



RECONSTRUCTING ENGLISH LANGUAGE INSTRUCTION: A STRATEGIC SHIFT FOR HIGHER RETENTION AND ENGAGEMENT

GuoQing Han¹, Zulfiqar Ali (Ph.D.)^{2*},

Syyed Ali Raza Kazmi³, and Hasan Raza Jafri⁴

¹AuLan Educational Consulting Firm, Quan Shui B4 29-15 Ganjingzi District, 116031 Dalian China.

²Dalian Institute of Chemical Physics, Chinese Academy of Sciences 110926 Dalian China.

³School of Business of Alhamd Islamic University, Islamabad, Pakistan.

⁴School of International Economics and Trade, Dongbei University of Finance and Economics, No.217 Jianshan Street, Dalian, 116025, PR China.

*Corresponding Authors' Email: ali_zulfiqar@dicp.ac.cn; Tel.: +86-0411-86323652; Fax: +86-0411-86323652

Cite this article:

GuoQing Han, Zulfiqar Ali, Syyed Ali Raza Kazmi, Hasan Raza Jafri (2025), Reconstructing English Language Instruction: A Strategic Shift for Higher Retention and Engagement. British Journal of Education, Learning and Development Psychology 8(2), 86-103. DOI: 10.52589/BJELDP-GDAJ7SMD

Manuscript History

Received: 19 Jun 2025

Accepted: 22 Jul 2025

Published: 6 Aug 2025

Copyright © 2025 The Author(s). This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *Despite the well-established nature of mainstream English teaching systems, they often struggle to meet the evolving demands of contemporary education, particularly in fostering long-term retention and learner engagement. This study critiques the theoretical constraints of traditional pedagogical models and proposes a transformative framework designed to enhance both instructional effectiveness and student involvement. By identifying the core inefficiencies of conventional approaches, primarily their reliance on rigid pre-set structures, this paper introduces an innovative strategy: “conducting positive repetition by maximizing capacity.” This approach integrates repetition with cognitive capacity to ensure the prolonged activation of memorized materials, thereby strengthening language retention. Effective implementation hinges on fostering an interactive classroom environment, where spoken communication plays a central role in reinforcing phonological-semantic associations. The findings offer valuable insights for revitalizing English language instruction, promoting deeper learning, and advancing more sustainable and engaging language acquisition practices.*

KEYWORDS: English teaching; memory methods; capacity and repetition; preset; randomness.

INTRODUCTION

English language instruction in China has witnessed remarkable progress over the past decades, driven by globalization and the increasing demand for English proficiency at the academic, professional, and international levels. Despite this, traditional teaching methods continue to rely heavily on rote memorization, rigid curriculum structures, and exam-oriented learning, often at the expense of fostering genuine language acquisition, long-term retention, and learner engagement (Fig. 1). The prevailing pedagogical model. At the same time, the system frequently fails to equip students with the necessary communicative competence, as it prioritizes passive knowledge absorption over active language usage.

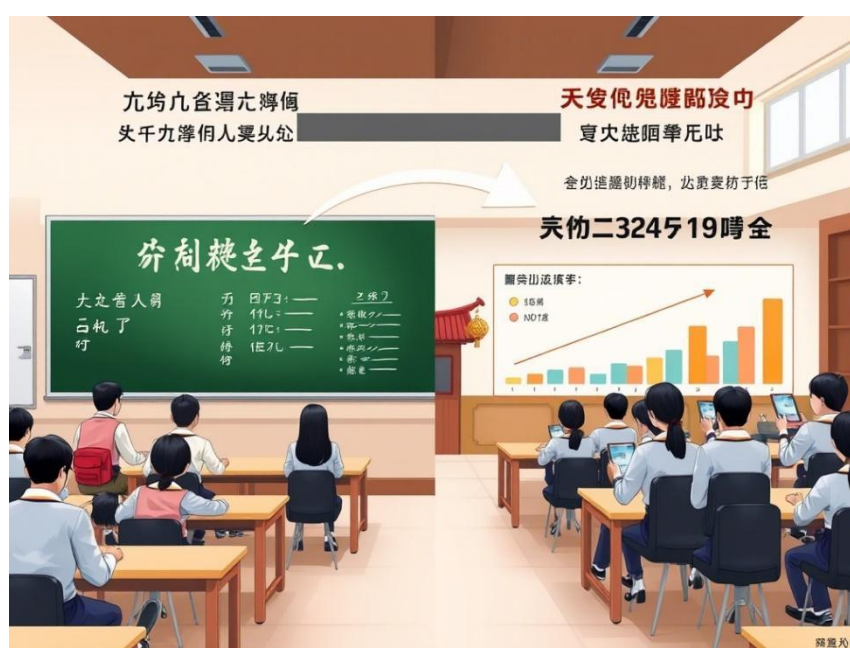


Fig. 1: A comparative illustration of both conventional and modern ways of teaching.

The primary challenge facing English language instruction in China lies in its inefficiency in promoting deep learning and practical language application. Traditional methodologies emphasize “**seeking perfection in the preset**,” a rigid approach that prioritizes textbook-based learning, assigned drills, and standardized assessments. This results in a superficial understanding of the language, where students may excel in written examinations but struggle with real-world communication. Furthermore, the lack of interactive and immersive learning experiences contributes to **low engagement levels**, making English learning a monotonous and often demotivating process for students. As Liu Runqing and Dai Manchun (2003) pointed out, "English teaching in China from primary and secondary schools to the university stage can hardly be regarded as efficient education." As Zhang Jian (2006) pointed out, "Our teaching effect is not very satisfactory and has many deficiencies. One of the biggest problems is the issue of 'mute English.'" As Shu Dingfang (2016) pointed out, "The government (education departments) is inadequate or even misplaced in terms of education policy formulation, curriculum standards, examinations, teacher training and evaluation." To address these issues, this study proposes a **strategic shift** in English language instruction, moving towards an approach that integrates **positive repetition and cognitive capacity optimization**. By focusing on maximizing exposure to language structures through dynamic classroom



interactions, spoken communication, and meaningful repetition, this model aims to enhance both retention and engagement. This research seeks to bridge the gap between theoretical knowledge and practical application by revitalizing pedagogical methods and fostering a learning environment that ensures long-term language retention. Through this analysis, the study provides insights into reshaping English education in China, making it more effective, engaging, and conducive to sustainable language acquisition.

