

Research on the Management of English Homework in the Upper Grades of Primary Schools Under the Double Reduction Policy - Taking F Primary School in Tai'an City as an Example

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Abstracts

This study focuses on the management of English homework in the upper grades of primary schools under the Double Reduction policy. The Double Reduction policy is an initiative implemented by the Chinese government aimed at alleviating the burden of homework and extracurricular training for students in the compulsory education stage. This research takes F primary school in Tai'an City as a case study and empirically investigates the current status of English homework management in the upper grades of primary schools under the Double Reduction policy. The investigation reveals that there are issues such as lack of stratified design in homework, rigid content, simplistic types, and homogenized evaluation in the management of English homework in the upper grades of primary schools. In response to these challenges, this study proposes strategies for optimizing the management of English homework in the upper grades of primary schools from four perspectives: school, teachers, students, and families.

Key words: Double Reduction policy; management of English homework; upper grades of primary schools

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INTRODUCTION

In the context of China's current education reform, the Ministry of Education of China has proposed a Double Reduction policy, which aims to reduce students' excessive academic burden and alleviate the problem of uneven distribution of educational resources. As part of the policy, reducing the amount of homework has become one of the important directions of education reform. Reasonable homework management can not only reduce students' burden, but also promote the overall improvement of students' learning interest and ability. However, how to ensure the quality of education, especially the quality of English education, while reducing the burden has become a problem that needs to be solved in current education practice.

The primary school stage is one of the important stages of English education, and homework, as an extension of teaching, plays a vital role in students' learning effect and the formation of learning habits. Therefore, the research on the management of English homework in the upper grades of primary school has important practical significance.

By studying the case of F primary school, this paper can gain an in-depth understanding of the current situation of English homework management in the upper grades of primary schools under the Double Reduction policy, discover the impact and challenges of the policy on English homework management in actual operation, and then explore an English homework management model suitable for primary school students. Finally, management countermeasures that are more in line with the actual situation of primary school students in the upper grades and the requirements of the Double Reduction policy are proposed.

1. CURRENT RESEARCH STATUS AT HOME AND ABROAD

Foreign research on homework management started early, mainly from the research on homework design, the implementation of homework and the evaluation of homework.

In terms of homework design, many studies focus on the effectiveness and feasibility of after-school homework design, aiming to improve students' learning motivation and learning effects. Cooper et al. (2006) attempt to design personalized assignments and develop different types of assignments based on students' learning levels, interests, and needs to promote students' personalized learning and development. Epstein & Voorhis's research explores the design and implementation of cooperative learning assignments and believes that completing assignments through group cooperation can improve students' learning effects and teamwork abilities (2001). Maltese & Tai (2010) focuses on the design of inquiry-based learning tasks, aiming to cultivate students' problem-solving abilities and critical thinking, and stimulate students' independent learning interests and abilities through after-school homework.

In terms of the implementation of homework, foreign research mainly discusses issues such as homework assignment methods, time arrangements and homework completion, as well as the impact of homework on students' learning attitudes and academic performance. Trautwein & Köller (2003) compares the effects of different assignment methods, such as written assignments, electronic assignments, oral assignments, etc., and explored their impact on students' learning motivation and performance. Dettmers et al. (2010) focuses on the arrangement of homework time and explores the impact of homework assignments after class, weekends or holidays on students' learning effects, and how to avoid homework time conflicts and overlaps. There is also research from Patall et al. that focuses on how to monitor and evaluate students' homework completion, and explores communication and cooperation between teachers, parents and students, as well as feedback and reward and punishment mechanisms for homework completion (2008).

In terms of homework evaluation, foreign research focuses on how to scientifically and objectively evaluate students' homework completion, and how to use the evaluation results to guide teaching and learning. Corno (2000) proposes evaluation standards and methods for different types of homework to ensure the objectivity and fairness of the evaluation and promote the improvement of students' homework quality. Ramdass & Zimmerman (2011) focuses on feedback and guidance on homework evaluation results, and explores how to give students timely feedback to guide them to find and correct mistakes, and how to adjust teaching strategies and

homework assignments based on evaluation results. Núñez et al. (2015) advocates that students conduct self-evaluation and peer evaluation, and promote the improvement of learning effects and the cultivation of a spirit of cooperation through mutual evaluation and mutual assistance among students.

Domestic research progress on homework is relatively late compared with that of foreign countries. Domestic research mainly focuses on the purpose, quantity and difficulty, type, correction and feedback of homework, etc.

