

A Survey of English Learning Status of Rural Junior Middle School Students in China

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Abstract: At present, China's rural education has entered a new stage of development, and our government attaches great importance to rural education. Through a questionnaire survey, this study studies the English learning situation of 1023 students in five junior middle schools in XXX County, Sichuan Province, analyzes the students' English learning problems in this county, and puts forward targeted learning suggestions. The results show that students' low English performance is related to their low interest in English, lack of concentration in class, lack of vocabulary and the accumulation of cultural knowledge in British and American countries. This study suggests that we can solve students' English learning difficulties and improve students' English performance by Optimizing Teachers' teaching mode, cultivating students' interest in learning, improving teachers' professional quality and paying more attention to students' homework.

Keywords: English learning; questionnaire investigation; junior school student; rural education

1. INTRODUCTION

Since the 19th National Congress of the Communist Party of China, Rural Revitalization has become the goal of China's "two centenaries", and the key to the development of Rural Revitalization is the development of rural education. Due to the unbalanced development of urban and rural education, the weak awareness of parents' education and the sometimes use of dialects by English teachers in the teaching process, students have deviation or incorrect English translation and cultural understanding. Therefore, based on the internal and external motivation of students, this paper formulates the research content and analyzes students' learning inside and outside class.

This study selected 1023 students as the research object from September to November 2021, and compiled a questionnaire from different dimensions before, during and after class, in order to explore the current situation and problems of students' English learning in the county, analyze the reasons, and put forward suggestions for improvement.

2. RESEARCH DESIGN

2.1. Research Questions

With the proposal of the 19th National Congress and the promotion of the 14th five year plan, China has paid more and more attention to rural education. However, in terms of the current situation of education in China, there is still a large gap between rural and urban education conditions, especially in underdeveloped areas. Based on the full investigation of students in XX County, Sichuan Province, combined with the practical difficulties of rural areas and students' English learning difficulties, this paper compiles and distributes the questionnaire to students from three dimensions: before class, during class and after class. Through the analysis and research of the collected questionnaire, this paper grasps the methods to solve students' English learning difficulties, so as to further promote the revitalization of rural education Suggestions and suggestions for achieving the objectives and tasks of the new stage.

2.2. Research Object

In this study, 1023 students were given an electronic questionnaire through a questionnaire survey, and a total of 1023 valid questionnaires were received, including 407 students in Grade 7; 236 eighth

grade students; there are 380 ninth grade students. Among the 1023 students, the number of boys is 506, accounting for 49.5%; The number of girls is 517, accounting for 50.5%.

2.3. Research Tools

This study adopts the way of questionnaire survey, and sends out the questionnaire through the questionnaire star. When designing the questionnaire questions, from the perspective of students, design questions in line with the actual situation. The survey results are first input into office software Excel for preliminary processing, and then analyzed by statistical software SPSS.

The questionnaire is divided into four parts with 21 questions from three dimensions: before class, during class and after class. The questionnaire questions are set closely around the purpose of the survey. There are not only objective questions such as single choice and multiple choice, but also short answer questions requiring students to make written explanations in consideration of the individual differences of students.

2.4. Research Process

Table1. *Reliability and validity analysis*

name	Total correlation of correction items (CITC)	Items deleted coefficient	Cronbach coefficient	Kmo value
I think English is very important	0.533	0.913	0.908	0.880
I think my English is very good among my peers	0.762	0.891		
I am very satisfied with the English learning environment in my school	0.554	0.911		
In class, it is always easy for me to understand the English spoken by teachers and students	0.858	0.879		
In class, I can always think hard and answer the teacher's questions enthusiastically	0.712	0.896		
I can easily finish the reading homework assigned by the teacher	0.842	0.881		
I can easily finish the writing homework assigned by the teacher	0.813	0.884		
Please evaluate the difficulty of listening, speaking, reading and writing in English learning (listening)	0.654	0.854	0.867	0.818
Please evaluate the difficulty of listening, speaking, reading and writing in English learning (oral)	0.743	0.820		
Please evaluate the difficulty of listening, speaking, reading and writing in English learning (reading)	0.774	0.806		
Please evaluate the difficulty of listening, speaking, reading and writing in English learning (writing)	0.700	0.837		

The main purpose of this survey is to put forward reasonable and effective teaching suggestions according to the actual problems and difficulties of students' English learning. The questionnaire was distributed and collected by the research members of this group to several middle schools at different levels in XX County, Sichuan Province. Before the students answer the questionnaire, explain to the students that the purpose of this survey is to understand their English learning, and ask the students to answer the questions truthfully according to their actual situation, so as to ensure the reliability and credibility of the survey results.

