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TITLE:

“THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”

Thesis previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

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CERTIFICATION

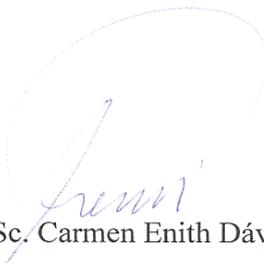
Dr. Mg. Sc. Carmen Enith Dávila Vega.

**PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF
UNIVERSIDAD NACIONAL DE LOJA**

CERTIFIES:

The following research work entitled “THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”, under the responsibility of the undergraduate Natalia Elizabeth Montaña Ponce, has been thoroughly revised and analyzed in all its parts. Therefore, I authorize its presentation for the pertinent legal aims.

Loja, May 18th, 2015



Dr. Mg. Sc. Carmen Enith Dávila Vega.

THESIS ADVISOR

AUTORÍA

Yo, Natalia Elizabeth Montaña Ponce declaro ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

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The Author

DEDICATION

I dedicate this work to my dear parents who have given me their unconditional support and have provided me worthy examples of improvement and dedication.

With incommensurate love to my dear husband and my beautiful daughter, thanks to them, I can see my goal achieved.

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THESIS SCHEME

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a. TITLE

“THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”.

b. RESUMEN

El presente trabajo de investigación se llevó a cabo con el propósito de determinar la influencia de las actividades extra clase en el aprendizaje del Idioma Inglés. Para su realización fue necesario el uso de los métodos descriptivo, analítico y explicativo. El instrumento de la encuesta fue aplicado a 7 profesores y a 458 estudiantes, quienes proporcionaron información para comprobar las hipótesis establecidas. La información fue presentada, organizada y descrita en cuadros estadísticos y representada gráficamente, para luego ser interpretada y analizada en una forma lógica lo que permitió determinar que a pesar de que los maestros aplican solo cierto tipo de actividades extra-clase, el rendimiento de los estudiantes en cuanto al dominio del Idioma Inglés se ve influenciado positivamente.

ABSTRACT

The present research work has been made to determine the influence of extra class activities on the English Language learning. For its development the descriptive, analytical-synthetic and explicative methods were used. The survey was applied to 7 teachers and 458 students, who provided information to verify the established hypotheses. The information was presented, organized and described in statistic charts and represented graphically, to be interpreted and analyzed in a logical process, which allowed to determine that even tough that teachers applied only certain kinds of extra-class activities, student's performance on their English language proficiency is positively affected.

c. INTRODUCTION

The present research work entitled: **“THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”** has been carried out to know how extra-class activities influence the learning of the English Language.

Extra class activities are an important part in the learning of a foreign language. Using good homework strategies and resources, students as well as teachers would find it easy to develop tasks.

The reasons that motivated this research were to find out the kind of extra class activities teachers send to students, and the most common used homework resources aiming at developing the Teaching-learning process and its influence on the learning of the English language.

The sub problems connected with the main problem in this work were: What are the homework strategies that help to reinforce the students’ learning of the English language, and what kind of homework resources are used to support the students’ learning of the English language at “Beatriz Cueva de Ayora” High School?

The specific objectives associated with the research work were: To identify the types of homework teachers apply to help students reinforce the English language learning and, to distinguish and describe the homework resources that teachers use to help students improve the learning of the English language.

The general hypothesis states, the extra class activities influence on the English language learning, with students of 1st, 2nd, and 3rd Years of Bachillerato at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.

To achieve the proposed objectives and to confirm the hypotheses, it was necessary to use different methods. The first one was the descriptive method which helped to demonstrate the obtained results in the research. The analytical-synthetic method was used to analyze and synthesize the obtained results and establish some conclusions. The explicative method helped to explain the current situation of the variables in order to explain the major tendencies.

Surveys applied to teachers and students permitted to achieve information about the variables of the specific hypotheses.

The present work is organized in the following way:

First, the summary describes briefly, clearly, effectively the relevance of the research, main conclusions and outcomes accomplished through this thesis work.

Second, the introduction presents the thesis work and describes the reasons why this research work was developed, the specific objectives, the general hypotheses and the methodology used.

The literature review, where the main categories of the variables mentioned in the hypotheses are synthesized.

Next, it includes the methods and materials, where the techniques, procedures, and instruments used in the research process are detailed, as well as a reference about the researched population.

Afterwards, it presents the description of the results arranged in tables and in graphics, to facilitate their interpretation and logical analysis. Moreover, it shows the results discussion considering the most important information and includes the verification of the stated hypothesis through a descriptive analysis.

Finally, the conclusions that were drawn up after carrying out the respective analysis and interpretation of the results; the recommendations which were made based on the conclusions about the influence of the extra class activities in the learning of the English language.

d. LITERATURE REVIEW

EXTRA-CLASS ACTIVITIES

The fundamental task of the schools is to prepare young people for life. In order for this preparation to be done properly, the educational program of the schools must be as life itself. An integral part of such a program is extra-class activities. They represent an essential part of the educational experiences that should be available to young people.

Extra-class activities are an extension of the school program but which usually take place beyond regular school hours; Students who participate in after-school activities are more engaged in and have a better attitude about learning, perform better academically, and enjoy an increased sense of accomplishment, competence and self-appreciation. Rubin, Bommer & Baldwin (2002)

Co-curricular activities (CCAs), previously known as Extra-curricular activities (ECA) are activities that educational organizations in some parts of the world create for school students. They are activities which all school students must attend alongside. Nelson, (1989)

Homework Definition

Homework, or homework assignment, refers to tasks assigned to students by their teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school

project to be built (such as a diorama or display), or other skills to be practiced.

Salem, (2010)

Homework serves to develop individual study skills and responsibility while reinforcing skills and concepts. Homework is a planned part of the education process designed to enhance student learning, teachers can know how well students understand the material they are being taught. The weaknesses that homework shows to the teacher that his or her students need extra help.

As a final point, homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. The purpose of homework helps to reinforce what was taught in class. Berry, (2010)

Effects of Homework.

There are positive and negative effects of homework in the teaching process and it is suitable to describe them.

Positive effects:

Immediate achievement in learning:

- * Better retention of factual knowledge
- * Increased understanding
- * Better critical thinking, concept formation, information processing.
- * Curriculum enrichment

Long-term academic effects:

- * Willingness to learn during leisure time
- * Improved attitude toward school

- * Better study habits and skills

Non-academic effects:

- * Greater self-directions
- * Greater self-discipline
- * Better time organization
- * More independent problem solving
- * Greater parental appreciation and involvement in school

Negative Effects:

- * Loss of interest in academic material
- * Physical and emotional fatigue
- * Denial of access to leisure-time and community activities

Parental inference:

- * Pressure to complete assignments and performing well
- * Confusion of instructional strategies

Cheating:

- * Copy from other students
- * Help beyond tutoring
- * Increased differences between high and low achievements. Cooper, (2010)

Objectives of Homework

The basic objectives of assigning homework to students are the same as schooling in general: To increase the knowledge and improve the abilities and

skills of the students. However, opponents of homework cite homework as rote, or grind work, designed to take away children's time, without offering tangible benefit. Homework may be designed to reinforce what students have already learned, prepare them for upcoming, complex or difficult lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a single task. Homework also provides an opportunity for parents to participate in their children's education. Cooper, (2010)

The Importance of Homework

Completing homework and hand it on time helps students improve academically and provide them of valuable lessons. Many teachers and parents agree that homework develops students' responsibility, brings home and school closer and satisfy the expectations of parents and teachers. Studies generally have found homework assignments helpful if they are carefully planned by teachers and have direct meaning to students.

But the importance of homework extends beyond school because homework assignments completed successfully help students to develop wholesome habits and attitudes as well. De Hinojosa, (2009)

Homework also provides opportunities for reinforcement of work learned during school time and for students develop their skills. Moreover, include reference resources help students become independent learners since they have to seek information by themselves. Assigning homework serves in different

educational needs. It helps as an intellectual discipline, establishes study habits, and supplements and reinforces work done in school. Doyle & Barber, (1990)

Amount of Homework Required

A review of over 60 research studies showed that, within limits, there is a positive correlation between the amount of homework done and student achievement. The research synthesis also showed that too much homework could be counterproductive. The research supports the "10-minute rule", the commonly accepted practice of assigning 10 minutes of homework per day per grade-level. For example, under this system, 1st graders would receive 10 minutes of homework, while 5th graders would get 50 minutes' worth, 9th graders 90 minutes of homework, etc.

Many schools exceed these recommendations or do not count assigned reading in the time limit. Teachers have to base all homework on the skills and knowledge of the student. Kralovec & Buell, (2001)

Many teachers believe that homework is most effective when it does not exceed 60 minutes per day. However, some researches show that homework should be limited because it can have a negative effect on students. High school students should spend between 70 minutes and 3 hours on homework according to the level. Here it is presented a table guideline. Zentall & Goldstein, (1998)

Grade	Minutes per school day
Kindergarten	0 – 10
Grade 1 – 2	10 -20
Grade 3 – 4	30 – 40
Grade 5 – 6	50 – 60
High school learners	
Grade 7-8	70 – 90
Grade 9 – 12	90 – 120

Types of Homework

It is important to mention the four basic types of homework: Murphy & Decker (1990)

- * **Practice homework:** Helps students to master specific knowledge and skills that have been presented in class. This type of assignments has a very important purpose and a teacher should never use them in an inappropriate way. This type of homework includes completing worksheets, playing learning games, writing short papers or sentences, reading together, and studying for tests. Practice homework provides students the opportunities to apply new knowledge, or to review, revise and reinforce skills, such as: Completing consolidation exercises for English, practicing spelling words, writing essays and other creative tasks, among others.

- * **Preparation homework:** It is designed to motivate or prepare students for new knowledge and skill of future lessons. Students may, for example, be required to do background research on a topic to be discussed later in class. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class. Preparation homework introduces material that will be presented in future lessons. Preparation homework provides opportunities for students to gain background information so they are better prepared for future lessons.
- * **Extension homework:** These assignments are frequently long-term continuing projects. Students must apply previous learning to complete these assignments. This type of homework asks students to apply skills they already have to new situations. Teacher assigns extension homework, such as writing composition, preparing a demonstration, and making diagrams, maps, models, or other visual displays.
- * **Integration homework:** It serves to complete projects to associate many skills and require a depth of knowledge. Integrative homework requires the student to apply many different skills to a single task, such as science projects or creative writing, preparing oral reports, written reports, class newspaper or artistic productions.

Characteristics of an Effective Homework

Homework becomes effective when it is endorsed with the feedback because it improves student learning by correcting misunderstanding, validating process, and giving importance to the errors. Wood, (2010)

There is no requirement that homework has to be assigned daily, but when it is assigned, homework must be directly related to what the student is learning in class and has the following characteristics:

- It is meaningful and relevant
- It is purposefully planned to avoid student get stressed with too much homework.
- It is clearly articulated by the teacher and understood by students.
- It is differentiated, as appropriated, to meet student learning
- It is reviewed on time, in order to correct and if it is necessary give feedback.

Homework is not necessarily limited to pencil and paper tasks. As examples, it may include other tasks such as practicing, observing, rehearsing, interviewing, researching, and studying. Wood, (2010)

HOMEWORK STRATEGIES

Teacher's Strategies.

Teachers play a vital role in the selection, assignment, and use of homework. Research indicates that where homework assignments are meaningful and relevant, students' achievement increases. Many students could find homework

challenging. Here are five research-based strategies that teachers can use to help students:

- Give clear and appropriate assignments
- Make homework accommodations
- Teach study skills
- Use a homework calendar.
- Ensure clear home/school communication Wood, (2010)

Give clear and appropriate assignments. Teachers need to take special care when assigning homework. If the homework assignment is too hard, is perceived as busy work, or takes too long to complete, students might tune out and resist doing it. Never send home any assignment that students cannot do.

Make homework accommodations. Make any necessary modifications to the homework assignment before sending it home. Identify practices that will be most helpful to individual students and have the potential to increase their involvement, understanding, and motivation to learn.

Teach study skills. Teachers consistently report that homework problems seem to be aggravated by deficient basic study skills. Many students need instruction in study and organizational skills. Here is a list of organizational strategies basic to homework:

- Identify a location for doing homework that is free of distractions.
- Have all materials available and organized.
- Allocate enough time to complete activities and keep on schedule.
- Take good notes.

- Check assignments for accuracy and completion before turning them in.
- Know how to get help when it is needed

Teachers can enhance homework completion and accuracy by providing classroom instruction in organizational skills. They should talk with parents about how to support the application of organizational skills at home.

Use a homework calendar. Just as adults use calendars, schedulers, lists, and other devices to self-monitor activities, students can benefit from these tools as well. Homework planners also can double as home-school communication tools if they include a space for messages from teachers and parents.

Ensure clear home/school communication. Teachers and parents must communicate clearly and effectively with one another about homework policies, required practices, mutual expectations, students' performance on homework, homework completion difficulties, and other homework-related concerns.

Recommended ways that teachers can improve communications with parents include:

- Encouraging students to keep assignment books.
- Providing a list of suggestions on how parents might assist with homework. For example, ask parents to check with their children about homework daily.
- Providing parents with frequent written communication about homework (e.g., progress reports, notes, letters, forms).
- Sharing information with other teachers regarding student strengths and needs and necessary accommodations.

Students' Strategies

The success at school does not depend only on teachers but on students as well. There is strong evidence that students who complete appropriate homework assignments make significant improvement in academic success. Therefore, students have a responsibility to develop discipline and study strategies necessary to be successful in completion of homework assignments. Jones, (1996)

Students at school always apply strategies to develop homework, assignments, or task:

- Have a system for recording assignments on a daily data.
- Have a clear understanding of homework assignments before leaving school.
- Have the books and materials necessary to complete the assignments.
- Allocate an appropriate amount of time for the completion of homework.
- Turn in homework assignments.
- Have phone numbers of fellow students for clarification and/or help.
- Be aware of deadlines.
- Look for places that support the development of homework. Burns, (1998)

Above of all that here, there is a list of good habits for starting making some changes in a students' routine. Brown, (1994)

- Write Down Every Assignment.- The most logical place to write down your assignments is in a planner, it is absolutely essential to your success to write down every single assignment, due date, test date, and task.

- Remember to Bring Your Homework to School.- To avoid forgetting your homework, you must establish a strong homework routine with a special homework station where you work each night. Then you must get in the habit of putting your homework where it belongs right after you finish it.
- Communicate With Your Teacher.- At the end of the day, make sure you understand every assignment that's expected of you. The more questions you ask, the more prepared you'll be.
- Know Your Dominant Learning Style.- Every student should examine and evaluate their habits and their natural tendencies and decide how they might be able to improve their study habits by tapping into their personal strengths.

Parents' Strategies

Parents always can help their children improve their performance in classes by ensuring that homework is understood and completed. Some basic strategies in which parents can help to their children's success are: Wood, (2010)

- **Help your child find an appropriate and consistent environment for study.**- This place should be quiet, and have adequate lighting and a desk or writing surface.
- **Help your child set a routine.**- Set up a homework routine for the same time daily, if possible.

- **Help your child be prepared to do the work.-** Stock your homework center with the appropriate supplies, such as a dictionary, textbooks, pencils, paper, calculators, etc.
- **Help your child set goals.-** Suggest that your child set short-range goals prior to beginning homework.
- **Help your child get organized.-** Encourage the use of a daily planner and demonstrate how to use it to organize assignments.

ENGLISH LANGUAGE LEARNING

The Importance of Learning a Foreign Language

It is very important to learn a foreign language because a large percentage of the world's population speaks more than one language, especially the English language. Since it is considered a universal language and it is used in many areas like business, education, science, technology and entertainment.

Speaking a language is more of a performance skill than a cognitive skill. Learning to speak English language is more like practicing basketball than studying history, performance skills are learned by disciplined consistent practice and use. The learner must learn to use the language rather than just study it, English language learning can then be fun and natural, and it can almost be a game. Davison, (1999)

The importance of homework in learning a language

Homework is the most important part of a language lesson. Regardless, it is one of the most poorly utilized elements of a language class. We should give it a lot more importance and make sure it is relevant. In fact, the question should not be whether homework is important but what homework is. If we approach the question from the traditional input-led classroom perspective, that is, we perceive homework as simply an assignment given by the teacher to the students to complete between one lesson and the next. If on the other hand, we look at homework as an opportunity for students to investigate ways in which the information, knowledge or content derived from the classroom, can be internalized, expanded and personalized by the student. Jones, (1996)

Homework is not only about kids going home and doing something on their own. It could also be about learning how to collaborate and share ideas. Therefore, homework does not always have to be in English, for English or about English. If an exercise is designed to have a meaningful learning outcome such as learning, how to work better together or use a new tool collaboratively, the language can come later. Everything can feed into language practice, even if it is not done in English from the beginning. For instance, if as part of their homework teacher has kids get together after school to take pictures of interesting places and people they pass by, the teacher would not ask them to speak English during this stage. The value of the exercise lies elsewhere. Brown & Levinson, (1978)

How to learn English

Speaking a foreign language requires a large effort from students such as:

- **Speak without fear.-** the biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want.
- **Use all your resources.-** even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and tools as possible, will allow you to learn faster.
- **Listen to native speakers as much as possible.-** there are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL/EFL students can get to this rhythm or flow, the more convincing and comfortable they will become.
- **Watch English films and television.-** this is not only a fun way to learn but it is also very effective. By watching English films you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

- **Do exercises and take tests.**- many people think that exercises and tests aren't much fun. However, by completing exercises and taking tests you can really improve your English. One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. Often it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing. Wood, (2010)

HOMEWORK RESOURCES

Internet. There are many homework-related resources available on the World Wide Web. There are web-sites dedicated to communicating about homework, for teachers to post assignments on-line for students, and to keep parents informed. Many schools host their own homework posting services on their websites. There are non-profit organizations on-line that help students with their homework for free. There are also tutorials on most school subjects, especially math, which students can use if they don't understand their homework assignments.

Tutoring. With an enhanced emphasis on homework, parents and students are turning to customized solutions. Private institutions help students through individually-tailored assignments. Other parents find help through tutoring, study groups and other resources available. Many libraries provide tutors for helping students with their homework, both in-person and on-line.

If it is necessary to hire a tutor to assist with a child's homework, parents should also speak to the child's teacher about the amount and the appropriateness of the homework load.

Library. Libraries provide help to students who are looking for something to write and looking for information that is not on the internet. Some libraries have homework centers designed especially to assist students with school assignments, there may even be tutors and other kinds of individual assistance. Library is also a great and quiet place where students can develop or complete homework because there is not any distraction, so that students can concentrate on what they are doing.

Dictionaries. Dictionaries, as many other homework resources, play an important role in the learning process; because they help students search and understand the meaning of unknown words. Furthermore, in English Language there are a variety of dictionaries which most of students can look up correct pronunciation, etymology, spelling, idioms, and also they can help students improve their research skills.

Dictionaries can help students in class but they cannot help to learn the language itself, in other words, the essential part of learning English is their own effort, attitude and their activities as students.

Magazines. Students can use magazines as a supplementary tool, for example they can take parts of a magazine, like pictures, articles about famous people (actors, singers, painters, scientists, etc.). They can use these clippings for making

charts, cut outs, written or oral reports. This allows students to become creative, dynamic, and interactive with their homework completion. Clark, (2007)

Parental Involvement

Parent involvement is crucial to the health and well-being of a child. Parents are the most important influence in children's success in school and life. In this role, parents have a fresh opportunity every day to get involved with their children. Parent involvement in children's education allows kids to perform better in school, and navigate more easily some of the challenges of growing up. Strong parental involvement is linked to academic success of students. Kreider, (1999)

Homework provides a link between school and home because parents like to see what their children are learning and children often like to show parents what they can do.