In terms of the purpose of homework, Xu (2008) and Zhu (2008) focuses on exploring the role of after-school homework in learning consolidation and knowledge enhancement. These studies attempt to reveal the impact mechanism of homework on students' consolidation of learned knowledge and improvement of learning effects, and explore the specific role and value of homework in this process. Cai et al. (2011) pays more attention on the role of after-school homework in learning expansion and knowledge expansion. Their study also attempts to explore how homework can help students expand their thinking and improve their ability to comprehensively apply knowledge, and how homework design can promote students' independent learning and inquiry spirit.

Li (2012) and Liu & Zhang (2015) explores the impact of the number of after-school homework on students' learning effects and learning attitudes. These studies try to explore the appropriate amount of homework to avoid the learning pressure and negative impact of too much homework on students. Guo et al. (2016) focuses on setting the difficulty of after-school homework and explores the impact of appropriate homework difficulty on students' learning enthusiasm and learning effectiveness.

Some studies have compared the teaching effects of different types of homework, such as written homework, oral homework, project homework, etc. Wang & Li (2014), Chen & Zhang (2017) and Fan (2017) explore the design and implementation of innovative assignments, such as inquiry assignments, cooperative learning assignments, etc.

Regarding the correction and feedback of homework, Hu & Xu (2018) investigates the selection and effect comparison of homework correction methods, such as traditional paper correction and electronic correction. Zhou & Wu (2016) explores the establishment and implementation of homework feedback mechanisms, including teacher feedback, peer evaluation, self-evaluation, etc. These studies attempt to promote students' reflection on homework and self-improvement, and improve learning effects and homework quality by establishing an effective homework feedback mechanism.

Through the reference of these research results at home and abroad, we can enrich and improve the theoretical basis and practical experience of English homework management in higher primary schools in China, aiming

to provide theoretical support and practical guidance for optimizing homework design and management. At present, the Double Reduction policy has been in place for some time. There are few relevant research results on how the homework assignments and management are implemented. In view of this, this article intends to study the current situation of English homework management in the upper grades of primary schools under the guidance of Double Reduction policy, understand its main problems and reasons, and propose optimization strategies for management.

2. SIGNIFICANCE OF THE STUDY

2.1 Theoretical significance

Expanding educational management theory: Through the study of English homework management for upper grade primary school students, we can provide new empirical cases and thinking for educational management theory. This will not only help improve the educational management theory system, but also promote the innovation and development of educational management practice.

Enrich the research scope of homework: Homework is an important part of the teaching process. Through the study of the management of English homework in the upper grades of primary schools, we can enrich the scope of homework research and provide new perspectives and ideas for future related research.

Deepen the research on the impact of the Double Reduction policy: As one of the important measures of education reform, the policy has a profound impact on education and teaching. Through the study of the management of English homework in the upper grades of primary schools, we can deepen our understanding of the impact mechanism and effect evaluation of the Double Reduction policy in actual operation.

2.2 Practical significance

Optimize the allocation of educational resources: Reasonable management of English homework for senior primary school students can more effectively allocate educational resources and improve the efficiency of educational resource utilization, thereby promoting educational equity and quality improvement.

Improve the quality of education and teaching: By optimizing the management of English homework for senior primary school students, we can improve the quality of education and teaching, promote the all-round development of students' English learning, and cultivate students' comprehensive language application ability.

Promoting home-school cooperation and communication: Effective after-school homework management requires close cooperation and communication between schools and families. Researching how to strengthen home-school cooperation

will help establish a good home-school relationship, pay attention to students' learning situation together, and form a good educational ecology.

Therefore, through the study of the management of English homework in the upper grades of primary schools, we can not only provide theoretical and practical guidance for current educational practice, but also make positive contributions to promoting the reform and development of education in China.

3. RESEARCH METHODS

In order to understand the current situation of English homework management in the upper grades of primary schools under the implementation of the Double Reduction policy, the author selected F Primary School in Tai'an City as the research object, this paper explores the concepts, contents, types, implementation, and evaluation of English homework management by school teachers and students in the upper grades of primary schools, analyzes the existing problems, and proposes optimization strategies.

3.1 Survey subjects

In order to truly understand the current situation of primary school English after-school homework management since the implementation of the Double Reduction policy for a period of time, obtain authentic first-hand information, and grasp the key points of the problem, the researcher chose her former work unit - F primary school in Tai'an City as the research place. F primary school, founded in 1994, is a public school funded by Tai'an Tourism Economic Development Zone and directly under Tai'an Education Bureau. As the first experimental school of Tai'an Experimental School Education Group, F primary school is under integrated management by the experimental school. There are 40 classes in the primary school, including 8 classes in fifth Grade.

