



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT THESIS

EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “NACIONAL NOCTURNO CATAMAYO” HIGH SCHOOL ACADEMIC PERIOD 2011-2012.

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

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CERTIFICATION

Dr. M. Sc. Bertha Ramón Rodríguez

PROFESSOR OF THE "UNIVERSIDAD NACIONAL DE LOJA"

CERTIFIES:

That, the present research work entitled: **EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT "NACIONAL NOCTURNO CATAMAYO" HIGH SCHOOL ACADEMIC PERIOD 2011-2012**", under the responsibility of the undergraduate student: Braulio Vinicio Uchuari Macas, has thoroughly been revised and fully analyzed. Therefore, I authorize its presentation and for the pertinent legal requirements.

Dr. Mg. Sc. Bertha Ramón Rodríguez.

THESIS DIRECTOR

AUTHORSHIP

All the concepts, ideas and analysis which have been developed in this research work, are of their author' responsibility; But, it can be used as a bibliographical resource.

Braulio Vinicio Uchuari Macas

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The author of the present work would like to give his thanks, first to the Universidad Nacional de Loja, because it gave me the opportunity to study and to obtain the degree as English Language Teacher. Next to my Professors thanks to their knowledge and effort I have been able to get one of my big goals. Finally, I would like to thank to Dr. Bertha Ramón Rodríguez, who offered me all her support as thesis Director to finish this research work successfully.

THE AUTHOR

DEDICATION

I want to dedicate this work, first to God because He has let me get one of my best wished goals. Second, to my mother and family who have supported me during this task finally, to my friends who are with me in difficult and happy moments?

Braulio Vinicio Uchuari Macas

AMBITO GEOGRAFICO DE LA INVESTIGACIÓN

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GEOGRAPHIC MAP



WANTED LAND PATTERN



SCHEME

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AUTHORSHIP

ACKNOWLEDGEMENTS

DEDICATION

AMBITO GEOGRAFICO DE LA INVESTIGACIÓN

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a. THEME

EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “NACIONAL NOCTURNO CATAMAYO” HIGH SCHOOL ACADEMIC PERIOD 2011-2012

b. RESUMEN

El presente trabajo de investigación titulado ACTIVIDADES EXTRA CLASE Y SU INFLUENCIA EN LOS habilidades receptivas, con los estudiantes de los primeros años, SEGUNDO Y TERCERO DE BACHILLERATO EN "CATAMAYO NACIONAL NOCTURNO" PERIODO DE LA ESCUELA SECUNDARIA académico 2011-2012, se ha hecho con el propósito de determinar la influencia de la preparación en las habilidades receptivas en el idioma Inglés. En el desarrollo de la obra, el método científico ha sido utilizado como un general que ha ayudado a encontrar la verdad sobre el objeto investigado. Y como métodos particulares el método descriptivo se utilizó para describir los datos, el analítico-sintético se utilizó para analizar los resultados y las variables explicativas una era explicar los fenómenos y elaborar el informe. En el campo del instrumento de la encuesta se aplicó a los maestros a los alumnos ya los padres de familia también, que proporciona información para comprobar las hipótesis planteadas a través de un análisis lógico mediante el uso de la estadística descriptiva que ayudaron a describir los resultados en tablas y gráficas. Entre los principales resultados de la investigación, se comprobó que la tarea no se utiliza como una herramienta para reforzar y mejorar las habilidades receptivas, ni profesora aplicar estrategias para involucrar a los padres en la tarea a los estudiantes. También se encontró que los maestros necesitan algún tipo de formación en el uso de las tecnologías debido a que tienen que diversificar las actividades de tarea y lo utilizan para mejorar el rendimiento de los estudiantes en las habilidades receptivas. Por lo tanto, se ha demostrado que las actividades extra clase tiene cierta influencia en el desarrollo de la receptividad del Idioma Inglés con alumnos de 1^o, 2^o y 3^o de Bachillerato en el "Nacional Nocturno Catamayo" High School. Período Académico 2011-2012.

SUMMARY

The present research work entitled EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “NACIONAL NOCTURNO CATAMAYO” HIGH SCHOOL ACADEMIC PERIOD 2011-2012, has been made with the purpose of determining the influence of homework on the receptive skills in the English language. In the development of the work, the scientific method has been used as a general one which has helped to find the true about the researched object. And as particular methods the descriptive method was used to describe the data, the analytic-synthetic one was used to analyze the results and the explicative one was to explain the phenomena and to elaborate the report. In the field the instrument of the survey was applied to the teachers to the students, and to family parents as well, who provides information to prove the stated hypothesis through a logical analysis by using the descriptive statistics that helped to describe the results in tables and graphs. Among the main results of the research, it was found that the homework is not used as a tool to reinforce and improve receptive skills; neither teacher apply strategies to involve parents into students homework. It was also found that teachers need some training in the use of technologies due to they have to diversify the homework activities and use it to improve the students' achievement in the receptive skills. Therefore, it has been demonstrated that extra class activities has certain influence on the development of the receptive of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

c. INTRODUCTION

Extra class activities always have been part of the English Language process because they provide a lot of feedback to the students who are weak in their learning. However, Parents do not feel they are able to deal with the English tasks. Most of parents have many difficulties to help students with the extra task activities even when nowadays; the internet could be a great technological tool that can help them to deal with this problem.

The focus in this work is to highlight some basic strategies for supporting student motivation and performance in homework. Because teachers often take the lead in communicating learning goals, we focus on strategies teachers can use to encourage parental involvement. We also discuss strategies teachers may use in interacting with parent leaders and after school staffs for further support of parental involvement in homework due to these aspects have been the reasons that motivated the development of this research work.

After school providers are often ideally positioned to act as a bridge of communication between home and school on issues related to student learning and homework (Cosden, Morrison, Albanese, & Macias, 2001). The work below focus on how teachers can involve parents in homework and how they may tap the potential of after school staff and parent leaders in supporting parents' homework involvement

Therefore, the main objective that guided the whole research work was o determine the influence of extra class activities on the receptive skills of the English Language

with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

Based on this guideline, the specific objectives were to characterize the types and homework strategies that support the development of the receptive skills of the English Language and to find out how the parents are involved on homework process to strengthen the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

To match with the specific objectives, it was also stated the hypothesis for this work which says that the extra class activities influence on the receptive skills of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

The main method used in this work was the scientific one, which remarked the systematic steps to explain logic relations of the researched object and to draw the conclusions and recommendations. It was necessary also the usage of particular methods such as: the descriptive to describe the obtained results in the field work; the analytic-synthetic to analyze critically the empiric information; and, the deductive one to interpret the logical implications of the hypotheses.

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

Firstly, it has the introduction that presents the thesis work in its whole parts and it also describes the contextual frame of the problem that let me develop this research work.

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

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

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

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

After that, it has the discussion of the questions with the percentages more representative and the verification of the stated hypothesis through a logical

descriptive analysis. It also refers to the conclusions which have been drawn after contrasting the information of the different instruments applied, establishing the logical relation among the variables with the specific objectives stated in the project and the gotten outcomes.

Finally, it presents the recommendations or possible solutions to the problematic found and which worth the research process developed in the researched institution and which could be used to improve the weaknesses regards to the problems that students in the extra class activities and the trouble that parents face to get involved in their children homework.

d. REVIEW OF THE LITERATURE

ACTIVITY

Activity can be defined in psychology, “as the group of tasks or actions carried out by a being that develops them impelled by the instinct, the reason, the emotion, to get, an objective”.¹

The word comes from Latin "activities" that means to act. It is the ability to work. It can be physical activity, when he/she puts on the body in action, or psychic, when the mental structure is mobilized, through the thought. The individual experience can modify them, but not to eliminate them.

CLASS ACTIVITIES

Homework seems to be an accepted part of teachers' and students' routines, but there is little mention of it in literature. The role of homework is hardly mentioned in the majority of general texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming.

TYPES OF HOMEWORK

There are a number of categories of useful and practicable homework tasks.

Workbook-based tasks

Most published course materials include a workbook or practice book, mainly including consolidation exercises, short reading texts and an answer key. Most

¹ Educational leadership concept 2008 p. 18 (13 de enero del 2012)

workbooks claim to be suitable for both class and self-study use, but are better used at home in order to achieve a separation of what is done in class and at home.² Mechanical practice is thus shifted out of class hours, while this kind of exercise is particularly suited to peer- or self-checking and correction.

Preparation tasks

Rarely do teachers ask learners to read through the next unit of a course book, though there are advantages in involving students in the lesson plan and having them know what is coming. More motivating, however, is asking students to find and bring materials such as photographs and pictures, magazine articles and regalia which are relevant to the next topic, particularly where personalization or relevance to the local context requires adaptation of course materials.

Extensive tasks

Much can be gained from the use of graded readers, which now often have accompanying audio material, radio and TV broadcasts, podcasts and songs. Sometimes tasks need to be set as guidance, but learners also need to be encouraged to read, listen and watch for pleasure. What is important is that learners share their experiences in class.

Extensive reading and listening may be accompanied by dictionary work and a thematic or personalized vocabulary notebook, whereby learners can collect language which they feel is useful.

² Cooper ,H.synthesis of research on homework educational leadership 47/3,1989 (23 de abril del 2011)

Guided discovery tasks

Whereas classroom teaching often involves eliciting language patterns and rules from learners, there is also the option of asking learners to notice language and make deductions for themselves at home. This leads to the sharing of knowledge and even peer teaching in the classroom.

Real-world tasks

These involve seeing, hearing and putting language to use in realistic contexts. Reading magazines, watching TV, going to the cinema and listening to songs are obvious examples, offering the option of writing summaries and reviews as follow-up activities. Technology facilitates chat and friendship networks, while even in monolingual environments, walking down a shopping street noticing shop and brand names will reveal a lot of language. As with extensive tasks, it is important for learners to share their experiences, and perhaps to collect them in a formal or informal portfolio.

Project work

It is a good idea to have a class or individual projects running over a period of time. Projects may be based on topics from a course book, the locality, interests and hobbies or selected individually. Project work needs to be guided in terms of where to find resources and monitored regularly, the outcome being a substantial piece of work at the end of a course or term of which the learner can claim ownership.

KEY SKILLS IN THE CLASS ACTIVITIES

Speaking

You will spend much your time in class speaking. During speaking activities your teacher will sometimes correct you a lot, for example during grammar practice. On other occasions, for example when you are taking part in a role play, you won't be corrected as the teacher will want you to focus more on fluency and communicating your ideas. A balance of accuracy and fluency in speaking will help you to become successful language learners and improve your spoken English.

Listening

Practice in listening is very important, and to ensure that you listen to a wide range of spoken English, your teacher will ask you to listen to cassettes, videos, DVDs and CD-ROMs.

Reading

Reading activities in class will expose you to a wide range of different types of texts (newspaper articles, letters, short stories, advertisements, brochures, etc.). We also encourage you to read outside the classroom as much as possible. As a student you will have free membership of the British Council Study Centre and will be able to choose from a wide variety of books suitable for your particular level.

Writing

Writing skills are practiced in the classroom and sometimes you will be asked to complete a writing task at home. Sometimes preparation for homework is done in

the classroom and homework can often be used for correction and work to improve your accuracy in English.

As well as practicing the above skills, you will also work on your grammar, vocabulary and pronunciation in class, as these areas are vital in helping you improve your proficiency in English.

Learner autonomy

We believe that students learn in different ways and it is important to find out the way/ways that work best for you. Your teacher will encourage you to reflect on how you learn. We hope that you will make full use of our other services such as the Study Centre and Global Village. These services are free for all British Council students.

Counseling

During each term of study you will have two chances to discuss your progress with your teacher, who will be able to advise you on the best strategies for improving your English – in the middle of a course – and what your next level should be. Our teachers are, of course, always willing to discuss individual needs with any student.

Assessment

During the course you will be assessed by your teacher in the form of 3-4 assessed tasks. These will be used to determine your progress during the course and you can discuss this with your teacher in the counseling sessions mentioned above.

EXTRA CLASS ACTIVITIES

The extra class activities are the group of tasks, homework, lessons, carried out by the students to develop or increase the knowledge learned. The extra class activities are used by the teacher to carry out a feedback and correct the mistakes.³

There is clearly now that technology has made so many more resources available to learners outside the classroom. There are some characteristic that you should take into account to the extra class activities.

- Reasons for homework
- Attitudes to homework
- Effective homework

Reasons for Homework

- Homework is expected by students, teachers, parents and institutions.
- Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language.
- Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.
- Homework offers opportunities for extensive activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader.

³H.http://www.ehow.com/about_Modern-methods-teaching-listening .(15 de abril del 2011)

- Homework provides continuity between lessons. It may be used to consolidate classwork, but also for preparation for the next lesson.
- Homework may be used to shift repetitive, mechanical, time-consuming tasks out of the classroom.
- Homework bridges the gap between school and home. Students, teachers and parents can monitor progress. The institution can involve parents in the learning process.
- Homework can be a useful assessment tool, as part of continual or portfolio assessment.

Attitudes to Homework

- Teachers tend to have mixed feelings about homework. While recognizing the advantages, they observe negative attitudes and poor performance from students. Marking and giving useful feedback on homework can take up a large proportion of a teacher's time, often after school hours.
- Students themselves complain that the homework they are given is boring or pointless, referring to homework tasks that consist of studying for tests, doing workbook exercises, finishing incomplete class work, memorizing lists of vocabulary and writing compositions. Where this is actually the case, the negative effects of homework can be observed, typified by loss of interest and a view of homework as a form of punishment.
- Other negative effects of poorly managed homework include lack of necessary leisure time and an increased differential between high and low achievers. These problems are often the cause of avoidance techniques such as completing

homework tasks in class, collaborating and copying or simply not doing the required tasks.⁴ In turn, conflict may arise between learners, teachers, parents and the institution.

EFFECTIVE HOMEWORK

In order for homework to be effective, certain principles should be observed.

- Students should see the usefulness of homework. Teachers should explain the purpose both of homework in general and of individual tasks.
- Tasks should be relevant, interesting and varied.
- Good classroom practice also applies to homework. Tasks should be manageable but achievable.
- Different tasks may be assigned to different ability groups. Individual learning styles should be taken into account.
- Homework should be manageable in terms of time as well as level of difficulty. Teachers should remember that students are often given homework in other subjects and that there is a need for coordination to avoid overload. A homework diary, kept by the learner but checked by teachers and parents is a useful tool in this respect.
- Homework is rarely co-ordinated within the curriculum as a whole, but should at least be incorporated into an overall scheme of work and be considered in lesson planning.
- Homework tends to focus on a written product.

⁴ Painter, L. Homework, English Teaching Professional issue 10, 1999.(28 de abril del 2011)

There is no reason why this should be the case, other than that there is visible evidence that the task has been done.

- Learner involvement and motivation may be increased by encouraging students to contribute ideas for homework and possibly design their own tasks. The teacher also needs to know how much time the students have, what facilities they have at home, and what their preferences are. A simple questionnaire will provide this data.
- While homework should consolidate class work, it should not replicate it. Home is the outside world and tasks which are nearer to real-life use of language are appropriate.
- If homework is set, it must be assessed in some way, and feedback given. While marking by the teacher is sometimes necessary, peer and self-assessment can encourage learner independence as well as reducing the teacher's workload. Motivating students to do homework is an ongoing process, and encouragement may be given by commenting and asking questions either verbally or in written form in order to demonstrate interest on the teacher's part, particularly in the case of self-study and project work.

TYPES OF HOMEWORK

Homework could take a variety of forms as listed below. Whatever the nature of the task set the work should be an integral part of the unit of work and included at the planning stage. It should be differentiated to take account of the needs and current attainment level of the student. Homework should be varied, interesting and

challenging. It is not good enough to tell a class to 'finish off' some class work when several students have already completed the task.

- Extended work - sustained writing.
- Research, including use of internet.
- Prepare work to be completed in class - e.g. read an article, make notes, etc.
- Private reading.
- Study and learn notes/vocabulary.
- Drafting and redrafting work.
- Watch or listen to particular TV or radio programs.
- Collect information from newspapers, etc.
- Projects.
- Presentations
- art /creative tasks
- to undertake work not suited to the classroom situation
- practicing skills/concepts learned during the lesson
- Tasks which involve the parent's e.g. interviews, testing vocabulary

e. METHODS AND MATERIALS

HUMAN RESOURCES

- Researcher: Braulio Vinicio Uchuari Macas
- Thesis Director: Dr. Bertha Ramón Rodríguez
- English Teachers of “Nacional Nocturno Catamayo” High School
- Students of first, second and third of Bachillerato at “Nacional Nocturno Catamayo” High School
- Teachers and Coordinator of the English Language Department at – UNL.
- Parents of the students

MATERIAL

- Bibliography
- Office Implements
- Copies
- Books
- Paper
- Dictionary

TECHNICAL

- Computer
- Internet
- Printer
- Flash memory
- Cds

TYPE OF STUDY

The present research work was described as no experimental work, because the researcher did not manipulate the variables. The researched object was described in

the same way as it is represented in the reality and it was just developed through a critical analysis of the results to propose some alternatives of solution.

