



UNIVERSIDAD NACIONAL DE LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

"EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION, AT FOOTPRINTS ELEMENTARY SCHOOL, ACADEMIC PERIOD 2010-2011."

Thesis as previous requirement to obtain the Licentiate's degree in Sciences of Education. English language Specialization.

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CERTIFICATION

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CERTIFIES:

That the research work titled “EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT FOOTPRINTS ELEMENTARY SCHOOL, ACADEMIC PERIOD 2010-2011” carried out by Ana Lucía Garrido Jiménez and Pastora Isabel Sarango Lozano, has been supervised, guided and evaluated in each one of its parts; in consequence I authorize its presentation, sustentation and defense.

Loja, April 7th, 2011

Dr. Carmen Ojeda Pardo

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AUTHORSHIP

All the concepts, procedures and information gathered in the present research work called “EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT FOOTPRINTS ELEMENTARY SCHOOL, ACADEMIC PERIOD 2010-2011” are absolute responsibility of the researchers.

Ana Lucia Garrido Jiménez

Pastora Isabel Sarango Lozano

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The Authoresses

DEDICATION

First of all, I dedicate my thesis work to God for guiding my path, to my son Jean Alexis for being my inspiration and to my parents: Luis Garrido and Francisca Jiménez for giving me support, confidence and advice to achieve my goal, also to all my family and friends who offered me their help and friendship in every stage of my life.

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INDEX

| | |
|---|-----|
| Cover page | |
| Certification..... | ii |
| Authorship..... | iii |
| Acknowledgement..... | iv |
| Dedication | v |
| Index..... | vi |
| 1. THEME..... | ix |
| 2. SUMMARY | x |
| 3. INTRODUCTION | 1 |
| 4. LITERATURE REVIEW..... | 6 |
| 4.1. Extra-class activities | 6 |
| 4.2. Definition of homework..... | 6 |
| 4.3. Importance of homework | 7 |
| 4.4. Characteristics of effective homework..... | 8 |
| 4.5. Homework strategies..... | 9 |
| 4.5.1. Teachers strategies | 9 |
| 4.5.2. Students strategies | 11 |
| 4.6. The purpose of homework | 12 |
| 4.7. Homework resources..... | 13 |
| 4.7.1. Internet | 13 |
| 4.7.2. Tutoring | 14 |
| 4.7.3. Dictionaries | 14 |
| 4.7.4. Magazines and newspapers | 15 |

| | |
|--|-----|
| 4.8. The importance of learning English language | 15 |
| 4.9. Successful language learning | 15 |
| 4.10. Learning styles | 16 |
| 4.10.1. Auditory learners..... | 17 |
| 4.10.2. Visual learners | 18 |
| 4.10.3. Tactile learners..... | 18 |
| 4.10.4. Kinesthetic learners | 19 |
| 4.10.5. Global learners | 19 |
| 4.10.6. Analytic learners | 20 |
| 4.10.7. Imaginative learners | 220 |
| 4.10.8. Common sense learners..... | 21 |
| 5. RESOURCES AND METHODS..... | 23 |
| 5.1. Resources | 23 |
| 5.1.1. Human..... | 23 |
| 5.1.2. Material | 23 |
| 5.1.3. Institutional | 23 |
| 5.2. Design of the research..... | 23 |
| 5.3. Methods, techniques and instruments | 24 |
| 5.3.1. Methods..... | 24 |
| 5.3.2. Techniques and instruments | 26 |
| 5.4. Procedure | 26 |
| 5.4.1. Tabulation | 26 |
| 5.4.2. Organization..... | 27 |
| 5.4.3. Graphic representation | 27 |

| | |
|--|----|
| 5.4.4. Interpretation and analysis | 27 |
| 5.4.5. Hypothesis verification | 27 |
| 5.4.6. Elaboration of conclusions and recommendations..... | 28 |
| 5.4.7. Elaboration of the final report | 28 |
| 5.5. Population | 28 |
| 6. RESULTS | 30 |
| 7. DISCUSSION | 49 |
| 8. CONCLUSIONS..... | 56 |
| 9. RECOMMENDATIONS | 58 |
| 10. BIBLIOGRAPHY | 60 |
| 11. ANNEXES | 62 |

1. THEME

**“EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON
THE ENGLISH LANGUAGE LEARNING WITH THE
STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC
EDUCATION AT FOOTPRINTS ELEMENTARY SCHOOL,
ACADEMIC PERIOD 2010-2011”**

2. SUMMARY

The thesis entitled “EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT FOOTPRINTS ELEMENTARY SCHOOL, ACADEMIC PERIOD 2010-2011”. This problem is important because extra-class activities especially homework allows students to consolidate, reinforce and strength the skills, knowledge and understanding developed in classroom, and gives teachers the opportunity to know if students are acquiring and understanding the knowledge offered by them. The researchers establish as general objective to determine the influence of extra-class activities, especially on the English language learning. Moreover, the general hypothesis tried to know if extra- class activities influence the English language learning.

In the methodology, the scientific, descriptive, analytical-synthetic and the explicative methods were used; the survey was used as technique. The researchers worked with all the population of 5th, 6th and 7th years of Basic Education and all the English teachers.

Finally it was gotten some important results: homework influences on the students’ English language learning, the strategies used by teachers and students improve and facilitate the homework completion also teachers do not encourage students to use the different homework resources available nowadays and finally teachers do not consider students’ learning styles during the teaching learning process.

3. INTRODUCTION

Extra-class activities are important in the teaching-learning process because through them students can reinforce and practice the knowledge gained in the classroom, and teachers can realize if students are acquiring the knowledge or not. These activities keep students engaged in their learning through different tasks, which lets students get interested and motivated to learn by themselves.

On the other hand the general problem of the research work is: How do extra - class activities influence on the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 -2011? And the subproblems are: What are the homework strategies that help to reinforce the students' learning of the English Language with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011?, What are the homework resources that support the students' learning of the English Language with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011?, Do teachers consider the different learning styles in the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011?, at the school mentioned before.

The research group select this problem because it is considered essential to know if extra-class activities especially homework influence on the English Language learning.

During this research it was established three specific objectives: the first one refers to identify whether homework strategies help students on the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 -2011, the second one is to know the homework resources that students use to support the English Language learning with the students of 5th, 6th, and 7th years of Basic Education at “Footprints” Elementary School, academic period 2010-201, and the third one is to identify which are the learning styles that teachers consider in the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at “Footprints” Elementary School, academic period 2010-2011.

Taking into account these objectives the researchers established the following general hypothesis extra- class activities influence the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 -2011.

Also in the methodology the scientific, descriptive, the analytical-synthetic and the explicative methods were applied; likewise the survey was used as technique, and finally the field work was constituted by all the English teachers and students

of the 5th, 6th and 7th years of Basic Education because the population is small it was not applied the formula to get the sample.

Once applied the methods, techniques and instruments of the research it was gotten some important results such as: The teachers and students use some strategies for planning and doing homework which helps students positively, and it improves and facilitate the homework completion. Students are not been encouraged by their teachers to use the different kinds of homework resources like internet, magazines, libraries and tutoring. Students are not taking advantage of the different homework resources that are on hand nowadays, they are limited to use only the dictionaries, and teachers do not take into account the importance of different learning styles during the teaching-learning process, which affects the students English language learning.

This research work contains the following parts:

First, we have the summary, where you can find a sum of the most important aspects of the research.

The introduction, where we offer a very detailed explanation of every step in the research.

Literature review refers to the main theoretical references which were contrasted with the collected data to prove or disapprove the hypotheses.

After, we have resources and methods, which contain the design of the research, methods, techniques and instruments and the population that helped us in the field work.

Then, we have the results where all the questions of the survey are presented through statistics tables and graphic representations, each questions has the respective interpretation and analysis.

The discussion, where we analyzed the results of major tendency, in order to know if the stated hypotheses at the beginning of the research are accepted or denied.

Finally, we set up the “Conclusions and recommendations” the same that are based on the students and teachers answers to the questions of the survey. To sum up the conclusions we have the following: there are some resources that students can use but they are accustomed to use only dictionaries and teacher do not encourage them to take advantage of the resources that are on hand, also it was found that teachers do not consider the students’ learning style during the teaching-learning process, so we established the recommendations according to the conclusions and taking into account the interpretation of the different questions from the survey: we suggest teachers to emphasize the importance of using the different resources to complete students’ homework assignments, specially giving daily activities where students can use the different resources like internet, magazines, libraries and dictionaries, also it is suggested teachers to

consider the different students' learning styles during the teaching-learning process; this is for gaining better and successful English language learning.

Despite of these problems the researchers realized that homework has positive effects on the English Language Learning because through it students can practice the knowledge acquired at school and teachers can notice if their teaching has success.

4. LITERATURE REVIEW

4.1 EXTRA-CLASS ACTIVITIES

Extra-class activities are very important in the students learning because through them students can reinforce and support their knowledge gained in the classroom. On the other hand, teachers have to be very careful with the extra class activities, especially with homework that they give to their students to do after class, since the objective to give homework is to practice what was taught in class and sometimes introduce new topics.

Extra-class activities should be offered at each elementary and high school to provide a more complete personal development of the students. They may include school supervised activities which are an extension of the school program but which usually take place beyond regular school hours; for example homework, group works debating teams, homework clubs, field trips, etc.

4.2 DEFINITION OF HOMEWORK

As it was previously mentioned, extra-class activities are very important, especially homework assignments that refer to tasks assigned to students by teachers to be completed outside of class. Most students do the work at home, thus the name 'homework'.

According to Galina Kavaliauskienė, teacher at the University of Lithuania, “homework is defined as a set of activities done outside the class and without direct supervision of the teacher with direct or indirect linguistic and communicative objectives.”¹

Homework, which plays an important role in the relationship between the school and the family, they should include a quantity of reading to be performed, writing or computing to be completed, problems to be solved, a school project to be built, or other skills to be practiced by students.

Some teachers consider that homework is an integral part of the teaching process, and it is a fundamental means in helping the students prepare to become independent learners. Furthermore, homework is an assignment that should have direct relevancy to what is being taught in class that day or week.

4.3 IMPORTANCE OF HOMEWORK

“Assigning homework serves different educational needs. It helps as an intellectual discipline, establishes study habits, and supplements and reinforces work done in school. In addition, it encourages student’s initiative, independence, and responsibility and brings home and school closer together.”²

¹ KAVALIAUSKIENĖ Galina, Homework in English for specific purposes, http://www.esp-world.info/Articles_8/HOMEWORK. University of Lithuania, April 18th, 2010

² MURPHY, J. and K. Decker "Teachers' Use of Homework in High Schools." Journal of Educational Research, (May-June 1989). April 18th, 2010

Homework is valuable for the following reasons:

- It helps students to make more rapid progress in learning.
- It allows students to develop the practice of working on their own without the constant presence of the teacher.
- It allows valuable practice of skills learned in the classroom.
- It can allow students to use materials and other sources of information that are not always available in the classroom.
- It involves parents and others in the students' work for their mutual benefit.
- It gives opportunities for long term research and other work.
- It gives students valuable experience of working with deadlines.
- It establishes methods of study that are crucial to success at secondary school.

4.4 CHARACTERISTICS OF EFFECTIVE HOMEWORK

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

- It is meaningful and relevant.
- It is purposefully planned to avoid students getting stressed and overwhelmed.
- It is clearly articulated by the teacher and understood by the students.
- It is differentiated, as appropriated, to gain student learning.
- It is reviewed and corrected on time, and if it is necessary feedback is given to the students.

4.5 HOMEWORK STRATEGIES

Homework has some very important strategies to follow by part of all the involved staff like, teachers, students and parents. They should apply these strategies in order to help and improve the teaching-learning process.

4.5.1 TEACHER STRATEGIES

Since the point of view of Margaret Carr, educational consultant “teachers play a vital role in the selection, assignment, and use of homework. She indicates that where homework assignments are meaningful and relevant, student achievement increases.”³

Teachers should:

- Communicate to the parents in the first meeting or correspondence of the year about the appropriate areas in which parental involvement can help reinforce their children’s learning rates, performance, and confidence. Teachers should include suggestions to parents on how to provide homework assistance.
- Compare the amount of time students require to complete homework assignments with an anticipated completion time.
- Plan and coordinate with other teachers at the school in terms of length and frequency of homework assignments.

³CARR Margaret, Educational consultant, for the LDAT Conference, November 1999
http://www.ldat.org/ld_info/homework.html May 6th, 2010

- Assign activities such as age-appropriate games (made in class) or other activities that will be fun for the students.
- Assign activities which are relevant to the child outside of the classroom.
- Assign homework that enriches, reinforces, or supplements classroom instruction.
- Use a homework planner. Use calendars or other aids to schedule activities, students can benefit from structured notes. The planner can also be used to communicate with parents by asking them to sign completed homework and to pass notes between school and home.
- Suggest activities that parents can do with their children to enhance learning.
- Explain the purpose of homework assignments and ensure that the assignment is understood.
- Teach study skills such as note taking, strategies to increase reading comprehension.
- Assign the right level of homework. Homework assignments should be at the instructional level that matches student's skills.
- Provide positive recognition for homework completion, and appropriate consequences for lack of completion.
- Provide appropriate feedback. Effective feedback corrects misunderstanding, validates process and highlights errors in thinking.

4.5.2 STUDENTS' STRATEGIES

If students want to perform better in their homework completion, they should take into account the following strategies:

- Effective study skills can help to speed up the completion of homework, giving the student more free time for other activities.
- In cases where the teacher assigns homework verbally or on the board, the student can avoid forgetting or misremembering the assignments by writing them down and keeping them well-organized in a notebook, planner, or agenda.
- It is also recommended to develop a strategy that helps students to do their assignments in a better way when one student develops a strategy that decreases the student's chances of forgetting completed homework at home.
- Students with a positive attitude toward homework, who enjoy it and work on it enthusiastically, generally complete their homework faster than if they view their homework negatively.
- Minimizing distractions, by studying in a quiet room and leaving the TV off, etc, make it easier to concentrate and get homework done faster, while doing a better job. Contrary to specialists' recommendations, there is no evidence that the radio, as opposed to the television, hinders performance. This may be because radios emit only audio and no video, so there is less distraction.

4.6 THE PURPOSE OF HOMEWORK

Having a clear idea of the purpose of homework is important for teachers because through it they can notice if students understand and acquire the knowledge offered by the teacher in class, since the main purpose of homework is to give students independent practice with a skill that they have been taught at school in order to reinforce learning. Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class, usually at home.

The following are some purposes of homework:

- “To encourage students to develop the skills (reading, writing, listening and speaking) needed for independent learning.
- To develop self-discipline in work habits including working on time.
- To consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- To free up the class time for activities that requires teacher’s direct instruction, support or guidance.
- To open up areas of study or sources of information not accessible in the classroom.
- To encourage parents to be involved in students’ learning.”⁴

⁴ KURTUS, Ron, Purpose of \homework July-16-2006
www.school-for-champions.com/grades/homework.htm May 15th 2010

4.7 HOMEWORK RESOURCES

Nowadays, teachers and students have a wide variety of homework resources they can use to complete their homework assignments with ease and accuracy. The following are the most important ones:

4.7.1 INTERNET

There are many homework-related resources available on the World Wide Web that students can use. These sites can guide them to good sources for research and offer tips and guidance about English language learning.

