

UNIVERSIDAD NACIONAL DE LOJA



1859

AREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE CAREER

**EXTRA-CLASS ACTIVITIES AND THEIR
INFLUENCE ON THE ENGLISH LANGUAGE
LEARNING WITH THE STUDENTS AT “SAN
FRANCISCO DE ASIS” HIGH SCHOOL,
ACADEMIC YEAR 2010 - 2011**

Thesis previous to obtain the
licentiate's degree in Sciences of
Education, English Language
Specialization

AUTHORS:

**Adriana Noemí Loja Vega
Luis Miguel Ochoa Machuca**

**THESIS
DIRECTOR:**

Dr. Anny Carmita Vásquez M.

2 0 1 2

CERTIFICATION

Dr. Anny Carmita Vásquez

Teacher of the Language Institute of the National University of Loja

CERTIFIES:

To have directed and corrected this thesis, previous to obtain the Licentiate's degree with the title:

“EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT SAN FRANCISCO DE ASIS HIGH SCHOOL, ACADEMIC YEAR 2010-2011”, under the responsibility of the undergraduate students Adriana Noemi Loja Vega and Luis Miguel Ochoa Machuca.

Therefore, I authorize its presentation and defense.

Loja, March 2012

Dr. Anny Carmita Vásquez M.

THESIS DIRECTOR

AUTHORSHIP

We certify that:

All the researched, results, criteria, analysis and conclusions presented in this work are of authors' responsibility. They can be used as a bibliographic resource.

Adriana Noemí Loja Vega

Luis Miguel Ochoa Machuca

ACKNOWLEDGEMENTS

The authors of the present research work leave constancy of our sincere gratitude to the National University of Loja, Area of Education, Art and Communication, especially to the English Language Career, to have contributed in our professional formation.

To the Doctor Anny Vasquez, director of our thesis who with her knowledge, interest and responsibility guided our research work. At the same time to the members of the Qualification Tribunal of Thesis for their contribution and suggestions given.

Likewise, to the Fray Mario Aguilar Principal of “Unidad Educativa San Francisco de Asis”, who let us to carry out our research work at the institution of his direction. Also to the Dr.M.Sc. Elizabeth Sarmiento Bustamante Coordinator of the English Language Career for her support during our academic formation and especially in the development of our research work.

To all the teachers of the English Language Career for their teaching offered to us in every module of our formation.

Finally, to our friends and classmates because they were an important support during the career, thanks giving we were surrounded for real classmates who shared their knowledge, their experiences and their friendship.

The Authors

DEDICATION

First of all I dedicate this work to God, to my mother who has been my support in every moment of my life, to my grandparents who have inculcated me good habits and values, to all my family that were an important part of my career and to my thesis partner for her interest in this work,

Luis Miguel

Adriana Noemi

I leave constancy of my deep gratefulness to God who lets me to live every moment with intensity, to my parents who knew to give me the correct formation to be a woman of well and siblings who always encourage me and support me and to my partner who was an important part to finish this work,

INDEX

Cover page.....	i
Certification	ii
Autorship.....	iii
Acknowledgments.....	iv
Decication	v
Summary.....	2
Introduction.....	3
Review of literature.....	6
Extra-Class activities.....	6
Learning English through homework.....	6
What is homework?.....	7
Effects of homework.....	8
Objectives of homework.....	9
Importance of homework.....	10
Types of homework.....	10
Practice homework.....	11

Preparation homework.....	11
Completion homework.....	11
Support homework.....	11
Strategies for homework.....	12
Resources for homework.....	13
Purposes of resources.....	14
Kinds of homework resources.....	14
Parental involvement.....	17
Homework tips for parents.....	17
How parents can help with homework?.....	18
Atmosphere to learn.....	19
Parents and teachers communication.....	19
Tips for communicating with teachers.....	20
Materials and Methods.....	22
Techniques and Instruments.....	23
Procedures.....	24
Population and Sample.....	24

Results.....	27
Hypothesis One.....	27
Hypothesis Two.....	47
Hypothesis Three.....	56
Discussion.....	70
Conclusions.....	76
Recommendations.....	77
Bibliography.....	79
Annexes	

a. TITLE

**“EXTRA – CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH
LANGUAGE LEARNING WITH THE STUDENTS AT SAN FRANCISCO DE
ASÍS HIGH SCHOOL, ACADEMIC YEAR 2010 – 2011”**

b. SUMMARY

The thesis titled **“EXTRA – CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT SAN FRANCISCO DE ASÍS HIGH SCHOOL, ACADEMIC YEAR 2010 – 2011”** is an important topic because it helps students during the learning process, reinforces students’ knowledge, and prepares them for future lessons. Also, it helps teachers notice if students understand the lessons given in the class, and if their strategies are effective during the teaching process. It helps parents know what they can do to help their children to develop homework; and what kind of resources they can suggest or provide. As a general objective, we want to know the influences of extra - class activities on the English language learning with the students at San Francisco de Asís High School during the academic year 2010-2011.

In the methodology, the research group used the scientific, descriptive, analytical-synthetic and the explicative method; also the survey was used as technique to collect the information. The obtained information was processed through tabulation, organization of the information, graphic representation and interpretation. As a sample we took 122 students from 8th to 10th year of Basic Education and from 1st to 3rd years of Bachillerato, three English teachers and ten parents from the institution, who were surveyed inside the mentioned institution during an established schedule given from the authorities of the high school.

Finally, the obtained results in the investigation were: Extra-Class activities, have a deep influence on students during the learning process, the researchers also identified that the types and homework strategies used by the English teachers are not being effective which limits the students’ progress, the results showed that there is a poor selection of homework resources which affects students’ learning and it was possible to identify that parents face difficulties in being involved in their children learning process as well.

c. INTRODUCTION

Extra – class activities are so important because they help students reinforce what they learned in class, increase the students’ knowledge and also can influence their learning process. For this reason, we established as a general problem: how do the extra class activities influence the English Language learning with the students at San Francisco de Asís High School, during the academic year 2010-2011? The main problems that have guided the present work are what types and homework strategies are applied to reinforce and check students’ progress in English Language learning at San Francisco de Asís High School, academic year 2010-2011?, what are the homework resources that support the students’ English language Learning at San Francisco High School, academic year 2010-2011?, how do parents intervene in the homework process to support the students’ English language Learning in San Francisco High School, academic year 2010-2011?

We established these problems because we needed to know if extra-class activities, especially homework have an influence on the English Language learning.

For this research work were established three specific objectives: to identify the types and homework strategies applied to reinforce and check students’ progress in English Language learning at San Francisco de Asís High School, academic year 2010-2011; to describe the homework resources that help to improve students’ English Language learning in San Francisco de Asís High School, academic year 2010-2011; and to know and analyze how parents intervene in the homework process to increase students’

learning of the English Language of students at San Francisco de Asís High School, academic year 2010-2011.

In accordance with the main objective we established as a general hypothesis: The extra-class activities influence the English language leaning of the students at San Francisco de Asís High School, during the academic year 2010-2011.

In the methodology we used the scientific, descriptive, analytical-synthetic and the explicative methods; at the same we used the survey as technique. We applied it with a sample of 122 students, three English teachers and ten parents from the institution. After applying the methods, techniques and instruments of research some important results were gotten: Extra-class activities have an influence on students of the mentioned institution, the types and strategies used by the English teachers are not effective, there is a poor selection of resources for homework and parents face problems to get involved in homework process.

The research work is distributed in the following way:

The research group presents the review of the literature, which includes a summary of the main topics that contrast with the analysis of the results; the methodology, where is described the different methods used, being the scientific and experimental methods the most important and efficient to find the truth, as well as we described the techniques, procedures and instruments used in the research process. It is necessary mention that the instruments were applied to the teachers, students and parents of the researched institution.

Also, we presented the results which were obtained through the application of surveys previously designed based on the hypothesis and its variables. The results have been presented using the descriptive statistic which helped us to present in frequencies and percentages, illustrated with graphs and interpretations.

The discussion of the results, pointed out the higher percentages of each question, helped us to verify and accept each hypothesis. The conclusions have been analyzed in relation to each hypothesis that we wanted to prove about the influence of the English Language learning on the students at San Francisco de Asis High School, academic year 2010-2011.

Finally, the recommendations given were based on the conclusions and reflect the possible solutions to the found problem.

d. REVIEW OF LITERATURE

Extra-class activities

Extra-class activities are tasks, homework or assignments that teachers send to fill the gap between home and school. Extra-class activities are performed by students outside the real time of school. They are generally a necessity to practice what students have learned. It is important to take into account that extra-class activities are not co-curricular activities, because this kind of activities happened during the class time.

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

Homework has useful purposes in learning; it helps to keep students in contact with what they are learning, providing opportunities to focus on their personal work outside the classroom.

Learning English through Homework

When teachers use extra class activities and instructional strategies, they take the course designer role, and bring the students into an active role discovering the subject of the course, class or topic. The goal of learning English through homework is to help students to build a basic knowledge and reinforce their skill while they are developing homework and when they are exposed to different life experiences. Good teachers always try to select homework assignment and resources relevant for their students. Homework is a fundamental key to help students become independent learners.

“Homework helps students do better in school when meaningful assignments are completed successfully, and are returned with constructive comments from the teacher. An assignment should have a specific purpose (developing the knowledge of grammar, vocabulary or making simple sentences), should come with clear instructions, be fairly well matched to students' abilities, and designed to develop student's knowledge and skills. Homework has direct relevancy of what has being taught that day or week”¹.

Homework assignments will have students practicing what they have already learned in class, expanding their knowledge about the subject.

When students complete their homework, they should feel encouraged and satisfied to have reinforced what they learned in class.

What is Homework?

“Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. The purpose of homework is to reinforce the topic that was taught in class. Homework is important because it fills and expands the classroom work, and it establishes good work habits. Aside from that, it allows students to study subjects on their own with minimal guidance from the teachers.”²

Homework is a planned part of the education process, designed to enhance students' learning, teachers can know how well students understand the material that they are teaching. Homework is designed to make that students do his or her own work, outside of normal learning environment. It is a strategy that teacher uses to realize that the class

¹PAULU Nancy. Helping Your Child With Homework. July, 3th– 2010 www.kidsource.com.

²SALEM More Effie. WHY HOMEWORK IS IMPORTANT. July, 3th - 2010 www.helium.com

explained was understood by the students and this serves to reinforce what students learnt and made in class.

Effects of Homework

From the educational point of view, it is suitable to describe the positive and negative effects of homework in teaching process:

‘Positive effects:

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

Long-term academic effects:

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

Non academic effects:

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

Negative Effects:

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

Parental inference:

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

Cheating:

- Copy from other students
- Help beyond tutoring

Increased differences between high and low achievements”³**Objectives of homework**

When teachers send homework, it has different objectives to improve students' learning:

- To increase the knowledge and improve the abilities and skills of the students.
- To prepare them for lessons, extend what they know by having them apply it to new situations, or integrate their abilities by applying many different skills to a single task.
- To provide an opportunity for parents to participate in their children's education.
- To review and practice what students have learned.
- To learn how to use resources such as: libraries, reference materials, and encyclopedias.
- To teach students work independently; encourages self-discipline and responsibility and encourages a love of learning.

³COOPER, Harry Research of homework Effects.pdf. July, 5th – 2010 www.alopezisaeducational.com

- To help students to avert undesirable activities and eradicate bad habits.

Importance of homework

Many teachers and parents agree that homework increases students' responsibility, brings home and school closer and satisfies the expectations of parents, and teachers. Studies generally have found homework assignments helpful if they are carefully planned by the teachers and have direct meaning to students.

“Homework gives students a sense of importance, if they study hard and can figure out things for themselves, it is because they are given a great sense of confidence. Homework can help parents learn about their children's education, they can express high expectations for children and encourage their efforts to achieve.”⁴

Also, homework provides opportunities for reinforcing of work learned during school time and for students to develop their skills. Moreover, the use of reference resources help students becomes independent learners because students will need to seek information for themselves from encyclopedias, books, CDs etc.

Types of homework

There are different types of homework that should be taken into account during the teaching-learning process:

- Practice
- Support
- Preparation
- Completion

⁴SALEM More Effie. WHY HOMEWORK IS IMPORTANT. July, 7th - 2010 www.helium.com

Practice Homework: It reinforces newly acquired skills of learning presented in class. This type of homework includes completing worksheets, writing short papers or sentences, and reading together. It provides students with the opportunities to apply new knowledge, or review and reinforce skills, such as:

- Completing exercises.
- Practicing spelling words.
- Reading for pleasure.
- Writing essays and other creative tasks.

Preparation Homework: It helps students get ready for activities that will occur in the classroom. Teachers may assign students to read texts, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class. It introduces the material that will be presented in future lessons and gain information to be better prepared for future lessons, such as:

- Reading English texts for class discussion
- Researching topics for class work
- Revising information about a current topic.

Completion homework: Anything not completed in class such as: reading response, notes, exercises, etc.

Support homework: are assignments like answering a set of prepared questions, completing a crossword puzzle or writing sentences for the latest spelling words. Support homework should be short and should reinforce what has already been done in class.

Strategies for Homework

Strategies for Teachers

Teachers play a vital role in the selection of homework assignment. If homework assignments are meaningful and relevant, students' achievement increases.

- Assign activities which are relevant to the child outside of the classroom.
- “Assign homework that enriches, reinforces, or supplements classroom instruction.”⁵
- Communicate with parents regarding the amount of homework that teachers plan to assign and approximate time required for completion.
- Review homework promptly and provide students with feedback and additional instruction as appropriate.
- Explain the purpose of homework assignments and ensure that the assignment was understood.

Strategies for Students

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

⁵CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. July, 7th – 2010
www.ldat.org/ld_info/homework.html

- Students need to have a system for recording assignments on a daily data.
- Ask about homework assignments before leaving school.
- It is necessary to have books and materials to complete the assignments.
- Students should always turn in homework assignments.
- It is necessary to look for places that support the development of homework.

Strategies for Parents

Parents can help their children improve their performance in classes by ensuring that homework is understood and completed. The development of homework is a responsibility of parents as well.

- Find an appropriate and consistent environment to study.
- Parents need to help their children be prepared to do the work: the appropriate supplies (a dictionary, textbooks, pencils, paper, calculators, etc.)
- Parents need to help their child set goals.
- Parents have to teach their children get organized.
- Monitor their child's progress occasionally.

Resources for homework

Resources are important for developing homework assignments because they provide a support for the learned topic, a good teacher always need to send a homework thinking of the possible resources that students can use to complete it.

Purpose of the resources

It is important to know that most homework assignments are practicing and learning on their own. It is not possible to expect that students learn on their own what they did not learn or study in classroom, teacher has to present a resource.

The purposes of resources are:

- To approximate the student to the reality about what teacher wants to teach, giving a clear idea of what had been learned.
- To motivate the class.
- To clarify and illustrate what is being explained in words.
- To contribute with learning through the impact that resources can cause.

Kinds of homework resources

Internet

Internet is often used to complete homework assignments. There are web-sites dedicated to provide information about homework, for teachers to support assignments on-line for students, and to keep parents informed.

Libraries

Libraries provide help to students who are looking for something to write and looking up information that is not on the internet. Library is a great and quiet place where students can develop or complete homework because there is not any distraction, so that students can concentrate on what they are doing.

Tutoring

Students sometimes need extra support beyond what school and home can give. The objective of these programs is to help students not only to do homework but also to help them developing their skills. The purpose of tutoring is to help students help themselves, assisting them to become independent learners and thus no longer needing a tutor.

“Goals of Tutoring

- Promote independence in learning, focusing on how to do a task more than on what to do, so that the student learns to help himself.
- Provide opportunities and support in such a way that the student discovers answers
- Respect individual differences, remembering that each student brings individual background experiences and expectations.

Benefits of Receiving Tutoring

- Encourages communication between students and instructors.
- Motivates self-directed learning.
- Provides intensive practice for students who need it.
- Improves study skills.
- Generates a positive attitude toward specific subject matter and learning in general”⁶

⁶LEPPER, Drake, and O’Donnell, Cambridge. Scaffolding Techniques of Expert Human Tutors. Brookline Books, 1998. July, 9th -2010

Dictionaries

Dictionaries are practical and indispensable when students develop homework, in class as well. They always use it to clear doubts about unknown words, or some rules, especially in English Language; they can give some strategies to use in language context. It is necessary students know that they do not need to understand every word when they read or hear.

Recordings

“Recording resources allow the non-native teachers to bring voices of native speakers into the classroom and allow the teachers to presents a variety of voices and accents to the students. Recording resources can be used by students working on their own either or outside the classroom.”⁷ A CD or CD-Rom, for example, is a portable slide of the English Language and can be used by students at any time; students can have the chance to hear several people talking at the same time in discussions or conversations. DVDs offer the advantages of audio visual, and in addition students can replay the DVD to observe the use of gestures and other clues which the learner might use in real life to understand what people are saying and what relationships that exist between them.

Computer

Computers are often used to complete homework assignments. Computers are great learning tools and helpful for assignments. They can be used for word processing and virtual reference resources, as well as educational programs and games to sharpen skills.

⁷ National University of Loja. Area of Education, Art and Communication, La Comunicación en Idioma Inglés, Módulo #3, pag. 31. July 10th -2010

Encarta

Encarta is a multimedia program that helps students to do research. High-quality homework begins with accurate and credible content; it provides students of a trusted resource of information. Many topics within Encarta include links, which can also help students approach the Web without becoming overwhelmed.

Parental involvement

Most teachers think that parental involvement is a factor in the relationship between homework and achievement. When parents monitor homework, participate in school activities and support the work, students' achievement is higher because students like to show parents what they learned in class.

Parents' involvement in children's education shows up to define the range of activities that parents believe important, necessary and permissible for their own participation in children's education.

Parents also appear to involve themselves in homework, because they perceive invitations from their children that their homework involvement is wanted, and expected parents think that help their children with homework are likely to believe that their help positively influences student outcomes.

Homework Tips for Parents

“Be a role model: take the opportunity to read a book or newspapers while your child studies. Reading together helps create a good learning atmosphere.

Teach your child how to be organized: be sure he or she keeps a homework assignment book.

Develop a strategy for dealing with homework: find a plan that works for your family and stick with it.

Try to relate the homework to your child's everyday life: for instance, fractions and measurements can be learned as the child prepares a favorite food.

Meet with your child's teacher: to discuss the nature of the approach to reading, spelling and other topics that your child is being taught.

Make sure your child has a specific place to do homework: it must offer ample lighting, minimal noise and plenty of work space.

Praise your child: for successfully completing homework. Nothing builds self-esteem like praise from parents.”⁸

How parents can help with homework?

Research also shows that parent involvement can have either a positive or negative impact on the value of homework.

Parent involvement can be used to speed up a child’s learning.

⁸Coordinated Campaign for Learning Disabilities. Homework tips for parents. 2002. July 3th -2010 <http://school.familyeducation.com/homework/parenting/38545.html>

Homework can involve parents in the school process. It can enhance parents' appreciation of education. It can give them an opportunity to express positive attitudes about the value of success in school.

Parent involvement in homework can turn into parent interference if parents complete tasks that the child is capable of completing alone.”⁹

Atmosphere to learn

Parents need to help with learning of their children providing them a good atmosphere to learn. But the real question is: How can parents provide a positive atmosphere to learn?

- Avoid delaying. This doesn't mean that work brought home from the office has to be done the minute the adult steps inside the house. When students see parents acting responsibly toward office work, they are likely to follow the example.
- Take pride in a job well done. The parent who is proud of the presentation he's worked up for tomorrow's executive meeting is setting the stage for the students faced with homework.