There exists the problem of systematic low quality and inefficiency in mainstream English teaching, which needs reform. This paper focuses on capacity and repetition, clarifying the essence of mainstream English teaching and the crux of its systematic low quality and inefficiency, deducing an innovative model, so as to fuel a fundamental change.

RE-UNDERSTANDING OF MAINSTREAM ENGLISH TEACHING

"Seeking perfection in the preset" is the operating essence of mainstream English teaching, and the crux of its systematic low quality and inefficiency.

The Concept of "Seeking Perfection in the Preset"

Elaborating all aspects of the designated language materials during a designated period, "seeking perfection in the preset" is the actual start point and foothold of mainstream English teaching. Mainstream English teaching, which ranges from simple to complex, with the assistance of pictures, audio, movies, and so on, mainly develops teaching activities around the text information in the textbook. The preset always includes five items: period, position, scope, quantity, and difficulty. Seeking perfection always keeps to the theme of grammar-dominance, and advances together the form, sound, and meaning of words or sentences.

A Series of Problems Caused by "Seeking Perfection in the Preset"

Mainstream English teaching is out with the strategy of "seeking perfection in the preset," which causes a series of problems as follows: attending to the current content only, emphasizing exam scores, ignoring effectiveness, heavy coursework, etc.

Attending to the Current Content Only

Systematic low quality and inefficiency of mainstream English teaching lies in the commonly used textbooks, and the pedagogy of attending to the current content only. The commonly used textbooks, which themselves originated in the preset, are deliberate compilations of the English knowledge system, are divided into different stages, and have having obvious exemplary nature. The pedagogy of attending to the current content only means that teaching is always pursuing immediate refinement to the current content in a certain textbook during a designated period. Difficult to complete, to accumulate, and to apply, pursuing immediate refinement is the origin of systematic low quality and inefficiency in English teaching. Immediate refinement first requires immediate accuracy – once involved, it is required to immediately master all aspects of the designated knowledge points; there arises the unnecessary difficulty. With the joint efforts of administrators, teachers, students, and even parents, immediate accuracy is achieved roughly, immediate profundity follows up immediately, and unnecessary difficulty has no limit (Chen Lin et al., 2010). "Children should not be required to immediately master all the contents of a certain textbook after learning it." Such a suggestion has always been



completely unfeasible. There is a sudden emergence of new words in new sentences with new grammar knowledge points. Teaching is deeply trapped in it, without the motivation to actively intersperse before and after a certain period, and without the motivation to actively extend beyond the textbook, which restricts the transmission of various information and cross-stage accumulation of English knowledge. Generally speaking, immediate refinement is incompatible with application. On the one hand, the difficulty in completion and accumulation encroaches on the time and space for application, and the lack of application leads to even greater difficulty in completion and accumulation, thus forming vicious cycles. On the other hand, due to the completely different structures and expressions, direct connection cannot be formed between immediate refinement and application scenarios (It is not a matter of non-existence); application has no implementation momentum.

The key point of attending to the current content only is: teaching moves forward with a heavy burden, which is just catering to the preset.

Emphasizing Exam Scores

Where there is a preset, there is a corresponding examination. Catering to the examination is the nature of teaching. When emphasizing exam scores corresponds to attending to the current content only, its negative impact is far greater than its positive effect. The pedagogy of attending to the current content only shapes the exam style of attending to the current content, and creates a state where teaching is always elaborating all aspects of the designated materials during a designated period; it is precisely because of this that teaching completely loses randomness, autonomy, and flexibility, becoming empty talk. When the exam scores of "seeking perfection in the preset" become the key to evaluating teaching, and connecting the past and the future, the original intention of teaching is cut apart. As the guide, the companion, and the conclusion, excessive examinations become teaching normalcy. The achievements indicated by the exam scores do not mean real mastery, nor do they mean long-term memory, let alone regular activation evermore; proceeding in this way, it is bound to be difficult to reverse the accumulated problems. Through the administrative intervention, excessive examinations have improved more or less. Teaching is at a loss if it just addresses the identified issues without changing the core paradigm; this is exacerbated by the tendency of test-oriented courses.

The key point about stressing test scores is that the examination of "seeking perfection in the preset" mirrors the teaching routine of "seeking perfection in the preset"; higher scores correlate to larger profundities.

Ignoring Effectiveness

Mainstream English teaching performs the standardization and keeping in step of "seeking perfection in the preset"; the exam scores kidnap the high investment to the preset. "Seeking perfection in the preset" advances step by step with each step strictly positioned, which is rightly like mechanical running. For immediate refinement, teaching fully pours in, is implemented with the routine, and progresses according to the plan. Solving the preset problems becomes the main way of obtaining an assessment in English teaching. Much effort is put in, but little result is achieved; even if after long-term striving, the accumulation has grown from little to more and more, it is extremely difficult for students to communicate; the preset problems are stumbling blocks. The general approach to solving the preset problems is:



deducing in Chinese, getting tangled up in right and wrong during turns and twists, the so-called flexible learning and flexible application are always within certain boundaries, always requiring in-depth studying, and always being presented in writing. Solving the preset problems cares about the current balance; the overall teaching is more affected. Teachers give moderate instruction and assignments, and students fight on their own, respectively. The strong ones could not fully utilize their abilities; to maintain constant strength or even achieve self-improvement, additional exercises are needed. The weak ones fall further and further behind with each step, learning becomes a torment, and doing things with no sense becomes their real state.

The key point of ignoring effectiveness is: the priority in the preset is bound to be distorted, and the overall teaching is bound to be unbalanced.

Heavy Coursework

In line with attending to the current content only, emphasizing exam scores and ignoring effectiveness, heavy coursework is an inevitable result of teaching involution in the context of systematic low quality and inefficiency. Mainstream education, which is always striving for instant refinement, locks the basic deeds both inside and outside the classroom, encourages urgency, correctness, and intensity, resulting in rote learning and not performing anything extraneous to the present test. Mainstream teaching, which deliberately widens the gap of exam scores according to the plans, triggers cut-throat competition, stimulates strangeness, suddenness, and meticulousness, causing students to do a vast number of exercises and be overly cautious. As teaching progresses, the improvement of abilities is far from what is expected, and obtaining high scores becomes increasingly difficult; it is natural to increase coursework to the limit or even overdraw. The preset can be surrounded, perfection is boundless, burden reduction through delaying the process and lowering the difficulty is just like cutting off one's flesh to cure a boil. The key point of heavy coursework is: what is usually done takes effect in mastering the current content during a designated period; each current content is relatively independent, and the gain in each period is easily lost at the transformation of knowledge points.

