

Exploring the Design of Junior High School English Assignments under the "Double Reduction" Policy—Based on multiple intelligence theory

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Abstract. Previous research has shown that the optimization of homework design has a positive impact and an important role in improving performance. In the process of practical application, the burden reduction on campus has evolved from a disguised form of burden reduction on and off campus to a practical dual burden reduction on and off campus. This all indicates that the work in promoting the burden reduction of students in the compulsory education stage over the past two years has been fruitful, and various novel homework optimization schemes have also reaped initial success, however, after the implementation of the "double reduction" policy, teachers in the compulsory education stage bear more pressure than in the past. This article will use the theory of multiple intelligences to deeply explore the optimization plan for junior high school English homework under the "double reduction" policy, and propose some practical suggestions. Based on the theory of multiple intelligences, taking the current junior high school English education as an example, this paper analyzes the possible optimization directions of junior high school English homework using a combination of survey methods, literature research methods, and empirical summary.

1 Introduction

Prior to my research on this topic, many predecessors had provided their own insights and practical ways of optimising the design of English assignments in the context of the 'double reduction' policy. In Yavich Roman's (2020) article, for example, he argues that the application of multiple intelligence theory, which combines learning styles with explicit intelligences, can improve students' learning processes. He examines the relationship between dominant intelligence and secondary school students' academic performance based on multiple intelligence theory [1]. However, one year after the implementation of the "double reduction" policy, many front-line junior secondary English teachers still report a bifurcation of English learning within their classes. The influence of family education on students at the secondary level of compulsory education has become greater in this day and age. This study uses the multiple intelligences theory as the basic theoretical framework to optimize the design of English assignments in junior high schools in the context of the "double reduction" policy in basic education, with the aim of replacing the boring and tedious problem-solving assignments in traditional English education with new, creative and in-depth assignments to cultivate secondary school students' interest in English learning [2], to effectively reduce the pressure burden in the learning process, and ultimately to thoroughly stimulate children's initiative in English learning, so that students can actively and positively learn English, both to see results and to reduce the pressure brought by homework.

2 Proposed Approach

The Multiple Intelligence theory is a new international educational concept that has become popular since the mid-1980s[3]. It was first systematically proposed by Dr Gardner, a leading contemporary American psychologist and educationalist, in his book *The Structure of Intelligence* in 1983, and has been continuously developed and refined in subsequent studies. Gardner initially proposed seven human intelligence. They were musical intelligence, physical-motor intelligence, logical-mathematical intelligence, linguistic intelligence, visual-spatial intelligence, interpersonal intelligence, and introspective intelligence. [4] Later, in 1995, in *New Perspectives on Multiple Intelligences*, a new type of intelligence, Natural Exploratory Intelligence, was identified. [5]

Multiple Intelligences theory proposes that the core of intellectual development is to improve the individual's ability to solve practical problems. This breaks with the traditional assessment orientation in which the assessment of students' academic performance is the main means of evaluation. It advocates that assessment is not an end but a means. [5] On the one hand, it advocates a shift from a single paper-and-pencil test to a variety of work-based assessment, in order to avoid one-sided assessment of teaching. On the other hand, there is a shift from an emphasis on outcome assessment to a contextualised process assessment, which is used to assess the different abilities of students in dealing with different problems and to reflect their intellectual development in a more concrete and comprehensive way. [6]

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3 Experiments

A total of 50 questionnaires were distributed to students and 50 questionnaires were returned, with a return rate of 100%. Forty-five questionnaires were valid, and the effective rate was 90%. The student questionnaires were filled out by the students themselves, and the answers were chosen according to their actual situation, without the participation of teachers or parents, so the data obtained is more reliable. Ten questionnaires were distributed to teachers and ten were returned, with a return rate of 100%. There were 10 valid questionnaires, and the validity rate was 100%. At the same time, the author selected a total of 6 English teachers for interviews and selected representative interview transcripts. Finally, the information returned was collated and summarised, and the following conclusions were drawn. Equations should be centred and should be numbered with the number on the right-hand side.