Parents and Teachers Communication

In teaching and raising students, certain activities are the main job of the home and other activities are the main job of the school. Communication is one of those important activities.

⁹ PAIGE Rod, Rich Laurie M. Homework Tips for Parents. May 2002. July 11th 2010. www.campbellusd.org

For parents, to be in touch with their children's teacher will give them the chance to learn about the teaching techniques which are being used in school. When parents and teachers are in constant communication, children will see how much importance is being given to their studies. This encourages children to do better in school and to do their homework well.

Parents need to be a partner with the teacher. “It is important that parents communicate with the teacher early, this will give parents enough time to help their children deal with any problems in time to make a difference in that reporting period.”¹⁰

There are variety of ways for parents to communicate with the teacher, it can include face to face meetings, phone calls, or through written notes.

Tips for communicating with teachers

Be a partner with the teacher

Children will benefit most if parents and the teacher work together as partners. Parents should communicate with a positive attitude and willingness to be a partner.

Get comfortable within the school and with the teacher

Feel free to make the first contact with the teacher

Parents should feel comfortable with starting off the communication with the teacher because parents have the right to do it, it is important when the child has had school problems in the past.

¹⁰JAYANTHI M, Nelson S. Effective Parents-Teachers communication. 1995. July, 7th – 2010. www.parenting-ed.org/Parentalinvolventecommuncationwithteachers.pdf.

Talk to other people who spend time in the school

It is important talk with other parents who know the school and the teacher because they can provide information that can help parents communicate with the teacher about their children's work.

e. MATERIALS AND METHODS

MATERIALS

The material resources used in this research work were:

Office materials, books, copies, computer, printer, paper, folders, paper clips, ink, and internet.

HUMAN RESOURCES

Research Group: Luis Miguel Ochoa and Adriana Noemi Loja.

English Teachers of the "San Francisco de Asís" High School.

Students of "San Francisco de Asís" High School

Students' parents of "San Francisco de Asís" High School.

DESIGN OF THE INVESTIGATION

This is a non-experimental research work, because this design helped us describe the obtained results through a logical analysis of the obtained data in the applied instruments.

METHODS

In the research project, we used the scientific method, because this helped us collect data through the observation, and experimental method in order to find possible solutions to the found problem.

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

The descriptive method: it was applied because it helped us describe the main problems in the researched institution, the results of the obtained information about the students' progress and verify the proposed hypothesis. It also helped us describe how teachers are using the different types of homework and strategies, resources and what the extent of parents' involvement is.

Analytic – Synthetic Method: it helped us analyse the obtained information through the application of the survey as instrument and the use of the theoretical reference sources, then synthesize and interpret the results, analysing the resources of major tendencies.

The explicative method: it was also used in the explanation of the logical implications of the variables of every hypothesis, in this way we were able to prove or disprove them, according to the obtained results contrasted with the theoretical referents.

The research group used the descriptive statistics which served to represent the data in tables and graphs to achieve a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

The survey was applied as technique to collect our data.

The survey: helped us to obtain the information about extra-class activities which helped us to find out the influence of types and strategies of homework, resources, parents' involvement and to know students' achievement in the English language subject.

The survey was applied to teachers, parents and students of "San Francisco de Asís" High School.

PROCEDURES

Once we obtained the empirical information we processed it, following these phases:

- **Tabulation:** the descriptive statistics were applied to classify the closed and open-ended questions, in order to facilitate the interpretation and the verification of the hypotheses.
- **The organization of the empirical information:** it was made according to the specific hypothesis that guided the classification of the questions.
- **The graphic representation** of the information in tables let us visualize the obtained results easily.
- **Interpretation and analysis:** the information was interpreted according to the percentages results represented in the tables, and it was analyzed according to the results and the variables of the hypotheses.
- **Hypotheses verification:** these were demonstrated through a deductive hypothetical process, which final results are expressed in a descriptive way.
- **Conclusions and recommendations:** these were done based on the analysis and interpretation of the obtained information according to the objectives, which have guided the research process.

POPULATION AND SAMPLE

The population of this research work was represented by the students from 8th to 10th years of basic education and from 1st to 3rd years of Bachillerato of the “San Francisco de Asís” High School, total of 552 students. We took a sample from the population. It was 122 students from 8th to 3rd years of basic education who were taken at random in every parallel. We worked with the entire population of teachers because in the

institution there are only three English teachers, to verify the hypothesis about parental involvement was necessary to survey ten parents from the high school.

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

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

PQ: First quartile (0,25)
N: Population
N: Sample
K: Proportionality Constant (2²)
E: Sample Error (10%) (0,1)

$$n = \frac{0,25 \times 552}{551 \cdot \frac{(0,1)^2}{(2)^2} - 0,25}$$

$$n = \frac{0,25 \times 552}{551 \cdot \frac{0,01}{4} - 0,25}$$

$$n = \frac{0,25 \times 552}{551 \cdot (0,0025) - 0,25}$$

$$n = \frac{0,25 \times 552}{0,955}$$

$$n = 122.394$$

To get the sample by course the following formula was used:

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

$$n = \frac{122.394}{552} \qquad n = 0.22$$

This factor is multiplied by students' population of every year of basic education of the "San Francisco de Asís" High School, therefore in this way we obtained the sample per course.

We detail the sample in the next chart:

Courses \ Groups	A	B	C	Total
8th Year of Basic Education	8	8	9	25
9th Year of Basic Education	8	7	7	22
10th Year of Basic Education	6	6	6	18
1st Year of Basic Education	7	7	6	20
2^{sd} Year of Basic Education	9	8		17
3rd Year of Basic Education	8	8		16
Total				122
Teacher's Population				3
Parent's Population				10

f. RESULTS

HYPOTHESIS ONE

The types and homework strategies are not effective in reinforcing and checking students' progress in English language learning at San Francisco de Asís High School, during the academic year 2010-2011

STUDENTS

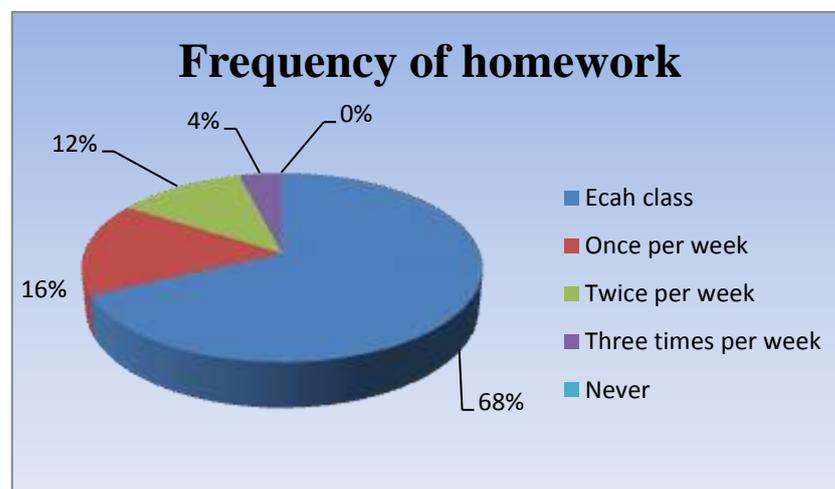
QUESTION 1

a. How often does your English teacher send you homework?

b. Statistics chart

Frequency of homework	Frequency	%
Each class	83	68
Once per week	19	16
Twice per week	15	12
Three times per week	5	4
Never	0	0
TOTAL	122	100

c. Graph



d. Interpretation

As it can be appreciated in this chart, 68% of the polled students answered that the English teacher sends homework each class which is good, 16% of them said that the teacher sends homework once per week; 12% of them agreed that the English teacher sends homework twice per week and 4% of the students told that they do homework three times per week.

In the learning - teaching process sending homework is important because if homework is carefully planned students can find it very helpful. Homework is a planned part of the education process designed to enhance student learning, teachers can know how well students understood the taught class. When homework shows up weakness says to teacher that his or her students need extra help. If homework is not sent, it can lead to a big gap in the students' learning process development. Students could not be able to connect their previous knowledge with the new knowledge that will be acquired in the future lessons. Many teachers and parents agree that homework develops students' responsibility, brings home and school closer.

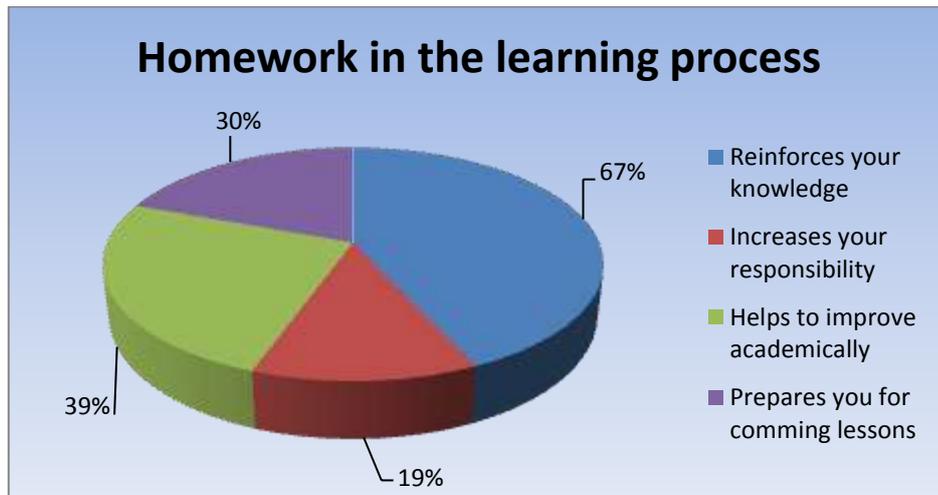
QUESTION 2

a. How do you think homework helps you in the learning process?

b. Statics chart

Homework in the learning process	Frequency	%
Reinforces your knowledge	82	67
Increases your responsibility	23	19
Helps to improve academically	47	39
Prepares for coming lessons	37	30

c. Graph



d. Interpretation

67% of the surveyed students considered that homework reinforces their knowledge, 19% of the students thought that homework helps them also to increase their responsibility, 39% of the asked students believed that with the development of homework they also improve academically, and 30% of the students considered that homework prepares them for coming lessons.

Taking into account these results, researchers concluded that homework as extra - class activities has a meaningful and effective result on students during the learning process, because homework reinforces students' knowledge. Homework assignments have students practicing what they have already learned in class, which expands their knowledge about the subject. Moreover, homework is a very effective way to prepare a student for future lessons because it reinforces the topic studied in the last class. Thus, extra-class activities have a strong influence on English learners.

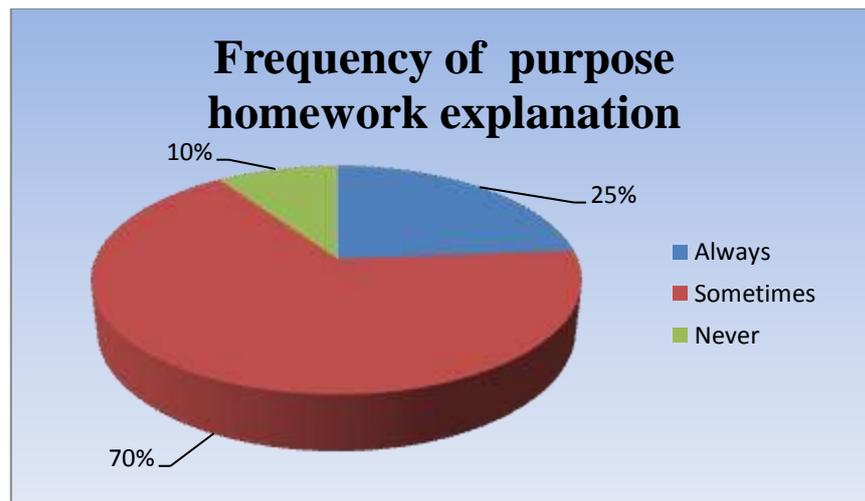
QUESTION 3

a. How often does your English teacher explain you the purpose of homework?

b. Statistics chart

Frequency of homework explanation	Frequency	%
Always	30	25
Sometimes	86	70
Never	12	10

c. Graph



d. Interpretation

25% of the polled students agreed that the English teacher always explains what the purpose of the homework sent is. 70% of them said that teacher sometimes explains its purpose and 10% of them answered never.

According to these results on this question, students know only sometimes what is the purpose of the homework that teacher send; only sometimes they know what skills they are going to practice. Homework needs to have a purpose, because an objective of

learning English through homework is to help students to build a basic knowledge and reinforce their skill while they are developing homework and when they are exposed to different life experiences.

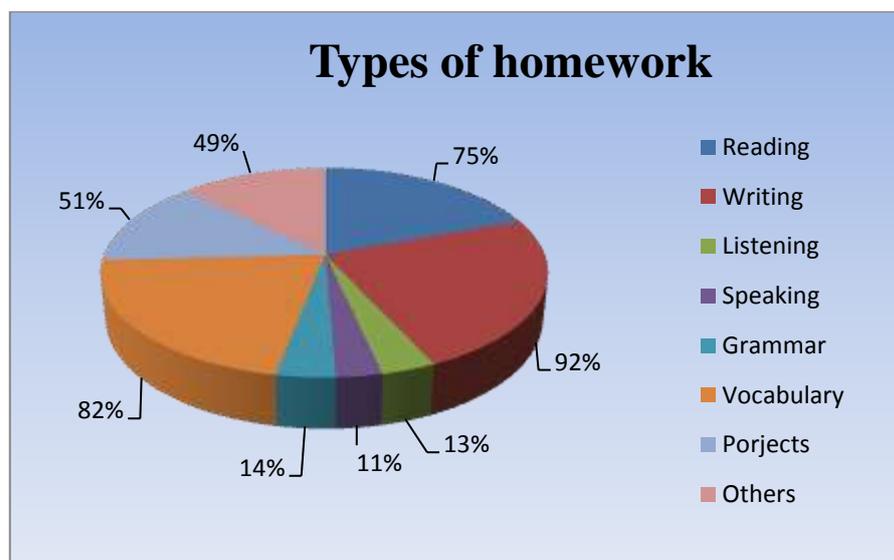
QUESTION 4

a. Which of the following types of homework does your English teacher apply to send homework?

b. Statistics chart

Types of homework	Frequency	%
Reading	91	75
Writing	112	92
Listening	16	13
Speaking	13	11
Grammar	17	14
Vocabulary	101	82
Projects	62	51
Others	60	49

c. Graph



d. Interpretation

In this question, 75% of the asked students said that their English teacher usually sends reading homework, 92% of the students marked that the teacher sends writing homework, 13% of them answered listening as another type of homework that they rarely do, 11% of the polled students develop speaking homework, 14% of students said that their teacher sends grammar homework, 82% of them answered that they often develop vocabulary as homework, 51% of the students marked projects as another type of homework that their teachers sends. 49% of them pointed out that their teacher use to send them others types of homework.

The results in this question show that writing is the type of homework that teacher usually sends to the students. Moreover reading and vocabulary are used by the teacher as homework too, writing is an important mean of language acquisition, it involves not just a graphic representation of speech but it makes students thoughts visible and it also helps students practice the correct English structure. Likewise, it increases their vocabulary; also reading is an important type of homework that the teacher uses, because it helps students improve their pronunciation and increase their vocabulary; but speaking and listening are very important during the learning process too. In the institution teachers do not consider these as a type of homework to use with their students, it is important that teachers use listening homework because it helps students recognize word stress, vocabulary, pronunciation through repetition, in other words listening has different purposes in the English learning that students are not practicing and teacher should use speaking homework because it helps students to develop their pronunciation, stress and differentiate words that write equal but the pronunciation is

different. In conclusion listening, reading, speaking and writing skills are necessary in learning English Language because all of them support each other.

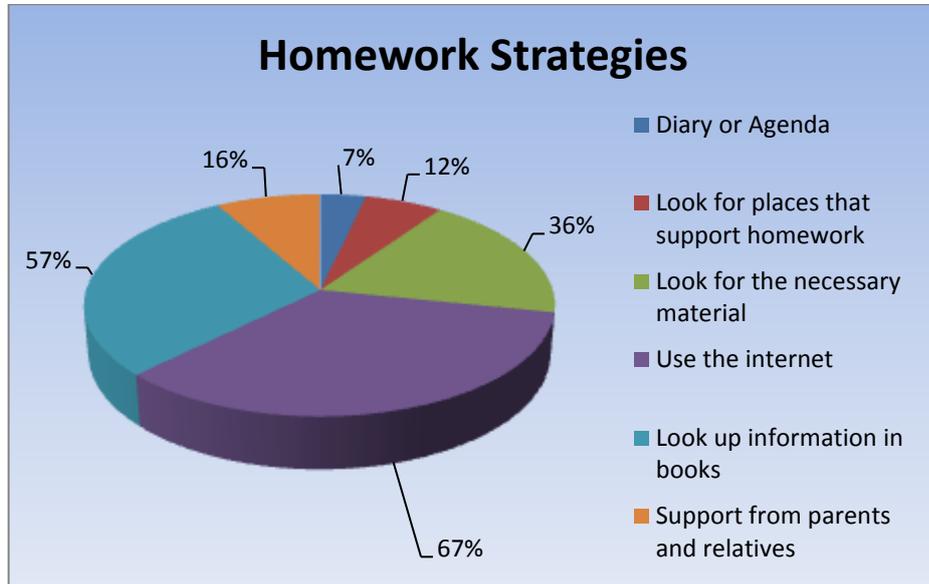
QUESTION 5

a. Which of the following strategies do you use to do homework?

b. Statistics chart

Homework strategies	Frequency	%
Diary or agenda	9	7
Look for places that support the development for homework	15	12
Look for the necessary materials to do homework	44	36
Use the internet	82	67
Look up information in books	69	57
Support from parents or relatives	19	16

c. Graph



d. Interpretation

In this statistic chart, 7% of the surveyed students marked that they use a diary or agenda as a strategy for learning the language, 12% of them said that they look for

places to develop their homework, 36% of the students agreed they look for the necessary materials to do their homework, 67% of them pointed out they use the internet as a strategy for completing homework. Finally 16% of students said that they receive support from parents or relatives at the moment of doing homework.

The uses of strategies to do homework are important because students who use these have significant improvement in the learning process. Most of the time they establish strategies for getting an academic success, but there is an unknowing of strategies between the students in the institution. They only support in the use of the internet, look for materials, and look up information in books; students should be interested in looking for more strategies to develop homework like: look for places to support homework such as libraries where they can find a several type of literature references, use a diary or agenda to organize activities or the deadlines to hand in homework.