In-depth Analysis of "Seeking Perfection in the Preset"

"Seeking perfection in the preset" gives rise to endless difficulties; in the long-term process of overcoming difficulties, the hoped-for substantial accumulation and quick response can hardly be achieved. The original point of the crux of systematic low quality and inefficiency is limiting memorization materials.

Grammar-Dominance of Limiting Memorization Materials is Systematic Misplacement

Failing to effectively contribute to the construction of the main body of language, limiting memorization materials, shapes grammar-dominance, resulting in systematic misplacement of the primary role and the secondary role in English teaching. Mainstream teaching extracts and organizes language materials with grammar as the dominant in an exemplary manner. A specified grammar concept with its operation rules is the leading role in a designated period, and strengthening the corresponding knowledge points of the preset words or sentences is the main task of the designated period. The Curriculum Standards (2022) says: "At Level 1, understand the forms, meanings, and usages of the simple present tense and the present progressive tense in context; at Level 2, understand the forms, meanings, and usages of the



simple past tense and the simple future tense in context.” Isolated words, which are in isolated sentences embodying isolated grammar knowledge, abruptly appear one after another. What and where is the context? Limiting memorization materials blocks randomness, mainstream teaching forces students to understand things in the preset, where there are fixed procedures, but no application basis.

Immediate Refinement of Limiting Memorization Materials is Systematic Disorder

Failing to effectively contribute to the construction of the main body of language, limiting memorization materials, shapes pursuing immediate refinement results in a systematic disorder of placing the unimportant before the important in English teaching. Mainstream develops teaching activities to the text information in the textbook, with script details being given the top priority. In the multi-dimensional arrangement of words or sentences, the form element is taken as the criterion, the sound element is taken as an appendage, and the meaning element is mixed in between. Thus, a teaching style of following a set pattern comes into being naturally. Pursuing immediate refinement fixes the criterion of form element, and then fixes the prioritized development of form-meaning and form-sound, while the sound-meaning is in an awkward position. The sound in form-sound and the sound in sound-meaning are two different things; it is wrong to confuse them, and it is even more wrong to give priority to the development of the former. The essence of form-sound is spelling (to spell through word-sounding, to pronounce through word-spelling), while sound-meaning is connected directly to the language environment.

The developments of form-sound and form-meaning are two branches, which are in different directions from the development of sound-meaning. Having to focus on two branch lines and two directions at the same time, the developments based on the form element are bound to be chaotic. Constrained and squeezed by the form element, the development of sound-meaning is certainly insufficient. With the form element as the criterion, listening, speaking, reading, and viewing are fragmented, and cannot grow up respectively; even if emphasized more, it will not break the situation. The Curriculum Standards (2022) says: "Lower grade students have just started to learn English, and language learning should be given priority to viewing, listening, and speaking," which is self-bound and self-contradictory, and therefore unfeasible.

Memory Methods of Limiting Memorization Materials Cannot Reach Far Away

Memory methods of limiting memorization materials cannot reach far away, and English teaching of limiting memorization materials achieves half the result with double the effort. Memory methods and English teaching of limiting memorization materials are conformed to the memory theories in educational psychology. Chang Ruosong et al. (2009) concluded that, "Under the condition of the same learning degree, the more memorization materials there are, the faster they will be forgotten, while with fewer materials, the forgetting speed is slower. Therefore, when learning, the quantity of learning should be determined according to the nature of the materials. Generally, don't be greedy for too much or too fast." To avoid being greedy for too much or too fast, the breadth capacity is rigidly restricted. The English teaching of limiting memorization materials shields out tens of thousands of things and conducts in-depth exploration of the designated materials in a designated period; the memorized contents become fractional, complicated, and obscure, and the connections to the language environment are fairly fragile and remote. In primary school English textbooks, each module usually contains 1 grammar knowledge theme and about 7 new words on average. The teaching practice it triggers



is as follows: during a designated period, the designated grammar concept with its operation rules is emphasized, the designated words' spelling and pronunciation with their special meanings and usages are also emphasized; doing the two emphases is really like blind men feeling an elephant. Limiting memorization materials is mainly for memory, but it does not create long-term memory within a certain stage.

The efficiency of English teaching lies in the continuous appearance of memorization materials. Limiting memorization materials decides the quantities, contents, and methods of the accumulated mode teaching in a period and across periods; mainstream English teaching does not have the posture of continuous appearances of memorization materials. However, from the perspective of vocabulary layout, the vocabulary size in primary school is far too small, the vocabulary size in secondary school doubles on the basis of that in primary school, and the vocabulary size in the university stage is still pushing ahead, according to the preset. New words always occupy the main position in each period. High-frequency words continuously appear over multiple periods, and usually occupy the non-main position in new periods. Those that only appear in one or several periods are non-high-frequency words. The later the new words appear, the less the possibilities of continuous appearances, until no possibilities of continuous appearances. Mainstream develops teaching activities to the text information in the textbook; it conveys with writing as the foundation, and implements with form elements as the criterion; audio-visual teaching is still struggling to find ways. Classroom training of listening and speaking is like chicken ribs; after-class training of listening and speaking relies on students' self-awareness. Where there are refined accumulations, there are numerous obstacles and unnecessary wastage. Limiting memorizing materials leads to phases; the phase-based teaching is often stagnant, unable to sustain the unity of capacity and repetition, and thus may not be suitable for memorization of higher capacity and repetition for the long term. The preset is designed for memory; memorization is encouraged in the preset. When failing to remember or forgetting occurs, repetition is needed. Generally, the repetition here is limited in the preset. The repetition here is influenced by concentration and refinement, which always focuses on the form element and is based on certain principles, which shape an emergency state with mechanical character, artificial character, and separated character. The later the first appearance of knowledge points, the more difficult the continuous repetition, which only passes by in a hurry, and can be regarded as conservative repetition. Ma Wenhui and Wen Qiufang (1999) believed that, "One of the main reasons why Chinese college students have poor comprehensive English application abilities is that their vocabulary size is too small." Huang Yuanshen (2011) believed that, "The generally small vocabulary size of Chinese students has become a bottleneck affecting the further improvement of foreign language proficiency." Cai Jigang (2012) put forward a preconceived strategy: "The general vocabulary requirement for college English should be around 10,000 words. This will not only contribute to the healthy development of college English teaching, but also have a profound impact on the development of senior high school English, postgraduate English, and even the entire English teaching in China."