METHODS, TECHNIQUES AND INSTRUMENTS

Methods

The main method that was used in this project is the scientific because it let carry out a systematic, and ordered process to do a logical explanation of the relations that was established in the researched object and consequently we can derivate alternatives of solution to the found problem. As particular methods I used the descriptive, the analytical-synthetic and the explicative one.

The ***descriptive method*** was used to describe the extra class activities in what refers to types of homework and parents' involvement that students of Bachillerato have in reading and listening skills into the English Language teaching learning process.

The ***analytic-synthetic*** method was used to analyze the obtained results through the research instruments and to make the interpretation of the data including a critical analysis considering the variables of the specific hypotheses. It also was used to establish the conclusions based on the results of major tendency.

The ***explicative method*** served to explain the implicit relation of the variables established in the research object, to give relevant points of view according to the obtained results and to explain the theoretical referents about the different types of

homework and the strategies that teachers use to involve parents in students' homework into the English Language teaching learning process in the researched High school.

It's important to mention that the ***descriptive statistics*** was used as a tool that facilitated the representation of the data in tables and graphs that let us a better comprehension of the information.

Techniques and Instruments

In order to get the empiric information about the researched object I used the following techniques and instruments. The survey to the teachers of the English Area in order to know what kind of problems are affecting in the accomplishment of extra class activities into the learning of the English Language and what kind of strategies they apply to improve this problem.

It also was applied to the students of all the High School who belong to 1st, 2nd and 3rd years of Bachillerato, who have been facing problems in extra class activities completion. To best understand about the surveys applied for the student was necessary explain them the items and their purpose in Spanish Language.

It was necessary to apply a survey to the family parents who were witnesses of their involvement into their children English tasks completion. To apply these surveys to the parents was necessary explaining them the questions in Spanish Language because they do not have knowledge about the foreign Language.

It was applied through a questionnaire that was elaborated with closed questions about the indicators that guided the process to prove the stated hypotheses. To apply the survey It was necessary explained the purpose of the project and the intention of the survey so the actors of the teaching learning process did not impide the development of this important work.

Procedures

To make the present research work the following procedures were developed:

The **tabulation** of the data making use of the descriptive statistics in the case of the closed questions and to the additional criteria it was necessary to classify them by categories in order to facilitate their interpretation. The tabulation of all the applied instruments permitted a contrasting of the information and the analysis of one indicator since two points of view.

The **organization** of the empiric information was made according to the specific hypotheses so that it was possible to classify the information that served to prove the first and second hypotheses respectively.

Then, the **Graphic Representation** of the empiric information was done in tables and graphs that permitted the visualization of the data easily, and the tendency of the indicators in each variable.

Next, the **analysis and interpretation** of the empiric information were developed, stating the results in percentages and in the analysis of the data, it was necessary to check again the principles of the main categories developed in the theoretical frame.

The formulation of **conclusions** was done with worth judgments that were derived from the analysis and interpretation of the data and they were based on the specific objectives which have guided the research process.

The **verification of the hypotheses** was done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

To elaborate the **final report** it was necessary to integrate all the components of the research process in a logical way: this process required a new revision of the theme, objectives, hypothesis and theoretical frame so it was possible to get a good relation among them.

On the other hand, it was compulsory to take into account in the report the National University of Loja regulations about the graduation process to hand in the research work.

POPULATION

The population that helped in the field work is constituted by all the teachers that teach in the High School, because it is small and they are 6. And regards to the

students it was necessary to take a sample of the students in “Bachillerato” who were 479 students and the sample was 126 students who helped with the survey. To the Parent’s survey it was chose a sample which consisted in 476 and a sample of 126 similar to the students.

The students’ population sample is represented in the following chart:

Chart N° 1

Educative Institution	Male students	Female Students	TOTAL
First “A”	21	15	36
First “B”	18	16	34
First “C”	18	17	35
First “D”	22	16	38
First “E”	18	13	31
First “F”	20	11	31
Second Mathematic.	20	12	32
Second chemistry.	17	16	33
Second social Science	19	19	38
Second secretarial “A”	13	10	23
Second secretarial “B”	11	9	19
Third Mathematic.	25	7	32
Third chemistry.	23	10	33
Third social Science	21	16	37
Third secretarial	12	13	25
Total (Sex)	278	201	479

Chart N° 2

Total of population of the English teachers

Educative Institution	Female Teachers	Male teachers	Total
“Nacional Nocturno Catamayo high school”	3	3	6

Source =Nacional Nocturno Catamayo high school

Author= Braulio Vinicio Uchuari Macas

Chart N° 3

Courses of the parents ´surveyed	TOTAL
First “A”	36
First “B”	34
First “C”	35
First “D”	38
First “E”	31
First “F”	31
Second Mathematic.	32
Second chemistry.	33
Second social Science	38
Second secretarial “A”	23
Second secretarial “B”	19
Third Mathematic.	32
Third chemistry.	33
Third social Science	37
Third secretarial	25
Total (Sex)	479

Source =Nacional Nocturno Catamayo high school

Author= Braulio Vinicio Uchuari Macas

SAMPLE

The sample to carry out the research work was taken through the following formula:

PQ X N

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

PQ = First quartile (0, 25)
 N= Population
 N = Sample
 K = Proportionality Constant (2)2
 E = Sample Error (10 %,) (0, 1)

- SAMPLE DISTRIBUTION FOR TEACHER AND PARENTS**

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

$$n = \frac{0,25 \times 479}{(0,1)^2 \cdot (478) \cdot (2)^2 - 0,25}$$

$$n = \frac{119,75}{0,01 \cdot (478) - 0,25}$$

$$n = \frac{119,75}{0,945}$$

$$n = 126$$

f = 0.2630

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

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

$$F = \frac{126}{4}$$

F = distribution factor
n = sample size
N = population

The results are detailed the sample in the next chart:

Students and Parents Chart:

Educative Institution	Total	Sample
First "A"	36	9
First "B"	34	9
First "C"	35	9
First "D"	38	10
First "E"	31	8
First "F"	31	8
Second Mathematic.	32	8
Second chemistry.	33	9
Second social Science	38	10
Second secretarial "A"	23	6
Second secretarial "B"	19	5
Third Mathematic.	32	9
Third chemistry.	33	9
Third social Science	37	10
Third secretarial	25	7
Total	479	126

Source =Nacional Nocturno Catamayo high school

Author= Braulio Vinicio Uchuari Macas

f. RESULTS

TEACHERS, STUDENTS AND PARENTS' SURVEY

HYPOTHESIS N° 1

The types and homework strategies that teachers use do not support the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at "Nacional Nocturno Catamayo" High School. Academic Period 2011-2012.

1. Does the English teacher send you homework?

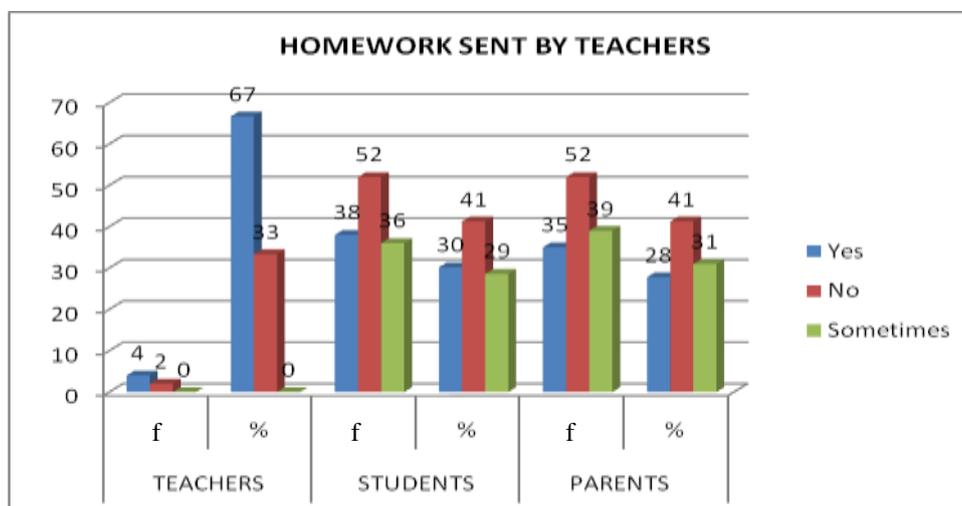
Chart N° 1

HOMEWORK SENT BY TEACHERS	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
Yes	4	67	38	30	35	28
No	2	33	52	41	52	41
Sometimes	0	0	36	29	39	31
TOTAL	6	100	126	100	126	100

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 1



Interpretation and analysis

According to teachers' answers 67% of them send homework and 33% of them said that sometimes send homework. About students 41% of students' answered that teachers do not send homework, 30% told that teachers do send homework and 29 marked sometimes. And 41% of parents said that teachers do not send homework, 31% sometimes and 28% answered yes.

As we can see the answers of teachers contradicts with the students and parents which are similar and said that teachers do not send homework or they do it just sometimes which is not enough to develop the receptive skills in a foreign language.

This is because the role of homework is hardly mentioned in the majority of general texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming and never is given the real function of reinforcement because learners also need to be encouraged to read, listen and do tasks to reinforce receptive skills.

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

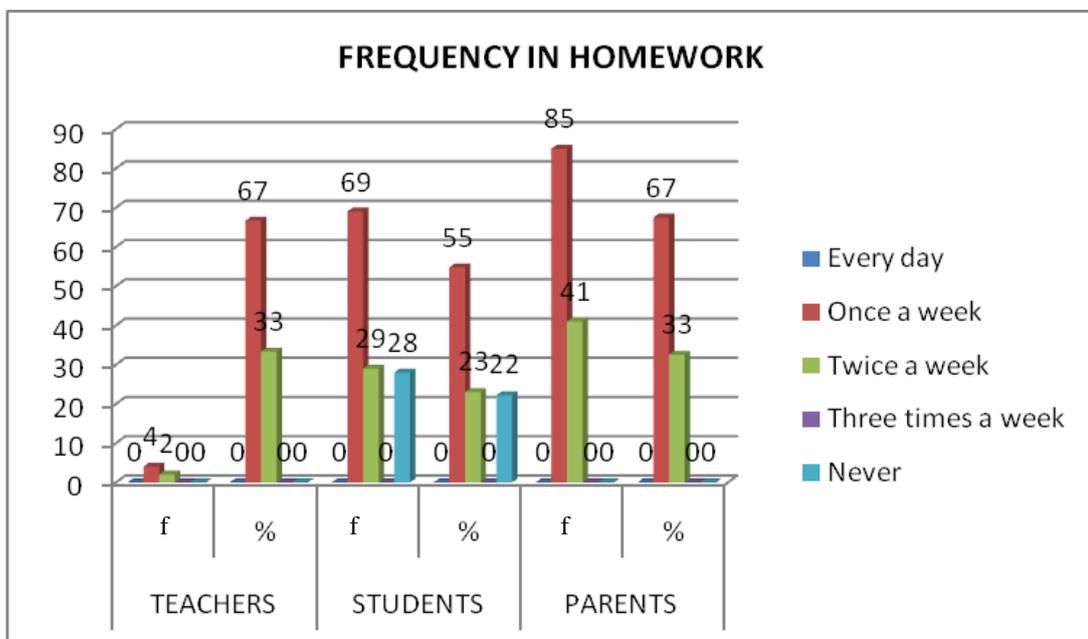
Chart N° 2

FREQUENCY IN HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
Every day	0	0	0	0	0	0
Once a week	4	67	69	55	85	67
Twice a week	2	33	29	23	41	33
Three times a week	0	0	0	0	0	0
Never	0	0	28	22	0	0
TOTAL	6	100	126	100	126	100

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 2



Interpretation and analysis

67% of teachers answered that they send homework once a week and 33% matched twice a week; 55% of students also said once a week, 23% twice a week and 22% never; 67% of parents pointed out once a week and 33% marked twice a week.

These results takes us to reflect that teachers send homework once a week and it is not conscutive which means that teachers are not using it as strategy to develop extensive reading and listening activities, where learners can collect language which they feel is useful and relevant and may support them in the English language learning.

3. What type of homework does your teacher send to you?

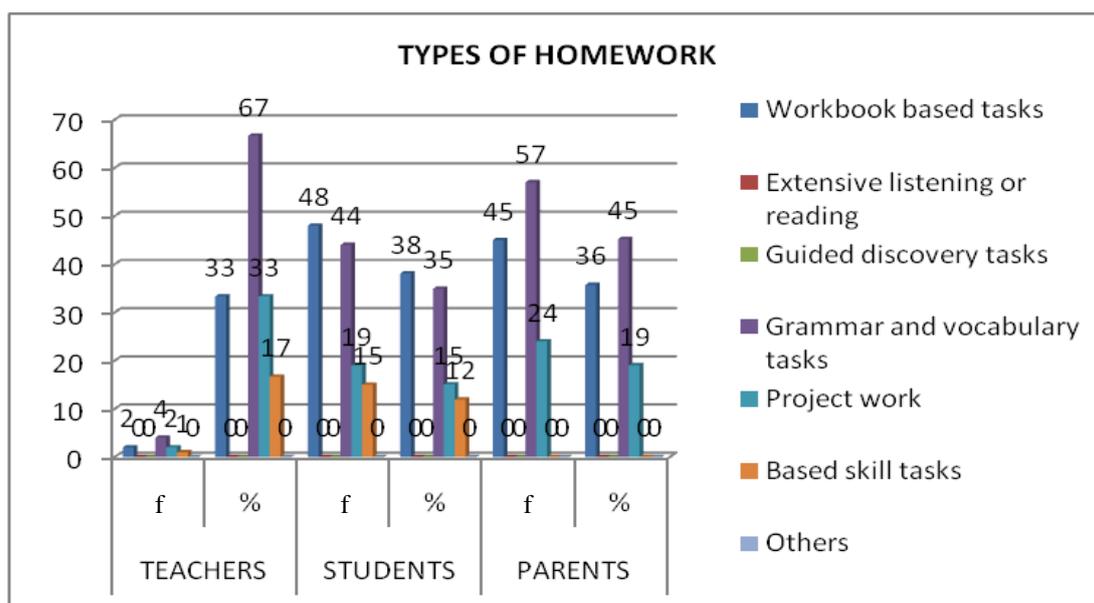
Chart N° 3

TYPES OF HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
Workbook based tasks	2	33	48	38	45	36
Extensive listening or reading	0	0	0	0	0	0
Guided discovery tasks	0	0	0	0	0	0
Grammar and vocabulary tasks	4	67	44	35	57	45
Project work	2	33	19	15	24	19
Based skill tasks	1	17	15	12	0	0
Others	0	0	0	0	0	0
TOTAL	9		126		126	

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 3



Interpretation and analysis

Talking about types of homework the results showed that 67% of teachers matched that students develop grammar and vocabulary tasks, 33% of them matched workbook based tasks and project work and 17% answered based skills tasks.

Regards students 48% matched of teachers answered workbook based tasks, 44% grammar and vocabulary tasks, 19% project work and 15% based skills tasks. On the other hand 45% of parents also matched grammar and vocabulary tasks, based activities and 19% project work.

The results show that teachers sent as homework, grammar and vocabulary based tasks or the workbook based activities which can be suited to work at home but they can become mechanical practice. Theory states more relevant and motivating tasks such as; preparation tasks where teachers involve students having them know what is coming, extensive tasks by using graded readers that nowadays include audio material, radio, TV, broadcast, podcasts and songs which are so useful to develop receptive skills. Guided discovery tasks also involve students in seeing, hearing and putting language in realistic contexts.

Finally project work based on topics from a course book, the locality, interests and hobbies or selected individually can support students into the English language teaching learning process.