Parental involvement can have either a positive or negative impact on the value of homework because parents' involvement can speed up their children's learning. Homework can involve parents in the school process enhancing their appreciation of education, giving them an opportunity to express positive attitudes about the value of success in school. When mothers and fathers get involved with their children's homework, communication between the school and family can improve, so that parents have a firsthand idea of what their children are learning and how well their children are doing in school. Seligman, (1999)

How Can Parents Get Involved with Children's Homework?

The involvement of parents in their children's homework seems to have a number of positive effects. Parental involvement is associated with higher rates of homework completion, greater attention to homework, more time spent on homework, and more positive attitudes towards homework. Parental involvement with homework has also been linked to higher achievement and confidence in students. Jay, (2006)

Research shows that teachers have more positive feelings about teaching when parents are involved in their child's homework. Studies also show that when schools actively seek out and invite parental involvement, parents tend to get involved.

There are a few reasons why parents get involved in their children's homework. It has been found that parents are most likely to get involved when they believe their involvement will make a positive difference in their child's life and when they are confident they can make such a difference. That is, their belief in their positive influence and their confidence are the two keys to most parents' involvement. This is important for schools to know when they try to get their parents involved. Keltner, (1990)

Parents and teachers communication

In teaching and raising students, certain activities are the main job of home and other activities are the main job of school. However, there are some important

activities for which home and school share jobs. Communication is one of those important activities. Swick, (1979)

In order to guide children in doing their homework well, it is important that parents and teachers should have a regular and open line of communication as well. For parents, being in touch with their children's teacher will give them the chance to learn about the teaching techniques being used in school. When parents and teachers are in constant communication, children will see how much importance is being given to their studies. This encourages students to do better in school and to do their homework well. Moles, (1992)

It is important that parents communicate with the teacher early, this will give them enough time to help their children deal with any problems in time to make a difference in that reporting period.

Parents need to know how to communicate with their children's teacher, there are a variety of ways to communicate with the teacher, it can include face to face meetings, phone calls, or through written notes. Perkins & Praffman, (2006)

e. MATERIALS AND METHODS

Methods

In this research work the main method used was the scientific method. It helped with the collection of data through observation in order to find possible solutions to the researched problem and to derivate conclusions and recommendations.

As particular methods the descriptive, analytical-synthetic and explicative methods were used.

Descriptive Method.- It was used to collect the information and describe the main problems in the researched institution, to describe the results of the obtained information about the students' progress and to verify the proposed hypotheses. It also helped to describe how teachers are using the different types of homework, strategies and resources and how parents are involved.

Analytic-synthetic Method.- It was used to analyze the obtained information from the applied instruments, and consequently derive the respective conclusions according to the tendencies of the results in the field information.

Explicative Method.- It was used in the explanation of the logical implications of the variables of every hypotheses and in this way it was possible to prove them through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Descriptive statistics.- It was used as a supplementary tool. It served to represent the data in tables, squares and graphics to get a better comprehension of the information.

Techniques and instruments

To get the information needed, a survey was applied to teachers and students. It helped to obtain the data about types of homework, strategies, resources, and parents' involvement and to know students' achievement in the English language subject. It was applied to teachers and students through a questionnaire which contained different questions about the topic that was researched.

Procedures

The information collected was processed following these steps:

Tabulation.- To achieve this first step, descriptive statistics were used to classify the closed questions and the criteria obtained in each question in order to facilitate the interpretation of the data collected. The information of teachers and students was contrasted to obtain the appropriate information.

Organization.- The organization of the empiric information was used as a guide to prove every hypothesis according to the classification of the established questions.

Graphic Representation.- The data was represented graphically to facilitate its interpretation, in this way a critical analysis of every question was done. For the demonstration of the information bars diagrams were used.

Interpretation and Analysis.- The information was interpreted according to the obtained percentages represented in tables and graphs, it was analyzed taking into account the results and the variables of the hypotheses.

Hypothesis Verification.- The hypothesis was demonstrated through a deductive hypothetical process, which final results were expressed in a descriptive way.

Conclusions and Recommendations.- The conclusions were done based on the analysis and interpretation of the obtained information and they were used to set up recommendations to the teachers and students of the institution in where the research work was developed.

Population and Sample

The population of this research work is represented by the students of 1st, 2nd and 3rd Years of Bachillerato at “Beatriz Cueva de Ayora” High School, total of 1015 students. The sample from the population were 153 students from 1st year of Bachillerato, 147 from 2nd year of Bachillerato and 158 from 3rd year of Bachillerato, who made a total of 458 students, who were taken at random in each class. The population of the English teachers was seven.

POPULATION	SAMPLE
1 st Year of Bachillerato	153
2 nd Year of Bachillerato	147
3 rd Year of Bachillerato	158
TOTAL	458
TEACHERS	7

f. RESULTS

Hypothesis 1

The types of homework applied by teachers help students to improve the English language learning at “Beatriz Cueva de Ayora” High School, academic period 2012-2013.

1. Does the English teacher send homework after class?

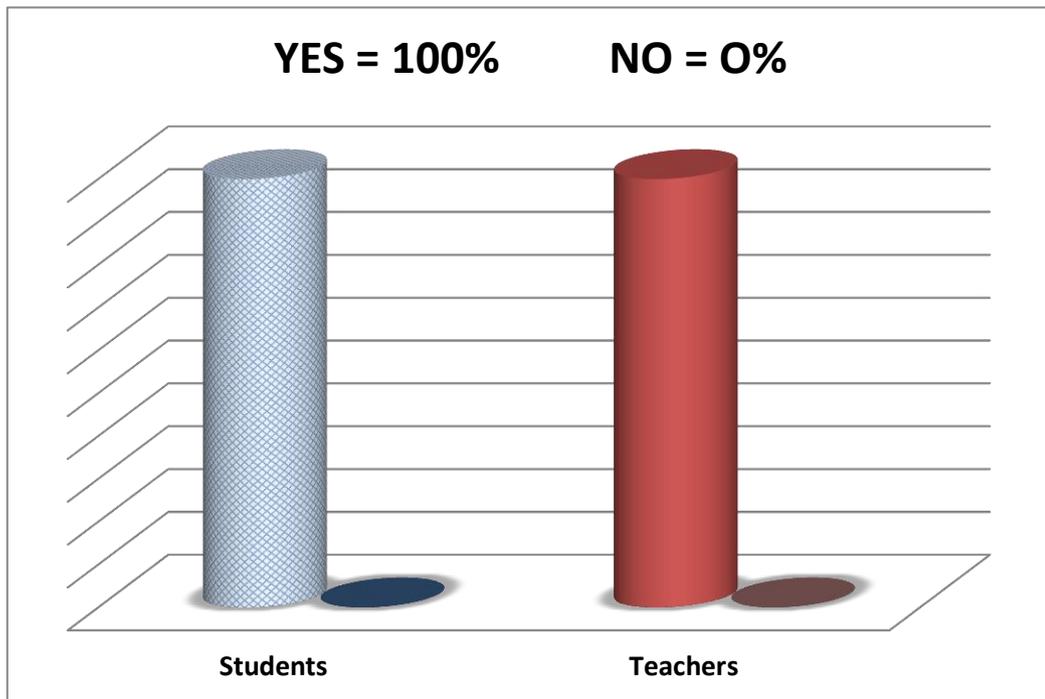
a. Table 1 Homework assignment

Homework is sent after class.	STUDENTS		TEACHERS	
	F	%	f	%
YES	188	100	7	100
NO	0	0	0	0
TOTAL	188	100	7	100

Source: Teachers’ and students’ surveys.

Researcher: Natalia Montaña Ponce

b. Graph 1



c. Logical Analysis:

According to the results shown, all students and teachers answered that homework is sent after class, which means that teachers are taking homework as a good strategy to practice the English language. Effie Salem (2010) sustains that homework assignments refer to tasks assigned to students by their teachers to be completed mostly outside of class. Homework is an integral part of the learning process, and it is a fundamental key in helping students to become independent learners.

2. What kind of homework does the English teacher send most?

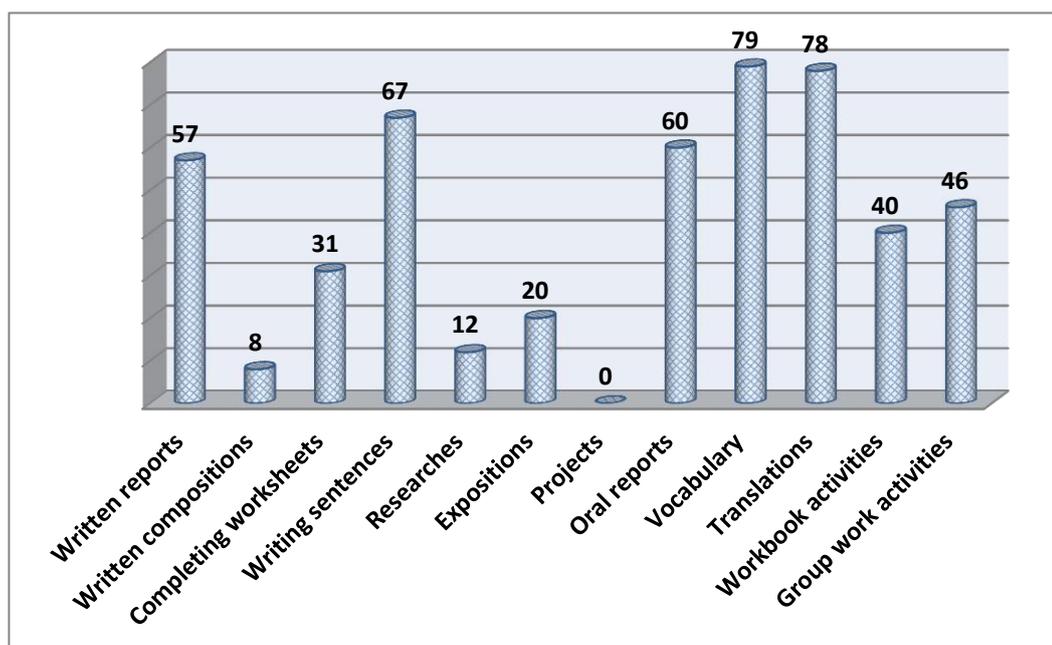
a. Table 2. Type of assignments teachers send.

Kinds of Homework	STUDENTS		TEACHERS	
	f	%	f	%
Written reports	107	57	3	43
Written compositions	15	8	0	0
Completing worksheets	59	31	5	71
Writing sentences	126	67	7	100
Researches	24	12	2	29
Expositions	38	20	3	43
Projects	0	0	2	29
Oral reports	113	60	4	57
Vocabulary	149	79	5	71
Translations	147	78	4	57
Workbook activities	76	40	3	43
Group work activities	87	46	3	43
Others	0	0	0	0

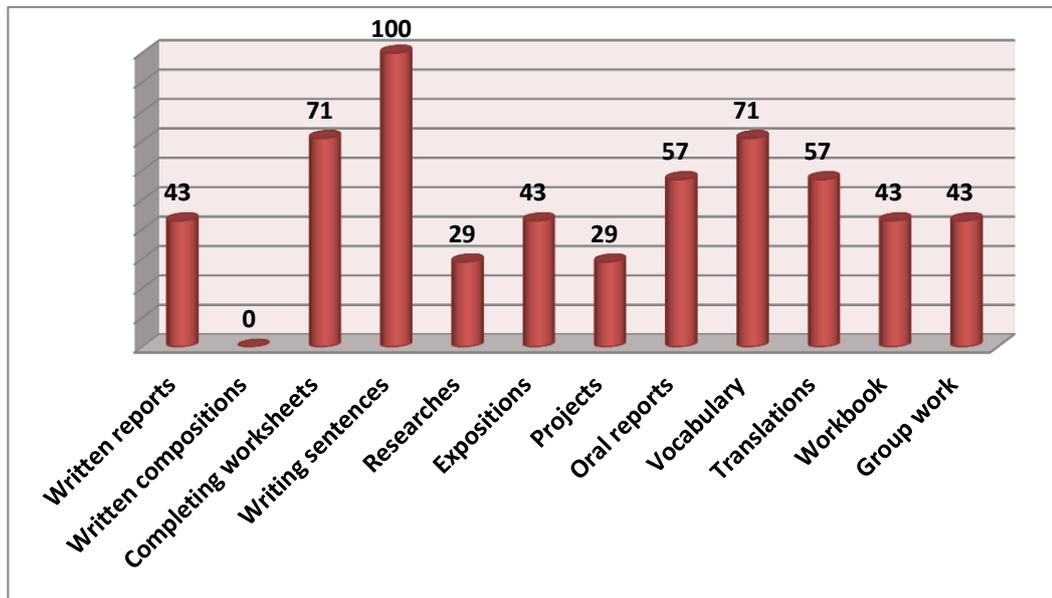
Source: Teachers' and students surveys

Researcher: Natalia Montaña Ponce.

b. Graph 2. Students.



b. Graph 2. Teachers.



c. Logical Analysis

The obtained data show that all teachers and more than half of students said that writing sentences is the kind of homework most sent. Also many students and teachers chose vocabulary, translations and completing worksheets. This indicates that teachers are using some of the presented types of task to improve the English language learning on students. The variety of kinds of homework helps students to reinforce and review the contents studied, and provides students the opportunity to apply new knowledge, or to review and reinforce their English language skills.

3. How often does the English teacher send homework?

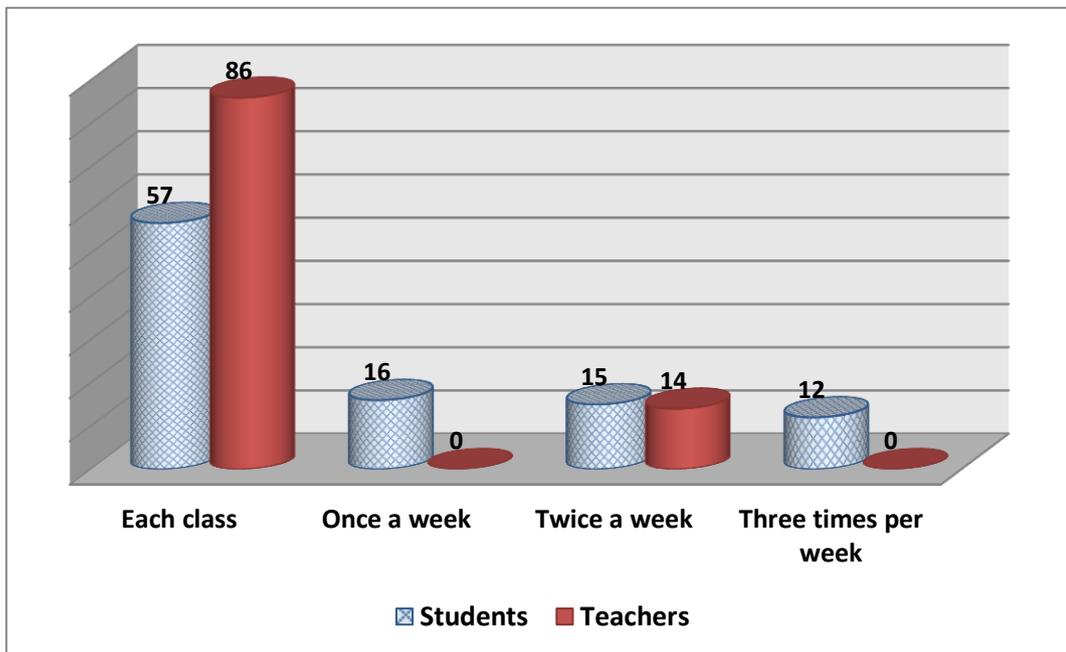
a. Table 3. Frequency of assignments.

How often homework is sent	STUDENTS		TEACHERS	
	f	%	f	%
Each class	107	57	6	86
Once a week	31	16	0	0
Twice a week	28	15	1	14
Three times per week	22	12	0	0
More	0	0	0	0
Less	0	0	0	0
TOTAL	188	188	7	100

Source: Teachers' and students surveys.

Researcher: Natalia Montaña Ponce.

b. Graph 3



c. Logical analysis

As the graph shows, more than half of students and most teachers answered that homework is sent each class. This shows that teachers assign tasks to their students after classes so that they can practice the contents they have learned. Chip Wood (2010) sustains that, there is no requirement that homework has to be assigned daily, but it has to be assigned directly related to what the students are learning in class.

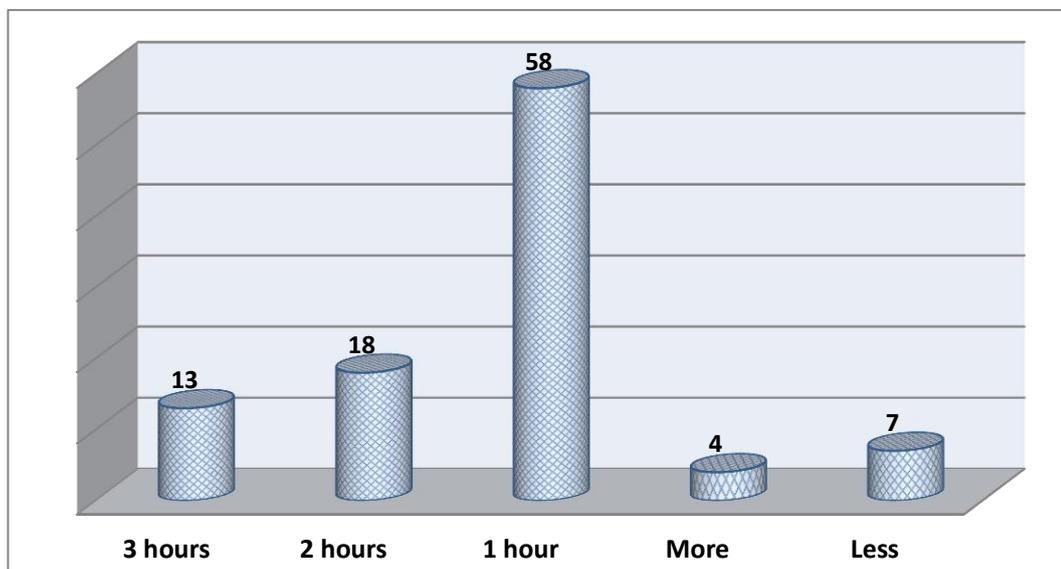
4. How much time do you spend doing homework?

a. Table 4. Time spent doing homework.

Time spent on homework	STUDENTS	
	f	%
3 hours	24	13
2 hours	33	18
1 hour	110	58
More	8	4
Less	13	7
TOTAL	188	100

Source: Students' surveys
Researcher: Natalia Montaña Ponce.

b. Graph 4



c. Logical Analysis

According to the obtained results, more than half of students agreed that they spend one hour doing their homework. This shows that the amount of homework teachers send is not exaggerated, which means that students spend enough time doing their homework so they don't get stressed. Harry Cooper, (2010) sustains that, homework is most effective when it does not exceed 60 minutes per day. However, some researches show that homework should be limited because it can have a negative effect on students. High school students should spend between 70 minutes and 3 hours on doing homework according to their level.