Striving for the designated vocabulary size, mainstream English teaching has been exhausted; students have been suffering from substantially meaningless pressures and troubles. The actual obtainment is always less than the preset, and the communication abilities based on the preset are especially fictitious and certainly weak, not to mention free communication. To achieve ideal vocabulary sizes and communication abilities, the traditional teaching model must be changed.



English Teaching Model of "Conducting Positive Repetition by Maximizing Capacity"

Ensuring the unity of capacity and repetition, so that the possible large number of memorization materials remains active for a long time, which would be a preferable way to achieve the ideal of English teaching.

Creating a New Situation with "Conducting Positive Repetition by Maximizing Capacity"

Maximizing capacity is a change point of innovation in English teaching. Only in a fairly large capacity can positive repetition be carried out. Positive repetition is a magic weapon for improving the quality and efficiency of English teaching.

The Change Point of Innovation: Maximizing Capacity

Maximizing capacity means that teachers should be fully pouring in capacity teaching, making the best use of classroom time and encouraging students to comply with the capacity strategy at any time and anywhere, as well as making the best use of information technology, and taking other possible measures to increase knowledge capacity. Capacity is the foundation of English teaching. Maximizing capacity is the change point of innovation and the prerequisite for scientific accumulation. Only by increasing capacity can a free teaching platform be built up and flexibility be carried out; only by increasing capacity can passive coping be transformed into active energy storage and test-oriented teaching be changed into quality cultivation; only by increasing capacity can individuality and diversity emerge and a good teaching ecology be formed. Under the circumstances of a large capacity, giving priority to listening or speaking would be feasible; no need to urge or order; those who are still persistent in "seeking perfection in the present" will eventually be eliminated. Under the circumstances of a large capacity, grammar teaching would be random, which is not a matter of strengthening or weakening; in fact, random grammar teaching is stage-weakened and overall strengthened. Maximizing capacity means that teaching should be continuously making self-breakthroughs, and means that teaching could be widely implemented.

The Magic Weapon for Improving Quality and Efficiency: Positive Repetition

Positive repetition is systematic, endogenous, and collective, taking the place of concentration with interspersion, closely connecting with the actual language environment, and directly conducting random arrangements, especially caring about greater and faster, naturally balancing the order of priority, which covers all knowledge straightforwardly, and resolves all difficulties dynamically. Positive repetition is powerful, which is a magic weapon for improving quality and efficiency. It creates charming classrooms and on-site interactions, making rote and isolation ashamed. It eliminates the difficulty of immediacy and the difficulty of refinement; the tactic of doing a vast number of exercises disappears. It generates room for maneuver and guerrilla kinetic energy; smooth expression and correct understanding come naturally. Positive repetition simulates the real language environment and condenses the process of language acquisition. Try to minimize the analysis, speculation, and inference of the text, and try to meet the students' practical needs. Teaching contents cover encyclopedic knowledge, and dribs and drabs of daily life; special topics or stories become the highlights of the classroom. Positive repetition is a perfect combination of learning, practice, and application, which can achieve more lasting memory and sharper responses.



Memorization materials are fully presented before and after memory formation. Lasting memory and sharp responses are the products of repetition; repetition is the accumulation in English teaching. When a large capacity is achieved, grammar is also achieved, which naturally decides the right places between the primary role and the secondary role. Teaching gives priority to constructing the main body of language – the sound-meaning constituent of words or sentences, and incidentally points out the grammatical knowledge contained in words or sentences when it is necessary. Large capacity means changing grammar knowledge; students are led to gain true grammar understanding in an invisible, disordered, and unhurried way among constant changes. When large capacity is achieved, refinement is also achieved, which naturally keeps the appropriate order of the important and the unimportant. Guided by speaking and followed by reading, without deliberate settings, without synchronously carrying out the spelling and pronunciation of specified words, the improvement of listening is forced in speaking and reading, and form details are incidentally pointed out in speaking, reading, and listening. This is taking full advantage of alphabetic languages as a strong compensation for the lack of language environment, and a comprehensive consideration of the knowledge system. Incidental pointing out means teaching develops according to the circumstances of accumulation of words or sentences, just briefly mentioning the grammar knowledge points or the form details contained in words or sentences when it is necessary, and resolution depends on repetition. Even if it is only incidental pointing out, the grammar knowledge and the form details would be formed before the breadth capacity of words or sentences; they are neither obstacles to knowledge exploration nor the weakest links in practical application. Positive repetition is constantly verifying, modifying, and adjusting, which has no impulse to bind teaching and examining with learning and examining. The necessary examinations following the strategy of "conducting positive repetition by maximizing capacity" mainly involve not answering specific questions but random communications, which can be simple, accessible, and stable, showing everyday abilities, giving no cause for much criticism about emphasizing exam scores.

The model of "conducting positive repetition by maximizing capacity" triggers normal competition and would naturally improve the overall effectiveness of English teaching. Here, it does not seek uniformity but progress; maximizing capacity accepts differences, chaos, and fluctuations; positive repetition tolerates forgetting, carelessness, and errors. Guided by speaking and followed by reading, it is highly infectious, and easy to shape such a new situation, where the strong ones lead the weak ones, and the weak ones promote the strong ones.

Exploration of English Education Theory through Self-Experiment

Knowledge lies in accumulation. Accumulation could be achieved by taking written messages as the foundation, which always follows the textbook or classroom notes, advancing step by step with each step seeking perfection in the preset. Accumulation could also be achieved by taking a voice message as the foundation, which faces the dynamic things directly, reaching overall fluency through conducting positive repetition by maximizing capacity. The latter outperforms the former; the fundamental reason lies in different memorization methods.