3. STATISTICAL RESULTS AND ANALYSIS

Descriptive statistics and quantitative analysis are conducted for the data in this study. The statistical results and data analysis are as follows:

3.1. Basic Information of Respondents

Table2. *Students' English final examination results*

Your grade	Number of people	proportion
Seventh grade	407	39.8
Eighth grade	236	23.1
Ninth grade	380	37.1
Your gender		
male	506	49.5
female	517	50.5
What was your last final English test result?		
60Below	382	37.3
60-69branch	164	16
70-79branch	147	14.4
80-89branch	153	15
90-100branch	128	12.5
Not taking the exam	49	4.8

The 1023 students in this survey cover students of three grades. The survey of students of different grades helps to master the learning difficulties encountered by students at different stages, so as to accurately find and solve problems. In addition, the survey fully takes into account the thinking differences between male and female students, so the proportion of the total number of male and female students is close to balance. Therefore, the survey results can more intuitively reflect the English learning problems of students in XX county and put forward more persuasive and targeted suggestions. According to the final English scores of the sample subjects, 382 students with scores below 60, accounting for 37.3%;49 students did not take the exam; Only 128 students scored 90-100 points, accounting for only 12.5%. The English performance of students in this county is worrying.

3.2. Students' Pre-class Learning

Before class, it is divided into two dimensions: Students' attitude and internal and external motivation.

Table3. *Pre-class learning attitude*

option	Totally disagree	More disagree	uncertain	More agree	in full agreement
I think English is very important	63	55	145	315	445
	0.062	0.054	0.1425	0.308	0.4355
I am very satisfied with the English learning environment in my school	60	80	166	424	293
	0.059	0.0785	0.162	0.414	0.286

The survey shows that there are 445 students who think English learning is very important and 315 students who think it is more important. Both of them are positive, accounting for 74.29%.On the surface, the results seem optimistic, but 63 students completely deny the importance of English learning, including 38 ninth graders and 21 eighth graders. This problem should not be underestimated, because the ninth grade students are about to take the middle school entrance examination, and their English scores directly affect the middle school entrance examination scores, so it should attract the common attention of teachers, students and parents.

424 students were most satisfied with the school environment, accounting for 41.4%;The students who are most dissatisfied with the school environment are the least, with only 60 students, accounting for 5.9%.The average value of this group of data is 3.79, which shows that most students recognize both the teaching environment of their school and the importance of English, but their English scores are generally below 60.

Table4. *Students' pre-class learning motivation and factors affecting their grades*

Which do you think is the most important factor affecting your English performance?	Number of people	proportion
Teachers' teaching and teaching methods	222	21.7
After class practice	130	12.7
Personal interests and attitudes	640	62.6
Supervision of schools and others	31	3.0

What is your biggest motivation for learning English?	Number of people	proportion
English is a required subject in the exam and strive for good results	398	38.9
I have a lot of fun in the process of learning English	205	20.0
Interested in English, want to know the culture of English speaking countries	138	13.5
English is a tool that is useful in life and communication	282	27.6

It can be seen from the above table that students believe that their personal interests and attitudes affect their English performance most; Only 31 people believed that the supervision of school and others would affect their English performance. Combined with the above analysis, students do not pay attention to after-school homework, do not recognize the supervision role of schools and teachers, and students' low interest in English learning are the main reasons for low English scores. In addition, 389 students learn English because English is a required subject in the exam; 282 students are very useful because English is a tool. Both of them are learning English for utilitarian reasons, not interested in the language itself; There are only 343 students who really want to understand the culture of English speaking countries and learn English. It can be seen that objectively, students lack interest in Teachers' teaching methods and English subjects. Subjectively, students learn English because of utilitarian reasons, rather than real love of English from the heart.

3.3. Students' Learning in Class

The course is divided into three dimensions: classroom performance, teaching form and learning difficulties.