5. Does the English teacher send homework according to the topic taught in class?

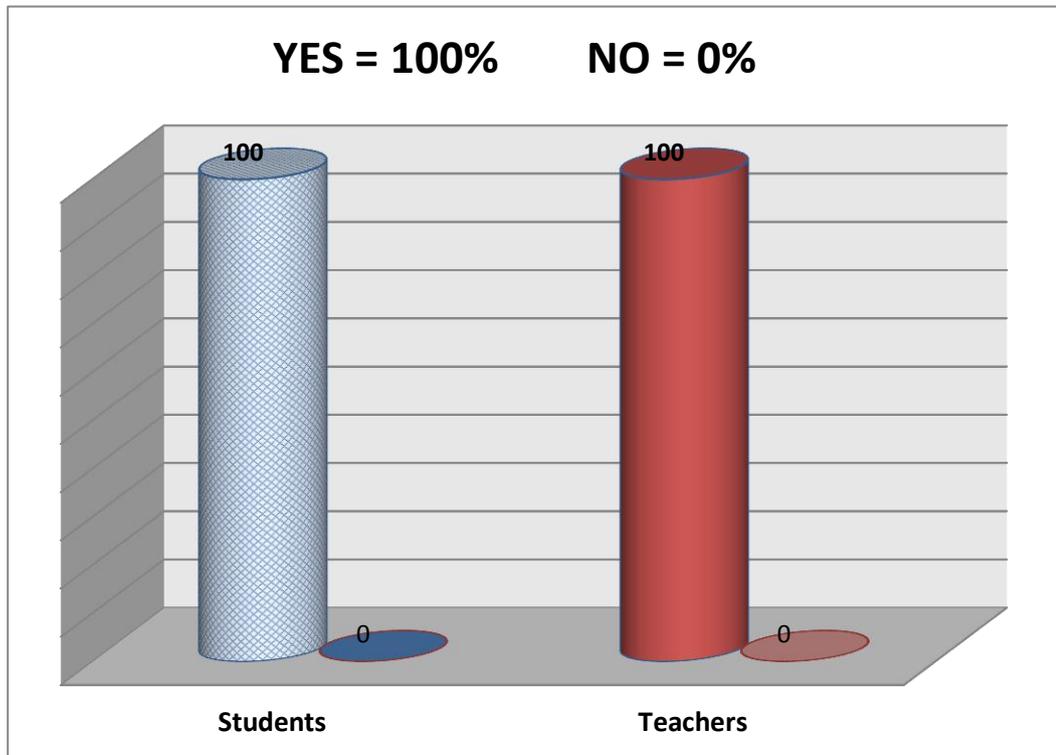
a. Table 5. Homework related to the topic studied in class.

Homework is sent according to the topic taught in class	STUDENTS		TEACHERS	
	f	%	f	%
YES	188	100	7	100
NO	0	0	0	0
TOTAL	188	100	7	100

Source: Teachers' and students' surveys.

Researcher: Natalia Montaña Ponce.

b. Graph 5



c. Logical Analysis

According to the results, all students and teachers agreed that homework is sent according to the topic taught in class, this means that teachers plan the homework assignments in relation to the topic learned, which helps students to practice the contents studied in class. M. Doyle and B. Barber (1990) sustains that, homework is designed to reinforce what students have already learned. The purpose of homework is to provide opportunities to reinforce the knowledge learned during school time and to develop student's skills.

6. Does the English teacher provide feedback?

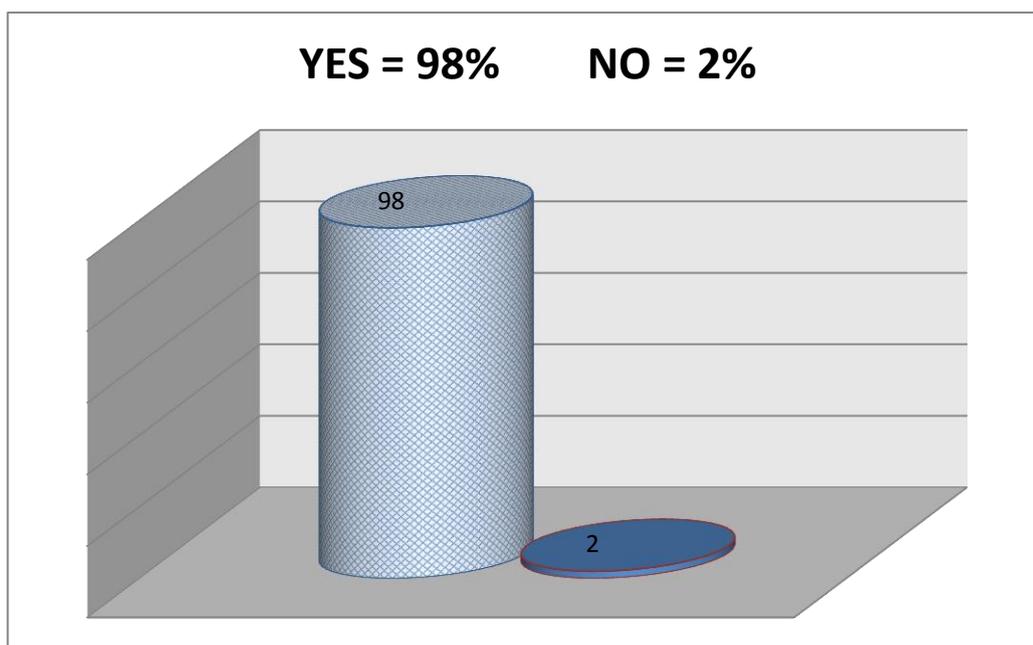
a. Table 6. Providing feedback.

Provide feedback	STUDENTS	
	f	%
YES	185	98
NO	3	2
TOTAL	188	100

Source: Students' surveys.

Researcher: Natalia Montaña Ponce.

b. Graph 6



c. Logical Analysis

As the graph shows, almost all students affirmed that teachers provide them feedback. This indicates that teachers are clarifying doubts, correcting errors and giving importance to students' work, which helps students to improve their English language learning. Chip Wood, (2010) states that, homework becomes

effective when it is endorsed with the feedback. Feedback improves the effectiveness of homework, especially when it is given in a timely manner (within 24 hours)

7. Do you think it is important to provide feedback?

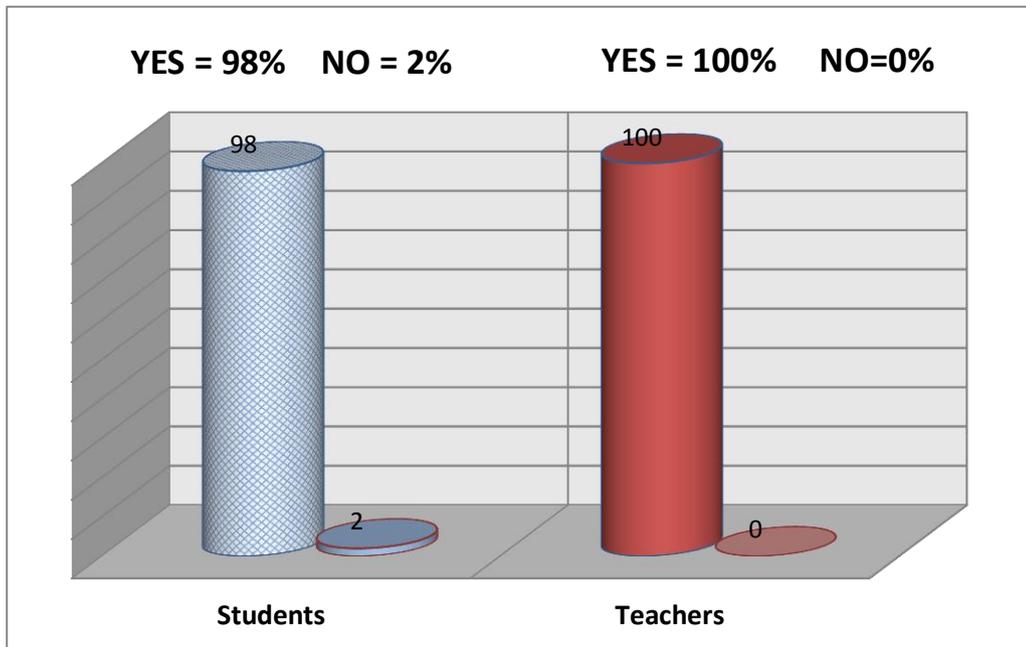
a. Table 7. Importance of providing feedback.

Provide Feedback	STUDENTS		TEACHERS	
	f	%	f	%
YES	185	98	7	100
NO	3	2	0	0
TOTAL	188	100	7	100

Source: Teachers' and students' surveys.

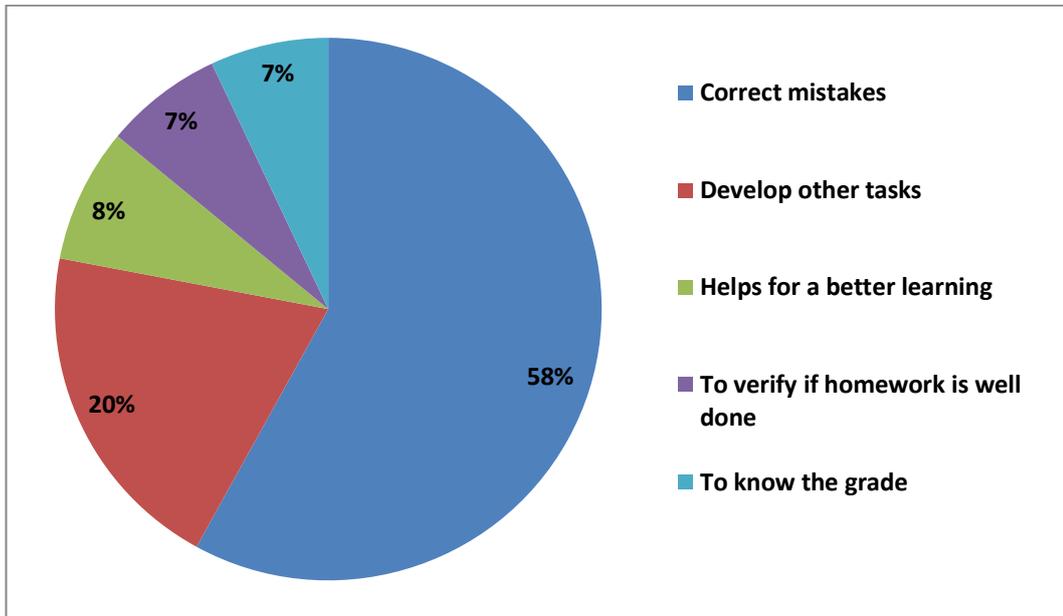
Researcher: Natalia Montañó Ponce.

b. Graph 7

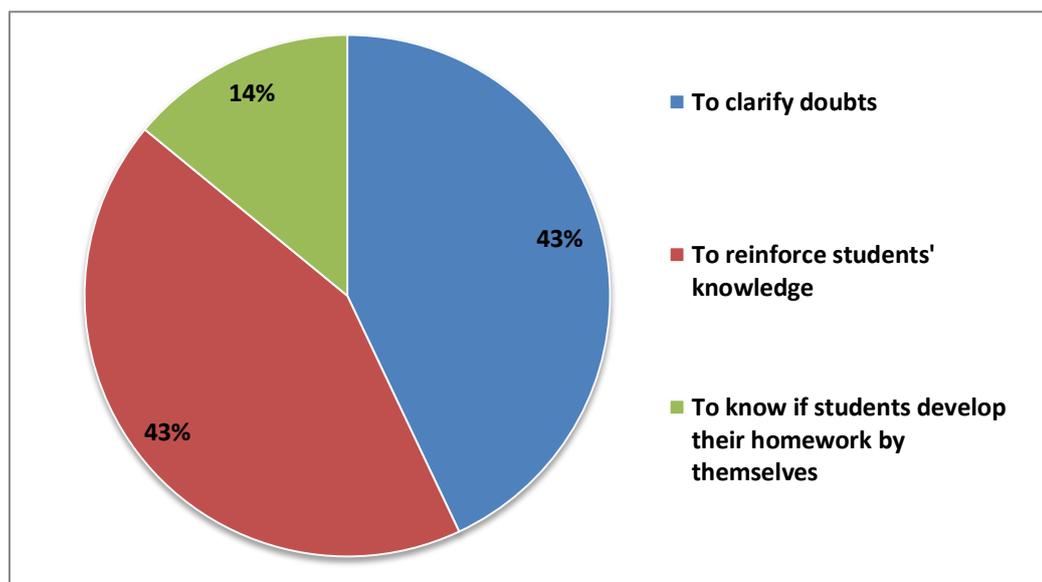


Why?

STUDENTS



TEACHERS



c. Logical Analysis

The results show that, almost all students said that it is important to provide feedback, because, they can correct mistakes, develop other tasks, verify if homework is well done and know the grade. On the other hand, all teachers said that is important to provide feedback, since they can clarify doubts, reinforce students' knowledge and be sure if students develop their homework by their own. This shows that both, teachers and students agree that feedback is important, which helps students improve their English language learning through homework development. Chip Wood (2010) explains that, feedback improves students' learning by correcting misunderstanding, validating process, and giving importance to the errors. Embedded comments provide much better feedback than a mere grade at the top of the paper.

8. Do you think homework helps to improve the English language learning?

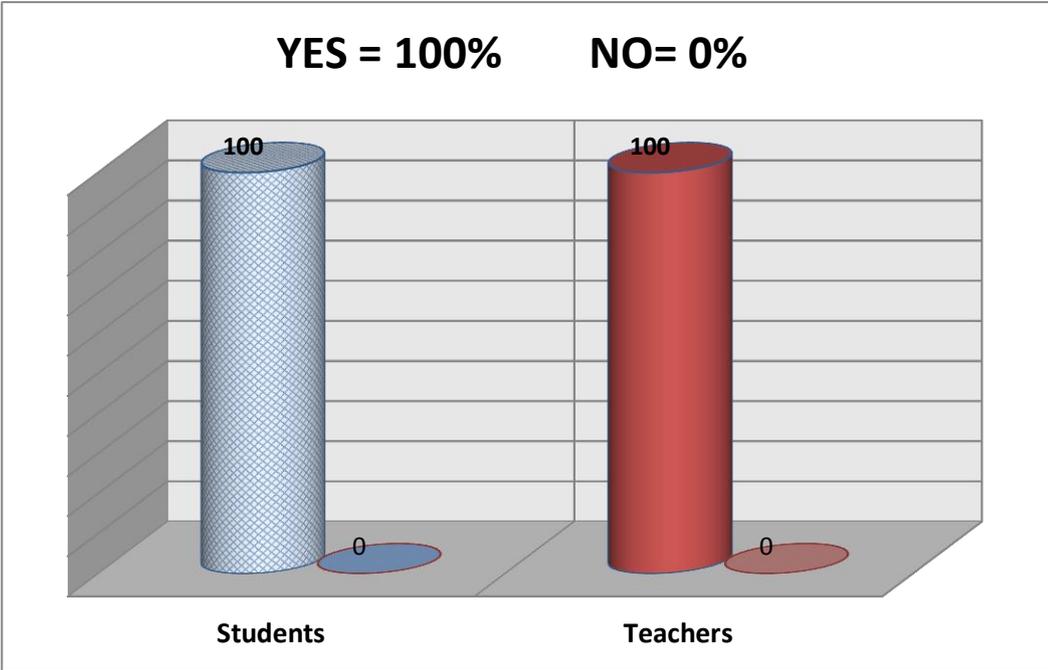
a. Table 8. Relationship between homework and English language learning improvement.

Homework helps to improve students' English language learning	STUDENTS		TEACHERS	
	F	%	f	%
YES	188	100	7	100
NO	0	0	0	0
TOTAL	188	100	7	100

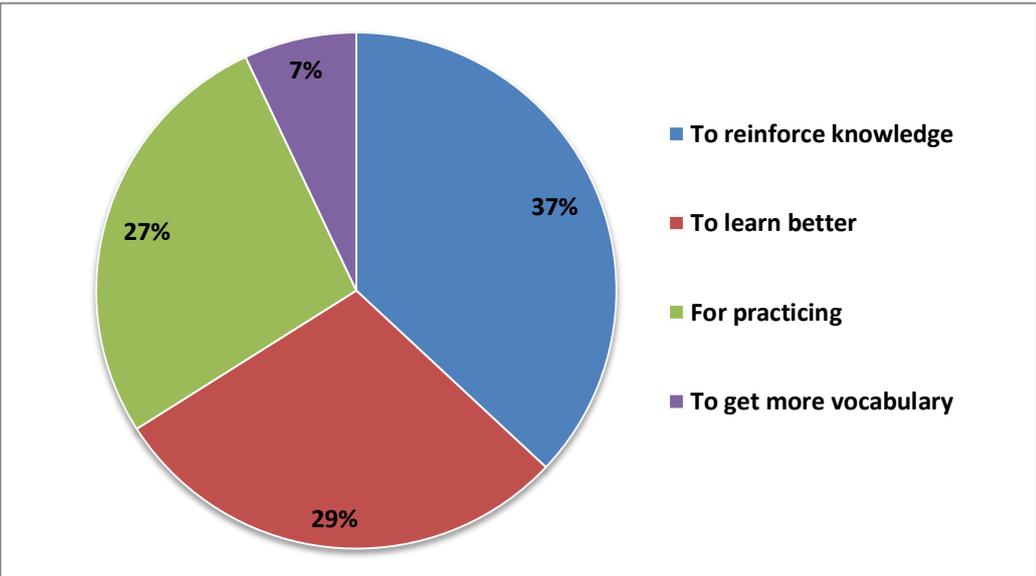
Source: Teachers' and students' surveys.

Researcher: Natalia Montañó Ponce.

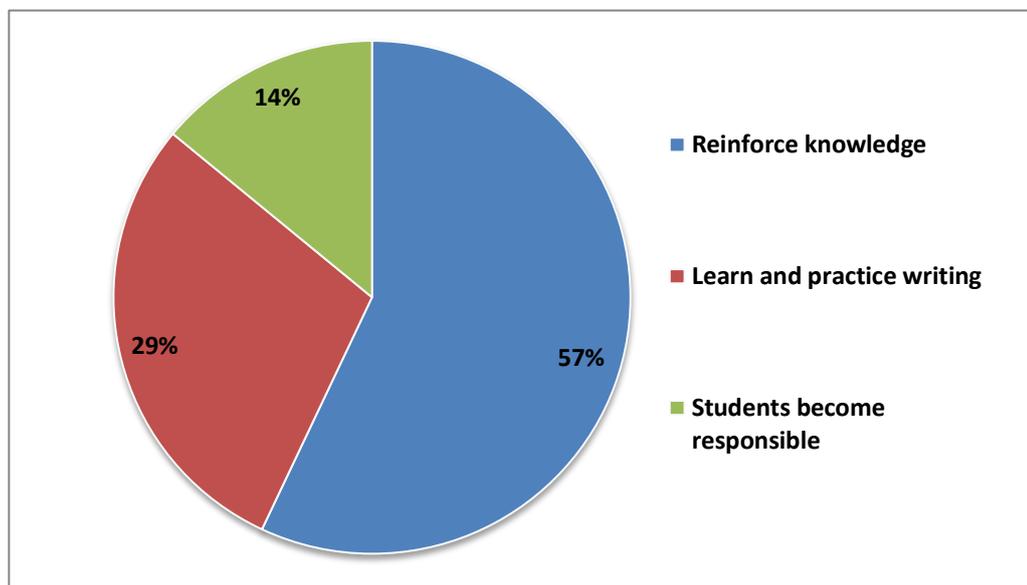
b. Graph 8



**Why?
STUDENTS**



TEACHERS



c. Logical Analysis

According to the results shown, all students and all teachers answered that homework helps to improve the learning of the English language on students. Through homework students can reinforce their knowledge, learn better and practice at home what was taught in class, and increase their vocabulary, learn and practice the writing skill and, become more responsible with their tasks. This means that students and teachers agree that homework is important and supports their learning of the English language. Berry (2010) sustains that, homework is a planned part of the education process designed to enhance students' English learning. It helps students to apply principles they have been taught in class.

Homework gives students a sense of importance, if they study hard and can figure out things for themselves it is because they are given a great sense of confidence.