RESULTS AND DISCUSSIONS

Experiment 1: Regular Memorization of Materials in Fixed Quantity

Objectives: Memorizing the materials in a fixed quantity in a specified period, observing the memory achievement status at the predetermined point, and the memory retention status in the absence of re-encounter.

Experiment Method: Randomly selecting 50 new English words, memorizing them in the same way as mainstream English teaching, that is, memorizing 10 words per month, conducting a general review and a test in the 6th month, then conducting a follow-up test at the points of 12th month, 24th month and 36th month in the situation of absence of re-encounter (Fig. 2).

Compared with mainstream English teaching, this experiment sets fewer memorization materials and memorization items; in fact, more time and energy are invested. The memorization item is an English-Chinese translation of words with multiple meanings. This experiment is using the memory amount and the memory rate to express the memory achievement status at the initial test point, and using the retention amount and the retention rate to express the memory achievement status at the subsequent test points, experiment 2 is the same.

Memorizing the materials in a fixed quantity in a specified period, 100% memory could be achieved at the predetermined point. In the situation of absence of a re-encounter, the memory, which is achieved through excessive memorization in the specified period, disappears quickly to a large extent. General review is crucial for achieving 100% memory at the predetermined point, but it has little effect on achieving long-term memory. Memorizing the materials in a fixed quantity during a specified period, the achieved memory is only suitable for short-term fix through a lack of basic durability.

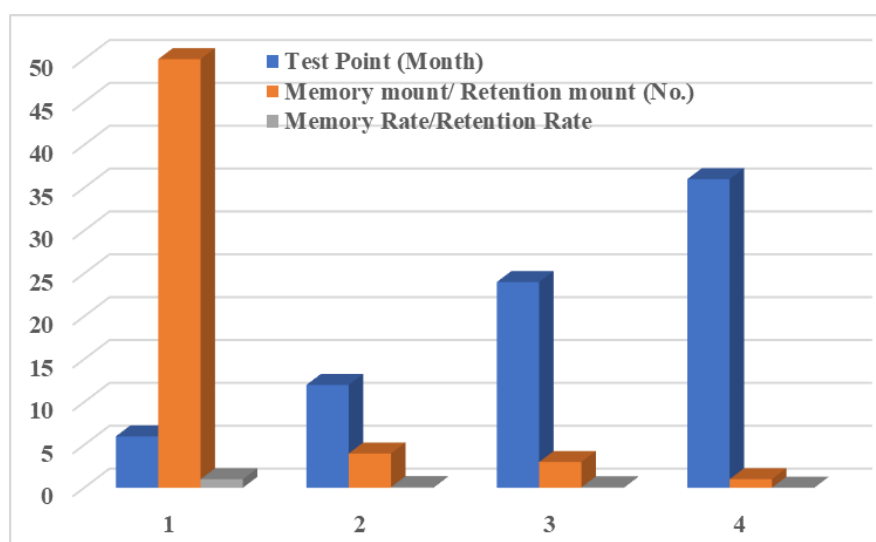


Fig. 2. Test Data for Regular Memorization of Materials in Fixed Quantity.



Experiment 2: Regular Memorization of Materials in Different Quantities Objectives

Memorizing the materials in several groups of different quantities during a specified period, looking for the configuration of achieving the best memory effect, where different quantities of memorization material and different numbers of memorization repetition are blended.

Method: Randomly selecting a certain number of new English words, and dividing them into five groups: A, B, C, D, and E. A 21 words, B 7 words, C 21 words, D 42 words, and E 56 words. Then Group A was divided equally into three subgroups: A1, A2, and A3. Spending 10 minutes in the same period each day memorizing one group or one subgroup. Repeating or continuing every two-day interval. Each group (Group A as a whole) completes 12 consecutive memorization sessions, undergoing an interim test and a back-end test, respectively. For A1, after 2 times memorization, conducting a 5-hour interval interim test, then waiting for further processing after another 2 times memorization. A2 follows A1, after 2 times memorization, conducting a 12-hour interval interim test, then waiting for further processing after another 2 times memorization. A3 follows A2, after 4 times memorization, conducting a 5-hour interval interim test, then waiting for further processing. Groups B, C, D, and E follow in sequence, after 4 times memorization, conducting a 12-hour-interval interim test respectively.

For each group, after 12 times of memorization, conducting a back-end test respectively at the follow-up points of 12th hours, 3rd days, 12th days, 36th days, and 3rd months (Fig. 3).

In this experiment, the group with the largest quantity of memorization material is E, 56 words; it is hard to memorize 56 brand-new words in 10 minutes. This experiment sets 12 12-time memorization. Teaching practice shows that generally, undergoing 12 sessions of dispersed memorization, more than half of the students could achieve initial memory of several words pushed out to them. This experiment sets 5 follow-up points in the back-end test. Arbitrarily increasing or decreasing the follow-up point, the test results of the subsequent points would be affected accordingly.

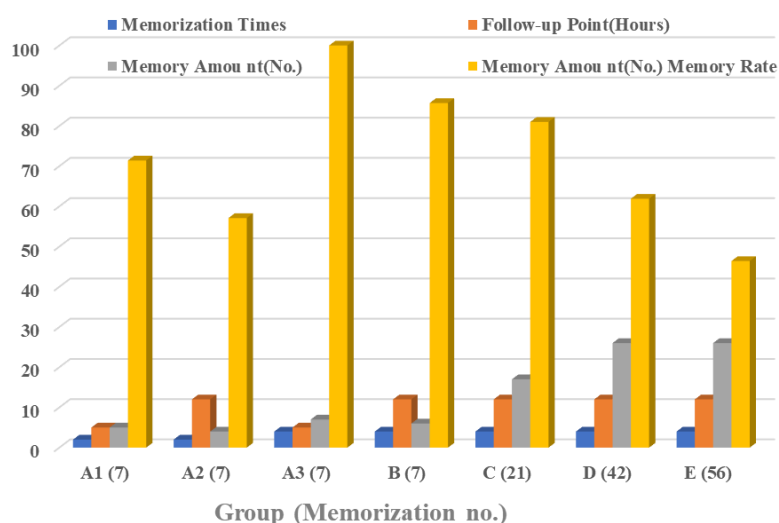


Fig. 3. Interim Test Data for Regular Memorization of Materials in Different Quantities



Interim Data Analysis:

Comparing Subgroups A1, A2, A3, and Group B, where can be seen that under the circumstance of the same material quantity, the smaller the memorization intensity, the worse the memory effect, and the longer the time interval after memorization, the more forgetting occurs.