3.1 Analysis of teacher questionnaire and interview results

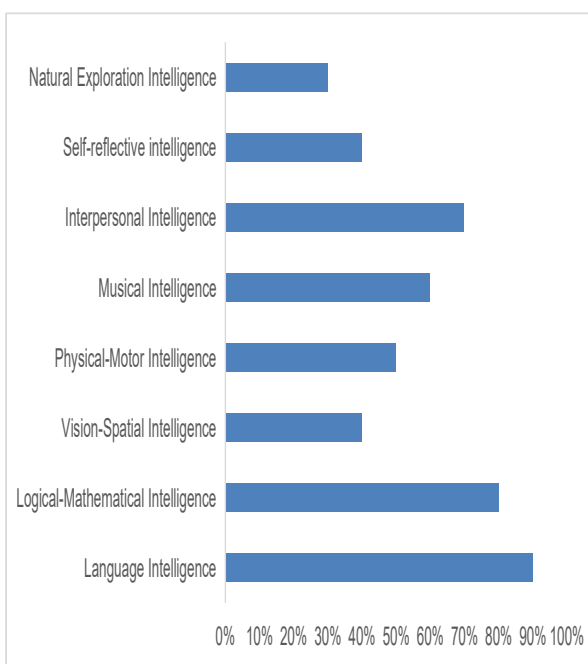


Figure 1 Teachers' understanding of multiple intelligence theory

The data in Figure 1 reveals that 90% of English teachers have a good understanding of linguistic intelligence, 80% of English teachers have a good understanding of logical-mathematical intelligence, 60% and 70% have a good understanding of musical intelligence and interpersonal intelligence respectively, and less than 50% have a good understanding of spatial intelligence, physical-motor intelligence, introspective intelligence and natural exploration intelligence. This indicates that most English teachers have some knowledge of linguistic intelligence. This indicates that the majority of English teachers are more knowledgeable about linguistic and logical-mathematical intelligence, but less knowledgeable about the other six intelligence.

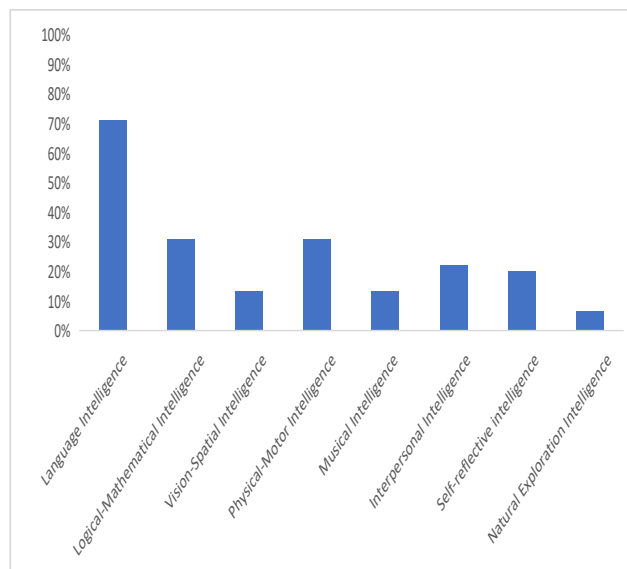


Figure 2 Investigation on the cultivation of students' intelligence by English homework

Analysis of Figure 2 shows that most of the current English homework assignments focus on developing students' linguistic intelligence, with 71% of English teachers indicating that they consciously develop students' linguistic intelligence when designing English homework assignments, but no more than 30% of teachers consciously develop students' other seven intelligences. This shows that English teachers do not develop the seven intelligences other than linguistic intelligence effectively through homework design, and that the development of each intelligence is uneven.

3.2 Analysis of student questionnaire results

3.2.1 The development of students' multiple intelligences by English homework

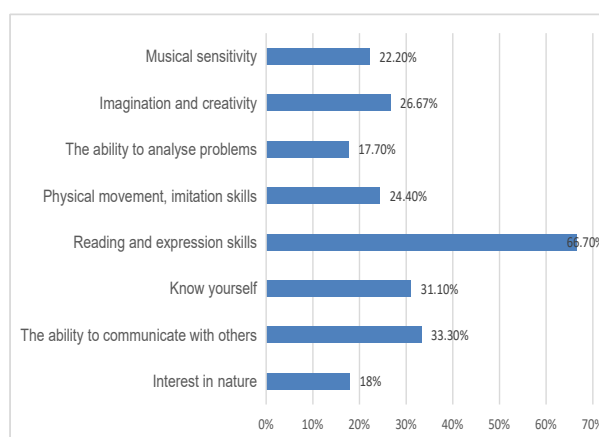


Figure 3 Investigation on the cultivation of students' intelligence by current English homework