9. Which of the following homework strategies do you use to complete your English homework?

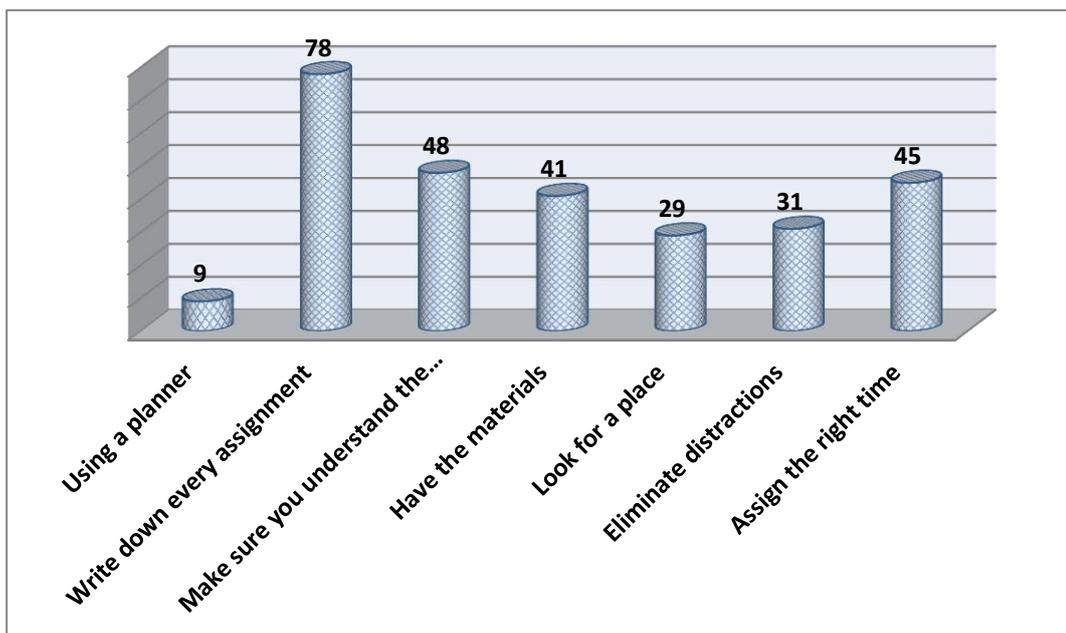
a. Table 9. Strategies to complete homework.

Homework Strategies	STUDENTS	
	f	%
Using a planner	17	9
Write down every assignment	147	78
Make sure you understand the teacher	91	48
Have all the necessary materials	78	41
Look for an adequate place	55	29
Eliminate distractions	59	31
Assign the appropriate amount of time to do homework	85	45
Others	0	0

Source: Students' survey.

Researcher: Natalia Montaña Ponce.

b. Graph 9



c. Logical Analysis

The obtained data show that, many students considered the option, write down every assignment, and several of them chose, understand the teacher, assign the appropriate amount of time to do homework, and have all the necessary materials, as homework strategies to complete their homework. This shows that students are making use of some of the strategies shown but, they need to take into account more of the strategies presented to develop their English homework. A wide variety of strategies students apply, to learn a foreign language. Jones (1996) sustains that, there is strong evidence that students, who complete appropriate homework assignments making use of homework strategies, achieve a significant improvement in academic success.

10. Do you think that use of the strategies indicated before help you to develop your homework in a better way?

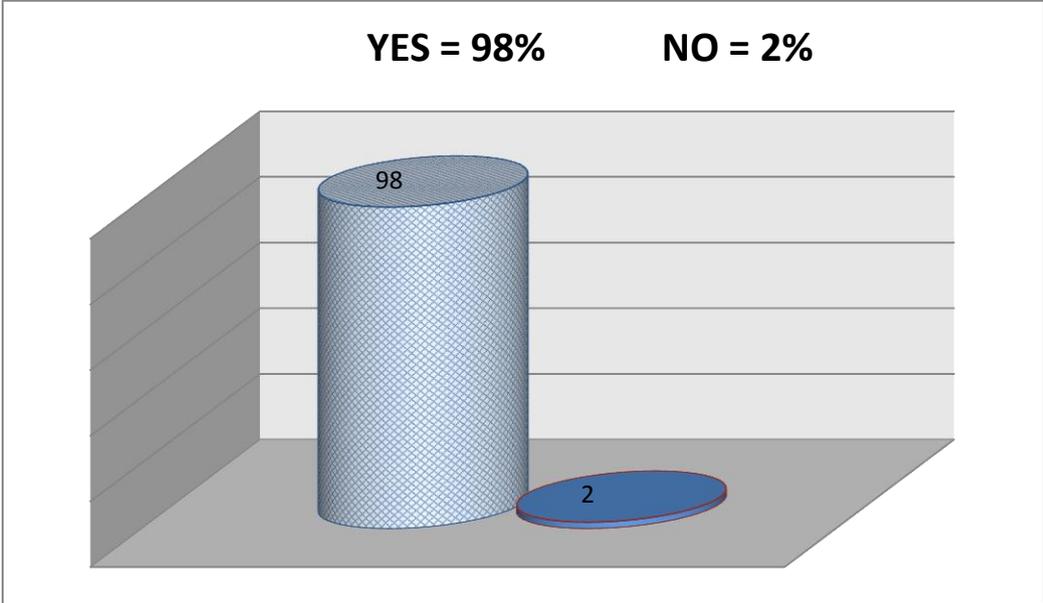
a. Table 10. Influence of the strategies used to do homework.

Homework strategies	STUDENTS	
	f	%
YES	184	98
NO	4	2
TOTAL	188	100

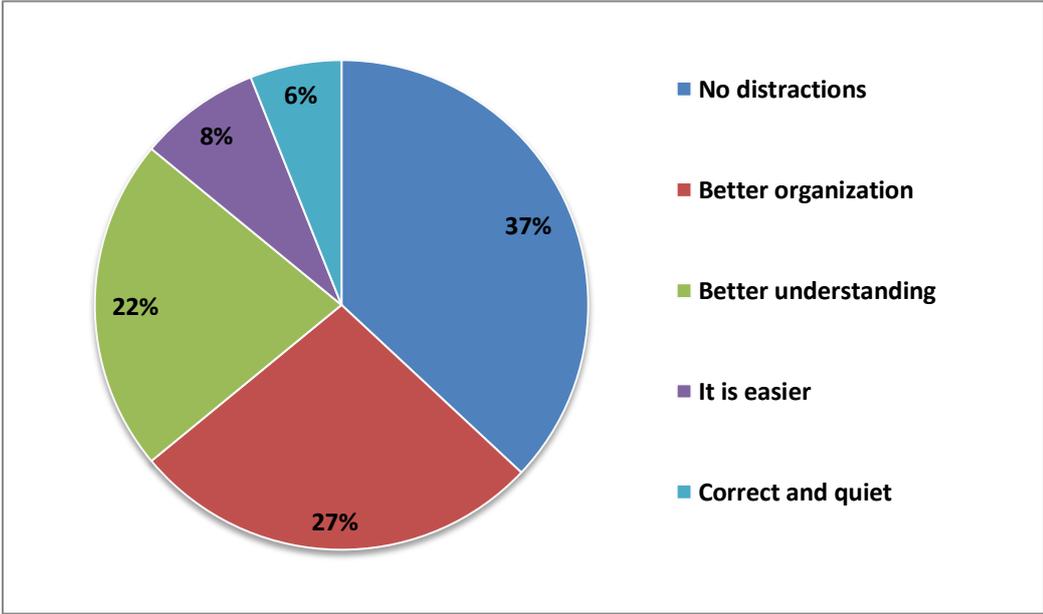
Source: Teachers' and students' surveys

Researcher: Natalia Montaña Ponce.

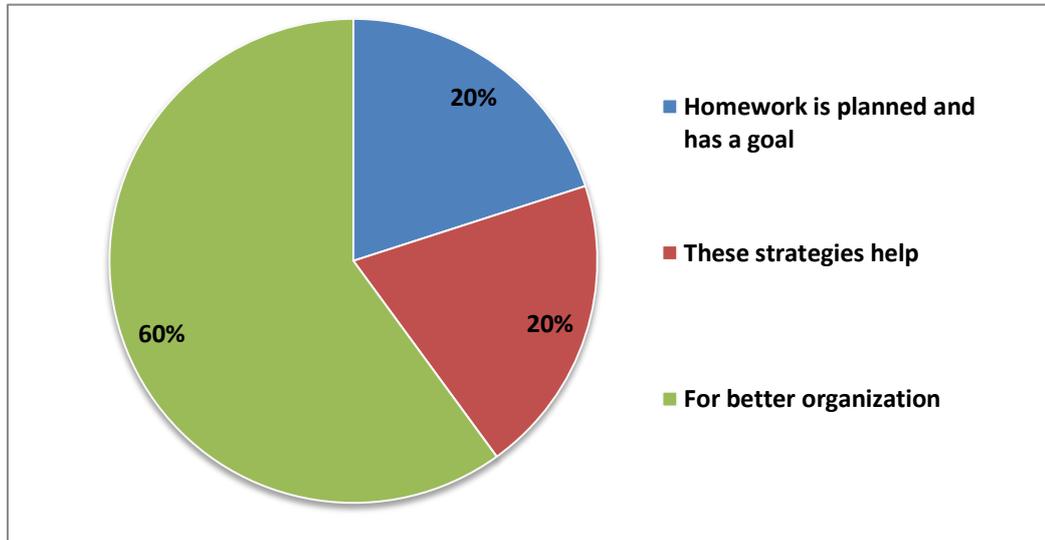
b. Graph 10



**Why?
STUDENTS**



TEACHERS



c. Logical Analysis

As the results indicate, almost all students answered that, the use of strategies helps them to develop their homework in a better way, they have no distractions, a better organization and understanding, they focus on their homework so, it is easier for them to develop it in a correct and quiet way. Many teachers affirmed that homework is planned and each one has a goal, the use these strategies helps them to plan their homework better. This indicates that students and teachers coincided that the use of the strategies presented supports their homework development. Studies generally have found that homework assignments help if they are carefully planned by the teachers and have direct meaning to students.

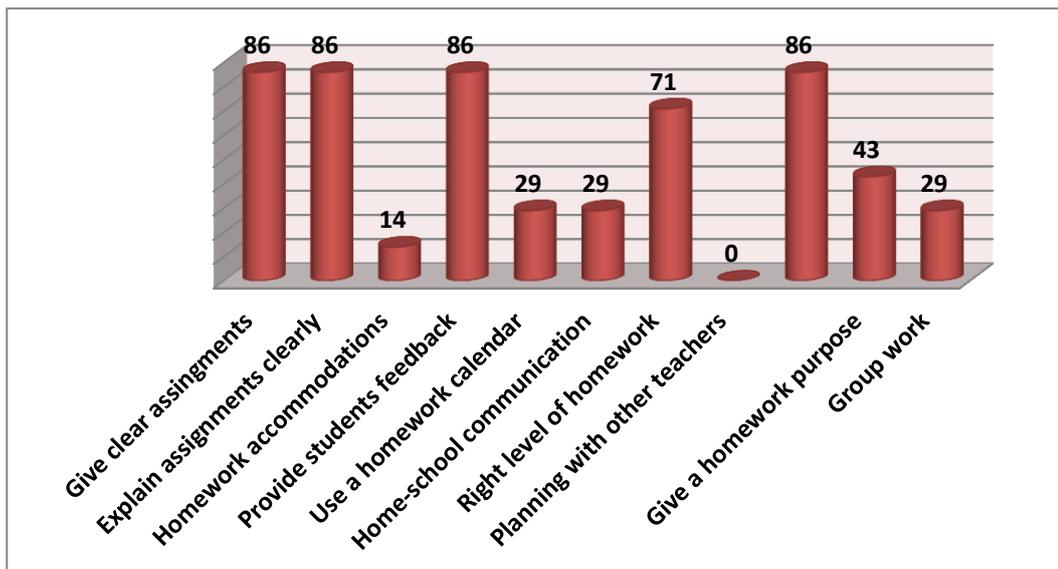
11. Which of these strategies do you take into account to send homework?

a. Table 11. Strategies most commonly used.

Homework strategies	TEACHERS	
	f	%
Give clear and appropriate assignments	6	86
Explain the assignments clearly	6	86
Make homework accommodations	1	14
Provide students feedback	6	86
Use a homework calendar	2	29
Ensure clear home-school communication	2	29
Assign the right level of homework	5	71
Plan with others teachers the length and frequency of homework	0	0
Send homework according to the topic taught in class	6	86
Give a homework purpose	3	43
Group work	2	29
Others	0	0

Source: Teachers' surveys
Researcher: Natalia Montaña Ponce.

b. Graph 11



c. Logical Analysis

The obtained data show that most teachers chose, give clear and appropriate assignments, explain the assignments clearly, provide students feedback and send homework according to the topic taught in class. Teachers also selected, assign the right level of homework. This indicates that teachers are using some of the strategies presented to send homework, however they need to use all the strategies presented to help students to improve their English learning. Chip Wood (2010) explains that, lessons are much easier and much more exciting for students when teachers make full use of a carefully devised plan, tactics, structure, as well as other changes in their plans. Teachers play a vital role in the selection, assignment, and use of homework, when homework assignments are meaningful and relevant, students' achievement increases.

12. For you, what is the purpose of sending homework?

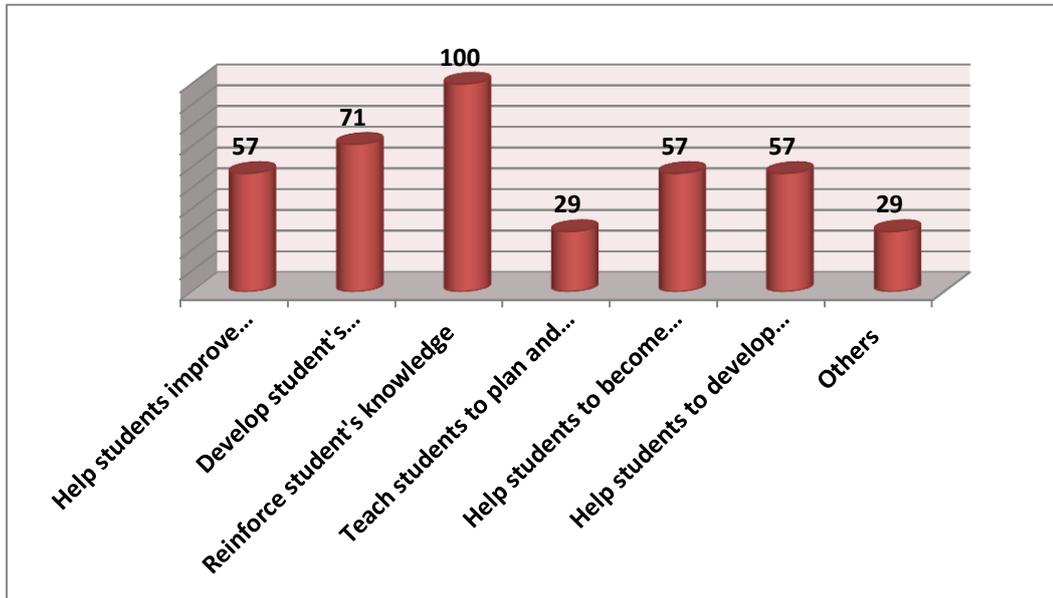
a. Table 12. Purpose of homework.

Homework purpose	TEACHERS	
	f	%
Help students improve academically	4	57
Develop students' responsibility	5	71
Reinforce students' knowledge	7	100
To teach students how to plan and organize their time	2	29
Help students to become independent learners	4	57
Help students to develop wholesome habits	4	57
Others	2	29

Source: Teacher's surveys

Researcher: Natalia Montañó Ponce.

b. Graph 12.



c. Logical Analysis.

According to the results shown, all teachers chose, reinforce student's knowledge, and more than half of them also selected develop student's responsibility, help students improve academically, to become independent learners and to develop wholesome habits. This indicates that teachers are aware of the purposes of assigning homework to their students however, they have to clarify their students the aims of doing homework and what they expect from them. Jones (1996) explains that, homework is the most important part of a language lesson, students' learning improves when homework serves a clear purpose and it's matched to both the skills of each student and to the current topics being taught in class. The basic objectives of assigning homework to

students are the same as schooling in general: to increase the knowledge and improve the abilities and skills of the students.

Hypothesis 2

The way teachers send homework support the English language learning with the students at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.

13. Which of the next homework resources do you use to develop your homework?

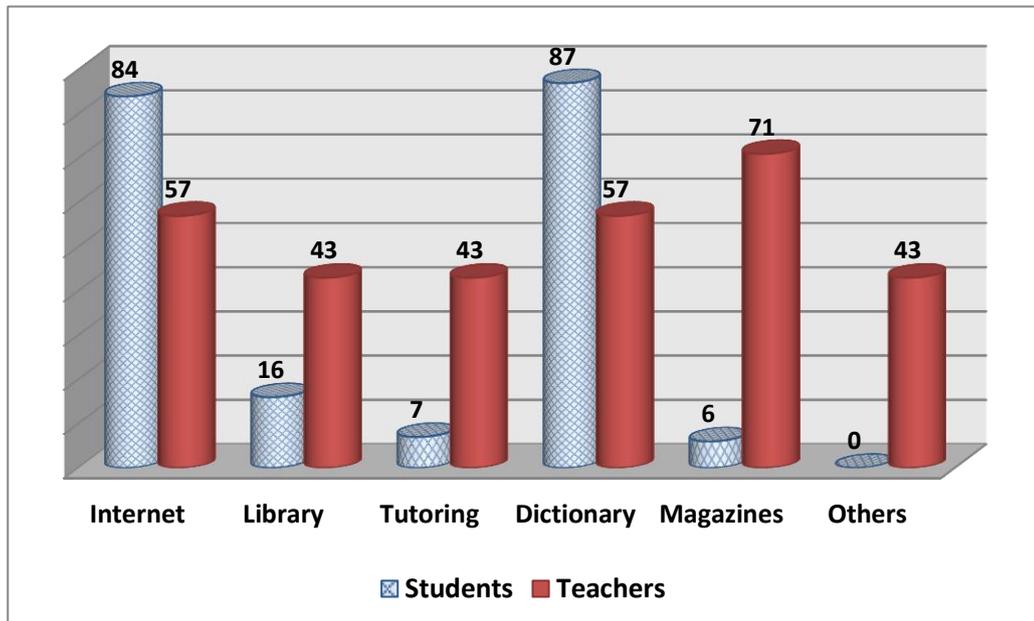
a. Table 13. Resources to do the homework.

Homework resources	STUDENTS		TEACHERS	
	f	%	f	%
Internet	158	84	4	57
Library	31	16	3	43
Tutoring	13	7	3	43
Dictionary	164	87	4	57
Magazines	12	6	3	43
Others	0	0	3	43

Source: Teacher’s surveys.

Researcher: Natalia Montaña Ponce.

b. Graph 13.



c. Logical Analysis

The obtained data show that, most students and more than half of teachers affirmed that the dictionary is the resource most used and many students and more than half of teachers agreed that they use the internet. This indicates that students and teachers are making use of some of the indicated resources to develop their homework but, teachers need to be in touch with the technology and invite students to use them in a productive way. Clark (2007) explains that, dictionaries, as many other homework resources play an important role in the learning process; help students search and understand the meaning of unknown words. Internet helps students to find many homework resources. Magazines are used as a supplementary tool, for example students can take parts of a magazine, like pictures, articles, and they can use these clippings for making charts, cut outs,

written or oral reports. They are available on the World Wide Web. There are web-sites dedicated to give information about homework. Tutoring, it is necessary that students have help of a native speaker as a tutor. Libraries provide help to students who are looking for something to write and looking for information that is not on the internet. Libraries are also a great and quite place where students can develop or complete homework.