Comparing Groups B, C, D, and E, where can be seen that under the same memorization circumstances, the more the material quantity, the lower the achieved memory rate, but the greater the achieved memory amount, and the greater the unremembered amount; in fact, the unremembered amount is indispensable accumulation.

Back-end Test Data:

Comparing Groups A and C, where can be seen that under the circumstance of the same material quantity, the effect of the overall dispersed memorization in Group C is far superior to that of the segment-concentrated memorization in Group A. Comparing Groups B, C, D, and E, where can be seen that under the same memorization circumstance, the more the material quantity, the stronger the memory effectiveness (Table 1 and Fig. 4). That "Under the condition of the same learning degree, the more memorization material there are, the faster they will be forgotten, while with fewer material, the forgetting speed is slower." the assertion does not hold, or it can also be said, the assertion holds only in a short period, which is unsustainable, and certainly is superficial for guiding systematic language teaching.

Table 1: Back-end Test Data for Regular Memorization of Materials in Different Quantities

Test Point Group (Memorization No.)	12th-hour Memory Amount (No.)/ Memory Rate	3rd-day Retention Amount (No.)/ Retention Rate	12th-day Retention Amount (No.)/ Retention Rate	36th-day Retention Amount (No.)/ Retention Rate	3rd-month Retention Amount (No.)/ Retention Rate
A (21)	9 (A1 0, A2 2, A3 7)/42.9%	7 (A1 0, A2 1, A3 6)/33.3%	6 (A1 0, A2 1, A3 5)/28.6%	2 (A1 0, A2 0, A3 2)/9.5%	1 (A1 0, A2 0, A3 1)/4.7%
B (7)	7/100%	7/100%	6/85.7%	4/57.1%	2/28.6%
C (21)	21/100%	21/100%	19/90.5%	9/42.9%	5/23.8%
D (42)	40/95.2%	39/92.9%	37/88.1%	17/40.5%	9/21.4%
E (56)	50/89.3%	49/87.5%	47/83.9%	23/41.1%	11/19.6%

Note: Memory retention performance is shown in the table for several test point groups with variable amounts of memorization. The memory amount (number of items memorized) and memory rate (%) for each group are displayed at the 12-hour mark. Retention amounts and rates (%) are then shown at the 3-day, 12-day, 36-day, and 3-month mark. When relevant, subgroup memorization counts are indicated by values in parentheses. The percentage of things remembered in comparison to the initial quantity learned at the 12th hour is known as the retention rate.

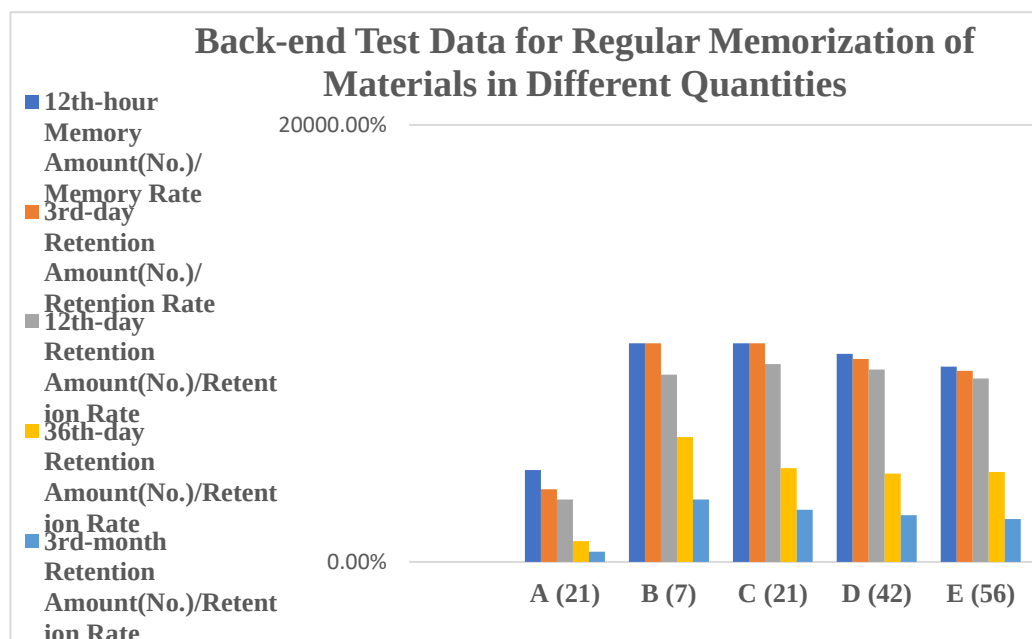


Fig. 4. Results of learning achievements.

Whether it is segment-concentrated memorization or overall dispersed memorization, and whether it is small-capacity memorization or large-capacity memorization, basic long-term memory cannot be achieved in a specified period. The more memorization material quantity in a period, the stronger the randomness, and the more conducive to continuous memorization. The more memorization material quantity in a period, the more dispersed memorization it creates, and the more dispersed memorization contributes to more durable memory.

The more memorization material in a period, the stronger the overall memory effectiveness. The key to the formation and retention of memory lies in dispersed memorization. Scientifically dispersed memorization should be continuous, frequent, balanced, and natural. The memory methods and educational theories on which mainstream English teaching is based have limitations; innovating English teaching should emphasize the sustainable appearance of memorization material, which could be implemented by multiple repetition in large quantities.

English Teaching Practice of "Conducting Positive Repetition by Maximizing Capacity"

Creating larger capacity and more repetition, "speaking as much as possible", which has the incomparable kinetic energy, is relatively easier to implement.