4. Why do you think your teacher sends homework in English?

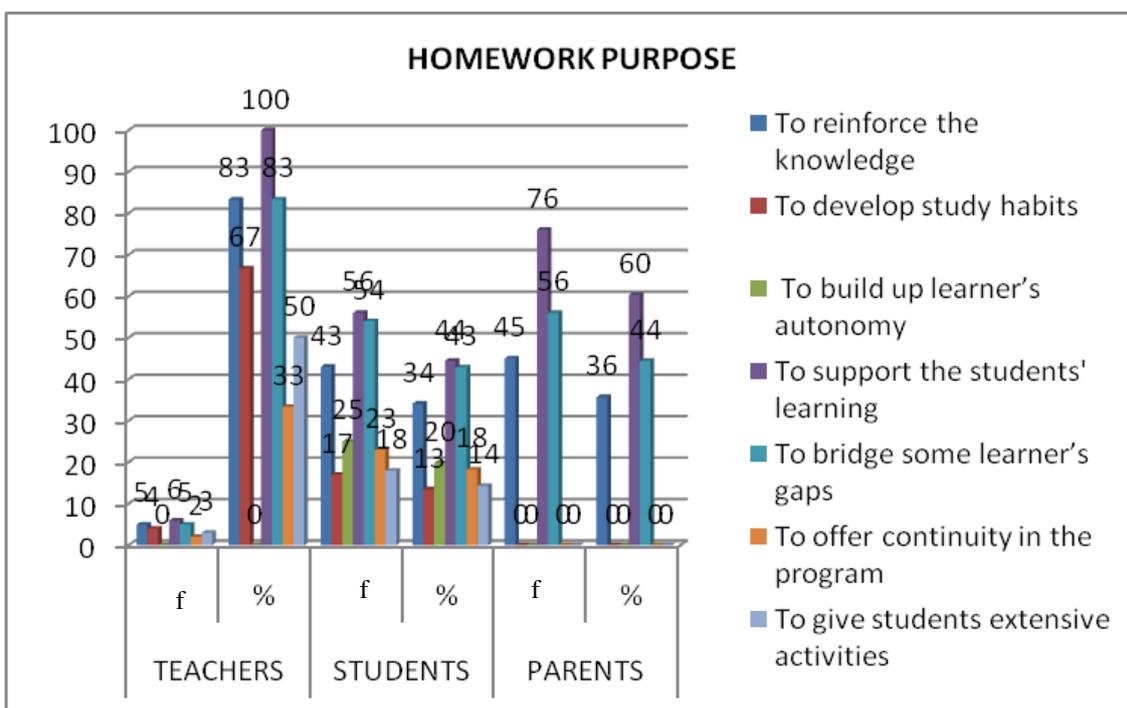
Chart N° 4

HOMEWORK PURPOSE	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
To reinforce the knowledge	5	83	43	34	45	36
To develop study habits	4	67	17	13	0	0
To build up learner's autonomy	0	0	25	20	0	0
To support the students' learning	6	100	56	44	76	60
To bridge some learner's gaps	5	83	54	43	56	44
To offer continuity in the program	2	33	23	18	0	0
To give students extensive activities	3	50	18	14	0	0

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 4



Interpretation and analysis

About homework purpose the answers of teachers were: 100% to support students' learning, 83% to reinforce knowledge and to bridge learners' gaps, 67% to develop study habits, 50% to give students extensive activities and 33% to offer continuity into the program. Regards to students survey the answers were: 44% to support students' learning, 43% to bridge learners' gaps, 34% to reinforce knowledge, 18% to offer continuity into the program, 14% to give students extensive activities, and 13% to develop study habits. And the parents' survey shows the following results: 60% to support students' learning, 44% to bridge learners' gaps and 36% to reinforce knowledge.

Most teachers, students and parents expect the homework purpose is to reinforce, support and bridge learner's gaps but the theory points out that homework has too many reasons such as: homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of language. It develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills, it offers opportunities for extensive activities in the receptive skills which there may not be time for in the classroom. It provides continuity between lessons. It may be used to consolidate classwork, but also for preparation for the next lesson. It bridges the gap between school and home. Students, teachers and parents can monitor progress.

5. What do you think is your English homework like?

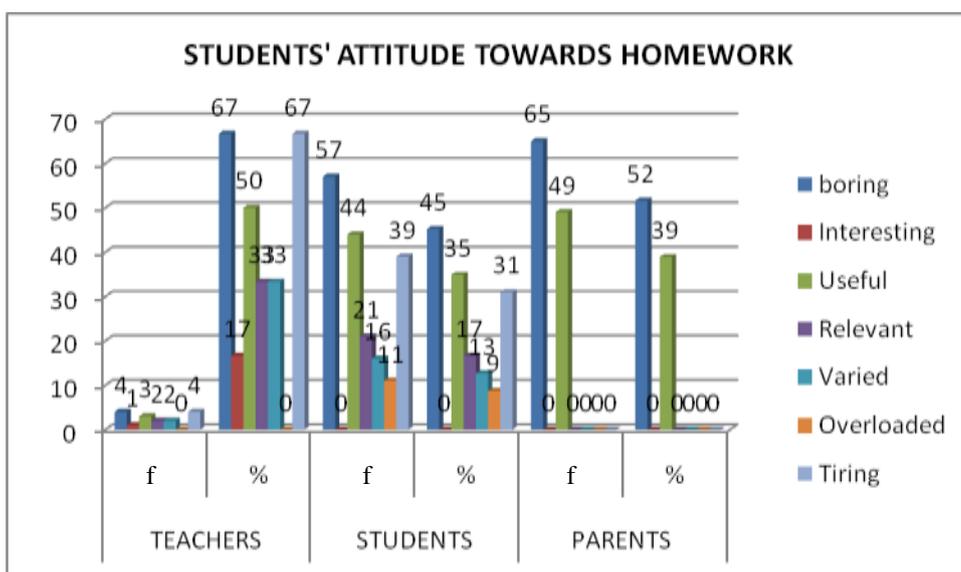
Chart N° 5

STUDENTS' ATTITUDE TOWARDS HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
boring	4	67	57	45	65	52
Interesting	1	17	0	0	0	0
Useful	3	50	44	35	49	39
Relevant	2	33	21	17	0	0
Varied	2	33	16	13	0	0
Overloaded	0	0	11	9	0	0
Tiring	4	67	39	31	0	0

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 5



Interpretation and analysis

About students' attitude towards homework 67% of teachers answered that it is boring and tiring for students, 50% found it useful, 33% relevant and varied and 17% interesting. Concerning students' results 45% found homework boring, 35% useful, 17% relevant, 13% varied and 9% overloaded. With reference to parents' survey 52% boring and 39% useful.

The outcomes show that students have negative attitudes and poor performance from them; teachers think that homework can take up a large proportion of a teacher's time, often after school hours and parents also think that it is boring and tiring for students because it is not varied.

Students themselves complain that the homework they are given is boring or pointless, referring to homework tasks that consist of studying for tests, doing workbook exercises, finishing incomplete class work, memorizing lists of vocabulary and writing compositions. Where this is actually the case, the negative effects of homework can be observed, typified by loss of interest and a view of homework as a form of punishment.

These problems is because teachers do not look for useful, relevant, varied and interesting tasks that help students to keep motivated and they just copy or simply not doing the tasks.

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

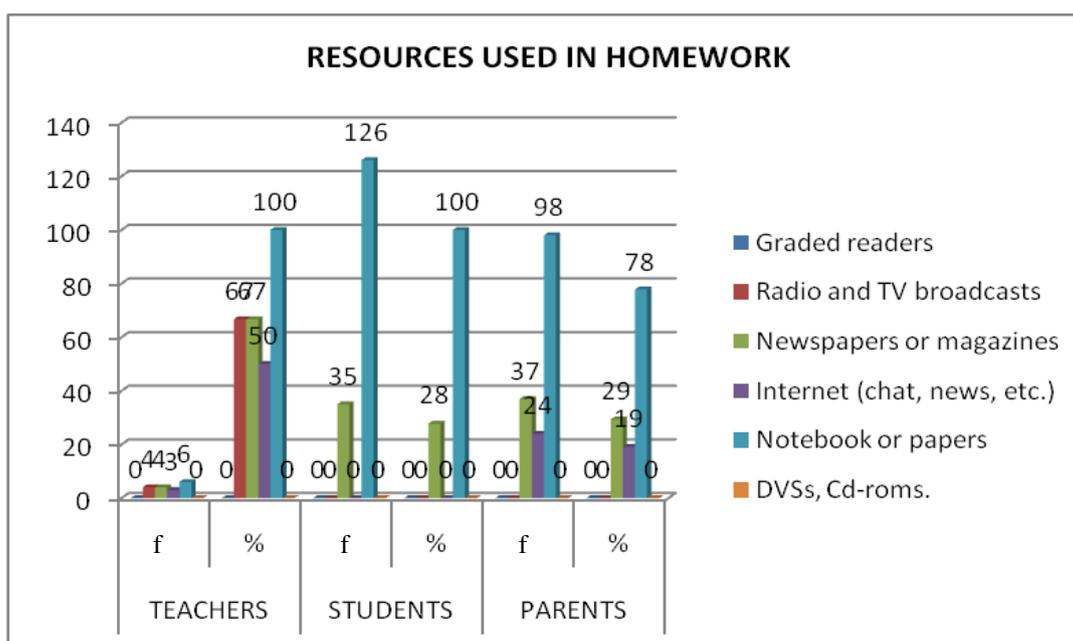
Chart N° 6

RESOURCES USED IN HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
Graded readers	0	0	0	0	0	0
Radio and TV broadcasts	4	67	0	0	0	0
Newspapers or magazines	4	67	35	28	37	29
Internet (chat, news, etc.)	3	50	0	0	24	19
Notebook or papers	6	100	126	100	98	78
DVSs, Cd-roms.	0	0	0	0	0	0

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 6



Interpretation and analysis

About the resources used in homework, 100% of teachers matched notebooks and papers, 67% said that radio and TV broadcasts and newspapers and magazines and 50% matched internet, chats and news.

Regards to students' answers, 100% pointed out notebooks and papers and 28% newspapers and magazines. And parent' answers 52% notebooks and papers, 29% newspapers and magazines and 19% internet, chat and news.

The results show that there is a especial characteristic in migrants' children. The representative percentages are placed in a high or a very low self-esteem. Higher depression symptoms are always closely related to migrants' children. The results show that teachers send traditional homework in the notebook and papers and that is the reason why students find it tiring and boring. This is because teachers should take advantage of the technology interesting and help students to develop receptive skills for example by watching or listen to a particular TV or radio program or a movie that is interesting for teenagers; extensive reading can be developed by collecting information from newspapers, interviewing native speakers and video tape them; role play some real situations and so on. But if teachers do not use the types and apply some homework strategies to work on the development of receptive skills they will not improve these with students in the researched high school.

Hypothesis N° 2

The parents are not involved on the homework process which limits the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

7. Do your parents supervise the development of your homework in English?

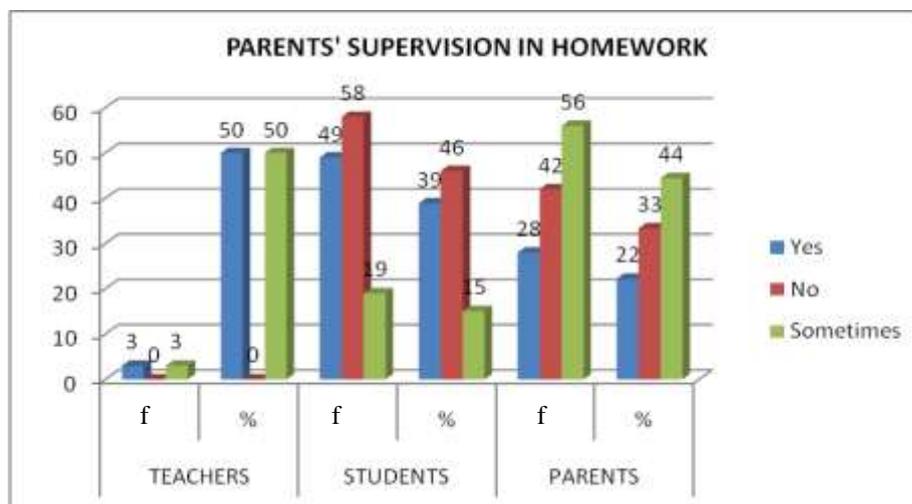
Chart N° 7

PARENTS' SUPERVISION IN HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
Yes	3	50	49	39	28	22
No	0	0	58	46	42	33
Sometimes	3	50	19	15	56	44
TOTAL	6	100	126	100	126	100

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 7



Interpretation and analysis

About the parents' supervision of homework, 50% of teachers said that parents do not supervise students' homework, 50% answered yes.

The students' answers were 46% of them said that their parents do not supervise their homework, 39% matched yes and 15% sometimes. Parents' answers were, 44% admitted that they sometimes supervise their children homework, 33% said no and only 22% matched that they do supervise it.

The results show that most parents do not supervise students homework and this is because students in Bachillerato should be more independent in their tasks. However, parents often become involved in their children's education through homework. Whether children do homework at home, complete it in after school programs or work on it during the school day, homework can be a powerful tool for (a) letting parents and other adults know what the child is learning, (b) giving children and parents a reason to talk about what's going on at school, and (c) giving teachers an opportunity to hear from parents about children's learning.

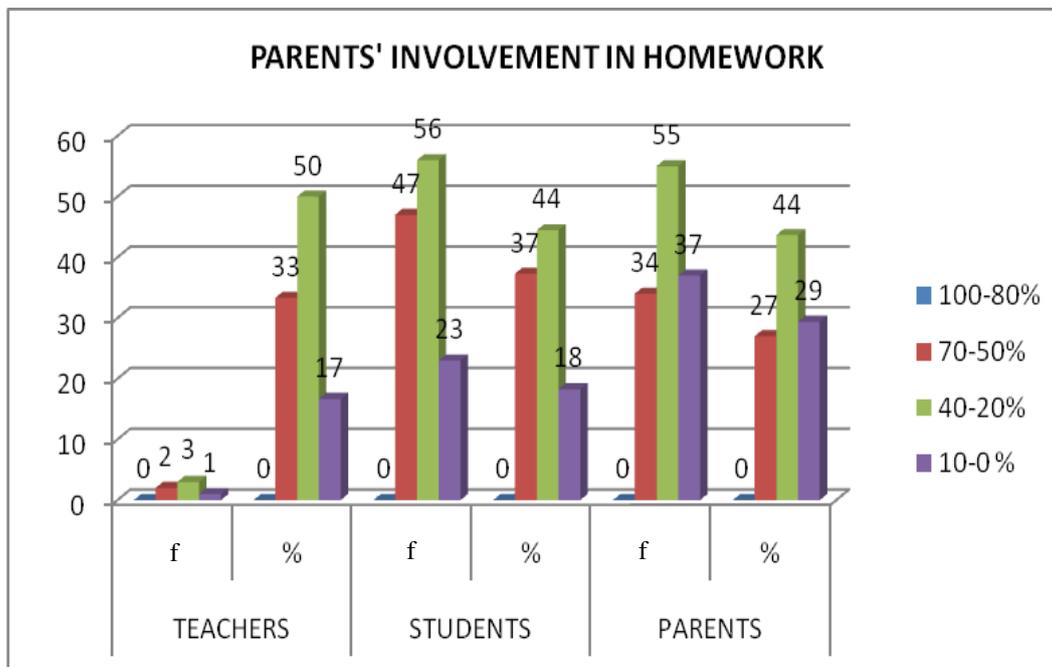
8. How much do you consider are your parents involved in your English homework in an average?

Chart N° 8

PARENTS' INVOLVEMENT IN HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
100-80%	0	0	0	0	0	0
70-50%	2	33	47	37	34	27
40-20%	3	50	56	44	55	44
10-0 %	1	17	23	18	37	29
TOTAL	6	100	126	100	126	100

Source: Teachers and students' survey
 Responsible: Research group

Graph N° 8



Interpretation and analysis

50% of teachers answered that the percentage of parents' involvement in homework is between 40-20%, 33% matched that it is between 70-50% and 17% said that is between 10-0%. About the students' answers, 44% answered that parents involvement is between 40-20%, 37% pointed out between 70-50% and 18% matched between 10-0%. Regarding the parents' results, 44% answered that parents' involvement is between 40-20%, 29% pointed out between 10-0% and 27% matched between 70-50%.

The percentage of parents' involvement into the students' homework is low and this cause some problems with their students because they do not feel supported and parents lose many benefits of becoming part of their children' homework. On the other hand, most parents say that they do not know English consequently they are not able to support their children with such homework. Meanwhile theory states that parents can have many benefits when they are involved in students' homework for instance they can interact with the student's school or teacher about homework, establish physical and psychological structures for the child's homework performance, provide general oversight of the homework process, monitor, supervise, oversee the homework process, attend to signs of student success or difficulty related to task or motivation, reinforce and reward student's homework efforts, support student's self-regulation skills, strategies, personal responsibility for homework processes and outcomes; among other benefits that can help parents to participate into the English language learning process.