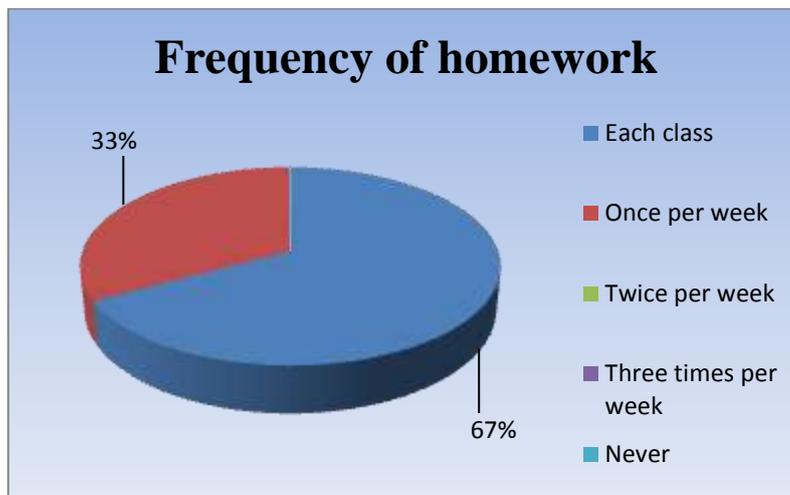
TEACHERS

QUESTION 6

- a. How often do you send homework?**
- b. Statistic chart**

Frequency of homework	Frequency	%
Each class	2	67
Once per week	1	33
Twice per week	0	0
Three times per week	0	0
Never	0	0
TOTAL	3	100

c. Graph



d. Interpretation

67 % the asked teachers marked that they sent homework each class and 33% of them said that they send homework once per week.

In this institution teachers consider that sending homework is important because it reinforce what students learn in class. Homework has a great influence when it is carefully planned by the teacher. The frequency that homework is sent means that the teacher is worried about how much he or she could transmit to the students.

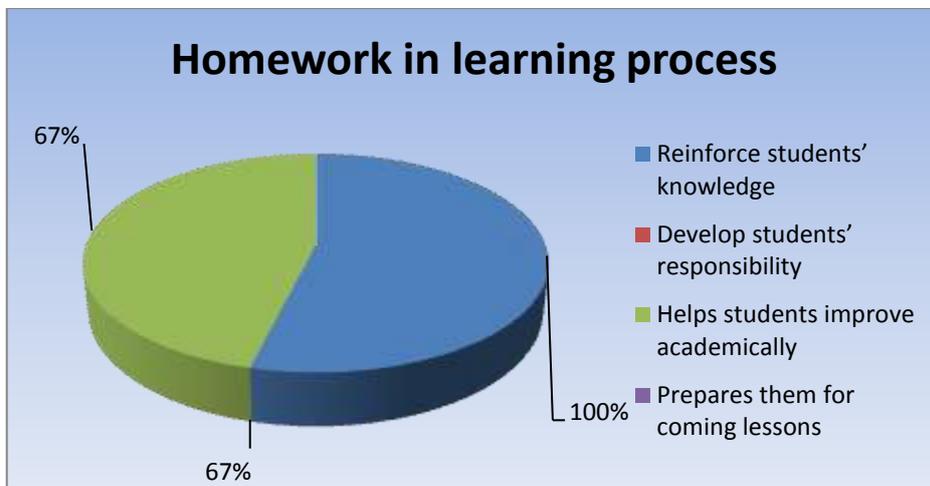
QUESTION 7

a. How do you think homework helps students in the language learning process?

b. Statistics chart

Homework in learning process	Frequency	%
Reinforce students' knowledge	3	100
Develop students' responsibility	2	67
Helps students improve academically	2	67
Prepares them for coming lessons	0	0

c. Graph



d. Interpretation

In this question, 100 % of the asked teachers said that homework in the learning process helps students to reinforce their knowledge, 67% of them agreed that it develops their responsibility. 67% of them thought that homework helps students to improve academically and none of them considered that it prepares students for coming lessons.

Homework is important when students are learning a second language because it reinforces what they learned in class, but it also helps to prepare them for coming lessons, because if the homework assignments are meaningful it will help them with the new topic, for example students will not have difficulties with the new vocabulary or the grammar structures. So, teacher will not have problems teaching vocabulary or teaching exercises using the new grammar structure.

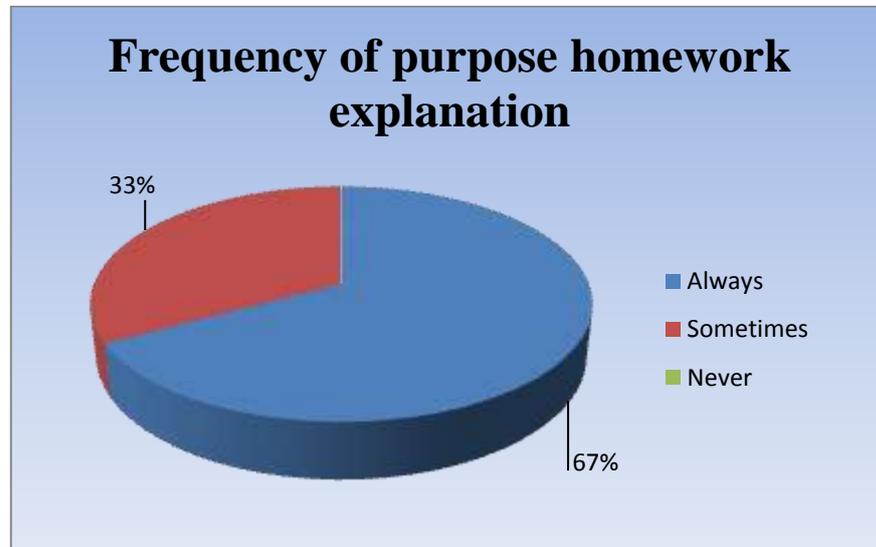
QUESTION 8

a. When do you explain the purpose of homework?

b. Statistics chart

Frequency of purpose homework explanation	Frequency	%
Always	2	67
Sometimes	1	33
Never	0	0
TOTAL	3	100

c. Graph



d. Interpretation

In this chart 67% of the surveyed teachers explained what the purpose of sending homework is. And 33 % of them marked that they sometimes explained its purpose.

According to the results in this question, teachers considered that homework should have a specific purpose. The main purpose of giving homework to students is to reinforce or consolidate the work done in class, but it should not be the only purpose

because homework could serve to encourage students to develop the basic skills (reading, writing, listening and speaking) while students are developing homework they are learning the language.

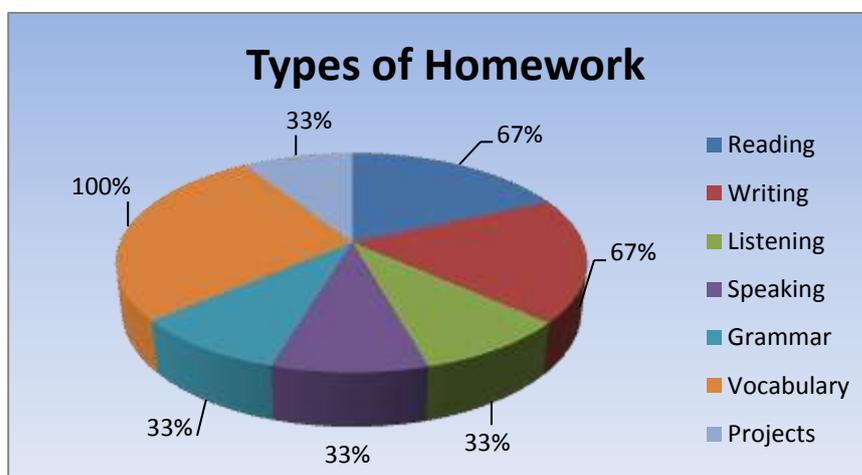
QUESTION 9

a. What types of homework do you send?

b. Statistics chart

Types of homework	Frequency	%
Reading	2	67
Writing	2	67
Listening	1	33
Speaking	1	33
Grammar	1	33
Vocabulary	3	100
Projects	1	33

c. Graph



d. Interpretation

In this question, 67% of the teachers marked reading as a type of homework used by them, 67% of the teachers answered writing homework, 33% of them agreed that they used to use listening homework, 33% of teachers said to use speaking homework, 33%

of them answered they use grammar as a type of homework, 100% of them pointed out they send vocabulary as homework. Finally 33% of the teachers used projects as homework.

The obtained results showed that teachers in the institution have reading, writing and vocabulary as types of homework more commonly used by them. These three types of homework are so important in the process of learning because these have a deep influence in students learning, because these assignments are based in uncompleted task used to reinforce reading skills. They are used to introduce new words for the future lessons and the use of writing homework serves teacher to check students understanding about grammar lessons. But they are not using the other three important types of homework, listening, speaking and grammar which are relevant at the moment of learning another language. Listening gives students the opportunity to increase their vocabulary, differentiate the sound of some words and checking information; speaking help students to improve their pronunciation and intonation; grammar which facilitate students the understanding of rules and the order of structures in English. So teachers only focus in reinforcing some skills not all of them.

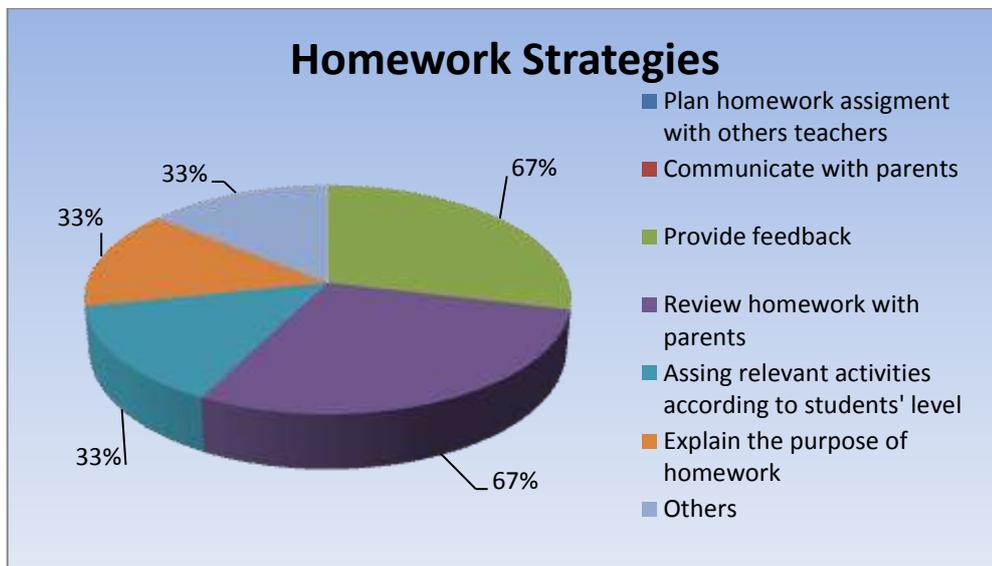
QUESTION 10

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

b. Statistics chart

Homework strategies	Frequency	%
Plan homework assignment with others teachers	0	0
Communicate with parents	0	0
Provide feedback	2	67
Review homework properly	2	67
Assign relevant activities according students' level	1	33
Explain the purpose of homework	1	33
Others	1	33

c. Graph



d. Interpretation

None of the polled teachers planed homework assignment with other teachers. None of them communicates with parents, 67% of them provided feedback before sending homework, 67% of the teachers reviewed homework properly, 33% of the teachers assigned relevant activities according to the level of students, 33% of teachers explained the purpose of homework, and 33% of them apply other strategies.

The results indicate that all teachers apply strategies for sending homework; it is important plan assignments with other teachers to try to put students at the same English level, another strategy is provide feedback before sending homework to prepare students to develop homework correctly, as homework serves to check students understanding is a good strategy review homework properly, there are some teachers that only sent homework but they just mark the grade without checking it. At the moment of sending homework teacher always should send it according to the taught class and the students' level and always explain why he is sending homework, what he or she wants to get

sending students it. There is a variety of strategies that teachers can use; it would sometimes depend of the taught lessons.

PARENTS

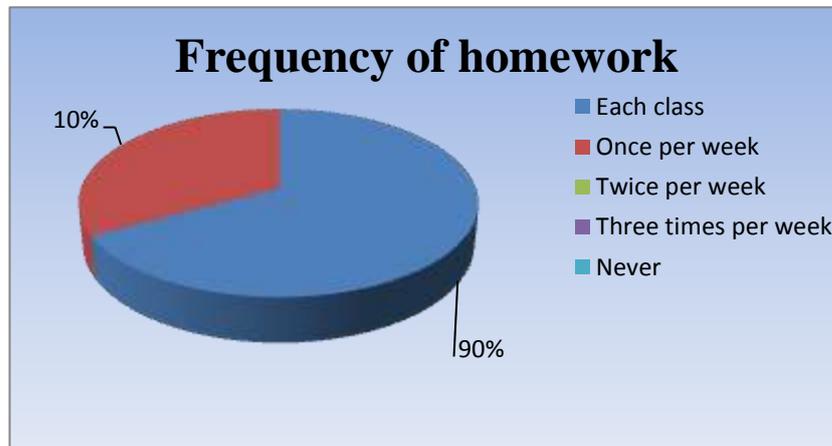
QUESTION 11

a. How often does the English teacher send homework to your child?

b. Statistics chart

Frequency of homework	Frequency	%
Each class	9	90
Once per week	1	10
Twice per week	0	0
Three times per week	0	0
Never	0	0
TOTAL	10	100

c. Graph



d. Interpretation

In this question, 90% of the interviewed parents answered that the English teacher sends homework each class, and 10% of them marked that homework is sent once per week.

In the researched institution, parents recognize that English teacher sends homework each class which is good because they can notice that their children are having practice

in their skills. It is important send homework because it keeps the connection between the school and home, keeping student concentrated in the things that he or she learned. Homework has useful purposes in learning; it helps to keep students in contact with what they are learning, providing opportunities to focus on their personal work outside the classroom.

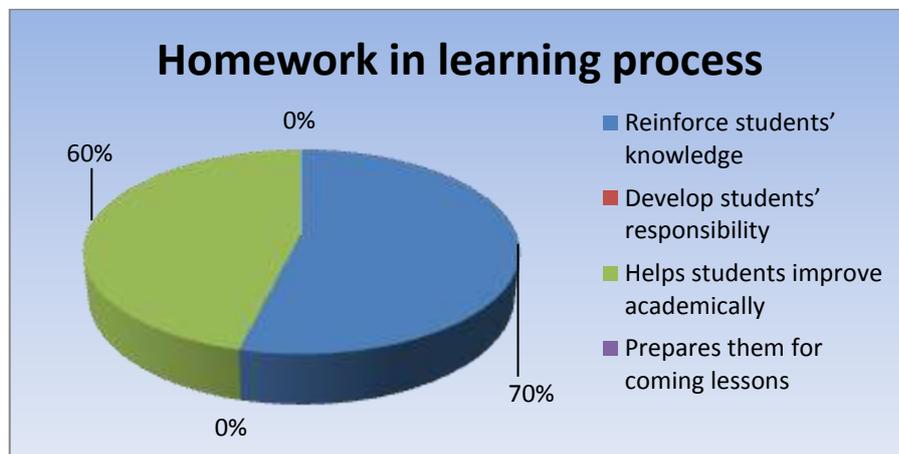
QUESTION 12

a. **How do you think homework helps your child in the language learning process?**

b. **Statistics chart**

Homework in learning process	Frequency	%
Reinforces their knowledge	7	70
Develops their responsibility	0	0
Helps to improve academically	6	60
Prepares for future lessons	0	0

c. **Graph**



d. **Interpretation**

70% of the polled parents agreed that homework helps their kids reinforce their knowledge; none of them considered that it increases their responsibility or helps them

to be prepared for future lessons. And 60% considered that homework improves students academically.

Consequently, we can say that most of parents think homework reinforces students' knowledge and helps them to improve academically, but they forget that homework also helps to increase students' responsibility and provides them with valuable and important lessons about it. Parents do not take into account that it prepares students for future lessons. This shows that parents are not aware what the clear purpose of homework is.

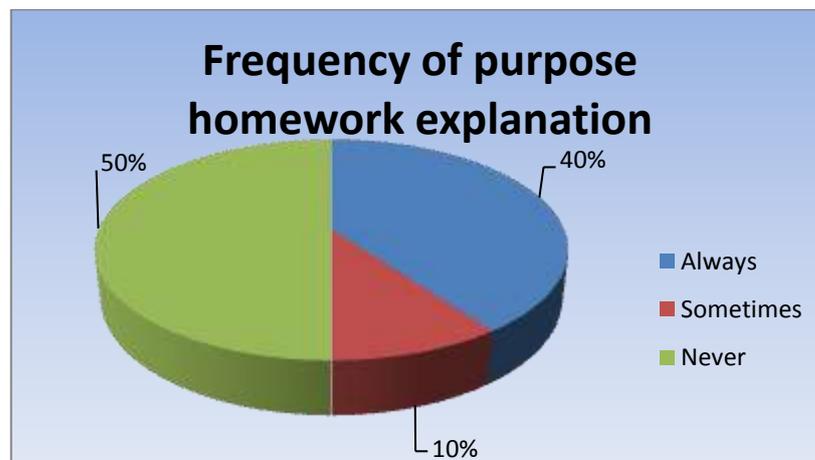
QUESTION 13

a. **When does the English teacher explain the purpose of homework to your child?**

b. **Statistics chart**

Frequency of purpose homework explanation	Frequency	%
Always	4	40
Sometimes	1	10
Never	5	50
TOTAL	10	100

c. **Graph**



d. Interpretation

In this question, 40% of the surveyed parents pointed out that English teacher always explain the purpose of homework, 10% of them said that teachers sometimes explain its purpose and 50% of them answered that teachers never explain what the purpose of homework is.

Homework has many purposes that support the subject taught. According to the results, parents most of the time do not know what the purpose of homework sent is, but it is because most of them do not know the language.

It is important that the purpose of homework is clear, and have positive effects to retain the factual knowledge.

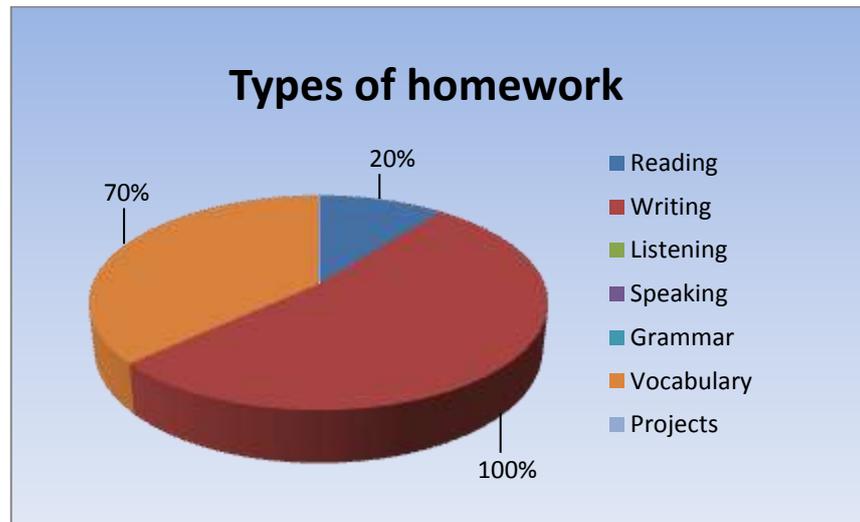
QUESTION 14

a. What types of homework does the English teacher send to your child?

b. Statistic chart

Types of homework	Frequency	%
Reading	2	20
Writing	10	100
Listening	0	0
Speaking	0	0
Grammar	0	0
Vocabulary	7	70
Projects	0	0

c. Graph



d. Interpretation

20% of the asked parents said that the English teachers send reading homework, 100% of them pointed out that teachers send writing homework to their kids, none of them agreed that their children do not develop listening, speaking, grammar and projects. 70% of the asked parents marked that their children developed vocabulary homework.

The results in this question showed that some parents have the idea about what type of homework teachers send to their children, reading, writing and vocabulary homework. But what they agreed is that teachers send writing and vocabulary tasks. It contrasts with the results that there is a poor selection at the moment of sending homework; teachers only focus on these three types of homework. It is important that teachers send homework with the purpose that students work on grammar, speaking and listening, because these students need to work in these skills all the time.

