



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

## ENGLISH LANGUAGE CAREER

**TITLE:**

“THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014”.

THESIS AS A PREVIOUS REQUIREMENT TO OBTAIN THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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## CERTIFICATION

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el Arte y la Comunicación de la Universidad Nacional de Loja.**

### CERTIFIES:

That the research work previous to obtain the Bachelor's degree in Sciences of Education, English Language Specialization entitled: "THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013–2014", under the responsibility of the undergraduate **Johanna del Cisne Puga Garrochamba**, has been thoroughly revised and fully analyzed in all its parts. Therefore, I authorize its presentation and submission for the legal requirements.

Loja, May 28<sup>th</sup>, 2015



.....  
Lic. Mg. María Patricia Rodríguez Ludeña

THESIS ADVISOR


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**Johanna del Cisne Puga Garrochamba**

**THE AUTHORESS**

## **DEDICATION**

*I dedicate each effort given, each goal achieved to Almighty God who provided me with life, patience, wisdom, and enthusiasm similarly, to my parents for their support, confidence, advises and to my friends for their wonderful friendship, support and encourage me to keep going and never give up.*

**Johanna del Cisne Puga Garrochamba**

**THE AUTHORESS**

## MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: Área de la Educación el Arte y la Comunicación											
TIPO DE DOCUMENTO	AUTOR/ NOMBRE DEL DOCUMENTO	FUENTE	FECHA (AÑO)	ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN							NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD	OTRAS DESAGREGACIONES	
TESIS	<b>Johanna del Cisne Puga Garrochamba</b>  "THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9 <sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD 2013–2014".	UNL	2014	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIAN	LA ARGELIA	CD	LICENCIAD A EN CIENCIAS DE LA EDUCACIÓN MENCIÓN IDIOMA INGLÉS

## MAPA GEOGRÁFICO Y CROQUIS



## CROQUIS

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN	Yellow
ÁREA AGROPECUARIA DE LOS RECURSOS NO RENOVABLES	Pink
ÁREA JURÍDICA SOCIAL Y ADMINISTRATIVA	Green
EXNIVEL DE FORMACIÓN BÁSICA	Red





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**a. TITLE**

“THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT  
IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE  
STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD  
EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.  
ACADEMIC PERIOD 2013–2014”.

## **b. RESUMEN**

El objetivo del presente trabajo de investigación titulado: “LAS ACTIVIDADES-EXTRA-CLASE COMO UN MEDIO DE REFUERZO EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DEL 9NO AÑO DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. PERIODO ACADEMICO 2013-2014”, tiene como propósito determinar de qué manera las actividades-extra-clase refuerzan el Proceso de Enseñanza Aprendizaje de Idioma Ingles.

Para llevar a cabo esta investigación, fue necesario usar como método principal, el método científico el cual apoyó y reforzó este trabajo investigativo. La técnica que se usó para recoger información fue la encuesta, luego fue necesario tabular, organizar, representar gráficamente e interpretar la información para así ser capaz de verificar las hipótesis y presentar las conclusiones y recomendaciones.

Finalmente, los resultados de esta investigación demuestran que las estrategias y recursos de tarea que los profesores utilizan si contribuyen con el Proceso de Enseñanza Aprendizaje del Idioma Inglés, las cuales ayudan al estudiante a alcanzar su éxito académico.

## **ABSTRACT**

The aim of the present research work entitled: “THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013–2014”, has the purpose of determining in what way the extra-class-activities reinforce the English Teaching Learning Process.

To carry out this research work, it was necessary to use as main method, the scientific one which supported and reinforced this research work. The technique used to collect the data was the survey, and then it was necessary to tabulate, organize, represent graphically and interpret the data collected in order to be able to verify the hypotheses and present the conclusion and recommendations.

Finally, the results of this research demonstrated; that homework strategies and homework resources that English Teachers use contribute with the English Teaching Learning Process, which help to students to achieve their academic success.

### **c. INTRODUCTION**

Extra-class-activities contribute directly to the efficiency of Teaching Learning Process of the English Language because it involves more than the independence and the intellectual development of the students but also it serves as a mean of reinforcement and support on topics developed during the class.

The focus in this work is to know how extra-class-activities reinforce the Teaching Learning Process of the students. Because teachers often limit the use of activities or homework strategies which do not let students achieve their success, these aspects have been the reasons that motivated the development of this research work.

Therefore, the main objective that guided the whole research work was to get the corresponding information about **“THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014”**.

Based on these guidelines, the specific objectives are; to identify the homework strategies that teachers use in the English Teaching Learning

Process and; to recognize the homework resources that reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

To match with the specific objectives, it was also stated the hypothesis for this work which says; The extra-class-activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014. The main method used in this research was the scientific one, which remarked the logic and organized procedure to achieve the principle objectives of the research work. It was also necessary the usage of particular methods such as; descriptive method, which served to identify, acquire and elaborate the data related to the main problems found; analytic method to search and analyze all the information got through the application of survey, the use of theoretical frame and also the synthesis and interpretation of the results and; the statistic method, it served to represent the data through tables and graphs.

The present work in its structure is organized in the following way:

At the beginning, it has the introduction that presents the thesis work in its whole parts; it also describes the contextual frame of the problem that let to develop this research work.

Then, it includes the revision of the Literature where it is summarized the main variables of the specific hypotheses, which were the support in the analysis of the results with the instruments applied.

Next, the research work has the summary which describes the pertinence of the research and it summarizes the main conclusions and outcomes that have been gotten through this research.

It also includes the materials and methodology used during the research process where it is described the methods, techniques, procedures and instruments which have been used in this research, which also gives a reference about the population.

It presents the gotten results in the research instruments that were applied to teachers and to students and the interpretation and analysis of each question based on the theoretical references, the hypotheses and the obtained results.

After that, it has the discussion of the questions with the percentages more representatives and the verification of the stated hypothesis through a logical descriptive analysis. It also refers to the conclusions which have been drawn after contrasting the information of the different instruments applied, establishing the logical redaction among the variables, with the specific objectives stated in the project and the gotten outcomes.

As final point, it presents the recommendations or possible solutions to the problematic found in the researched institution and which could be used to improve the weaknesses in regarding to the problems that teachers have when they use extra-class-activities or when they assign homework strategies to improve and reinforce the Teaching Learning Process of students.



#### **d. REVIEW OF LITERATURE**

##### **EXTRA-CLASS-ACTIVITIES**

Extra-class-activities respond to an important need in the Teaching Learning Process, it provides students the opportunity to improve their learning by applying concepts and articulating new knowledge similarly, many of these activities also include reading, writing, listening, speaking, grammar and conversation. (Stanley, 1912).

These activities are easily adapted in the class; they give to students the opportunity to improve their skills through fun interactive ways allowing that the language learning be more real life among students.

- Group Work.
- Drama Activities.
- Role-Play.
- Debating Teams.
- Jigsaw.
- Think-Pair-Share.

## **The Homework Role in the Learning Process**

Homework provides an opportunity for continued learning outside of the classroom. Homework therefore, is necessary and plays an important role in the Teaching Learning Process. (Junkere, 2009).

However, modern technology has caused students spend most of their time at home watching television, playing video games, using cell phones and the computer without achieving much. Homework engages students in an activity which is more beneficial to their development.

Homework is an extension of what is done at school. It should therefore serves as a reinforcement tool for skills and concepts taught in the classroom. Consequently, homework also provides the opportunity to assist to students to improve their academic performance, especially when there is the additional practice and the necessary reinforcement; students may show clear improvements in their grades.

Another important benefit of homework is the connection that it can create between children and parents allowing they can share their homework experience with their children, so that it tends to improve communication between them.

## **Definition of Homework**

Homework provides excellent opportunities for developing good study habits, preparing and organizing for the next day, self-discipline, time management, accountability, research skills, and a love of learning. (Leal, 2010-2011).

Moreover, the benefits of homework are clearly that students can retain class-taught language, they reinforce what they have learnt; develop study habits which allow them to develop as independent learners and their cognitive understanding of language increases.

Similarly, homework is considered like a bridge that joins schools and parents. That is to say, from the school's perspective there is the opportunity to monitor students' independent progress.

## **Importance of Homework**

According to (Murphy and Decker, 1989) here below there are some reasons why homework is important which are necessary to highlight:

- It improves students thinking and memory.
- Homework encourages student to use time wisely.

- It teaches student to work independently.
- Homework teaches student to take responsibility for his other work.
- It helps students to get ready for the next day's class.
- Homework helps students learn to use resources, such as libraries, reference materials, and computer Web sites to find information.
- It encourages students to explore subjects more fully than classroom time permits.
- It allows students to extend learning by applying skills to new situations.
- It allows parents to communicate about what he or she is learning.

### **Types of Homework**

Each type of homework has individual characteristics their importance differs according to student's circumstance and needs but all of them have a specific common objective that is to increase and reinforce the student's knowledge acquired in the class applying different methods to do a same activity such as: (Cooper and Gerstein, 2003).

- Practice Homework.

- Preparation homework.
- Extension homework.
- Creative homework.

### **Characteristics of Effective Homework**

In an article for Educational Leadership, Cathy Vatterott, an education professor at the University of Missouri, discussed the five key of effective homework that promotes maximum student learning. (Vatterott, 2011).

1. Purpose.
2. Efficiency.
3. Ownership.
4. Competence.
5. Aesthetic Appeal.

### **The Purpose of Homework**

Through a review of the literature, Epstein has developed a six-point typology of the reasons that homework is assigned to students. (Epstein, 2001). These reasons are the following:

1. Practice.
2. Preparation.
3. Participation.
4. Personal Development.
5. Parent-Child Relations.
6. Parent-Teacher Communications.

### **Tips for Assigning Homework**

It is important to know that the successful homework strategies should be on the way how students complete a task before they leave the classroom so that, the following tips will help teachers to keep in mind when assigning homework to ensure the students' success. (Watson, 2012).

- Homework should have clear specific goals and or purposes.
- Do not assign homework as a form of punishment.
- Homework assignments should always be checked.
- Quality, not quantity should be stressed in all homework assignments.
- Homework should not be assigned in isolation of regular school lessons; it needs to be connected with current topics that are being taught.

- Take time at the end of the day to ensure students fully understand your homework expectations.

## **Roles and Responsibilities Related to Homework**

### **Teacher's Responsibilities**

- Explains to students the purpose and importance of homework and its connection to school success.
- Teaches skills necessary for the student to complete homework (e.g., note-making, preparation for upcoming test).
- Provides homework that is clear, meaningful, purposeful, and understandable.
- Assigns work which is appropriate to the student's age, skills developmental level, learning style, and individual needs.
- Works collaboratively with other teachers to assign reasonable amounts of homework, and to avoid overwork in rotary class situations.
- Communicates regularly with parents.

### **Student's Responsibilities**

- Submitting homework assignments which reflect careful attention to detail and quality of work.

- Ask for help if homework assignments or expectations are not clear.
- Prepare appropriately for upcoming lessons.
- Participate actively in all aspects of the school program.
- Manage time and materials appropriately.
- Communicate regularly with teachers and parents.
- Monitor progress and set goals, as appropriate.

### **Family Responsibilities**

- Provide encouragement and appropriate support, without doing the homework for the student.
- Expect the student to complete homework regularly.
- Provide an environment (i.e., workplace, block of uninterrupted time), usually in the home or in an alternate setting.
- Show interest in the student's schoolwork and progress.

### **School Responsibilities**

- Develops and communicates school guidelines for homework to be used by teachers, parents and students.
- Offers information to assist parents in helping their children at home (e.g., Curriculum Nights, interviews/conferences, newsletters).



- Works with the community to develop programs to provide students with support for homework (e.g. educative programs, peer tutors, homework clubs).

### **Amount of Homework Required**

In accordance with Bertha Braslavsky, an eminence in educational themes pointed it out that homework assignment becomes an effective learning tool when teachers “respect the student’s free time and not only that they are concentrated in academic approach”. (Braslavsky, 2009).

On the other hand, Silvana Gvartz director at School Education of the San Andres University suggests “send homework according to the student’s evolutionary stage and guided to develop the student’s interest and the joy for studying”. (Gvartz, 2009).

According to announcements by the National PTA and NEA the (National Education Association), the following amounts of homework are recommended: (NEA, 2004).

- From kindergarten to third grade, no more than 20 minutes per day.
- From fourth to sixth grade, 20 to 40 minutes per day.
- From seventh to twelfth grade, the recommended amount of time varies according to the type and number of subjects that a student is taking.

## **The Positive and Negative Effects of Homework**

The positive effects of homework which relate to immediate achievement and learning include:

- Better retention of factual knowledge.
- Increased understanding.
- Better critical-thinking and concept formation.
- A desire to learn during leisure time.
- A better attitude toward school.
- Better study habits and skills and
- Program of study enrichment.