“There are web-sites dedicated to communicating about homework, for teachers to send assignments on-line for students, and to keep parents informed.”⁵

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

⁵ ROTHSCHILD, Barbara. "Emphasis on homework". Courier Post, Retrieved 2007-03-25
<http://en.wikipedia.org/wiki/Homework> May 15th, 2010

4.7.2 TUTORING

Another resource for the student is a private tutor. This is a person who is paid to spend time going over school work with students.

“Parents find help through their community where tutoring, study groups and other resources may be made available. Many libraries provide tutors for helping students with their homework, both in-person and on-line.”⁶

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

4.7.3 DICTIONARIES

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

⁶ ROTHSCHILD, Barbara. "Emphasis on homework". Courier Post, Retrieved 2007-03-25
<http://en.wikipedia.org/wiki/Homework> May 15th, 2010

4.7.4 MAGAZINES AND NEWSPAPERS

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

4.8 THE IMPORTANCE OF LEARNING ENGLISH LANGUAGE

English language is considered as a universal language and it is used in many areas like business, education, science and technology, entertainment, etc.

“The first stage of learning English would be very interesting. Once the students are fluent with the alphabet, slowly they can learn many words. It would always be better to follow the method of reading first, then writing.

4.9 SUCCESSFUL LANGUAGE LEARNING

“When people want to learn English have to be conscious that they have to put in practice these strategies:”⁷

- **Making English “real”**

Extracurricular activities like school trips to meet English-speaking people, places or events all make a difference.

⁷ Doc. Module 3, CII.UNL. The Communication in the English Language, 2007, Pag.26-27
May 26th,2010

- **Speaking means listening too**

Linguistically, it is impossible to separate speaking from listening. The implication for the classroom is that students have to do a lot of listening.

- **Not forgetting pronunciation**

The first things teachers tend to omit from course books are the pronunciation exercises. The message that it sends to students is that pronunciation is not very important. But if the aim is to teach students to speak more in class then the opposite is true.

- **Do speaking activities from homework**

This can mean breaking other habits. For example students will not learn to speak English if they only speak it in the classroom. They have to be able to practice speaking for themselves outside class or with a foreign speaker.

4.10 LEARNING STYLES

This approach to learning emphasizes the fact that people perceive and process information in very different ways. The learning styles theory implies that how much people learn has more to do with whether the educational experience is geared toward their particular style of learning.

It is especially crucial to take the students' learning styles into account during the English teaching-learning process.

“It is always important for teachers to base their teaching considering their students’ learning styles but this becomes crucial with teaching English language learners.”⁸

These are the learning styles that teachers have to consider during the teaching-learning process:

4.10.1 AUDITORY LEARNERS

Students with this style will be able to remember what they hear and will prefer oral instructions. They learn by listening and speaking. They learn best by doing the following:

- Interviewing, debating.
- Participating on a panel.
- Giving oral reports.
- Participating in oral discussions of written material.

⁸ LEFEVER D, Marlene Learning Styles book Pages 25/27
www.books.google.com.ec/books May 26th, 2010

4.10.2 VISUAL LEARNERS

Visual learners will be able to remember what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. They will learn by observing and enjoy working with the following:

- Computer graphics.
- Maps, graphs, charts.
- Cartoons.
- Posters.
- Diagrams.
- Graphic organizers.
- Text with a lot of pictures.

4.10.3 TACTILE LEARNERS

Students with this strength learn best by touching. They understand directions that they write and will learn best through manipulate things. These students will also benefit from whole language approaches to reading.

They will learn best by:

- Drawing.
- Playing board games.

- Making dioramas.
- Making models.
- Following instructions to make something.

4.10.4 KINESTHETIC LEARNERS

Kinesthetic learners also learn by touching or manipulating objects. They need to involve their whole body in learning. Total Physical Response is a good ESL method for them. These students learn best by:

- Playing games that involve their whole body.
- Movement activities.
- Making models.
- Following instructions to make something.
- Setting up experiments.

4.10.5 GLOBAL LEARNERS

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners. Global learners learn best through:

- Choral reading.
- Recorded books.

- Story writing.
- Computer programs.
- Games.
- Group activities.

4.10.6 ANALYTIC LEARNERS

Analytic learners plan and organize their work. They focus on details and are logical. They are phonetic readers and prefer to work individually on activity sheets. They learn best when:

- Information is presented in sequential steps.
- Lessons are structured and teacher-directed.
- Goals are clear.
- Requirements are spelled out.

4.10.7 IMAGINATIVE LEARNERS

They easily share from their past experiences, providing a context for learning. Starting with student's prior understanding gets their attention immediately. It focuses them on the direction the teacher wishes to take them. The imaginative learners can help the whole class establish the "why" of the lesson.

4.10.8 COMMON SENSE LEARNERS

They need to see if what they learned makes sense now. The common sense learners do not feel that it is enough to know the content about the subject. They must find how to put what they know into practice, to make it suitable.

They analyze that students score higher, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator's advantage to consider the students' learning styles during the teaching-learning process.

Although learning styles will inevitably differ among students in the classroom, they say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign and the development of small-group techniques.

Another scholar who believes that learning styles should have an effect on the classroom is **Marilee Sprenger**, as evidenced by her book, *Differentiation through Learning Styles and Memory*.

She bases her recommendations for classroom learning on three premises:

- Teachers can be learners, and learners can be teachers.
- Everyone can learn under the right circumstances.

- Learning is fun! Make it appealing.

Sprengrer categorizes these teaching methods according to which learning style they fit visual, auditory, or tactile/kinesthetic.

Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using overhead transparencies/handouts, and writing down instructions.

Methods for auditory learners include repeating difficult words and concepts aloud, incorporating small-group discussion, organizing debates, listening to books on tape, writing oral reports, and encouraging oral interpretation.

Methods for tactile/kinesthetic learners include providing hands-on activities (experiments, etc.), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role play, and having field trips.

By using a variety of teaching methods from each of these categories, teachers are able to accommodate different learning styles. They are also able to challenge students to learn in different ways. Just as Kolb suggested that students who use all 4 approaches of his learning cycle learn more effectively, students who are able to learn through a variety of ways are more effective learners.

5. RESOURCES AND METHODS

5.1 RESOURCES

- **HUMAN**

Ana Lucia Garrido Jiménez

Pastora Isabel Sarango Lozano

English teachers

Students of 5th, 6th and 7th years of Basic Education.

- **MATERIAL**

Office material

Books

Copies

Computer

Printer

Paper

Folders

Internet

- **INSTITUTIONAL**

The research work will be developed at “Footprints Elementary school”, which is located in Punzara neighborhood, in the south-west of Loja city.

5.2 DESIGN OF THE RESEARCH

This research work was characterized as non-experimental, because it is a social educational work and it was developed in a descriptive way. The researchers did not have the chance to manipulate the variables of the work. It was applied

surveys in order to get the information about the researched object that helped to develop a critical analysis of the results to establish conclusions and recommendations.

5.3 METHODS, TECHNIQUES AND INSTRUMENTS

5.3.1 METHODS

The main method that the researchers used in the research work is the scientific method, because this facilitated the development of a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. It also led to a logical explanation of the relations that are established in the researched object and consequently the researchers could derive conclusions and recommendations to the found problem. The scientific method was useful to deduce the conclusions based on the theoretical referents.

As particular methods the researchers used the descriptive, the analytical-synthetic and the explicative methods. And they also used the descriptive statistic as a supplementary tool.

Also the research group employed the **descriptive** method to collect the information, describe the obtained results in the applying instruments and it let

organize the information according to the hypotheses and the indicators that were found out for each one of the variables.

The descriptive method provided the rules to demonstrate the importance of the research, describe the problematic found in this educative institution, the description of the variables, the independent as well as the dependent and it helped describe coherence in all the research work presenting the results and supporting the conclusions. This method served to observe which strategies teachers are using to give students tasks and how they are helping students with homework completion.

Also, the researchers made use of the **analytic-synthetic** method, which served to analyze the empirical information from the applied instruments and consequently obtain the respective conclusions according to the tendencies of the results in the field information. It was also useful to analyze the students' English learning through homework.

The **explicative method** was also used, in the explanation of the logical implications of the variables of every hypothesis and in this way it was possible to prove or disapprove them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Finally, the research group applied the descriptive statistics which served to represent the data in tables, squares and graphics to achieve a better comprehension of the information.

5.3.2 TECHNIQUES AND INSTRUMENTS

To obtain the empirical information, the researchers applied a **survey** to teachers, and students. It was applied to get information about the homework problems that teachers and students face in homework completion. It was applied to teachers and students a questionnaire, which contained different types of closed questions about the topic that was researched.

5.4 PROCEDURE

It was included the following procedures in the research work:

5.4.1 TABULATION

To achieve the tabulation of the information obtained in the field, the researchers used the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question. It was contrasted the information of the teachers and students which allowed us obtain the appropriate information.

5.4.2 ORGANIZATION

After organizing the empirical information, classifying the questions that served to prove every hypothesis and keeping in mind the variables as a guide that helped to prove them, the next step was performed with the interpretation and analysis.

5.4.3 GRAPHIC REPRESENTATION

Once described the data, it was represented graphically to facilitate their interpretation and consequently the critical analysis of every question. The researchers used graphs to show this information.

5.4.4 INTERPRETATION AND ANALYSIS

After the researchers have presented the information in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

5.4.5 HYPOTHESIS VERIFICATION

The hypotheses were demonstrated through a deductive hypothetical process supported in the logical analysis of the field research whose final results are expressed in a descriptive way.

5.4.6 ELABORATION OF CONCLUSIONS AND RECOMMENDATIONS

The conclusions were drawn based on a specific analysis of the results and they served to give recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated this project.

5.4.7 ELABORATION OF THE FINAL REPORT

To elaborate the final report it was necessary to join all the components of the researched process procuring logic integration among them; this required a new revision of the theme, objectives, hypotheses and theoretical frame, so we got a good relation among them. Also it was added certain alternatives to improve the students' English Language Learning process through homework, subject of the present research work.

5.5 POPULATION

Due to the fact that the population of 5th, 6th and 7th years of Basic Education is only 96 students, it was not possible to apply the formula to take a sample, for that reason the researchers applied the surveys to all the students of the previous mentioned years of Basic Education considering that they are in the highest levels and they could answer the survey questions correctly. Regard to the teachers the

researchers worked with all the English teachers of the basic education because there are only six English teachers.

| COURSES | PARALLEL | | | POPULATION |
|---|----------|----|----|------------|
| | A | B | C | |
| 5 th year of basic education | 15 | 17 | 17 | 49 |
| 6 th year of basic education | 14 | 16 | | 30 |
| 7 th year of basic education | 17 | | | 17 |
| TOTAL | | | | 96 |
| Teachers' population | | | | 6 |

6. RESULTS

6.1 TEACHER AND STUDENTS' SURVEYS

1. Do you give homework to your students?

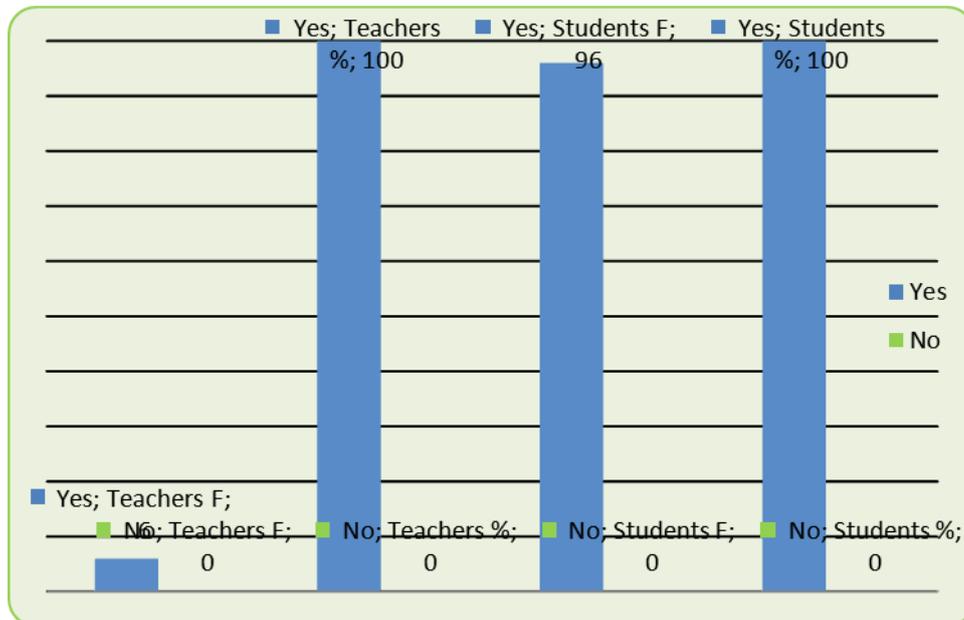
a) TABLE N° 1

| Homework | Teachers | | Students | |
|--------------|----------|-------------|-----------|-------------|
| | F | % | F | % |
| Yes | 6 | 100% | 96 | 100% |
| No | 0 | 0% | 0 | 0% |
| TOTAL | 6 | 100% | 96 | 100% |

Source: Teachers and students' survey

Elaboration: research group

b) GRAPH N°1



c) INTERPRETATION

100% of teachers answered that they give homework to their students, and also 100% of students affirmed that their teachers give them homework.

According to teachers and students answers the researchers could appreciate that teachers give students homework which mean an important point due to it helps students to practice what they learnt in class and also it helps to develop student's research skills.