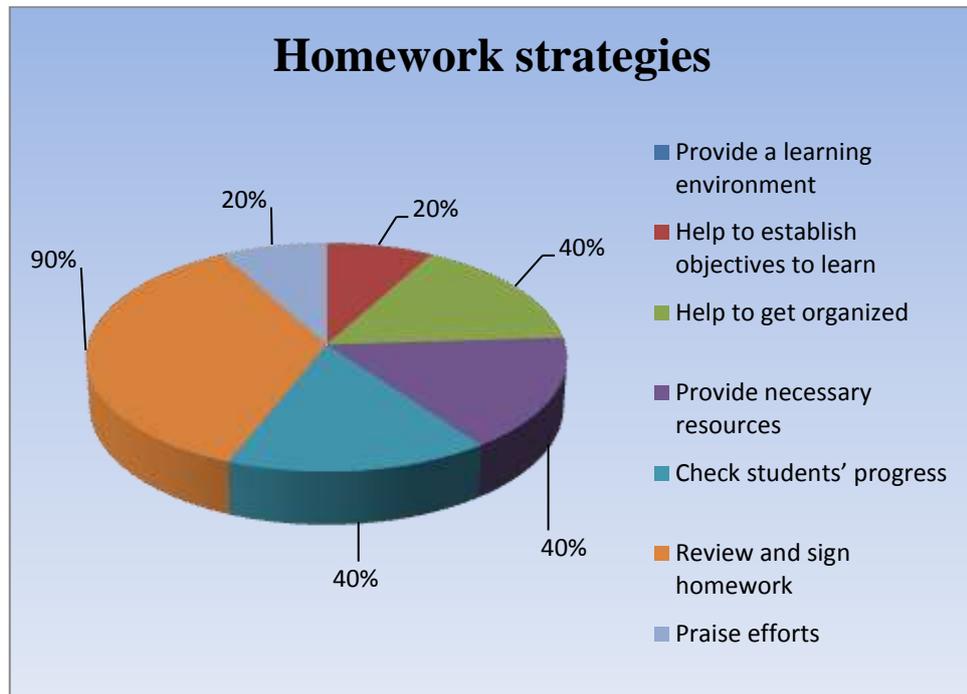
QUESTION 15

a. Which of these strategies do you use to help your child to do homework?

b. Statistic chart

Homework strategies	Frequency	%
Provide a learning environment	0	0
Help to establish objectives to learn	2	20
Help to get organized	4	40
Provide necessary resources	4	40
Check students' progress	4	40
Review and sign homework	9	90
Praise efforts	2	20
Others	0	0

c. Graph



d. Interpretation

None of the asked parents provided a learning environment for their sons, 20% of them helped their students to establish objectives, 40 % of the parents pointed out that they

helped their students to be organized, 40% of them said that they provided the necessary resources to do homework, 40% of the polled parents agreed they checked the students' progress, 90% of the parents marked that they review and sign the students' homework, 20% of them praise efforts. None of them applied other strategies to help in the development of homework.

The uses of the strategies are very important during the learning process, if teachers and students have to apply strategies to learn, there are some strategies for parents too, for example parents must help their children be organized in their studies and set up objectives to improve their performance in classes. When teachers send homework sometimes students need to use some materials (dictionaries, textbooks, pencils, paper, calculators, etc.) Parents have to provide them the necessary materials to develop homework, they also have to check students' progress and monitor the completion of homework. The development of homework is a responsibility of parents as well; they play an important role during the learning process of their children.

HYPOTHESIS TWO

There is a poor selection of homework resources which limits the English language learning of students at San Francisco de Asis High School, academic year 2010-2011.

STUDENTS

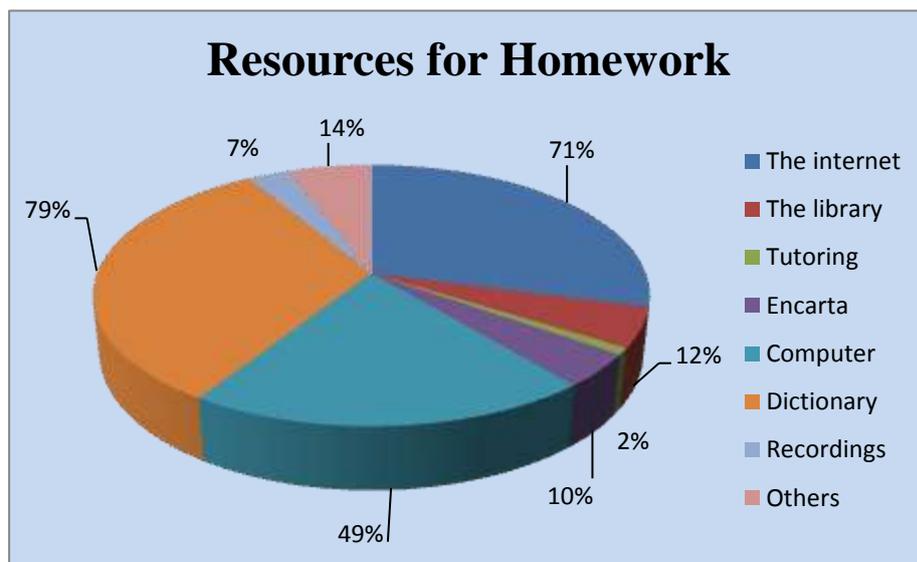
QUESTION 16

a. Which of the following resources do you use to do homework?

b. Statistic chart

Resources of homework	Frequency	%
The internet	87	71
The library	15	12
Tutoring	2	2
Encarta	12	10
Computer	60	49
Dictionary	96	79
Recordings	9	7
Others	17	14

c. Graph



d. Interpretation

71% of the students pointed out that they usually used the internet for completion their homework, 12% of them said that use the library as resource of homework, tutoring is one the resources that students in this institution use which represents 7%, 10% of the students marked the Encarta as a useful resources for homework, 49% of them agreed they used the computer as resource, 79% of the asked students said that they commonly use the dictionary as a resource to translate some words, 7% of them used recordings. And 14% of the students used others resources for homework.

Nowadays, there is a great variety of resources that students can use to do homework; the most used resources are the dictionary and the internet, which is used almost for the majority of the polled students, this resource has many advantages for example, there is a lot information and for students who study English the internet is so important because the most important information is in English, but it has some disadvantages too, the internet has some distractions that can disturb students for example games, videos or spam publicity. But it is too important that the majority of the marked students marked the dictionary as the main resource that they use to do homework. The use of resources is essential because these reinforce the students' learning.

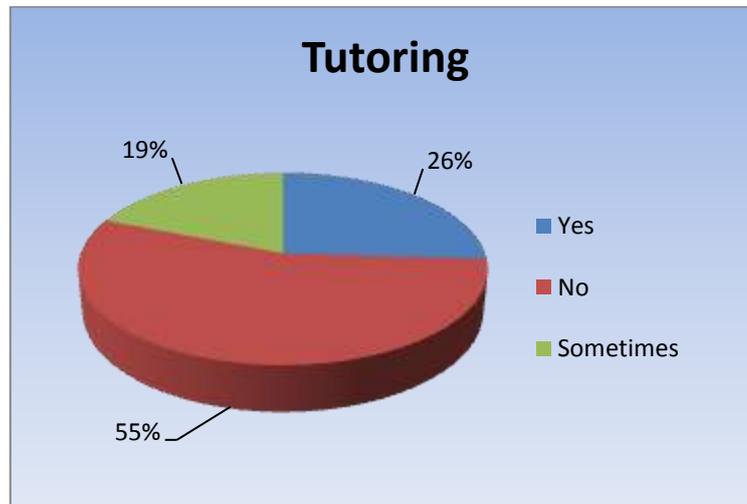
QUESTION 17

a. Does your English teacher provide you tutoring?

b. Statistics chart

Tutoring	Frequency	%
Yes	32	26
No	67	55
Sometimes	23	19
TOTAL	122	100

c. Graph



d. Interpretation

In this question, 26% of the surveyed students marked that they received tutoring, 55% of them said that they did not receive tutoring and 19% of the students answered sometimes.

Nowadays, in our schools most students have problems to learn and understand English language for that reason it is important take tutoring as a resources to help students with their problems. Tutoring helps a lot students because it completes the time that missed in the class and gives the chance to students ask anything they did not understand or was not clear. Tutoring promotes independence in learning focusing on how to do a task and help students learn independently. In the researched institution there is not tutoring, teachers help students only when it is necessary. Few students attend to particular institutions to reinforce what they could not catch in class.

TEACHERS

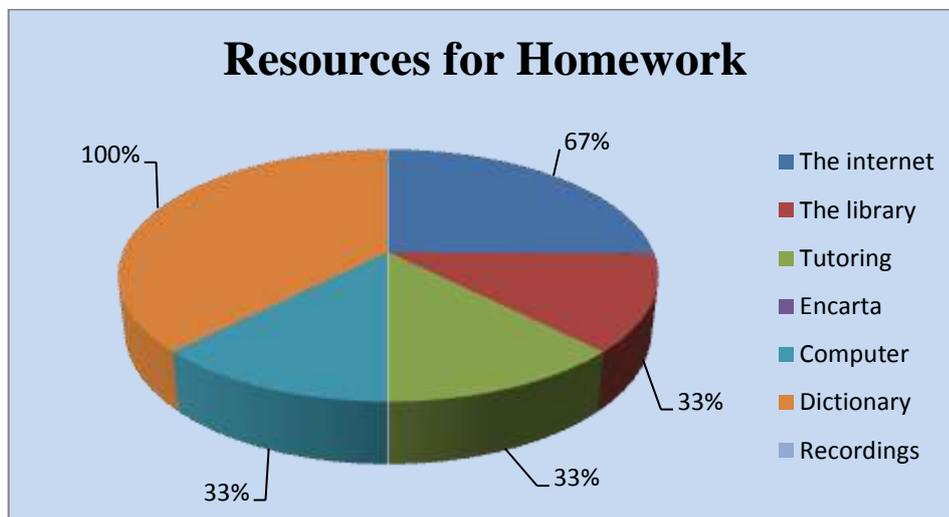
QUESTION 18

a. Which of the following resources do your students use to do homework?

b. Statistic chart

Resources for homework	Frequency	%
The internet	2	67
The library	1	33
Tutoring	1	33
Encarta	0	0
Computer	1	33
Dictionary	3	100
Recordings	0	0

c. Graph



d. Interpretation

From this chart researchers could appreciate that the main resources used by the students according to the teachers in the institution is the internet, which represent 67%

and the dictionary which represents 100%, 33% of them thought they used the library as resource for doing homework, 33% of them agreed they give tutoring for students as a resource to develop homework, none of them used the Encarta to send homework, 33% of the teachers used the computer for sending homework. None of their students used recordings to do homework.

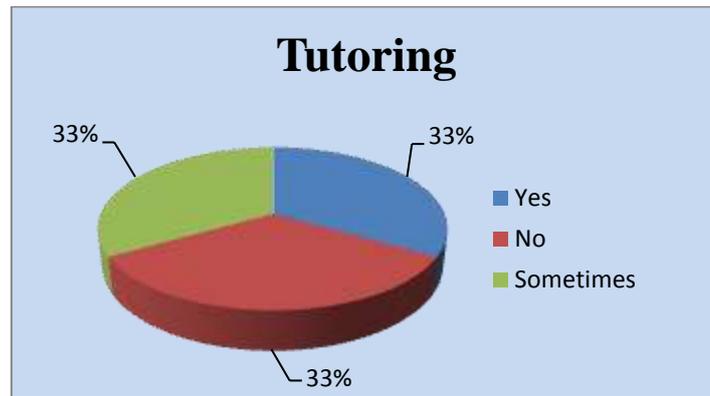
The use of resources is very important to do homework, when teachers send homework they have to take into account what students can use to do it, the results showed that teachers consider that the dictionary is the most used resource for students to develop homework, the internet is a resource that is used all the time, it can offer a great variety of information that it is not in a library, but the success of this resource is that students need to know how to use the internet. Before sending homework, good teachers always need to send homework thinking and explaining the possible resources that students can use to complete it.

QUESTION 19

- a. Do you help students' achievement by providing tutoring?**
- b. Statistic chart**

Tutoring	Frequency	%
Yes	1	33
No	1	33
Sometimes	1	33

c. Graph



d. Interpretation

33 % of the answered teachers provided tutoring to the students when it is necessary, 33% of them did not give tutoring to their students and 33% of teachers sometimes helped students with difficult topics in class.

It is true, that students sometimes need extra support beyond what school and home can give. Some of the teachers in the institution did not provide tutoring being it necessary to reinforce what have been learned. In some institutions in the city tutorials are used as a resource, it helps students not only to do homework but also helps them to develop their skills. The purpose of tutoring is to help students help themselves, assisting them to become independent learners and thus no longer needing a tutor.

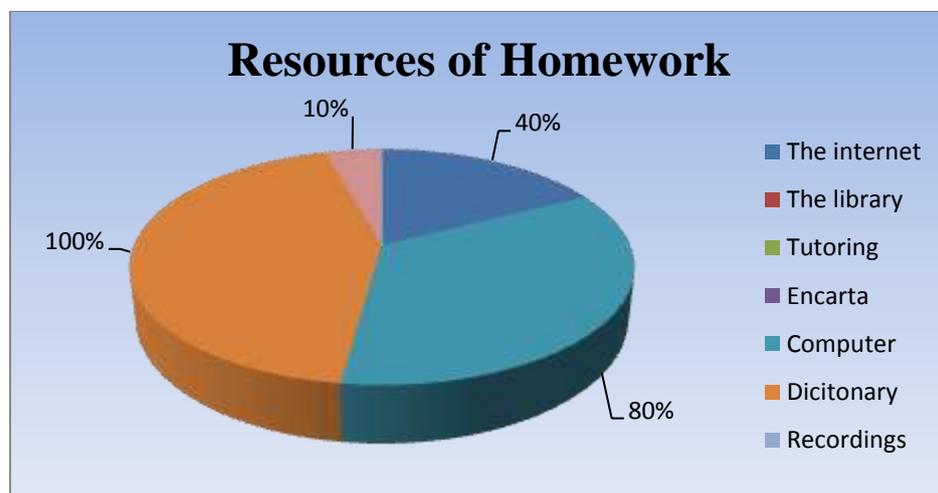
PARENTS

QUESTION 20

- a. Which of the following resources does your child use to do homework?
- b. Statistic chart

Resources of homework	Frequency	%
The internet	4	40
The library	0	0
Tutoring	0	0
Encarta	0	0
Computer	8	80
Dictionary	10	100
Recordings	0	0
Others	1	10

- c. Graph



- d. Interpretation

In this question, 40% of interviewed parents agreed that their children used the internet to do homework; none of them said that their children used the library, tutoring and Encarta as resources for completing homework, 80% of them answered that they use

the computer and 100% of the parents considered that their children used others resources to develop homework.

Teachers do not have to send homework without explaining their students what kind of materials they could use to do homework. Parents can get involved in the development of homework using resources for its success completion. These results could help us to understand that parents needed to know that exist more resources than the internet or dictionary.

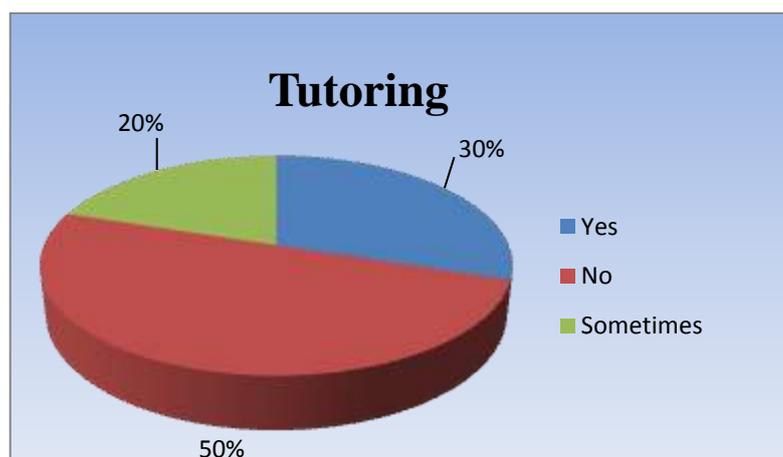
QUESTION 21

a. Does the English teacher provide tutoring to your child?

b. Statistic chart

Tutoring	Frequency	%
Yes	3	30
No	5	50
Sometimes	2	20
TOTAL	10	100

c. Graph



d. Interpretation

In this chart 30% of parents said that their sons receive tutoring, 50% of them answered that their children do not receive tutoring. And 20% of them said that their children sometimes receive tutoring.

Tutoring is a helpful resource in school because tutoring helps to fill the gap that students got in school. It makes that students have confidence and feel secure of asking something that is not clear. Tutoring has a lot benefits in students as encourage the communication between student-teacher, motivate self-study learning and improve their skills. For that reason, it is necessary to take into account tutoring as helpful resource.

HYPOTHESIS THREE

Parents face difficulties in being involved in the homework process which affects the English language learning with students at San Francisco High School, academic year 2010-2011.

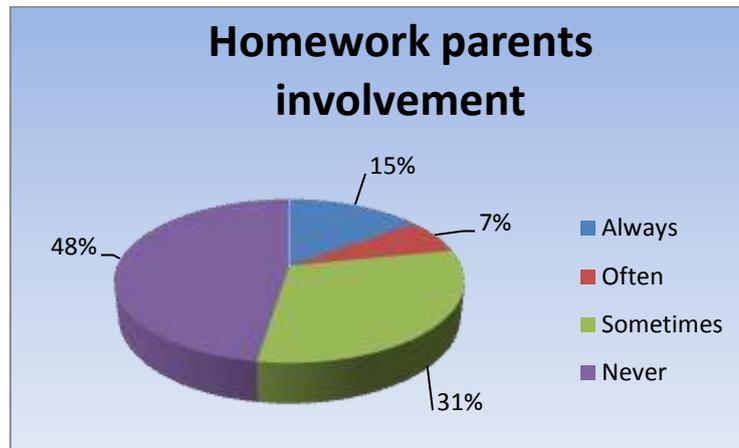
STUDENTS

QUESTION 22

- a. How often do your parents help when you work on your English homework?**
- b. Statistics chart**

Homework parents involvement	Frequency	%
Always	18	15
Often	8	7
Sometimes	38	30
Never	58	48
Total	122	100

c. Graph



d. Interpretation

As it can be appreciated, 15% of the asked students answered that their parents help them in English homework, some students marked that their parents often helped them in homework which represent 7%. 31% of the polled students pointed out that their parents sometimes help them work on English Homework which represent 31%, 48% of them said that their parents never help them in their English homework.

The involvement of parents on children's education is too important, their intervention can motivate student to work, but the no intervention of them students can think that their parents are not interested in their education. When we talk about how parents have to help their students we do not mean that they develop their homework, there are different ways to intervene on children's homework completion. For example parents can show that they are interested for what they are doing, help to establish a regular time to do homework, meet with their children's teacher or help their sons to be organized with the task, providing a good place for learning. In conclusion parents' involvement has positively influences in the learning process.