Table 5. Classroom performance of junior middle school students in class

How long do you usually pay attention in an English class ?		
Within 10 minutes	121	80%
10-20 minutes	207	20.20%
20-30 minutes	324	31.70%
More than 30 minutes	371	36.30%
In class, I can easily understand the English spoken by teachers and classmates ?		
Totally disagree	158	15.40%
More disagree	157	15.30%
uncertain	246	24%
More agree	342	33.40%
Complete reversion	120	11.70%
In class, I can always take an exam actively and answer questions enthusiastically ?		
Totally disagree	162	15.80%
More disagree	167	16.30%
uncertain	334	32.60%
More agree	247	24.10%
in full agreement	113	11%

The survey shows that 371 students have the most attention in class for more than 30 minutes. Although these students are the most, the situation is not optimistic, because less than 40% of the students can ensure the complete classroom content, and nearly one tenth of the students did not participate in the classroom learning in the whole class. Classroom is the basis of ensuring students' learning quality, and students get little knowledge from classroom, which is one of the important reasons for students' low English performance.

The average score of students' classroom performance is 3.11, which shows that most students are not sure they can understand the English of teachers and students. In addition, only 362 students affirmed that they actively thought in class and enthusiastically answered the teacher's questions. Teacher student interaction is an important link in the teaching process. Interaction helps students understand knowledge and think positively.

Table6. Students' favorite teaching forms in class

option	Number of people	proportion
Take notes while listening to the class	610	24.80%
In the real situation, there is more interaction between teachers and students	479	19.40%
Combination of lectures and exercises	435	17.70%
Multi resources (video, audio and other extracurricular materials)	406	16.50%
Focus on activity practice	254	10.30%
Group discussion learning	29	11.30%

According to the survey, 610 students took notes while listening to the class; Students dislike group discussion most, but they like to interact with teachers in class. However, the students who actively answer teachers' questions in class are the least. Therefore, teachers should pay attention to this phenomenon, correctly guide students and encourage students to interact.

Table7. English learning difficulties of junior middle school students in class

What are the main difficulties you encounter in learning English listening?		
option	Number of people	proportion
Too fast	532	18.50%
Not used to pronunciation	466	16.20%
Unfamiliar with the topic background	335	11.70%
The words are complex and can't be heard clearly	500	17.40%
Insufficient grasp of the overall meaning	512	17.80%
Lack of grasp of details	530	18.40%
What are the main difficulties you encounter in oral English learning?		
option	Number of people	proportion
Insufficient vocabulary or improper use of words	630	21.70%
Don't understand each other's problems	395	13.60%
Insufficient mastery of grammar and syntax	590	20.30%
I don't know how to organize language	517	17.80%
The material is limited and there is nothing to say	257	8.80%
Lack of practice	517	17.80%
What are the main difficulties you encounter in English reading comprehension?		
There are too many new words and difficult words	551	18.70%
Long and complex sentences are difficult to understand	618	21%
Unfamiliar with the topic background	323	11%
Slow reading speed	405	13.80%
Insufficient grasp of the overall meaning	537	18.30%
Lack of grasp of details	505	17.20%
What are the main difficulties you encounter in English writing?		
Insufficient vocabulary or misspelled words	678	24.50%
The language is not authentic and uses Chinese language	375	13.50%
Insufficient mastery of grammar and syntax	562	20.30%
Do not understand the meaning of the question, deviate from the topic	419	15.10%
The material is limited and there is nothing to say	264	9.50%
Don't know how to organize paragraph structure	472	17%

Through the investigation of students' learning difficulties, it can be seen that words have become the biggest obstacle in students' English learning. For example, when asking students what is the main difficulty in English listening learning, 18.5% of the students choose to speak too fast, and 17.4% choose complex words to understand; The main difficulty in oral English learning is lack of vocabulary or improper use of words; As for the main difficulty of students' reading comprehension, 551 students chose because there were too many new words and difficult words, accounting for 18.7%; As for the main difficulties of English writing students, 678 students chose insufficient vocabulary or spelling mistakes, accounting for 24.5%. English words have become the biggest stumbling block on the way of English learning for junior middle school students in XX county. Students' lack of mastery of words has a direct impact on students' learning in four aspects: listening, speaking, reading and writing. Therefore, English teachers should pay more attention to students' word learning and help students obtain more vocabulary learning. In addition, teachers should pay attention to teaching students listening skills and help students understand English swallowing and continuous reading.