2. Which of these strategies do you use to plan students' homework?

TEACHERS

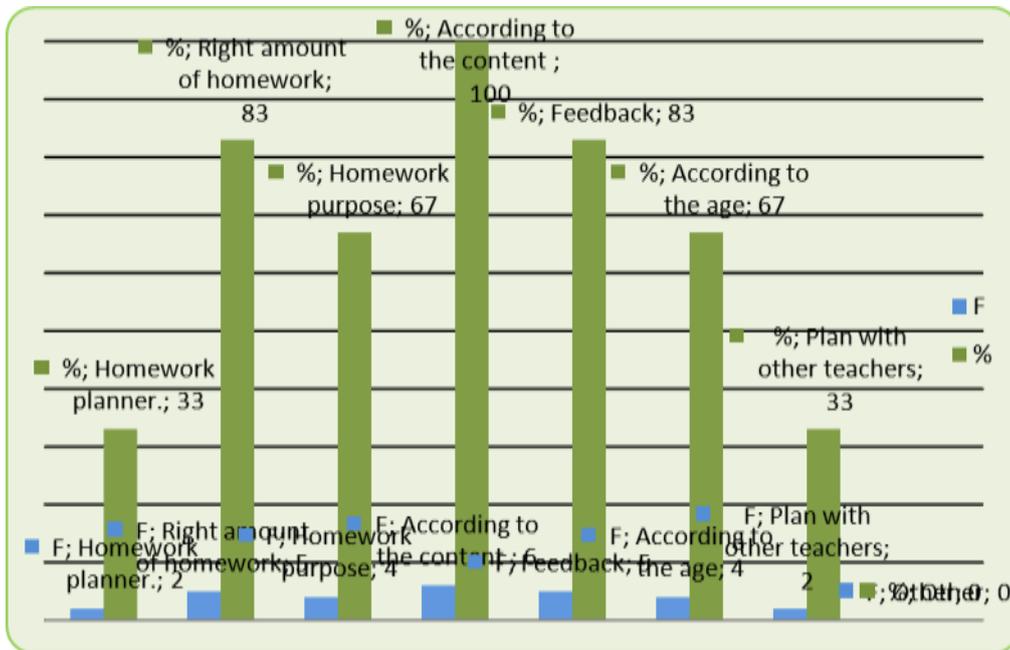
a) TABLE N° 2

| Homework strategies | F | % |
|-----------------------------------|----------|----------|
| Homework planner. | 2 | 33% |
| Right amount of homework | 5 | 83% |
| Homework purpose | 4 | 67% |
| Homework according to the content | 6 | 100% |
| Feedback | 5 | 83% |
| Homework according to the age | 4 | 67% |
| Plan homework with other teachers | 2 | 33% |
| Other | 0 | 0% |

Source: Teachers' survey

Elaboration: Research group

b) GRAPH N° 2



STUDENTS

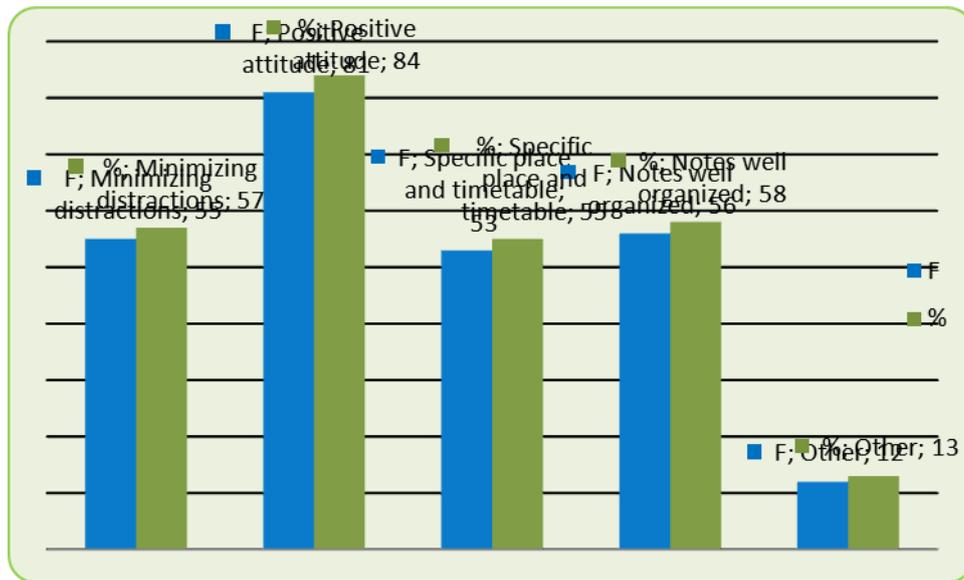
a) TABLE N° 2

| Homework strategies | frequency | % |
|------------------------------|-----------|-----|
| Minimizing distractions | 55 | 57% |
| Positive attitude | 81 | 84% |
| Specific place and timetable | 53 | 55% |
| Notes well organized | 56 | 58% |
| Other | 12 | 13% |

Source: Students' survey

Elaboration: Research group

b) GRAPH N° 2



c) INTERPRETATION

In this question, 6 teachers answered that they give homework according to the content which mean 100%, feedback and right amount of homework were marked 5 times each one which represents 83% of the population, homework purpose and homework according to the age were selected 4 times each one which corresponds to 67%, homework planner and plan homework with other teachers were marked 2 times each one that represents 33%.

In relation to this question, positive attitude was marked by 83 students which represents 84%, the option notes well organized was marked 56 times which mean the 58%, minimizing distraction was selected 55 times which corresponds to 57%, specific place and timetable was marked 53 times which represents 55%, and the alternative other was marked 12 times which mean 13%, in this option students

suggest as strategies: to ask help to another person who knows the subject and call the teacher for asking help.

According to the surveys applied, the researchers could note that 100% of the English teachers apply some strategies to give homework to their students. The main strategy that they use is to give homework taking into account the content taught in class that day or week. Another strategy is to give the right amount of homework and provide students feedback about the homework. Other teachers use the strategy of giving homework according to the age and the level and also give the homework with a specific purpose. So the problem is that they do not have a homework planner and do not plan with other teacher the quantity and frequency of homework in order to avoid students getting stressed and overwhelmed.

At the same time, the researchers noticed that students use some strategies for completing their homework. The main one is that they have a positive attitude toward homework which is meaningful for their learning. Other strategies used by students are minimizing distractions, keep notes well organized and having a specific place and timetable to do their homework. But these strategies are not used by all the students which mean that there is a problem, this could be due to that teachers do not encourage students to use all the strategies.

3. Do you plan students' homework according to the topic taught in class?

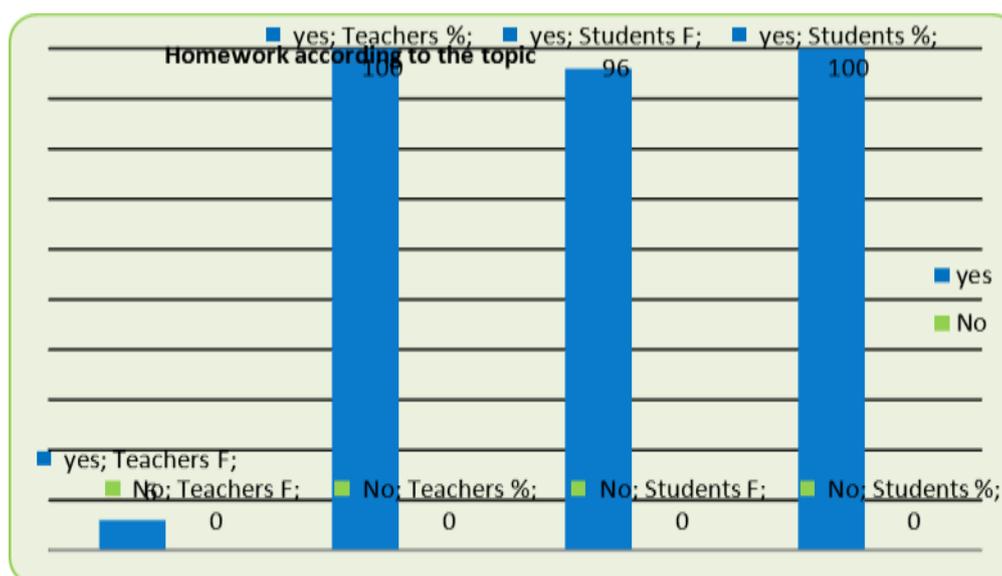
a) TABLE N° 3

| Homework according to the topic | Teachers | | Students | |
|---------------------------------|----------|------|----------|------|
| | F | % | F | % |
| Yes | 6 | 100% | 96 | 100% |
| No | 0 | 0% | 0 | 0% |
| TOTAL | 6 | 100% | 96 | 100% |

Source: Teachers and students' survey

Elaboration: Research group

b) GRAPH N° 3



c) INTERPRETATION

According to the table N° 2, 6 teachers answered that they give homework to their students according to the topic taught in class which mean 100% of the population.

As it is demonstrated, all teachers give their students homework according to the topic taught in class which is a positive point due to it is important that students have to put in practice at home only what they know, so they are not able to do activities that were not taught yet. Also the results represented in the graph show that 96 students answered that their teachers give them homework according to the topic taught in class which mean 100% of the population.

The researchers could note that students as teachers coincide with the idea that homework has to be given according to the topic taught in class. That is a good point for them because the main objective of homework is to practice and extend the knowledge acquired at school.

4. In your opinion what is the purpose of giving students homework?

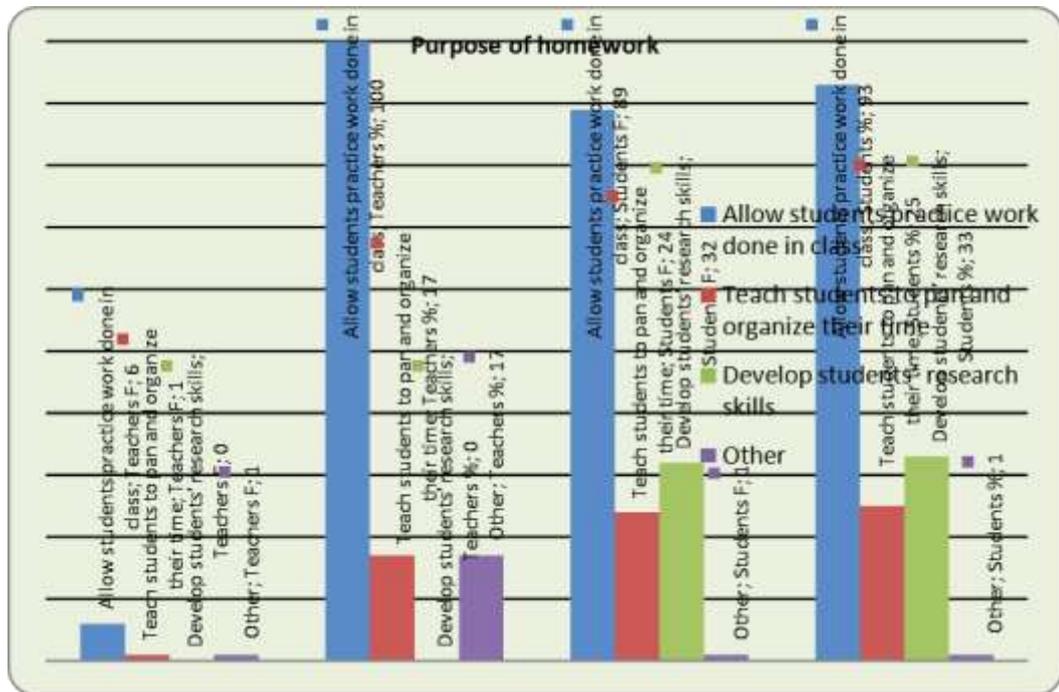
a) TABLE N° 4

| Purpose of homework | Teachers | | Students | |
|--|-----------------|----------|-----------------|----------|
| | F | % | F | % |
| Allow students practice work done in class | 6 | 100% | 89 | 93% |
| Teach students to plan and organize their time | 1 | 17% | 24 | 25% |
| Develop students' research skills | 0 | 0% | 32 | 33% |
| Other | 1 | 17% | 1 | 1% |

Source: Teachers and students' surveys

Elaboration: Research group

b) GRAPH N° 4



c) INTERPRETATION

According to the chart, 6 teachers marked that the purpose of homework is to allow students to practice, extend and consolidate work done in class which represents 100%, 1 teacher marked that the purpose of homework is to teach students how to plan and organize their time and the alternative other was marked 1 time which mean 17% of the population, here teachers suggest that the purpose of homework could be to build up the ability to complete greater hours of homework as students move up in the grades.

As you can see in the table N° 3, 89 students marked that the purpose of homework is to allow students to practice, extend and consolidate work done in class which mean 93%, 32 students marked that the purpose of homework is to develop

student's research skill which corresponds to 33%, 24 students selected that the purpose of homework is to teach students plan and organize their time which represents 25% of the population.

Concerning this question, it is observed that teachers and students are convinced that homework should have a clear and specific purpose, they affirm that the main purpose of giving homework to their students is to allow them to practice, extend and consolidate work done in class, but it not should be the only one purpose because there are other important purposes that they ought to take into account during the teaching-learning process, for example: To encourage students to develop the skills (reading, writing, listening and speaking) needed for independent learning. Teach students how to plan and organize their time and develop students' research skills.

5. Which homework resources do your students use to support their homework completion?

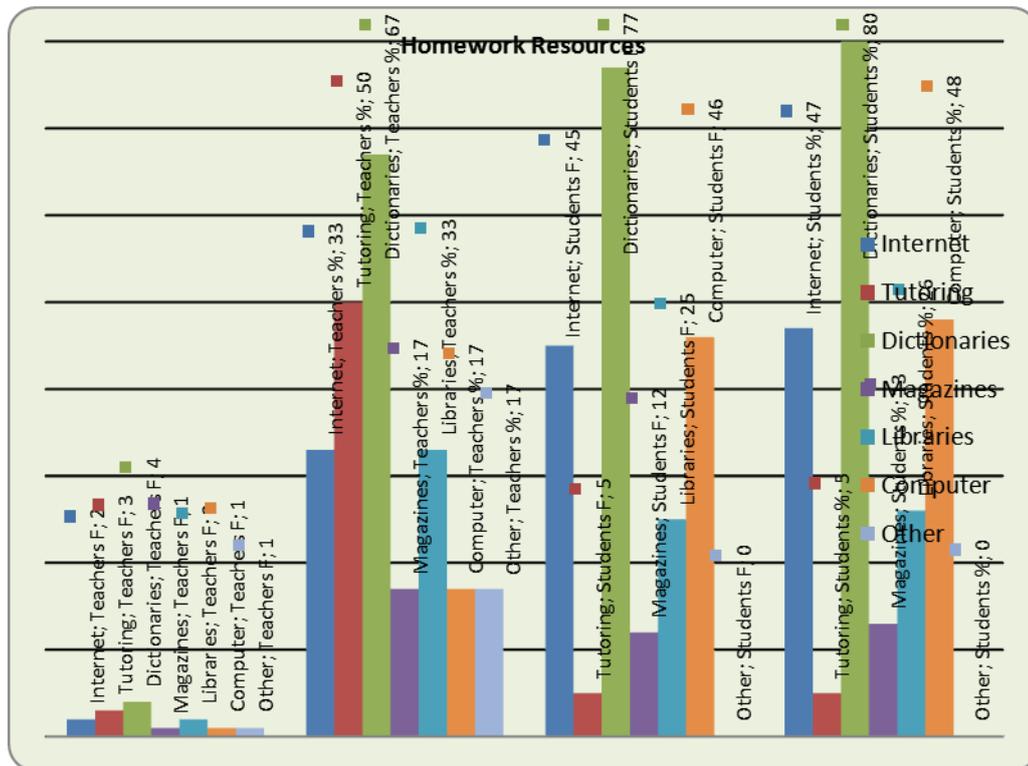
a) TABLE N° 5

| Homework Resources | Teachers | | Students | |
|---------------------------|-----------------|----------|-----------------|----------|
| | F | % | F | % |
| Internet | 2 | 33% | 45 | 47% |
| Tutoring | 3 | 50% | 5 | 5% |
| Dictionaries | 4 | 67% | 77 | 80% |
| Magazines | 1 | 17% | 12 | 13% |
| Libraries | 2 | 33% | 25 | 26% |
| Computer | 1 | 17% | 46 | 48% |
| Other | 1 | 17% | 0 | 0% |

Source: Teachers and students' surveys

Elaboration: Research group

b) GRAPH N° 5



c) INTERPRETATION

As it can be appreciated in the statistics chart that the alternative dictionaries was marked 4 times which mean 67%, tutoring was marked 3 times that represents 50%, internet and libraries were marked 2 times each once that correspond to the 33%, magazines and computers were marked 1 time each once that represent 17% of the population.