14. Do you think that using the resources indicated before help you to develop your homework in a better way?

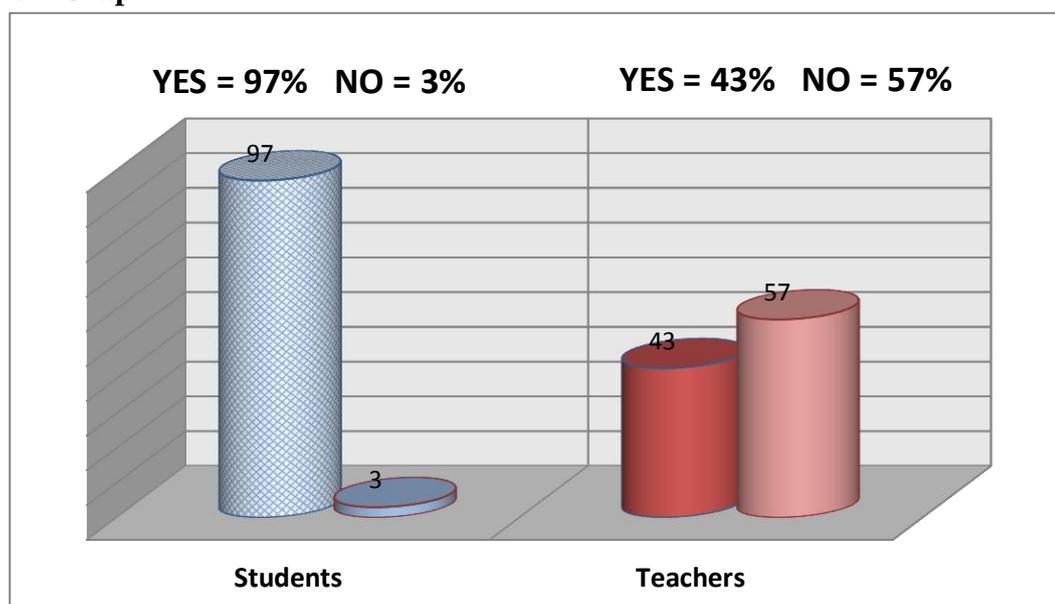
a. Table 14. Usefulness of the resources used to do the homework.

Homework resources	STUDENTS		TEACHERS	
	f	%	f	%
YES	183	97	3	43
NO	5	3	4	57
TOTAL	188	100	7	100

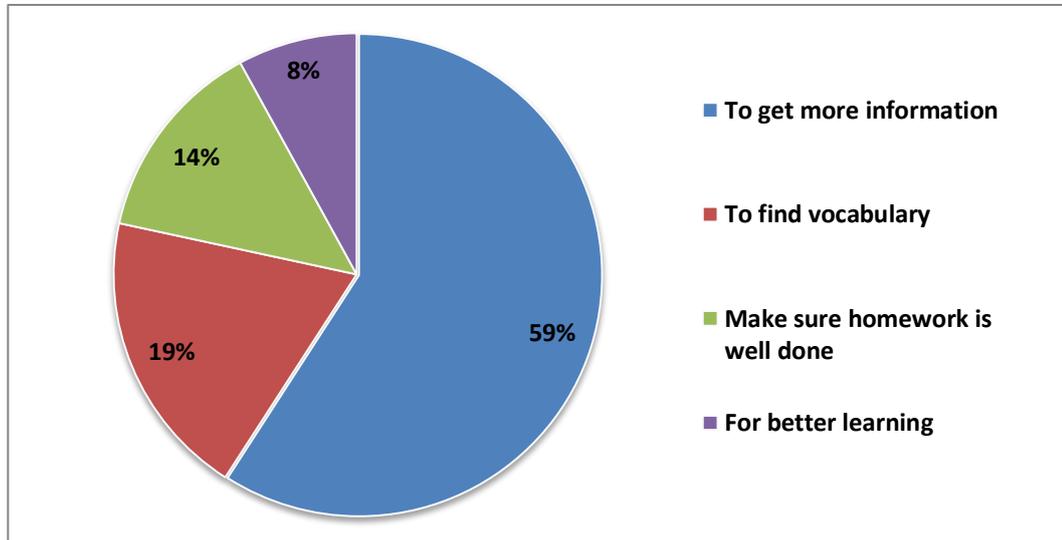
Source: Teacher's surveys.

Researcher: Natalia Montaña Ponce.

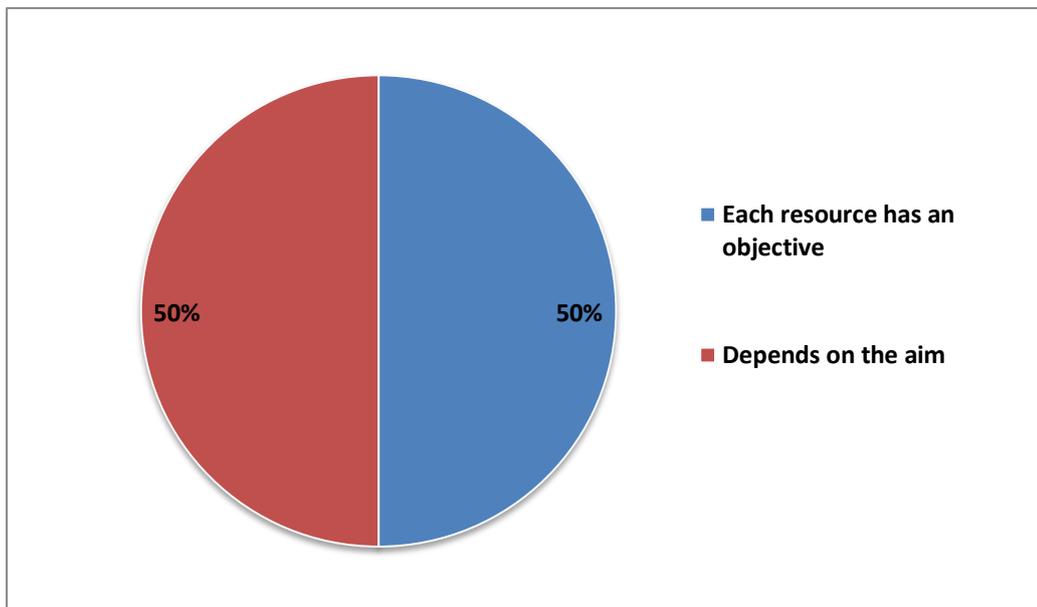
b. Graph 14.



**Why?
STUDENTS**



TEACHERS



c. Logical Analysis

According to the obtained results, almost all students affirmed that the use of resources helps them to develop their homework better, they get more

information finding vocabulary and they make sure homework is well done. On the other hand, several teachers affirmed that the use of resources helps them; teachers said that each resource has an objective, and it has to be used depending on the kind of homework sent and on its aim. This indicates that students and teachers are using the homework resources indicated but, they have to be used depending on the kind of homework sent. J. Murphy and K. Decker (1990) explain that, homework resources are necessary in the English language learning, especially when they are selected according to the students' interest, level and age, with homework resources students learn in an indirect way.

15. Do parents talk with the English teacher?

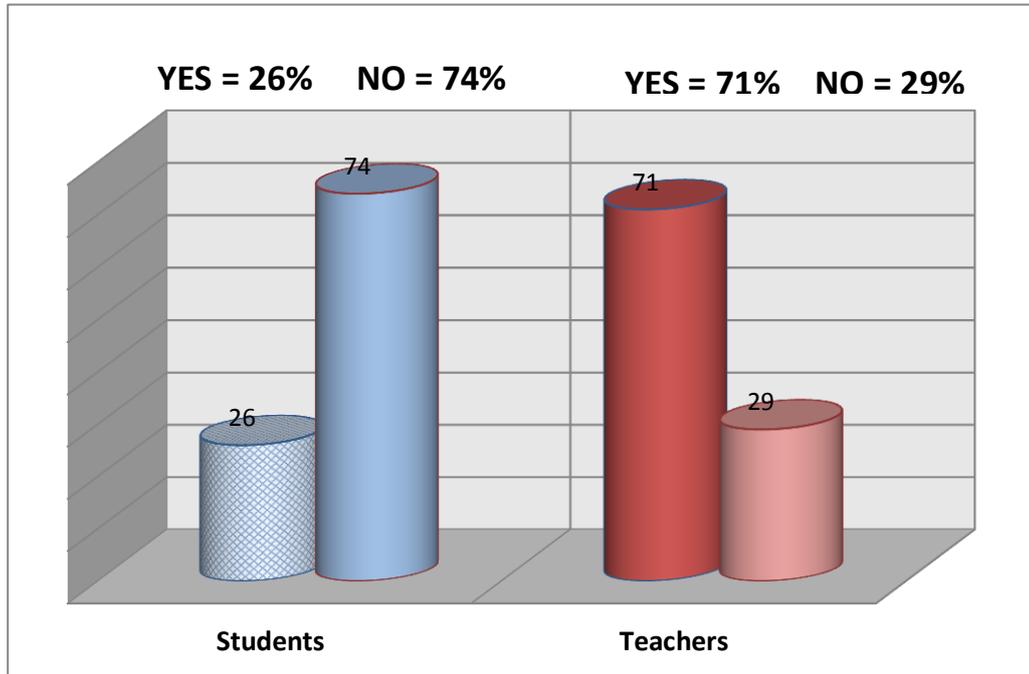
a. Table 15. Parents' talk to English teachers.

Teachers-parents communication	STUDENTS		TEACHERS	
	f	%	f	%
YES	48	26	5	71
NO	140	74	2	29
TOTAL	188	100	7	100

Source: Teachers' and students surveys.

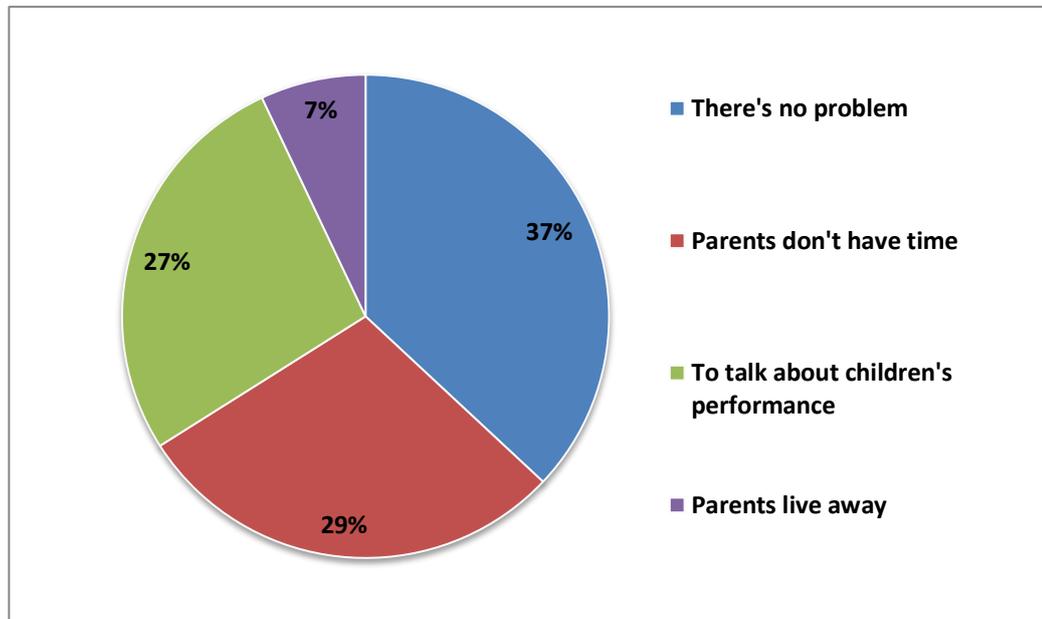
Researcher: Natalia Montañó Ponce.

b. Graph 15.

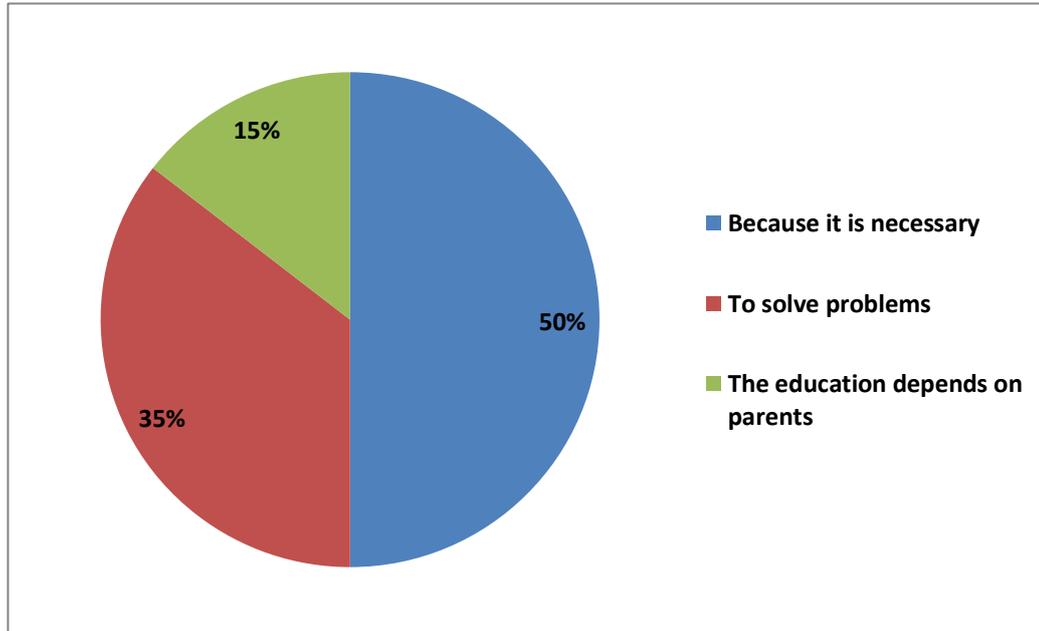


Why?

STUDENTS



TEACHERS



c. Logical Analysis.

The graph shows that, many students said that their parents don't talk with the English teacher while, many teachers responded that they talk with their students' parents. Students affirmed that they don't have problems with the English teacher; some students said their parents don't have enough time to go to the high school, some parents don't live with them so, they can't be updated of their children's performance. Otherwise, teachers said that they talk with parents only because it is extremely necessary; to solve problems and because the education depends on parents. This indicates that there is a lack of communication between parents and teachers, which is negative for students because the most important influence on their homework development and studies are their parents and, if there is no communication between parents and teachers students don't care about the

subject. O. Moles (1992) sustains that parents are the most important influence in children's success in school. Parental involvement in children's education allows kids to perform better in school. Parental involvement is associated with higher rates of homework completion, greater attention to homework, more time spent on homework, and more positive attitudes towards homework.

16. Do you talk with your students' parents about your classes and homework routine at the beginning of the year?

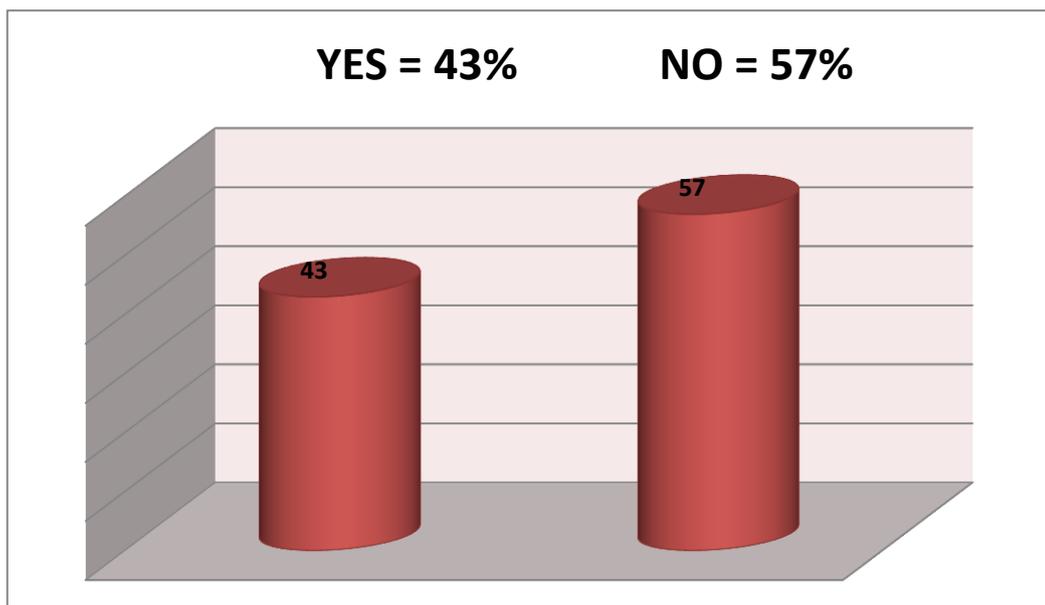
a. Table 16. Teachers' talk to students' parents.

Teachers-parents communication.	TEACHERS	
	f	%
YES	3	43
NO	4	57
TOTAL	7	100

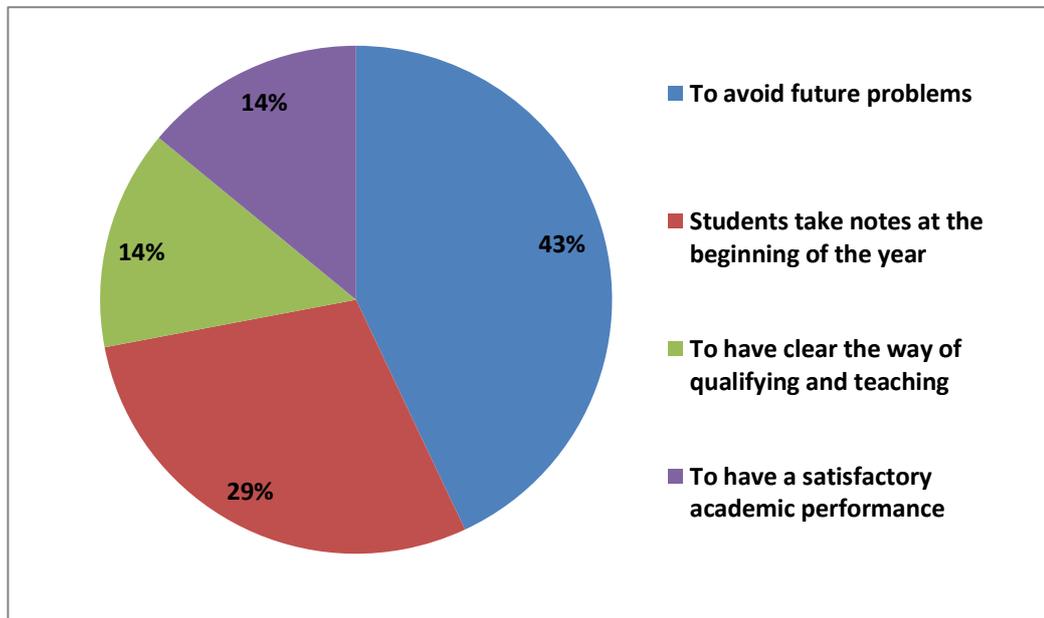
Source: Teachers' surveys.

Researcher: Natalia Montañó Ponce.

b. Graph 16.



Why?



c. Logical Analysis

The results show that, several teachers responded that they talk with their students' parents, and more than half of them responded in a negative way. They mentioned that meetings are important to avoid future problems; also it is important to make clear the way of qualifying and teaching to have a satisfactory academic performance, some teachers responded that they don't need to talk with parents because students take notes at the beginning of the year. This shows that teachers are not inviting parents to get involved in their students homework development and academic performance, which is a negative point in the learning of the English language on students. O. Moles (1992) explains that in order to guide children in doing their homework well, it is important that parents and teachers should have a regular and open line of communication. Teachers have more positive feelings about teaching when parents are involved in their child's

homework. Studies also show that when schools actively seek out and invite parental involvement, parents tend to get involved.