Due to the information above, Kralovec and Buell point out a list about the negative effects of homework on achievement and learning. (Kralovec and Buell, 2000).

- Loss of interest in academic material,
- Physical and emotional fatigue,
- Denial of access to leisure time and community activities,
- Parental interference,
- Pressure to complete and perform well,
- Confusion of instructional techniques,

- Cheating,
- Copying from other students,
- Help beyond tutoring and
- Increased differences between high and low achievers.

## **HOMEWORK STRATEGIES**

Homework has a set of significant strategies which are targeted at three people who are most directly involved: as the teachers, students and parents, too. So, applying all these strategies help to improve the Teaching Learning Process. (Manis, 2012).

Margaret Carr an Educational Consultant indicates that “where homework assignments are meaningful and relevant, student achievement increases”. (Carr, 1999).

### **Teacher’s Homework Strategies**

- Give homework that makes learning personal.
- Assign activities which are relevant to the students.
- Vary the kinds of homework.
- Create assignments that challenge students to think and to integrate.
- Use school and community resources.

- Assign an appropriate amount of homework.
- Match assignments to the skills, interest and needs of students.
- Provide constructive feedback.
- Make sure students understand the purpose.
- Encourage and teach good study habits.

### **Student's Homework Strategies**

- Students need to have a system for recording assignments on a daily data.
- It is important to have all the books and materials within reach to complete the assignments.
- Students should understand of homework assignment before leaving class.
- Students need to distribute an appropriate amount of time for the completion of homework.
- It is needed to look for places which support the development of homework.

### **HOMEWORK RESOURCES**

Resources are important for developing homework assignment because they provide a support for the learned topics during the class, so these are

a variety of resources for homework which students can use. It is important to know that a good teacher always needs to send a homework thinking in the possible resources that students can use to complete it. (McCullough, 1995-1996).

### **Purpose of Homework Resources**

The purpose of homework resources are enrich the traditional Teaching Learning supporting with new activities which contribute with the student's learning in the same way let to them show their aptitudes and develop their skills, each one of them benefit to students become independent researchers. (Fanconi, 1990).

To summarize the purpose of the homework resources are the following:

- \* To motivate the class.
- \* To clarify and illustrate what is being explained in words.
- \* To contribute with the learning through the impact that resource can cause.
- \* To give the opportunity to students to show their aptitudes and the development of specific skills through the use of the resources.

## **Kind of Homework Resources**

- Internet.
- Tutoring.
- Dictionaries.
- Magazines and Newspapers.

## **TEACHING LEARNING PROCESS**

Teaching Learning Process is the heart of education, besides it is considered as the most powerful instrument which brings about desired change in the students. (Varron, 2011).

Teaching and Learning involves the process of transferring knowledge from one who is giving to one who is receiving. Teaching Process cannot be achieved if there is one element that is missing among the three of the Teaching and Learning elements.

These elements are the teacher, the learner as well as the good learning environment. These ones are necessary to make possible the Teaching Learning Process. So that, it is important that the presence of these elements is present in the process of teaching, considering that all of them play an important role in the system.

## **Importance of Learning a Foreign Language**

Learning a second language at an early age has a positive effect on academic growth and definitely enriches and enhances a student's mental development. In other words, it provides students with more flexibility in their thinking, sensitivity to the language, and gets a better ear for listening. (Marcos, 1998).

The advantages are so powerful and it imparts cultural stimulation and assists the student to understand and appreciate people from other countries and become aware of other cultures and traditions. However, a second language is a nice sounding development but without the opportunity for practicing, it becomes more of a waste.

## **Successful Language Learning**

The key to becoming a really successful language learner is to be an active learner, and fortunately there are many ways you can be actively responsible for your learning and help yourself to learn your target language very effectively. (Boothroyd, 2011).

- Do not be afraid to make mistakes.
- Learn about the people who speak the language.
- Make time for your language learning.

- Read newspapers and magazines in your target language.
- Listen to audio books.
- Listen to tapes, CDs or MP3.

### **The Role of the Language Learner**

Students should be ACTIVE participants in their education; this means, that they should contribute to classroom discussions and to answer direct questions posed by the teacher and by their classmates.

Moreover, a student's role is also to be motivated about their learning; this role is also tied to a teacher's role as well. Similarly, students are truly interested in learning, so that they should be able to find some previous experience or knowledge to apply this new learning. In this way, students can construct their own knowledge about their learning, and apply it to their education. (Bailey, 2009).



## **e. RESOURCES AND METHODS**

### **HUMAN RESOURCES**

Researcher: Johanna del Cisne Puga Garrochamba.

English Teachers: 5 English Teachers from Unidad Educativa Anexa a la Universidad Nacional de Loja.

Students: 121 students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.

### **MATERIAL RESOURCES**

- |            |                        |
|------------|------------------------|
| * Computer | * Printer              |
| * Internet | * Books                |
| * Folders  | * Special Bibliography |

### **METHODS**

For the development of this research the methods used by the researcher were:

- **Descriptive Method:** This method was used to identify, acquire and elaborate the data related to the main problems found in the researched institution.

- **Analytic Method:** The researcher used this method to search and analyze all the information got through the application of survey as instrument, the use of theoretical frame as reference resources and also the synthesis and the interpretation of the results.
- **Scientific Method:** This method helped to researcher to follow logic and organized procedure in order to achieve the main objectives of this research work.
- **Statistic Tool:** This one served to represent the data through in tables and graphs in order to get a better understanding of the information.

## **TECHNIQUES AND INSTRUMENTS**

**Surveys:** This technique consisted in research personal opinions in right way. The survey was applied to English teachers and students of the Educational establishment in order to know what importance teachers and students give to the extra-class-activities in the English Teaching Learning Process.

## PROCEDURES

- **Tabulating:** Once the survey was applied, the tabulation of the information was done through the statistics method to interpret the closed questions. The criteria, opinions or explanation of each question was developed from five points of view.
- **Organization:** The organization of the information collected, was done by classifying the questions that helped to prove the hypotheses. In this way it was possible to interpret and analyze each question easily with sufficient information that let me confirm the hypotheses.
- **Graphic Representation:** After the researcher has analyzed the data collected; it was represented graphically, so it facilitated the interpretation and consequently the critical analysis of every question.
- **Logical Analysis:** Once the information was presented in tables and graphs, it was interpreted according to the percentages obtained and analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.
- **Hypotheses Verification:** The hypotheses were verified through a descriptive process supported by a logical analysis.

- **Conclusions and Recommendations:** The conclusions were drawn based on a specific analysis of the results; they served to give recommendations to the authorities of the researched institution and also to the teachers in order to contribute to a good development of the Teaching Learning Process of the English Language.

## POPULATION AND SAMPLE

The population of this research was represented by students from ninth year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja, total 783 students. The researcher took a sample from the population. It was of 121 students of all parallels A, B, C and D from ninth year of Basic Education. The researcher worked with 5 English teachers of this Institution.

The chart demonstration has been illustrated bellow:

COURSE	PARALLELS				TOTAL
9 <sup>TH</sup> YEAR OF BASIC EDUCATION	A	B	C	D	121
	35	26	30	30	
TEACHER'S POPULATION					5

The information of teacher's and student's samples is different to the research project because, some students left of the institution during the academic year and new teachers were hired.

## f. RESULTS

### TEACHER'S AND STUDENT'S SURVEY

#### HYPOTHESIS ONE

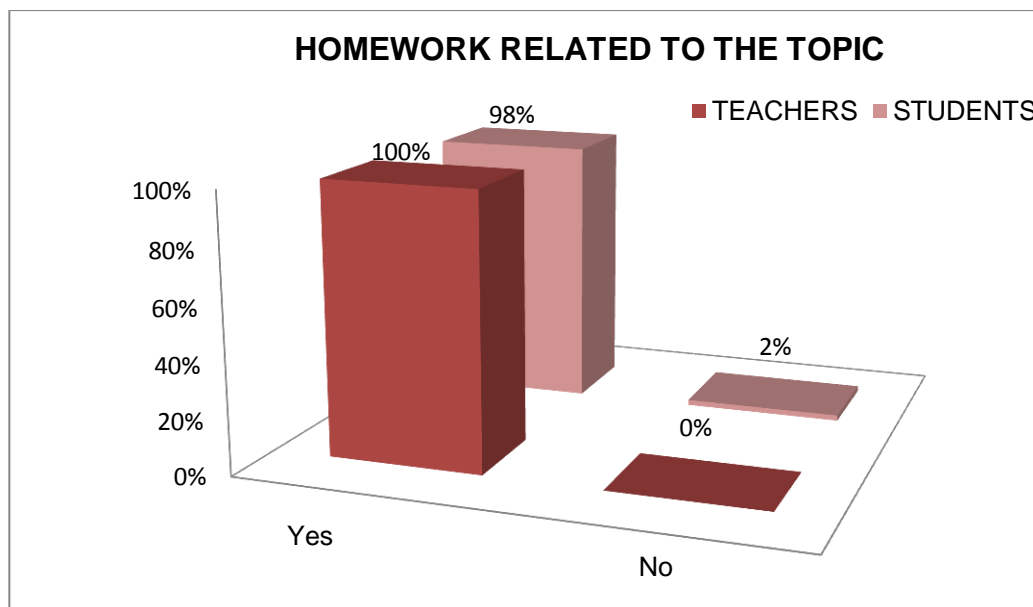
The homework strategies that teachers apply do not contribute with student's success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

#### 1. Do you send homework according to the topic just taught?

##### a) Chart 1

Homework related to the topic	TEACHERS		STUDENTS	
	f	%	f	%
Yes	5	100	118	98
No	0	0	3	2
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**b) Graphic 1**



**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

**c) Logical Analysis**

The results demonstrate that all of teachers answered YES, while the option NO does not have percentage. Similarly, the majority of students agreed with the answers so that teachers use homework to reinforce what they have taught during the class.

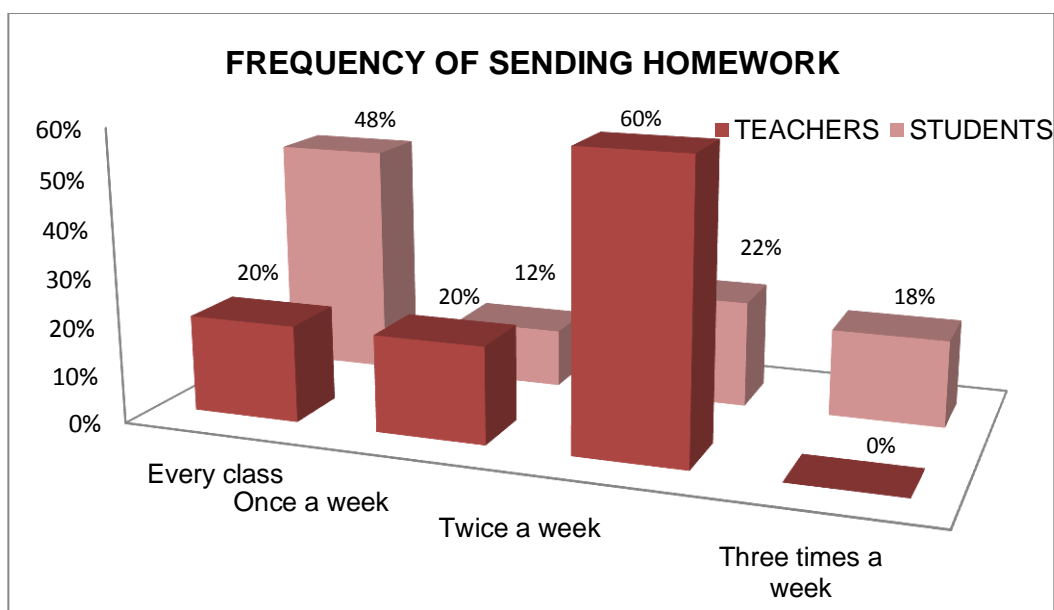
According to (Junkere, 2009) homework assignment provides an opportunity for continuing learning outside of the classroom. Homework therefore, is necessary and it plays an important role in the Teaching Learning Process of English Language.

## How often do you send homework?

### a) Chart 2

Frequency of Sending Homework	TEACHERS		STUDENTS	
	f	%	f	%
Every class	1	20	57	48
Once a week	1	20	15	12
Twice a week	3	60	27	22
Three times a week	0	0	22	18
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

### b) Graphic 2



Source: Teacher's and Student's survey.

Responsible: Researcher.