In this question, the option dictionaries was marked 77 times which mean 80% of the population, the option computer was chosen 46 times that corresponds to 48%, the option internet was selected 45 which mean the 47%, the option libraries was marked 25 times that mean 26% of the population, magazines was marked 12

times that represents 13%, the option tutoring was selected 5 times that corresponds to 5% of the population.

Teachers and students on their answers consider dictionaries as the homework resource most used by part of students, so in this point the research group noted the lack of teachers' encouragement to students for using other homework resources that are available nowadays, for example internet, libraries, magazines, tutoring and other without forgetting the disadvantages that each one has if they are not used in the appropriate way, this the case of the internet which students use not only for searching information for their assignments but for playing video games or entering in prohibited pages, giving as a result that students do not know the correct management of this resource and also they waste time and money.

6. How good are your students at using homework resources?

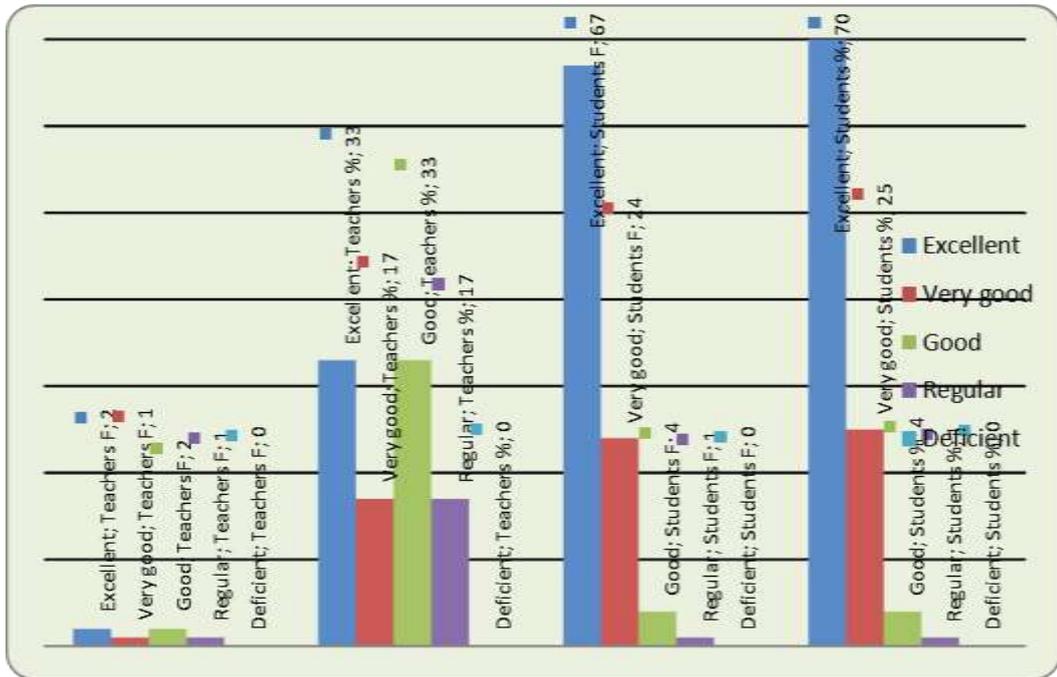
a) TABLE N°6

| Good at using homework resources | Teachers | | Students | |
|----------------------------------|----------|-----|----------|-----|
| | F | % | F | % |
| Excellent | 2 | 33% | 67 | 70% |
| Very good | 1 | %17 | 24 | 25% |
| Good | 2 | 33% | 4 | 4% |
| Regular | 1 | 17% | 1 | 1% |
| Deficient | 0 | 0% | 0 | 0% |

Source: Teachers and students' surveys

Elaboration: Research group

b) GRAPH N° 6



c) INTERPRETATION

In this question the options excellent and good were marked 2 times which represents 33% of the population, the option very good and regular were marked 1 time which mean 17%.

In this question, 67 students answered that they are excellent at using homework resources which mean 70% of the population, 24 students marked the option very good which corresponds to 25%, the option good was marked 4 times which mean 5% of the population, the option regular was selected 1 time that represents 1%.

As it can be noticed in the graph, teachers and students indicate that the management of homework resources is excellent and good, but this only about

dictionaries because they not use all the homework resources, like internet, libraries, magazines, etc., which mean that there is a problem due to teachers do not teach and encourage students to use all these available resources that there are on hand.

7. Which of these learning styles do you consider most in the teaching-learning process?

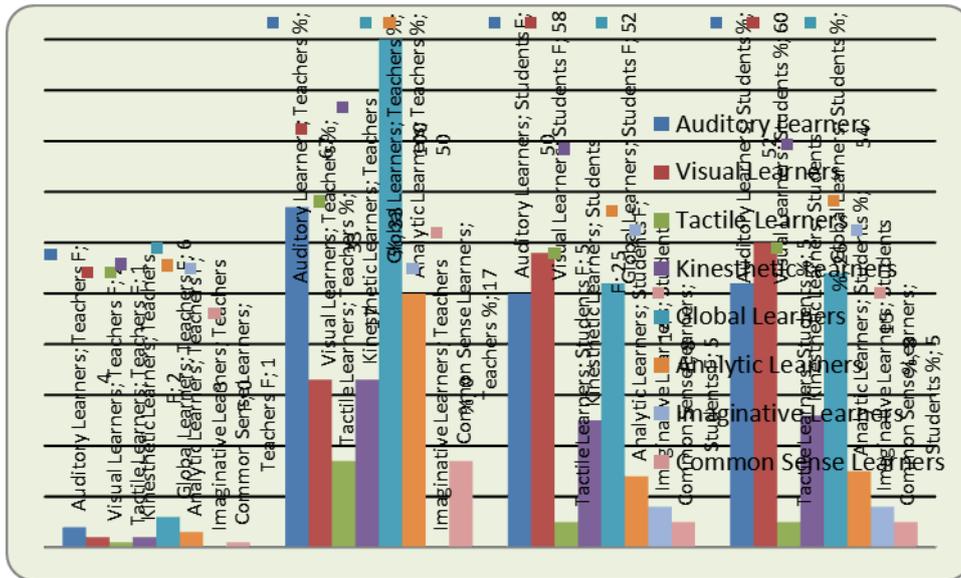
a) TABLE N° 7

| Learning Styles | Teachers | | Students | |
|-----------------------|----------|-----|----------|----|
| | F | % | F | % |
| Auditory Learners | 4 | 67 | 50 | 52 |
| Visual Learners | 2 | 33 | 58 | 60 |
| Tactile Learners | 1 | 17 | 5 | 5 |
| Kinesthetic Learners | 2 | 33 | 25 | 26 |
| Global Learners | 6 | 100 | 52 | 54 |
| Analytic Learners | 3 | 50 | 14 | 15 |
| Imaginative Learners | 0 | 0 | 8 | 8 |
| Common Sense Learners | 1 | 17 | 5 | 5 |

Source: Teachers and students' surveys

Elaboration: Research group

b) GRAPH N° 7



c) INTERPRETATION

In the present question, it is observed that global learners was marked 6 times which represent 100%, auditory learners was marked 4 times which represents 67%, analytic learners was marked 3 times which represents 50%, visual learners and kinesthetic learners were marked 2 times each one that mean 33% of the population, common sense and tactile learners were selected 1 time each one that corresponds to 17%, and imaginative learners was not marked by anyone.

As it is shown in the chart, 58 students marked that their learning style is visual learner that mean 60%, global learner was marked 52 times that represents 54%, auditory learners was selected 50 times that correspond to 52% of the population, kinesthetic learners was marked 25 times that mean 26%, analytical learners was marked 14 times that represents 15%, imaginative learners was selected 8 times

that represents 8% of the population, common sense and tactile learners was marked 5 times that corresponds to 5%.

In relation to this question, the researchers found that there is a little disagreement because most of teachers answered that they consider global learner, tactile learners and common sense learners learning styles, this is a good point because students learn through different ways, but most of students state that they are inside of global, visual, auditory and kinesthetic learners which mean that teachers have to take into account that students are different learners, since each student acquires the knowledge in different ways. Consequently it is important that teachers keep in mind that each student learns in his own manner especially when they are learning a foreign language.

8. When you teach English, do you consider the mentioned learning styles?

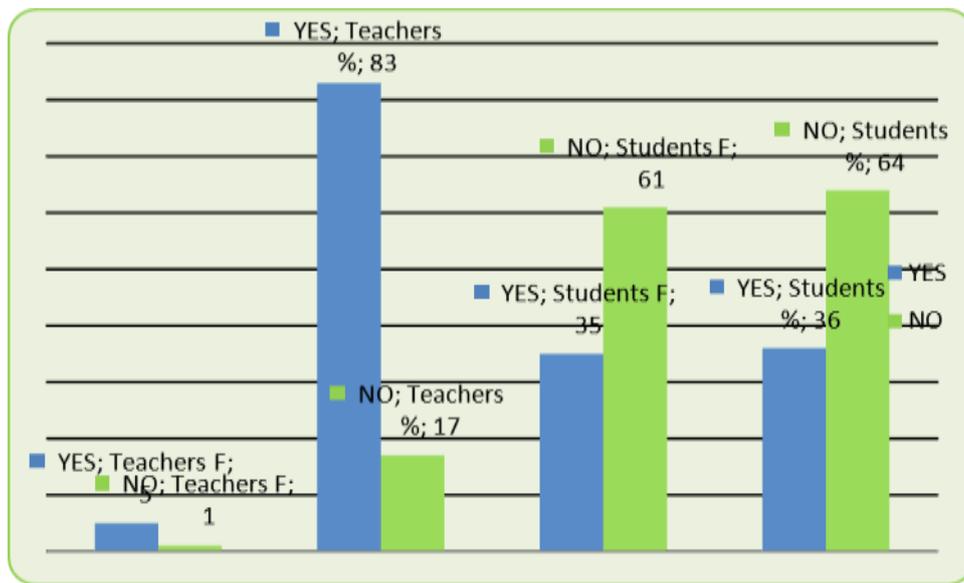
a) TABLE N° 8

| Teach English considering student's learning style | Teachers | | Students | |
|--|----------|------|----------|------|
| | F | % | F | % |
| YES | 5 | 83% | 35 | 36% |
| NO | 1 | 17% | 61 | 64% |
| TOTAL | 6 | 100% | 96 | 100% |

Source: Teachers and students' surveys

Elaboration: Research group

b) GRAPH N° 8



c) INTERPRETATION

As it could be appreciated in the statistics chart, 5 teachers answered that they consider the students' learning style that corresponds to 83% of the population, while 1 teacher answered that she does not consider the students' learning style.

In the present question, 40 students answered that their English teachers give them homework considering their learning style that represents 42% of the population, while 56 students answered that their English teacher do not consider their learning style that represents 58% of the population.

As it is known each student has different learning styles, they acquire the knowledge from diverse approaches. So that is why teachers should emphasis their teaching considering that each one has various ways of learning. Here the researchers find that teachers do not consider students' learning style, that mean a problem because if teachers teach students without taking into account their

learning style, students' performance will not be the expected as for teachers as for society. Also the researchers could find that there is a contradiction between teachers and students since teachers say that they give students homework considering their learning style, while students say that their teachers do not teach them according to their learning style.

9. How do you consider the English language learning through homework at your institution?

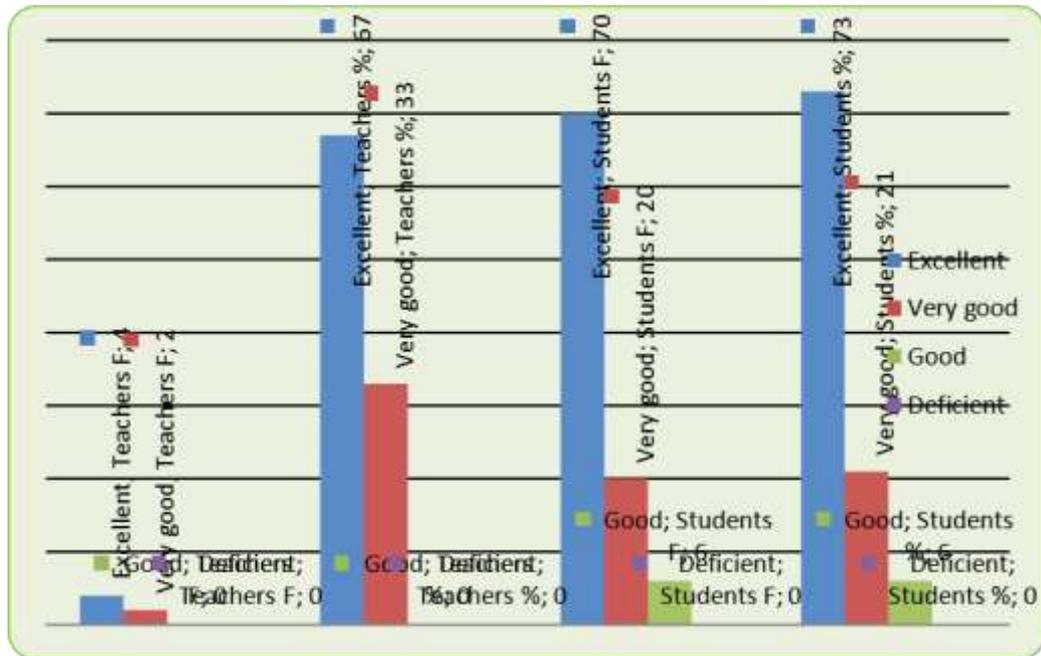
a) TABLE N° 9

| English Learning through homework | Teachers | | Students | |
|--|-----------------|----------|-----------------|----------|
| | F | % | F | % |
| Excellent | 4 | 67% | 70 | 73% |
| Very good | 2 | 33% | 20 | 21% |
| Good | 0 | 0% | 6 | 6% |
| Deficient | 0 | 0% | 0 | 0% |

Source: Teachers and students' survey

Elaboration: Research group

b) GRAPH N° 9



c) INTERPRETATION

Inside this question, 4 teachers believe that the English language learning through homework is excellent that represents 67% of the population while 2 teachers consider that the English language learning through homework is very good that represents 33% of the population.

As it is presented in the chart, 70 students believe that their English language learning through homework is excellent that mean 73%, 20 answered that their English language learning trough homework is very good that represents 21% of the population, finally 6 students believe that their English language learning trough homework is good that mean 6% of the population.

The researchers could determine that teachers accept as true the fact that homework helps too much in the English language learning, that is the way why they consider while much homework they give to their students they practice and learn more English, this is the reason why they consider as excellent and very good the education at their institution, at the same way students recognize that homework helps them too much in the English language learning, because they consider that doing homework they practice and learn more, therefore the researchers could perceive that homework has a big and positive effect in the English language learning.