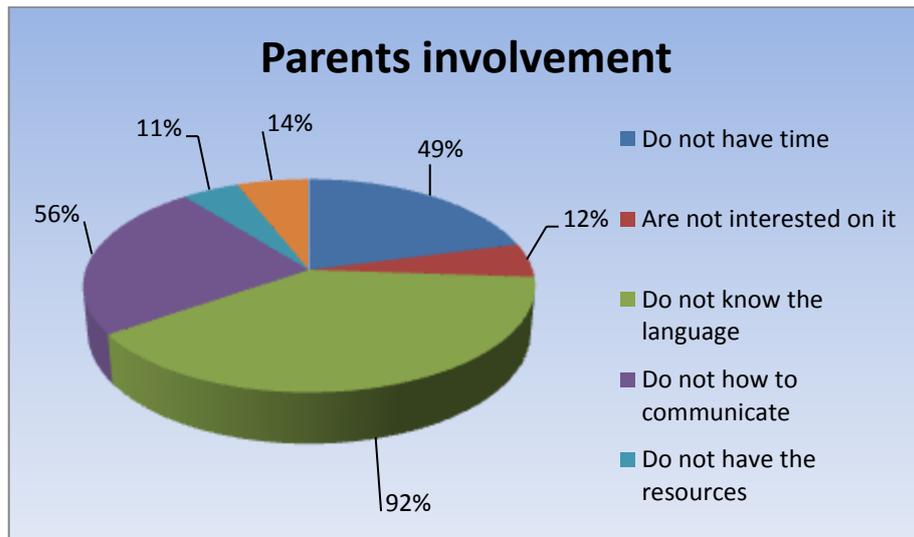
QUESTION 23

a. Which of the following items do you think prevent your parents' involvement in the completion of the English language homework?

b. Statistics chart

Parents involvement	Frequency	%
Do not have time	60	49
Are not interested on it	15	12
Do not know the language	122	92
Do not know how to communicate	68	56
Do not have resources	13	11
Others	17	14

c. Graph



d. Interpretation

In this statistic chart, 49% of the students considered that their parents do not involve in homework because they do not have time, 12% of them said that their parents are not interested, 56% of them said that their parents do not know how to communicate with

English teachers. 11% of them answered they did not have resources. And 14% of the students marked other situations.

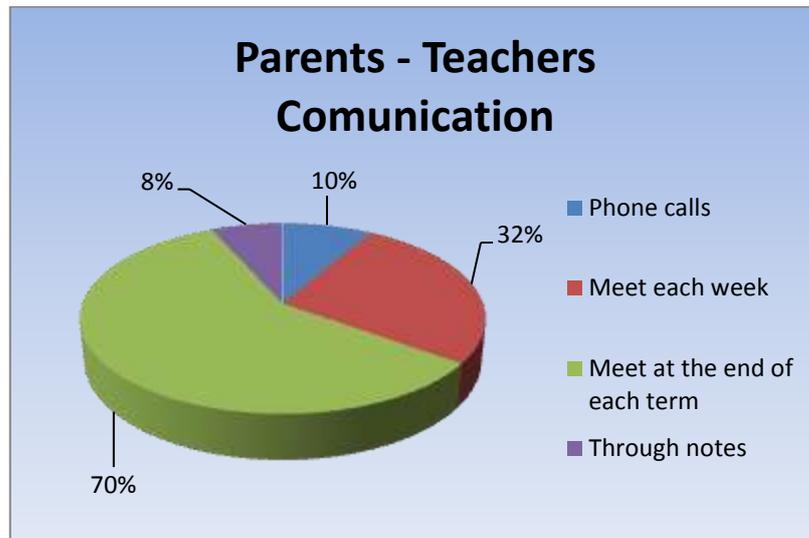
It is clear that most parents find difficult to communicate with the English teachers because they do not know the language but we do not refer that they have to speak English, but that they do not know what kind of things to ask related to the language or what skills their children need to reinforce or have more practice. When parents and teachers are in constant communication, students will see how much importance is being given to their studies. It can prevent a lot of academic problems to their children.

QUESTION 24

- a. Which of the following items do your parents use to communicate with your English teacher?**
- b. Statistics chart**

Parents - teachers communication	Frequency	%
Phone calls	12	10
Meet each week	39	32
Meet at the end of each term	86	70
Through notes	22	8

c. Graph



d. Interpretation

10% of the students point out that their parents communicate with the English teachers through phone calls. 32% of them answered that their parents meet with the teacher each week, 70% of the students agreed that their parents communicate with the English teacher at the end of each term and 8% of asked students through notes.

The communication between parents and teachers must be constant because students can note how much importance is being given to their work as student. It is important that parents communicate with the teacher as soon as they perceive any problem in the development of homework. The good communication between parents and teachers help to increase the communication between parent-student as well.

TEACHERS

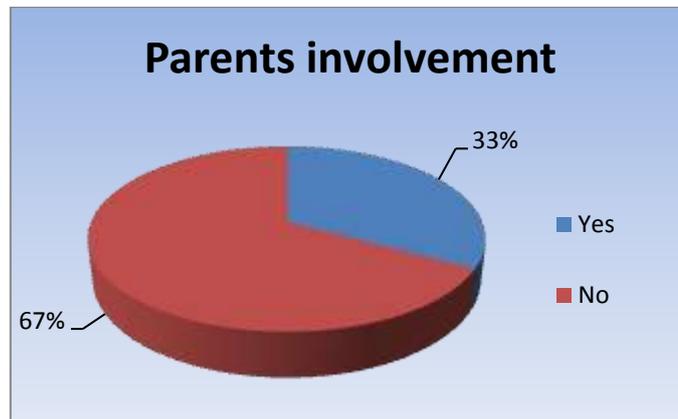
QUESTION 25

a. Do you think if parents get involved in the English homework?

b. Statistics chart

Parents involvement	Frequency	%
Yes	1	33
No	2	67
TOTAL	3	100

c. Graph



d. Interpretation

67% of teachers marked that there is not much parental involvement at the moment to work on the English homework and the 33% of them considered that parents get involved in the homework.

Homework can help parents learn about their children's education. It can encourage a lifelong love of learning. Helping with homework, can encourage students to spend more leisure time reading than watching television. Teachers consider if parents get involved in homework can create positive behaviors, values, character traits and

encourage their efforts to achieve. Homework is responsibility of parents as well. So their involvement is important.

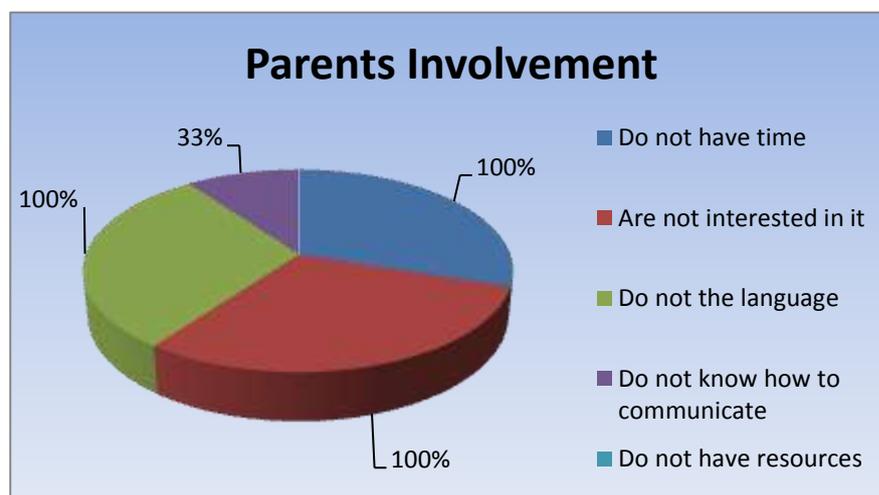
QUESTION 26

a. Which of the following items do you think prevent parents' involvement in the completion of English language homework?

b. Statics chart

Parents involvement	Frequency	%
Do not have time	3	100
Are not interested	3	100
Do not know the language	3	100
Do not know how to communicate	1	33
Do not have resources	0	0
Others	0	0

c. Graph



d. Interpretation

In this chart, 100% of teachers expressed that parents do not have time to get involved in English homework, all of them expressed that parents are not interested in homework

development which represent 100%, 100% of them said that parents do not know anything about the language, teachers also expressed that parents do not know how to communicate with the English teacher which represent 33%. None of them answered that parents do not have resources to help in English homework development.

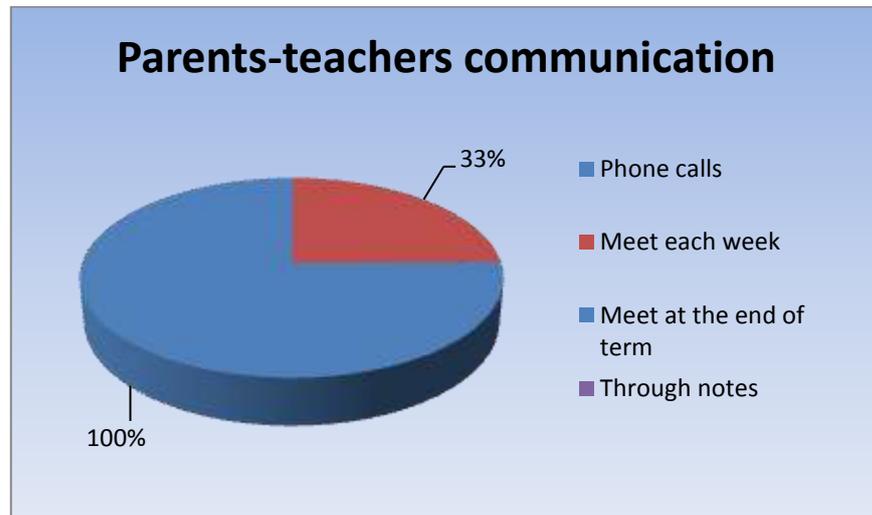
Parents' intervention on children's education is important, they can help their children in their learning process, but there are some things that prevent parents' involvement in the completion of English homework. A reason is that most parents work during the day and they usually do not have time to help their children to develop homework, do not get the language does not mean that parents cannot help their sons; there is a problem when parents do not know how to communicate or are not interested in their children's education, it can cause the failure of children's learning. Parents' intervention during the learning process plays a vital role and this intervention has to be permanent.

QUESTION 27

- a. Which of the following items do parents use to communicate with you?
- b. Statistic chart

Parents - teachers communication	Frequency	%
Phone calls	0	0
Meet each week	1	33
Meet at the end of each term	3	100
Trough notes	0	0

c. Graph



d. Interpretation

33% of the surveyed teachers said that the communication with the students' parents is each week, and the 100 % of them marked that this communication is at the end of each term.

The communication between parents and teachers is important to help students when is necessary. They must be friends and be confidants if it is necessary especially know what the problems that their students have are.

Teacher has to monitor homework and provide timely and regular feedback; teach some skills to parents for successful homework completion, for example materials organization, time management or problem solving.

PARENTS

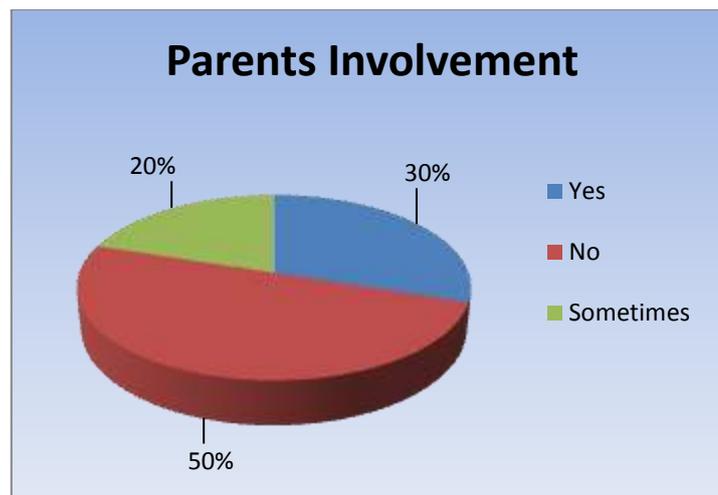
QUESTION 28

a. Do you intervene in the completion of English homework?

b. Statistic chart

Parents involvement	Frequency	%
Yes	3	30
No	5	50
Sometimes	2	20
TOTAL	10	100

c. Graph



d. Interpretation

In this chart, 30% of the interviewed parents marked that they get involved in the English homework, 50% of them answered that they do not help in the completion of homework, and 20% of parents said that they help in the English homework.

The success at school not only depends of the student but parents too. In the researched institution most parents do not get involved in the English homework, being this

intervention necessary for helping students to achieve their goals. Some students actually have lower grades and receive lower grades on tests when parents are not involved. Parental involvement has a deep influence on students.

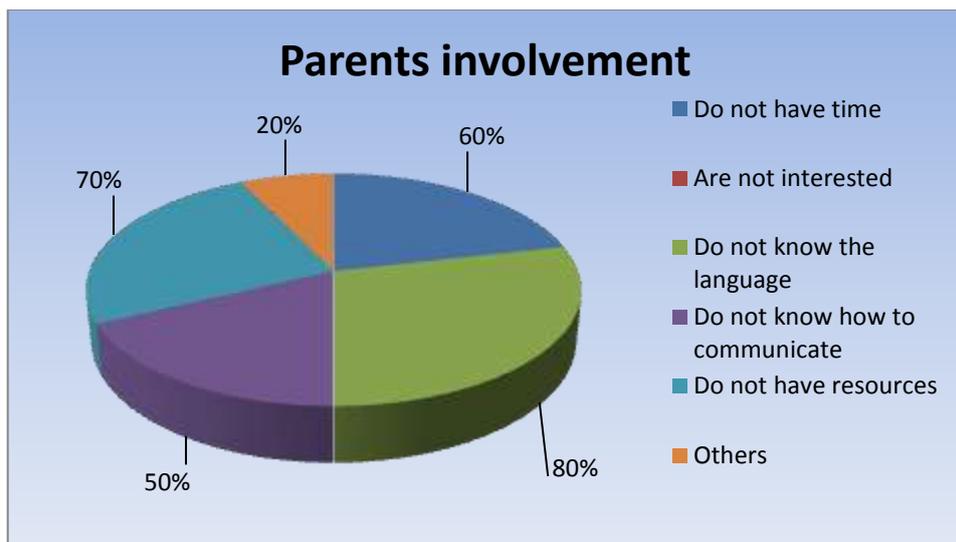
QUESTION 29

a. Which of the following items do you think avoid your involvement in the completion of the English language homework?

b. Statistic chart

Parents involvement	Frequency	%
Do not have time	6	60
Are not interested	0	0
Do not know the language	8	80
Do not know how to communicate	5	50
Do not have resources	7	70
Others	2	20

c. Graph



d. Interpretation

In this question, 60% of parents said that they do not have time to help with homework, none of them answered that they are not interested, 80% of them marked that they do not know the language. 50% of the interviewed parents agreed that they do not know how to communicate with the English teacher, 70% of them said that they do not get involved because they do not have resources and 20% of the asked parents marked other reasons.

In the development of homework is important that parents get involved because students most of the time need extra help. In this institution the excuse is that they do not know the language, the ideal thing is that parents get involved helping students to research to clear their doubts, in this way parents motivate students and teach them look for the different ways to solve a problem.

When parents monitor homework and support the work, students' achievement is higher because students like to show parents what they learned in class. It is important that parents get involved in homework process because it shows how much they are interested in knowing how well their children are doing in school.

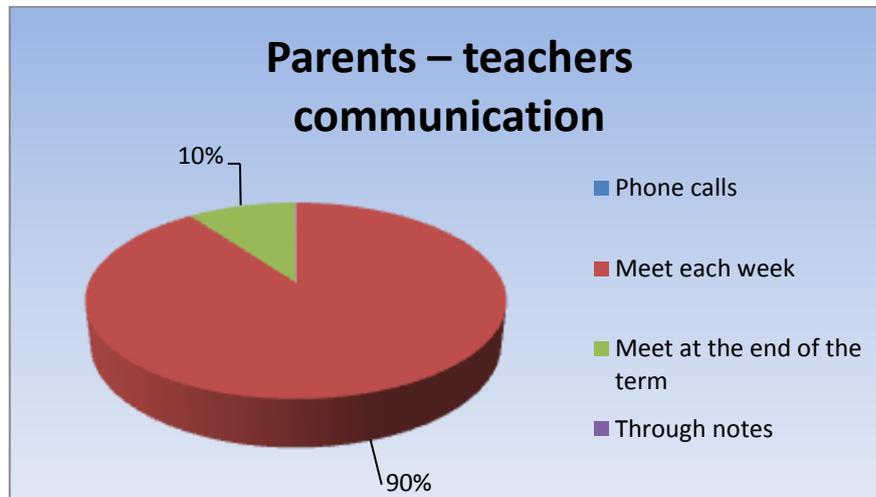
QUESTION 30

a. Which of the following items do you use to communicate with the English teacher?

b. Statistics chart

Parents – teachers communication	Frequency	%
Phone calls	0	0
Meeting each week	9	90%
Meet at the end of the term	1	10%
Through notes	0	0
Total	10	100

c. Graph



d. Interpretation

In this chart, 90% of the polled parents agreed that they meet with the English teacher each week, 10% of parents said that they meet with the teacher at the end of each term.

None of them communicate with the teacher through phone calls or notes.

Parents' intervention in their children's education plays an important role, it is too important that parents are always in communication with the teacher, it can be once per week as the majority of parents do in these results, it shows students that their parents are interested in their progress, through phone calls is not a good idea because the communication needs to be face to face, just in this way it would be effective and will have positive results. If parents do not show interest in their children's education it would cause a negative effect on children's education.

Parents need to be a partner with the teacher. Parents and teachers communication can benefit students' education. It is necessary that parents start the communication with a positive attitude and a willingness to be a partner with their children's teacher. It is important that parents communicate with the teacher early; this will give parents enough time to help their children deal with any problems in time to make a difference in that reporting period.

g. DISCUSSION

HYPOTHESIS ONE

a. Statement

The types and homework strategies are not effective in reinforcing and checking student's progress in English Language learning at San Francisco de Asis High School during the academic year of 2010-2011.

b. Demonstration

To prove this hypothesis we have the question number **ONE**, which is about how often homework is sent, 68% of students said that their teachers send homework each class, 67% of teachers said that they send homework each class and 90% of the surveyed parents agree. So the researchers can say that in this institution send homework is important because it is part of the teaching - learning process. And it helps to reinforce what was learned in class.

In the question number **TWO**, 67% of students consider that homework helps them reinforcing their knowledge, 100% of the teachers agree and 70% of parents agree with this statement. Consequently the group can notice that students, teachers and parents do not consider that homework can help to develop students' responsibility and prepares them for coming lessons.

Researchers also have the question number **THREE**; 86% of students consider that teachers sometimes explain what the purpose of homework is, 67% of teachers said that they explain what the purpose of homework is. 50% of parents answered that English

teachers never explain the purpose of homework. We can say that students, teachers and parents do not agree. For teachers its purpose is clear but sometimes students and parents do not know what the objective is that teacher wants to reach with the assigned homework.

In the question number **FOUR**, about types of homework 92% of the surveyed students said that the most common type of homework sent is writing; 100% of the asked teachers use vocabulary as the most used type of homework in this way they reinforce the writing skill. 100% of the interviewed parents said the teacher only focuses their homework assignments on writing and vocabulary; it contrasts with the students and teachers' survey. Consequently we can notice that teacher do not take into account other important types of homework such as: reading, listening, speaking and grammar; which are relevant at the moment of learning another language.

