so that every student will have a fair chance of receiving education. In addition, financial assistance for students from poor families should be stepped up to ensure that they can successfully complete their studies.

Education supervision should also be strengthened to ensure that the distribution of education resources is fair and just. Government departments should strengthen the supervision of educational resources, regulate the behaviour of schools and prevent unethical practices in the allocation of resources. Violations of the regulations should be seriously investigated and punished to ensure the fair distribution of educational resources.

All sectors of society should also participate in the integration and distribution of educational resources. Enterprises, public welfare organisations and individuals can all support education in various forms, such as donating money to schools and carrying out educational public welfare activities. Through the

participation of social forces, the distribution of educational resources can be further improved and educational equity promoted.

In short, strengthening the integration and distribution of educational resources requires the joint efforts of many parties, including the government, schools, society and enterprises. Only through deepening reform, optimising allocation, strengthening supervision and extensive participation can we achieve a fair and reasonable distribution of educational resources and lay a solid foundation for the development of education in China.

#### *4.5 Adjusting Social and Parental Expectations of Education*

In the teaching of English in compulsory education, the high expectations of society and parents on education is a problem that cannot be ignored. Such high expectations often come from the realisation of the importance of English in international communication and concerns about the future development of children. However, excessive expectations put enormous pressure on teachers and students, which may lead to teaching goals that deviate from the actual needs of students, thus affecting the effectiveness of teaching and learning.

In order to adjust the expectations of the community and parents on education, there is a need to enhance communication and publicity in the first place. Schools and teachers can introduce to parents the objectives, contents and methods of English language teaching, as well as the developmental stages and ability levels of students, through activities such as organising parent-teacher conferences, talks and seminars. This will enhance parents' understanding of education and help them set reasonable expectations.

Schools and teachers should pay attention to students' individual needs and provide diversified teaching resources and activities to stimulate students' interest and potential in learning. By engaging students in activities such as classroom discussions, group work and role-playing, their interest in English learning can be enhanced and their motivation increased.

The education authorities should strengthen the guidance and supervision of education policies to ensure that the syllabus and curriculum are in line with the actual needs of students. At the same time, teachers should constantly update their teaching methods and approaches and improve their own educational and teaching abilities to cater for the learning styles and needs of different students.

The community and parents should realise that education is a long-term process and they should not just focus on short-term grades and performance. They should encourage the all-round development of their children, respect their interests and choices, and give them more support and understanding.

In conclusion, adjusting social and parental expectations of English teaching in compulsory education requires the concerted efforts of schools, teachers, parents and the community. By strengthening communication, paying attention to students' needs, improving the quality of teaching and guiding reasonable expectations, a healthier and more effective learning environment can be created for students.

## 5. Conclusion

English teaching in compulsory education has made remarkable progress in China, however, there are still some problems and challenges. The purpose of this study is to analyse the current situation of English teaching in compulsory education, explore the existing problems and reasons, and put forward corresponding countermeasures and suggestions.

Through the study, we find that English teaching in compulsory education stage has certain problems in curriculum, teaching content, teaching methods and means, and teaching evaluation. Firstly, students' lack of interest in learning is a common phenomenon, which may be related to factors such as the teaching content being detached from reality and single teaching method. Secondly, the professional quality and teaching ability of teachers need to be improved, which may be related to factors such as insufficient teacher training and uneven distribution of teaching resources. In addition, problems such as uneven distribution of educational resources and high social and parental expectations of English education have also affected the quality of English teaching in compulsory education.

To address these problems, we propose the following countermeasures: first, optimise the curriculum and teaching contents to make them more relevant to the reality and increase students' interest in learning; second, improve teaching methods and means, adopt diversified teaching and improve teachers' teaching ability; third, strengthen teacher training and improve teachers' professional quality; fourth, strengthen the integration and distribution of educational resources so that every student can enjoy quality educational resources; and fifthly, adjusting the expectations of the community and parents on education, and correctly looking at the objectives and significance of English language teaching at the compulsory education level.

The improvement of English teaching in compulsory education requires the joint efforts of many parties. Only by solving the existing problems can we improve the quality of teaching and train more outstanding talents with international competitiveness for our country. In the future, we will continue to pay attention to the development of English teaching in compulsory education, and provide more theoretical support and practical guidance for improving teaching quality.

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