7. DISCUSSION

7.1 HYPOTHESIS ONE

To contrast and verify the stated hypotheses at the beginning of the research, the group analyzed the collected data from teachers and students of “Footprints” Elementary School; this data have let the researchers prove if the hypotheses are verified or denied after that the research group has been able to establish the conclusions and recommendations inside Extra-class activities topic, specially about homework and consequently get meaningful results in the English Language teaching-learning process.

a) Statement

The homework is not given strategically to help the English language learning with the students of 5th, 6th, and 7th years of Basic Education at Footprints Elementary School, academic period 2010 -2011.

b) Demonstration

The first hypothesis has two variables the first one is homework is not given strategically, and the second one is to help the English Language Learning with the students of 5th, 6th, and 7th years of Basic Education at Footprints Elementary School, academic period 2010 -2011.

The hypothesis has been proved through the question number **ONE** where 100% of teachers said that they give homework to their students and also 100% of

students stated that their teachers give them homework. We found that it is very important since homework helps too much in the learning of a foreign language, especially English.

In the questions number **TWO** where, 100% of teachers said that they plan students' homework according to the content taught in class, because they are conscious that students have to practice at home what they learnt at school, on the other hand 84% of students said that they do homework having a positive attitude toward it, this is because they think if having a good attitude toward homework without taking into account the quantity or the complexity of it, the performance of homework will be better. So the researchers can perceive that teachers and students are not considering the other good strategies that could help them to improve the teaching-learning process.

In the question number **THREE**, 100% of teachers and 100% of students argued that homework is planned and given according to the topic taught in class. The research group reaffirms that teachers and students are convinced that it is very important to make students put into practice what they already learnt.

According to the question number **FOUR** 100% of teachers and students said that the main purpose of homework is to allow students practice, extend and consolidate work done at class, since through it teachers can notice if students are understanding and acquiring the knowledge offered by them.

c) Discussion and conclusion

The research group based on the obtained results in the field work and after the demonstration with the respective questions in the students and teachers surveys **denies the first hypothesis** because we have proved through teachers and students answers that homework is given strategically by part of teachers and also it is done applying strategies by part of students of 5th, 6th and 7th years of Basic Education at Footprints Elementary School. Academic Period 2010-2011

7.2 HYPOTHESIS TWO

a) Statement

The teachers do not encourage students to use enough homework resources to support the English language learning with the students of 5th, 6th, and 7th years of Basic Education at Footprints Elementary School, academic period 2010-2011.

b) Demonstration

The hypothesis two has two variables, the first one is teachers do not encourage students, and the second one is use homework resources to support the English language learning with the students of 5th, 6th, and 7th years of Basic Education at Footprints Elementary School, academic period 2010-2011.

This hypothesis has been verified through the questions number **FIVE** of the teachers and students' surveys; here the researchers noticed that 67% of teachers' population does not encourage students to use the different homework resources that nowadays are available to support the students' English language learning. Most of them manifested that their students use only dictionaries as homework resources, which is confirmed by 80% of students in the same question. Based on this results we consider that as teachers as students make use only of dictionaries as a homework resource, this is a drawback because they are not taking advantage of other important resources to support their English Language Learning.

The question number **SIX**, where 33% of teachers consider that their students are excellent and good at using only dictionaries as homework resources, also 70% of students argued that they are excellent at using this homework resource. Here the researchers found a problem because at the present time, students count with a large diversity of homework resources that they can use to complete their homework assignments with easiness and accuracy. Students have the technology on hand like internet, tutoring, libraries, magazines and computers, but they also need to know that some of these resources have disadvantages if they do not use them correctly.

c) Discussion and conclusion

The researchers supported in the previous demonstration **accept the second hypothesis** because it was verified that teachers are not encouraging students to

use the great variety of homework resources that are on hand to support the English language learning, especially with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary School.

7.3 HYPOTHESIS THREE

a) Statement

Teachers do not consider the students' learning styles to develop the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School. Academic Period 2010-2011.

b) Demonstration

The third hypothesis has two variables the first one is teachers do not consider the students' learning styles and the second one is to develop the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School. Academic Period 2010-2011.

In the question number **SEVEN**, where 100% of teachers consider Global learning style in the English language teaching-learning process, while 60% of students affirm that visual learning style helps them better to acquire the knowledge. Here the researchers found a problem because teachers should take

into account that every student is a different learner, therefore teachers have to teach considering each students' learning style to get a better understanding of the language.

The question number **EIGHT**, 83% of teachers said that they consider all the before mentioned learning styles, while 64% of students affirm that their teachers do not consider their learning styles to teach them English. Here the researchers could appreciate that there is a contradiction between teachers and students because teachers said that they consider the mentioned learning styles in the teaching-learning process, while students said that their teacher do not consider their different learning styles.

The question number **NINE**, here 67% of teachers consider that the English language learning through homework is excellent and 73% of students manifested the same. The research group after analyzing all the data could notice that there is big effect of homework inside the English Language Learning.

c) Decision

Therefore the research group based on the before demonstrated information with the respective question in the teachers and students applied surveys **accepts the third hypothesis**, because through the previous questions we have proved that there is a poor application of the learning styles by part of teachers into the teaching-learning process and finally the researchers realized that even though with these problems the English language learning is outstanding with the

students of 5th, 6th and 7th years of Basic Education at Footprints Elementary School.

8. CONCLUSIONS

After analyzing the research work about “Extra-class activities and their influence on the English Language learning, with the students of 5th, 6th and 7th years of Basic Education, at Footprints Elementary school. Academic Period 2010-2011. The following conclusions were established.

- The researchers conclude that teachers and students use some strategies for planning and doing homework which helps students in the English language learning, but they need to consider the other important homework strategies that will improve and facilitate the homework completion.
- Students are not been encouraged by their teachers to use the different kinds of homework resources like internet, magazines, libraries and tutoring which makes students’ achievement difficult and decreases their learning.
- Students are not taking advantage of the different homework resources that are on hand nowadays, they are limited to use only the dictionaries.
- Teachers do not take into account the importance of different learning styles during the teaching-learning process, which affects the students English language learning.
- The researchers conclude that teachers do not take into account the different students’ learning styles.

- The researchers conclude that homework assignments are a helpful tool in the English language learning, which is an advantage in the teaching-learning process.
- The research group noted that both teachers and students consider that the English Language learning through homework is excellent in their institution.

9. RECOMMENDATIONS

Once established the conclusions, we state the respective recommendations:

- The researchers recommend to the teachers make use of other strategies as for example use a homework planner to schedule students' activities and communicate with parents by asking them to sign completed homework, another strategy is to plan with other teachers the amount and frequency of homework in order to avoid students get stressed and overwhelmed.
- It is recommended for teachers to emphasize everyday at class the importance of using the different resources to complete students' homework assignments, specially giving daily activities where students can use the different resources like magazines, libraries, dictionaries and internet where they can find interactive programs that help students to practice the English language learning in an enjoyable way.
- Teachers should assign students different types of homework where include a set of activities that requires the usage of a different homework resources in every task.
- Teachers should consider the different students' learning styles during the teaching-learning process for achieving a better and successful English language learning this is because learners perceive and process information in different ways.
- It is suggested that teachers should make changes in their classroom that will be beneficial to students according to their learning style for example using: pictures, posters, maps, labels with bright colors, etc. This is an

educators' advantage because students get high scores, have better attitudes, and are more efficient learners.

- There are a wide variety of activities that teachers can apply in the classroom according to the different student's learning style for that reason the researchers recommend teachers to use: Interviewing, giving oral reports, Graphic organizers, texts with a lot of pictures, Drawing, making models, Movement activities, setting up experiments, Group activities, story writing, information presented in sequential steps, clear goals.
- Although homework helps in the teaching-learning process, the researchers recommend teachers to vary the type of homework which could include some activities that help to develop the four basic English Language skills.
- The research group suggests teachers to encourage students' parents to get involved in their children's education, through homework completion by providing them all the supplies, minimizing distractions, setting a regular time and place to do homework, providing guidance like explaining how to look up information or find a word in a dictionary.
- The researchers suggest the authorities of the institution to train teachers through workshops about the different extra-class activities, like group works, debating teams, homework clubs, field trips, etc., used to reinforce the knowledge gained at classroom.

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Language&id=147211](http://ezinearticles.com/?The-Importance-Of-The-English-Language&id=147211)

11. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

AREA OF EDUCATION, ART AND COMMUNICATION ENGLISH LANGUAGE CAREER

PROJECT

"EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION, AT FOOTPRINTS ELEMENTARY SCHOOL, ACADEMIC PERIOD 2010-2011."

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LOJA- ECUADOR

2010 - 2011

1. THEME:

**EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON
THE ENGLISH LANGUAGE LEARNING WITH THE
STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC
EDUCATION AT FOOTPRINTS ELEMENTARY SCHOOL,
ACADEMIC PERIOD 2010-2011.**

2. PROBLEM STATEMENT

2.1 BACKGROUND

Servicios Educativos Integrados Corporation “S.E.I” was created on February 18th, 2004, by a group of Loja professionals who wanted to offer educational services to the Loja community with an innovative project, based on its slogan “Love, thought, and action dedicated to education”. It began as Speak Up center offering English language courses.

One year later, the institution launched the Nursery School service based on conceptual pedagogy as its pedagogical model. It started with thirteen students and nowadays it has about 430 students and 64 teachers.

At the present time, the Institution offers the following services: Tiny Footprints Nursery School to first and second years of preschool education, Footprints Elementary school, Speak Up center with basic, intermediate and advanced English courses, and professional/self growth courses.

Its mission is to offer students an integral formation through a designed curriculum to reach academic excellence, to help with the development of cognitive, meaningful and practical processes; and at the same time it supports the learning of the English language as a second language.

The institution has a clear and specific vision that is to be recognized as an educational institution in constant pedagogical innovation based on the development of the essential competences of a human being

2.2 CURRENT SITUATION OF THE RESEARCHED OBJECT

The English language is recognized as an essential means of communication around the world, since it is mainly used to understand and to produce scientific, technical and educational information. For that reason English language has become the most spoken language around the world.

Learning a foreign language, especially English language demands effort, dedication, motivation, perseverance and mainly practice. People who really want to learn this language only have to put in action these aspects in order to benefit from more opportunities such as a better job or business potential, ability to travel and obtain visas, a change to receive a scholarship, and others.

In Ecuador, the English language learning has become an educational policy due to the fact that our country has to be at the same educative level as the developed countries. For that reason the researchers as future English teachers need to be involved in the problematic of the English language learning, and try to look for solutions to the main problems that are presented in the process of learning English language.

Consequently, the researchers have decided to develop this research work in order to know the influence of extra-class activities on the English language learning, especially homework assignments, because the researchers consider that it is one of the most important aspects in the students' English learning. The research group also wants to know what strategies teachers and students use to reinforce the knowledge of this language.

“Homework is an integral part of the learning process, and it is a fundamental key in helping students to become independent learners. Also it is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work.”⁹

English homework completion presents a problem, especially for students whose parents do not know the language and consequently they do not know how to help their children with the assignments.

Nowadays, most public elementary schools are including the teaching-learning of the English language in their curriculum but at the present time all elementary schools are adopting it as a basic subject.

Some years ago, only private elementary schools included the English language subject as part of their curriculum, which made the education in these schools better. This is the case of Footprints Elementary school, where our research is

⁹ HOMEWORK DEFINITION

The San Francisco Chronicle, 1999-12-20. Retrieved 2007-03-24
<http://en.wikipedia.org/wiki/homework> April 9th, 2010

going to be developed, because the researchers have observed that even though it is an excellent school, students have trouble doing English homework.

One of the main negative points in the English language teaching-learning process is the wrong use of homework resources by part of teachers and students. For example, teachers do not teach and encourage students to use the homework resources properly, and students do not take advantage of such resources. For instance, children use the internet only for playing video games instead of searching educational information that could help them.

Other main negative point is that teachers do not emphasize their teaching on the student's learning styles, for that reason most of them have trouble with the English language learning, due to that learning a foreign language especially English demands a lot of effort, enthusiasm, dedication and perseverance.

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

2.3 RESEARCH PROBLEM

How do extra-class activities influence the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010-2011?

2.4 DELIMITATION OF THE RESEARCH

a. Temporal

This research project will be carried out during the academic period 2010-2011.

b. Spatial

It will be developed at “Footprints Elementary school”, which is located in Punzara neighborhood, in the south-west of Loja, Ecuador.

c. Observation units

The groups that will provide information about the researched theme will be:

- Teachers of the English language subject at Footprints Elementary school.
- Students of 5th, 6th and 7th years of Basic Education at “Footprints” Elementary school
- Students’ parents.

d. Subproblems

The subproblems of our research project in addition to the general problems are:

- What are the homework strategies that help to reinforce the students’ learning of the English language with the students of 5th, 6th and 7th years

of Basic Education at “Footprints” Elementary School, academic period 2010-2011?

- What are the homework resources that support the students’ learning of the English language with the students of 5th, 6th and 7th years of Basic Education at “Footprints” Elementary School, academic period 2010-2011?
- Do teachers consider the different learning styles in the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at “Footprints” Elementary School, academic period 2010-2011?

3. JUSTIFICATION

The researchers have chosen to research about extra-class activities and their influence on the English language learning with the students of 5th, 6th and 7th year of basic education at “Footprints” Elementary School, because it is an issue that teachers, students, and parents face every day, and it has not been researched before.

It is justified because the researchers have realized that one of the main problems in extra-class activities is homework completion. This is because most of students face different problems doing homework, for example sometimes they can not complete it because they did not understand the topic, and they do not use or do not have homework resources. Also teachers should give homework strategically, according to the content and students’ level of English. Students have to complete it in an appropriate way.

From the scientific point of view, it is important to carry out this research project because it will help to get enough information to suggest some conclusions and recommendations to the problems found at Footprints Elementary school, and this will help improve the English language learning through homework at this institution.

From the educational point of view it is fundamental to develop this project because homework plays an important role in the English language learning.

However, teachers do not use the correct strategies to give homework assignments, there is a wrong use of homework resources by students, especially with the internet, and the other resources are scarcely used. And finally, most parents do not have enough knowledge about the English subject.

This research is also pertinent because it is a theme that can help students and teachers parents to solve many problems around the English language learning through homework.

This project is also possible to develop, because we as undergraduates of the English Language Career of the National University of Loja, are able to carry it out, since it is considered that there is the sufficient knowledge which has been offered by the University to develop it in better conditions.

Finally, it is also a requirement for us in order to get the Licentiate's degree in Sciences of Education, English Language specialization, and there are enough resources to carry it out in the period established in the time table.

4. OBJECTIVES

4.1. GENERAL

- To determine the influence of extra-class activities, especially on the English language learning with the students of 5th, 6th and 7th year of Basic Education at Footprints Elementary school, academic period 2010 -2011.

4.2. SPECIFIC

- To identify whether homework strategies help students on the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 - 2011.
- To know the homework resources that students use to support the English Language learning with the students of 5th, 6th, and 7th years of Basic Education at “Footprints” Elementary School, academic period 2010-2011.
- To identify which are the learning styles that teacher consider in the English language teaching-learning process with the students of 5th, 6th and 7th year of basic education at “Footprints” Elementary School, academic period 2010-2011.

5. THEORETICAL FRAME

5.1 CHAPTER I

5.1.1 EXTRA-CLASS ACTIVITIES

Extra-class activities are very important in the students learning because through them students can reinforce and support their knowledge gained in the classroom. On the other hand, teachers have to be very careful with the extra class activities, especially with homework that they give to their students to do after class, since the objective to give homework is to practice what was taught in class and sometimes introduce new topics.