Analysis of Figure 3 shows that 66.70% of students thought that the current English homework helped to improve their reading and expression skills, indicating that the current English homework focused on developing

students' linguistic intelligence. However, no more than 35% of students thought that the current English homework was effective in developing the other seven skills. This suggests that the current English homework is not effective in developing the seven intelligences other than linguistic intelligence, and that the development of each intelligence is uneven.

3.2.2. Students' awareness of current English homework

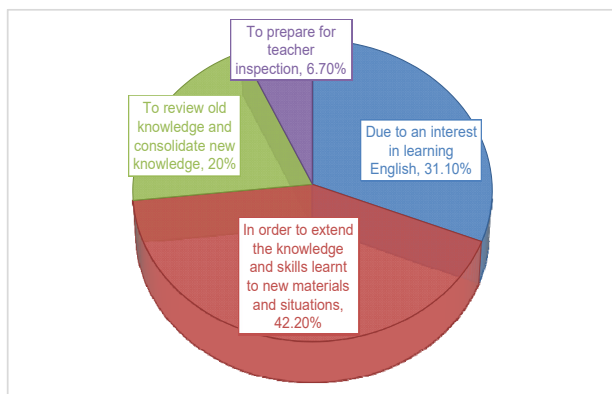


Figure 4 Purpose of students completing English homework

In terms of the purpose of completing English homework (Figure 4), 31.1% of the students completed English homework out of interest in learning English, 42.2% to extend their knowledge and skills to new materials and situations, 20% to review old knowledge and consolidate knowledge, and 6.7% completed homework just to cope with the teacher's 6.7% of the students completed their homework just to cope with their teachers' checks. This shows that most students' purpose of completing English homework has risen to the level of extending the knowledge and skills they have learnt to new materials and situations, which shows that students have realised the importance of English homework.

3.3 Optimizing the design of junior high school English homework based on multiple intelligence theory

The design of junior English homework based on the theory of multiple intelligences should focus on the development of students' linguistic intelligence as well as emphasising the development of other intelligences. Therefore, the purpose of designing English homework should be clearly defined first when designing an optimised programme. When selecting the content of homework, one should start from students' experience and experience, combine the connection between English knowledge and students' lives, and select materials and contents that are of interest to students for English homework design. The second is to integrate knowledge from other subjects, strengthen links with other subjects, develop relevant resources from related subjects, and combine organic and scientific design to create educational synergy.

The choice of genres can be informed by the selection of other types of homework in addition to written and recited homework. For example, collaborative inquiry homework, where each group member has a role to play in the task in a cooperative learning model. In this way, students' participation and enthusiasm for learning are fully mobilised; or practical homework, which can be designed to find the integration of social life and curriculum knowledge, so that students can actually experience the sense of gain from learning.

At the same time, multiple intelligences theory advocates diversity in the assessment of homework, allowing students to listen to different voices and thus promote their own growth and progress. Therefore, it is possible to consider increasing the number of assessment topics for English assignments to promote collective and individual student progress.

4 Conclusion

Based on the summary of previous research findings on the theory of multiple intelligences and English homework, this article uses the opportunity of professional practice to investigate the current situation of English homework for students in grades 7, 8, and 9 of Tongren Experimental School in Tianhe District, Guangzhou, through questionnaires. Through interviews with English teachers in the school, we have learned about the purpose, content, type, quantity, difficulty Based on the current situation of evaluation, this paper analyzes the problems existing in current English homework and the main reasons for the problems in junior high school English homework. Based on the multiple intelligence theory, this paper attempts to propose some optimization and improvement plans for junior high school English homework.

However, due to certain deficiencies in my own abilities and the relatively limited research time, the survey sample size selected in this survey is small, and there are certain limitations. In this regard, I will also in-depth study the relevant theories of multiple intelligences in the future, and evaluate students from a diverse perspective, in order to facilitate the physical and mental health development of students.

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