17. How do your parents help you with your homework development?

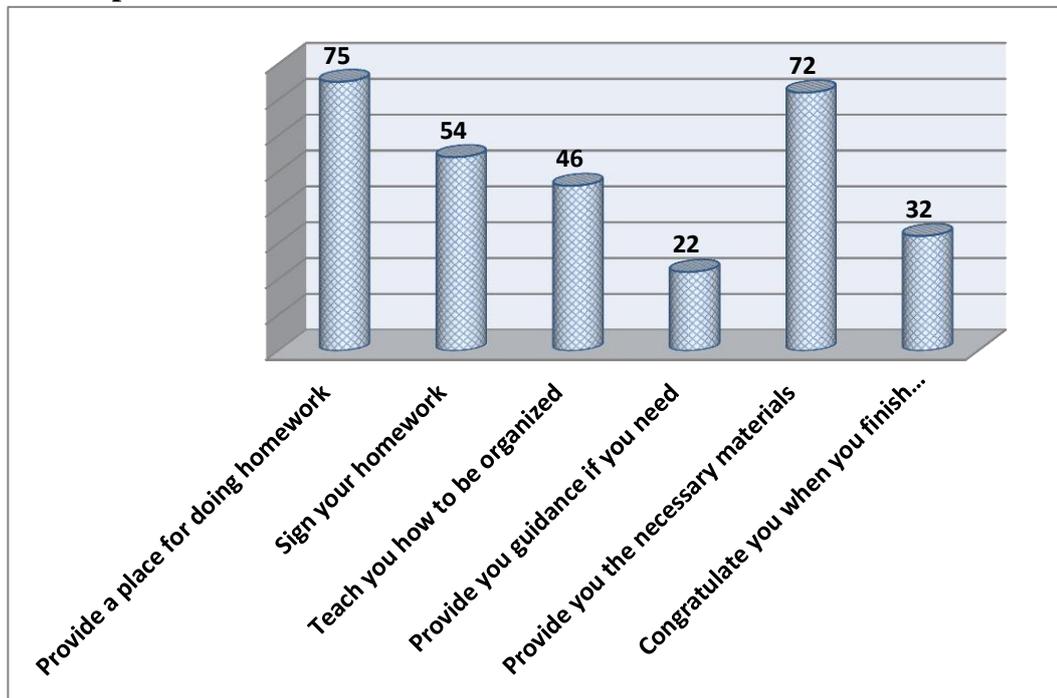
a. Table 17. Parents help with homework.

How parents help with their children's homework development?	STUDENTS	
	f	%
provide you a place for doing your homework	141	75
sign your homework	102	54
teach you how to be organized	87	46
provide you guidance if you need	42	22
provide you with all the necessary materials	136	72
congratulate when you finish your task	61	32

Source: Students' surveys.

Researcher: Natalia Montañó Ponce.

b. Graph 17.



c. Logical Analysis.

The obtained data show that, many students said that their parents provide them an adequate place for doing homework, many of them also said that their parents provide them with all the necessary materials, more than half chose sign homework, and several of them pointed teach how to be organized. This indicates that parents are interested in their children's homework development and help them by supporting with the necessary supplies, but they also need to be in touch with their children's teacher. M. Jay (2006) sustains that parents' involvement is an essential part of students' education. Parents must provide support when their children are doing homework. They have to demonstrate how important homework is by guiding them.

18. Do think it is important to learn English?

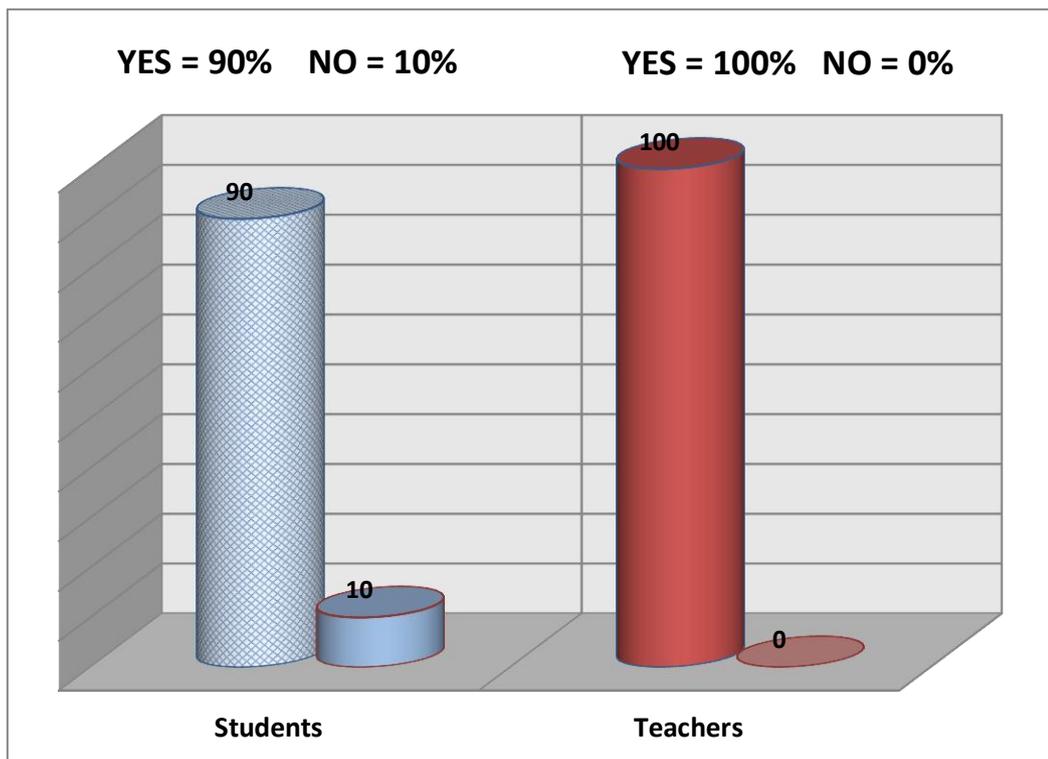
a. Table 18. Perception of the importance of learning English.

It is important to learn English	STUDENTS		TEACHERS	
	f	%	f	%
YES	170	90	7	100
NO	18	10	0	0
TOTAL	188	10%	7	100

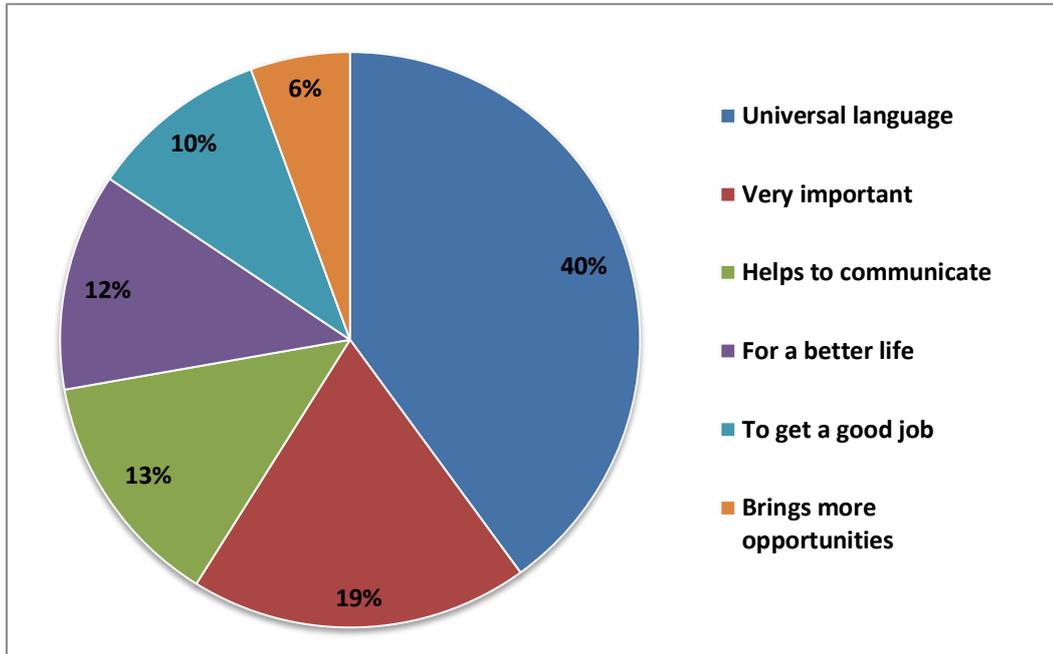
Source: Students' surveys.

Researcher: Natalia Montaña Ponce.

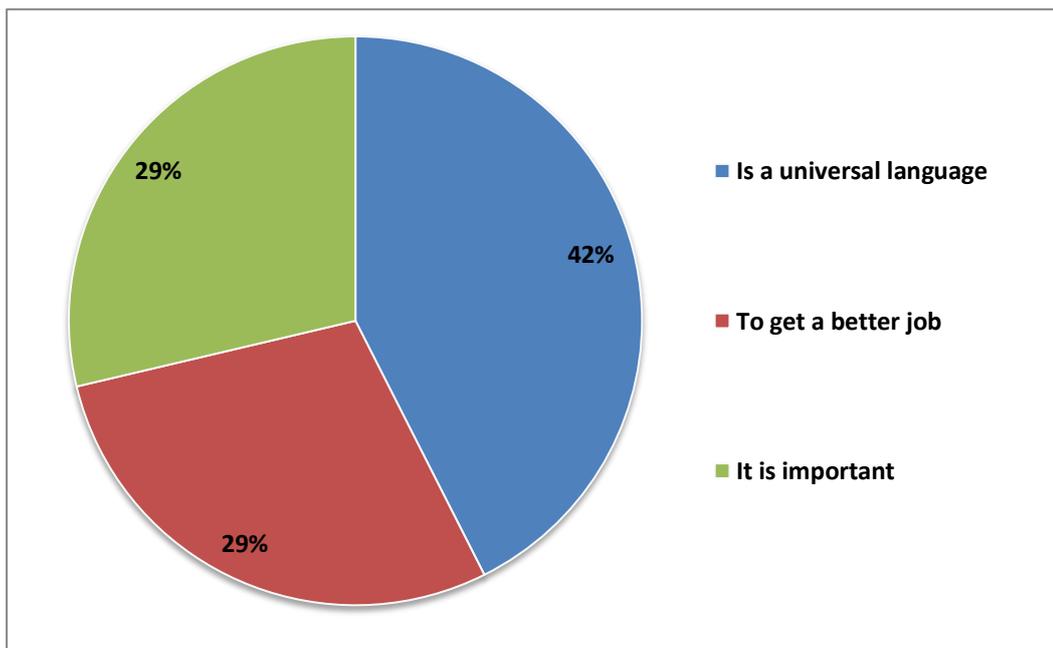
b. Graph 18.



**Why?
STUDENTS**



TEACHERS



c. Logical Analysis:

According to the obtained results, almost all students and all teachers affirmed that it is important to learn English nowadays. For the reason that, English is a universal language, it helps to communicate with people around the world, for having a better life and, also a good job, it brings more opportunities, and it is the most important language around the world. This indicates that students and teachers agreed that it is important to learn English, which is very significant because they have to be aware of how significant is to learn the English language. Davidson (1999) explains that it is very important to learn a foreign language because a large percentage of the world's population speaks more than one language, especially English, since it is considered a universal language and it is used in many areas like business, education, science, technology and entertainment.

g. DISCUSSION

After exposing, discussing and analyzing the data given by teachers and students from “Beatriz Cueva de Ayora” High School, by means of surveys, the researcher presents the questions which were helpful to prove each one of the hypotheses stated in the thesis project.

Hypothesis one:

The types of homework applied by teachers help students to improve the English language learning at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.

Demonstration

In the hypothesis one the dependent and independent variables are the types of homework applied and the English language learning. Analyzing the results obtained in the surveys the questions that helped to prove or deny the first hypothesis are:

Question one was set in order to know if homework is sent after class; 100% of students and 100% of teachers coincided that teachers send tasks to their students after each class. This indicates that homework is used to help students to practice and strengthen the learning of the English language; and improve their knowledge.

Question two was established in order to identify what kinds of homework are sent, 67% of students and 100% of teachers chose written sentences, 79% of students and 71% of teachers pointed vocabulary, 78% of students and 57% of

teachers pointed translations. This shows that teachers use the appropriate types of homework completion which help students to reinforce the learning of the English language.

Question three was set in order to know how often homework is sent. It was determined that 57% of students and 86% of teachers coincided that teachers send homework to their students each class. This indicates that teachers reinforce students' knowledge and skills, by sending homework to the students, which allows students to practice the contents studied and to improve their English language learning.

Question four was formulated to find out how much time students spend doing homework, 58% of students answered that they spend one hour doing their homework. This indicates that the tasks sent by teachers are planned appropriately to be developed in one hour so, students spend enough time completing their tasks which help them to improve their English language skills.

Question five was established in order to search if homework is sent according to the topic taught in class, 100% of students and 100% of teachers agreed with their answers. This indicates that tasks are sent in accordance to what students have been studying, this way students practice and use the topics learned in their everyday lives, and improve their English language learning.

Question six was made to find out if teachers provide feedback. It was determined that 98% of students answered that teachers provide them feedback. This shows that through feedback teachers are helping students to clarify their

doubts, and ensure the appropriate development of homework and, the most important students practice their English language.

Question seven was set in order to know if it is important to provide feedback, 98% of students and 100% of teachers agreed with their responses. This points out that for teachers and students the provision of feedback is an important way of realizing how the learning of the English language is going on, which is an appropriate strategy to support students' knowledge.

Question eight was formulated to know if homework helps to improve the English language learning. 100% of students and 100% of teachers coincided with their responses. This shows that, homework helps students to increase their English language learning and practice what they have learned during school time and to use the language in their daily routines.

Question nine was made to search which strategies are used by students to develop their homework. 78% of students pointed write down every assignment, 45% of students chose assign the appropriate amount of time to do homework, 41% of them selected have all the necessary materials. This demonstrates that students use different strategies to help themselves to develop homework appropriately, which supports their learning of the English language.

Question ten was set in order to know if the use of homework strategies helps students to learn the English language better, 85% of students coincided with their answers. This shows that the strategies used by teachers in class help students with their English language learning, and encourage students to learn the language by being dynamic and making their classes easier to understand.

Question eleven was established to know which homework strategies are used by teachers to send homework. 86% of teachers selected, give clear and appropriate assignments, explain the assignments clearly, provide feedback, send homework according to the topic taught in class, 71% of them chose assign the right level of homework. This indicates that the strategies applied by teachers are used adequately and facilitate the development of tasks and improve the English language learning.

Question twelve was set in order to search if teachers know the purpose of sending homework. 100% of teachers pointed to reinforce students' knowledge and 71% of them selected develop student's responsibility. This shows that teachers know which the main aims of sending homework are and, they are supporting their students' English language learning through it.

Decision

Based on the obtained results in the applied surveys to students and teachers, the researcher has accepted the first hypothesis which states that; The types of homework applied by teachers help students to improve the English language learning at "Beatriz Cueva de Ayora" High School. Because, the use of some kinds of homework by part of teachers helps students to learn the English language which are: send homework after each class and according to the topic learned, select different strategies to help students to develop their homework well, provide feedback, encourage students to learn the language through homework and explain students the purpose of doing homework.

Hypothesis two

The way teachers send homework support the English language learning with the students at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.

Demonstration

In the hypothesis two the dependent and independent variables are the way teachers send homework and the English language learning. Analyzing the results obtained in the surveys the questions that help to prove or deny the second hypothesis are:

Question thirteen was formulated in order to know which homework resources are used by students and teachers. 87% of students and 65% of teachers pointed dictionaries, 84% of students and 57% of teachers chose internet. This demonstrates that teachers and students are using just two kinds of homework resources which is limiting them to improve their English language learning.

Question fourteen was set to know if the use of resources helps to develop homework in a better way, 97% of students and 43% of teachers coincided with their answers. This indicates that the homework resources used by teachers and students support the learning of the English language, due to students can get more information, find vocabulary, ensure homework is well done, for better learning; teachers express that each resource has an objective and it depends on the aim.

Question fifteen was formulated in order to know if students' parents talk with the English teacher, 26% of students, and 71% of teachers coincided with their responses. This indicates that teachers and parents don't have an open line of communication, which is a negative point in the students' learning.

Question sixteen was established to investigate if teachers talk with their students' parents about their classes and homework routine at the beginning of the year, 43% of teachers responded positively. This indicates that just few teachers talk with parents before starting classes, which shows that there is not enough communication between parents and teachers.

Question seventeen was set in order to know which resources parents use to help students with their English homework development, 75% of students selected provide an adequate place for doing homework, 72% of them selected provide them with all the necessary materials and 54% chose sign homework. This indicates that parents support their children's English language learning by providing them with some of the tools that they need to develop their homework.

Question eighteen was made in order to know if students and teachers think it is important to learn English. It was determined that, 90% of students and 100% of teachers coincided with their answers. This shows that teachers and students think it is really important to learn English, which motivates them to learn the English language in a better way.

Decision

Based on the obtained results in the applied surveys to students and teachers, the second hypothesis, The way teachers send homework support the English language learning with the students at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013, proves to be negative, since the resources students use to do their homework are not as important as the effort they make to actually do their homework.

h. CONCLUSIONS

The results obtained through the instruments applied to teachers and students helped the researcher to state the following conclusions.

- ✓ Teachers are using certain kinds of homework as extra-class activities to help students to reinforce their English language learning, they are completing worksheets, writing sentences, vocabulary and translations, which support students to get an acceptable level of knowledge of the English language.
- ✓ Even though the kinds of homework used by teachers are limited, these ones are giving support to students to increase their knowledge of the English language. The development of homework improve students' academic performance.
- ✓ The resources most widely used are the internet and dictionaries which allow students to improve their learning of the English language.
- ✓ The way teachers send homework was related to the topic taught in the classroom, allowing students to reinforce the knowledge acquired in class.

i. RECOMMENDATIONS

Based on the conclusions the following recommendations were established:

- ✓ It is important that teachers take advantage of other types of homework to motivate students to learn the language, such as written compositions, that help students to develop their writing skills; researches, which support students to increase their knowledge on different topics; expositions, projects, oral reports and group work activities, which encourage students to increase their speaking skills, this way, students can improve their knowledge of the English language.
- ✓ There is a variety of resources available that teachers should use in order to develop homework in a dynamic and innovative way, like magazines where students can search information about current and interesting topics, also these ones can be used to prepare presentations, expositions or murals; libraries, where students and teachers can look for books to improve their reading skill and hold dialogues; videos, which keep students interested in the class.
- ✓ Teachers should apply new techniques of sending homework like group work activities, projects or researches which help students to learn the language in an interactive way.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

English Language Career

PROJECT

THEME

“THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”

Project previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHOR:

Natalia Elizabeth Montaña Ponce

LOJA- ECUADOR

2015

a. THEME

“THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL.ACADEMIC PERIOD 2012-2013”

b. PROBLEM

BACKGROUND

The history of “Beatriz Cueva de Ayora” High School, begins in 1947 when the Municipal Council’s Educative Commission, made up by Lic. Luciano Laso and Lic. Enrique García had the idea that the Borough set up an Educative Institution for women.

On November 18th, 1948 it was inaugurated a kind of Institution named “LiceoPrimero de Mayo”; in this institution the main subjects were: accountancy, sewing, tailoring, needlework and other general culture subjects, but these subjects didn’t give the enough and necessary preparation for that age; in that moment the desire of all people was to continue their studies at the University.

For that reasons the number of students in the Institution decreased when finally in a town council meeting the councilor Dr. SerafinLarriva showed a motion to remove the Institution and replace it for a “Lady’s Secondary Education” High school. This motion was discussed and accepted on October 3rd, 1952.

That decision didn’t was carried out early and continued working for two years more in a critical way, when finally on September 30th, 1954 ended its role and the few students were transferred to a High School in Quito.

On December 1st, 1954 the “Honorable Town Council” made a meeting in which there was the presence of Mr. Ramón Burneo Mayor of Loja and many other important people of that period, also there was the presence of religious, military and civil authorities as special guests.

Two delegates sent to the Ministry of Public Education, gave the good news and soon started to work the “National Female” High School. The headmaster of this High School was the great teacher Emiliano Ortega Espinosa.

For the opening of the first course the Ministry of Public Education ordered to transfer the students of “Bernardo Valdivieso” High School and on December 16th, 1954 arrived to the new High School 41 students.