### c) Logical Analysis

As we can see, the majority of teachers expressed that they send homework to students twice a week. On the other hand, a lot of students

said that teachers send homework in every class. So that, more often teachers send homework it can be in each class or twice a week, the more benefit students will get in the English Language Learning.

There are two ways to increase students' opportunities to learn which are to increase the amount of time that students have to learn and to expand the amount of content they receive.

Homework assignments may stand-in both these goals; however, excessive homework may impact negatively on student's achievement and reduce student's access to leisure activities that can also teach important life skills.

(Braslavsky, 2009) an eminence in educational themes pointed it out that homework assignment becomes an effective learning tool when teachers "respect the student's free time and not only that they are concentrated in academic approach".

It is important to remember that sense of sending homework is to strengthen and to improve the students learning so that teachers should never assign homework as a routine way lacking of educational value if teachers do that, it should be according to the "student's evolutionary stage and guided to develop the student's interest and the joy for studying". (Gvirtz, 2009).

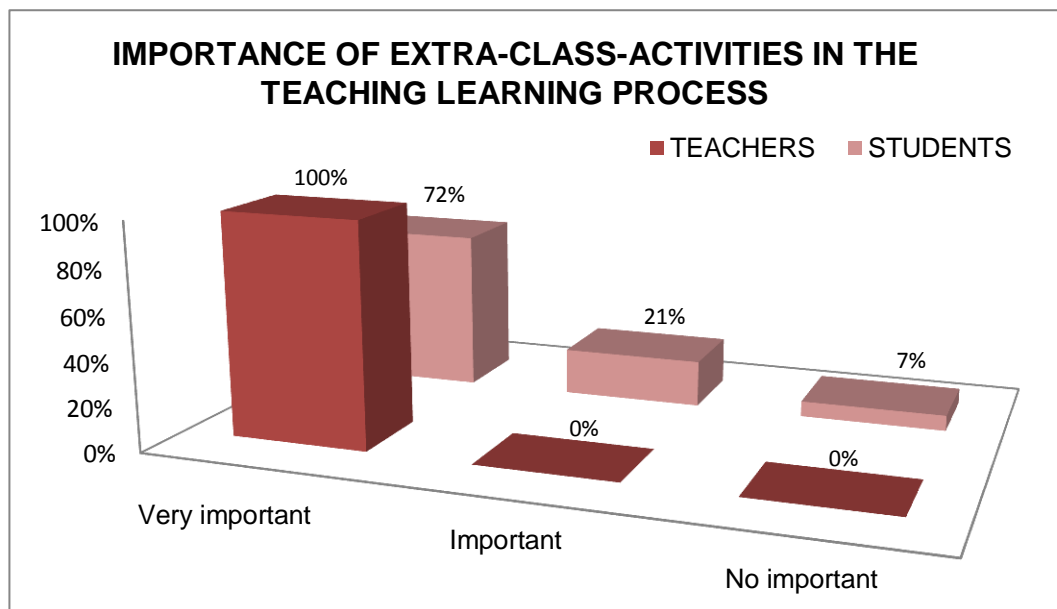


**3. How important do you think are the extra-class-activities in the Teaching Learning Process?**

**a) Chart 3**

Importance of extra-class-activities in the Teaching Learning Process	TEACHERS		STUDENTS	
	f	%	f	%
Very important	5	100	88	72
Important	0	0	25	21
No important	0	0	8	7
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**b) Graphic 3**



**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

### **c) Logical Analysis**

The statement related to the importance of extra-class activities has three options; Very important, Important and No important, the first option has a high percentage due to a large number of teachers and students expressed that extra-class-activities are essential and very significant to improve and reinforce the English Language Teaching Learning Process; the other options have lower percentages.

According to (Stanley, 1912) the extra-class activities respond to an important need into the Teaching Learning Process due to, students learn more through their participation, gathering information and processing it by solving problems.

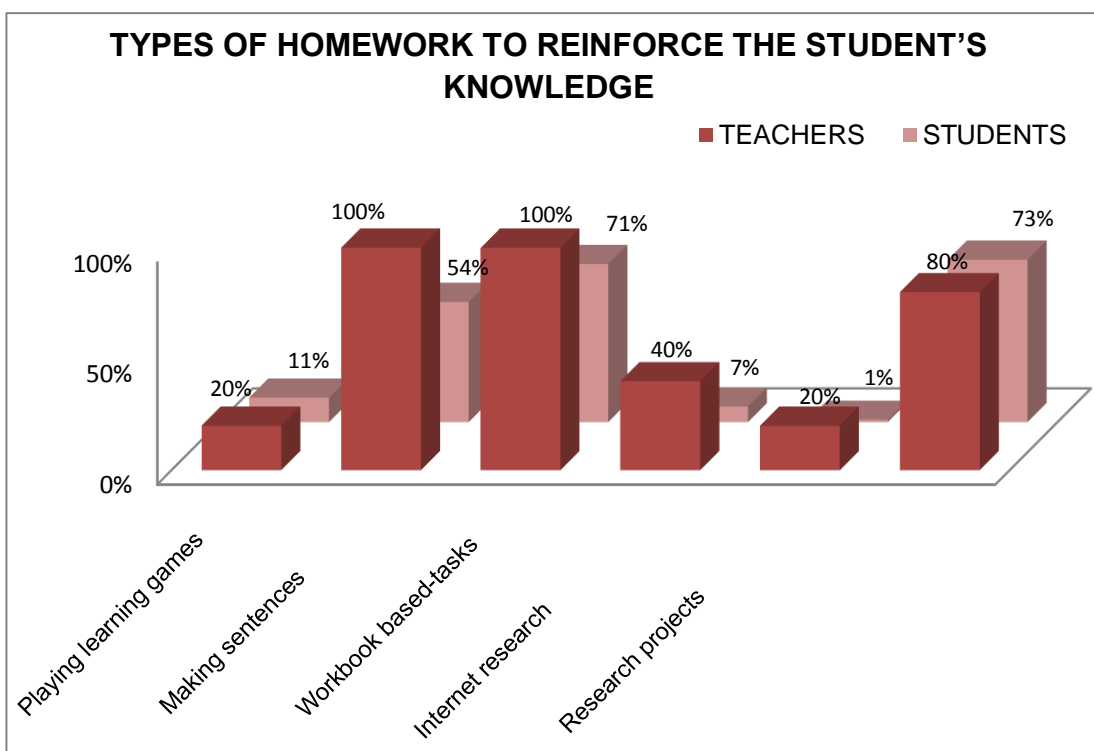
The extra-class activities such as: debate teams, drama activity, group work, role play, jigsaw and think-pair-share all of them are activities which provide students with opportunities to improve their learning and develop their English Language skills through fun interactive ways, with the purpose students apply different concepts and articulate new knowledge.

**4. What kind of homework do you send to reinforce the student's knowledge?**

**a) Chart 4**

Types of Homework to reinforce the student's knowledge	TEACHERS		STUDENTS	
	f	%	f	%
Playing learning games	1	20	13	11
Making sentences	5	100	65	54
Workbook based-tasks	5	100	86	71
Internet research	2	40	9	7
Research projects	1	20	1	1
Complete the student's book	4	80	88	73

**b) Graphic 4**



**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

### **c) Logical Analysis**

The graph shows the types of homework that teachers use to reinforce the student's knowledge, according to the higher gotten results the majority of teachers said that they use: the workbook based-tasks and make sentences to strengthen the student's knowledge. Similarly, most of the students confirmed that teachers use the workbook based-tasks and the student's book to support their knowledge in the English Language Learning, the rest of options have fewer percentages.

Regarding to (Cooper and Gerstein, 2003) mention that each type of homework has individual characteristics their importance differs according to student's circumstance and needs but all of them have a specific common objective that is to increase and reinforce the student's knowledge acquired in the class applying different methods to do a same activity.

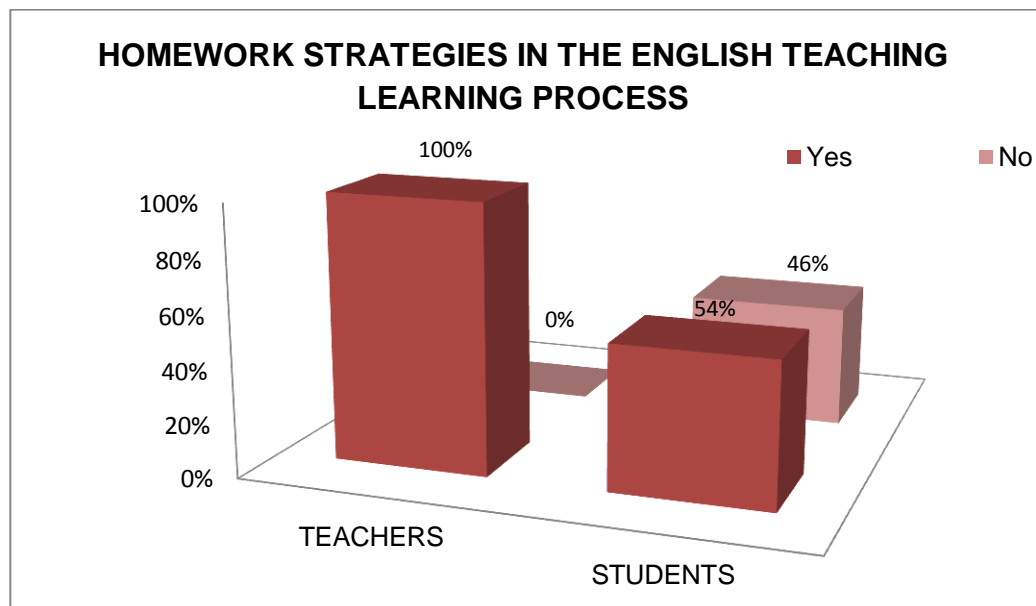
The types of homework such as; completing worksheets, library or internet research, research projects, watching news or a report, writing compositions, preparing a demonstration, making dioramas and also the use of the student's book, workbook based-tasks or make sentences all of them are tasks which reinforce and get to improve the student's knowledge and learning nonetheless, only assign tasks such as; making sentences, workbook based-tasks, or complete the student's book, therefore do not allow students develop their skills neither improve their learning at all.

**5. Do you use the homework strategies in the English Teaching Learning Process?**

**a) Chart 5**

Homework Strategies in the English Teaching Learning Process	TEACHERS		STUDENTS	
	f	%	f	%
Yes	5	100	65	54
No	0	0	56	46
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**b) Graphic 5**



**Source:** Teacher's and Student's survey.

**Responsible:** Researcher.

### c) Logical Analysis

According to the given results most of teachers answered YES while the option NO does not have percentage. The following results show almost equal percentages so that, most of students said YES however, almost half of them answered NO.

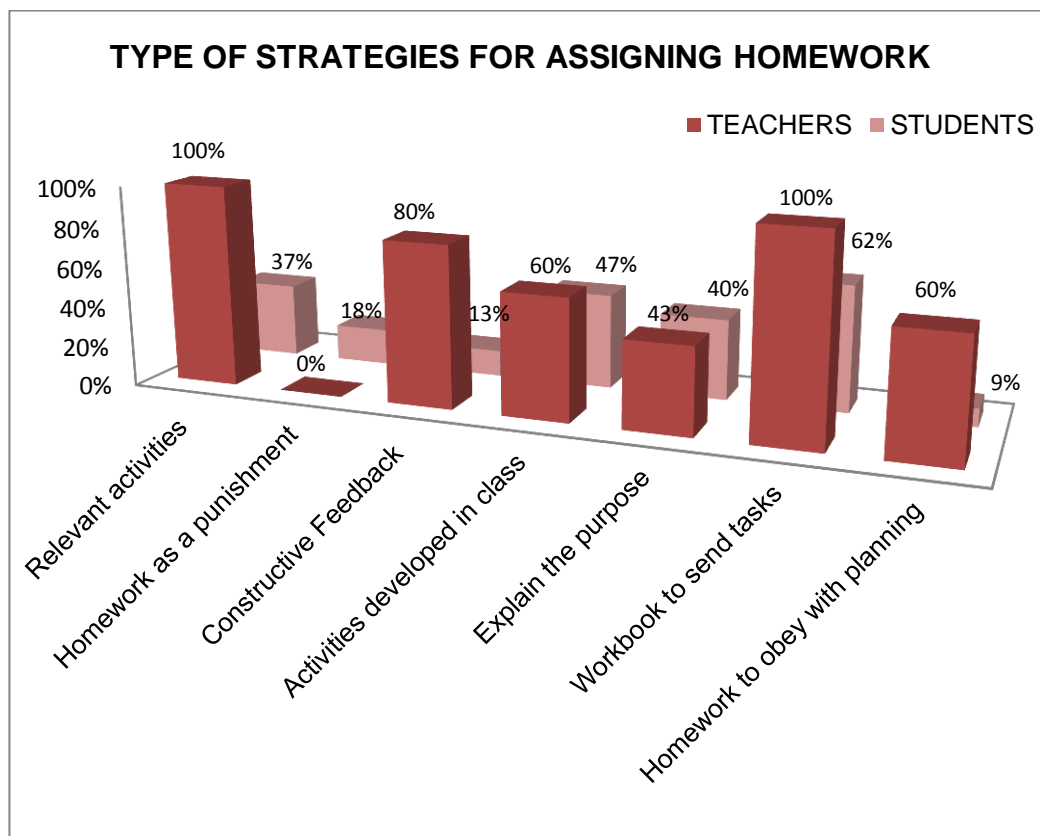
In accordance with (Manis, 2012) homework has a set of significant strategies which help to improve the Teaching Learning Process. Therefore teacher plays a vital role in the selection, assignment, and use of homework strategies with the aim to get improving the Teaching and Learning of English Language and moreover, students get better outcomes in their learning.

