

Exploration of Literacy-based English Homework Design of the Junior Middle School in the Context of Double Reduction Policy

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Abstract: In today's double reduction policy era when the calls for lightening students' burden, the design of junior high school English homework aimed at competencies is of great significance the whole English education. Layered design of homework, integration of homework into multimodality, application of project-based concept and increase of the proportion of oral homework are effective ways to achieve the goal of reducing burden of homework, to cultivate and develop students' language literacy, cultural literacy, learning literacy, and thinking literacy.

Keywords: Double reduction policy; Literacy; English homework design

Under the guidance of the educational goal of "cultivating people with core qualities", the English discipline curriculum reform is in full swing to cultivate students' necessary character and key abilities, and the English discipline education has unswervingly embarked on the road of literacy development. Although the new English textbooks for junior high school have not been come out, the development of English education cannot wait in place. Under the background of the "double reduction" policy, in order to reduce the homework burden of junior high school students and cultivate the people with literacy, the English homework design needs to be carefully designed with the standard of cultivating literacy, and play the function of promoting learning and teaching. Improving the ability of English homework design in junior high school is an urgent challenge for contemporary teachers. English teachers need to use the existing teaching material resources or network resources to update homework design ideas, optimize teaching design, and achieve the goal of cultivating people with literacy.

1. The significance of English homework design in junior high school

Literacy is not only knowledge and performance. Knowledge needs to be combined with practice to reflect literacy. Performance is the part above the iceberg water, and literacy also includes the part lurking under the water, including but not limited to the penetration and integration of language ability, cultural consciousness, thinking quality and learning ability. Literacy is based on the integration of people-oriented educational concept and quality education. Literacy-based foreign language discipline integration education can be carried out from four dimensions: intra-discipline integration, interdisciplinary integration, super-discipline integration, and discipline and technology integration^[1]. In the integration of literacy-based disciplines, the quality of homework design affects the realization effect of the educational goal. Literacy can not be cultivated and developed overnight, so the literacy-based design of junior high school English homework needs to constantly explore and improve based on The Times to gradually improve. Based on the problems existing in the current homework design, the English literacy of junior high school homework design has the following significance:

First, it is conducive to change the concept of English homework design, reflect on the assignment and improve the teaching effect. Teachers need to have a correct understanding of homework, and not only written homework is homework. Students' sorting out study notes, consult relevant materials and discuss with students can also be homework. With the sea of questions to clear the students' knowledge blind spots, design monotonous, a single form of homework is not conducive to the cultivation and development of quality. The literacy-based homework design aims to cultivate and develop students' language literacy, cultural

literacy, learning literacy and thinking literacy as the main goals, taking into account the development flexibility, effectiveness and life interest of the homework.

Second, it is conducive to improving the quality of junior high school English homework and reducing the burden on teachers and students. The unreasonable quality of English homework will make students hate homework, fail to finish homework or deal with homework at random. Students' coping homework results will make it difficult for teachers to get feedback, which virtually increases the burden of teachers' homework correction. The design of junior high school English homework is not a mechanical writing or reciting homework, not the "sea" of knowledge and ability, but a quality-oriented grasp of the quality of homework, weigh the quantity of homework, do not go to extremes, pay attention to different forms of homework, so that the quality and efficiency of English homework, to achieve the goal of homework burden reduction.

2. Design strategy of junior high school English homework pointing to literacy

2.1 Operation hierarchical design, layer by layer progressive, enhance the integrity between operations

The bipolar English homework design either hits students' confidence and enthusiasm in learning, or deviates from the original intention of assigning homework, leading to the failure of homework feedback. Therefore, when designing the homework, teachers need to dynamically evaluate the students' learning ability level, and reasonably speculate whether a certain homework can be completed with the students' current or will achieve ability.

Homework can be stratified based on the unit, designing progressive and mutually promoting basic homework, comprehensive homework and innovative homework, so as to reduce the quantity and quality of homework, and improve the possibility of students' literacy cultivation and development. On the basis of consolidating the basic knowledge of English, by comprehensively applying the English knowledge to train and expand the English subject thinking, teachers need to determine the unit theme, and determine the learning objectives and homework levels based on the learning situation. Basic homework aims to help students understand topic-related vocabulary knowledge, and vocabulary can be classified according to unit sub-topics. Comprehensive homework should help students to internalize knowledge, improve students' pragmatic awareness and ability, pay attention to the link between the preceding and the following of learning content, and promote the balanced development of students' comprehensive language ability. Innovative homework should carry out creative and deep and comprehensive output on the basis of comprehensive homework, such as personalized interpretation of topics and critical evaluation of topics. Comprehensive learning requires students to study together in groups and make creative brochures or short videos. Students through the information platform to find relevant information, using the target language organized logical expression, using pictures, text, video to show the comprehensive output process of the homework, in the form of diverse open shows for a certain subject students' language ability, thinking ability and emotional attitude and values.

2.2 Homework into the multimodal, improve the fun of homework and life

First, the homework content is integrated into the multi-modal mode. In the presentation content of homework, teachers can use modern information technology such as animation, video, audio, etc., or use the combination of charts and text to present the homework content, use students' various senses to accept information, and activate students' cognitive system and perception system. Secondly, the homework assignment form is integrated into the multi-modal mode. Students' homework results can be combined with network information technology and application software, through video, audio, pictures and other forms, so that the homework is contemporary, data, personalized. Finally, the job feedback mode is integrated into the multimodal mode. Teachers can use stick figures from time to time to enhance the evaluation. In addition, correcting students' homework face to face, letting students directly observe the teacher's expression, posture and tone, and making students correct their own mistakes in the quiz communication, can deepen students' understanding of the homework feedback information. Teachers can also obtain the dynamic evaluation feedback of students' homework results through group mutual evaluation, observe students' homework evaluation behavior, and improve students' evaluation quality, which helps teachers to understand the development degree of students' language expression ability, appreciation ability and critical thinking in the evaluation process^[2]. It should be noted that the multimodal modality of homework does not mean that the homework design must reflect all the abilities such as listening, speaking, reading, writing, reading, but emphasizes the application of students' different abilities in the process of homework from input to output, and do not blindly pay attention to writing.

2.3 The operation combines the unit theme and uses the project-type concept

Project-style homework design first needs to determine a theme that is close to students' life and can arouse students' interest and desire to explore, and then design the project according to the theme of the project. For example, a certain unit topic is to protect

the environment, and the theme context is human and nature. Then, the question type of the homework design should focus on the big theme of “nature”, and let the students independently choose the sub-themes under the big theme, such as the ocean, rainforest, land, water and other things about nature^[3]. After the theme is determined, teachers can use the multimodal form to launch the project, and provide some supports for students to understand the specific content of the project, clarify what they can do and what they will do, and trigger students to think about their own behavior or social behavior and then think about the homework theme. Second, use knowledge to answer project questions. After launching the project, students need to group, as a unit, each student actively participate in, play creativity, use their knowledge to explore, research and online data collection, answer the topic of yourself or team members or the teacher, realize self-value in the group, strengthen the sense of cooperation. Then, develop and evaluate the project outcomes. When the prototype of the project results appears, an open discussion and evaluation can be conducted between the group members or between the groups to encourage the students to express themselves bravely. After that, teachers can provide students with some supports or technical guidance to help students solve some problems in the actual process, such as: imperfect information, unclear thinking, wrong knowledge, and so on. The evaluation of the project homework is also carried out in the group. During the evaluation process, the students will constantly reflect on and improve and develop the project homework to realize the development of the evaluation literacy.

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