“Beatriz Cueva de Ayora” started as a “Bachillerato en Humanidades Modernas” High School, then in 1987 it was “Technical” High School; it was transformed in Experimental High School on August 17th, 1989. Finally on January 10th, 1997 it took the name of “Higher Technical Institute”

In this “Higher Technical Institute” students develop their aptitudes and their orientation according to their preferences. It has the specializations of Social-Studies, Chemistry-Biology, Physics-Mathematics, Accountancy, Bilingual-Secretary and Food’s conservation. It offers a High-School diploma in Science and a Technical High-School certificate.

At the present time, the High School has twelve English teachers and, in each class there are a number of approximately 20 to 35 students, according to the specializations. There are 726 students at the Bachillerato level.

The main purpose of the Headmaster Lic.Enriqueta Andrade, the vice-headmaster, the general inspector, teaching and administrative staff, is to continue working to educate girls and women in an efficient way taking into account the changes that the modern society demands.

CURRENT SITUATION OF THE RESEARCHED OBJECT

Homework is an integral part of the learning process, and it is a fundamental key in helping students to become independent learners. Also it is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work

Homework is one aspect of the general education curriculum that has been widely recognized as important to academic success. Teachers have long used homework to provide additional learning time, strengthen study and organizational skills, and in some aspects, keep parents informed of their children's progress.

The basic objectives of assigning homework to students are the same as schooling in general: To reinforce the knowledge and improve the abilities and skills of the students. However, opponents of homework cite homework as rote, or grind work, designed to take up children's time, without offering tangible benefit. Homework may be designed to reinforce what students have already learned, prepare them for upcoming (or complex or difficult) lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a single task. Homework also provides an opportunity for parents to participate in their children's education.

Historically, homework was frowned upon in American culture. With few students interested in higher education, and due to the necessity to complete daily chores,

homework was discouraged not only by parents, but also by school districts. In 1901, the California legislature passed an act that effectively abolished homework for those who attended kindergarten through the eighth grade. But, in the 1950s, with increasing pressure on the United States to stay ahead in the Cold War, homework made resurgence, and children were encouraged to keep up with their Russian counterparts. By the end of the Cold War in the early 1990s, the consensus in American education was overwhelmingly in favor of issuing homework to students of all grade levels.

On the other hand, homework resources are necessary in English language learning, especially when the teacher selects correct resources according to the students' interest and scientific content, with homework resources students learn in an indirect way while they are interested in knowing how something works.

If homework is not sent, it can make a big gap in the students' learning process development. Students could not be able to connect their previous knowledge with the new knowledge that will be acquired in the future lessons.

Parents' involvement is an essential part of students' education, it can serve not only to enhance students' achievement but also enhance family relationships. Parents should provide support when students are doing the homework. They have to demonstrate how important homework is by guiding them.

However, one of the main negative points in the English Language teaching-learning process is the wrong use of homework resources by part of teachers and students. For example, when teachers use homework as a kind of punishment, then children end up hating their teacher and don't doing what they are supposed to do; another negative aspect could be that teachers do not teach or guide their students to the correct use of homework resources, and students do not take advantage of them. For instance, children use the internet only for playing video games instead of searching educative information that will help them.

Based on the previous mentioned problems it is considered oportune to state the following research problem:

RESEARCH PROBLEM

How do extra-class activities influence on the English language learning with the students of 1st, 2nd, and 3rd yearsof Bachillerato at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013?

a) Subproblems

The subproblems stated of the general problems are:

- What are the homework strategies that help to reinforce the students' learning of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Beatriz Cueva de Ayora”High School. Academic period 2012-2013?

- What kind of homework resources are used to support the students' learning of the English language with the students of 1st, 2nd, and 3rd years of Bachillerato at "Beatriz Cueva de Ayora" High School. Academic period 2012-2013?

DELIMITATION OF THE RESEARCH

b) Temporal

This research project will be carried out during the academic period 2012-2013.

c) Spatial

It will be developed at "Beatriz Cueva De Ayora" High School, which is located at "Ciudadela Zamora" neighborhood, in the southeast of Loja city.

d) Observation Units

The group that will give the needed information about the researched theme will be:

- ✓ Teachers of the English Language subject at Beatriz Cueva De Ayora High School.
- ✓ Students of 1st, 2nd, and 3rd years of Bachillerato at the same High School.

c. JUSTIFICATION

Homework is one aspect of the general education curriculum that has been widely recognized as important to academic success. Teachers have long used homework to provide additional learning time, strengthen study and organizational skills, and in some respects, keep parents informed of their children's progress.

It has been chosen to research about extra-class activities and their influence on the English Language learning with the students of 1st, 2nd, and 3rd years of Bachillerato at “Beatriz Cueva de Ayora” High School, because it is a very important topic to research about, it is a fact that this important step can't be discarded from our daily life during the learning process, and we have to face it as teachers and students.

This research work is justified because, it is talking about a vital issue and it is about the “extra-class activities”. This is a very interesting theme to talk about for the reason that with these activities students can improve what they learned in class and in this way increase their knowledge, in spite of that there are some problems in the application of the different kinds of extra-class activities by part of both; teachers and students. Teachers have to send the activities strategically, according to the content studied and the students' level. Students have to complete it in an appropriate way using the pertinent resources and materials.

From the scientific point of view, it is important to carry out this project, because based on the information collected, it would be possible to give conclusions and recommendations and they could help to find possible solutions to the problematic that carry the correct development of the extra-class activities.

From the educational point of view, the development of this research project is important, because it is known that an extra-class activity that most teachers use is homework, and it is significant and plays an important role in the English language learning. It has to be developed in a correct way, using all the necessary resources and strategies by both, teachers and students.

This research project is pertinent, because this important theme could help students, and teachers to solve problems about the development of extra-class activities, basically about homework strategies and resources.

The development of this research project is also possible because, I as an undergraduate of the English Language Career of the National University of Loja am able to develop it in an efficient way thanks to the sufficient knowledge offered by the University and especially by the teachers' career.

Finally, because it is a requisite; in order to get the Licentiate's degree in Sciences of Education, English language specialization, taking into account that there are the sufficient materials and resources to develop it in the established time.

d. OBJECTIVES

GENERAL

- To determine the influence of the extra-class activities, on the English Language learning with the students of 1st, 2nd, and 3rd years of Bachillerato at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.

SPECIFIC

- To identify the types of homework teachers apply to help students to reinforce the English language learning at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.
- To distinguish and describe the homework resources that teachers use to help students to improve the learning of the English Language at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013.

e. THEORETICAL FRAME

CHAPTER I

Extra-Class Activities

The fundamental task of the schools is to prepare young people for life. In order for this preparation to be done properly, the educational program of the schools must be as life itself. An integral part of such a program is extra-class activities. They represent an essential part of the educational experiences that should be available to young people.

Extra-class activities are an extension of the school program but which usually take place beyond regular school hours. Basically, the extra-class activities are those operated by and for students the students.

Students who participate in after-school activities are more engaged in and have a better attitude about learning, perform better academically, and enjoy an increased sense of accomplishment, competence and self-appreciation. (Rubin, Bommer & Baldwin, (2002)

Co-curricular activities (CCAs), previously known as Extra-curricular activities (ECA) are activities that educational organizations in some parts of the world create for school students. There are activities which all school students must attend alongside.(Nelson, (1989)

Both the classroom and the extra-class activities should help in developing of self-reliance and attitudes of working together with others, then it would benefit them and therefore we can see that extra-class activities are an important aspect in education.

Homework Definition

Homework, or homework assignment, refers to tasks assigned to students by their teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school project to be built (such as diagram or display), or other skills to be practiced. (Salem, (2010)

Homework serves to develop individual study skills and responsibility while reinforcing skills and concepts. Homework is a planned part of the education process designed to enhance student learning, teachers can know how well students understand the material they are being taught. The weaknesses that homework shows to the teacher that his or her students need extra help. Homework, which plays an important role in the relationship between the school and the family, is typically defined as a learning experience assigned by a teacher, for completion outside of class time, which supports and enriches the learning and development of each student.

As a final point, homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. The purpose of homework helps to reinforce what was taught in class. (Berry, 2010)

Effects of Homework

There are positive and negative effects of homework in the teaching process and it is suitable to describe them.

Positive effects:

Immediate achievement in learning:

- * Better retention of factual knowledge
- * Increased understanding
- * Better critical thinking, concept formation, information processing.
- * Curriculum enrichment

Long-term academic effects:

- * Willingness to learn during leisure time
- * Improved attitude toward school
- * Better study habits and skills

Non-academic effects:

- * Greater self-directions
- * Greater self-discipline
- * Better time organization
- * More independent problem solving

- * Greater parental appreciation and involvement in school

Negative Effects:

- * Loss of interest in academic material
- * Physical and emotional fatigue
- * Denial of access to leisure-time and community activities

Parental inference:

- * Pressure to complete assignments and performing well
- * Confusion of instructional strategies

Cheating:

- * Copy from other students
- * Help beyond tutoring
- * Increased differences between high and low achievements. (Cooper, (2010)

Objectives of Homework

The basic objectives of assigning homework to students are the same as schooling in general: To increase the knowledge and improve the abilities and skills of the students. However, opponents of homework cite homework as rote, or grind work, designed to take away children's time, without offering tangible benefit. Homework may be designed to reinforce what students have already learned, prepare them for upcoming, complex or difficult lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a

single task. Homework also provides an opportunity for parents to participate in their children's education.(Cooper, (2010)

The Importance of Homework

Homework gives students a sense of importance, if they study hard and can figure out things for themselves it is because they are given a great sense of confidence. Homework can help parents learn about their children's education, they can express high expectations for children and encourage their efforts to achieve.

Completing homework and hand it on time helps students improve academically and provide them of valuable lessons. Many teachers and parents agree that homework develops students' responsibility, brings home and school closer and satisfy the expectations of parents, and teachers. Studies generally have found homework assignments helpful if they are carefully planned by the teachers and have direct meaning to students.

But the importance of homework extends beyond school because homework assignments completed successfully help students develop wholesome habits and attitudes as well. . (De Hinojosa, (2009)

Homework also provides opportunities for reinforcement of work learned during school time and for students develop their skills. Moreover, include reference resources help students become independent learners since they have to seek information by themselves. Assigning homework serves in different educational needs. It helps as an intellectual discipline, establishes study habits, and supplements and reinforces work done in school. In addition, it encourages student's initiative, independence, and responsibility. (Doyle & Barber, (1990)

Amount of Homework Required

A review of over 60 research studies showed that, within limits, there is a positive correlation between the amount of homework done and student achievement. The research synthesis also showed that too much homework could be counterproductive. The research supports the "10-minute rule", the commonly accepted practice of assigning 10 minutes of homework per day per grade-level. For example, under this system, 1st graders would receive 10 minutes of homework per night, while 5th graders would get 50 minutes' worth, 9th graders 90 minutes of homework, etc.

Many schools exceed these recommendations or do not count assigned reading in the time limit. Teachers have to base all homework on the skills and knowledge of the student. (Kralovec & Buell, (2001)

Many teachers believe that homework is most effective when it does not exceed 60 minutes per day. However, some researches show that homework should be

limited because it can have a negative effect on students. High school students should spend between 70 minutes and 3 hours on homework according to the level. Here it is presented a table guideline.(Zentall & Goldstein, (1998)

Grade	Minutes per school day
Kindergarten	0 - 10
Grade 1 - 2	10 -20
Grade 3 - 4	30 - 40
Grade 5 - 6	50 - 60
High school learners	
Grade 7-8	70 - 90
Grade 9 - 12	90 - 120

Types of Homework

It is important to mention the four basic types of homework: (Murphy & Decker (1990)

- * **Practice homework:** Helps students to master specific knowledge and skills that have been presented in class. This type of assignments has a very important purpose and a teacher should never use them in an inappropriate way. This type of homework includes completing worksheets, playing learning games, writing short papers or sentences, reading together, and studying for tests. Practice homework provides students the opportunities to apply new knowledge, or to

review, revise and reinforce skills, such as: Completing consolidation exercises for English, practicing spelling words, writing essays and other creative tasks, among others.

- * **Preparation homework:** It is designed to motivate or prepare students for new knowledge and skill of future lessons. Students may, for example, be required to do background research on a topic to be discussed later in class. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class. Preparation homework introduces material that will be presented in future lessons. Preparation homework provides opportunities for students to gain background information so they are better prepared for future lessons.
- * **Extension homework:** These assignments are frequently long-term continuing projects. Students must apply previous learning to complete these assignments. This type of homework asks students to apply skills they already have to new situations. Teacher assigns extension homework, such as writing composition, preparing a demonstration, and making dioramas, maps, models, or other visual displays.
- * **Integration homework:** It serves to complete projects to associate many skills and require a depth of knowledge. Integrative homework requires the student to apply many different skills to a single task, such as science projects or creative writing, preparing oral reports, written reports, class newspaper or artistic productions.

Characteristics of an Effective Homework

Homework becomes effective when it is endorsed with the feedback because it improves student learning by correcting misunderstanding, validating process, and giving importance to the errors.(Wood, (2010)

There is no requirement that homework has to be assigned daily, but when it is assigned, homework must be directly related to what the student is learning in class and has the following characteristics:

- It is meaningful and relevant
- It is purposefully planned to avoid student get stressed with too much homework.
- It is clearly articulated by the teacher and understood by students.
- It is differentiated, as appropriated, to meet student learning
- It is reviewed on time, in order to correct and if it is necessary give feedback.

Homework is not necessarily limited to pencil and paper tasks. As examples, it may include other tasks such as practicing, observing, rehearsing, interviewing, researching, and studying. (Wood, (2010)

CHAPTER II

HOMEWORK STRATEGIES

Teacher's Strategies.

Teachers play a vital role in the selection, assignment, and use of homework. Research indicates that where homework assignments are meaningful and relevant, students' achievement increases. Many students could find homework challenging. Here are five research-based strategies that teachers can use to help students:

1. Give clear and appropriate assignments
2. Make homework accommodations
3. Teach study skills
4. Use a homework calendar
5. Ensure clear home/school communication(Wood, (2010)

1. Give clear and appropriate assignments. Teachers need to take special care when assigning homework. If the homework assignment is too hard, is perceived as busy work, or takes too long to complete, students might tune out and resist doing it. Never send home any assignment that students cannot do. Homework should be an extension of what students have learned in class. To ensure that homework is clear and appropriate, consider the following tips from teachers for assigning homework:

- Make sure students and parents have information regarding the policy on missed and late assignments, extra credit, and available adaptations
- Establish a set homework routine at the beginning of the year
- Assign work that the students can do
- Assign homework in small units
- Explain the assignment clearly
- Remind students of due dates periodically

2. Make homework accommodations. Make any necessary modifications to the homework assignment before sending it home. Identify practices that will be most helpful to individual students and have the potential to increase their involvement, understanding, and motivation to learn. The most common homework accommodations are to:

- Adjust the length of the assignment
- Provide learning tools
- Adjust evaluation standards
- Give fewer assignments

3. Teach study skills. Teachers consistently report that homework problems seem to be aggravated by deficient basic study skills. Many students need instruction in study and organizational skills. Here is a list of organizational strategies basic to homework:

- Identify a location for doing homework that is free of distractions
- Have all materials available and organized
- Allocate enough time to complete activities and keep on schedule
- Take good notes
- Develop a sequential plan for completing multi-task assignments
- Check assignments for accuracy and completion before turning them in
- Know how to get help when it is needed

Teachers can enhance homework completion and accuracy by providing classroom instruction in organizational skills. They should talk with parents about how to support the application of organizational skills at home.

4. Use a homework calendar. Just as adults use calendars, schedulers, lists, and other devices to self-monitor activities, students can benefit from these tools as well. Homework planners also can double as home-school communication tools if they include a space next to each assignment for messages from teachers and parents.

Here's how one teacher used a homework planner to increase communication with students' families and improve homework completion rates:

Students developed their own homework calendars. Each page in the calendar reflected one week. There was a space for students to write their homework

assignments and a column for parent-teacher notes. The cover was a heavy card stock that children decorated. Students were expected to take their homework planners home each day and return them the next day to class.

In conjunction with the homework planner, students graphed their homework return and completion rates. Another strategy that is linked to homework completion and improved performance on classroom assessments. The teacher built a reward system for returning homework and the planners. On a self-monitoring chart in their planner, students recorded each time they completed and returned their homework assignment by coloring the square for the day green if homework was completed and returned, coloring the square for the day red if homework was not done, coloring one-half of the square yellow and one-half of the square red if homework was late.

If students met the success criterion, they received a reward at the end of the week, such as 15 extra minutes of recess. The teacher found that more frequent rewards were needed for those students who needed more attention or explanation.

5. Ensure clear home/school communication. Teachers and parents must communicate clearly and effectively with one another about homework policies, required practices, mutual expectations, students' performance on homework, homework completion difficulties, and other homework-related concerns.

Recommended ways that teachers can improve communications with parents include:

- Encouraging students to keep assignment books
- Providing a list of suggestions on how parents might assist with homework.
For example, ask parents to check with their children about homework daily
- Providing parents with frequent written communication about homework (e.g., progress reports, notes, letters, forms)
- Sharing information with other teachers regarding student strengths and needs and necessary accommodations.

Students' Strategies

The success at school does not depend only on teachers but on students as well. There is strong evidence that students who complete appropriate homework assignments make significant improvement in academic success. Therefore, students have a responsibility to develop discipline and study strategies necessary to be successful in completion of homework assignments.(Jones, (1996)

Students at school always apply strategies to develop homework, assignments, or task:

- Have a system for recording assignments on a daily data.
- Have a clear understanding of homework assignments before leaving school.

- Have the books and materials necessary to complete the assignments.
- Allocate an appropriate amount of time for the completion of homework.
- Turn in homework assignments.
- Have phone numbers of fellow students for clarification and/or help.
- Be aware of deadlines
- Look for places that support the development of homework (Burns, 1998)

Above of all that here, there is a list of good habits for starting making some changes in a students' routine. (Brown, 1994)

1. Write Down Every Assignment.- The most logical place to write down your assignments is in a planner, it is absolutely essential to your success to write down every single assignment, due date, test date, and task.

2. Remember to Bring Your Homework to School.-To avoid forgetting your homework, you must establish a strong homework routine with a special homework station where you work each night. Then you must get in the habit of putting your homework where it belongs right after you finish it.

3. Communicate With Your Teacher.-At the end of the day, make sure you understand every assignment that's expected of you. The more questions you ask, the more prepared you'll be.

4. Know Your Dominant Learning Style.-Every student should examine and evaluate their habits and their natural tendencies and decide how they might be able to improve their study habits by tapping into their personal strengths.

Parents' Strategies

Parents always can help their children improve their performance in classes by ensuring that homework is understood and completed. Some basic strategies in which parents can help to their children's success are: (Wood, 2010)

- **Help your child find an appropriate and consistent environment for study.-**
This place should be quiet, and have adequate lighting and a desk or writing surface.
- **Help your child set a routine.-**Set up a homework routine for the same time daily, if possible.
- **Help your child be prepared to do the work.-**Stock your homework center with the appropriate supplies, such as a dictionary, textbooks, pencils, paper, calculators, etc.
- **Help your child set goals.-**Suggest that your child set short-range goals prior to beginning homework.
- **Help your child get organized.-**Encourage the use of a daily planner and demonstrate how to use it to organize assignments.

ENGLISH LANGUAGE LEARNING

The importance of learning a foreign Language

It is very important to learn a foreign language because a large percentage of the world's population speaks more than one language, especially the English language. Since it is considered a universal language and it is used in many areas like business, education, science, technology and entertainment.