Overview of "Speaking as much as possible"

"Speaking as much as possible" is a non-mainstream English teaching practice based on the model of "Conducting Positive Repetition by Maximizing Capacity". "Speaking as much as possible" creates motivation through random speaking, taking large capacity as the foundation, taking important events or similar things as teaching group-chunks. From the beginning to the end, teaching prioritizes the lifeblood of language - sound-meaning component of words or sentences, eliminating the shackles of form criterion, eliminating factitious difficulties, which is to reduce the burden by increasing capacity, and to maintain the unity of capacity and repetition by reducing dimensions. "Speaking as much as possible", which is closely related to



reality, performs open style teaching. In the primary stage of about 1 - 3 years, it conducts random speaking, breaking away from textbooks. In the secondary stage, it moderately adds reading instruction. In the process of speaking and reading, the improvement of listening is forced. In the process of speaking, reading, and listening, it depends on incidental pointing out to accumulate the grammatical knowledge and the form details contained in words or sentences. When pointing out the form details, phonetic symbols or spellings may be involved, which is not essential. Calculated based on having 2 classes per week, with each class lasting 1 hour, and a total of 90 classes in a year, the capability of "speaking as much as possible" to push out words is about 20,000 times per year. For objectivity, about 500 relatively high-frequency words, which appear in the primary school textbooks of mainstream English, are classified as the extra and marked by "+". The number of words pushed out in the first year is about 2,000 +, striving for most students to achieve an initial memory of about 1,000+. In the process of rolling development, as the knowledge size grows larger and larger, the rolling speed would become slower and slower. The layout of vocabulary teaching should not have been adding an equal number of new words in an equal period, but to change according to concrete circumstances, and decrease gradually by the stages, which means that the larger the vocabulary size arranged in the primary stage of English teaching, the better the result. Here is the recommendation that 5,000 words should be arranged in primary school, and 8,000 words should be arranged in middle school on the basis of primary school, to achieve 10,000 words or even more in the university stage. Combined with the vocabulary quantity statistical standards mentioned by Deng Zhaochun (2001), polysemous words, proper nouns, compound words, derived words, inflected forms, and abbreviations are all included in the vocabulary quantity here. Random application requires solidity and sensibility rather than on-the-spot analysis and adjustment.

"Speaking as much as possible" can solve the problem of slow vocabulary retrieval speed, its vocabulary accumulation method has the following characteristics: 1) Expanding vigorously without any limitations; 2) Conducting positive repetition based on the sound-meaning component of words or sentences; 3) Speaking out at least one sentence about each key word involved in classroom; 4) Dealing with low-frequency words in a high-profile manner, and making high-frequency words appear naturally.

Remarkable Results of "Speaking as much as possible".

"Speaking as much as possible" guides students to accumulate in a non-mandatory state, both the strong side and the weak side get what they deserve, and the middle will rise with the tide. Here, only the extreme cases are summarized. The students in these cases come from different grades in various regions, and the period of occurrence is more than 10 years. For the convenience of comparison, the statistics of learning achievement are divided into three groups: G1 (Fig. 5), G2 (Table 2), and G3 (Table 3). To the words involved in teaching, students conduct English-Chinese or Chinese-English oral interpretation randomly, and the correct words are counted as the initially remembered vocabulary. The statistical data is collected after one year from the start of the instruction of "speaking as much as possible". Reading new passages with corresponding difficulty where the vocabulary size is not less than 2,000 words, the statistical data about the accuracy rate is collected after one year from the start of the reading instruction of "speaking as much as possible".

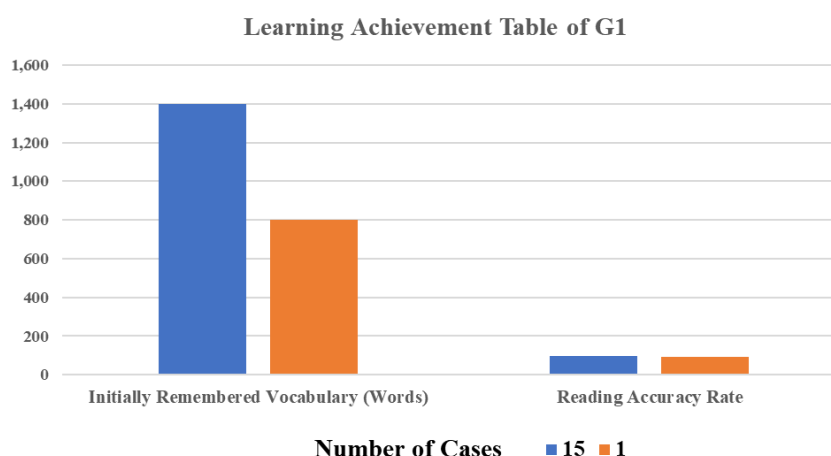


Fig. 5. Results of learning achievements.

Note: There are 16 cases in G1; the students in the cases are all from local schools. Before participating in the "speaking as much as possible", their exam scores in English subjects have been ranking at the top of their respective classes. Among them, 1 student shows obvious laziness in the "speaking as much as possible" class.

There are 21 cases in G2; the students in these cases are all transferred from areas with weak educational resources to the local schools. Compared with local students, there exists at least a two-year start gap for their English learning. Results are given in Table 2.

Table 2: A comparison of group 2 (G2)

Number of Cases	Initially Remembered Vocabulary (Words)	Reading Accuracy Rate
2	More than 1,400 +	Higher than 95%
8	Approximately 1,000 - 1,400 +	Approximately 85% - 95%
6	Approximately 600 - 1,000 +	Approximately 75% - 85%
5	Approximately 200 - 600 +	Unable to read - 75%

Note: This Table presents the statistics on how many cases can initially remember vocabulary and the accuracy of the reading rate. The Reading Accuracy Rate constitutes the (read, uttered, and comprehended) in a 500-word fixed reading passage, a standardized reading text (Passage B, Literacy Assessment Battery), at baseline, is known as the reading accuracy rate. Participants who were unable to decode at least a few words or who achieved an accurate level of 75% when reading the passage are gathered into the Unable to Read-75% group.

There are 27 cases in G3; the students in the cases are all from local schools (Table 3). Before participating in the "speaking as much as possible", their English exam scores had been at the bottom of their respective classes. Compared with other students, there exists at least a two-year lag behind.

**Table 3: A comparison of group 3 (G3).**

Number of Cases	Initially Vocabulary (Words)	Remembered Reading Accuracy Rate
2	Approximately 1,000 - 1,400 +	Approximately 85% - 95%
11	Approximately 600 - 1,000 +	Approximately 75% - 85%
14	Approximately 200 - 600 +	Unable to read - 75%

Note: In this Table, the participants were split into two groups according to how many words (or vocabulary) they could recall at first glance and read with a specific accuracy %. Vocabulary size is largely related to reading accuracy because a large initial vocabulary is typically linked to higher reading accuracy, while a small vocabulary is linked to poor reading accuracy. This indicates a relationship between vocabulary and reading performance.