9. Which of the following strategies does your teacher use with your parents in extra class activities?

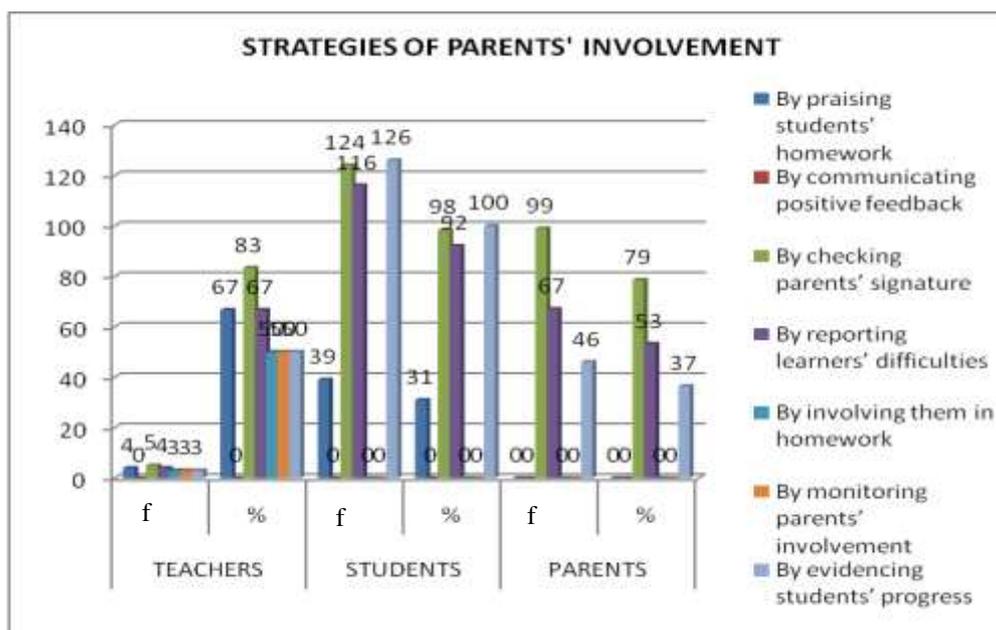
Chart N° 9

STRATEGIES OF PARENTS' INVOLVEMENT	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
By praising students' homework	4	67	39	31	0	0
By communicating positive feedback	0	0	0	0	0	0
By checking parents' signature	5	83	124	98	99	79
By reporting learners' difficulties	4	67	116	92	67	53
By involving them in homework	3	50	0	0	0	0
By monitoring parents' involvement	3	50	0	0	0	0
By evidencing students' progress	3	50	126	100	46	37

Source: Teachers, students and parents' survey

Responsible: Researcher.

Graph N° 9



Interpretation and analysis

Teachers answers about the strategies that teachers use to involve parents in homework show the following percentages: 83% by checking parents' signature, 67% by praising students' homework and by reporting students' difficulties, 50% by involving them in homework, by monitoring parents' involvement and by evidencing students' progress.

Students gave these results: 98% by checking parents' signature, 92% by reporting students' difficulties and 31% by praising students' homework. And parents pointed out, 79% by checking parents' signature, 53% by reporting students' difficulties and 37% by evidencing students' progress.

It is necessary to recognize that teachers are not applying appropriate strategies to involve parents into students homework because they are only interested in checking signature or communicate learners' difficulties and they never let parents know the good news neither they praise the well-done homework.

If teachers monitor and apply good strategies to involve parents into students' homework they would not only feel relieved later but this could be the best tool to support students learning and development of the receptive skills.

10. How does your teacher guide your homework?

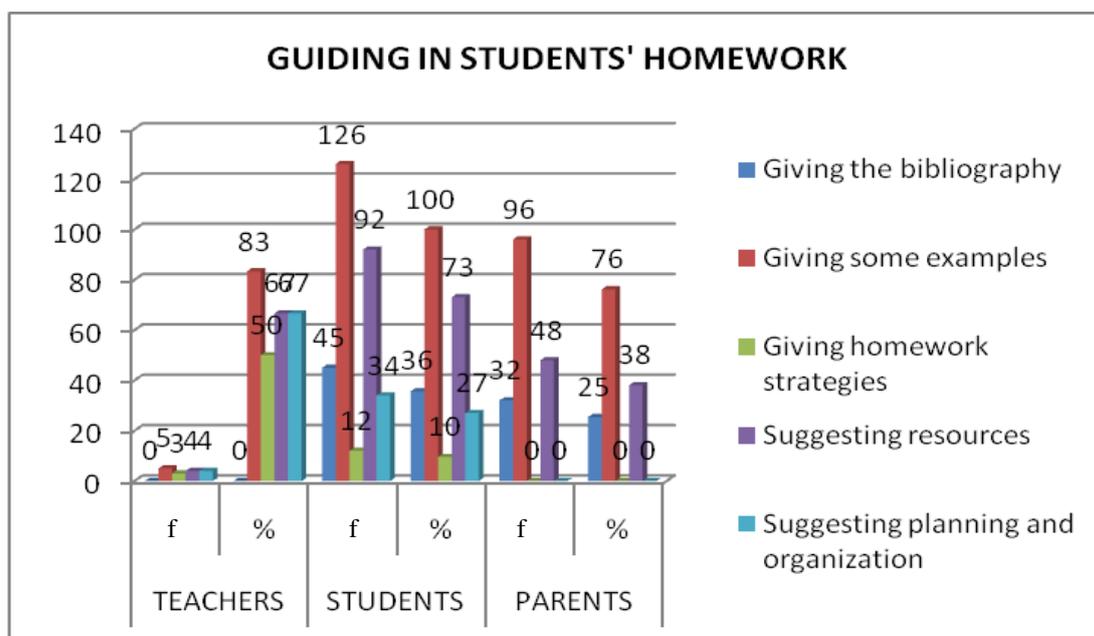
Chart N° 10

GUIDING IN STUDENTS' HOMEWORK	TEACHERS		STUDENTS		PARENTS	
	f	%	f	%	f	%
Giving the bibliography	0	0	45	36	32	25
Giving some examples	5	83	126	100	96	76
Giving homework strategies	3	50	12	10	0	0
Suggesting resources	4	67	92	73	48	38
Suggesting planning and organization	4	67	34	27	0	0

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 10



Interpretation and analysis

About how teachers support homework activities the answers were; 83% by giving some examples, 67% by suggesting resources and by suggesting planning and organization, 50% by giving homework strategies. Regards to students answers, 100% by giving some examples, 73% by suggesting resources, 36% by giving the bibliography, 27% by suggesting planning and organization, and 10% by giving homework strategies.

Parents' answers matched, 76% by giving some examples, 38% by suggesting resources, and 25% by giving the bibliography. The results show that teachers do not give enough support in the students' homework because they do not guide them in the search and this is limiting students' progress in the development of receptive skills.

Theory points out that teacher should not only send homework by itself, but they should offer enough guide and support so students can do it easily, even when it includes research. Teachers should plan homework in advance so they can ask learners to read through the next unit of a course book, though there are advantages in involving students in the lesson plan and having them know what is coming. More motivating, however, is providing students with enough tools so they can feel the teacher's support such as; examples, resources, bibliography and some indirect strategies that let students expand helping skills and enables them in activities most appropriate for different kinds of learning tasks.

11. What is your level of English in the receptive skills and in the English subject?

Chart N° 11-1

SKILLS	TEACHERS							
	VERY GOOD		GOOD		REGULAR		DEFFICIENT	
	f	%	f	%	f	%	f	%
Listening	0	0	2	33	3	50	1	17
Reading	0	0	3	50	3	50	0	0
English Language	0	0	3	50	2	33	1	17

Source: Teachers, students and parents' survey

Responsible: Researcher.

Graph N° 11-1

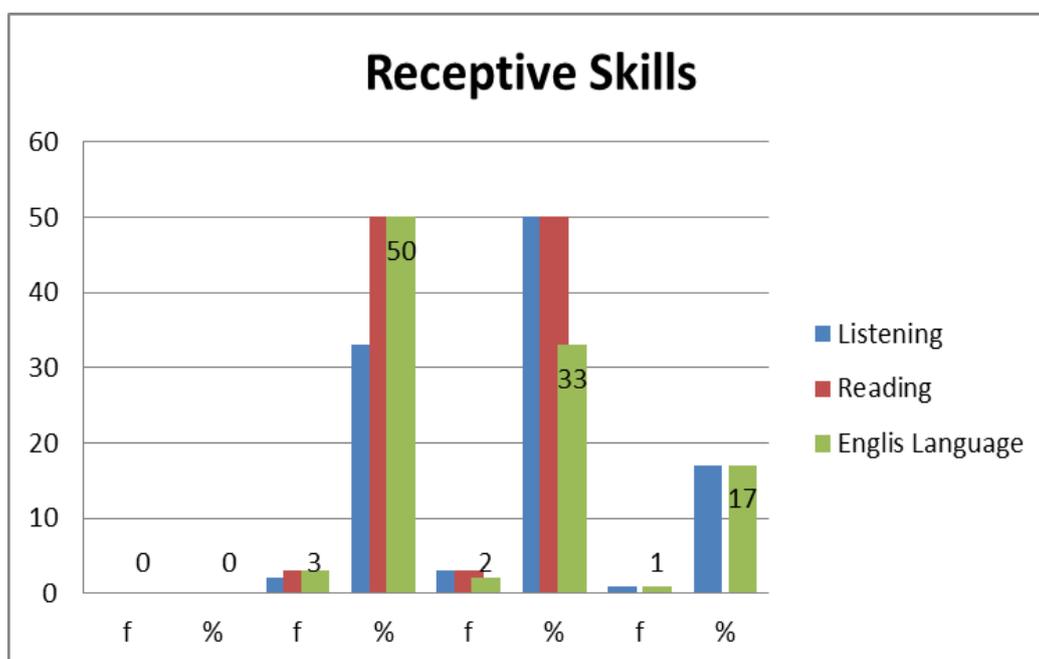


Chart N° 11-2

SKILLS	STUDENTS							
	VERY GOOD		GOOD		REGULAR		DEFFICIENT	
	f	%	f	%	f	%	f	%
Listening	0	0	31	25	48	38	47	37
Reading	0	0	42	33	54	43	30	24
English Language	0	0	65	52	43	34	18	14

Source: Teachers, students and parents' survey
Responsible: Researcher

Graph N° 11-2

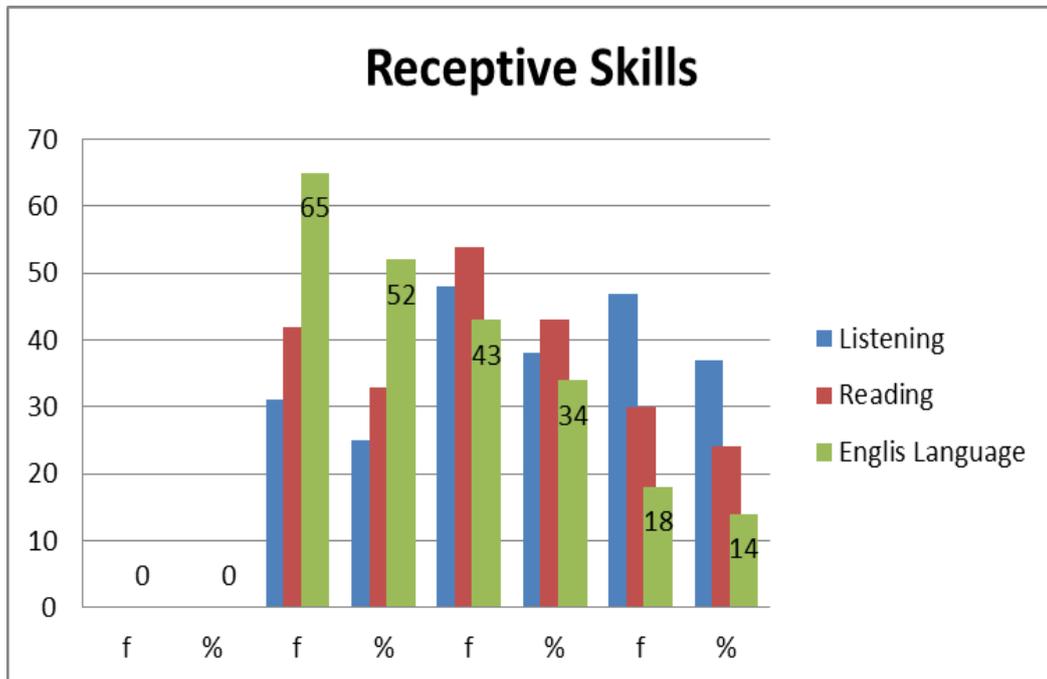


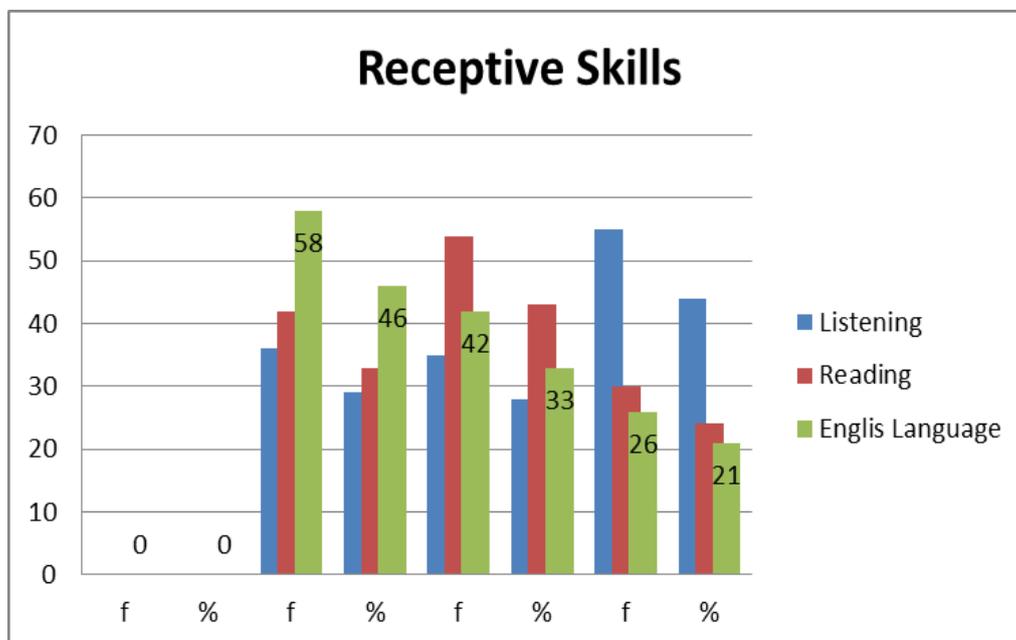
Chart N° 11-3

SKILLS	PARENTS							
	VERY GOOD		GOOD		REGULAR		DEFFICIENT	
	f	%	f	%	F	%	f	%
Listening	0	0	36	29	35	28	55	44
Reading	0	0	42	33	54	43	30	24
English Language	0	0	58	46	42	33	26	21

Source: Teachers, students and parents' survey

Responsible: Researcher

Graph N° 11-3



Interpretation and analysis

The teachers answers out the students achievement in listening the outcomes were: 50% matched Regular, 33% Good and 17% deficient; in reading: 50% good and 50% regular.

The students' answers were: in listening 38% regular, 37% defficient and 25% good; in reading 43% regular, 33% good and 24% deficient; in the English subject: 52% good, 34 regular and 14 deficient. Parents' results were: in listening 44% deficient, 29% good and 28% regular; in reading 43% regular, 33% good and 24% deficient; in the English subject 46% good, 33% regular and 21% deficient.

The graph shows that most of students have regular in the receptive skills and in the English subject and few have a good achievement what means that there are some difficulties in the application of homework strategies by part of teachers and parents find it hard to be involved in their children homework. Theory has demonstrated that when teachers apply the right strategies to support students' development of homework and when they try to involve students' parents in the tasks it is possible to assure more success into the English teaching learning process including the receptive skills.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The types and homework strategies that teachers use do not support the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

b) Demonstration

This hypothesis has been proved through the question number **ONE** of the survey where even when 67% of teachers said that they do send homework to the students, 41% of students and parents matched that teachers do not usually send homework in English, these results show that teachers do not use homework as strategy to improve the development of receptive skills in the English language.

The question number **TWO** which was about the frequency that teachers send homework 67% of teachers and parents and 55% of students answered once a week. This means that teachers do not use homework a frequent tool that help students to support the English language learning process.

In the question number **THREE**, about the types of homework, 67% of teachers and 45% of parents said that teachers send grammar and vocabulary tasks; meanwhile 38% of students answered workbook based tasks.