English education of the school starts from the third grade and ends at the fifth grade. Considering that third- and fourth-grade students have relatively short exposure to English and relatively weak understanding and expression skills, fifth-grade students have a certain foundation in English learning and understanding ability, and can better understand and fill in the questionnaire, so it was finally decided to take the fifth-grade students of the school as the research object. At the same time, the researcher took five fifth-grade English teachers from F Primary School as the subjects of the interview. Among these teachers, there are expert teachers who have been teaching on the front line for many years, as well as young teachers. They cover different professional titles, academic qualifications and teaching experience. Their thoughts It can truly reflect the real problems in English after-school homework management.

3.2 Survey design and implementation

This study first distributed questionnaires to fifth-grade primary school students. All questionnaires were completed in class and were distributed and collected by the researcher personally. The data are authentic and reliable. 450 student questionnaires were distributed, of which 433 valid questionnaires were recovered, with an effective recovery rate of 96.2 %. Then we conducted interviews with five fifth-grade English teachers. The content of the interviews mainly related to the role of English after-school homework, homework difficulty, quantity, type and homework feedback. The interviews were conducted face-to-face and online, and recorded through audio recording. down, and then transcribed into text form. The questionnaire design refers to Liu Liying's questionnaire design. The content of the questionnaire mainly involves several dimensions such as the basic information of the respondents, understanding of English after-school homework, design situation, implementation of after-school homework, and evaluation. The questions of the questionnaire consist of multiple-choice questions. The interview outline was designed with reference to the interview outlines of Liu Liying. The questionnaires and interviews have been pre-tested, and their reliability and validity are guaranteed.

4. CURRENT PROBLEMS IN THE MANAGEMENT OF ENGLISH HOMEWORK IN THE UPPER GRADES OF PRIMARY SCHOOLS

The following problems still exist in the management of English homework in the upper grades of primary schools.

4.1 Lack of hierarchical design in homework

According to the results of the questionnaire and interviews, when assigning homework to students, teachers did not conduct differentiated designs based on students' learning abilities, levels and personality characteristics. Instead, they adopted a unified method of assigning homework that did not take into account the individual differences of students. If all students are required to complete assignments of the same level of difficulty, and too many of them are required, students may be overloaded. Especially under the Double Reduction policy, schools and families are working hard to reduce students' learning pressure. Excessive and difficult homework will increase the burden on students and affect their physical and mental health. Different students have different learning styles, hobbies, and learning rhythms, and assignments that lack layered design may not be able to meet students' personalized learning needs. Some students may prefer to learn through doing and exploring, while others may prefer to learn through reading and

writing, and if assignments are not designed with these differences in mind, it will not meet the needs of all students.

4.2 Backward concept of homework management

According to the questionnaire, some students have limited understanding of the value of English homework. They just blindly pursue good grades in exams and meet their parents' requirements. They regard English homework as a tool to master knowledge and get high scores, but ignore the improvement of their overall quality.

According to the interview results, most teachers still believe that sufficient homework is a necessary means for English learning and ignore the issue of students' learning burden. There are still teachers who believe that the function of homework is to test students' classroom learning, and asking students to do homework is to consolidate knowledge and to achieve good results in exams. The lack of management concepts that keep pace with the times has caused the after-school homework management model to lag behind the needs of educational development, making it difficult to meet the personalized and diversified learning needs of students.

4.3 Outdated content of English homework

The results of the previous questionnaire survey and interviews, it was found that almost every student hoped that the homework could be more interesting, and that more manual homework, performance homework and competition homework could be set. However, the homework assigned by teachers mostly adopts more traditional textual content such as reading texts, copying words and doing exercise books, and the source of homework is limited to textbooks. This kind of homework is blindly exam-oriented and lacks innovation in content. It ignores the normal growth needs of students and lacks consideration of factors such as students' personality characteristics, interests and hobbies, and basic abilities. It is difficult to stimulate students' interest and initiative in learning, resulting in a decline in students' learning enthusiasm and affecting learning results.

4.4 Simple types of English homework

In the design of after-school homework, teachers cannot assign personalized homework according to the learning content. Instead, they assign homework according to their own habits. The content of after-school homework forms a pattern. For example, according to the survey, most teachers only assign "written homework", and the type of homework is mainly "copying and memorizing". This shows that even under the requirements of the Double Reduction policy, teachers are still accustomed to assigning written homework, copying and memorizing homework, and lack of homework innovation. In the long run, this will not only fail to effectively improve students'

academic performance, but also kill their interest and be detrimental to the cultivation of the practical ability and other abilities of students.