Practice proves that "speaking as much as possible" is powerful. Without any rigid regulations and any authoritative examinations, students' vocabulary sizes of "being able to understand follows hearing, being able to speak follows meaning." are increasing day by day, their comprehensive knowledge and communication abilities advancing by leaps and bounds, their mental states are different from ever, and on this basis, the overall progress of reading instruction is brisk.

Insights on the Experience of "Speaking as much as possible"

Under the same circumstance of consecutively dispersed memorization (randomly selecting several new words, and pushing twice repetition a week with a 2-day-intervals and a 3-day-interval, in the situation where students don't know being tested, leading them speak each of the words 3 - 5 times at every repetition.), around 30% of the students can achieve initial memory in less than 8 repetitions, around 45% of the students can achieve initial memory within 12 ± 4 repetitions, and around 25% of the students need more than 16 repetitions to achieve initial memory. Memorizing the same materials in the same way, different repetition times are needed for students to achieve memory; moreover, the differences would usually be cumulative-magnification. Recognizing the differences in memorization ability among students has strategic guide significance for the overall arrangement of English teaching, and for the development of individual learning habits. For those who are lagging in learning, it is superficial and even more inefficient to reduce the number of unit tasks and lower the difficulty; conducting more high-frequency dispersed memorization is the real solution. The general situation in practice is that the larger the students' sound-meaning vocabulary size, the smoother the reading instruction, the easier to accumulate grammatical knowledge and form details through incidental pointing out, and the stronger the ability to earn scores in mainstream English examinations. There is a significant positive correlation between vocabulary size and comprehensive language capability, which is consistent with the research conclusions of scholars such as Zeng Shangchun (2021) and Huang Xiaoping (2003). Vocabulary accumulation based on the sound-meaning constituent is rightly the basic capability of listening and speaking, which is like cell fission, not only effectively achieving the unity of larger capacity and more repetitions, but also easily achieving sharp response, which is not being interfered with by the form element when face-to-face communication.



Just taking the simple present tense and the present continuous tense as examples, for most students, including those who have passed and who have missed the specified instruction of mainstream teaching, mastering the forms, meanings, and usages takes about three years are required in the situation of "speaking as much as possible". The memorization materials involved in actual teaching cannot be pushed out as that is like in the experiments, and ordinary students cannot always keep for keeping long time either, so more attractive memorization guidance is needed in practice.

CONCLUSION

It is wrong to judge reform results by the exam scores of mainstream English teaching, which has, in fact, been suppressing innovation. The underlying logic and overall layout are completely different between "conducting positive repetition by maximizing capacity" and "seeking perfection in the present"; so, they should have the basically different assessment standards. Mainstream English teaching suffers from low quality and systematic inefficiency; the crux of the problem is "seeking perfection in preset," and the source of the crux is limiting memorization materials, which lack the drive to achieve basic long-term memory in a given period, as well as an attitude that promotes long-lasting learning. English teaching based on limited memorization materials lacks the foundation for establishing itself. The effectiveness of English teaching mainly lies in scientific accumulation-forward; it is necessary to conduct positive repetition by maximizing capacity, and the key is maintaining the unity of capacity and repetition, so that as large a number of memorization materials as possible can remain active for as long a time as possible. "Speaking as much as possible" is based on the model of "conducting positive repetition by maximizing capacity," which exerts direct, independent, and dispersed memorization guidance on the "sound-meaning" constituent, incidentally pointing out the "form-sound," "form-meaning" constituent, and grammatical knowledge contained in words or sentences. The brand-new educational theories and memory methods support the teaching of other disciplines, which would help improve students' comprehensive capabilities and create an ideal situation in teaching.

Conflict of Interest

The authors declare that they do not have any conflict of interest in the submission of this article, and there was no external funding or third-party support.

Acknowledgements

The authors are very thankful to all participants in this research who showed support throughout the whole process and the collection of data. Thanks to all colleagues and friends for encouragement.



REFERENCES

1. Cai Ji Gang. The Constraints on and Necessity for Upgrading College English Vocabulary Requirement. *Journal of PLA University of Foreign Languages*, 2012(1): 48 - 53.
2. Chang Ruosong, et al. *Educational Psychology*. Shenyang: Liaoning University Press, 2009: 152.
3. Chen Lin, et al. *English (New Standard Textbooks for Primary School Stage)*. Beijing: Foreign Language Teaching and Research Press, 2010: To Parents.
4. Deng Zhaochun. A Discussion on the Problems of English Vocabulary Quantity Investigation. *Foreign Language Teaching and Research*, 2001(1): 57 - 62.
5. Huang Xiaoping. A Correlation Study between the Depth Test of Vocabulary Quantity and CET-4. *Foreign Language Teaching Abroad*, 2003(4): 48 - 53.
6. Huang Yuanshen. What Should Be Focused on in a College English Reading Course? *Foreign Language World*, 2011(2): 7 - 11.
7. Liu Runqing, Dai Manchun. *Research on the Current Situation and Development Strategies of Educational Reform*. Beijing: Foreign Language Teaching and Research Press, 2003: 66.
8. Ma Wenhui, Wen Qiufang. A Study on the Influencing Factors of College English Writing Ability. *Foreign Language Teaching and Research*, 1999(4): 34 - 39.
9. Shu Ding Fang. *Foreign Language Teaching Reform and Development in China: Top-level Design and the "Invisible Hand"*. Shandong Foreign Language Teaching, 2016(4): 28 - 32.
10. Zeng Shangchun. A Study on the Influence of Productive and Receptive Vocabulary Quantity on English Listening Comprehension Ability. *Journal of Higher Education*, 2021(19): 65 - 73.
11. Zhang Jian. Emphasizing Both Listening and Speaking, with Speaking in the Lead: Briefly on the Three Opposing and Unifying Relationships in Oral English Teaching in China. *Media in Foreign Language Instruction*, 2006(10): 55 - 59.
12. Ministry of Education of the People's Republic of China. *English Curriculum Standards for Compulsory Education*. Beijing: Beijing Normal University Press, 2022: 34, 21.