So that, teachers do not diversify the homework tasks with activities that support the development of the receptive skills in the English language.

In the question number **FOUR**, which was about the purpose of the homework development the relevant answers were: 100% of teachers matched to support students' learning, 83% to reinforce knowledge and to bridge some learning gaps; and 44% of students and 60% of parents pointed out that homework purpose is to support students' learning meanwhile 43% of students and 44% of parents matched to bridge some learning gaps. These results show that teachers do not use homework to develop listening and reading skills through extensive tasks that are so useful into the English language learning process.

In the question number **FIVE**, which was about the students' attitude towards homework the results were: 67% of teachers, 45% of students and 52% of students matched that homework is boring and tiring, 50% of teachers, 35% of students and 39% of parents matched that homework is useful. These results evidence that homework is not planned nor organized and teachers do not vary the types and homework strategies for that reason students find it boring and uninteresting and they do not use it as a useful tool to develop the receptive skills into the English language learning process.

The question number **SIX**, was about the sources used by students to develop homework, even when 67% of teachers matched that students use radio and TV broadcasts and newspapers and magazines; 100% of students matched that they

use the notebook and paper and 78% of parents answered the same what means that teachers do not use the ITCs to send homework and develop the receptive skills in the English language.

c) Decision

Taking into account the obtained results in the described questions in the teachers, students and parents' survey; it is necessary to accept the first hypothesis because the types and homework strategies that teachers use do not support the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at "Nacional Nocturno Catamayo" High School. Academic Period 2011-2012.

HYPOTHESIS TWO

a) Statement

The parents are not involved on the homework process which limits the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at "Nacional Nocturno Catamayo" High School. Academic Period 2011-2012.

b) Demonstration

To prove this hypothesis we have the question number **SEVEN**, that was made in order to know if parents supervise their children's homework 50% of teachers said that sometimes, 46% of students answered no and 44% of parents recognized that they do not supervise the students' homework. If parents do not supervise their

children's homework students just do their homework because they have to, and they do not care any level of quality neither they are responsible for their representatives' grades or scores at high school.

The question number **EIGHT**, was about the percentage of parents involvement in the students homework and the results show that 50% of teachers, 44% of students and parents agree that the percentage of parents that are involved in the students' homework of the English language is very low between 40-20 because according to their opinion, most of them do not know the English language and they find it difficult to help their children.

The question number **NINE**, was about the strategies that teachers apply to reach the parents' involvement in the English homework and 83% of teachers, 98% of students and 79% of parents said that teachers check their involvement by checking parents' signature and 67% of parents, 92% of students and 53% of parents also said that teachers checks parents' involvement by reporting learning difficulties; these results show that teachers apply only punishment strategies to involve family parents into the English language homework which is limiting the students' achievement in this subject.

In the question number **TEN**, it was asked about the guide that teachers give in the development of the English homework and the results were: 83% of teachers, 100% of students and 76% of parents said that teachers help students by giving some examples, 67% of teachers and 73% of students also mentioned that teachers guide

students' homework by suggesting resources and 67% of parents pointed out that teachers guide students in the development of their homework by planning and organizing it. Therefore, it is evident that there is little guide by part of teachers in the development of the English homework due to parents are not involved on it.

The question number **ELEVEN**, was about the students' achievement in the receptive skills and in the English Language subject reached by researched students and the results were: in listening 50% of teachers, 38% of students placed it in regular and 44% of parents even put it in deficient level; in reading 50% of teachers and 43% of students and parents also placed it in regular; and only 50% of teachers, 52% of students and 46% of parents placed in good the performance in the English subject as good. Consequently, these results show that there are some limitations in the development of the receptive skills of the English language with the group of researched students and this is because strategies that teachers apply and the little level of parents' involvement in the students tasks are influencing in the English language teaching learning process.

c) Decision

Based on the results gotten in the questions done to the surveyed populations and in the analysis of each one, it is possible to accept the second hypothesis that states the parents are not involved on the homework process which limits the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at "Nacional Nocturno Catamayo" High School. Academic Period 2011-2012.

h. CONCLUSIONS

- The type of homework more used by teachers are tasks based on OUR WORLD THROUGH ENGLISH book about grammar and vocabulary tasks so that they do not have clear the homework's purpose because it is not planned in advance. For this reason students find it boring or pointless while doing it, referring to homework tasks that consist of studying for tests, doing workbook OUR WORLD THROUGH ENGLISH exercises, finishing incomplete class work, memorizing lists of vocabulary and writing compositions.
- Homework is not sent frequently by teachers and it is not taken as a tool that offer students opportunities for extensive activities in the receptive skills which there may not be time for in the classroom or to reinforce and help learners to retain information taught.
- There is no diversification of sources for homework tasks due to students just do the same activities in the notebook or papers. Teachers are not taking advantage of the great amount of sources that offer the technology to work on extensive activities that permit students to reinforce what they have learnt and this is why students find homework irrelevant.
- Parents' involvement into students' English homework is very little because they find it difficult to support their children in a foreign language but they do not feel motivated to be involved in their children homework consequently they are not

aware that they are losing opportunities to talk about what's going on at school, and having the opportunity to hear from teachers about children's learning.

- Teachers do not use strategies to involve parents into students' homework because they are just interested in checking parents' signature or communicating parents about learning difficulties but not about students' success.
- There is little guiding in homework development by part of teachers because teachers just give students some examples and they do not give enough bibliography, suggest resources or gives students strategies to fulfill their homework successfully, so that students do not have a good level of achievement in the receptive skills.

i. RECOMMENDATIONS

- That teachers use homework as a useful tool to develop receptive skills through extensive tasks by using graded readers, which now often have accompanying audio material, radio, and TV broadcasts, podcasts and songs. These extra class activities will let students to become more responsible and aware that through it they can improve their knowledge and be active students during the class.
- That, teachers explain students the homework purpose and the usefulness of it. Tasks should be relevant, interesting and varied. Tasks should be manageable but achievable. Learner involvement and motivation may be increased by encouraging students to contribute ideas for homework and possibly design their own tasks due to motivating students to do homework.
- That, teachers take some training about the use of technology and the multiple tools that it offers to diversify the extra class activities so that they can look for more information and apply in the development of the receptive skills. Students nowadays have more knowledge about technology and inter active activities because they're digital natives and teachers should take advantage of these skills to support lifelong learning and give students more power and autonomy in homework activities.

- That parents take some reinforce class about the English Language in the afternoon and so that they can help to their sons. Also the Parents are more involved in their children's homework so that they can make a positive difference in their children's learning, and perceive that their involvement is invited, expected, so that they can enjoy with their pupils spending some time together while they are supporting them.
- That teachers apply some strategies to get parents involvements into students' homework such as: by interacting and encouraging parents to contact the teacher if they have questions about students' homework, by offering help and monitoring students after school, by offering specific positive responses to student homework performance, by providing specific, time-limited suggestions for helping students in ways that support the broader learning goals of homework assignments and so on. These strategies will encourage parents to participate in their children education and they feel that they are an important part of that process.
- That teachers give more guidance and support students in the extra class activities by suggesting good sources, by building up scaffolding principles, by applying self-regulation and autonomy skills, by forming good study habits and by giving students to be an active part of their homework assignments in the development of the receptive skills.

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k. ANNEXES PROJECT



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME:

**THE EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE
RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST,
SECOND AND THIRD YEARS OF BACHILLERATO AT “NACIONAL
NOCTURNO CATAMAYO HIGH SCHOOL PERIOD 2011-2012**

**RESEARCH PROJECT TO OBTAIN THE
LICENCIATE'S DEGREE IN SCIENCES
OF EDUCATION ENGLISH LANGUAGE
SPECIALIZATION.**

AUTHOR

Braulio Uchuari

LOJA- ECUADOR

2012

a. THEME

THE EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE ENGLISH LANGUAGE RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “NACIONAL NOCTURNO CATAMAYO” HIGH SCHOOL PERIOD 2011-2012.

b. PROBLEM

- **Background**

It being that the research has an important relevance around Loja Province, It is considered the research project at “Nacional Nocturno Catamayo” High School; this high school is considered as one of the most important institutions in our province and it is located in Catamayo Canton.

The Nacional Nocturno “Catamayo” High School It is an educational institution which is a part of the catamayense community, and it was created as are sult of the needs that young people of this cant on hand. At “Nacional Nocturno Catamayo High School” was created with the ministerial agreement number 2870 On August 28 1970. It is the pioneer high school of the Catamayo city. It began with 100 students only men. The first Director was Lic. Alejandro Quinde⁵.

Nowadays the high school has 800 students between women and men, 43 teachers, a Headmaster, a Vice principal, a General Inspector three sub inspectors, two secretaries an accountant, a librarian, and two auxiliaries.

Today the Head master is M.g.s.c Edgar Castro Aguirre. The high school offers four specialties which are: Social Sciences, Physic Mathematics Chemistry Biology and Secretarial Accountancy.

MISION: The mission that the institution has is to give to the community students with high level of knowledge about ethical and moral values that will practice into the family nucleus. ⁶The high school gives education to people with few economical

⁵Historical references C.N.N.C

⁶ Proyecto Educativo Institucional C.N.N.C misión

resources specially; young people who work during the day and study at night, to contribute with the society with participative, creative, and competitive students.

VISION: At “Nacional Nocturno Catamayo” High School since its origin had big projections, such us to focus on teaching efficient, with an integral education in agreement with the advance of the science and the technology and teachers with updated methodology, classrooms ⁷and best laboratories. So it offers new students with moral values like honesty, responsibility and respect with: a building with new classrooms and innovate laboratories applying a new pedagogic model, where the students will be a social and active human.

- **Current Situation of the Research Project**

Ecuador needs and deserves a better destiny. The education is indispensable if we take into account that the people try to improve the quality and standard of students' life because the English Language is very useful and necessary.

In our country the education has some problems such as the economic resources, old educational structures, lack of teachers training, lack of knowledge about educational science and technology, etc. the aspects have given as a result the creation of new private schools.

Opposite to the crisis of the quality of the Ecuadorian education demonstrated by high indexes of repetition and desertion, loss of relevance and significance of the education, efficiency and deficiency of the educative system, the Department of Education formulated as a priority policy the improvement it intermediate and

⁷ Proyecto Educativo Institucional C.N.N.C visión

advanced education across the Curricular reform. The Ministry of Education through the CRADLE Project orders to the state educational institutions to work with the text "Our World Through English" This text is elaborated with 12 units and 5 lessons in each.

Considering the Teaching-Learning Process in the Basic Education and Bachillerato an essential part of the knowledge and personal development; we need to consider, how the activities, materials and methodology help to obtain a good development of the four basic skills on the English language at High School.

The present research work is focused on around the found problems in the institution such as: The time is very short for that reason the teachers do not have the enough period to explain and carry out activities which help to students to understand in a better way the English Language; The lack budget to solve the budgetary departures that the institution has and in this way cover the existent vacancies;

In the institution exists another big problem, the students work during the day so that they do not have enough time to do the homework, for this reason teachers should look for the most important activities in order to at "Nacional Nocturno Catamayo" High school", the teachers have to establish to work with the text "OUR WORLD THROUGH ENGLISH" which is constructed by 12 units and five lessons every unit developed in a period of class of 40 minutes with 5 hours per week.

Research problem

According to the problematic regarded at "Nacional Nocturno Catamayo" high school, It stated the following problem of the research. How do extra class activities influence on the receptive skills of the English Language with students of 1st, 2nd, and 3rd

years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012

Delimitation of the research

Temporal.-This research work will be carried out during the academic year 2011-2012.

Spatial.- The research work will be done at “Nacional Nocturno Catamayo” high school, which is located in Catamayo City , in the south part of Loja Province at 46Kms from the city.

Observation Units.- The present work will be made in Catamayo City and with the contribution of many people as: the students of the institution, also with the collaboration of the teachers at “Nacional Nocturno Catamayo” high school.

Sub Problems.-

- What are the types and homework strategies that help on the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.
- How do parents are involved on homework process to strengthen the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?

c. JUSTIFICATION

The related problems with the extra class activities have been considered to carry out the research: THE EXTRA CLASS ACTIVITIES AND ITS INFLUENCE ON THE RECEPTIVE SKILLS WITH THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF BACHILLERATO AT “NACIONAL NOCTURNO CATAMAYO” HIGH SCHOOL ACADEMIC PERIOD 2011-2012

This investigation is aimed toward a study and critical-aimed analysis with the purpose of contributing with the elements of practical character for the improvement of institutional curriculum practice as a fundamental element, so that teachers use methodological strategies according to students' educational necessities.

This research project is outstanding for current educational society and the future generations of teachers and students, so that they will be the beneficiaries of the results of this research work, moreover it will give theoretical – practical contribution that will guide the professional practice of the extra class activities to improve the receptive English language skills.

This research is also justified because it is considered viable and feasible of developing, because; the researcher has the economical recourses, through which will allow him to get the Degree in Sciences of Education English Language Specialty and be inserted in the labor professional to be able to satisfy the economic necessities and professional experience.

d. OBJECTIVES

GENERAL

To determine the influence of extra class activities on the receptive skills of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.

SPECIFICS

- To characterize the types and homework strategies that support the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.
- To find out how the parents are involved on homework process to strengthen the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

e. THEORETICAL FRAME

1 Activity

Concept the activity can be defined in psychology, as the group of tasks or actions carried out by an being that develops them impelled by the instinct, the reason, the emotion, to get, an objective.⁸

The word comes from Latin "activitas" that means to act. It is the ability to work. It can be physical activity, when students put on the body in action, when the mental structure is mobilized, through the thought. The individual experience can modify them, but not to eliminate them.

- **Class Activities**

Homework seems to be an accepted part of teachers' and students' routines, but there is little mention of it in literature. The role of homework is hardly mentioned in the majority of general texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming.

- **Types of homework**

There are a number of categories of useful and practicable homework tasks such us for example:

- **Workbook-based tasks**

Most published course materials include a workbook or practice book, mainly including consolidation exercises, short reading texts and an answer key. Most workbooks claim to be suitable for both class and self-study use, but are better used

⁸ Educational leadership concept 2008 p. 18 (15 de noviembre del 2011)

at home in order to achieve a separation of what is done in class and at home.⁹ Mechanical practice is thus shifted out of class hours, while this kind of exercise is particularly suited to peer- or self-checking and correction.

- **Preparation tasks**

Rarely do teachers ask learners to read through the next unit of a course book, though there are advantages in involving students in the lesson plan and having them know what is coming. More motivating, however, is asking students to find and bring materials such as photographs and pictures, magazine articles and regalia which are relevant to the next topic, particularly where personalization or relevance to the local context requires adaptation of course materials.

- **Extensive tasks**

Much can be gained from the use of graded readers, which now often have accompanying audio material, radio and TV broadcasts, podcasts and songs. Sometimes tasks need to be set as guidance, but learners also need to be encouraged to read, listen and watch for pleasure. What is important is that learners share their experiences in class. Extensive reading and listening may be accompanied by dictionary work and a thematic or personalized vocabulary notebook, whereby learners can collect language which they feel is useful.

- **Guided discovery tasks**

Whereas classroom teaching often involves eliciting language patterns and rules from learners, there is also the option of asking learners to notice language and make deductions for themselves at home. This leads to the sharing of knowledge and even peer teaching in the classroom.

⁹Cooper ,H.synthesis of research on homework educational leadership 47/3,1989 (23 de abril del 2011)

- **Real-world tasks**

These involve seeing, hearing and putting language to use in realistic contexts. Reading magazines, watching TV, going to the cinema and listening to songs are obvious examples, offering the option of writing summaries and reviews as follow-up activities. Technology facilitates chat and friendship networks, while even in monolingual environments, walking down a shopping street noticing shop and brand names will reveal a lot of language. As with extensive tasks, it is important for learners to share their experiences, and perhaps to collect them in a formal or informal portfolio.

- **Project work**

It is a good idea to have a class or individual projects running over a period of time. Projects may be based on topics from a course book, the locality, interests and hobbies or selected individually. Project work needs to be guided in terms of where to find resources and monitored regularly, the outcome being a substantial piece of work at the end of a course or term of which the learner can claim ownership.

Conclusion

Finally, a word about the Internet. The Web appears to offer a wealth of opportunity for self-study. Certainly reference resources make project work easier and more enjoyable, but cutting and pasting can also be seen as an easy option, requiring little originality or understanding. Conferring over homework tasks by email can be positive or negative; though chatting with an English-speaking friend is to be encouraged, as is searching for visual materials. Both teachers and learners are guilty of trawling the Net for practice exercises, some of which are untried, untested and dubious in terms of quality. Learners need guidance, and a starting point is to

provide a short list of reliable sites such as British Council 'Learn English' and BBC 'Learning English' which provide a huge variety of exercises and activities as well as links to other reliable sources.