## 6. What type of strategies do you use for assigning homework?

### a) Chart 6

Type of Strategies for Assigning Homework	TEACHERS		STUDENTS	
	f	%	f	%
Assign relevant activities according to student's learning level.	5	100	45	37
Give homework as a way of punishment to the class.	0	0	22	18
Provide constructive feedback.	4	80	16	13
Assign activities developed in the class.	3	60	57	47
Explain the purpose of homework.	2	43	49	40
Use the workbook to send tasks.	5	100	75	62
Send homework to obey with planning.	3	60	11	9

**Graphic 6**



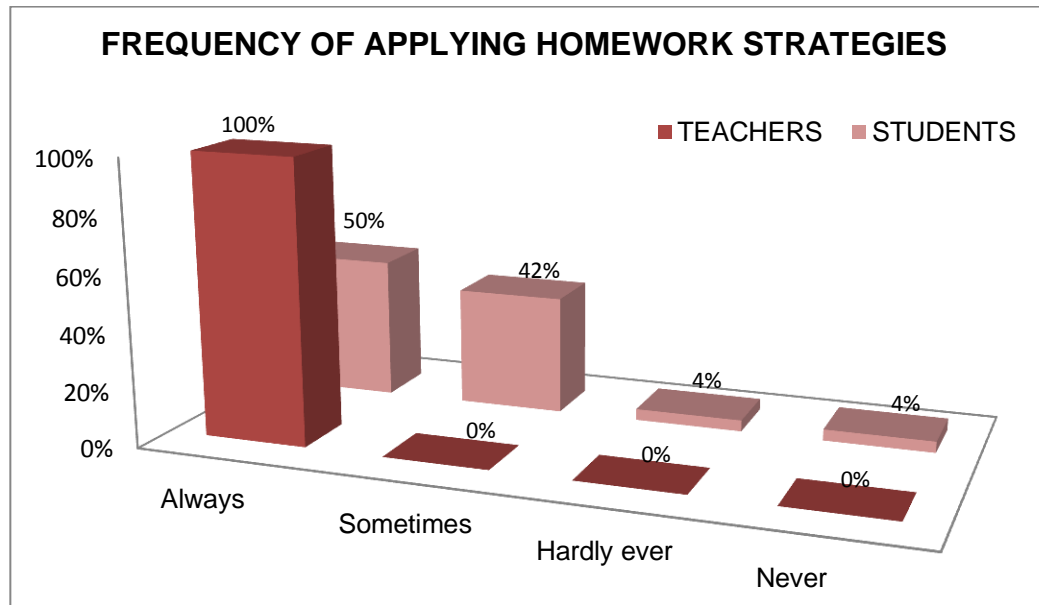
**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

**How often do you apply these homework strategies?**

**b) Chart 6**

Frequency in applying Homework Strategies	TEACHERS		STUDENTS	
	f	%	f	%
Always	5	100	60	50
Sometimes	0	0	51	42
Hardly ever	0	0	5	4
Never	0	0	5	4
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**Graphic 6**



**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

### c) Logical Analysis

This statement is divided in two parts; the first part is about what kind of strategies teachers use for assigning homework; taking into account the results of the teachers and students; all the teachers said, that they assign relevant activities according to student's learning level and use workbook to send tasks, the rest of the options have the least percentages.

Moreover, the majority of students expressed that teachers use the workbook and send activities developed in class to the moment to assign homework, the other options have lower percentages.



(Manis, 2012) indicates that homework has a set of significant strategies which improve and strengthen the student's learning process, in spite of this, homework assignment become frustrating and routine when teachers do not apply more homework strategies so that the majority of teachers only get to use the homework strategies for instance; sending activities developed in class, or using the workbook to send tasks.

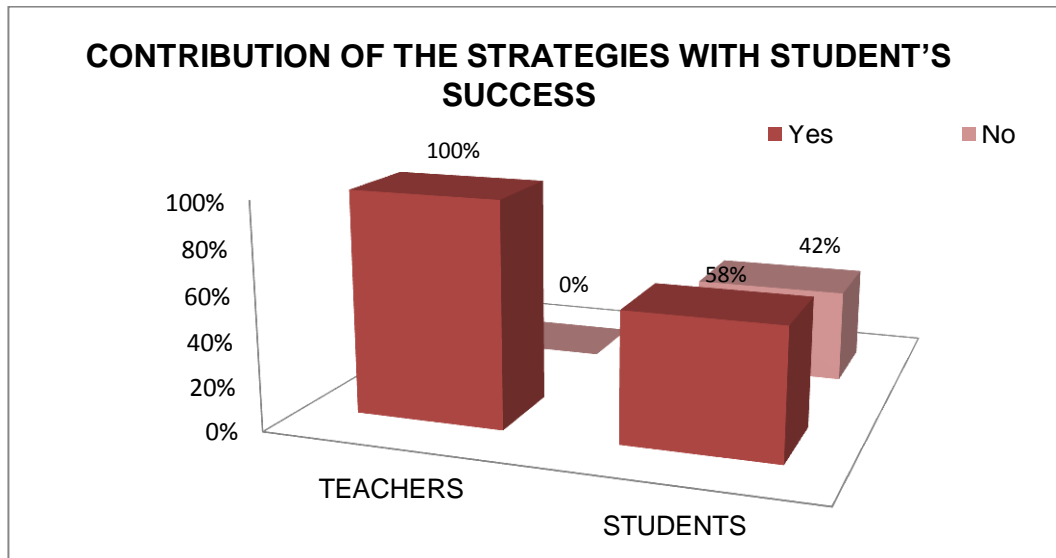
Which means that teachers are not considering to apply others homework strategies such as; vary the kinds of homework, assign an appropriate amount of homework, use school and community resources, provide constructive feedback, assign relevant activities, explain the purpose of homework and so on which also enhance and enrich the student's learning.

**7. Do you think the homework strategies you use contribute with student's success in the English Teaching Learning Process?**

**a) Chart 7**

<b>Contribution of the Strategies with student's success</b>	<b>TEACHERS</b>		<b>STUDENTS</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Yes	5	100	70	58
No	0	0	51	42
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**b) Graphic 7**



**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

**c) Logical Analysis**

The responses given to this question are: all teachers expressed YES and the option NO without percentage. On the other hand, students show different points of view about this question; so, most of the students said YES however, almost half of them manifested NO.

(Carr, 1999) arguments that where homework assignments are meaningful and relevant, student achievement increases.

Teachers establish homework strategies in order to students achieve their academic success but most of time apply the same strategies in the Teaching Learning Process for homework completion can be tedious for some students so that, do not improve their learning at all.

## HYPOTHESIS TWO

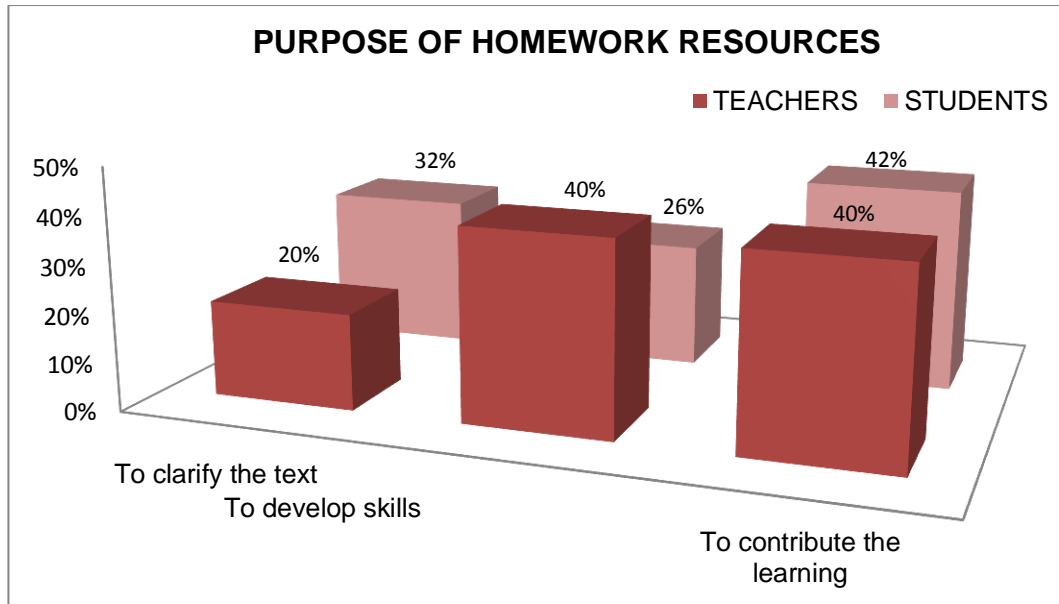
The homework resources contribute with students learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

**8. What do you think is the purpose of homework resources in learning process?**

**a) Chart 8**

Purpose of Homework Resources	TEACHERS		STUDENTS	
	f	%	f	%
To clarify what is being explained in words.	1	20	39	32
To contribute with student's learning.	2	40	51	42
To give opportunity to show the student's aptitudes and the development of specific skills.	2	40	31	26
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**b) Graphic 8**



**Source:** Teacher's and Student's survey.

**Responsible:** Researcher.

**c) Logical Analysis**

The question related to the purpose of homework resources has three options; according to teachers surveyed half of them said that the purpose of homework resource is; to contribute with students learning and the other half is to give opportunity to students to develop their specific skills, the other option has not much percentage.

While a lot of students expressed that the purpose of resources is to contribute with their learning and help to them to clarify what is being explained in words, the last option has less percentage.

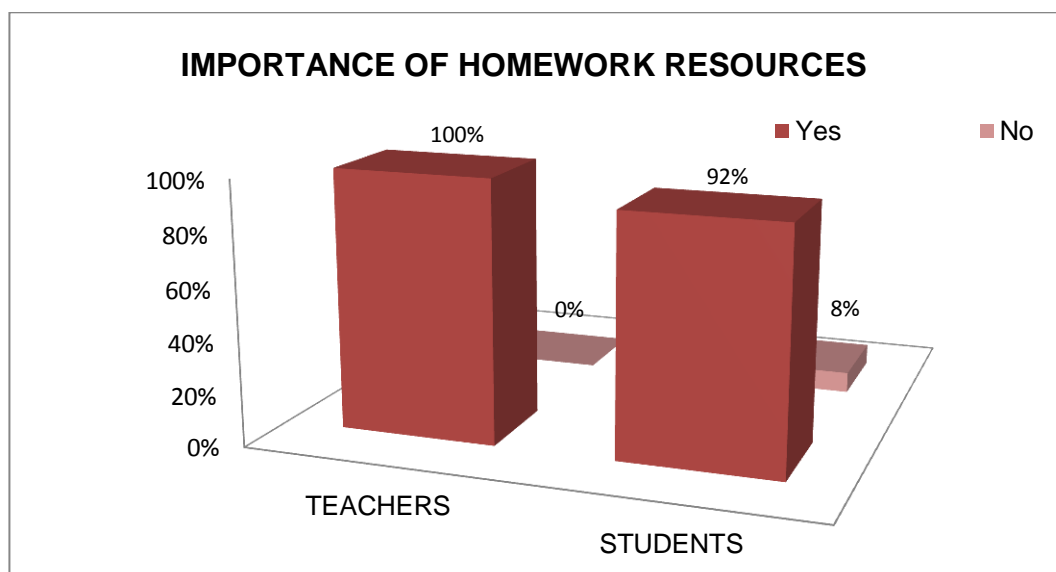
(Fanconi, 1990) highlights that the purpose of homework resource is to enrich the traditional teaching learning supporting with new resources which contribute and improve the students learning allowing them show their aptitudes and develop their skills.