The question number **FIVE**, which is about strategies for homework, 67% of the students marked that they use the internet as strategy to complete homework, 67% of the asked teachers answered that they make a feedback with the students and 97% of parents said that their main strategy is review and sign homework. Consequently the strategies used by students, teachers and parents are not enough because in the case of the students do not apply other important strategies such as look for places that support the development of homework or look for the necessary materials. Meanwhile teachers do not apply enough strategies to send homework as plan homework with other teachers or assign relevant activities according to the students' level. And parents who play a vital role during the learning process, do not help their children set up objectives to learn, or check their progress to help them improve academically.

c. Decision

With the obtained results in the research work that the group has been able to get through the application of surveys to students, teachers and parents, the research group accept the established hypothesis which says that, the types and homework strategies used by students, teachers and parents are not effective in reinforcing and checking students' progress. The surveyed population shows that there is a limited selection of types of homework at the moment of sending it (writing and vocabulary), leaving out other important types (listening, speaking, reading and grammar) which are so important to learn a foreign language; otherwise the application of strategies for homework are not efficient in the English Language learning at San Francisco de Asis high School, during the academic year 2010-2011.

HYPOTHESIS TWO

a. Statement

There is a poor selection of homework resources which limits the English Language learning of students at San Francisco de Asis High School during the academic year 2010-2011.

b. Demonstration

In the question number **SIX** that was about the resources of homework, 79% of the polled students said that the dictionary is the main resource used by them, 100% of teachers agree with them. And 100% of asked parents marked the dictionary as well. We can say that students do not consider other important resources as the library or recordings to do homework; they only focus on the dictionary. On the other hand, it is

important that teachers take into account a range of didactic resources that students could use to do homework. Teachers need to suggest their students support the development of homework using other resources more than the dictionary, as well as parents should provide their children with the necessary materials for the completion of homework. Consequently their answers contrast with our previous results that there is a poor selection of homework resources that are very important in the learning process.

We also have the question number **SEVEN**, taking into account tutoring as a resource, 55% of the students answered that they do not receive tutoring; 33% of the surveyed teachers marked that they give tutoring, 33% of them pointed out that they do not provide tutoring and 33% of them sometimes provide tutoring. 50% of parents said that their children do not receive tutoring from teachers. So we can say that students and parents agree that they are not in the same level, meanwhile teachers consider giving tutoring only when it is necessary. Consequently tutoring is not a relevant useful resource in the institution, because teachers do not help to improve students' achievement.

c. Decision

According to the obtained results, the research group have determined and affirmed the hypothesis that there is a poor selection of homework resources. Teachers do not suggest that students use some important resources to complete their homework and do not even take into account tutoring as a resource. Students only focus on the typical resources such as the dictionary and do not try to look for different alternatives that could help them develop the homework. Finally, parents do not help their children select the appropriate resources to develop homework.

HYPOTHESIS THREE

a. Statement

Parents face difficulties in being involved in the homework process, which affects the English Language learning with the students at San Francisco High School during the academic year 2010-2011.

b. Demonstration

In the question number **EIGHT** which is about the parents' involvement 48% of the students said that their parents never help them in the completion of homework, 67% of teachers said that parents do not get involved in the English homework and 50% of the polled parents recognized that they do not intervene in the completion of homework. We can notice that in the researched institution parents do not intervene in the completion of English homework. Students, teachers even parents agree that they do not help in the homework being their intervention necessary to help their children achieve their goals.

The question number **NINE**, about the limitation of parents' involvement, 92% of the students say that their parents do not intervene in the English homework because they parents do not understand the language, 100% of teachers answered that students' parents do not intervene in the homework because they do not have time, they are not interested and they do not know the language. 80% of parents said that they do not help in the completion of homework because they do not get the language. It is evident that almost all parents have problems to help in the English homework because they do not know or understand the language, which affect students' progress in the English Language learning. It reflects that parents are not aware how much important is to help

students in the completion of homework and it could affect the students' learning process for that reason parents' intervention needs to be constant.

The question number **TEN**, is about the communication between parents and teachers, 70% of the students said that their parents communicate with the English teacher at the end of each term, 100% of teachers agree. Meanwhile parents said that they communicate with the English teacher each week. So we can say that, students and teachers consider that parents and teachers communication is not constant which can affect students' progress, because if there is an academic problem it would be necessary solve immediately to prevent students failure.

c. Decision

With the obtained results in the research work that the group were able to get through the application of surveys to students, teachers and parents; we confirmed our hypotheses which refers that parents face difficulties to get involved in the completion homework process, which can really affect the students' progress during the English Language learning at San Francisco de Asis High School, during the academic year 2010 – 2011.

h. CONCLUSIONS

After analyzing and processing the information, the research group concludes:

- Extra-class activities are an important part of the teaching - learning process, students, teachers and parents agree that these have a deep influence in the English language learning and they also consider that they reinforce students' knowledge at San Francisco de Asis High School, engaged them to have better attitudes about overall learning.
- In the researched institution, there is a poor selection of types and homework strategies, teachers only use one or two types of homework with their students, and some strategies used by teachers, students and parents are not effective which not reinforce and check students' progress in English Language learning at San Francisco de Asis High School.
- The selection of the resources to complete homework used by students and teachers is traditional and reduced, most of the time teachers and students use the internet and dictionaries as resources to send and develop homework, which limits the improvement of the English language learning at San Francisco de Asis High School.
- Parents face difficulties to be involved in students' homework completion; most of the surveyed parents do not understand the language and either do not know how to communicate with the English teacher, which limits the learning of the English Language at San Francisco de Asis High School.

i. RECOMMENDATIONS

- The research group recommends to the teachers that there is great variety of Extra-class activities such as: prepare an speech, write stories, prepare a debate that can be included in their plans and these can be used not only to make that students get grades, these must be used with the purpose that students reinforce and increase their knowledge.
- The research group suggests to the teachers do not send extremely big task with information that students will not use, homework must be assigned with information that students need to learn, clear and consistent.
- The research group proposes that teachers should alternate different types of homework not just focus his / her assignments on one or two types, the assignments should be with the purpose to develop and reinforce the four Basic English skills (listening, speaking, reading and writing)
- There must be a self-preparation of teachers which can help them to improve their strategies of teaching and make a short evaluation per week to evaluate if the strategy applied works out or not.
- Teachers and parents can encourage and suggest students use different strategies to solve problems or develop homework strategies to hand in a successful homework.
- To develop homework, there is a range of resources that teacher can suggest: the researchers recommend to the students look for different resources, not only focus on use the internet and dictionaries, they can start using libraries, recordings, videos, or magazines which are easy to get.

- Parents play a vital role in students' education; the research group recommends them be a guide in the completion homework process, motivating and praise their child's efforts.
- The communication is so important; parents have to be in permanent communication with teachers to prevent academic problems with their children. (In the researched work there are some tips to improve the communication between parents and teachers)

j. BIBLIOGRAPHY

- CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. www.ldat.org
- COOPER, Harry. Research of homework Effects. www.alopezisaeducational.com
- Coordinated Campaign for Learning Disabilities. Homework tips for parents. www.schoolfamilyeducation.com
- JAYANTHI M, Nelson S. Effective Parents-Teachers communication. 1995. www.parentinged.org
- LEPPER, Drake, and O'Donnell, Cambridge. Scaffolding Techniques of Expert Human Tutors. Brookline Books, 1998.
- National University of Loja. Area of Education, Art and Communication, La Comunicacion en Idioma Inglés, Módulo #3.
- PUALU Nancy. Helping your child with homework. www.kidsource.com
- PAIGE Rod, Rich Laurie M. Homework Tips for Parents. May 2002. www.campbellusd.org
- SALEM More Effie. WHY HOMEWORK IS IMPORTANT. www.helium.com

A N N E X E S

UNIVERSIDAD NACIONAL DE LOJA



1859

AREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE CAREER

RESEARCH PROJECT

“EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON
THE ENGLISH LANGUAGE LEARNING WITH THE
STUDENTS AT SAN FRANCISCO DE ASIS HIGH SCHOOL,
ACADEMIC YEAR 2010 - 2011”

PROJECT
DIRECTOR:

Dr. Anny Carmita Vásquez M.

AUTHORS:

Adriana Noemí Loja Vega
Luis Miguel Ochoa Machuca

LOJA - ECUADOR

2011

1. THEME:

EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “SAN FRANCISCO DE ASIS” HIGH SCHOOL, ACADEMIC YEAR 2010 – 2011.

2. PROBLEM STATEMENT

2.1 BACKGROUND

This research project will be done at “San Francisco de Asís” High School. La Orden Franciscana del Ecuador is characterized for undertaking projects to help the poorest sectors of the city. San Francisco de Asís High School started as Handy Work Center in 1979, teaching women to sew and to make handicrafts. In 1984, thanks to the intervention of the priest Mario Guerrero and the professors of the center, La Orden Franciscana, through a ministerial agreement, got the authorization to work as Public - Missionary high school.

The Ministry of Education and Culture by means of Agreement No. 1456 of November of 1998, 16th authorized the “San Francisco de Asís Educational Unit”, of Loja city, canton and province Loja, with these levels: kindergarten, elementary school, and high school. The different specialties that high school offered were: Industrial Technical (Electromechanical specialty) and Science (Chemistry-Biological specialty), beginning from the year 1997 – 1998, until today.

Beginning from the year 2003, through Ministerial Agreement, the “San Francisco de Asís Educational Unit” decided to replace the Bachillerato in Science (Chemistry-Biological specialty) for the Bachillerato in Basic Science, and at the same time the Bachillerato in Industrial Technical (Electromechanical specialty) for the Bachillerato in Polivalentes Sciences

In the year 2009, through Ministerial Agreement the Educational Unit decided that the Bachillerato is just in Basic Science, without a specialty.

At the present, approximately 1200 students attend to the institution, 43 teachers in the elementary school and 24 teachers in high school (five teachers for the English subject).

The high school presents the following academic structure:

Basic Education: From the first to tenth grade of basic education, according to a Ministerial Agreement 1786 of August of 2001, 19th the basic education must include:

- Computation from First grade up to Tenth year of basic education
- Education in values and Christian formation from first grade up to Tenth year of basic education.
- Sexual education from eighth, ninth, tenth year of basic education.

Bachillerato in Sciences, without specialty, structured in the following way:

- Common Level (First Year of Bachillerato)
 - General Formation in the three environments of the individual's formation such as scientist, instrumental and personal formation.
- Extend Level (First and Second Year of Bachillerato)
 - Strength the development of the intellectual capacities, deepening the contents

The institution purposes an education based on the development of skills that allow students act in an autonomous way inside of and outside of the classroom.

Vision

The Educational Unit "San Francisco de Asís", will form men and women of integrity with themselves, the environment around them and God.

Oriented to the gospel light the institution will deliver graduates with science and humanities knowledge that will influence transforming the reality of the global, national and local context, capable of building up projects for the common good and determined to face the world around them, promoting equal relationships.

Mission

The Educational Unit "San Francisco de Asis" for the benefit of the popular sectors of Loja city, is concerned about forming students able to construct their own critical and reflective thoughts. The institution promotes the formation of children and youth of Loja, to assume creative and innovative attitude to substantiate their life in values such as: respect, honesty, solidarity. The institution forms the student able to influence into the transformation of the world, fighting for a society of justice, solidarity and peace.

2.2 CURRENT SITUATION OF THE RESEARCHED OBJECT

Homework is important in the learning process. It helps students develop study strategies that will be valuable after leaving the school. When students are learning a language is important that they are involved in a homework process, because it reinforces what they have learned in the classroom.

For students, homework must demonstrate a progress in their education; through it students improve academically and learn important lessons about responsibility, discipline and communication. Homework helps students master basic skills through the practice of what they have learned.

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

Homework provides opportunities in teaching process because teachers can offer students study habits, self-discipline, and development of skills such as listening, speaking, reading and writing. The development of these skills happens through the appropriate use of types of homework and the use of strategies; however the lack of application of homework types and strategies does not reinforce students learning and check students' progress either.

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

Finally, parents' involvement is an essential part of students' education, it can serve not only to enhance students' achievement but also enhance family relationships. Parents should provide support when students are doing the homework. They have to demonstrate how important homework is by guiding the children in its completion. Based on the before mentioned problems we consider convenient to state the following research problem:

2.3 RESEARCH PROBLEM

How do the extra class activities influence the English language learning with the students at San Francisco de Asís High School, during the academic year 2010-2011?

2.4 DELIMITATION OF THE REASRCH

a) Temporal

The research project will be done during the academic period 2010 and 2011.

b) Spatial

It will be carried out at "San Francisco de Asís" High School which is located in the center of Loja, Ecuador.

c) Observation Units

The groups who will give us the information about the research theme are:

- The students of "San Francisco de Asís" High School
- The English teachers
- Parents

d) Subproblems

- What types and homework strategies are applied to reinforce and check students' progress in English language learning at San Francisco de Asís high school, academic year 2010-2011?
- What are the homework resources that support the students' English language learning at San Francisco high school, academic year 2010-2011?
- How do parents intervene in the homework process to support the students' English language learning in San Francisco high school, academic year 2010-2011?

3. JUSTIFICATION

We have chosen to research about extra – class activities and their influence on the learning of the English Language with the students at “San Francisco de Asís” High School, because we consider that it is a very important theme during the learning process.

Our work is justified if we consider that extra – class activities are very important to increase the students’ knowledge and this can influence their learning process. There are some problems in the application of the different kinds of extra class-activities (homework) and lack of techniques used by teachers to guide the students in their completion.

From the scientific point of view, it is very important to develop our research project because we will provide students the information that will allow them has alternatives to find a possible solution to the problematic and how these can influence during the learning of the English language.

From the educational point of view, it is very important to carry out this research project, because extra class - activities are significant, they can help teachers notice how students’ knowledge has increased during the learning process.

The research project is pertinent, because it is an important theme that will help students solve some problems about their learning and it will help teachers find more activities throughout some teaching techniques to know the students’ progress.

Our project is also possible because we as undergraduates of the National University of Loja from the English Career have the capacity to carry it out in an efficient way.

Finally, it is a requirement for us, in order to get the Licentiate's degree in Sciences of Educations, English language specialization and we also consider that we have the knowledge and the sufficient resources to develop our project during the established time.

4. OBJECTIVES

4.1 GENERAL

- To know the influences of extra class activities on the English language learning with the students at San Francisco High School, academic year 2010-2011.

4.2 SPECIFIC

- To identify the types and homework strategies applied to reinforce and check students' progress in English language learning at San Francisco de Asís High School, academic year 2010-2011.
- To describe the homework resources that help improve students' English language learning in San Francisco de Asís High School, academic year 2010-2011.
- To know and analyze how parents intervene in the homework process to increase students' learning of the English language of students of San Francisco de Asís High School, academic year 2010-2011.

5. TEORETICAL FRAME

Chapter I

- Extra class activities
- Learning English through homework
- Homework
 - What is homework?
 - Effects of homework
 - Objectives of homework
 - Importance of homework
 - Kinds of homework
 - Characteristics of an effective homework
- Length for homework
- Adequate place for homework
- Types of homework
 - Practice
 - Preparation
 - Extension
 - Completion
 - Integrative
 - Support
 - Study skills and habits
- Strategies of homework
 - Strategies for teachers

- Strategies for students
- Strategies for parents

Chapter II

- Resources for homework
- Purpose of resources
 - Kinds of resources for homework
 - Internet
 - Library
 - Tutoring
 - Goals of tutoring
 - Benefits of receiving tutoring
 - Benefits of tutoring for the school
 - Dictionary
 - Recordings
 - Computer
 - Encarta

Chapter III

- Parental involvement
- Parents as models
 - How parents can help with the homework
- Atmosphere to learn
- Parents and teachers communication
 - Tips for communicating with teachers

CHAPTER I

5.1 Extra-Class Activities

Extra-class activities are tasks, homework or assignments that teachers send to fill the gap between home and school. Extra-class activities are performed by students outside the real time of school. They are generally a necessity to practice what students have learned. It is important to take into account that extra-class activities are not co-curricular activities because this kind of activities happened during the class time.

Extra class activities benefit students in ways that might surprise. Students who participate in after-school activities are more engaged and have a better attitude about learning, perform better academically, and enjoy an increased sense of accomplishment, competence, and self-appreciation.

5.2 Learning English through Homework

When teachers use extra class activities and instructional strategies, they take the course designer role, and bring the students into an active role discovering the subject of the course, class or topic. The goal of learning English through homework is to help students to build a basic knowledge and reinforce their skill while they are developing homework and when they are exposed to different life experiences. Good teachers always try to select homework assignment and resources relevant for their students.

Homework has useful purposes in learning; it helps to keep students in contact with what they are learning, providing them opportunities to focus on their personal work, outside the classroom. Homework is a fundamental key to help students become independent learners.

“Homework helps students do better in school when meaningful assignments are completed successfully, and are returned with constructive comments from the teacher. An assignment should have a specific purpose (developing the knowledge of grammar, vocabulary or making simple sentences), should come with clear instructions, be fairly well matched to students' abilities, and designed to help develop a student's knowledge and skills. Homework has direct relevancy to what is being taught that day or week”¹¹.

Homework assignments will have students practicing what they have already learned, in class, expanding their knowledge about the subject.

When students complete their homework, they should feel encouraged and successful. Doing homework is not time for extreme battle, and if this occurs, it is a certain way to make students separate from the learning process completely. Through structured homework assignments students can improve their verbal expressions reading, writing or vocabulary outside the classroom.

5.3 Homework

5.3.1 What is Homework?

“Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. The purpose of homework helps to reinforce what was taught in class. Home work is important because it fills in and expands the class room work and it establishes good work habits. Aside from that it allows students to study subjects on their own with minimal guidance from the teachers.”¹²

¹¹PAULU Nancy. Helping Your Child With Homework. July, 7th– 2010 www.kidsource.com.

¹²SALEM More Effie. WHY HOMEWORK IS IMPORTANT. July, 3th – 2010 www.helium.com

Homework serves to develop individual study skills and responsibility while reinforcing skills and concepts. Homework is a planned part of the education process designed to enhance student learning teachers can know how well students understand the material that teacher is teaching. When homework shows up weakness says to teacher that his or her students need extra help.

Homework is designed to make that students do his or her own work, outside of normal learning environment. It is a strategy that teacher uses to realize that the class that was explained was understood by the students, and this serves to reinforce what students learnt and made in class. Also, with homework teacher try to help students establish habits, and prepare students are ready for the future class.

5.3.2 Effects of Homework

From the educational point of view, it is suitable to describe the positive and negative effects of homework in teaching process:

“Positive effects:

Immediate achievement in learning:

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

Long-term academic effects:

Willingness to learn during leisure time

Improved attitude toward school

Better study habits and skills

Nonacademic effects:

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

Greater parental appreciation and involvement in school

Negative Effects:

Loss of interest in academic material

Physical and emotional fatigue

Denial of access to leisure-time and community activities

Parental inference:

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

Cheating:

- Copy from other students
- Help beyond tutoring

Increased differences between high and low achievements”¹³

5.3.3 Objectives of homework

When teachers send homework, it has different objectives to improve students’ learning:

¹³COOPER, Harry Research of homework Effects.pdf. July, 5th – 2010 www.alopezisaeducational.com

- To increase the knowledge and improve the abilities and skills of the students.
- To prepare them for lessons, extend what they know by having them apply it to new situations, or integrate their abilities by applying many different skills to a single task.
- To provide an opportunity for parents to participate in their children's education.
- To review and practice what students have learned.
- To learn to use resources, such as libraries, reference materials, and encyclopedias.
- To explore subjects more fully than time permits in the classroom.
- To develop good habits and attitudes.
- To teach students work independently; encourages self-discipline and responsibility and encourages a love of learning.
- To bring parents and educators closer. (Parents who supervise homework and work with their children on assignments learn about their children's education and about the school.)
- To help students to avert undesirable activities and eradicate bad habits.