Grammar is another stumbling block in junior middle school English learning. Grammar problems have an obvious impact on students' reading comprehension and writing. When investigating students' learning difficulties in English reading, 618 students thought that long sentences and complex sentences were the most difficult to understand, accounting for 21.0%.561 students believed that the main difficulty in writing was the lack of mastery of grammar and syntax, accounting for 20.3%.Grammar is one of the important contents of students' English learning. If students cannot master English grammar correctly, they will not understand the article accurately, so that students have less English input knowledge. Input is the basis of output, and a certain amount of input will produce quality output. Therefore, teachers should also pay attention to the explanation of grammar knowledge in classroom teaching.

3.4. Students' Learning After Class

After class is divided into four dimensions: Students' self-evaluation, homework achievement, learning approach and learning time.

Table8. *Students' self-assessment of English learning after class*

Students' self-assessment of after-school learning		
I think my English is very good among my peers?		
Totally disagree	252	24.60%
More disagree	196	19.20%
uncertain	364	35.60%
More agree	143	14%
in full agreement	68	6.60%

From the students' self-assessment, we can see that only 68 students think their English is very excellent in the eyes of their peers; There are 143 students who agree that their English is excellent among their peers. The two options account for only two tenths, and nearly 80% of the students are not confident and satisfied with their English level. The students who choose "uncertain" are the most, with 364 students. These students are on the edge of self-evaluation: good guidance and improved self-confidence; If you don't guide well, you may no longer be interested and even fall into the quagmire of being tired of learning English.

Table9. *Achievement of junior middle school students' after-school English homework*

Can I finish the reading homework assigned by the teacher easily?	Number of people	proportion
Totally disagree	115	11.20%
More disagree	168	16.40%
uncertain	284	27.80%
More agree	275	26.90%
More disagree	181	17.70%
Can I finish the writing assignment assigned by the teacher easily?	Number of people	proportion
Totally disagree	110	10.80%
More disagree	118	11.50%
uncertain	277	27.10%
More agree	305	29.80%
More disagree	213	20.80%

The average values of the two sets of data are 3.23 and 3.28 respectively. The average values of the two groups of data are close, which shows that most students' attitude towards "I can easily complete the reading / writing homework assigned by the teacher" is uncertain, indicating that the students' English homework level of reading and writing is the same. Homework is to review and consolidate what students have learned. If teachers can urge students to do well in this link and guide students to form a complete learning closed loop, students' grades will gradually improve.

Table10. Ways of students' English learning after class

In addition to your homework, what other ways do you learn English?		
option	Number of people	proportion
Extracurricular exercises	515	27.80%
Attend remedial classes or improvement classes	117	6.30%
Contact with all kinds of English materials	420	22.70%
Network classroom teaching	226	12.20%
Participate in English practice activities	159	8.60%
New media assisted instruction	414	22.40%

According to the data results, 515 students chose to do extracurricular exercises to learn English in addition to completing classroom homework; 429 students were exposed to various English materials to learn English; The least is to attend extra-curricular remedial classes. Although some students use new media to assist teaching, they lack professional guidance, can not correct the mistakes in the learning process in time, and the knowledge is scattered, so they can not build a complete knowledge system.

Table11. English learning after class

How long do you spend on average to finish the English homework assigned by the teacher every day?		
option	Number of people	proportion
Within 15 minutes	308	30.10%
15-30 minutes	499	48.80%
30-60 minutes	172	16.80%
More than 60 minutes	44	4.30%
In addition to completing the teacher's homework, how long do you spend learning English every day after class?		
option	Number of people	proportion
Within 15 minutes	429	41.90%
15-30 minutes	420	41.10%
30-60 minutes	142	13.90%
More than 60 minutes	32	3.10%

It can be seen from the table that 499 students spend 15-30 minutes to complete their homework every day, accounting for 48.8%;216 students spent 30 minutes or more completing their homework. Nearly half of the students only need 15-30 minutes to complete their homework every day, but only one third of the students can attend class seriously, which shows that some students don't listen in class and should finish their homework after class. In addition, 429 students spend less than 15 minutes learning English after class every day, accounting for 41.9%; Only 174 students can study English for 30 minutes or more every day, accounting for 17%.The minimum time in the options of this question is less than 15 minutes. Therefore, it is not ruled out that some students choose less than 15 minutes instead of learning English in their spare time. Reviewing the statistical results of students' final grades, these two data strongly illustrate that pay is directly proportional to gain. In addition to daily teaching work, teachers should also communicate with students' parents to make mutual cooperation inside and outside the school, so as to ensure students' high-quality learning of English in class and high-quality completion of homework after class.