Extra-class activities should be offered at each elementary and high school to provide a more complete personal development of the students. They may include school supervised activities which are an extension of the school program but which usually take place beyond regular school hours; for example homework, group works debating teams, homework clubs, field trips, etc.

The active participation in after schools activities gives students understanding, self-confidence and their development may be enriched further by guidance in the proper selection of activities, and wholesome participation in academic interests. In class and extra-class activities should help in developing the students' independence and attitude of working cooperatively with others.

In conclusion, extra-class activities are an excellent way to keep students engaged in their learning through different activities, especially homework which lets students get interested and motivated to learn by themselves, without the teacher's supervision.

This topic contains a great amount of activities that teachers, students and parents can do to contribute with the teaching-learning process, especially during the first years of elementary school.

GROUP WORK

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

A positive effect of group works is that the students tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional system.

DEBATING TEAMS

The goal is to expand the students' analytical abilities; to make them better problem solvers and evaluators of information.

The topics are often ones that directly impact the students' lives. Issues such as locker searches, year-round school and the legal driving age are used to engage the kids directly in the process.

HOMEWORK CLUBS

Homework Club is an after school program that provides a quiet, structured environment for children to do their homework. The main goal of the homework club is to encourage good work habits, organizational skills, and a sense of accomplishment in every student. Also in a homework club, all the tutors and students meet as a group. They get together every week at the same time and in the same place.

FIELD TRIPS

A field trip or excursion is a journey by a group of people to a place away from their normal environment.

The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim of field trips is to observe the subject in its natural state and possibly collect samples.

5.1.2 DEFINITION OF HOMEWORK

As previously demonstrated, extra-class activities are very important, especially homework assignments. It refers to tasks assigned to students by teachers to be completed outside of class. Most students do the work at home, thus the name 'homework'.

According to Galina Kavaliauskienė, teacher at the University of Lithuania, “homework is defined as a set of activities done outside the class and without direct supervision of the teacher with direct or indirect linguistic and communicative objectives.”¹⁰

Generally, homework assignments should include a quantity of reading to be performed, writing or computing to be completed problems to be solved, a school project to be built, or other skills to be practiced by students.

Homework, which plays an important role in the relationship between the school and the family, is typically defined as a learning experience assigned by a teacher, for completion outside of class time, which supports and enriches the learning and development of each student.

For teachers, homework is an integral part of the teaching process, and it is a fundamental means in helping the students prepare to become independent learners. Furthermore, homework is an assignment that should have direct relevancy to what is being taught in class that day or week. Homework never introduces new concepts, ideas or material, it is supplemental in nature; thus, good homework assignments will have the student practicing what they have already learned, expanding their knowledge about a subject with additional reading or viewing and responding to questions, usually in the written form, about the material and ideas that have been covered.

¹⁰ KAVALIAUSKIENĖ Galina, University of Lithuania, Homework in English for specific purposes, http://www.esp-world.info/Articles_8/HOMEWORK.htm April, 18th, 2010

5.1.3 IMPORTANCE OF HOMEWORK

“Assigning homework serves different educational needs. It helps as an intellectual discipline, establishes study habits, and supplements and reinforces work done in school. In addition, it encourages student’s initiative, independence, and responsibility and brings home and school closer together.”¹¹

Homework is valuable for the following reasons:

- It helps students to make more rapid progress in learning.
- It allows students to develop the practice of working on their own without the constant presence of the teacher. This way of working is vital at the later stages of secondary education and after.
- It provides the quiet and private conditions needed for creative and thoughtful work of all kinds.
- It allows valuable practice of skills learned in the classroom.
- It can allow students to use materials and other sources of information that are not always available in the classroom.
- It involves parents and others in the students' work for their mutual benefit.
- It gives opportunities for long term research and other work.
- It gives students valuable experience of working with deadlines.
- It establishes methods of study that are crucial to success at secondary school.

¹¹ MURPHY, J. and K. Decker "Teachers' Use of Homework in High Schools." Journal of Educational Research, (May-June 1989). April 18th,2010

5.1.4 TYPES OF HOMEWORK

There are four important types of homework:

- **“Practice homework.** - Helps students to master specific knowledge and skills that have been presented in class. This type of homework includes completing worksheets, playing learning games, writing short papers, or sentences, reading together, and studying for tests.
- **Preparation homework.** - It is designed to motivate or prepare students for new knowledge and skill for future lessons. 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.
- **Extension homework.** - Sometimes students need to communicate their mastery of knowledge and skills by using different media. To provide such opportunities teacher assigns extension homework, such as writing composition, preparing a demonstration, and making dioramas, maps, models, or other visual displays.
- **Integration homework.** - Sometimes teachers want students to complete projects that combine many skills and require a depth of knowledge. They

assign projects called integrative homework, such as preparing oral reports, written reports, science projects, class newspaper or artistic productions.”¹²

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

5.1.5 CHARACTERISTICS OF EFFECTIVE HOMEWORK

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

- It is meaningful and relevant.
- It is purposefully planned to avoid students getting stressed and overwhelmed
- It is clearly articulated by the teacher and understood by the students.
- It is differentiated, as appropriated, to gain student learning.
- It is reviewed and corrected on time, and if it is necessary feedback is given to the students.

5.1.6 THE BENEFITS OF HOMEWORK

Homework is valuable because it:

¹² MCGRAW-HILL Glencoe, a division of the Educational and Professional (2000-2005)
<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/45> May 3rd, 2010

- Strengthens home-school links because parents, teachers and students are involved in the teaching-learning process.
- Allows for practicing, extending, and consolidating work done in class.
- Teaches students how to plan and organize their time. For example, the parents may enforce a routine like this: first, students must finish the homework, then they help with the house work, and after that they can play with their friends.
- Develops students' research skills. For example, when the teacher assigns a research work, students have to go to the library or the internet to look up for the information needed.
- Establishes study habits, concentration and self-discipline which will serve students for the rest of their lives.
- Challenges talented children, because while students are doing homework they perform their abilities, the more they do the more they learn.

Homework should be expected to:

- Be appropriate for each student's age and ability.
- Take into account technology such as computers, E-mail and the Internet without disadvantaging those students who do not have access to these resources.
- Be corrected by the teacher promptly and accurately in order for the students to have the appropriate feedback.

5.1.7 THE PURPOSE OF HOMEWORK

Having a clear idea of the purpose of homework is important for teachers because through it they can notice if students understand and acquire the knowledge offered by the teacher in class, since the main purpose of homework is to give students independent practice with a skill that they have been taught at school in order to reinforce learning. Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class, usually at home.

The following are some purposes of homework:

- “To encourage students to develop the skills (reading, writing, listening and speaking) needed for independent learning.
- To develop self-discipline in work habits including working on time.
- To consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- To free up the class time for activities that requires teacher’s direct instruction, support or guidance.
- To open up areas of study or sources of information that are not accessible in the classroom.
- To encourage parents to be involved in students’ learning.”¹³

¹³ KURTUS, Ron, July-16-2006
www.school-for-champions.com/grades/homework.htm May 15th, 2010

5.1.8 TIPS FOR ASSIGNING HOMEWORK

The teachers should take into account some tips that could help them to assign homework in a correct way. According to McGraw-Hill, “once teachers have determined the type of homework to assign, thought should be given to the ways to maximize the benefits to be gained from the assignment.”¹⁴

These are the aspects that the teacher could use to assign homework:

- **Length.** Evaluate the length of the assignment with care. Consider following the rule that no more than 10 minutes per grade level should be assigned
- **Purpose/Value.** Design activities that have meaning and support classroom learning. Communicate the purpose to students.
- **Direction.** Provide clear directions on how students should complete assignments, how they will be graded, and when assignments are due.
- **Appropriateness.** Match assignment tasks to students' abilities and interests.
- **Variety.** Keep students engaged by assigning a variety of different types of homework.
- **Balance.** Assign a balance of both short and long range assignments. Too many long range assignments will overload the student.
- **Feedback.** Provide feedback as soon as possible.

¹⁴ MCGRAW-HILL Glencoe, a division of the Educational and Professional (2000-2005)
<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/45> May 15th, 2010

5.1.9 ROLES AND RESPONSIBILITIES RELATED TO HOMEWORK

There are some roles and responsibilities of all parties involved in the homework process: teachers, students and their parents.

5.1.9.1 Teachers are responsible to:

- Provide clear, purposeful, and specific reasons for doing homework. For example: 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, agenda, etc.).
- Monitor homework and provide timely, regular feedback when the homework is checked.
- Teach skills necessary for successful homework completion (e.g., materials organization, time management, problem solving).

5.1.9.2 Students are expected to:

- Make sure that homework is understood. If they do not understand, students should ask the teacher before leaving school.
- Complete all homework and do the do the best. If students do not know exactly how to do it, they can ask for help from classmates, family, books, internet, etc.
- Manage time and materials (e.g., bring home necessary materials, bring

homework back to school at appropriate time, and communicate any problems to the teacher).

5.1.9.3 Family should:

- Provide a suitable environment for working at home without any distraction (noise, TV, toys, etc).
- Participate appropriately in the children's homework experience (e.g. clarify expectations, establish homework routines, and provide guidance as needed).
- Communicate regularly with the teachers and stay informed about the child's behavior, and their participation in class.
- Monitor and encourage student's progress and homework completion.
- Establish a healthy balance between homework and the child's other activities.

5.1.9.4 School's responsibility is:

- Establish school homework guidelines.
- Offer information to assist parents in helping their children learn at home (interviews/conferences, newsletter).

5.1.10 AMOUNT OF HOMEWORK REQUIRED

An important aspect of homework assignments is the amount of homework assigned.

The psychologist Barbara Rothschild argues that “a review of research studies showed that, within limits, there is a positive correlation between the amount of homework done and student achievement. The research synthesis also showed that too much homework could be extremely counterproductive, causing students to get tired.”¹⁵

The amount of homework should be given according to the age and students’ level; this means that while the students’ age and level increase, the amount of homework must increase too. Age is one of the factors that needs to be taken into account when assessing the association between homework and student’s learning.

The following is a table which shows the amount of time that children should spend doing homework, according to the level and age.

| GRADE | AMOUNT OF TIME |
|--------------|-----------------------|
| Grade one | 5 to 10 minutes |
| Grade two | 10 to 20 minutes |
| Grade three | 15 to 30 minutes |
| Grade four | 20 to 40 minutes |
| Grade five | 25 to 50 minutes |
| Grade six | 30 to 60 minutes |

¹⁵ ROTHSCHILD, Barbara. "Emphasis on homework". Courier Post, Retrieved 2007-03-25
<http://en.wikipedia.org/wiki/Homework> May 15th, 2010

5.1.11. POSITIVE AND NEGATIVE EFFECTS OF HOMEWORK

Homework could have positive and negative effects inside its development since it could help or discourage the children learning. According to Galina Kavaliauskienė, teacher at University of Lithuania argues that “there are three types of positive effects, which are classified and described here in.”¹⁶

First, immediate effects on achievement, including:

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

Second, long-term academic effects, including:

- Improved attitude toward school.
- Learning encouraged during leisure time.
- Better study habits and skills.

Third, non-academic long-term effects, including:

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

¹⁶ KAVALIAUSKIENĖ Galina, University of Lithuania, Homework in English for specific purposes. April 18th, 2010
http://www.esp-world.info/Articles_8/HOMEWORK.htm

- More inquisitiveness.
- More independent problem solving.

Among the negative effects Cooper pointed out:

- Exhaustion, which leads to loss of interest in academic material.
- Physical and emotional fatigue.
- Denial of access to leisure time and community activities.
- Cheating through copying from other students' homework.

According to this research, there is a positive relationship between time spent on homework and achievement; the correlation between them should not be taken as evidence that more time on homework necessarily guide to better achievement. Learners prefer interesting, challenging and varied tasks.

In conclusion, according to the researched information it is considered that student's learning improves when homework serves a clear purpose and is matched to both the skills of each individual student and to the current topics being taught in class. Feedback improves the effectiveness of homework, especially when it is given in a timely manner within 24 hours or the next class period. Effective feedback improves student's learning by correcting misunderstanding, validating process, and highlighting errors in thinking. Another way teachers can be more effective is by alerting parents to their students' homework, giving parents a chance to become familiar with the material and their child's progress. This also encourages parents to become involved in the homework process.

5.2 CHAPTER II

5.2.1 HOMEWORK STRATEGIES

Homework has some very important strategies to follow by part of all the involved staff like, teachers, students and parents. They should apply these strategies in order to help and support the teaching-learning process.

5.2.1.1 TEACHER STRATEGIES

Inside this point, there is a big variety of strategies that teacher should apply to assign homework in a correct way. Since the point of view of Margaret Carr, educational consultant “teachers play a vital role in the selection, assignment, and use of homework. She indicates that where homework assignments are meaningful and relevant, student achievement increases.”¹⁷

Teachers should:

- Communicate to the parents in the first meeting or correspondence of the year about the appropriate areas in which parental involvement can help reinforce their children’s learning rates, performance, and confidence. Teachers should include suggestions to parents on how to provide homework assistance.
- Compare the amount of time students require to complete homework assignments with an anticipated completion time, and modify assignments as needed.

¹⁷CARR Margaret, Educational consultant, for the LDAT Conference, November 1999
http://www.ldat.org/ld_info/homework.html May 6th, 2010

- Learn student's feelings about homework assignments by having them circle smiling, frowning or neutral faces on the corner of homework papers to indicate their feelings too easy, too difficult, or just right. Then modify assignments as needed.
- Plan and coordinate with other teachers at the school in terms of length and frequency of homework assignments, adoption of similar homework practices, such as a standard style for headings.
- Assign activities such as age-appropriate games (made in class) or other activities that will be fun for the students.
- Assign activities which are relevant to the child outside of the classroom.
- Assign homework that enriches, reinforces, or supplements classroom instruction. Randomly reward homework completion.
- Use a homework planner. Just as adults use calendars or other aids to schedule activities, students can benefit from structured notes. They can be taught to enter assignments, note due dates, and indicate completion. The planner can also be used to communicate with parents by asking them to sign completed homework and to pass notes between school and home.
- 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.
- Teach study skills such as note taking, strategies to increase reading comprehension.

- Assign the right level of homework. Homework assignments should be at the instructional level that matches student’s skills.
- Provide positive recognition for homework completion, and appropriate consequences for lack of completion.
- Recognize student uniqueness. Students need time to adapt and shape what they are learning as they practice. As they practice, give time, they will incorporate the new skill into a knowledge base their own, deepening understanding.
- Provide appropriate feedback. Effective feedback corrects misunderstanding, validates process, and highlights errors in thinking.
- Create support structures for homework. Journals, trackers and others tools help students organize assignments and support communication between student, teacher, and parents.

5.2.1.2 STUDENTS' STRATEGIES

If students want to perform better in their homework completion, they should follow the following strategies:

- Effective study skills can help to speed up the completion of homework, giving the student more free time for other activities.
- In cases where the teacher assigns homework verbally or on the board, the student can avoid forgetting or misremembering the assignments by writing them down and keeping them well-organized in a notebook, planner, or agenda.