### 9. Are homework resources important to the English Teaching Learning Process?

a) Chart 9

Importance of Homework Resources	TEACHERS		STUDENTS	
	f	%	f	%
Yes	5	100	111	92
No	0	0	10	8
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

b) Graphic 9



**Source:** Teacher's and Student's survey.  
**Responsible:** Researcher.

### c) Logical Analysis

According to this question the majority of teachers said that resources are important similarly, most of students answered YES, but some of them manifested NO.

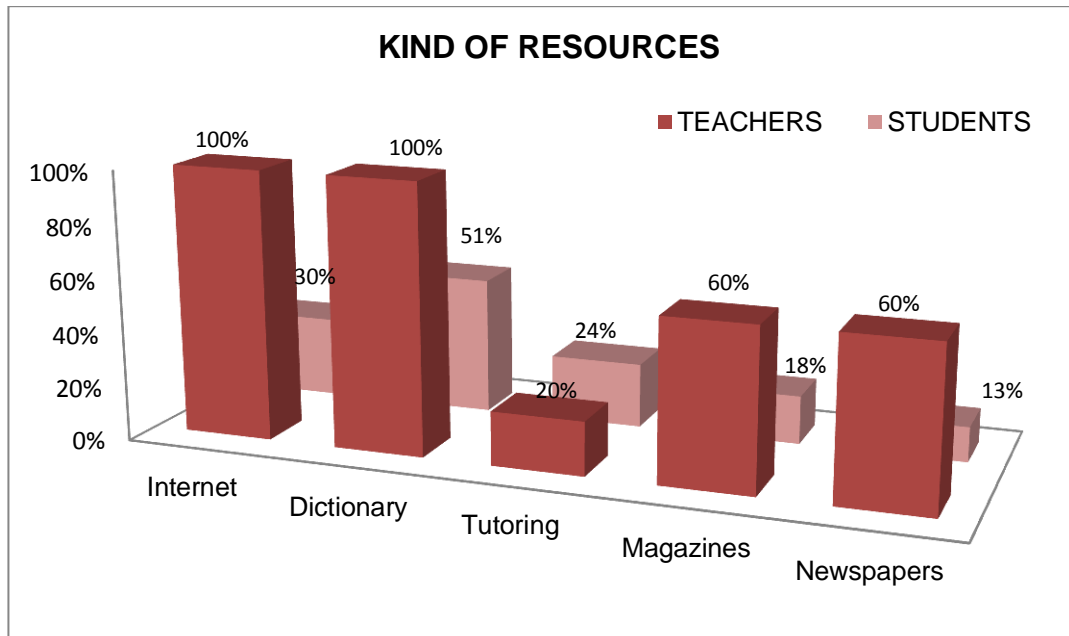
(McCullough, 1995-1996) mentions that homework resources are important for developing homework assignment because they provide a support for the learned topics during the class. According to the results; researcher can say that both teachers and students know about the importance of the homework resources in the Teaching Learning Process and the benefits of each one of them which help to get a better learning environment between teachers and students.

### 10. After finishing your class, do you send a homework using?

#### a) Chart 10

Kind of Resources	TEACHERS		STUDENTS	
	f	%	f	%
Internet	5	100	36	30
Dictionary	5	100	62	51
Tutoring	1	20	29	24
Magazines	3	60	22	18
Newspapers	3	60	16	13

**b) Graphic 10**



**Source:** Teacher's and Student's survey.

**Responsible:** Researcher.

**c) Logical Analysis**

According to the results, the majority of teachers expressed that the resources that they use at the moment to assign homework are: internet and dictionaries, the other options have little percentages. Similarly, most of students said that the resources that teachers most use are: dictionaries and internet, the rest of options have minor percentages.

Most of homework assignments are about practicing and learning on their own so, homework resources such as: internet, dictionaries, magazines, newspapers, video and DVDs, email messages, web sites, television programs and tutoring help to students with their homework completion

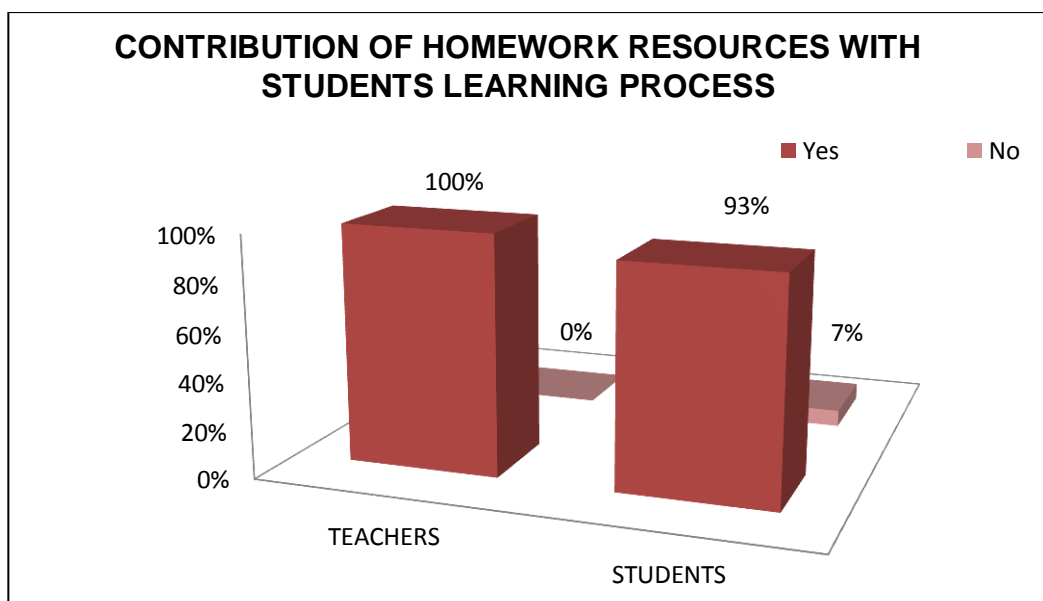
supporting their learning, therefore a good teacher always need to send a homework thinking in the possible resources that students can use to complete it.

**11. Do you consider that homework resources contribute with students Learning Process?**

**a) Chart 11**

Contribution of Homework Resources with student's Learning Process	TEACHERS		STUDENTS	
	f	%	f	%
Yes	5	100	113	93
No	0	0	8	7
<b>Total</b>	<b>5</b>	<b>100</b>	<b>121</b>	<b>100</b>

**b) Graphic 11**



**Source:** Teacher's and Student's survey.

**Responsible:** Researcher.



### **c) Logical Analysis**

The responses given to this question are: all of teachers manifested YES while the option NO has not percentage. Likewise, most of the students answered YES while a little percentage of students said NO.

As (McCullough, 1995-1996) arguments resources are important for developing homework assignment due to they provide a support for the learned topics during the class, these resources such as; internet, dictionary, magazines, newspapers video and DVDs, email messages, web sites, television programs and tutoring get support and contribute the Teaching Learning Process.

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

#### **a) Statement**

The homework strategies that teachers apply do not contribute with student's success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

#### **b) Demonstration**

The first hypothesis has two variables, the independent one deal with the homework strategies and the dependent variable refers to the English Teaching Learning Process.

To prove this hypothesis there is the question **ONE**, it is asked if the teachers send homework according to the topic taught, 100% of teachers surveyed said. Yes similarly, students answered Yes with 98%. The results demonstrated that teachers assign homework with the purpose students retain class-taught language and their cognitive understanding of language increases.

Question **TWO**, it refers to the frequency that teachers send homework. According to the students answers 48% of them support that teachers assign homework every day. While teachers do not agree with it, they said that send homework twice a week with 60%. According to the students results, teachers send homework every day so that, giving homework in a routine way can be frustrating for some students especially when homework are not interesting and do not enhance the students learning.

Question **THREE**, was about the importance of extra-class activities in the Teaching Learning Process. According to the teachers answers 100% of them support that. While 72% of students agreed with it. It demonstrates that, teachers and students consider that the extra-class activities are really important and necessary to the English Language Teaching Learning Process.

Question **FOUR**, was about the kind of homework teachers send to reinforce the student's knowledge. Taking into account the major teachers and students results; teachers expressed, they use the workbook based-tasks and make sentences both with 100%; and 73% of students supported with student's book and 71% of them with workbook based-tasks.

The results show that teachers assign homework with the aim to strengthen the students' knowledge however, get to apply the similar

types of homework as: student's book or workbook does not allow that students continue increasing or improving their English Language Learning at all.

Question **FIVE**, was about if teachers use the homework strategies in the English Teaching Learning Process; teachers confirmed this question with 100% while students answered Yes with 54% nonetheless, only the 46% manifested No. According to the results, teachers use homework strategies in the English Teaching Learning Process with the aim students get better outcomes in their learning.

Question **SIX**, was about the type of strategies that teachers use for assigning homework; teachers said the strategies which they apply are: assign relevant activities and use the workbook to send tasks both with 100%; likewise students manifested that use the workbook to complete tasks 62%; assign activities developed in class with 47%.

The results show that, most of teachers are not applying more types of significant strategies at the moment to assign homework such as; vary the kinds of homework, assign an appropriate amount of homework, use school and community resources, provide constructive feedback, assign relevant activities, explain the purpose of homework which also supplement the students learning process.

Question **SEVEN**, was about if the strategies that teachers apply contribute with student's success in the English Teaching Learning Process; teachers answered Yes with 100% while students said. Yes with 58% but only the 42% of them manifested the opposite. According to the results, the homework strategies that teachers apply contribute with student's success in the English Teaching Learning Process.

### **c) Decision**

Taking into account the gotten results from the teachers and students surveyed, and analyzed the questions 4, 5, 6, and 7; is required to reject the first hypothesis, consequently the homework strategies that teachers apply contribute with student's success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

## **HYPOTHESIS TWO**

### **a) Statement**

The homework resources contribute with student's learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

### **b) Demonstration**

The second hypothesis has two variables, the independent one deal with the homework resources and the dependent variable refers to the English Teaching Learning Process.

To prove this hypothesis there is the question **EIGHT**, it refers to what is the purpose of homework resources in learning process, considering the major teacher's and student's results: teachers confirmed this question saying that the purpose of resources is to contribute with learning with 40% similarly, students supported it with 42%.

As we know the purpose of homework resources is to improve the Teaching Learning Process supporting with new resources which contribute with the students leaning.

Question **NINE**, was about if homework resources are important to the English Teaching Learning Process. According to the results, teachers manifested its importance with 100% while students supported it with 92%. The resources are really important in the English Teaching Learning Process because they support the learned topics in the class and improve the learning environment.

Question **TEN**, was about what type of resources teachers use at the moment to assign homework. Taking into account the major teachers and students results, teachers said that they use internet and dictionaries both with 100% similarly, students answered dictionaries 51% and internet 30%. The results show, that teachers use the resources for improving and supporting the Teaching and Learning of the students.

Question **ELEVEN**, it refers to if homework resources contribute with students learning process, teachers and students supported this question, teachers said Yes with 100% while students confirmed it with 93%. Using these resources in a right way students get to increase their knowledge so, each resource is very useful at the moment of learning.

### **c) Decision**

Based on the gotten results in the described questions: 9, 10 and 11 of the teachers and students surveys; and analyzed each one, it is required

to accept the second hypothesis because the homework resources contribute with student's learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.



## **h. CONCLUSIONS**

- The teachers assign little tasks to reinforce the student's knowledge such as: workbook based-tasks and complete the student's book consequently teachers are not considering applying other types of homework which also increase and improve the student's learning.
  
- In the English Teaching Learning Process, teachers apply strategies for homework completion however; in some cases these strategies cannot be enough for some student's learning due to these ones do not catch the attention and interest of them to learn the Language English.
  
- As conclusion, the homework strategies that teachers apply in the English Language Teaching Learning Process contribute with student's learning process allowing that student's achievement improves.
  
- To improve the English Language Teaching Learning Process, homework resources or authentic materials are really significant and useful at the moment to learn; they support the learned topic in the class allowing getting a better learning environment between teachers and students.

- The teachers use the homework resources such as: internet, dictionary, tutoring, magazines, and newspapers to contribute with the students learning process.

## **i. RECOMMENDATIONS**

- Teachers should vary the types of homework that they use to increase and reinforce the student's knowledge acquired in class, they could assign tasks based on: Practice homework (completing worksheets, writing short sentences, playing learning games); Preparation homework (internet research, watching a news report, answering questions); Extension homework (writing compositions, preparing a demonstration, making dioramas); and Creative homework (research project), which will motivate the student's learning.
  
- Teachers should apply more strategies for homework completion such as: vary the types of homework, create assignments which challenge student's thinking, use school and community resources, provide constructive feedback, assign relevant activities, explain the purpose of homework, in order to maximize the effectiveness of homework.
  