The types of homework after class are relatively simple, mainly filling in the blanks, multiple choice questions, vocabulary exercises, etc. Although these types of homework can consolidate basic knowledge, they lack the ability to test and improve students' comprehensive abilities. The lack of diversified and innovative homework types makes it difficult to fully promote the development of students' comprehensive qualities.

4.5 The single evaluation of English homework

Educational evaluation should not only focus on students' performance, but also on the changes in their minds, emotions and attitudes, mobilize their various potentials, enhance their awareness of activities and creativity, and promote the all-round growth of their various abilities.

The results of this survey show that the English homework evaluation body in F primary school is single. Almost all students' English homework is marked and evaluated by teachers, and students and parents basically do not participate in the evaluation of homework. In the survey, it was also found that teachers have a single way of evaluating students' after-school homework. The evaluation method of after-school homework mainly focuses on teachers' correction and written feedback. Some teachers' correction methods are simple and crude, their comments on corrected homework are unclear, and they lack diversified evaluation methods. The final evaluation results are mostly presented in the form of scores and grades. The setting of comments is relatively simple. Most of them are words such as excellent and good, which appear repeatedly. There are no detailed comments, and there are no encouraging comments for students.

This single evaluation method is difficult to comprehensively and objectively reflect students' learning situation and ability level, and it is also difficult to guide students to improve their homework and learning results in a timely and effective manner. At the same time, the lack of effective self-evaluation and peer evaluation mechanisms makes it difficult to promote students' independent learning and cooperative learning abilities.

5. STRATEGIES FOR OPTIMIZING AFTER-SCHOOL HOMEWORK MANAGEMENT OF ENGLISH IN UPPER PRIMARY SCHOOL STUDENTS UNDER THE DOUBLE REDUCTION POLICY

In response to the above problems, the following are strategies for optimizing after-school homework management of English in the upper grades of primary

schools from the four levels of schools, teachers, students and families:

5.1 School level

When optimizing the management of English homework in the upper grades of primary schools, schools play a key role at the level. Here are strategies for further expansion at the school level:

Develop detailed homework policies: Schools should formulate detailed homework policies, clearly specify the types, quantity, difficulty and evaluation criteria of after-school homework, to ensure that the amount of homework is appropriate, the quality is high, and it meets the age characteristics of students and the requirements of the curriculum. The homework policy should be consistent with the Double Reduction policy, emphasizing the principle of reducing burden and increasing efficiency, while encouraging teachers to carry out diversified and innovative homework design.

Provide professional support and training: The school can provide professional support and training to help teachers master the methods and techniques of differentiated teaching, as well as the concepts and practices of diversified homework design. It also provides teachers with regular teaching seminars, professional training courses and resource sharing platforms, so that they can continuously improve their teaching level and innovation ability.

Establishing an operation management mechanism: Schools can establish a homework management mechanism to clarify teachers' homework assignment and evaluation responsibilities to ensure timely assignment, correction and feedback of homework. Establish a special operation management team or committee to be responsible for supervising and evaluating the execution of operations, discovering and solving problems in a timely manner, and ensuring the smooth progress of operation management work.

Create an interactive platform: Schools can create interactive platforms to promote effective communication and communication among students, teachers and parents. Through school websites, parent meetings, teacher-parent groups, etc., timely release of homework information, learning resources and teaching guidance can help students and parents better understand homework requirements and learning progress, and provide necessary support and help.

Promote after-school homework reform: Schools can actively promote the reform of after-school homework, encourage teachers to carry out innovative homework design and evaluation practices, and explore homework models that meet students' learning needs and educational development trends. Support teachers to carry out innovative teaching practices such as curriculum integration and project-based learning to make after-school homework closer to students' actual life and

learning needs, and improve students' learning enthusiasm and effectiveness.

5.2 Teacher level

The importance of teachers in influencing the management of English homework in the upper grade of primary school is self-evident. Here are some suggestions:

Personalized guidance and coaching: Teachers should provide each student with personalized guidance and coaching based on their learning abilities, interests, and learning styles to help them fully realize their potential. Through communication and understanding with students, teachers can provide students with targeted learning suggestions and feedback to help them solve difficulties and problems in learning.

Differentiated job design: Teachers should design differentiated homework according to students' learning levels and abilities, so that each student can learn at a level that suits their own learning difficulty. Homework design can include questions of different difficulty levels, a variety of homework types, and personalized tasks and projects to meet students' different learning needs and interests.