- It is also recommended to develop a strategy that helps students to do their assignments in a better way when one student develops a strategy that decreases the student's chances of forgetting completed homework at home.
- Students with a positive attitude toward homework, who enjoy it and work on it enthusiastically, generally complete their homework faster than if they view their homework negatively.
- Minimizing distractions, by studying in a quiet room and leaving the TV off, etc, make it easier to concentrate and get homework done faster, while doing a better job. Contrary to specialists' recommendations, there is no evidence that the radio, as opposed to the television, hinders performance. This may be because radios emit only audio and no video, so there is less distraction.

In conclusion, older students (the fifth and seventh-graders) spend more time studying harder items and perform better than the younger students, this may be because younger students are less able than older children to ignore irrelevant information or stimulation in the environment and less able to avoid distraction.

5.2.1.3 PARENTS' STRATEGIES

As we mentioned before, parents are a fundamental support in their children success, so they should stay involved inside their children activities, especially in homework completion, for that reason Barbara Rothschild emphasizes that

“parents can get involved in their children assignments using the following strategies”¹⁸

- Setting a regular time to do homework and designating a specific place for doing homework helps keep the student well-focused on his or her studies.
- Teachers need to know what their students understand and can do independently, therefore they often advise parents not to do the children's homework assignments for them.
- On the other hand, it is also fairly common for teachers to give assignments far beyond what students can do independently and for teachers to expect parents to go over homework and have the student make corrections before it is turned in.
- Independent learning is encouraged and improved by providing guidance (such as explaining how to look up information or find a word in a dictionary) rather than merely providing the answers to the child's homework-related questions.
- Having one's child read out loud allows the parent to provide corrections for reading and helps the student learn how to read better.
- Parents can share any concerns about regarding the amount or type of homework assigned with their children's teacher or principal.
- Encouraging children to take notes concerning homework assignments in case questions arise later at home.

¹⁸ ROTHSCHILD, Barbara. "Emphasis on homework". Courier Post, Retrieved 2007-03-25
<http://en.wikipedia.org/wiki/Homework> May 15th,2010

- Limiting after-school activities to allow time for both homework and family activities.
- Praising children's efforts. If questions arise about the assignments and children ask for help, making questions or working through an example rather than simply providing the answer.
- Younger children need more parental assistance with homework than older children. Doing several problems or questions together, and then observing children doing the next one or two.
- If children are in elementary school, checking completed assignments. At all levels, asking to look at homework once it has been marked and returned.
- Turning off the TV set. Explain to the children that when they are doing homework it is not TV time, because it could distract them.
- A home dictionary is essential. Keeping it in an accessible place and encouraging children to use it as much as possible.
- Making sure the materials that children need, such as paper, pencils, scissors,. Glue, eraser, ruler, etc. are available and ask children if special materials will be needed for some projects and get them in advance.
- Helping children with time management, establishing a set time each day for doing homework. Not let children leave homework until it has been finished.
- Being positive about homework; telling children how important school is. The attitude that parents express about homework will be the attitude that children acquire.
- Helping children figure out what is hard homework and what is easy homework. Having children do the hard work first. This will mean they will

be most alert when facing the biggest challenges easy material will seem to go fast when fatigue begins to set in.

- Students may not always view homework as a pleasant experience, but if the assignment serves a good purpose and parents reinforce the completion of the tasks, students will benefit by gaining higher grades, better study habits, and a more positive attitude toward school and learning.

5.2.2 HOMEWORK RESOURCES

Nowadays, teachers and students have a wide variety of homework resources they can use to complete their homework assignments with ease and accuracy. The following are the most important ones:

5.2.2.1 INTERNET

There are many homework-related resources available on the World Wide Web that students can use. These sites can guide them to good sources for research and offer tips and guidance about English language learning.

“There are web-sites dedicated to communicating about homework, for teachers to send assignments on-line for students, and to keep parents informed. Many schools offer their own homework posting services on their websites.”¹⁹

¹⁹ ROTHSCHILD, Barbara. "Emphasis on homework". Courier Post, Retrieved 2007-03-25 <http://en.wikipedia.org/wiki/Homework> May 15th, 2010

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

5.2.2.2 TUTORING

Another resource for the student is a private tutor. This is a person who is paid to spend time going over school work with students. If cost is a concern, this can be less expensive if a small group of kids share a tutoring session.

“Other parents find help through their community where tutoring, study groups and other resources may be made available. Many libraries provide tutors for helping students with their homework, both in-person and on-line.”²⁰

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

5.2.2.3 DICTIONARIES

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

²⁰ ROTHSCCHILD, Barbara. "Emphasis on homework". Courier Post, Retrieved 2007-03-25 <http://en.wikipedia.org/wiki/Homework> May 15th, 2010

5.2.2.4 MAGAZINES AND NEWSPAPERS

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

5.3 CHAPTER III

5.3.1 LEARNING ENGLISH LANGUAGE

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

5.3.2 THE IMPORTANCE OF LEARNING ENGLISH LANGUAGE

“The first stage of learning English would be very interesting. Once the students are fluent with the alphabet, slowly they can learn many words. It would always be better to follow the method of reading first, then writing.

Learners can use the picture books for this purpose. When they feel that they are familiar with the words, they can form sentences. This is the most interesting stage to learn. The learners just think of a sentence in their mother language, and try to write the same sentence in English. There could be some mistakes. But they should not bother about it. Although, the learners have to write the same sentence using many different words until they are satisfied with their sentence. If they follow this way, very soon they can create sentences of their own.

The next step is learning the grammar of the language. It is quite simple and very systematic compared with other languages. There are certain rules and regulations for each and every topic in grammar of this language. As long as the learners follow the rules and regulations, it would be a difficult task to make mistakes.

The presentation is the most important factor in communicating learners' feelings. So, naturally they must be sure while they are presenting. At any point, do not try to write or speak, beyond their capability. Even if it is a small and simple sentence, it would reach the receiver perfectly. This is our basic idea. Slowly, the learners can improve the standard of their language by practice. If they know to form the sentences, it is more than enough to go deep into the subject.”²¹

5.3.3 THE ROLE OF THE LANGUAGE LEARNER

“The role of the learner should be established from the very beginning. The learner must assume the role of learner; he must act like a learner. He should view himself as a student of the language and culture. He is the one who does not know, and those around him are the ones who do know what he needs to learn.”²²

The learner knows how to act as insiders in the culture, and he only knows how to act as an outsider, a foreigner. Every native speaker is potentially a person from whom he can learn. As he assume the role of a learner, they will feel more comfortable in correcting his mistakes and helping him learn.

²¹ SUNDARAM Raghu, Teacher consultant, 1998 June 2nd, 2010

<http://ezinearticles.com/?The-Importance-Of-The-English-Language&id=147211>

²² Doc. Module 3 CII.UNL. The Communication in the English Language. 2007, Pages 23-24 May 26th, 2010.

5.3.4 SUCCESSFUL LANGUAGE LEARNING

“When people want to learn English have to be conscious that they have to put in practice these strategies:”²³

- **Making English “real”**

Extracurricular activities like school trips to meet English-speaking people, places, or events all make a difference. Students can suddenly be made to see the relevance of their efforts and that English is not just a hundred words to learn a term.

- **Speaking means listening too**

Linguistically, it is impossible to separate speaking from listening. The implication for the classroom is that students have to do a lot of listening (to us, cassettes, videos, and each other). The more they do, the more their interest and desire to speak will be aroused.

- **Not forgetting pronunciation**

The first things teachers tend to omit from course books are the pronunciation exercises. The message that it sends to students is that pronunciation is not very important. But if the aim is to teach students to speak more in class then the opposite is true. An increased amount of pronunciation work is inevitable, especially in countries where the first language is very different from English, and it can be a lot of fun.

²³ Doc. Module 3 CII.UNL. The Communication in the English Language. 2007, Pages 23-24 May 26th, 2010.

- **Do speaking activities from homework**

This can mean breaking other habits. For example students will not learn to speak English if they only speak it in the classroom. They have to be able to practice speaking for themselves outside class or with a foreign speaker. This means finding oral homework. So this could be in streets, speaking clubs, field trips, teams, etc.

5.3.5 LEARNING STYLES

DEFINITION

This approach to learning emphasizes the fact that people perceive and process information in very different ways. The learning styles theory implies that how much people learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are “smart.” In fact, educators should not ask, “Is this student smart?” but rather “How is this student smart?”

5.3.6 STUDENTS’ LEARNING STYLES

It is especially crucial to take the students' learning styles into account during the English teaching-learning process.

“It is always important for teachers to base their teaching considering their students’ learning styles but this becomes crucial with teaching English language learners. English language learners may be highly educated in their own language

but experience difficulties when acquiring English because they are accustomed to learning through a different style.”²⁴

In any case, most English language learners are visual or kinesthetic learners when they first learn English. Most teachers, especially in the upper grades, teach to students with an auditory learning style. This can be very difficult for them in their class.

5.3.6.1 Auditory Learners

Students with this style will be able to remember what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. They are phonetic readers who enjoy oral reading, choral reading, and listening to recorded books. They learn best by doing the following:

- Interviewing, debating.
- Participating on a panel.
- Giving oral reports.
- Participating in oral discussions of written material.

5.3.6.2 Visual Learners

Visual learners will be able to remember what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. Better

²⁴ LEFEVER D, Marlene Learning Styles book Pags25/27
www.books.google.com.ec/books May 26th, 2010

yet, present information to them with a video. They will learn by observing and enjoy working with the following:

- Computer graphics.
- Maps, graphs, charts.
- Cartoons.
- Posters.
- Diagrams.
- Graphic organizers.
- Text with a lot of pictures.

5.3.6.3 Tactile Learners

Students with this strength learn best by touching. They understand directions that they write and will learn best through manipulate things. Try using the Language Experience Approach (LEA) when teaching these students to read. These students will also benefit from whole language approaches to reading. They will learn best by:

- Drawing.
- Playing board games.
- Making dioramas.
- Making models.
- Following instructions to make something.

5.3.6.4 Kinesthetic Learners

Kinesthetic learners also learn by touching or manipulating objects. They need to involve their whole body in learning. Total Physical Response is a good ESL method for them. They remember material best if they act it out. These students learn best by:

- Playing games that involve their whole body.
- Movement activities.
- Making models.
- Following instructions to make something.
- Setting up experiments.

5.3.6.5 Global Learners

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners. Global learners learn best through:

- Choral reading.
- Recorded books.
- Story writing.
- Computer programs.
- Games.
- Group activities.

5.3.6.6 Analytic Learners

Analytic learners plan and organize their work. They focus on details and are logical. They are phonetic readers and prefer to work individually on activity sheets. They learn best when:

- Information is presented in sequential steps.
- Lessons are structured and teacher-directed.
- Goals are clear.
- Requirements are spelled out.

5.3.6.7 Imaginative learners

They easily share from their past experiences, providing a context for learning. Students approach a subject with a wealth of knowledge. Starting with student's prior understanding gets their attention immediately. It focuses them on the direction the teacher wishes to take them. The imaginative learners can help the whole class establish the "why" of the lesson. They can draw on past knowledge and experiences and share with their peers while everyone should pay attention to this subject, because this is really important.

5.3.6.8 Common sense learners

They need to see if what they learned makes sense now. The common sense learners do not feel that it is enough to know the content about the subject. They must find how to put what they know into practice, to make it suitable.

5.3.7 LEARNING STYLES IN THE CLASSROOM

“A Practical Approach gives a background of how learners are affected by elements of the classroom and follow it with recommendations of how to accommodate students’ learning strengths. According to Pashler, H.; McDaniel, M.; Rohrer, D.; Bjork, R. write that “learners are affected by their:

- Immediate environment (sound, light, temperature, and design).
- Own emotionality (motivation, persistence, responsibility, and need for structure or flexibility).
- Sociological needs (self, pair, peers, team, adult, or varied).
- Physical needs (perceptual strengths, intake, time, and mobility).

They analyze that students score higher, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator’s advantage to consider the students’ preferred styles.

Although learning styles will inevitably differ among students in the classroom, they say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign and the development of small-group techniques. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively (such as having different learning stations and instructional areas), clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom.

Small-group techniques often include a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming.”²⁵

Another scholar who believes that learning styles should have an effect on the classroom is **Marilee Sprenger**, as evidenced by her book, *Differentiation through Learning Styles and Memory*.

Sprenger bases her recommendations for classroom learning on three premises:

- Teachers can be learners, and learners can be teachers. They are all both.
- Everyone can learn under the right circumstances.
- Learning is fun! Make it appealing.

She details various ways in which teachers can teach so that students will remember. She categorizes these teaching methods according to which learning style they fit visual, auditory, or tactile/kinesthetic.

Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using overhead transparencies/handouts, and writing down instructions.

²⁵ Pashler, H.; McDaniel, M.; Rohrer, D.; Bjork, R. (2009). "Learning styles: Concepts and evidence". *Psychological Science in the Public Interest* **9**: 105–119
http://en.wikipedia.org/wiki/Learning_style June 2nd,2010

Methods for auditory learners include repeating difficult words and concepts aloud, incorporating small-group discussion, organizing debates, listening to books on tape, writing oral reports, and encouraging oral interpretation.

Methods for tactile/kinesthetic learners include providing hands-on activities (experiments, etc.), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role play, and having field trips.

By using a variety of teaching methods from each of these categories, teachers are able to accommodate different learning styles. They are also able to challenge students to learn in different ways. Just as Kolb suggested that students who use all 4 approaches of his learning cycle learn more effectively, students who are able to learn through a variety of ways are more effective learners.

6. HYPOTHESES

6.1 GENERAL

- The extra-class activities influence the English language learning with the students of 5th, 6th, and 7th years of Basic Education at Footprints Elementary School in Loja city.

6.2 SPECIFIC

- The homework is not given strategically to help the English language learning with the students of 5th, 6th, and 7th years of basic education at Footprints Elementary School, academic period 2010 -2011.
- The teachers do not encourage students to use enough homework resources to support the English language learning with the students of 5th, 6th, and 7th years of Basic Education at Footprints Elementary School, academic period 2010-2011.
- Teachers do not consider the students' learning styles to develop the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011.

7. METHODOLOGY

7.1 DESIGN OF THE RESEARCH

This research work is characterized as non-experimental, because it is a social educational work and it will be developed in a descriptive way. The researchers will not have the chance to manipulate the variables of the work. It will be applied surveys in order to get the information about the researched object. And that will help us develop a critical analysis of the results to propose conclusions and recommendations.

7.2 METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1 METHODS

The main method that the research group will use in the research work is the scientific method, because this will facilitate the development of a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. It will also lead to a logical explanation of the relations that are established in the researched object and consequently the researchers can derive conclusions and recommendations to the found problem. The scientific method will be useful to deduce the conclusions based on the theoretical referents.

As particular methods the researchers will use the descriptive, the analytical-synthetic and the explicative methods. And they will also use the descriptive statistic as a supplementary tool.

Also the research group will use the **descriptive** method to collect the information, describe the obtained results in the applying instruments and it will let organize the information according to the hypotheses and the indicators that will be found out for each one of the variables.