- Teachers should always vary and take into account the different types of homework strategies at the moment to assign homework to students, so in this way they will improve and contribute with the student's achievement.

- Teachers and students should continue applying the homework resources or authentic materials so that are useful for teaching and besides, help with the English Language Teaching Learning Process.
  
- That Directors of the Institution should train to the Teachers of the English Language to use new resources such as: video and DVDs, email messages, web sites, television programs, with the goal that teachers apply these resources on the development of the English Language Teaching Learning Process.

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# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE CAREER

### THEME

“THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.

This project previous to get the Bachelor's degree in Sciences of Education English Language Specialization.

### AUTHORESS:

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2013**



**a. THEME**

**“THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT  
IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE  
STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD  
EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.  
ACADEMIC PERIOD 2013–2014”.**

## **b. THE PROBLEM STATEMENT**

### **Background**

Manuel Agustin Cabrera Lozano was a well-known Lojano who promoted with the training of youth; he was linked to the University of Loja, now this Unidad Educativa is annexed to this Superior Center of Studies.

Unidad Educativa Anexa a la Universidad Nacional de Loja was created by the “H. Consejo Universitario” in a meeting of September 28<sup>th</sup> in 1971, as a part of the Faculty of Philosophy, Letters and Science of Education.

The main objective of this Institution was to help as a Center of Teaching Practice to the training students of the Nacional University of Loja, besides achieves with the objectives of the Education and Culture Law. Moreover, this Unidad Educativa began its academic work with 15 teachers, with the main objective of linking the University with the community.

On the other hand, in 1977 “Manuel Cabrera Lozano” high school in Motupe sector branch was created to generate changes alternative to promote living conditions of this important place of the city. In 2001 the Department of Institutional Planning with the purpose of undertaking

processes of evaluation, planned and carried out the Curricular Evaluation Project the results led to innovate proposals and directions to improve the quality of the Education.

In addition this Institution has the following Academic Areas: Natural and Exact Sciences, Social Sciences, Practice Activities, Arts, Sport behavior and Techniques. Moreover it has two ways of high school bachillerato: Bachillerato General Unificado and Bachillerato Técnico.

Nowadays the Unidad Educativa Anexa a la Universidad Nacional de Loja has 124 students in eight year of Basic Education, 127 in ninth year of Basic Education, 132 in tenth year of Basic Education, 142 in first year of Bachillerato, 146 in second year of Bachillerato, 112 in third year of Bachillerato and the English teachers staff is integrated by 5 people.

The **Vision** of this Institution is to offer Quality Education Services in the Scientific-Technical in the training of values as the Defense of Human Rights and the Conservation of Environment, the dignity, the freedom, the responsibility and others so that, it has a profile of highly qualified teachers.

The **Mission** offers an integral students training of Basic Education and Bachillerato levels, with a scientific-conception of the world, society, the science, knowledge and learning, in addition to contributing as a Practice

Center for the teaching and a Pedagogical Cooperation in the area of influence.

## **CURRENT SITUATION OF THE RESEARCH**

English is the International Language and is one of the most popular and most spoken in today's world. We need to know English Language in order to communicate effectively with foreign people. In fact, English is very important in our life so that, it is necessary in each and every field.

Nowadays, the learning of the English Language should not be limited classroom alone; it is important to highlight to the extra-class-activities as a mean of reinforcement, so that the tasks should be planned and guided by the teachers with the purpose to reinforce the topics developed during the class.

The extra-class-activities respond to an important need into the Teaching Learning Process due to they help to the student to be an independent learner, benefit their intellectual development and the most important support their own learning without the teacher's help.

Homework assignment is considered like one of the most important and necessary learning activities outside the classroom which play a vital role in the English Teaching Learning Process.

Homework is an extension of what is done at school so that it serves as a reinforcement tool for skills and concepts taught in the classroom.

The benefits of homework are clearly that students can retain class-taught language, they reinforce what they have learnt; to develop study habits which allow developing themselves as independent learners in this way they increase their cognitive understanding of language. Homework is, therefore, a cornerstone of student's learning process.

In spite of this, homework assignment become frustrating and routine lacking of educational value when teachers do not apply the suitable homework strategies neither use the different homework resources such as: internet, tutoring, dictionaries, magazines and newspapers, so that both also improve the student's learning. Due to this fact, classroom learning should be supplemented by appropriate and reasonably sufficient activities outside the classroom.

Therefore, it is important that English teachers know the importance of the extra-class activities specially related to homework assignments, homework strategies and homework resources so that each one of them contribute for increasing student's achievements during the Teaching Learning Process.

## **RESEARCH PROBLEM**

How do extra-class-activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2013-2014.

## **DELIMITATION OF THE RESEARCH**

- \* The Research work entitled “The extra-class-activities as a mean of reinforcement in the English Teaching Learning Process” will develop during the Academic Period 2013 – 2014.
  
- \* This Research work will carry out with students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.
  
- \* For carrying out this Research work, the researcher will gather specific information through the following resources: 5 English teachers from Unidad Educativa Anexa a la Universidad Nacional de Loja and 127 students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.

**Sub-Problems:**

- Are the homework strategies used by the teachers reinforcing the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2013-2014.
- Do homework resources support the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2013-2014.



### **c. JUSTIFICATION**

The application of the Extra-class-activities in the English Teaching Learning Process is a fundamental base in the student's learning achievement, for that reason the researcher have decided to make this research work related to the use of the extra-class-activities, especially focused on homework assignment in the English Teaching Learning Process at Unidad Educativa Anexa a la Universidad Nacional de Loja.

By means of the present work, the researcher will obtain important and specific information in order to determine in what way the extra-class activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

From the scientific point of view, it is important to carry out this research work because the researcher will provide to teachers and students the suitable information that will allow them get the possible solutions to the problematic and get better outcomes in the Teaching Learning Process of the English Language.

From the educational point of view, it is important to develop this research work due to at the moment to assign homework the English teachers do

not use the appropriate homework strategies so that; this research will give them suitable strategies and homework resources so that students can develop their homework assignment in a better way.

This research work is pertinent because it is an important theme that will help teachers to identify what homework strategies and homework resources they use in their teaching in a similar way they will learn to apply each one of them to a better English Language Learning.

Finally, as a future professional, this research work will allow me to graduate and look to get the Bachelor's degree in Sciences of Education, English Language Specialization.

#### **d. OBJECTIVES**

##### **GENERAL**

To determine in what way the extra-class-activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

##### **SPECIFICS**

- To identify the homework strategies that teachers use in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.
- To recognize the homework resources that reinforces the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

## **e. THEORETICAL FRAME**

### **EXTRA-CLASS-ACTIVITIES**

Extra-class-activities respond to an important need in the Teaching Learning Process it lets students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems. Each activity provides students with opportunities to improve their learning by applying concepts and articulating new knowledge besides many of these activities also cover reading, writing, listening, speaking, grammar and conversation. (Stanley, 1912).

Moreover, these activities are easily adapted in the classroom; they offer opportunities for students to improve their English Language skills that is to say, fun interactive ways which help to students to enjoy learning English. There are a variety of activities that teachers and students could use in the classroom so that each one of them may make language learning more real life among students.

### **Group Work**

Group Work is a form of cooperative learning. It aims to supply for individual differences, develop student's knowledge, generic skills (e.g. communication skills and critical thinking skills) and attitudes.

Besides through this activity students tend to learn more what is taught and retain it longer than when the same content is presented in other instructional system.

### **Drama Activities**

Drama is an effective way of helping students to learn a language including English as a Second Language, as it uses active teaching and learning styles likely to motivate and sustain the attention of a wider cross section of students.

The goal of the drama activities in the classroom is to create a funny way to get students working together cooperatively. No matter, the student's age so that a drama activity can be a great tool for learning.

### **Role-Play**

Role-play is an effective technique to animate the teaching and learning atmosphere, stimulate the interests of learners, and make the language acquisition extraordinary.

The goal is encourage thinking and creativity, also lets students to develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur.

## **Debating Teams**

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition, debate is also highly effective for developing argumentation skills for persuasive speech and writing.

## **Jigsaw**

A Jigsaw is a cooperative active learning exercise where students are grouped into teams to solve a problem or analyze a reading. This activity includes activities like: small research projects, analyzing and comparing datasets, and working with literature.

The advantages of the jigsaw include the ability to explore substantive problems or readings, the engagement of all students with the material in the process of working together, learning from each other, sharing and critical analyzing a diversity of ideas.

## **Think-Pair-Share**

Think-pair-share is a cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned

reading. This technique requires students think individually about a topic or answer a question and share ideas with classmates.

The Think-Pair-Share enhances student's oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

### **The Homework Role in the Learning Process**

Learning is an ongoing process. It does not begin and end with the classroom. Homework provides an opportunity for continued learning outside of the classroom. Homework therefore, is necessary and plays an important role in the Teaching Learning Process. (Junkere, 2009).

Homework is an extension of what is done at school. It should therefore serve as a reinforcement tool for skills and concepts taught in the classroom. When a teacher gives instruction to a group of students, there is the possibility that a few may not understand a concept or skill in its totality. Giving homework may provide students with the opportunity to better understanding, especially if assistance is given at home.

Additionally, some concepts taught require much practice to students gain mastery of it. Homework will provide the means for practice. The students

will have more time and will be able to practice more away from the structured environment of the school.

Modern technology has caused students spend most of their time at home watching television, playing video games, using cell phones and the computer without achieving much. Homework will engage students in an activity which is more beneficial to their development.

Homework can also be viewed as an activity which will teach to student's responsibility and discipline. Students are more responsible for completing and giving homework on time. Students understand that there are consequences if they fail to do this. Consequently, doing homework increases student's sense of responsibility and discipline to complete a task and to do so on time.

Homework provides the opportunity to assist to students to improve their academic performance. When given the additional practice and the necessary reinforcement, students may show clear improvements in their grades.

Another important benefit of homework is the connection that it can create between children and parents. As parents share in the homework experience with their children, it tends to improve communication between them.



During that time parents get to know more about their children and also about their experiences at school. It is also an opportunity for parents to learn about their children's strengths and weaknesses.

### **Definition of Homework**

“The Education (...) goes beyond the teacher's explanations; homework well planned give opportunities to learner to work by himself; it means allow learner developing right homework assignment and confirm what has been learned, so important the teacher's explanations as well too the individual effort, reflective of learner to reinforce the knowledge acquired an decisive test to know if learner has learned, something is the capacity of apply”.

(Larroyo, Pag 140).

Homework provides excellent opportunities for developing good study habits, preparing and organizing for the next day, self-discipline, time management, accountability, research skills, and a love of learning. (Leal, 2010-2011).

The benefits of homework are clearly that students can retain class-taught language, they reinforce what they have learnt; develop study habits

which allow them to develop as independent learners and their cognitive understanding of language increases.

Besides, homework is an extension of the classroom which allows students to assume information that has been presented in class. Homework is, therefore, a cornerstone of student's learning process.

Similarly, homework is considered like a bridge that joins schools and parents. That is to say, from the school's perspective there is the opportunity to monitor students' independent progress.

For parents there is the potential to gain a greater appreciation of education and to express positive attitudes towards their children's achievement.

### **Importance of Homework**

“Assigning homework serves to various educational needs. It works as an intellectual discipline, establishes study habits, supplements and reinforces work done in school. In addition, it encourages student initiative, independence, and responsibility and brings home and school closer together”. (Murphy and Decker, 1989).

Here below there are more reasons why homework is important which are necessary to highlight:

- It improves students thinking and memory.
- Homework encourages student to use time wisely.
- It teaches student to work independently.
- Homework teaches student to take responsibility for his other work.
- It helps students to get ready for the next day's class.
- Homework helps students learn to use resources, such as libraries, reference materials, and computer Web sites to find information.
- It encourages students to explore subjects more fully than classroom time permits.
- It allows students to extend learning by applying skills to new situations.
- It allows parents to communicate about what he or she is learning.

### **Types of Homework**

Each type of homework has individual characteristics their importance differs according to student's circumstance and needs but all of them have a specific common objective that is to increase and reinforce the student's knowledge acquired in the class applying different methods to do a same activity. The four types are: practice homework, preparation homework,

extension homework and creativity homework. (Cooper and Gerstein, 2003).