5.3.4 Importance of homework

Completing homework and hand it in on time helps students improve academically and provide them with valuable and important lessons about responsibility. Many teachers and parents agree that homework develops students' responsibility, brings home and school closer and satisfies the expectations of parents, and teachers. Studies generally

have found homework assignments helpful if they are carefully planned by the teachers and have direct meaning to students.

But the importance of homework extends beyond school because homework completed successfully helps students develop wholesome habits and attitudes as well. “Homework gives students a sense of importance, if they study hard and can figure out things for themselves it is because they are given a great sense of confidence. Homework can help parents learn about their children's education, they can express high expectations for children and encourage their efforts to achieve.”¹⁴ Homework also provides opportunities for reinforcement of work learned during school time and for students to develop their skills. Moreover, the use reference resources help students become independent learners because students will need to seek information for themselves from encyclopedias, books, CDs etc.

5.3.5 Kinds of homework

Teachers, through daily planning and taking into account the new lessons, always try to think about what kind of homework they should send or use especially to reinforce the four basic skills (listening, speaking, reading and writing).

Below, there are some kinds of homework that teacher can use to improve English skills:

Reading

Teachers can give stories to read at home and decide which they like best and why.

¹⁴SALEM More Effie. WHY HOMEWORK IS IMPORTANT. July, 7th – 2010 www.helium.com

Alternatively teacher could give their students some true or false statements or simple comprehension questions to answer when they have read the stories. These can be checked in the next class.

Listening

Teacher can ask his or her students to listen to and sing along with a song at home and then have a group sing-along in the next class. Students can watch a short video to talk about interesting things for them, talk and do one of the accompanying printable activity sheets for homework.

Writing and Speaking

Teachers can ask students to write about something they are interested in. Teachers can give students a choice of three topics they like and read it in class without notice the mistakes, and then the writing task seems to be error free. In this way, teacher can help the student in specific areas of read. Students can take part in the writing, giving some commentaries about what they liked.

5.3.6 Characteristics of an Effective Homework

- “Homework becomes effective when it is endorsed with the feedback because it improves student learning by correcting misunderstanding, validating process, and giving importance to the errors.”¹⁵
- Clearly defined and purposeful (e.g., timelines and criteria)

¹⁵WOOD Chip. Strategies to overcome the struggles and help all students succeed. July, 7th – 2010
www.responsiveclassroom.org

- Amount and time required to complete homework can be modified to meet individual student's home situation, needs, and abilities
- Level of challenge requires little or no teaching outside the classroom motivational (e.g., varied approaches, strategies, and presentation formats)
- Monitored regularly and assessed and/or evaluated where appropriate
- Provides opportunities for family members to become involved in the student's learning

5.4 Length for homework

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

Many teachers believe that homework is most effective for school students when it does not exceed 60 minutes per day. In the table below the purpose and amount of time that students should spend on homework are indicated. However, some researches show that homework should be limited because it can have a negative effect on students. High school students should spend between 70 minutes and 3 hours on homework according to the level (see the table guideline below).

Many homework assignments created by teachers are based on their own abilities and speed versus those of their students. Invariably, both parties end up frustrated and let down. Teachers have to base all homework on the skills and knowledge of the student.

Time guideline¹⁶

Grade	Minutes per school day	Purpose
Kindergarten	0 – 10	Study skills and habits
Grade 1 - 2	10 -20	Study skills and habits. Basic skill building
Grade 3 - 4	30 – 40	Study skills and habits. Basic skill building
Grade 5 - 6	50 – 60	Preparation skill integration
High school learners		
Grade 7-8	70 – 90	Practice and review. Preparation. Skill integration. Extension
Grade 9 - 12	90 – 120	Practice and review. Preparation. Skill integration. Extension

Teachers should use professional judgment and discretion to alter quantity of homework, especially with younger students. Teachers need to coordinate and be sure that combined homework time does not exceed the guidelines. Major projects, such as the science fair, history fair, senior projects, and term projects will require more homework time as well.

5.5 Adequate place for homework

“A study area should have lots of light; supplies close by, and be fairly quiet. A study area doesn't have to be fancy. A desk in the bedroom is nice, but for many youngsters the kitchen table or a corner of the living room works just fine. A student may enjoy decorating a special study corner. A plant, a brightly colored

¹⁶David School District Homework Guidelines.pdf July, 7th – 2010
<http://www.davis.k12.ut.us/homework.pdf>

container to hold pencils, and some favorite artwork taped to the walls can make study time more pleasant.”¹⁷

It is important to remove or minimize distractions during the homework time such as TV, stereo, telephone. For students it is comfortable to do or complete their homework assignments in the library because it is free of distractions, the students have many research resources and they can concentrate also. Parents can help younger students develop good study habits by assigning a specific workspace.

5.6 Types of homework

We have different types of homework that should be taken into account during the teaching-learning process:

- Practice
- Completion
- Study skills and habits
- Preparation
- Integrative
- Extension assignments
- Support

5.6.1 Practice Homework: It reinforces newly acquired skills and reinforcement of learning presented in class. This type of assignments serves a very important purpose and a teacher should never use them in without care. This type of homework includes completing worksheets, playing learning games, writing short papers or sentences, reading together, and studying for tests. Practice homework provides students with the opportunities to apply new knowledge, or review and reinforce skills, such as:

¹⁷PAULU Nancy. Helping Your Child With Homework. July, 7th– 2010
www.kidsource.com/kidsource/content/how_important_homework.html.

- Completing consolidation exercises for English.
- Practicing spelling words.
- Practicing words or phrases learnt in a language.
- Reading for pleasure.
- Writing essays and other creative tasks.
- Practicing and playing musical instruments
- Practicing physical education skills.

5.6.2 Preparation Homework: It helps students get ready for activities that will occur in the classroom. Students may, for example, be required to do background research on a topic to be discussed later in class. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class. Preparation homework introduces material that will be presented in future lessons. Preparation homework provides opportunities for students to gain background information so they are better prepared for future lessons, such as:

- Reading English texts for class discussion
- Researching topics for class work
- Collecting newspaper articles
- Revising information about a current topic.

5.6.3 Extension assignments: are frequently long-term continuing projects. Students must apply previous learning to complete these assignments. Extension assignments integrate and/or expand upon classroom learning. This type of homework asks students

to apply skills they already have to new situations. It encourages students to pursue knowledge individually and imaginatively, such as:

- Writing a book review
- Making or designing an art work
- Researching local news
- Finding material on the Internet
- Monitoring advertising in a newspaper.

5.6.4 Completion homework: Anything not completed in class such as: reading response, notes, exercises, etc.

5.6.5 Integrative homework: It serves to complete projects to associate many skills and require a depth of knowledge. Integrative homework requires the student to apply many different skills to a single task, such as book reports, science projects or creative writing.

5.6.6 Support homework: are assignments like answering a set of prepared questions, completing a crossword puzzle or writing sentences for the latest spelling words. Support homework should be short and should reinforce what has already been done in class.

5.6.7 Study skills and habits: Homework assignments designed to improve skills such as concentration, discipline, note taking, reading for understanding and reading for pleasure, time management, and organizational skills.”¹⁸

All seven of these are legitimate uses of homework. However, the teacher needs to keep the assignment short and specific. Large amounts of homework are usually signs of a poor teacher.

5.7 Strategies for Homework

5.7.1 Strategies for Teachers

Teachers play a vital role in the selection, assignment, and use of homework. If homework assignments are meaningful and relevant, student achievement increases.

Teachers will maximize the effectiveness of homework if they:

- “Compare the amount of time students require to complete homework assignments with an anticipated completion time, and modify assignments as needed.”¹⁹
- Assign activities which are relevant to the child outside of the classroom.
- “Assign homework that enriches, reinforces, or supplements classroom instruction.”²⁰

¹⁸David School District Homework Guidelines.pdf July, 7th – 2010

<http://www.davis.k12.ut.us/homework.pdf>

¹⁹CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. July, 7th – 2010
www.ldat.org/ld_info/homework.html

²⁰CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. July, 7th – 2010
www.ldat.org/ld_info/homework.html

- Randomly reward homework completion. For example if all students finish their assignments, they may have five minutes extra recess.
- Communicate with parents regarding the amount of homework that teachers plan to assign, and approximate time required for completion.
- Suggest activities that parents can do with their children to enhance learning.
- Review homework promptly and provide students with feedback and additional instruction as appropriate.
- Explain the purpose of homework assignments and ensure that the assignment is understood.

Roles and Responsibilities for teachers

- Provide clear, purposeful, and developmentally appropriate assignments (e.g., what has to be done, how it has to be done, when it has to be done, and why it has to be done).
- Establish a partnership with parents and students that promote regular communication (e.g., monthly calendar, communication booklet/log, agenda, etc.)
- Homework assignments won't be evaluated formally, but they will be used to check students' progress and individualize instructions.
- Monitor homework and provide timely, regular feedback.
- Report about homework completion in the school daily to check students' accomplishment.
- Teach skills necessary for successful homework completion (e.g., materials organization, time management, problem solving).

The use of these strategies is useful in classroom because teacher encourage students use strategies for completion of homework too.

5.7.2 Strategies for Students

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

Most of the time students at school apply strategies to develop homework, assignments, or task:

- Students need to have a system for recording assignments on a daily data.
- Students should understanding of homework assignments before leaving school.
- It is necessary to have the books and materials necessary to complete the assignments.
- Students need to distribute an appropriate amount of time for the completion of homework.
- Students should always turn in homework assignments.
- Students always have to be aware of deadlines.
- It is necessary to look for places that support the development of homework.

Roles and Responsibilities for students

- Make sure she/he understands the homework.
- Complete all homework to the best of her/his abilities.

- Manage time and materials (e.g., bring home necessary materials, bring homework back to school at appropriate time, and communicate any problems to teacher).

5.7.3 Strategies for Parents

Parents can help their children improve their performance in classes by ensuring that homework is understood and completed. The development of homework is a responsibility of parents as well. Here are some basic and useful strategies for parents:

- Find an appropriate and consistent environment for study.
- It is necessary to set a routine: This will let know students that parents have expectations of him or her with regards to homework. It will also help their students develop a habit of completing schoolwork at the same time and place daily.
- Parents need to help their children be prepared to do the work: the appropriate supplies (a dictionary, textbooks, pencils, paper, calculators, etc.)
- Parents need to help their child set goals.
- Parents have to teach their children get organized.
- It is important suggest to him or her to keep three-ring notebooks for each subject taken to help children get organized.
- Monitor their child's progress occasionally.
- It is a good idea to work out a schedule with the teacher to plan what the student needs to do.

- Parents try to make sure their students get extra help, and the teacher may need to adjust some assignments.

Roles and Responsibilities for parents

- Provide a suitable environment for working at home.
- Participate appropriately in homework experience (e.g., clarify expectations, establish homework routines, and provide guidance as needed).
- Monitor and encourage student's progress and homework completion.
- Establish a balance between homework and other activities.

Roles and Responsibilities for school

- Establish school homework guidelines.
- Offer information to assist parents in helping their children learn at home.
- Coordinate the scheduling for homework, among different subjects if needed.

CHAPTER II

5.8 Resources for homework

Resources are important for developing homework assignments because they provide a support for the learned topic. There are a variety of resources for homework which students can use, a good teacher always need to send a homework thinking in the possible resources that students can use to complete it.

5.9 Purpose of the Resources

It is important to know that most homework assignments are practicing and learning on their own, teachers do not have to send homework without explain their students what kind of materials they could use to do the homework. It is not possible to expect the student learn on their own what they did not learn or study in classroom, teacher has to present a resource. It is necessary to suggest to students to use resources, such as libraries, references, and encyclopedias.

The purposes of resources are:

- To approximate the student to the reality about what teacher wants to teach, giving a clear idea of what had been learned.
- To motivate the class.
- To clarify and illustrate what is being explained in words.
- To contribute with learning through the impact that resources can cause.
- To give the opportunity to students to show their aptitudes and the development of specific skills through the use of resources.

5.9.1 Kinds of homework resources

To send homework or complete homework, teachers and students make use of different resources like internet, libraries, tutoring, dictionaries, encyclopedias, magazines, newspapers, atlas etc. The most useful resources used by teachers and students are:

Internet

Internet is often used to complete homework assignments. There are homework related resources available on the World Wide Web. There are web-sites dedicated to communicating 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 websites. There are non-profit organizations on-line that help students with their homework for free.

Libraries

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

Tutoring

Students sometimes need extra support, beyond what school and home can give. Schools occasionally offer tutoring programs to help students in particular subject such as English language (in our schools most students have problems to learn and

understand it). The objective of these programs is to help students not only to do homework but also to help them developing their skills. The purpose of tutoring is to help students help themselves, assisting them to become independent learners and thus no longer needing a tutor. Tutoring provide benefits for students and schools.

“Goals of Tutoring

- Promote independence in learning focusing on how to do a task more than on what to do so that the student learns to help himself.
- Personalize instruction using each student’s unique abilities and experiences to develop the most effective learning strategies for that individual.
- Provide opportunities and support in such a way that the student discovers answers, thereby gaining the ability and necessary self-confidence to learn independently of the tutor.
- Respect individual differences remembering that each student brings individual background experiences and expectations; the tutoring sessions should make that student feels a measure of success.

Benefits of Receiving Tutoring

- Offers a more individualized, structured, and systematic learning experience.
- Improves academic performance and personal growth.
- Encourages communication between students and instructors.
- Motivates self-directed learning.
- Provides intensive practice for students who need it.
- Improves study skills.
- Promotes self-confidence and self-appreciation.

- Generates a positive attitude toward specific subject matter and learning in general.

Benefits of Tutoring for the School

- Increases opportunities to reinforce instruction.
- Increases positive student interaction.
- Enhances measurable positive changes in attitude towards teaching/learning for the participants.
- Improves educational climate.
- Facilitates ethnic and racial integration.
- Supports increases in retention and persistence.
- Encourages use of multimedia technology by both faculty and students.”²¹

Dictionaries

Dictionaries are practical and indispensable when students develop homework, in class as well. They always use it to clear doubts about unknown words, or some rules, especially in English Language there are a variety of dictionaries which most of the time explain rules about adverbs or adjectives, they can explain when students have to use bare infinitives and gerunds, and they can give some strategies to use in language context. It is necessary students know that they do not need understand every word when they read or hear. Dictionaries can help students in class but they cannot help to learn the language itself, in other words, the essential part of learning English is their own effort, attitude and their activities as students.

²¹LEPPER, Drake, and O'Donnell, Cambridge. Scaffolding Techniques of Expert Human Tutors. Brookline Books, 1998. July, 9th -2010

Recordings

“Recording resources allow the non-native teachers to bring the voices of native speakers into the classroom, and allow the teachers to presents a variety of voices and accents to the students. Recording resources can be used by students working on their own either or outside the classroom.”²² A CD or CD-ROM, for example, is a portable slide of the English Language and can be used by students at any time; students can have the chance to hear several people talking at the same time in discussions and conversations. DVDs offer the advantages of audio visual, and in addition students can replay the DVD to observe the use of gestures and other clues which the learner might use in real life to understand what people are saying and what relationships that exist between them.

Computer

Computers are often used to complete homework assignments. Computers are great learning tools and helpful for assignments. They can be used for word processing and virtual reference resources, as well as educational programs and games to sharpen skills. Some schools may offer after-school programs where students can use the school computers. And many public libraries have computers available to students.

Encarta

Encarta is a multimedia program that helps student to do research. High-quality homework begins with accurate and credible content; it provides students of a trusted resource of information. “Encarta can not only cut down on the time spent researching,

²² National University of Loja. Area of Education, Art and Communication, La Comunicación en Idioma Inglés, Módulo #3, pag. 31. July 10th -2010

but can also help prevent exposure to Internet content that may not be age-appropriate. Encarta provides up-to-date, trusted content and engaging multimedia, allowing students do researches in a safer and more secure environment.”²³ Many topics within Encarta include links, which can also help students approach the Web without becoming overwhelmed.

²³www.google.com / Encarta Useful Resource July, 7th - 2010

CHAPTER III

5.10 Parental involvement

Most teachers think that parental involvement is a factor in the relationship between homework and achievement. When parents monitor homework, participate in school activities and support the work, students' achievement is higher because students like to show parents what they learned in class.

Parents appear to involve themselves in their children's homework for three principal reasons:

- They believe that they should be involved.
- They believe that their involvement will make a positive difference.
- They perceive invitations to involvement.

Parents' involvement in children's education shows up to define the range of activities that parents believe important, necessary, and permissible for their own participation in children's schooling. Related work has identified parents' beliefs about the importance of helping with homework, opinions, goals and quantity, and interest in knowing more about effective homework helping strategies.

Parents also appear to involve themselves in homework because they perceive invitations from their child that their homework involvement is wanted and expected parents think that help their children with homework are likely to believe that their help positively influences student outcomes.

Invitations from students may emerge as a function of age (younger students appear to elicit more involvement than older ones)

Homework Tips for Parents

“Show an interest in your child's homework assignments: ask about the subjects and the work to be done.

Be a role model: take the opportunity to read a book or newspapers while your child studies. Reading together helps create a learning atmosphere.

Teach your child how to be organized: be sure he or she keeps a homework assignment book.

Eliminate as many distractions as possible during study time

Develop a strategy for dealing with homework: find a plan that works for your family and stick with it.

Try to relate the homework to your child's everyday life: for instance, fractions and measurements can be learned as the child prepares a favorite food.

Encourage your child to establish a regular time to do homework: developing a schedule might help avoid procrastination.

Meet with your child's teacher: to discuss the nature of the approach to reading, spelling and other topics that your child is being taught.

Make sure your child has a specific place to do homework: that offers ample lighting, minimal noise and plenty of work space.

Praise your child: for successfully completing homework. Nothing builds self-esteem like praise from parents.”²⁴

5.11 Parents as a role model

“A publication from the Office of Educational Research and Improvement (OERI, 1996) suggests four ways for parents to help a child with homework:

- Show that their children think homework is important by providing a consistent time and place for it. Help their student concentrate by turning off the television, banning personal telephone calls, and setting a good example by reading and writing yourself. Make sure their student has any needed supplies and access to reference materials.
- Check over the work of their children is doing, offering help or monitoring when needed. Know what the teacher expects and monitor more closely if a student is having problems with completing work.
- Provide guidance and encouragement. Their job is not to do the work but to help in ways their children need. Talking about an assignment may help the student work through it. Teach ways for a child to divide a large assignment into manageable parts.
- Discuss their children’s homework difficulties with the teacher. It is necessary parents work together with the teacher to resolve problems and work out a plan

²⁴Coordinated Campaign for Learning Disabilities. Homework tips for parents. 2002. July 7th -2010
<http://school.familyeducation.com/homework/parenting/38545.html>

to improve homework completion. Parents do not have to forget to check to see if the plan is helping.”²⁵

5.12 How parents can help with homework

Parents should set aside protected time for students to do homework. That time may be right after school when the lessons are fresh. Another good time is right after dinner when the student has relaxed and refreshed and has parents home to help with the homework.

Teachers encourage homework help as long as the student is the final source of the answers, if the student still doesn't understand, parents should re-explain with different words or examples

“Research also shows that parent involvement can have either a positive or negative impact on the value of homework. Parent involvement can be used to speed up a child's learning.