- **Key skills in the class activities**

Speaking

You will spend much your time in class speaking. During speaking activities your teacher will sometimes correct you a lot, for example during grammar practice. On other occasions, for example when you are taking part in a role play, you won't be corrected as the teacher will want you to focus more on fluency and communicating your ideas. A balance of accuracy and fluency in speaking will help you to become successful language learners and improve your spoken English.

Listening

Practice in listening is very important, and to ensure that you listen to a wide range of spoken English, your teacher will ask you to listen to cassettes, videos, DVDs and CD-ROMs.

Reading

Reading activities in class will expose you to a wide range of different types of texts (newspaper articles, letters, short stories, advertisements, brochures, etc.). We also encourage you to read outside the classroom as much as possible. As a student you will have free membership of the British Council Study Centre and will be able to choose from a wide variety of books suitable for your particular level

Writing

Writing skills are practiced in the classroom and sometimes you will be asked to complete a writing task at home. Sometimes preparation for homework is done in

the classroom and homework can often be used for correction and work to improve your accuracy in English.

As well as practicing the above skills, you will also work on your grammar, vocabulary and pronunciation in class, as these areas are vital in helping you improve your proficiency in English.

Learner autonomy

We believe that students learn in different ways and it is important to find out the way/ways that work best for you. Your teacher will encourage you to reflect on how you learn. We hope that you will make full use of our other services such as the Study Centre and Global Village. These services are free for all British Council students

Counseling

During each term of study you will have two chances to discuss your progress with your teacher, who will be able to advise you on the best strategies for improving your English – in the middle of a course – and what your next level should be. Our teachers are, of course, always willing to discuss individual needs with any student

Assessment

During the course you will be assessed by your teacher in the form of 3-4 assessed tasks. These will be used to determine your progress during the course and you can discuss this with your teacher in the counseling sessions mentioned above.

- **Extra class activities**

The extra class activities are the group of tasks, homework , lessons , carried out by the students to develop or increase the knowledge learned. The extra class activities are used by the teacher to carry out a feedback and correct the mistakes.¹⁰

There is clearly now that technology has made so many more resources available to learners outside the classroom. There are some characteristic that you should take into account to the extra class activities.

- Reasons for homework
- Attitudes to homework
- Effective homework

Reasons for homework

- Homework is expected by students, teachers, parents and institutions.
- Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language.
- Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.
- Homework offers opportunities for extensive activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader.
- Homework provides continuity between lessons. It may be used to consolidate classwork, but also for preparation for the next lesson.

¹⁰[H.ttp//www.ehow.com/about_ Modern- methods –teaching- listening](http://www.ehow.com/about_Modern-methods-teaching-listening) .(15 de septiembre del 2011)

- Homework may be used to shift repetitive, mechanical, time-consuming tasks out of the classroom.
- Homework bridges the gap between school and home. Students, teachers and parents can monitor progress. The institution can involve parents in the learning process.
- Homework can be a useful assessment tool, as part of continual or portfolio assessment.

ATTITUDES TO HOMEWORK

Teachers tend to have mixed feelings about homework. While recognizing the advantages, they observe negative attitudes and poor performance from students. Marking and giving useful feedback on homework can take up a large proportion of a teacher's time, often after school hours.

- Students themselves complain that the homework they are given is boring or pointless, referring to homework tasks that consist of studying for tests, doing workbook exercises, finishing incomplete class work, memorizing lists of vocabulary and writing compositions. Where this is actually the case, the negative effects of homework can be observed, typified by loss of interest and a view of homework as a form of punishment.
- Other negative effects of poorly managed homework include lack of necessary leisure time and an increased differential between high and low achievers. These problems are often the cause of avoidance techniques such as completing homework tasks in class, collaborating and copying or simply not doing the

required tasks.¹¹ In turn, conflict may arise between learners, teachers, parents and the institution.

EFFECTIVE HOMEWORK

In order for homework to be effective, certain principles should be observed.

- Students should see the usefulness of homework. Teachers should explain the purpose both of homework in general and of individual tasks.
- Tasks should be relevant, interesting and varied.
- Good classroom practice also applies to homework. Tasks should be manageable but achievable.
- Different tasks may be assigned to different ability groups. Individual learning styles should be taken into account.
- Homework should be manageable in terms of time as well as level of difficulty. Teachers should remember that students are often given homework in other subjects and that there is a need for coordination to avoid overload. A homework diary, kept by the learner but checked by teachers and parents is a useful tool in this respect.
- Homework is rarely co-ordinated within the curriculum as a whole, but should at least be incorporated into an overall scheme of work and be considered in lesson planning.
- Homework tends to focus on a written product. There is no reason why this should be the case, other than that there is visible evidence that the task has been done.

¹¹Painter, L. Homework, English Teaching Professional issue 10, 1999.(28 de octubre del 2011)

- Learner involvement and motivation may be increased by encouraging students to contribute ideas for homework and possibly design their own tasks. The teacher also needs to know how much time the students have, what facilities they have at home, and what their preferences are. A simple questionnaire will provide this data.
- While homework should consolidate class work, it should not replicate it. Home is the outside world and tasks which are nearer to real-life use of language are appropriate.
- If homework is set, it must be assessed in some way, and feedback given. While marking by the teacher is sometimes necessary, peer and self-assessment can encourage learner independence as well as reducing the teacher's workload. Motivating students to do homework is an ongoing process, and encouragement may be given by commenting and asking questions either verbally or in written form in order to demonstrate interest on the teacher's part, particularly in the case of self-study and project work.

- **Types of Homework**

Homework could take a variety of forms as listed below. Whatever the nature of the task set the work should be an integral part of the unit of work and included at the planning stage. It should be differentiated to take account of the needs and current attainment level of the student. Homework should be varied, interesting and challenging. It is not good enough to tell a class to 'finish off' some class work when several students have already completed the task.

- Extended work - sustained writing.
- Research, including use of internet.

- Prepare work to be completed in class - e.g. read an article, make notes, etc.
- Private reading.
- Study and learn notes/vocabulary.
- Drafting and redrafting work.
- Watch or listen to particular TV or radio programs.
- Collect information from newspapers, etc.
- Projects.
- Presentations
- art /creative tasks
- to undertake work not suited to the classroom situation
- practicing skills/concepts learned during the lesson
- Tasks which involve the parent's e.g. interviews, testing vocabulary

THE BASIC LINGUISTIC ENGLISH SKILLS

- **Listening**

It is the receptive skill and its main characteristics and are; the silence maintain by the person that, to be listening and the selective attention that to give his to listen according his purposes. Is for that the students' needs to reason for listening and the teacher could invent this necessity to give his tasks according that class of the test that the students could learn to process and will be to complied while listen.

Listening involves understanding spoken language which is different from written language.

- Disappears as soon as it spoken. Sometimes it is spoken fast and sometimes slowly or without pauses.

- Show sentences and meaningful groups of words through stress and intonation
- Consist of connected speech, sentences, incomplete sentences or single words.
- The speaker uses body language to support his/her communication gestures facial expressions, this help the listener to understand what the speaker is saying.
- Is not so well organized. It contains interruptions, hesitates, repetitions and frequent changes of topic.
- Often uses rather general vocabulary and simple grammar.

When we listen, we also need to be able to understand different kinds of spoken text types such as: conversations, stories, announcements, songs, instructions, lectures and advertising. They contain different ways of organizing language and different language features and some consist of just one voice while others consist more.

We also need to understand different speeds of speech. Some people speak more slowly and with more pauses. Others fast and few pauses. This makes them more difficult to understand. We need to understand accents too.

But we don't listen to everything in the same way. How we listen depends on our reason for listening. We might **listen for gist, specific information, detail, attitude, or do** extensive listening.

We can see that the listening involves doing many things; dealing with the characteristics of spoken Language; using the context and our knowledge of the world, understanding different text types; understanding different speeds of speech and accents; using sub skills

The language Teaching Classroom

- In the classroom, learners can listen to many sources of spoken language: the teacher, other learners, visitors, cassettes, video, DVDs.
- When we listen to audio cassettes or CDs we can't see the speaker's body language or the context he/ she is speaking in. and we can't ask the speaker to repeat or explain.
- Some listening texts in course books are authentic (they contain all the features of real spoken language)
- Understanding and showing you have understood are not the same thing.
- Children learn well from listening to stories that interest them.
- We can develop learner's listening skills by focusing regularly on particular aspects of listening.

The activities in a listening lesson often follow this pattern:

1 Introductory activity: an introduction to the topic of the text and activities focusing on the language of the text.

2 Main activities: a series of comprehension activities developing different listening sub skills.

3 Post-Activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

- **Reading**

It is the receptive ability, through the reading receive us information, its characteristics are similar to the listening is for that he person that read to maintain his silence, selection and process according his necessities an purpose, the teacher

could give appropriate tasks that developed these abilities because process reason for reading according to the organization of the different classes of the text that is learned by the student.

A text is usually longer than just a word or a sentence. It often contains a series of sentences, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary and knowledge of the word. Reading also involves understanding the connection between sentences.

We need to use our knowledge of the word to see connection between these sentences (coherence). The grammar links between the sentences (cohesion) also help us see the connection between them.

When we read we do not necessarily read everything in a text. What we read depends on **why** and **how** we are reading. There are different lengths, layouts, topics and kinds of language. Learning to read also involves learning how to handle these different text types.

Our reasons for reading influence how we read, which reading sub skills (a skill that is a part of a main skill) . We usually use sub skills called **reading for specific information or Scanning**. When we can use don't read the whole text. We hurry over most of it until we find the information.

Another reading sub skill **is reading for gist is skimming**, reading quickly through a text to get a general idea of what it about. A third reading sub skill is reading for detail. If you read a letter from someone you love who you haven't heard from for long time, you probably read like this, getting the meaning out of every word. Another way of reading is **Extensive reading**, Extensive reading involves reading long pieces

of text. As you read, your attention and interest vary you may read some parts of the text in details while you may skim through others.

We can see that the reading is a complicated process. It involves understanding letters. Words and sentences, understanding the connections between sentence (coherence and cohesion), different text type, making sense of the text through our knowledge of the world and using the appropriate reading sub skill.

The Language Teaching Classroom

- If learners know to read in their own language, they can transfer their reading skills to reading in English
- Giving learners lots of opportunities for extensive reading, in or out of class, helps them to develop their influence in reading.
- The reading sub skills that we need to teach also depend on the age and first language of the learners.
- We need to choose the right texts for our learners. Texts should be interesting for learners in order to motivate them. Text should also be at the right level of difficult.
- We can make a difficult text easier for learners to read by giving them an easy comprehension task.
- The activities in a reading lesson often follow this pattern.

4 introductory activities: an introduction to the topic of the text and activities focusing on the language of the text.

5. Main activities: a series of comprehension activities developing different reading sub skills.

6. Post – activities: activities which ask learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities also require learners to use some of the language they have met in the text.

- **Speaking**

It is a productive skill, *it uses for* information to characterize for focusing a sound system with a meaning. For develop this ability the teacher should give models and gives opportunity for the oral practice.

To develop the speaking need to do or practice the following: pronounce words, answer questions, use intonation, ask for classification and or explanation, correct themselves, take part in discussions, change the content and/or style of their speech according to how their listener responds, greet people, plan what they will say, smile, ask for give information, respond appropriately, persuade, start speaking when someone else stops, tells stories, use fully accurate grammar and vocabulary, use tenses, take part in conversation.

We also use in the speaking practice are the following categories.

- Grammar and vocabulary
- Functions
- Features of connected speech
- Properly
- Body language
- Interaction

Interactions is two –way communication that involves using language and body language to keep our listener involved in what we are saying and check that they understand our meaning.

- Interactive strategies are: making eye contact, using facial expressions, asking check questions, clarifying your meaning, confirming understanding.
- Fluency is speaking at a normal speed, without hesitate, repetition or self-correction, and with smooth use of connected speech.
- Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation.
- When we speak, we use different aspects of speaking depending on the type of speaking we are involved in.

The language teaching classroom

- We can develop learners speaking skills by focusing regularly on particular speaking aspects: fluency, pronunciation, grammatical accuracy, body language.
- In practiceactivities (activities in which they can use only language that has just been taught). This is a very limited kind of speaking because they just focus on accuracy in speaking and not on communication, interaction of fluency.
- Free practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency.
- Sometimes learners speak more willingly in class when they have a reason for communicating (to solve a problem or to give other classmates some information they need).
- Because speaking is such a complex skill, learners in the classroom may need a lot of help to prepare for speaking: practice of necessary vocabulary, time to organize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely.

- Learners especially beginners and children, may need time to take in and process all the new language they hear before they produce it in speaking.
- The activities in the speaking lesson often follow this pattern.
 - 1 lead in: an introduction to the topic of the lesson plus, sometimes, activities focusing on the new language.
 2. Practice activities or task in which learners have opportunities to use the new language
 3. post task activities: activities in which learners discuss the topic freely and/or ask the teacher questions about the language used.

- **Writing**

It is a productive skill, that mean they involve producing language rather that receiving it. We can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.¹²

All written text types have two things in common. Firstly, they written to communicate a particular message, and secondly they are written to communicate to somebody.

Our message and who we are writing to influence what we write and how we write.

Writing involves several sub skills. Some of these are related to accuracy, using the correct forms of language. Writing accuracy involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the

¹² La planificación ejecución del proceso de enseñanza aprendizaje modulo 3 (2006-2007)

right vocabulary, using grammar correctly, join sentences correctly and using paragraphs correctly.

But writing isn't just about accuracy. It is also about having a message and communicating it successfully to other people, so this, we need to have enough ideas, organize them well and express them in an appropriate style.

Writing also often involves through a number of stages. When we write outside the classroom we often go through these stages.

- Brainstorming(thinking of everything we can about the topic)
- Making notes
- Planning(organization our ideas)
- Writing a draft(a piece of writing that is not yet finished and may be changed)
- Editing(correcting and improving the text)
- Producing other draft
- Proof reading (checking for mistakes in accuracy) or editing again

The language teaching classroom.

- The sub skills of writing that we teach will vary a lot depending on the age and needs of our learners. At the secondary level we may need to focus more on the skills required to write longer texts such as: letters, emails, or compositions.
- When we teach writing we need to focus on both accuracy and on building up and communicating a message.
- Sometimes in the classroom learners write by: completing gaps in sentences with the correct word, taking notes for listening comprehension, writing one word answers to reading comprehension questions. These activities are very useful for teaching grammar, and checking listening and reading. But they don't teach the

skills of writing, to teach the writing sub skills we need to focus on accuracy in writing, on communicating a message and on the writing process.

- By encouraging learners to use the writing process in the classroom we help them to be creative and to develop their

- **RECEPTIVE SKILLS**

Listening. Is the receptive skill and its main characteristics and are; the silence maintain by the person that, to be listening and the selective attention that to give his to listen according his purposes. Is for that the students' needs to reason for listening and the teacher could invent this necessity to give his tasks according that class of the test that the students could learn to process and will be to complied while listen¹³.

Real listening is an active process that has three basic steps.

- 1 Hearing. Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
- 2 Understanding. The next part of listening happens when you take what you have heard and understand it in your own way
- 3 Judging. After you are sure you understand what the speaker has said, think about whether it makes sense.

Tips for being a good listener

¹³ Coakley.C.G.8 wolvin.AD.(1986) listening and native language(11 de noviembre del 2011)

Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.

Make sure your mind is focused, too. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.

- Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
- Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times.
- Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct
- Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent

Thinking fast

Remember: time is on your side! Thoughts move about four times as fast as speech.

With practice

While you are listening you will also be able to think about what you are hearing, really understand it, and give feedback to the speaker.

- **Types of Listening**

There are four general types of listening that occur:

1. Inactive listening. Is simply being present when someone is speaking, but not absorbing what is being said. The definition of this is the old adage, “In one ear and out the other.” You hear the words, but your mind is wandering and no communication is taking place.¹⁴

2. Selective listening. You hear only what you want to hear. You hear some of the message and immediately begin to formulate your reply or second guess the speaker without waiting for the speaker to finish.

3. Active listening. It is hearing what is said, concentrating on the message and absorbing it. You try to block out barriers to listening. Most importantly, you are non-judgmental and empathetic.

4. Reflective Listening. This is one of the most complex types of listening. It involves actively listening, interpreting what is being said and observing how it is being said. This is active listening when you also work to clarify what the speaker is saying and make sure there is mutual understanding.

Students need to receive instruction on how to become effective listeners, especially students diagnosed with learning disabilities. It requires conscious planning by the teacher to include listening activities and practice by the student.