Speaking a language is more of a performance skill than a cognitive skill. Learning to speak English language is more like practicing basketball than studying history, performance skills are learned by disciplined consistent practice and use. The learner must learn to use the language rather than just study it, English language learning can then be fun and natural, and it can almost be a game. (Davison, 1999)

The importance of homework in learning a Language

Homework is the most important part of a language lesson. Yet, it is one of the most poorly utilized elements of a language class. We should give it a lot more importance and make sure it is relevant. In fact the question should not be whether homework is important but what homework is. If we approach the question from the traditional input-led classroom perspective, that is, we perceive homework as simply an assignment given by the teacher to the students to complete between one lesson and the next. If, on the other hand, we look at homework as an opportunity for students to investigate ways in which the information, knowledge or content derived from the classroom, can be internalized expanded and personalized by the student.

Homework of this kind provides opportunities for students in the form of tasks, ideas and challenges they can freely engage with in their own time, at the best of their abilities, and to the depth they deem necessary or relevant.(Jones, 1996)

Homework is not only about kids being home and doing something on their own. It could also be about learning how to collaborate and share ideas. Therefore, homework does not always have to be in English, for or about English. If an exercise have a meaningful learning outcome such as learning, how to work better together or use a new tool collaboratively, the language can come later.(Brown & Levinson, 1978)

How to learn English

Speaking a foreign language requires a large effort from students such as

- **Speak without fear.**-the biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want.
- **Use all your resources.**-even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and tools as possible, will allow you to learn faster.

- **Listen to native speakers as much as possible.**-there are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL/EFL students can get to this rhythm or flow, the more convincing and comfortable they will become.
- **Watch English films and television.**-this is not only a fun way to learn but it is also very effective. By watching English films you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.
- **Do exercises and take tests.**- many people think that exercises and tests aren't much fun. However, by completing exercises and taking tests you can really improve your English. One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. Often it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing.
(Wood, 2010)

HOMEWORK RESOURCES

Internet

There are many homework-related resources available on the World Wide Web. There are web-sites dedicated to communicating about homework, for teachers to post assignments on-line for students, and to keep parents informed. Many schools host their own homework posting services on their websites. There are non-profit organizations on-line that help students with their homework for free. There are also tutorials on most school subjects, especially math, which students can use if they don't understand their homework assignments.

Many libraries provide on-line resources which present subjects specifically for students who are looking for something to write about. And there are archives of ready-made homework assignments, including handouts, which teachers can use to provide homework to their students. Many other websites are used for research, especially search engines, such as Google, and encyclopedias.

Some parents choose to monitor their students' usage of the internet, as some of the sites may be found deceptive or inappropriate by academic institutions. Also, Internet resources offer students a wealth of opportunity for plagiarism.

Tutoring.

With an enhanced emphasis on homework, parents and students are turning to customized solutions. Private institutions, such as Sylvan Learning Centers and Kaplan, help students through individually-tailored assignments. Other parents find help through their community where tutoring, study groups and other resources may be made available. Many libraries provide tutors for helping students with their homework, both in-person and on-line.

If it is necessary to hire a tutor to assist with a child's homework, parents should also speak to the child's teacher about the amount and the appropriateness of the homework load.

Library

Libraries provide help to students who are looking for something to write and looking for information that is not on the internet. Some libraries have homework centers designed especially to assist students with school assignments, there may even be tutors and other kinds of individual assistance. Library is also a great and quiet place where students can develop or complete homework because there is not any distraction, so that students can concentrate on what they are doing.

Dictionaries

Dictionaries, as many other homework resources, play an important role in the learning process; because they help students search and understand the meaning of unknown words. Furthermore, in English Language there are a variety of dictionaries which most of students can look up correct pronunciation, etymology, spelling, idioms, and also they can help students improve their research skills.

Dictionaries can help students in class but they cannot help to learn the language itself, in other words, the essential part of learning English is their own effort, attitude and their activities as students.

Magazines

Students can use magazines as a supplementary tool, for example they can take parts of a magazine, like pictures, articles about famous people (actors, singers, painters, scientists, etc.). They can use these clippings for making charts, cut outs, written or oral reports. This allows students to become creative, dynamic, and interactive with their homework completion.(Clark, 2007)

PARENTAL INVOLVEMENT

Parent involvement is crucial to the health and well-being of a child. Parents are the most important influence in children's success in school and life. In this role, parents have a fresh opportunity every day to get involved with their children. Parent

involvement in children's education allows kids to perform better in school, and navigate more easily some of the challenges of growing up. Strong parental involvement is linked to academic success of students. (Kreider, 1999) Homework provides a link between school and home because parents like to see what their children are learning and children often like to show parents what they can do.

Parental involvement can have either a positive or negative impact on the value of homework because parents' involvement can speed up their children's learning. Homework can involve parents in the school process enhancing their appreciation of education, giving them an opportunity to express positive attitudes about the value of success in school. When mothers and fathers get involved with their children's homework, communication between the school and family can improve, so that parents have a firsthand idea of what their children are learning and how well their children are doing in school. (Seligman, 1999)

How Can Parents Get Involved with Children's Homework?

The involvement of parents in their children's homework seems to have a number of positive effects. Parental involvement is associated with higher rates of homework completion, greater attention to homework, more time spent on homework, and more positive attitudes towards homework. Parental involvement with homework has also been linked to higher achievement and confidence in students. (Jay, 2006)

Research shows that teachers have more positive feelings about teaching when parents are involved in their child's homework. Studies also show that when schools actively seek out and invite parental involvement, parents tend to get involved.

There are a few reasons why parents get involved in their children's homework. It has been found that parents are most likely to get involved when they believe their involvement will make a positive difference in their child's life and when they are confident they can make such a difference. That is, their belief in their positive influence and their confidence are the two keys to most parents' involvement. This is important for schools to know when they try to get their parents involved.(Keltner, 1990)

Parents' and teachers' communication

In teaching and raising students, certain activities are the main job of home and other activities are the main job of school. However, there are some important activities for which home and school share jobs. Communication is one of those important activities.(Swick, 1979)

In order to guide children in doing their homework well, it is important that parents and teachers should have a regular and open line of communication as well. For parents, being in touch with their children's teacher will give them the chance to learn about the teaching techniques being used in school. When parents and teachers are in constant communication, children will see how much importance in being

given to their studies. This encourages children to do better in school and do their homework well. (Moles, 1992)

Parents need to be a partner with the teacher. It can benefit students' education. Begin your communication with a positive attitude and a willingness to be a partner with your child's teacher. It is important that parents communicate with the teacher early; this will give you enough time children deal with any problem in time to make a difference in that reporting period.

Parents need to know how to communicate with their children's teacher, there are variety of ways to communicate with the teacher, it can include face to face meetings, phone calls, or through written notes. (Perkins & Pfaffman, 2006)

f. METHODOLOGY

DESING OF THE RESEARCH

This research work is considered as non-experimental, because it is a social-educational work and it will be developed in a descriptive way. It will be applied surveys in order to get information about the researched object. And that will help the researcher develop a critical analysis of the data obtained in the applied instruments to propose conclusions and recommendations.

METHODS, TECHNIQUES AND INSTRUMENTS

Methods

In this research project the main method that will be used is the scientific method, this will help with the development of it through the collection of the data through the observation and experimental in order to find possible solutions to the researched problem and it will also be possible to derivate conclusions and recommendations.

As particular methods there will be used the descriptive, the analytical-synthetic and the explicative methods.

Descriptive Method.-It will be used to collect the information and describe the main problems in the research institution, the results of the obtained information about the students' progress and verify the proposed hypotheses. It will also help to describe how teachers are using the different types of homework, strategies and resources and how is the parents' involvement.

Analytic-synthetic Method.-It will be used to analyze the obtained information from the applied instruments, and consequently derive the respective conclusions according to the tendencies of the results in the field information.

Explicative Method.-It will be also used, in the explanation of the logical implications of the variables of every hypotheses and in this way it will be possible to prove them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Descriptive statistics.- It is used as a supplementary tool. It will serve to represent the data in tables, squares and graphics to get a better comprehension of the information.

Techniques and instruments

To get the information needed, it will be applied a survey to teachers and students. It will help to obtain the data about types of homework, strategies and resources, parents' involvement and to know students' achievement in the English language subject. It will be applied to teachers and students through a questionnaire which will contain different questions about the topic that will be researched.

PROCEDURES

The information collected will be processed following these steps:

Tabulation.-To achieve this first step, it will be used the descriptive statistics to classify the closed questions and the criteria obtained in each question in order to facilitate the interpretation of the data collected. It will contrast the information of the teachers, students and parents which will let to obtain the appropriate information.

Organization.-The organization of the empiric information will be used as a guide to prove every hypothesis according to the classification of the established questions.

Graphic Representation.-The data will be represented graphically to facilitate its interpretation, in this way there will be a critical analysis of every question. For the demonstration of the information it will be used 4bars diagrams.

Interpretation and Analysis.-The information will be interpreted according to the obtained percentages represented in tables and graphs, it will be analyzed taking into account the results and the variables of the hypotheses.

Hypothesis Verification.-The hypothesis will be demonstrated through a deductive hypothetical process, which final results are expressed in a descriptive way.

Conclusions and Recommendations.- First of all, the conclusions will be done based on the analysis and interpretation of the obtained information and they will be used to give recommendations to the teachers, students and parents of the institution in where the research project was developed.

POPULATION AND SAMPLE

The population of this research work is represented by the students of 4th, 5th, and 6th Years of Bachillerato at “Beatriz Cueva de Ayora” High School, total of 1015 students. The sample from the population will be 153 students from 4th year of Bachillerato, 147 from 5th year of Bachillerato and 158 from 6th year of Bachillerato, who make a total of 458 students, who will be taken at random in every course. The population of the English teachers is seven teachers.

To decide on the number of students in the research sample, the following formula is applied:

$$n = \frac{PQ \times N}{(N-1) \cdot K^2 + PQ}$$

PQ: First quartile (0.25)

N: Population

n: Sample

K: Proportionality Constant (2)²

E: Sample Error (10%,) (0,1)

In these charts are presented the sample of each year of Bachillerato and each specialty and the formula that was applied to obtain them.

1ST YEAR OF BACHILLERATO

SPECIALITIES	COURSES				TOTAL
	A1	A2			
Social-Sciences	16	16			32
Chemistry-Biology	12	12	13	13	50
Physics-Mathematics	9	10			19
Bilingual-Secretary	10				10
Foods' Preservation	17				17
Accountancy	12	13			25
TOTAL SAMPLE					153

$$n = \frac{0.25 \times 360}{359 \cdot \frac{(0,1)^2}{(2)^2} - 0,25}$$

$$n = \frac{0.25 \times 360}{359 \cdot \frac{0,01}{4} - 0,25}$$

$$n = \frac{0.25 \times 360}{359 \cdot (0,0025) - 0,25}$$

$$n = \frac{0.25 \times 360}{0.645}$$

$$n = \frac{90}{0,6475}$$

$$n = 138,9$$

To obtain the sample by course the next formula was applied:

$$n = \frac{n}{N}$$

$$n = \frac{138.9}{360}$$

This factor is multiplied by students' population of 1st Year of Bachillerato, therefore in this way it is obtained the sample per course.

2ND YEAR OF BACHILLERATO

SPECIALITIES	COURSES				TOTAL
	A1	A2			
Social-Sciences	11	11			22
Chemistry-Biology	15	16	16	16	63
Physics-Mathematics	7	7	8		22
Bilingual-Secretary	8				8
Foods' Preservation	10				10
Accountancy	11	11			22
TOTAL SAMPLE					147

$$n = \frac{0,25 \times 359}{358 \cdot \frac{(0,1)^2}{(2)^2} - 0,25}$$

$$n = \frac{0,25 \times 359}{358 \cdot \frac{0,01}{4} - 0,25}$$

$$n = \frac{0,25 \times 359}{358 \cdot (0,0025) - 0,25}$$

$$n = \frac{0,25 \times 359}{0,645}$$

$$n = \frac{89,7}{0,645}$$

$$n = 139$$

To obtain the sample by course the next formula was applied:

$$n = \frac{n}{N}$$

$$n = \frac{139}{359}$$

$n = 0,38$

This factor is multiplied by students' population of 2nd Year of Bachillerato, therefore in this way it is obtained the sample per course.

3RD YEAR OF BACHILLERATO

SPECIALITIES	COURSES				TOTAL
	A1	A2			
Social-Sciences	17	18			35
Chemistry-Biology	15	15	15	15	60
Physics-Mathematics	9	10	10		29
Bilingual-Secretary	8				8
Foods' Preservation	5				5
Accountancy	10	11			21
TOTAL SAMPLE					158

$$n = \frac{0,25 \times 296}{295 \cdot \frac{(0,1)^2}{(2)^2} - 0,25}$$

$$n = \frac{0,25 \times 296}{295 \cdot \frac{0,01}{4} - 0,25}$$

$$n = \frac{0,25 \times 296}{295 \cdot (0,0025) - 0,25}$$

$$n = \frac{0,25 \times 296}{0,4875}$$

$$n = \frac{74}{0,4875}$$

$$n = 151,7$$

To obtain the sample by course the next formula was applied:

$$n = \frac{n}{N}$$

$$n = \frac{151,7}{296}$$

n= 0,51

This factor is multiplied by students' population of 3rd Year of Bachillerato, therefore in this way it is obtained the sample per course.

TEACHERS' SAMPLE

TEACHERS	CLASS
Lic. Rosa González	2 nd Year of Bachillerato. 3 rd Year of Bachillerato.
Dra. Elva Gualán	3 rd Year of Bachillerato.
Lic. Nancy Hidalgo	1 st Year of Bachillerato. 2 nd Year of Bachillerato. 3 rd Year of Bachillerato.
Dra. Gloria Martinez	1 st Year of Bachillerato.
Dra. Nancy Palacio	2 nd Year of Bachillerato. 3 rd Year of Bachillerato.
Dra. Martha Ruiz	1 st Year of Bachillerato.
Mg Sc. Aura Vivanco.	1 st Year of Bachillerato. 2 nd Year of Bachillerato.

The number of teachers to be interviewed is seven (7)

g. TIMELINE

2012

2013

2014

2015

ACTIVITIES	June				December				January				November				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			x																									
Designation of the project director				x																								
Project approval							x																					
Designation of the thesis director									x																			
Application of the research instruments									x	x																		
Processing of the research													x	x														
Drawing the conclusions and recommendations															x	x												
Elaboration of the report																			x	x								
Private qualification of the thesis																									x			
Error correction																										x	x	
Public defense and graduation																												x

h. BUDGET AND FINANCING

RESOURCES

Human.-In this case will be:

- * Natalia Elizabeth Montaña Ponce (researcher)
- * English teachers at “Beatriz Cueva de Ayora” High School
- * Students of “Beatriz Cueva de Ayora” High School

The material sources that will be used in this research work are:Office material, books, copies, computer, printer, paper, folders, ink, internet.

BUDGET

<i>Internet</i>	\$ 50.00
<i>Printing of the first draft</i>	\$ 50.00
<i>Printing of the second draft</i>	\$ 70.00
<i>Printing of the final work</i>	\$ 80.00
<i>Unforeseen</i>	\$ 100.00
TOTAL	\$ 350.00

FINANCING

The expenses derived from the present work will be assumed by the researcher.

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k. ANNEXES

CONSISTENCY MATRIX

THEME: “THE EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “BEATRIZ CUEVA DE AYORA” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>How do extra-class activities influence on the English language learning with students of 1st, 2nd and 3rd years of Bachillerato at “Beatriz Cueva de Ayora” high school. Academic period 2012-2013.</p> <p>Sub problems</p> <ul style="list-style-type: none"> • What are the homework strategies that help to reinforce the students’ learning of the English language at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013? • What kind of homework resources are used to support the students’ learning of the English language at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013? 	<p>To determine the influence of the extra-class activities on the English language learning with the students of 1st, 2nd and 3rd years of Bachillerato at “Beatriz Cueva de Ayora” high school. Academic period 2012-2013.</p> <p>Specific</p> <ul style="list-style-type: none"> • To identify the types of homework teachers apply to help students to reinforce the English language learning at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013. • To distinguish and describe the homework resources that teachers use to help students to improve the learning of the English language at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013. 	<p>The extra-class activities influence on the English language learning with the students of 1st, 2nd and 3rd years of Bachillerato at “Beatriz Cueva de Ayora” high school. Academic period 2012-2013.</p> <p>Specific</p> <ul style="list-style-type: none"> • The types of homework applied by teachers help students to improve the English language learning at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013. • The way teachers send homework support the English language learning with the students at “Beatriz Cueva de Ayora” High School. Academic period 2012-2013. 	<ul style="list-style-type: none"> • Extra-class activities • English language learning 	<ul style="list-style-type: none"> • Homework Definition. • Effects of homework. • Objectives of homework. • The Importance of homework • Amount of homework required. • Types of homework. • Characteristics of an effective homework. • Homework strategies. • The importance of learning a foreign language. • The importance of homework in learning a language. • How to learn English. • Homework resources. • Parental involvement. • How can parents get involved with children’s homework? • Parents and teachers communication



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER
STUDENTS' SURVEY

Dear student this is a survey that is being carried out to develop a thesis project about extra-class activities, it will be analyzed by the researcher of the English language career at National University of Loja. It would be helpful if you answer the following questions with all your sincerity.

Hypothesis 1.

1. Does the English teacher send homework after class?

Yes ()

No ()

2. What kind of homework does the English teacher send most?

Written reports ()
Written compositions ()
Completing worksheets ()
Writing sentences ()
Researches ()
Expositions ()
Projects ()
Oral reports ()
Vocabulary ()
Translations ()
Workbook activities ()
Group work activities ()
Others

3. How often does the English teacher send homework?

Each class ()

Once a week ()

- Using a planner
- Write down every assignment
- Make sure you understand the
- Have all the necessary materials
- Look for an adequate place
- Eliminate distractions
- Assign the appropriate amount of time to do homework
- Others

10. Do you think that the use of the strategies indicated before help you to develop your homework in a better way?

Yes ()

No ()

Why?

Hypothesis 2

11. Which of the next homework resources do you use to develop your homework?

Internet

Library

Tutoring

Dictionary

Magazines

Others

12. Do you think that the use of the resources indicated before help you to develop your homework in a better way?

Yes ()

No ()

Why?

13. Do your parents talk with the English teacher?

Yes ()

No ()

Why?

14. How do your parents help with your homework development?

Provide you a place for doing your homework ()

Sign your homework ()

Teach you how to be organized ()

Provide you guidance if you need ()

Provide you with all the necessary materials ()

Congratulate when you finish your task ()

15. Do think it is important to learn English?

Yes ()

No ()

Why?

Thanks for your collaboration



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER
TEACHERS' SURVEY

Dear teacher this is a survey that is being carried out to develop a thesis project about extra-class activities, it will be analyzed by the researcher of the English language career at National University of Loja. It would be helpful if you answer the following questions with all your sincerity.

Hypothesis 1.

1. Do you send homework to your students after class?

Yes ()

No ()

2. What kind of homework do you send most?

Written reports ()

Written compositions ()

Completing worksheets ()

Writing sentences ()

Researches ()

Expositions ()

Projects ()

Oral reports ()

Vocabulary ()

Translations ()

Workbook activities ()

Group work activities ()

Others

3. How often do you send homework to your students?

Each class ()

- Group work ()
- Others ()

8. For you, what is the purpose of sending homework?

- Help students improve academically ()
- Develop students' responsibility ()
- Reinforce students' knowledge ()
- To teach students how to plan and organize their time ()
- Help students to become independent learners ()
- Help students to develop wholesome habits ()
- Other ()

Which one?

Hypothesis 2

9. Which of the next homework resources do you use to develop your homework?

- Internet ()
- Library ()
- Tutoring ()
- Dictionary ()
- Magazines ()
- Others ()

10. Do you think that using the resources indicated before help you to develop your homework in a better way?

- Yes () No ()

Why? _____

11. Do parents talk with you?

- Yes () No ()

Why? _____

12. Do you talk with your students' parents about your classes and homework routine at the beginning of the year?

Yes ()

No ()

Why? _____

13. Do think it is important to learn English?

Yes ()

No ()

Why? _____

Thanks for your collaboration

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