- **Practice Homework:** The goal of practice homework is mastery of a skill or memorization of knowledge. It is often used in math courses, but can be seen in English language so that, the correct assign reinforces the learning of the day. This type of homework includes: completing worksheets, writing short sentences and playing learning games.
- **Preparation homework:** This type of work is most often reading, but it can also consist of library or internet research, watching a news report, or answering questions designed to get the student thinking about a specific topic.
- **Extension homework:** Extension homework is exactly what it sounds like: assigned work that asks students to go beyond the straight forward skills or facts they have learned in class and practiced at home such as: writing compositions, preparing a demonstration or making dioramas.
- **Creative homework:** This type of homework typically requires a number of days or even weeks to complete, and allows the student a walk for creative self-expression for instance an activity like a research project.

## **Characteristics of Effective Homework**

Designing or choosing homework can be one the least enjoyable parts of a teacher's day, especially when its effectiveness is unclear.

In an article for Educational Leadership, Cathy Vatterott, an education professor at the University of Missouri, discussed the five key of effective homework that promotes maximum student learning. (Vatterott, 2011).

Vatterott highlights the following five elements:

**1. Purpose.** The goal is to give students methods that are focused for them, methods that work for their learning styles. So, teachers should consider whether the assignment is at the right level of thinking to reach the outcome they want.

**2. Efficiency.** Make sure that homework assignments do not minimize academic time.

**3. Ownership.** Giving students' ownership over homework is cue to building motivation. Providing for student choice, asking students for their input in creating or choosing assignments.

**4. Competence.** Ensure homework is possible; teachers must distinguish assignments so they are at the appropriate level of difficulty for students. Clearly structured and support, easy-to-read instructions can also be very helpful.

**5. Aesthetic Appeal.** Ideally, homework should have less information on the page, plenty of area to write answers, and the use of graphics or clip art to make tasks look interesting and attractive.

### **The Purpose of Homework**

Through a review of the literature, Epstein has developed a six-point typology of the reasons that homework is assigned to students. (Epstein, 2001).

**1. Practice –** Homework can enable students to practice skills learned in class, increase the comfort with these skills can be used and improve their understanding of how and when use these skills.

**2. Preparation –** Homework can ensure student readiness for the next class, most usually by completing assignments or activities which have been started in class and need to be completed as the basis to move on in the next activity.

**3. Participation** – Homework can increase the individual participation of students in the learning process so that in class some students may seem to be involved but may in fact be passive viewers to the process.

Homework can require each individual to participate actively and continually, to work through the process for themselves, and to take control of their learning and thinking.

**4. Personal Development** – Homework can help students to take personal responsibility for their schoolwork. It can enable them to build their range and competency levels of study skills, their ability to follow directions and their ability to complete tasks on time.

**5. Parent-Child Relations** – Homework can provide an opportunity for students and parents to develop positive communication on the topic of the importance of learning.

**6. Parent-Teacher Communications**– Homework also allows teachers to communicate with parents, to involve them in the learning process and inform them as to what and how the students are learning and how their skills are progressing.

## **Tips for Assigning Homework**

Successful homework strategies should be on the way how students complete a task before they leave the classroom. According to this the following tips will help teachers to keep in mind when assigning homework to ensure the students' success. (Watson, 2012).

- Homework should have clear specific goals and or purposes.
- Do not assign homework as a form of punishment.
- Homework assignments should always be checked.
- Quality, not quantity should be stressed in all homework assignments.
- Homework should not be assigned in isolation of regular school lessons; it needs to be connected with current topics that are being taught.
- Regular homework can be assigned for the sake of learning addition/multiplication facts or improving reading/writing.
- Take time at the end of the day to ensure students fully understand your homework expectations.

## **Roles and Responsibilities Related to Homework**

For homework to be an effective extension of the school program, the school, teachers, parents, and students must share the responsibility for developing and maintaining good homework practices. (Gauthier, 2010).



## **Teacher's Responsibilities**

It is necessary to highlight the main duties that the teachers must obey at the moment to assignment homework:

- Explains to students the purpose and importance of homework and its connection to school success.
- Teaches skills necessary for the student to complete homework (e.g., note-making, preparation for upcoming test).
- Provides homework that is clear, meaningful, purposeful, and understandable.
- Assigns work which is appropriate to the student's age, skills developmental level, learning style, and individual needs.
- Works collaboratively with other teachers to assign reasonable amounts of homework, and to avoid overwork in rotary class situations.
- Communicates regularly with parents.

## **Student's Responsibilities**

Students must take into a count the following duties in order to achieve a successful learning:

- Submitting homework assignments which reflect careful attention to detail and quality of work.
- Asks for help if homework assignments or expectations are not clear.
- Completes homework regularly.
- Prepares appropriately for upcoming lessons.
- Participates actively in all aspects of the school program.
- Manages time and materials appropriately.
- Communicates regularly with teachers and parents.
- Monitors progress and sets goals, as appropriate.

### **Family Responsibilities**

Parents or Tutors responsibilities include:

- Provides encouragement and appropriate support, without doing the homework for the student.
- Expects the student to complete homework regularly.
- Provides an environment (i.e., workplace, block of uninterrupted time), usually in the home or in an alternate setting.
- Shows interest in the student's schoolwork and progress.
- Maintains regular contact with the teacher.

## **School Responsibilities**

Principals will be responsible for:

- Develops and communicates school guidelines for homework to be used by teachers, parents and students.
- Offers information to assist parents in helping their children at home (e.g., Curriculum Nights, interviews/conferences, newsletters).
- Works with the community to develop programs to provide students with support for homework (e.g. educative programs, peer tutors, homework clubs).

## **Amount of Homework Required**

According to some voices, two ways to increase students' opportunities to learn are to increase the amount of time that students have to learn and to expand the amount of content they receive.

Homework assignments may stand-in both these goals. However, excessive homework may impact negatively on student's achievement and reduce student's access to leisure activities that can also teach important life skills.

Bertha Braslavsky, an eminence in educational themes pointed it out that homework assignment becomes an effective learning tool when teachers “respect the student’s free time and not only that they are concentrated in academic approach”. (Braslavsky, 2009).

Similarly, Silvana Gvirtz director at School Education of the San Andres University suggests “send homework according to the student’s evolutionary stage and guided to develop the student’s interest and the joy for studying”. (Gvirtz, 2009).

Harris Cooper, Ph.D. has reviewed more than 100 studies on the effectiveness of homework. In general, he has found that the benefits of doing homework seem to depend on the student’s grade level.

According to announcements by the National PTA and NEA the (National Education Association), the following amounts of homework are recommended: (NEA, 2004).

- From kindergarten to third grade, no more than 20 minutes per day.
- From fourth to sixth grade, 20 to 40 minutes per day.
- From seventh to twelfth grade, the recommended amount of time varies according to the type and number of subjects that a student is taking.

## **The Positive and Negative Effects of Homework**

The most direct positive effect of homework is that it can improve retention and understanding. The non-academic benefits of homework include promotion independence and responsibility.

The positive effects of homework which relate to immediate achievement and learning include:

- Better retention of factual knowledge.
- Increased understanding.
- Better critical-thinking and concept formation.
- A desire to learn during leisure time.
- A better attitude toward school.
- Better study habits and skills and
- Program of study enrichment.

The non-academic effects of homework include:

- Greater self-discipline.
- Greater self-direction.
- Better time organization.
- More inquisitiveness.

Although homework can be found to have a positive effect on a student's performance in school as well as later in life, there are also negative aspects of this practice.

Due to the information above, Kralovec and Buell point out a list about the negative effects of homework on achievement and learning. (Kralovec and Buell, 2000).

Satiation:

- Loss of interest in academic material,
- Physical and emotional fatigue,
- Denial of access to leisure time and community activities,
- Parental interference,
- Pressure to complete and perform well,
- Confusion of instructional techniques,
- Cheating,
- Copying from other students,
- Help beyond tutoring and
- Increased differences between high and low achievers.

## **HOMEWORK STRATEGIES**

As we know, homework has a set of significant strategies which are targeted at three people who are most directly involved: as the teachers,

students and parents, too. So, applying all these strategies will help to improve the Teaching Learning Process. (Manis, 2012).

### **Teacher's Homework Strategies**

Teachers play a vital role in the selection, assignment, and use of homework so that these ones get improving the Teaching and Learning of English Language, Margaret Carr an Educational Consultant indicates that “where homework assignments are meaningful and relevant, student achievement increases”. (Carr, 1999).

Teachers will maximize the effectiveness of homework if they will:

- Give homework that makes learning personal.
- Assign activities which are relevant to the students.
- Vary the kinds of homework: Students get bored if all assignments are similar.
- Create assignments that challenge students to think and to integrate: Homework can give students an opportunity to apply a concept beyond the controlled conditions of the classroom.
- Use school and community resources: Many creative and rewarding homework assignments draw upon resources that are close at hand.
- Assign an appropriate amount of homework: Compare the amount of time the students required to complete homework assignments.

- Match assignments to the skills, interest and needs of students: Students are more apt to complete homework successfully.
- Provide constructive feedback: Students are more apt to complete assignments and advance their learning when they get consistent and constructive feedback.
- Make sure students understand the purpose: Students appreciate understanding the purpose of an assignment.
- Encourage and teach good study habits: Students need good study skills in order to complete assignments successfully.

### **Student's Homework Strategies**

At the start any school year, all students could use some strategies on best practices for homework completion.

Most of the time students at school get to apply strategies to develop homework, assignments or task. (Chad, 2012).

- Students need to have a system for recording assignments on a daily data.
- It is important to have all the books and materials within reach to complete the assignments.



- Students should understand of homework assignment before leaving class.
- Students need to distribute an appropriate amount of time for the completion of homework.
- It is needed to look for places which support the development of homework.

## **HOMEWORK RESOURCES**

Resources are important for developing homework assignment because they provide a support for the learned topics during the class. These are a variety of resources for homework which students can use; a good teacher always needs to send a homework thinking in the possible resources that students can use to complete it. (McCullough, 1995-1996).

### **Purpose of Homework Resources**

The purpose of homework resources are enrich the traditional teaching learning supporting with new activities which contribute with the student's learning in the same way let to them show their aptitudes and develop their skills, each one of them benefit to students become independent researchers.(Fanconi, 1990).

It is important to know that most homework assignments are about practicing and learning on their own, teachers do not have to send homework without explain to their students what kind of materials they can use to do their homework completion.

It is not possible expect that students learn by themselves what they did not learned during the class so that teachers need to send homework using some resources.

The purpose of the homework resources are the following:

- \* To motivate the class.
- \* To clarify and illustrate what is being explained in words.
- \* To contribute with the learning through the impact that resource can cause.
- \* To give the opportunity to students to show their aptitudes and the development of specific skills through the use of the resources.

### **Kind of Homework Resources**

**Internet.** - There are many homework related resources available on the World Wide Web. (Clark, 2007). These are web sites dedicated to communicate about homework, for teachers to support assignments on-line for students, and to keep parents informed.

Many schools have their own homework posting services on their web sites. There are non-profit organizations on-line that help students with their homework for free.

**Tutoring.** - By a better emphasis on homework, parents and students are turning to adapted solutions. Many parents find help through the community where tutoring, study groups and other resources may be available. (Rothschild, 2007).

Student-to-student tutoring: Sometimes, a classroom setting is not enough for a student to learn all of the materials that they need to know in order to pass the test or to go on to harder classes.

Academic tutoring from students at a higher grade level or experience in an academic setting can help to encourage and strengthen a student so that they do not fall behind.

Online tutoring: It is a new way for a student to receive help. Sessions are done through an application where a student and tutor can communicate.

Common tools include chat, whiteboard, web conferencing, teleconferencing and other specialized applets which make it easier to convey information back and forth.

## **Dictionaries Homework Resource**

Using online dictionaries for student's homework can save a lot of time tracking down information.

Sites such as: [www.YourDictionary.com](http://www.YourDictionary.com) it contains a treasure trove of articles, resources and advice that will make a parent's job of helping his or her children with homework much easier. This is where on-line dictionaries can be of great help.

In fact, the web site [www.Yourdictionary.com](http://www.Yourdictionary.com) is the major source which offers help for student's homework with resources such as: Dictionary for Geography Words, Phonetic English Dictionary, Phonetics Spelling Dictionary, Crossword Puzzle Dictionary, Dictionary of Opposite Words, Free Online Latin Dictionary, Spanish Picture Dictionary and Dictionary of Idioms.

## **Magazines and Newspapers**

Supplementary materials (like magazines articles, newspaper, video and DVDs, web sites, internet, television programs, email messages which are considering as authentic materials for teaching, these can be used in addition to the course book.

These include skills such as: development materials, grammar, vocabulary, collections of communicative activities and also teacher's resource materials.

## **TEACHING LEARNING PROCESS**

Teaching Learning Process is the heart of education, besides it is considered as the most powerful instrument which brings about desired changes in the students. (Varron, 2011).

Before of this, it is so important to understand what is Learning, Teaching and then Teaching-Learning relation.