Here are some easy tips to start helping your students become better listeners now:

¹⁴Retrieved from [http:// wikipedia](http://wikipedia) concept of types of listening (16 de abril del 2011)

Here are types of listening, starting with basic discrimination of sounds and ending in deep communication.

a) Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language.

b) Comprehension listening

The next step beyond discriminating between different sounds and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning. Comprehension listening is also known as *content listening*, *informative listening* and *full listening*.

c) Critical listening

Critical listening is listening in order to evaluate and judge, forming an opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

d) Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

e) Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us. Evaluative listening is also called critical, judgmental or interpretive listening.

f) Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

g) Sympathetic listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

h) Empathetic listening

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.

In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

i) Therapeutic listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

j) Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening means learning through conversation and

an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think.

k) Relationship listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

- **Listening Activities**

Listening activities here become varied according to their purposes and objectives. Four major distinctions include Attentive listening, Extensive listening, Intensive listening, Selective listening and Interactive listening.

Attentive listening:

Both of the ideas are true that attentiveness is a prior condition for understanding and listener often lapse attention for various reasons. Losing interest, inability to keep up with, losing track of goals, less confident are some of them. Teacher can help the listeners to hold their attention by personalizing the material, using the target language while talking to them to keep flow, and lessening their stress and motivating by asking oral responses repeatedly. Activities in this stage would be interesting and easy including face to face interaction, using visual and tangible topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses etc so that learners can easily keep pace with the text and activity.

Listening to short chunks, music image, personal stories, teacher- talk, small question- answer, and interview etc may be applied in this stage.

Extensive listening:

This type of listening has also a greater ease than other types as it is concerned to promote overall comprehension of a text and never requires learners to follow every word and understand them. Learners need to comprehend the text as a whole which is called global understanding. Activities in this section must be chosen in terms with the proficiency level of the listeners.

At the lower level they may have problems to organize the information, so some non-verbal forms in responding might be given such as putting pictures in a right sequence, following directions on a map, checking of items in a photograph, completing a grid, chart or timetable etc.

At the developed stage, some language based tasks requiring constructing meaning, inferring decisions, interpreting text and understanding gist are usually recommended. Completing cloze exercises or giving one or two word answers, multiple choices, predicting the next utterances, forming connected sets of notes, inferring opinions, or interpreting parts of the text are some samples.

Intensive listening:

'Hearing clearly' is also a prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult. Listening intensively is quite important to understand the language form of the text as we have to understand both the lexical and grammatical units that lead to form meaning. So, intensive listening requires attention to specific items of language, sound or factual detail such as words, phrase, grammatical units, pragmatic units,

sound changes (vowel reduction and consonant assimilation), stress, intonation and pauses etc. Feedback on accuracy and repetition on the teacher's part promote success here.

Paraphrasing, remembering specific words and sequences, filling gaps with missing words, identifying numbers and letters, picking out particular facts, discriminating the pronunciation of same phoneme in different positions, replacing words, finding stress and boundaries are some good intensive listening practice.

Selective listening:

It involves listening to selected part of a text, as it's name suggests, to predict information and select 'cues' surrounding information. Thus, the listeners may have an assessment of their development in listening to authentic language. Here the focus is on the main parts of the discourse and by noticing these parts listener construct their understanding of the meaning of whole of the text through inferring. As the expectation on understanding is focused and has a purpose, in these activities, listeners have the chance of second listening to check understanding and have feedback repeatedly.

Listening to sound sequences, documentary, story maps, incomplete monologues, conversation cues and topic listening are examples of selective listening.

Interactive listening:

This is a very advanced stage of listening practice as it implies social interaction in small groups which is a 'true test' of listening. In interactive listening, learners, either in pairs or in groups, receive new information, identify them continuously. Besides, they have to work out the problems of understanding each other and formulate responses immediately as we are required to do in real life. So, in spite of calling

'practice', this goes beyond of it. As this phase involves both comprehension and production, it directly promotes speaking skill. Teachers have a central role in this stage. They have to set up specific goals so that learners can assess their own performance, observe learners' language in order to provide immediate feedback on their interaction strategies.

Group survey, self-introductions, short speeches, chatting and discussing, exchanging news and views, interviewing and being interviewed etc. might be appropriate here.

c. *After-listening Stage*: post listening activities can be used to check comprehension, evaluate listening skill, use of listening strategies and use the knowledge gained to other contexts. So, these are called listening exercises at all and defined as 'follow-up works.' The features of these activities are:

- a. Related to pre-listening activities, such as predicting.
- b. May create a real life situation where students might be asked to use knowledge gained.
- c. May extend the topic and help the students remember new vocabulary.

Using notes made while listening in order to write a summary, reading a related text, doing a role play, writing on the same theme, studying new grammatical structures, practicing pronunciation, discussion group, craft project etc. are some post-listening activities.

- **Modern Methods of Teaching Listening Skills**

Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on

the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well.

Interpersonal Activities¹

One effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish.

Group Activities

Larger group activities also serve as a helpful method for teaching listening skills to students. Encourage them to ask clarifying questions during the activity, and you may allow them to take notes if helpful

Audio Segments

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own.

Video Segments

Another helpful resource for teaching listening skills are video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material.

As with audio segments, select the portion and length of the video segment based on the skill level of your students.

Instructional Tips

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process.

Types of Homework

Homework: In teaching listening, homework is a must. A listening task between two classes prevent them forgetting. Encouraging public listening and having notes on them is a free pave to walk in teaching listening which leads to success. Providing tape recording with questions, dictation, or a worksheet to complete may bring the expected results.

Using internet: If learners have opportunity to use a computer with internet access and headphones or speakers, teacher may direct them toward some listening practice sites and home works can also be assigned from these accesses.

Homework could take a variety of forms as listed below. Here there are some types of listening homework's.

- Study and learn notes/vocabulary.
- Watch or listen to particular TV or radio programs.
- Project.
- Presentations
- practicing skills/concepts learned during the lesson
- Tasks which involve the parent's e.g. interviews, testing vocabulary
- Using video: Using video clippings with sound off and then asking students what dialogue is taking place is a good practice.
- Recording own tape: Any way, recording must be of an English speaker.

- **Reading**

It is the receptive ability, through the reading receive us information, its characteristics are similar to the listening is for that he person that read to maintain his silence, selection and process according his necessities an purpose, the teacher could give appropriate tasks that developed this abilities because process reason for reading according the organization of the different classes the text that is learned by the student.

A text is usually longer than just a word or a sentence. It often contains a series of sentence, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary y and knowledge of the word. Reading also involves understanding the connection between sentences.

We need to use our knowledge of the word to see connection between these sentences (coherence). The grammar links between the sentences (cohesion) also help us see the connection between them.

When we read we do not necessarily read everything in a text. What we read depends on **why** and **how** we are reading. There are different lengths, layouts, topics and kinds of language. Learning to read also involves learning how to handle these different text types.

We can see that the reading is a complicated process. It involves understanding letters. Words and sentences, understanding the connections between sentence (coherence and cohesion), different text type, making sense of the text through our knowledge of the world and using the appropriate reading sub skill.

Styles of reading

There are three styles of reading which we use in different situations:

Scanning: for a specific focus

The technique you use when you're looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases that are relevant to the task you're doing.

It's useful to scan parts of texts to see if they're going to be useful to you:

- the introduction or preface of a book
- the first or last paragraphs of chapters
- the concluding chapter of a book.
- **Skimming: for getting the gist of something**

The technique you use when you're going through a newspaper

Magazine: you read quickly to get the main points, and skip over the

Detail. It's useful to skim:

- To preview a passage before you read it in detail
- To refresh your understand of a passage after you've read it in detail.
- Use skimming when you're trying to decide if a book in the library or bookshop is right for you.
- **Detailed reading: for extracting information accurately**

Where you read every word, and work to learn from the text. In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

1 . Active reading

When you're reading for your course, you need to make sure you're actively involved with the text. It's a waste of your time to just passively read, the way you'd read a thriller on holiday.

Always make notes to keep up your concentration and understanding.

Underlining and highlighting

Pick out what you think are the most important parts of what you are reading. Do this with your own copy of texts or on photocopies, not with borrowed books.

Note key words

Record the main headings as you read. Use one or two keywords for each point. When you don't want to mark the text, keep a folder of notes you make while reading.

Questions

Before you start reading something like an article, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer.

Summaries

Pause after you've read a section of text. Then:

1. put what you've read into your own words;
2. skim through the text and check how accurate your summary is and
3. fill in any gaps.

3. A tip for speeding up your active reading

You should learn a huge amount from your reading. If you read passively, without learning, you're wasting your time. So train your mind to learn.

We have some styles for **Survey, Question, Read, Recall** and **Review**.

- **Survey**

Gather the information you need to focus on the work and set goals:

- Read the title to help prepare for the subject
- Read the introduction or summary to see what the author thinks are the key points
- Notice the boldface headings to see what the structure is

- Notice any maps, graphs or charts. They are there for a purpose
- Notice the reading aids, italics, bold face, questions at the end of the chapter. They are all there to help you understand and remember.

- **Question**

Help your mind to engage and concentrate. Your mind is engaged in learning when it is actively looking for answers to questions. Try turning the boldface headings into questions you think the section should answer.

- **Read**

Read the first section with your questions in mind. Look for the answers, and make up new questions if necessary.

- **Recall**

After each section, stop and think back to your questions. See if you can answer them from memory. If not, take a look back at the text. Do this as often as you need to.

- **Review**

Once you have finished the whole chapter, go back over all the questions from all the headings. See you if can still answer them. If not, look back and refresh your memory.

Spotting authors' navigation aids

Whatever you are reading, be aware of the author's background. It is important to recognize the bias given to writing by a writer's political, religious, social background. Learn which newspapers and journals represent a particular standpoint.

Words and vocabulary

It is very important to recognize the different meaning of the words and its use. There are over 600,000 words in the *Oxford English Dictionary*; most of them have different meanings, (only a small proportion is synonyms).

Avoid dictionaries which send you round in circles by using very complicated language to define the term you're looking up, leaving you struggling to understand half a dozen new words.

- Keep your dictionary at hand when you're studying. Look up unfamiliar words and work to understand what they mean.
- Improve your vocabulary by reading widely.
- If you haven't got your dictionary with you, note down words which you don't understand and look them up later.
- **Type of Reading Extra activities**

Teachers assign different types of homework to accomplish specific purposes.

Practice homework helps students 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.

Sometimes students need to communicate their mastery of knowledge and skills by using different media. To provide such opportunities, teachers assign **extension homework** such as writing compositions, preparing a demonstration, and making dioramas, maps, models, or other visual displays.

Other times 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 newspapers, or artistic productions.

Preparation homework, on the other hand, is designed to motivate or prepare students for knowledge and skills which they have not yet mastered. Teachers may assign students to read text, take notes on reading, work on solving a problem that will illustrate the need to learn upcoming material, or gather information from resources outside of class.

- **Types of Homework**

Homework could take a variety of forms as listed below. Whatever the nature of the task set the work should be an integral part of the unit of work and included at the planning stage. It should be differentiated to take account of the needs and current attainment level of the student. Homework should be varied, interesting and challenging. It is not good enough to tell a class to 'finish off' some class work when several students have already completed the task.

- Extended work - sustained writing.
- Research, including use of internet.
- Prepare work to be completed in class - e.g. read an article, make notes, etc.
- Private reading.
- Study and learn notes/vocabulary.
- Drafting and redrafting work.
- Collect information from newspapers, etc.
- projects.
- art /creative tasks
- Tasks which involve the parents e.g. interviews, testing vocabulary.

Parental Involvement in Homework:

Parents often become involved in their children's education through homework. Whether children do homework at home, complete it in after school programs or work on it during the school day, homework can be a powerful tool for (a) letting parents and other adults know what the child is learning, (b) giving children and parents a reason to talk about what's going on at school, and (c) giving teachers an opportunity to hear from parents about children's learning.

In 2001 we reviewed research on parental involvement in children's homework (Hoover-Dempsey et al., 2001). The review focused on understanding why parents become involved in their children's homework, what strategies they employ, and how involvement contributes to student learning. The review supported theoretical arguments that parents choose to become involved in homework because they believe they *should* be involved, believe their involvement will make a positive difference in their children's learning, and perceive that their involvement is invited, expected, and valued by school personnel (Hoover-Dempsey & Sandler, 1995, 1997). The review also suggested that parents engage in a wide range of activities in this effort; from establishment of basic structures for homework performance to more complex efforts focused on teaching for understanding and helping students develop effective learning strategies.

What do parents do when they involve themselves in children's homework?

1. Interact with the student's school or teacher about homework
 - Communicate with the teacher about student performance, progress, homework
 - Meet school requests and suggestions related to homework (e.g., sign completed tasks, offer requested help, participate in homework intervention program)

2. Establish physical and psychological structures for the child's homework performance

- Specify regular times for homework, establish structures for time use
- Articulate and enforce expectations, rules, and standards for homework behavior
- Help student structure time, space, and materials for homework
- Structure homework within the flow of family life; ensure parental “availability on demand”

3. Provide general oversight of the homework process

- Monitor, supervise, oversee the homework process
- Attend to signs of student success or difficulty related to task or motivation

4. Respond to the student's homework performance

- Reinforce and reward student's homework efforts, completion, correctness
- Recognize and offer emotional support for student performance, ability, effort
- Review, check, correct homework

5. Engage in homework processes and tasks with the student

- Assist, help, tutor, “work with” student or “do” homework with student
- Teach student in direct, structured, convergent ways (e.g., learn facts, derive answers, drill, practice, memorize)
- Teach student using indirect, more informal methods (e.g., respond to questions, follow student lead)

6. Engage in meta-strategies designed to create a fit between the task and student knowledge, skills, and abilities

- Break learning tasks into discrete, manageable parts
- Observe, understand, “teach to” student's developmental level

7. Engage in interactive processes supporting student's understanding of homework
 - Model or demonstrate appropriate learning processes and strategies
 - Discuss problem-solving strategies
 - Help student understand concepts, check for understanding
8. Engage in meta-strategies helping the student learn processes conducive to achievement
 - Support student's self-regulation skills, strategies, personal responsibility for homework processes and outcomes
 - Help student organize personal thinking about assignments
 - Encourage student to self-monitor, focus attention
 - Teach and encourage the student to regulate emotional responses to homework

Strategies for supporting student motivation and performance in homework

We focus in this section on basic strategies for supporting student motivation and performance in homework. Because teachers often take the lead in communicating learning goals, we focus on strategies teachers can use to encourage parental involvement. We also discuss strategies teachers may use in interacting with parent leaders and after school staff for further support of parental involvement in homework.

Interacting with the school or teacher about homework

Parents are often eager to support their children's learning but do not always know how to help or why their involvement is important (Epstein & Van Voorhis, 2001; Hoover-Dempsey, Bassler, & Burow, 1995). Parents should be encouraged to contact the teacher if they have questions about students' homework. Among parents of younger students, questions may be related to directions and due dates or to the

substance of homework Parents and students often benefit when they have written information (in language that the parent can readily understand) about homework policies and purposes. This is most helpful if parents have opportunities to review the ideas with the teacher, ideally during an orientation offering ample opportunity for questions and responses.

To increase two-way communication about homework, teachers may talk with parents about their mutual goals for children's learning, including specific information about the ways in which student homework supports those goals. Teachers may also encourage parents to make comments about assignments (e.g., areas of difficulty for the student, student and parent responses to interactive homework). Parent leaders can work with teachers and parents to develop open-ended surveys seeking parent feedback on homework, and teachers may alter assignments or offer individual adjustments based on survey results.

Establishing physical and psychological structures for student homework

There are many ways of creating structures at home that support children's learning. Specific decisions about structuring depend in part on student needs and on parent ideas about specific involvement activities that "fit" the student and family context, for example, what the home is like and what other demands require parents' time (Xu&Corno, 1998). Specific steps in structuring homework also often depend on student developmental level (e.g., a 7-year-old may need external structuring; a 15-year-old is more likely to need more autonomy) and personal characteristics (e.g., students who are more distractible will likely benefit from more structuring; students who like to work independently often benefit from less parental structuring).

Teachers, parent leaders, and after school providers may suggest alternative homework routines (e.g., students decide the order in which the work will be done, while parents track time and remind students of remaining tasks) and offer suggestions for organizing homework space (e.g., clear off the table or desk before starting homework). Because after school staff also supervise homework, it's important that they create a comfortable, quiet environment and maintain consistent rules for homework completion (e.g., who can work together; when it's okay to ask for help).