The descriptive method will provide the rules to demonstrate the importance of the research, describe the problematic found in this educative institution, the description of the variables, the independent as well as the dependent and it help describe coherence in all the research work presenting the results and supporting the conclusions. This method will help us observe which strategies teachers are using to give students tasks and how they are helping students with homework completion.

Also, the researchers will use the **analytic-synthetic** method, which will serve to analyze the empirical information from the applied instruments and consequently derive the respective conclusions according to the tendencies of the results in the field information. It will also serve to analyze the students' English learning through homework.

The **explicative method** will also be used, in the explanation of the logical implications of the variables of every hypothesis and in this way it will be possible to prove or disapprove them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Finally, the research group will use the descriptive statistics which will serve to represent the data in tables, squares and graphics to achieve a better comprehension of the information.

7.2.2. TECHNIQUES AND INSTRUMENTS

To obtain the empirical information, the researchers will apply a **survey** to teachers, and students. It will be applied to get information about the homework problems that teachers and students face in homework completion. It will be applied to teachers and students a questionnaire, which will contain different types of closed questions about the topic that will be researched.

7.3 PROCEDURES

It will be included the following procedures in the research work:

7.3.1. TABULATION

To achieve the tabulation of the information obtained in the field, the researchers will use the descriptive statistics for the closed questions and unifying criteria

from the reason or explanation of every question. It will contrast the information of the teachers and students which will let us obtain the appropriate information.

7.3.2. ORGANIZATION

After organizing the empirical information, classifying the questions that will serve to prove every hypothesis and keeping in mind the variables as a guide that will help to prove them, the next step will be performed with the interpretation and analysis.

7.3.3 GRAPHIC REPRESENTATION

Once the data is described, they will be represented graphically to facilitate their interpretation and consequently the critical analysis of every question. It will be used diagrams to show the information.

7.3.4 INTERPRETATION AND ANALYSIS

After the researchers have presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

7.3.5 HYPOTHESIS VERIFICATION

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field research whose final results are expressed in a descriptive way.

7.3.6 CONCLUSIONS AND RECOMMENDATIONS

The conclusions will be drawn based on a specific analysis of the results and they will serve to give recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated this project.

7.4 POPULATION

Due to the fact that the population of 5th, 6th and 7th years of Basic Education is only 96 students, it is not possible to apply the formula to take a sample, for that reason the researchers are going to apply the surveys to all the students of the previous mentioned years of Basic Education considering that they are in the highest levels and they could answer the survey questions correctly. Regard to the teachers we are going to work with all the English teachers of the basic education because there are only six English teachers.

| COURSES | PARALLEL | | | POPULATION |
|---|----------|----|----|------------|
| | A | B | C | |
| 5 th year of basic education | 15 | 17 | 17 | 49 |
| 6 th year of basic education | 14 | 16 | | 30 |
| 7 th year of basic education | 17 | | | 17 |
| TOTAL | | | | 96 |
| Teachers' population | | | | 6 |

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1 RESOURCES

8.1.1. HUMAN

Research Group: Ana Lucia Garrido Jiménez and Pastora Isabel Sarango Lozano, English teachers and students of 5th, 6th and 7th years of Basic Education of the Footprints Elementary school.

8.1.2. MATERIAL

Office material, books, copies, computer, printer, paper, folders and internet

8.2. BUDGET

| | |
|--------------------------------|-----------------------|
| ➤ Internet | \$50 |
| ➤ Printing of the first draft | \$150 |
| ➤ Printing of the second draft | \$200 |
| ➤ Printing of the final work | \$500 |
| ➤ Unforeseen | \$350 |
| TOTAL | <u>\$1,250</u> |

8.3. FINANCING

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

9. TIMETABLE

ACADEMIC PERIOD 2010-2011

| ACTIVITIES | Oct | | | | Nov | | | | Dec | | | | Jan | | | | Feb | | | | March | | | | April | | | | Jun | | | |
|---|-----------------------------|---|---|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|-------|---|---|---|-------|---|---|---|-----|---|---|---|
| | 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 and redesign of the research instruments | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | | | | | |
| Application of the research instruments | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | |
| Processing of the research | | | | | | | | | | | | | | | x | x | x | | | | | | | | | | | | | | | |
| Drawing the conclusions | | | | | | | | | | | | | | | | | | x | x | x | x | | | | | | | | | | | |
| Development of the report | | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | |
| Private qualification of the thesis | | | | | | | | | | | | | | | | | | | | | | | | | | x | | | | | | |
| Writing the recommendations | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | x | | | |
| Public defense and Graduation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | | |

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11. INDEX

| | |
|---|----|
| 1. THEME | 64 |
| 2. PROBLEM STATEMENT | 65 |
| 2.1. BACKGROUND..... | 65 |
| 2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT | 66 |
| 2.3. RESEARCH PROBLEM | 68 |
| 2.4. DELIMITATION OF THE RESEARCH | 69 |
| 3. JUSTIFICATION..... | 71 |
| 4. OBJECTIVES | 73 |
| 4.1. GENERAL | 73 |
| 4.2. SPECIFICS..... | 73 |
| 5. THEORETICAL FRAME | 74 |
| 5.1. CHAPTER I..... | 74 |
| 5.1.1. EXTRA-CLASS ACTIVITIES | 74 |
| 5.1.2. DEFINITION OF HOMEWORK | 76 |
| 5.1.3. IMPORTANCE OF HOMEWORK..... | 78 |
| 5.1.4. TYPES OF HOMEWORK..... | 79 |
| 5.1.5. CHARACTERISTICS OF EFFECTIVE HOMEWORK | 80 |
| 5.1.6. THE BENEFITS OF HOMEWORK | 80 |
| 5.1.7. THE PURPOSE OF HOMEWORK | 82 |
| 5.1.8. TIPS FOR ASSIGNING HOMEWORK | 83 |
| 5.1.9. ROLES AND RESPONSIBILITIES ABOUT HOMEWORK..... | 84 |
| 5.1.9.1. TEACHERS | 84 |

| | |
|--|------------|
| 5.1.9.2. STUDENTS | 84 |
| 5.1.9.3. FAMILY | 85 |
| 5.1.9.4. SCHOOL | 85 |
| 5.1.10. AMOUNT OF HOMEWORK REQUIRED | 85 |
| 5.1.11. POSSITIVES AND NEGATIVES EFFECTS OF HOMEWORK.... | 87 |
| 5.2. CHAPTER II | 89 |
| 5.2.1. HOMEWORK STRATEGIES | 89 |
| 5.2.1.1. TEACHER STRATEGIES | 89 |
| 5.2.1.2. STUDENTS' STRATEGIES | 91 |
| 5.2.1.3. PARENTS' STRATEGIES | 92 |
| 5.2.3. HOMEWORK RESOURCES..... | 95 |
| 5.2.3.1. INTERNET | 95 |
| 5.2.3.2 TUTORING | 96 |
| 5.2.3.3. DICTIONARIES | 96 |
| 5.2.3.4. MAGAZINES AND NEWSPAPER | 97 |
| 5.3. CHAPTER III..... | 98 |
| 5.3.1. LEARNING ENGLISH LANGUAGE | 98 |
| 5.3.2. THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE .. | 98 |
| 5.3.3. THE ROLE OF THE LANGUAGE LEARNER | 99 |
| 5.3.4. SUCCESSFUL LANGUAGE LEARNING | 100 |
| 5.3.5. LEARNING STYLES | 101 |
| 5.3.5.1. STUDENTS' LEARNING STYLES | 101 |
| 5.3.5.2. LEARNING STYLES IN THE CLASSROOM | 106 |
| 6. HYPOTHESES | 109 |

| | |
|--|-----|
| 6.1. GENERAL..... | 109 |
| 6.2. SPECIFICS | 109 |
| 7. METHODOLOGY | 110 |
| 7.1. DESIGN OF THE RESEARCH..... | 110 |
| 7.2. METHODS, TECHNIQUES AND INSTRUMENTS | 110 |
| 7.3. METHODS | 110 |
| 7.3.1. TECHNIQUES AND INSTRUMENTS | 112 |
| 7.4. PROCEDURES | 112 |
| 7.4.1. TABULATION | 112 |
| 7.4.2. ORGANIZATION..... | 113 |
| 7.4.3. GRAPHIC REPRESENTATION..... | 113 |
| 7.4.4. INTERPRETATION AND ANALYSIS..... | 113 |
| 7.4.5. HYPOTHESIS VERIFICATION | 114 |
| 7.4.6. CONCLUSIONS AND RECOMMENDATIONS..... | 114 |
| 7.5. POPULATION | 114 |
| 8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH | 115 |
| 8.1. RESOURCES | 115 |
| 8.1.1. HUMAN..... | 115 |
| 8.1.2. MATERIAL | 115 |
| 8.2. BUDGET | 115 |
| 8.3. FINANCING | 116 |
| 9. TIMETABLE | 117 |
| 10. BIBLIOGRAPHY | 118 |
| 11. INDEX..... | 120 |

12. ANNEXES 124

12. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

AREA OF EDUCATION ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

SURVEY FOR TEACHERS

Dear teacher, we would like to ask you to help us by answering the following questions. We are collecting information that will serve us to carry out our thesis project at National University of Loja.

HYPOTHESIS 1

1. Do you give homework to your students?

Yes () No ()

Why.....
.....

2. Which of these strategies do you use to plan students' homework?

- a. Use a homework planner. ()
- b. Assign the right amount of homework ()
- c. Give a homework purpose ()
- d. Give homework according to the content ()
- e. Provide students feedback ()
- f. Give homework according to the appropriate age ()
- g. Plan with other teachers the length and frequency of homework ()
- h. Other ()

Explain.....
.....

3. Do you plan students' homework according to the topic taught in class?

Yes () No ()

Why.....
.....

4. In your opinion what is the purpose of giving students homework?

- a. To allow students practice, extend and consolidate work done in class ()
- b. To teach students how to plan and organize their time. ()
- c. To develop students' research skills ()
- d. Other ()

Explain.....

HYPOTHESIS 2

5. Which homework resources do your students use to support their homework completion?

- a. Internet ()
- b. Tutoring ()
- c. Dictionaries ()
- d. Magazines ()
- e. Libraries ()
- f. Computers ()
- g. Other ()

Explain.....

6. How good are your students at using homework resources?

- a. Excellent ()
- b. Very good ()
- c. Good ()
- d. Regular ()
- e. Deficient ()

HYPOTHESIS 3

7. Which of these learning styles do you consider most in the teaching-learning process?

- a. Auditory Learners ()
- b. Visual Learners ()
- c. Tactile Learners ()
- d. Kinesthetic Learners ()
- e. Global Learners ()
- f. Analytic Learners ()
- g. Imaginative learners ()
- h. Common sense Learners ()

Why?

.....

8. When you teach English, do you consider the mentioned learning styles?

- Yes () No ()

Why?

.....

9. How do you consider the English language learning through homework at your institution?

- a. Excellent 20-18 ()
- b. Very Good 17-15 ()
- c. Good 14-13 ()
- d. Deficient 12- 0 ()

Thank you for your help



UNIVERSIDAD NACIONAL DE LOJA

AREA OF EDUCATION ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

SURVEY FOR STUDENTS

Dear students, we would like to ask you to help us by answering the following questions. We are collecting information that will serve us to carry out our thesis project at National University of Loja.

HYPOTHESIS 1

1. Does your English teacher give you homework?

Yes () No ()

2. Which of these strategies do you use to do your homework?

- a. Minimizing distractions ()
- b. Have a positive attitude toward homework ()
- c. Have a specific place and timetable to do homework ()
- d. Keep notes well organized ()
- e. Other ()

Explain.....
.....

3. Does your teacher give you homework according to the topic taught in class?

Yes () No ()

4. In your opinion what is the purpose of homework?

- a. To allow you practice, extend and consolidate work done in class ()
- b. To teach you how to plan and organize their time. ()
- c. To develop your research skills ()
- d. Other ()

Explain.....
.....

HYPOTHESIS 2

5. Which homework resources do you use to help you to complete your homework?

- a. Internet ()
- b. Tutoring ()
- c. Dictionaries ()
- d. Magazines ()
- e. Libraries ()
- f. Computers ()
- g. Other ()

Explain.....
.....

6. How good are you at using homework resources?

- a. Excellent ()
- b. Very good ()
- c. Good ()
- d. Regular ()
- e. Deficient ()

HYPOTHESIS 3

7. As learner, which of these learning styles help you to learn the English language better?

- a. Visual Learners ()
- b. Tactile Learners ()
- c. Kinesthetic Learners ()
- d. Global Learners ()
- e. Analytic Learners ()
- f. Imaginative learners ()
- g. Common sense Learners ()

Why?.....
.....

8. Does your English teacher teach you considering your learning styles?

Yes () No ()

9. How do you consider your English language learning through homework?

- | | | |
|--------------|-------|-----|
| a. Excellent | 20-18 | () |
| b. Very Good | 17-15 | () |
| c. Good | 14-13 | () |
| d. Deficient | 12- 0 | () |

Thank you for your help

CONSISTENCE MATRIX

THEME: EXTRA-CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT FOOTPRINTS ELEMENTARY SCHOOL. ACADEMIC PERIOD 2010 2011

| PROBLEM | OBJECTIVES | HYPOTHESIS | VARIABLES | INDICATORS |
|---|--|--|---|--|
| <p>How do extra -class activities influence on the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 - 2011?</p> <p>SUBPROBLEMS What are the homework strategies that help to reinforce the students' learning of the English Language with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011?</p> | <p>To determine the influence of extra-class activities on the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 -2011</p> <p>SPECIFICS To identify whether homework strategies help students on the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 -2011.</p> | <p>The extra- class activities influence the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 -2011</p> <p>SPECIFICS The homework is not given strategically to help the English language learning with the students of 5th, 6th and 7th years of Basic Education at Footprints Elementary school, academic period 2010 - 2011.</p> | <p>Independent Variable Extra class activities</p> | <p>TEACHER STRATEGIES Use a homework planner. Assign the right level of homework Plan with other teachers the length and frequency of homework Give homework according to the content Review homework promptly and provide students feedback</p> <p>STUDENTS STRATEGIES Effective study skills Minimizing distractions</p> |

| | | | | |
|---|---|---|--|--|
| <p>What are the homework resources that support the students' learning of the English Language with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011?</p> | <p>To know the homework resources that students use to support the English Language learning with the students of 5th, 6th, and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011.</p> | <p>The teachers do not encourage students to use enough homework resources to support the English language learning with students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011.</p> | | <p>Keep notes well organized Positive attitude towards homework HOMEWORK RESOURCES Internet Tutoring Dictionaries Magazines Libraries Computers</p> |
| <p>Do teachers consider the different learning styles in the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011?</p> | <p>To identify which are the learning styles that teachers consider in the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011.</p> | <p>Teachers do not consider the students' learning styles to develop the English language teaching-learning process with the students of 5th, 6th and 7th years of Basic Education at "Footprints" Elementary School, academic period 2010-2011.</p> | <p>Dependent variable English language learning</p> | <p>KINDS OF LEARNERS Visual Learners Tactile Learners Kinesthetic Learners Global Learners Analytic Learners Imaginative learners Common sense learners</p> |