**Learning** can be defined as the relatively permanent change in an individual's behavior or behavior potential as a result of experience or practice.

**Teaching** is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

Teaching and Learning involves the process of transferring knowledge from one who is giving to one who is receiving. Teaching Process cannot

be achieved if there is one element that is missing among the three of the Teaching and Learning elements.

These elements are necessary to make possible the Teaching Learning Process. So that, it is important that the presence of these elements is present in the process of teaching, considering that all of them play an important role in the system.

The elements of Teaching and Learning Process are the teacher, the learner as well as the good learning environment. It is being considered that learning occurs when there is an established relationship among these three elements. The teaching as well as the learning activity depends how these elements work together.

The teacher is considered as the element that has the main role in the Teaching-Learning Process. Teacher is considered as the principal mover of the educational processes moreover, the teacher is the one who facilitates and serves as main control for the Teaching Learning Process.

The learners are considered as the key participant in the Teaching Learning Process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that is acquired by the learners will decide if the teaching and learning objectives are

achieved. On the other hand, learners vary from one another in the aspects of learning that is to say there are some learners who learn fast while others learners learn in average or slower way.

The good learning environment, contributes in the Teaching-Learning Process by providing a place where there is a positive communication, avoiding some obstacles between the teacher and the learner. The presence of a good environment becomes necessary and important for the Teaching and Learning Process.

### **Importance of Learning a Foreign Language**

The world is becoming a smaller place with so much common global interests that learning a second language has become almost a necessity. Learning a second language at an early age has a positive effect on academic growth and definitely enriches and enhances a student's mental development. In other words, it provides students with more flexibility in their thinking, sensitivity to the language, and gets a better ear for listening. (Marcos, 1998).

The advantages are so powerful and it imparts cultural stimulation and assists the student to understand and appreciate people from other countries and become aware of other cultures and traditions. However, a

second language is a nice sounding development but without the opportunity for practicing, it becomes more of a waste.

### **Successful Language Learning**

The key to becoming a really successful language learner is to be an active learner, and fortunately there are many ways you can be actively responsible for your learning and help yourself to learn your target language very effectively. (Boothroyd, 2011).

- **Do not be afraid to make mistakes:** It does not matter if you make mistakes or you feel you are not expressing yourself as well as you would like.
- **Learn about the people who speak the language:** In order to become genuinely fluent in a language you also need a sound understanding of the country where it is spoken, and its people.
- **Make time for your language learning:** Try and set aside some time when you know you are not going to be disturbed so that you can work on the more structured aspects of your learning, including your text book work.



- **Read newspapers and magazines in your target language:** You will not understand everything you read, but you can look up unfamiliar words in your dictionary and work out the meanings of many words from their context.
- **Listen to audio books:** Immerse yourself in the sound of the language, its rhythm and its stress and intonation patterns.
- **Listen to tapes, CDs or MP3** in the car, on the train, at the gym; these can be your study texts, or anything else you can find in your target language.

### **The Role of the Language Learner**

Students, first of all, should be ACTIVE participants in their education; this means, that students should contribute to classroom discussions by not only answering direct questions posed by the teacher within answer questions posed by their classmates.

Besides, students should feel free to ask questions, or express their own ideas about a subject, not only to their teacher, but also their classmates.

This allows students to construct their own knowledge about their learning, and apply it to their education.

A student's role is also to be motivated about their learning; this role is also tied to a teacher's role as well. Similarly, students are truly interested in learning, so that they should be able to find some previous experience or knowledge to apply this new learning.(Bailey, 2009).

## **HYPOTHESES**

### **GENERAL**

The extra-class-activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

### **SPECIFIC**

- \* The homework strategies that teachers apply do not contribute with student's success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.
  
- \* The homework resources contribute with student's learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.

## **f. METHODOLOGY**

### **Design of the Research**

This is non- experimental research because the researcher does not have the opportunity to manipulate the variables of the work, so that this will help to the researcher to describe the obtained results through a logical analysis.

To carry out this Research Project entitled “The extra-class-activities as a mean of reinforcement in the English Teaching Learning Process”, the researcher will use some methods and techniques to get important and specific information.

### **METHODS**

In the Project, the researcher will use the following methods which are important to highlight each one of them:

- **Descriptive Method:** This method will help to researcher to identify, acquire and elaborate the data related to the main problems found in the researched institution.
- **Analytic Method:** The researcher will use this method to search and analyze all the information got through the application of survey as

instrument, the use of theoretical frame as reference resources and also the synthesis and interpretation the results.

- **Scientific Method:** This method will help to researcher to follow logic and organized procedure in order to achieve the principle objectives of this research work.
- **Statistic Method:** This one will serve to represent the data through in tables and graphs in order to get a better understanding of the information.

## **TECHNIQUES AND INSTRUMENTS**

To carry out this research work, the researcher will use a survey as an instrument to collect data.

**Survey:** Through of the survey the researcher intends to know what importance teachers and students give to the extra-class-activities in the English Teaching Learning Process.

This survey will be applied to 5 English Teachers and 127 students of 9th year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.

## POPULATION AND SAMPLE

The population of this research work is represented by students from ninth year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja, total 783 students. The researcher will take a sample from the population. It will be taken 127 students of all parallels A, B, C and D from ninth year of basic education. The researcher will work with 5 English teachers of this Institution.

The chart demonstration will be illustrated bellow:

<b>COURSE</b>	<b>PARALLELS</b>				<b>TOTAL</b>
<b>9<sup>TH</sup> YEAR OF BASIC EDUCATION</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	127
	35	32	30	30	
<b>TEACHER'S POPULATION</b>					5



## **h. BUDGET AND FINANCING**

### **HUMAN RESOURCES**

**Researcher:** Johanna del Cisne Puga Garrochamba.

**English Teachers:** 5 English Teachers from Unidad Educativa Anexa a la Universidad Nacional de Loja.

**Students:** 127 students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.

### **MATERIAL RESOURCES**

The material resources that will be used in this research project are: computer, internet, folders, printer, books and special bibliography.

### **BUDGET**

<b>ITEMS</b>	<b>PRICES</b>
Internet	225,00
Printer	190,00
Paper	130,00
Material desk	30,00
Transportation	45,00
Unforeseen expenses	30,00
<b>Total</b>	<b>650,00</b>

### **FINANCING**

This research project is going to be financed by my own resources.



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➤ ANNEXES 2



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**English Language Career**  
**TEACHER'S SURVEY**

Dear Teacher, this is a research about “The extra-class-activities as a mean of reinforcement in the English Teaching Learning Process” which will be investigated by the researcher of the English Career of the National University of Loja to develop this research work. For that reason, it is request to answer the following questions with all honesty and sincerity.

HYPOTHESIS ONE:

**The homework strategies that teachers apply do not contribute with student's success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.**

QUESTIONS:

1. Do you send homework according to the topic just taught?

Yes ( )      No ( )

2. How often do you send homework?

- Every class ( )
- Once a week ( )
- Twice a week ( )
- Three times a week ( )

3. How important do you think are the extra-class-activities in the Teaching Learning Process?

Very important ( )

Important ( )

Not important ( )

Why? \_\_\_\_\_

4. What kind of homework do you send to reinforce the student's knowledge?

- Playing learning games ( )      Internet research ( )
- Making sentences ( )      Complete the student's book ( )
- Workbook based-tasks ( )      Research projects ( )

5. Do you use the homework strategies in the English Teaching Learning Process?

Yes ( )      No ( )

Why? \_\_\_\_\_

6. What type of strategies do you use for assigning homework?

- Assign relevant activities according to student's learning level. ( )
- Give homework as a way of punishment to the class. ( )
- Provide constructive feedback. ( )
- Assign activities developed in the class. ( )
- Explain the purpose of homework assigning. ( )
- Use the workbook to send tasks. ( )
- Send homework to obey with your planning. ( )

How often do you apply these homework strategies?

- Always ( )
- Sometimes ( )
- Hardly ever ( )
- Never ( )

7. Do you think the homework strategies you use contribute with student's success in the English Teaching Learning Process?

Yes ( ) No ( )

Why? \_\_\_\_\_

HYPOTHESIS TWO:

**The homework resources contribute with student's learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.**

8. What do you think is the purpose of homework resources in Learning Process?

- To clarify what is being explained in words. ( )
- To contribute with student's learning. ( )
- To give opportunity to show the student's aptitudes and the development of specific skills. ( )

9. Are homework resources important to the English Teaching Learning Process?

Yes ( ) No ( )

10. After finishing your class, do you use homework using?

- Internet ( ) Magazines ( )
- Dictionary ( ) Newspapers ( )
- Tutoring ( )

11. Do you consider that homework resources contribute with student's learning process?

Yes ( ) No ( )

Why? \_\_\_\_\_

➤ ANNEXES 3



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**English Language Career**  
**STUDENT'S SURVEY**

Dear student, with the purpose of support my research project related to “The extra-class-activities as a mean of reinforcement in the English Teaching Learning Process”, the researcher permits to solicit your answers to this survey.

HYPOTHESIS ONE:

**The homework strategies that teachers apply do not contribute with student's success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.**

QUESTIONS:

1. Does your teacher send homework according to the topic just taught?

Yes ( )      No ( )



2. How often does your teacher send you homework?

- Every class ( )
- Once a week ( )
- Twice a week ( )
- Three times a week ( )

3. How important do you think are the extra-class-activities in the Teaching Learning Process?

Very important ( )

Important ( )

Not important ( )

Why? \_\_\_\_\_

4. What kind of homework does your teacher send to reinforce your knowledge?

- Playing learning games ( )      Internet research ( )
- Making sentences ( )      Complete the student's book ( )
- Workbook based-tasks ( )      Research projects ( )

5. Does your teacher use meaningful homework strategies that enhance with your learning?

Yes ( )      No ( )

Why? \_\_\_\_\_

6. What type of strategies does your teacher use for assigning homework?

- Assign relevant activities according to your learning level. ( )
- Give homework as a way of punishment to the class. ( )
- Provide constructive feedback. ( )
- Assign activities developed in the class. ( )
- Explain the purpose of homework assigning. ( )
- Use the workbook to send you tasks. ( )
- Send homework to obey with his/her planning. ( )

How often does your teacher apply these homework strategies?

- Always ( )
- Sometimes ( )
- Hardly ever ( )
- Never ( )

7. Do you think the homework strategies does your teacher use contribute with your success in the English Teaching Learning Process?

Yes ( ) No ( )

Why?\_\_\_\_\_

HYPOTHESIS TWO:

**The homework resources contribute with student's learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.**

8. What do you think is the purpose of homework resources in Learning Process?

- To clarify what is being explained in words. ( )
- To contribute with your learning. ( )
- To give opportunity to show your aptitudes and develop your specific skills. ( )

9. Are homework resources important to the English Teaching Learning Process?

Yes ( ) No ( )

10. After finishing your class, does your Teacher send you a homework using?

- Internet ( ) Magazines ( )
- Dictionary ( ) Newspapers ( )
- Tutoring ( )

11. Do you consider that homework resources contribute with your Learning Process?

Yes ( ) No ( )

Why? \_\_\_\_\_

**CONSISTENCY MATRIX**

**THEME: “THE EXTRA-CLASS-ACTIVITIES AS A MEAN OF REINFORCEMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014”.**

<b>PROBLEM GENERAL</b>	<b>OBJECTIVE GENERAL</b>	<b>HYPOTHESIS GENERAL</b>	<b>VARIABLES</b>	<b>INDICATORS</b>
<p>How do extra-class -activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2013-2014.</p> <p align="center"><b>SUB PROBLEMS</b></p>	<p>To determine in what way the extra-class-activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.</p> <p align="center"><b>SPECIFICS</b></p>	<p>The extra-class-activities reinforce the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.</p> <p align="center"><b>SPECIFICS</b></p>	<p align="center"><b>INDEPENDENT</b></p> <p>The extra-class-activities</p>	<p><b>Extra-class-activities</b></p>
<p>Are the homework strategies used by the teachers reinforcing the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2013-2014.</p>	<p>To identify the homework strategies that teachers use in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.</p>	<p>The homework strategies that teachers apply do not contribute with student’s success in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.</p>	<p align="center"><b>DEPENDENT</b></p> <p>The English Teaching Learning Process</p>	<p><b>Homework Strategies</b></p>
<p>Do homework resources support the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2013-2014.</p>	<p>To recognize the homework resources that reinforces the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.</p>	<p>The homework resources contribute with student’s learning in the English Teaching Learning Process with the students of 9<sup>th</sup> year of Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Period 2013-2014.</p>	<p align="center"><b>DEPENDENT</b></p> <p>The English Teaching Learning Process</p>	<p><b>Teaching Learning Process</b></p>

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