4. REVELATION

Although in recent years, the level of rural English education has been improved to a certain extent. However, there is still a big gap between the English scores of students in the county and urban students. In view of the actual situation and main difficulties of students in the county, the author believes that we should do well in several aspects to improve students' English scores and rural English teaching level.

4.1. Stimulate Students' Interest in English Learning

This study starts with the students' pre-class dimension, sets up relevant questions, and analyzes them according to the data. The main purpose of learning English is to be interested in English, not to get good grades. The great scientist Einstein said that "interest is the best teacher". English teachers

should find ways to improve the charm and interest of English classroom, cultivate students' interest in English learning, and trigger students' internal English learning motivation.

Teachers create a relaxed classroom atmosphere for students and provide more opportunities for students to express themselves. If students try to express bravely, teachers should encourage and affirm in time to help students build self-confidence in English learning. Students will gradually change from being afraid to say and can't say to being able to say in affirmation and praise.

4.2. Optimize the Classroom Teaching Mode and Solve the Difficulties of Students in the Learning Process in Time

This study starts from the students' class. In the survey, it is found that most students like to take notes while listening to the class, expect to learn in the real situation and interact with the teacher, and hope to combine the teaching form of listening and practice. The teaching method is directly related to the effect of classroom teaching. Therefore, teachers should communicate with students more in the teaching process, shorten the distance between teachers and students, encourage students to interact, understand the difficulties students encounter in the learning process, and guide students to help students solve difficulties in time.

Due to the limited teaching resources in the county, teachers can also add English materials to assist teaching in the classroom, or set up some teaching activities to enrich the classroom teaching mode.

4.3. Improve the Professional Quality of English Teachers

In fact, due to the limited economic conditions in rural areas and the constraints of various conditions, there are few teachers who graduate from formal English colleges and engage in English Teaching in rural junior middle schools, resulting in the low overall level of rural teachers. The quality of teachers directly determines the level of teaching quality. There is great room for improvement in the English performance of students and the English teaching level of teachers in the county. Therefore, the education administration and competent departments should strengthen the training of rural junior middle school English teachers, organize more training for further study, and improve the core quality of teachers.

4.4. Culture Teaching in British and American Countries

Through the difficulties encountered by students in four aspects of English listening, speaking, reading and writing, it is found that in addition to the lack of accumulation in vocabulary, students have difficulties in "insufficient grasp of the overall meaning" and "insufficient grasp of details" in listening, reading and writing. It can be seen that English Teaching in China ignores the culture carried by the language while cultivating language ability. Students lack knowledge of British and American culture and can not correctly understand some slang and colloquial expressions. Therefore, before formal teaching, teachers should first introduce relevant cultural history to students. Background knowledge will help students better understand the learning content and play a positive role in cultivating students' pragmatic competence.

4.5. Improve Students' Attention to Homework and Increase Learning Time

Through the investigation of students' after-school learning, it is found that students in this county do not pay attention to after-school homework. Students finish their homework perfunctorily without mastering knowledge, and the quality of homework is very low. Homework can help students consolidate their knowledge, check deficiencies and fill gaps. Teachers can also understand the degree of students' knowledge absorption and adjust the teaching plan in time through the completion of students' homework.

Teachers should help students establish a correct outlook on homework and make students finish their homework seriously. Examine your weak links through your homework and ask teachers and students for advice with an open mind. In addition, since homework is completed after class, teachers cannot monitor it from time to time, so parents should also spend time paying attention to students' homework, guiding students to correct their attitude and complete their homework seriously and effectively.

5. CONCLUSION

Through the investigation of students' English learning in XX County, this study found that the low final examination scores of junior middle school students are related to students' low interest in English, short classroom concentration time, little learning of English after class, no understanding of Western cultural knowledge, less accumulation of English vocabulary and so on. At the same time, the study also found that senior students do not pay more attention to English learning than junior students, which can also reflect that with the increase of students' grade, their attention to English learning gradually decreases. In fact, the more senior students should be aware of the importance of English learning. From the above analysis, it can be seen that in the process of rural English education, students should be told how learning English will help them in the future, so as to make students realize that learning a language is not only learning language knowledge such as pronunciation and grammar, but also improving language use ability in communication correctly. Only by improving students' awareness of English learning and teachers' awareness of language training at the same time can we fundamentally solve some problems encountered by students in the process of English learning.

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