Innovative teaching methods and means: Teachers should constantly explore and try innovative teaching methods and means to make homework more rich, interesting and challenging. They can adopt project-based learning, cooperative learning, exploratory learning and other methods to guide students to actively participate in homework and cultivate their comprehensive abilities and innovative spirit.

Positive feedback and encouragement: Teachers should give students positive feedback and encouragement, affirm their efforts and achievements in a timely manner, and stimulate their learning motivation and self-confidence. In the process of marking homework and evaluating, teachers can focus on discovering students' strengths and progress, give specific affirmation and constructive suggestions, and help them improve continuously.

5.3 Student level

Optimizing the management of English homework in the higher grades of primary schools requires the active participation of students.

Self-directed learning and time management: Students should develop the ability to learn independently, learn to plan and manage their study time reasonably, and ensure that they can make full use of their after-school time to complete homework and review tasks. They can make study plans and goals, break down study tasks into small steps, and improve learning efficiency and results.

Diverse learning methods: Students can try a variety of learning methods, including reading, practice, listening practice, oral practice, etc., to find a learning method that suits them and improve their learning effects and results. They can participate in extracurricular interest

classes or group activities to enrich their learning and social experiences and broaden their horizons and ways of thinking.

Active participation in classes and assignments: Students should actively participate in class discussions and activities, ask questions, express opinions, interact with teachers and classmates, and deepen their understanding and mastery of knowledge. Students should take homework seriously, complete it on time, ensure the quality of homework, and promptly ask teachers for advice and feedback on problems encountered.

Self-reflection and growth: Students should cultivate the habit of self-reflection, summarize learning experiences and lessons in a timely manner, discover their own shortcomings and strive to improve, and achieve personal growth and progress. You can regularly conduct self-evaluation of learning, evaluate your own learning situation and progress, formulate corresponding improvement plans, and continuously improve your learning level and overall quality.

Actively participate in reviews and feedback: Students should actively participate in the homework evaluation and feedback process, listen to the opinions and suggestions of teachers and classmates, take the evaluation results seriously, and improve their learning methods and behaviors in a timely manner. You can ask teachers and classmates for advice, take the initiative to seek help and support, and jointly solve difficulties and problems in learning to achieve common progress of individuals and groups.

5.4 Family level

The family is an important party responsible for educational work and a participant in homework management.

Establish a good learning support environment: Parents should create a good learning environment for their children, provide a quiet learning space and necessary learning resources, such as books, stationery, etc., so that children can concentrate on completing homework and learning tasks. Parents can also establish some rules and habits, such as completing homework on time and allocating study time reasonably, to help children develop good study habits and self-discipline.

Pay attention to students' learning situation: Parents should pay attention to their children's learning situation, understand their learning progress and difficulties, establish good communication and trust relationships with their children, and solve learning problems together. Parents can also discuss learning plans and goals with your children regularly, understand their learning needs and interests, and provide them with necessary support and guidance.

Encourage students to think independently and learn independently: Parents should encourage their children to think independently and learn independently, and cultivate their interest and initiative in learning. Children can be

provided with appropriate challenges and opportunities to solve problems and explore knowledge on their own, cultivating their problem-solving abilities and sense of innovation.

Actively participate in school activities: Parents can actively participate in the school's parent meetings, parent volunteer activities, etc., learn about the school's educational concepts and policies, and communicate and share experiences and insights with teachers and other parents. Parents can also participate in family education lectures, parent training classes, etc. held by the school to improve your family education level and ability and better support children's learning and growth.

Pay attention to family atmosphere and emotional communication: Families should create a harmonious and warm atmosphere, focus on emotional communication and understanding between family members, and let children feel the warmth and support of the family. Parents can also enhance the close relationship between family members and enhance children's sense of belonging and security through family activities, shared hobbies, parent-child communication, etc.

Through the above strategies, families can become an important support and aid for students' learning, provide them with a good learning environment and emotional support, and promote their healthy growth and all-round development.

CONCLUSION

The impact of homework management mechanism is one of the key factors for the high-quality development of school education. Under the background of Double Reduction, the traditional mechanical repetitive and single-form homework design model will eventually exit the stage, and will be replaced by effective homework that can both reduce students' homework burden and promote their development. In short, the Double Reduction policy has pointed out a new direction for reducing burden and increasing efficiency for the management and reform of primary school homework. Teachers should follow the homework management principle of reducing burden and increasing efficiency, base themselves on the cultivation of core literacy of primary school English subject, constantly update their own homework management concepts, carry out multi-form homework design, implement diversified homework evaluation, and maximize the educational function of primary school English homework.

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