Homework can involve parents in the school process. It can enhance parents' appreciation of education. It can give them an opportunity to express positive attitudes about the value of success in school.

But parent involvement may also interfere with learning. For example, parents can confuse children if the teaching techniques they use differ from those used in the

²⁵McENTIRE Nancy. Homework: Amount, Effects, Help for Students and Parents. 2001 (last updated March 2006). July, 7th – 2010. <http://ceep.crc.illinois.edu/poptopics/homework.html>

classroom. Parent involvement in homework can turn into parent interference if parents complete tasks that the child is capable of completing alone.”²⁶

5.12.1 Atmosphere to learn

Parents need to help with learning of their children providing them a good atmosphere to learn. But the real question is: How can parents provide a positive atmosphere to learn?

- “Avoid delaying. This doesn't mean that work brought home from the office has to be done the minute the adult steps inside the house. When students see parents acting responsibly toward office work, they are likely to follow the example.
- Work in an appropriate setting. For most parents this means a den or home office. The student's homework space – like a parent's office – should be consistent and free from distractions, including the TV. Parents can help students develop good study habits by assigning a specific workspace. The kitchen table is probably the most popular place to do homework and is usually visible to parents who want to keep a watchful eye on their children progress.”²⁷
- React positively to work that has to be done. It's hard to get enthused about working outside the office – or school – especially when there are so many other desirable things one could be doing. But enthusiasm is what students need to see to get motivated.

²⁶ PAIGE Rod, Rich Laurie Homework Tips for Parents. May 2002. July 7th 2010.
<http://www.campbellusd.org/homeworktips.pdf>

²⁷ KING Mary. Homework helps to start with parental involvement. Sep, 3 – 2009. July, 7th – 2010.
educationalissues.suite101.com/article.cfm/homework_help_starts_with_parental_involvement

- Take pride in a job well done. The parent who is proud of the presentation he's worked up for tomorrow's executive meeting is setting the stage for the students faced with homework.

5.13 Parents and Teachers Communication

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

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

Parents need to be a partner with the teacher. It can benefit students' education. It is necessary that parents start the communication with a positive attitude and a willingness to be a partner with their children's teacher. "It is important that parents communicate with the teacher early, this will give parents enough time to help their children deal with any problems in time to make a difference in that reporting period."²⁸

There are variety of ways for parents to communicate with the teacher, it can include face to face meetings, phone calls, or through written notes.

²⁸JAYANTHI M, Nelson S. Effective Parents-Teachers communication. 1995 .July, 7th – 2010.www.parenting-ed.org/Parentalinvolventecommuncationwithteachers.pdf.

5. 13. 1 Tips for communicating with teachers

Be a partner with the teacher

Children will benefit most if parents and the teacher work together as partners. Most schools and teachers know that good communication with parents is an important part of their job. It is best to believe that the school and the teacher care about children. Parents should communicate with a positive attitude and willingness to be a partner.

Get comfortable within the school and with the teacher

Some parents feel uncomfortable in schools and talking with teachers a helpful idea to feel comfortable at school through a dialogue with the teacher about children' progress it allows to know better each other, join an activity or program for parents at the school.

Feel free to make the first contact with the teacher

Parents should not feel that the teacher should always be the one who makes the first contact. Parents should feel comfortable with starting off the communication with the teacher because parents have the right to do it, it is important when the child has had school problems in the past.

Talk to other people who spend time in the school

It is important talk with other parents who know the school and the teacher because they can provide information that can help parents communicate with the teacher about their children's work.

6. HYPOTHESES

6.1 GENERAL

- The extra class activities influence the English language learning of the students at San Francisco de Asís High School, during the academic year 2010-2011.

6.2 SPECIFICS

- The types and homework strategies are not effective in reinforcing and checking students' progress in English language learning at San Francisco de Asís High School, during the academic year 2010-2011.
- There is a poor selection of homework resources which limits the English language learning of students at San Francisco de Asis High School, academic year 2010-2011.
- Parents face difficulties in being involved in the homework process which affects the English language learning with students of San Francisco High School, academic year 2010-2011.

7. METHODOLOGY

7.1 DESIGN OF THE INVESTIGATION

This is a non-experimental research work, because this design will help us describe the obtained results through a logical analysis of the obtained data in the applied instruments.

7.2 METHODS, TECHNIQUES AND PROCEDURES

7.2.1 METHODS

In the project, we will use the scientific method, because this will help us collect data through the observation, and experimental method in order to find possible solutions to the found problem.

As particular methods we will use the descriptive, the analytical-synthetic and the explicative.

The descriptive method will be applied because it will help us describe the main problems in the researched institution, the results of the obtained information about the students' progress and verify the proposed hypothesis. It will also help us describe how teachers are using the different types of homework, strategies and resources and what the extent of parents' involvement is.

Analytic – Synthetic Method will help to analyse the obtained information through the application of the survey as instrument and the use of the theoretical reference sources, then synthesize and interpret the results, analysing the resources of major tendencies.

The explicative method will also be used, in the explanation of the logical implications of the variables of every hypothesis and in this way we will be able to prove or disprove them, according to the obtained results contrasted with the theoretical referents.

We will use the descriptive statistics which will serve to represent the data in tables and graphs to achieve a better comprehension of the information.

7.2.2 TECHNIQUES AND INSTRUMENTS

We will apply a survey as a technique to collect our data.

The survey: will help us to obtain the information about extra–class activities which will help us to find out the influence of types of homework, strategies and resources, parents’ involvement and to know students’ achievement in the English language subject.

The survey will be applied to teachers, parents and students of “San Francisco de Asís” High School.

7.3 PROCEDURES

Once we obtain the empirical information we will process it following these phases:

- **Tabulation:** we will apply the descriptive statistics to classify the closed and open-ended questions in order to facilitate the interpretation and the verification of the hypothesis.
- **The organization of the empirical information:** it will be made according to the specific hypotheses that will guide the classification of the questions.
- **The graphic representation** of the information in tables will let us visualize the obtained results easily.

- **Interpretation and analysis:** the information will be interpreted according to the percentages results represented in the tables, and it will be analyzed according the results and the variables of the hypotheses.
- **Hypotheses verification:** these will be demonstrated through a deductive hypothetical process which final results are expressed in a descriptive way.
- **Conclusions and recommendations:** these will be done based on the analysis and interpretation of the obtained information according to the objectives which have guided the research process.

Finally, the development of the final report will be designed through chapters that will let the understanding of the theory and the results that we will obtain which can be used to develop more research in the future.

7.4 POPULATION AND SAMPLE

The population of this research work is represented by the students from 8th to 3rd years of basic education of the “San Francisco de Asís” High School, total of 552students. We will take a sample from the population. It will be 122 students from 8th to 3rd years of basic education who will be taken at random in every parallel. We will work with the entire population of teachers because at the institution there are three English teachers.

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

PQ: First quartile (0,25)

N: Population

N: Sample

K: Proportionality Constant (2^2)

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

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

$$n = \frac{0,25 \times 552}{551 \cdot \frac{(0,1)^2}{(2)^2} - 0,25}$$

$$n = \frac{0,25 \times 552}{551 \cdot \frac{0,01}{4} - 0,25}$$

$$n = \frac{0,25 \times 552}{551 \cdot (0,0025) - 0,25}$$

$$n = \frac{0,25 \times 552}{0,955}$$

$$n = 122.394$$

To get the sample by course the following formula was used:

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

$$n = \frac{122.394}{552}$$

$$n = 0.22$$

This factor is multiplied by students' population of every year of basic education of the "San Francisco de Asis" High School, therefore in this way we obtain the sample per course.

We detail the sample in the next chart:

Courses \ Groups	A	B	C	Total
8th Year of Basic Education	8	8	9	25
9th Year of Basic Education	8	7	7	22
10th Year of Basic Education	6	6	6	18
1st Year of Basic Education	7	7	6	20
2^{sd} Year of Basic Education	9	8		17
3rd Year of Basic Education	8	8		16
Total				122
Teacher's Population				3
Parents' Population				10

8. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

8.1 HUMAN RESOURCES

Research Group: Luis Miguel Ochoa and Adriana Noemi Loja.

English Teachers of the "San Francisco de Asís" High School.

Students of the "San Francisco de Asís" Educational Unit.

Students' parents of "San Francisco de Asis" High School.

8.2 MATERIAL RESOURCES

The material resources that we will use in this research work are:

Office material, books, copies, computer, printer, paper, folders, paper clips, ink, internet.

8.3 BUDGET

▪ Printing of the first draft	\$ 40.00
▪ Printing of the second draft	\$ 40.00
▪ Printing of the final work	\$ 50.00
▪ Unforeseen	\$ 100.00
TOTAL	\$ 240.00

8.4 FINANCING

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

9. TIME TABLE

Months	Octob.				Novemb.				Decemb.				January				Febru.				March				April				May				June				July			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the project		x		x																																				
Write the recommendations to the project							x	x	x																															
Checking the redesign of the research instruments																			x	x			x	x																
Application of the research instruments																							x	x																
Processing of the researched																							x	x	x															
Drawing conclusions																											x	x												
Development of the report																											x	x	x	x	x	x	x	x						
Private qualification of the thesis																																								
Write the recommendations																																								
Public defense and graduation																																								

10. BIBLIOGRAPHY

- CARR Margaret, Educational Consultant, for the LDAT Conference, November, 1999. July, 7th – 2010 www.ldat.org
- COOPER, Harry Research of homework Effects.pdf. July, 5th – 2010 www.alopezisaeducationalhomestead.com
- Coordinated Campaign for Learning Disabilities. Homework tips for parents. 2002. July 3th -2010 <http://school.familyeducation.com/homework/parenting/38545.html>
- David School District Homework Guidelines.pdf July, 7th – 2010 <http://www.davis.k12.ut.us/homework.pdf>
- JAYANTHI M, Nelson S. Effective Parents-Teachers communication. 1995. July, 7th – 2010.www.parenting-ed.org/Parentalinvolventecommuncationwithteachers.pdf.
- KING Mary. Homework help start with parental involvement. Sep, 3 – 2009. July, 7th2010.http://educationalissues.suite101.com/article.cfm/homework_help_starts_wi
th_parental_involvement
- LEPPER, Drake, and O'Donnell, Cambridge. Scaffolding Techniques of Expert Human Tutors. Brookline Books, 1998. July, 9th -2010
- McENTIRE Nancy. Homework: Amount, Effects, Help for Students and Parents. 2001 July, 7th–2010. <http://ceep.crc.illinois.edu/poptopics/homework.html>
- National University of Loja. Area of Education, Art and Communication, La Comunicación en Idioma Inglés, Módulo #3, pag. 31. July 10th -2010
- PAIGE Rod , Rich Laurie M. Homework Tips for Pa r e n t s. May 2002. July 11th 2010. <http://www.campbellusd.org/homeworktips.pdf>

- PAULU Nancy. Helping Your Child with Homework. July, 7th – 2010
www.kidsource.com/kidsource/content/how_important_homework.html.
- SALEM More Effie. WHY HOMEWORK IS IMPORTANT. July, 7th – 2010
www.helium.com
- WOOD Chip. Strategies to overcome the struggles and help all students succeed.
July, 7th – 2010 www.responsiveclassroom.org
- www.google.com / Encarta Useful Resource July, 7th – 2010

11. ANNEXES



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER
Students' Survey

Dear students, this is a research about extra-class activities and their influence on the English language learning that will be analyzed by researchers of the English career of the National University of Loja. It is requested that you answer these questions with all sincerity and honesty.

1. How often does your English teacher send you homework?

- a. Each class ()
- b. Once per week ()
- c. Twice per week ()
- d. Three times per week ()
- e. Never ()

2. How do you think homework helps you in the learning process?

- a. Reinforces your knowledge ()
- b. Develops your responsibility ()
- c. Helps you to improve academically ()
- d. Prepares you for coming lessons ()

3. How often does your English teacher explain you the purpose of homework?

- a. Always ()
- b. Sometimes ()
- c. Never ()

4. Which of the following types of homework does your English teacher apply to send homework?

- a. Reading ()
- b. Writing ()
- c. Listening ()
- d. Speaking ()
- e. Grammar ()
- f. Vocabulary ()
- g. Projects ()
- h. Others ()

5. Which of the following strategies do you use to do homework?

- a. Use a diary or agenda ()
- b. Look for places to support the development of homework ()
- c. Look for the necessary materials ()
- d. Use the internet ()
- e. Look up information in books ()
- f. Support in parents or relatives ()
- g. Others ()

6. Which of the following resources do you use to do homework?

- a. The internet ()
- b. The library ()
- c. Tutoring ()
- d. Encarta ()
- e. Computer ()
- f. Dictionary ()
- g. Recordings ()
- h. Others ()

7. Does your English teacher provide you tutoring?

Yes () No ()

8. How often do your parents help when you work on your English homework?

- a. Always ()
- b. Sometimes ()
- c. Never ()

9. Which of the following items do you think prevent your parents' involvement in the completion of the English language homework?

- a. Do not have time ()
- b. Are not interested in it ()
- c. Do not know the language ()
- d. Do not know to communicate ()
- e. Do not have resources ()
- f. Others ()

10. Which of the following items do your parents use to communicate with your English teacher?

- a.** Phone calls ()
- b.** Meet each week ()
- c.** Meet at the end of each term ()
- d.** Through notes ()

Thanks for your collaboration



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
English language Career
Teacher's survey

Dear Teacher, this is a research about extra-class activities and its influence on the English language learning that will be analyzed by the researcher of the English career of the National University of Loja to develop this research work, for that reason, it is requested to answer these questions with all sincerity and honesty.

1. How often do you send homework?

- a. Each class ()
- b. Once per week ()
- c. Twice per week ()
- d. Three times per week ()
- e. Never ()

2. How do you think homework helps students in the language learning process?

- a. Reinforces their knowledge ()
- b. Develops their responsibility ()
- c. Helps them to improve academically ()
- d. Prepares them for coming lessons ()

3. When do you explain the purpose of homework?

- a. Always ()
- b. Sometimes ()
- c. Never ()

4. What types of homework do you send?

- a. Reading ()
- b. Writing ()
- c. Listening ()
- d. Speaking ()
- e. Grammar ()
- f. Vocabulary ()
- g. Projects ()
- h. Others ()

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

- a. Plan homework assignment with other teachers ()
- b. Provide feedback ()
- c. Review homework properly ()
- d. Assign relevant activities according to the students' level ()
- e. Explain the purpose of homework ()
- f. Communicate with parents ()
- g. Others ()

6. Which of the following resources do your students use to do homework?

- a. The internet ()
- b. The library ()
- c. Tutoring ()
- d. Encarta ()
- e. Computer ()
- f. Dictionary ()

g. Recordings ()

h. Others ()

7. Do you help students' achievement by providing tutoring?

Yes () No () Sometimes ()

8. Do you think if parents get involved in the English homework?

Yes () No ()

9. Which of the following items do you think prevent parents' involvement in the completion of English language homework?

a. Do not have time ()

b. Are not interested in it ()

c. Do not know the language ()

d. Do not know to communicate ()

e. Do not have resources ()

f. Others ()

10. Which of the following items do parents use to communicate with you?

a. Phone calls ()

b. Meet each week ()

c. Meet at the end of each term ()

d. Through notes ()

Thanks for your collaboration



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
English language Career
Parents' survey

Dear Parents, this is a research about extra-class activities and its influence on the English language learning that will be analyzed by the researcher of the English career of the National University of Loja to develop this research work, for that reason, it is requested to answer these questions with all sincerity and honesty

1. How often does the English teacher send homework to your child?

- a. Each class ()
- b. Once per week ()
- c. Twice per week ()
- d. Three times per week ()
- e. Never ()

2. How do you think homework helps your child in the language learning process?

- a. Reinforces their knowledge ()
- b. Develops their responsibility ()
- c. Helps them to improve academically ()
- d. Prepares them for coming lessons ()

3. When does the English teacher explain the purpose of homework to your child?

- a. Always ()
- b. Sometimes ()
- c. Never ()

4. What types of homework does the English teacher send to your child?

- a. Reading ()
- b. Writing ()
- c. Listening ()
- d. Speaking ()
- e. Grammar ()
- f. Vocabulary ()
- g. Projects ()
- h. Others ()

5. Which of these strategies do you use to help your child to do homework?

- a. Provide a learning environment ()
- b. Help to establish objectives to learn ()
- c. Help to get organized ()
- d. Provide the necessary resources ()
- e. Check students' progress ()
- f. Review and sign homework ()
- g. Praise efforts ()
- h. Others ()

6. Which of the following resources does your child use to do homework?

- a. The internet ()
- b. The library ()
- c. Tutoring ()
- d. Encarta ()
- e. Computer ()

- f. Dictionary ()
- g. Recordings ()
- h. Others ()

7. Does the English teacher provide tutoring to your child?

Yes () No () Sometimes ()

8. Do you intervene in the completion of English homework?

Yes () No () Sometimes ()

9. Which of the following items do you think avoid your involvement in the completion of the English language homework?

- a. Do not have time ()
- b. Are not interested in it ()
- c. Do not know the language ()
- d. Do not know to communicate ()
- e. Do not have resources ()
- f. Others ()

10. Which of the following items do you use to communicate with the English teacher?

- a. Phone calls ()
- b. Meet each week ()
- c. Meet at the end of each term ()
- d. Through notes ()

Thanks for your collaboration

CONSITENCE MATRIX

THEME: EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS AT “SAN FRANCISCO DE ASIS” HIGH SCHOOL, ADEMIC YEAR 2010 - 2011

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How do the extra class activities influence the English language learning with the students at San Francisco de Asís High School, during the academic year 2010-2011?	To know the influences of extra class activities on the English language learning with the students at San Francisco High School, academic year 2010-2011.	The extra class activities influence the English language leaning of the students at San Francisco de Asís High School, during the academic year 2010-2011		
<p>SUBPROBLEMS</p> What types and homework strategies are applied to reinforce and check students’ progress in English language learning at San Francisco de Asís high school, academic year 2010-2011?	<p>SPECIFICS</p> To identify the types and homework strategies applied to reinforce and check students’ progress in English language learning at San Francisco de Asís High School, academic year 2010-2011.	<p>SPECIFICS</p> The types and homework strategies are not effective in reinforcing and checking students’ progress in English language learning at San Francisco de Asís High School, during the academic year 2010-2011.	Types and strategies of homework Learning of the English Language	Practice Preparation Extension Completion Integrative Support Study skills and habits Length Adequate place Strategies (parents, students, teachers)
What are the homework resources that support the	To describe the homework resources that help improve	There is poor selection of homework resources which	Homework	Internet Library

<p>students' English language learning at San Francisco high school, academic year 2010-2011?</p> <p>How do parents intervene in the homework process to support the students' English language learning in San Francisco high school, academic year 2010-2011?</p>	<p>students' English language learning in San Francisco de Asís High School, academic year 2010-2011.</p> <p>To know and analyze how parents intervene in the homework process to increase students' learning of the English language of students of San Francisco de Asís High School, academic year 2010-2011.</p>	<p>limits the English Language Learning in students of San Francisco high school. Academic year 2010-2011.</p> <p>Parents face difficulties in being involved in the homework process which affects the English language learning with students of San Francisco High School, academic year 2010-2011.</p>	<p>resources</p> <p>Parents or representatives</p>	<p>Tutoring Dictionary Tapes Computer Encarta</p> <p>Parent involvement Be a role model Create an atmosphere for learning Parents-teachers communication</p>
---	--	--	--	--