Providing general oversight of the homework process

Teachers can help parents, after school staff, and family members understand what homework monitoring involves and why it is important (e.g., Toney, Kelley, & Lanclos, 2003). For example, helpful monitoring usually includes being accessible, being willing to help the student understand directions, being available to respond to simple questions, maintaining awareness of the child's emotional state and work patterns, and offering positive feedback on engagement in homework.

Teachers can also offer support that is likely to increase the effectiveness of parental monitoring, such as homework sign-off sheets for parents, requests for comments or questions about homework performance, or suggestions for detecting and responding to signs of distraction or frustration. Helpful monitoring may also include efforts to focus student attention by posing questions or comments (e.g., "Good work! How did you think about solving that one?" or "That's really interesting"). Adults may also help students avoid unnecessary time on assignments (e.g., if students are to draw a picture of a math problem, they should be encouraged to focus on how the drawing depicts the problem, not the colors to be used in completing the work).

Responding to student homework performance

Students benefit when parents and other adults offer specific positive responses to student homework performance. Parents' ability to offer appropriate responses often benefits from having information about the concepts addressed in homework, evaluative information about the student's homework performance, and information about the learning goals supported by homework tasks. The more specific and knowledgeable parents can be in offering feedback and reinforcement, the stronger their impact on learning and student self-efficacy is likely to be.

Teachers, parent leaders, and after school staff can also give parents and other adults specific examples of *how* they can support children's homework performance. Teachers may offer suggestions for short questions parents can ask the student about the day's homework and can include ideas about *how* to offer helpful and autonomy-supportive responses (e.g., wait for student questions before helping).

Strategies for parent teaching activities during homework

We focus now on more complex motivational and instructional strategies that parents and others may use in helping students with homework. Some strategies are relatively direct and short-term, while others involve more elaborate or extended approaches that can be supported as needed through school- or community-based education and intervention programs.

Engaging in homework processes and tasks with the student

Teachers can help parents engage in homework processes by providing specific, time-limited suggestions for helping students in ways that support the broader learning goals of homework assignments. For example, teachers of younger children might suggest that parents read with the child or listen to the child read for 10

minutes 2 or 3 times a week. This is likely to be possible within most family schedules; it also offers parents a way of explicitly valuing children's schoolwork and reinforcing their learning. A suggestion that parents review two problems in a larger math assignment with the child is also likely to be feasible within most family schedules; it also offers parents information about what the student is learning as well as an opportunity to express the parent's valuing of the student's work.

Teachers may also support parent and after school staff awareness of direct teaching strategies that may be useful helping students with homework. Schools and teachers can offer important information about *when* direct teaching is likely to be helpful—for example, when homework involves practice or memorization. Parents may also benefit from knowing that direct teaching strategies are often most appropriate for students who are younger, experience difficulty with work, or request help.

Creating a "Fit" between learning tasks and student skills

Parents and others who interact regularly with children often bring another major strength to student learning processes—their knowledge of individual student's learning styles, interests, and work preferences. Teachers can play an important role in offering suggestions for making effective use of this knowledge. For example, students who feel overwhelmed by assignments are often responding to their perception of the task as a whole. Information about ways of breaking complex learning tasks into sequential parts can enhance parents' and others' ability to offer targeted, specific, and productive help in such situations.

Interactive homework with parent-teacher interaction can be developed for a variety of curriculum areas. Because creation of these assignments is time-consuming, however, a committee of teachers for each grade (at the district level) might be

involved in creating assignments prior to the start of the school year. For maximum effectiveness, such assignments should include attention to the individual needs of both gifted and struggling students.

Engaging in interactive processes that support student understanding

Parental involvement focused on helping children understand learning tasks often requires considerable knowledge. Parents whose own schooling did not include experience in understanding principles underlying varied learning tasks often benefit from school-based educational programs designed to support relevant knowledge and understanding. Programs may include written materials to help parents understand the basic objectives and components of a learning task as well as specific suggestions for checking on student understanding (e.g., “Can you tell me how you got that answer?” ; “What do you think is the most important idea in this section of your report?”). Programs that help parents engage in this kind of involvement may also offer demonstrations of developmentally appropriate teaching activities, opportunities for practice of varied strategies, and information about assessing students' progress (e.g., Starkey & Klein, 2000).

Engaging in Meta-Strategies to help the student learn processes conducive to achievement

This set of strategies is often grounded in information to parents about specific attributes that help students learn more effectively. Research suggests that these include positive student attitudes about learning and homework; positive student perceptions of personal competence and efficacy for learning; student perceptions of personal control over learning outcomes; and self-regulation skills pertinent to goal-setting, organizing and planning, persistence in the face of difficulty, and

management of emotional responses to homework (Hoover-Dempsey et al., 2001). If parents have information about the student skills and attributes that are associated with better learning across grade levels and subject areas, they can focus their involvement efforts in part on support for these outcomes. Teachers, after school providers, and parent leaders can be instrumental in focusing parents' attention on these processes that continue—across grade levels, learning objectives, and subject areas—to support student learning.

Conclusion

Student homework creates opportunities for important interactions among schools, families, students, and other adults who help care for children. Well-designed homework helps students learn; it also offers parents opportunities to see what students are learning, talk with children about their learning, and interact with teachers and other school-community members about ways to support student learning.

Because they are at the center of the homework process, teachers play critical roles in helping parents become effectively involved in student homework. In sharing ideas for homework involvement with parents, school-age care professionals, and parent leaders, teachers increase community support for student learning. The strategies suggested in this paper are likely, individually and in concert, to support effective parental involvement in student homework.

HYPOTHESIS

General.

The extra class activities influence on the receptive skills of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.

Specifics

The types and homework strategies that teachers use do not support the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

The parents are not involved on the homework process which limits the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.

f. METHODOLOGY

- **Methodological design of the investigation**

The present research work has how objective to know analyzing and to give a possible solution to help to solve the problems that there are in the methodology and the extra class activities of the English language on the educational institutions of the Loja province specially at “Nacional Nocturno Catamayo” high school.

The research work is of character descriptive, qualitative and quantitative and firstly I had visited the high school to know the authorities and to have the corresponding permission to after can carry out the research work. Also we have using information found in books magazines and internet. .

- **Methods**

In this research work we have using different methods which help me to carried out my work if suitable way and sequential for this reason is necessary motioned them.

Inductive method It's method served me to determine the research problem which was beginning of the general to particular with Theme, problem, justification and objectives that has it. Also I try to achieve the objectives to help to solve this problem.

The analytic method It's will help me to analyze all the information found through of the surveys and observation to then contrast take into account all the characteristics and information that we have about it.

The statistic method Through which I know all the answers which will show in graphics to indicate well the percentages and results that gotten in the surveys applied to authorities, teachers and students to then can give the respective analysis and interpretation according with our theoretical reference.

The Scientific method which will serve me to contrast all the information gotten in the surveys with the theoretical reference that I found on the internet and in the library to after I can give the conclusion with your respective alternatives and finally can give the final presentation

- **Techniques and instruments**

To carry out this work I will use the technique of the observation, which have permitted me, to determine the entire characteristic about the high school. Besides help me instruments of collect information such as: the surveys which will apply to authorities teachers and students these surveys will help me to collect all the information about the research problem

- **Population and sample.**

To develop this research work will use some techniques, which served to collect all the information about of the High School researched. The technique most useful and suitable was the surveys which will apply to English teachers and students of the first, second and third of bachillerato at “NacionalNocturnoCatamayo” high school. For this reason the researcher will choose a sample of the students of the first, second and third year of Bachillerato and all English teachers so that can have a best process of contrasting and analyzing of results.

POPULATION

The population that helped in the field work is constituted by all the teachers that teach in the High School, because it is small and they are 6. And regards to the students it was necessary to take a sample of the students in “Bachillerato” who were 479 students and the sample was 121 students who helped with the survey.

The students' population sample is represented in the following chart

Chart N° 1

Eduactive Institution	Male students	Female Students	TOTAL
First "A"	21	15	36
First "B"	18	16	34
First "C"	18	17	35
First "D"	22	16	38
First "E"	18	13	31
First "F"	20	11	31
Second Mathematic.	20	12	32
Second chemistry.	17	16	33
Second social Science	19	19	38
Second secretarial "A"	13	10	23
Second secretarial "B"	11	9	19
Third Mathematic.	25	7	32
Third chemistry.	23	10	33
Third social Science	21	16	37
Third secretarial	12	13	25
Total (Sex)	278	201	479

Chart N° 2

Total of population of the English teachers

Educative Institution	Female Teachers	Male teachers	Total
"NacionalNocturnoCatamayo high school"	3	3	6

Source =NacionalNocturnoCatamayo high school

Author= Braulio Vinicio Uchuari Macas

SAMPLE

The sample to carry out the research work was taken through the following formula:

PQ X N

$$n = \frac{PQ \times N}{K^2 \times E^2}$$

PQ = First quartile (0, 25)
 N= Population
 N = Sample
 K = Proportionality Constant (2)2
 E = Sample Error (10 %,) (0, 1)

SAMPLE DISTRIBUTION

To get the sample by course was will a

$$n = \frac{0,25 \times 479}{(0,1)^2 \times (478) \times (2)^2 \times (-0,25)^2}$$

$$n = \frac{119,75}{0,01 \times (478) \times (-0,25)^2}$$

$$n = \frac{119,75}{0,945}$$

F = distribution factor

n = sample size

N = population

$$n = 126$$

This factor was multiplied by students' population of every researched group of Bachillerato at the researched High School, and in this way it was obtained the sample per course.

The results are detailed the sample in the next chart:

Educative Institution	Total	Sample
First "A"	36	9
First "B"	34	9
First "C"	35	9
First "D"	38	10
First "E"	31	8
First "F"	31	8
Second Mathematic.	32	8
Second chemistry.	33	9
Second social Science	38	10
Second secretarial "A"	23	6
Second secretarial "B"	19	5
Third Mathematic.	32	9
Third chemistry.	33	9
Third social Science	37	10
Third secretarial	25	7
Total	479	126

Source =Nacional Nocturno Catamayo high school

Author= Braulio Vinicio Uchuari Macas

- **Process in the application and collection of information**

The research work will carry out through of a process of methods techniques and procedures to know and contrast all the information about the high school researched. Also help to determine and outline proposal alternatives that will help to solve all the problems about the extra class activities that are used in this high school.

g. CHRONOGRAM

ACTIVITIES SCHEDULE	SEPTEMBER/DECEMBER 2011				JANUARY/MARCH 2012				APRIL/JUNE/ 2012				JULY/NOVEMBER 2012				JANUARY 2013				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	THEME	■																			
PROBLEM	■																				
JUSTIFICATION		■																			
OBJECTIVES			■																		
THEORETICAL FRAME				■																	
METHODOLOGY										■											
POPULATION AND SAMPLE												■									
CHRONOGRAM														■							
RESOURCES AND FINANCING																■					
ANEXXES																	■				
FINAL REPORT																	■				

h. BUDGET AND FINANCE

RESOURCES

The resources which contribute to carry out the following research work are.

Institutional

- National University of Loja
- “Nacional Nocturno Catamayo high school”
- Area of Education, Art and communication
- English Language Career
- Internet

Humans Resources

- Authorities of the National University of Loja.
- Authorities of Area de Education, Art and Communication
- Teachers of the English Language at “Nacional Nocturno Catamayo high school”
- Authorities of “Nacional Nocturno Catamayo high school ”
- Director of research work : Dr. Carmen Ojeda and Dr. Bertha Ramón
- Researcher. Braulio Uchuari
- Students of first second and third years of Bachillerato at “Nacional Nocturno Catamayo” high school.

Materials

- Class materials
- Surveys
- Computer

- Sheets
- Flash memory
- Transport
- Internet
- Copies

Economical Resources.

Everything economics resources are financed for the researcher.

Badget.

N°	Descripción	V/Toral
1	Bibliography material	100.00
2	Desk material	300.00
3	Viáticos	200.00
4	Internet	200.00
5	Printers	200.00
6	Unforeseen	100.00
	Total	1100.00

CONSITENCE MATRIX

THEME: EXTRA CLASS ACTIVITIES AND THEIR INFLUENCE ON THE RECEPTIVE SKILLS, WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD BACHILLERATO AT “NACIONAL NOCTURNO CATAMAYO HIGH SCHOOL. ACADEMIC PERIOD 2011-2012

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>How do extra class activities influence on the receptive skills of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.</p> <p>SUBPROBLEMS</p> <p>What are the types and homework strategies that help on the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.</p> <p>How do parents are involved on homework process to strengthen the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?</p>	<p>To determine the influence of extra class activities on the receptive skills of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.</p> <p>SPECIFICS</p> <p>To characterize the types and homework strategies that support the development of thereceptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.</p> <p>To find out how the parents are involved on homework process to strengthen the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.</p>	<p>The extra class activities influence on thereceptive skills of the English Language with students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School?. Academic Period 2011-2012.</p> <p>SPECIFICS</p> <p>The types and homework strategies that teachers use do not support the development of thereceptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.</p> <p>The parents are not involved on the home work process which limits the development of the receptive skills of the English Language with the students of 1st, 2nd, and 3rd years of Bachillerato at “Nacional Nocturno Catamayo” High School. Academic Period 2011-2012.</p>	<p>Types of homework strategies</p> <p>Parents involvement</p> <p>Receptive skills</p>	<p>Activities</p> <p>Class Activity</p> <p>Types of the Class Activities</p> <p>Key skills in the activities</p> <p>Extra Class activities</p> <p>Homework</p> <p>Types of activities</p> <p>Basic Linguistic Skill</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Receptive Skill</p> <p>Listening</p> <p>Types</p> <p>Methods</p> <p>Strategies</p> <p>Reading</p> <p>Types</p> <p>Parental Involvement in Homework</p>

i. BIBLIOGRAPHY

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ANNEXES



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

1. Do you send homework to your students?

Yes () No ()

Explain:.....

2. How often do you send English homework to your students?

a) Every day ()

b) Three times a week ()

c) Twice a week ()

d) Never ()

Why:.....

3. What type of homework do you send to your students?

a) Workbook based-tasks ()

b) Extensive listening or reading ()

c) Guided discovery tasks ()

d) Grammar and vocabulary tasks ()

e) Project work ()

f) Based skill tasks ()

g) Others ()

Which ones:.....

4. Why do you send homework in your subject?

- a) To reinforce the knowledge ()
- b) To develop study habits ()
- c) To build up learner's autonomy ()
- d) To support the students' learning ()
- e) To bridge some learner's gaps ()
- f) To offer continuity in the program ()
- g) To give students extensive activities ()

Others:.....

5. What is the students' attitude towards homework?

- a) Boring ()
- b) Interesting ()
- c) Useful ()
- d) Relevant ()
- e) Varied ()
- f) Overloaded ()
- g) Tiring ()

Why:.....

6. Which of the following materials do your students work with in homework?

- a) Graded readers ()
- b) Radio and TV broadcasts ()
- c) Newspapers or magazines ()
- d) Internet (chat, news, etc.) ()

e) Notebook or papers ()

f) DVDs, Cd-roms. ()

Others:.....

7. Do you think, parents supervise the development of students' homework in English?

a) Yes ()

b) No ()

c) Sometimes ()

8. What do you consider in the average of parents involved in students' extra-class activities?

a) 100-80% ()

b) 70-50% ()

c) 40-20% ()

d) 10-0 % ()

Explain:.....

9. How do you get parents involvement in students' extraclass activities?

a) By praising students' homework ()

b) By communicating positive feedback ()

c) By checking parents' signature ()

d) By reporting learners' difficulties ()

e) By involving them in homework ()

f) By monitoring parents' involvement ()

g) By evidencing students' progress ()

Others:.....

10. How do you guide students' homework?

a) Giving the bibliography ()

b) Giving some examples ()

c) Giving homework strategies ()

d) Suggesting resources ()

e) Suggesting planning and organization ()

Why?.....

11. What is your students' level in the receptive skills and in the English subject?

SKILLS	Very good (20-18)	Good 17-15	Regular 14-12	Deficient 11-0
a) Listening				
b) Reading				
c) English Language				

THANKS FOR YOUR COLLABORATION



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

1. Does your English teacher send you homework?

Yes () No ()

Explain:.....

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

- a) Every day ()
- b) Three times a week ()
- c) Twice a week ()
- d) Never ()

Why:.....

3. What type of homework does your teacher send to you?

- a) Workbook based-tasks ()
- b) Extensive listening or reading ()
- c) Guided discovery tasks ()
- d) Grammar and vocabulary tasks ()
- e) Project work ()
- f) Based skill tasks ()
- g) Others ()

Which ones:.....

4. Why do you think your teacher sends homework in English?

- a) To reinforce the knowledge ()
- b) To develop study habits ()
- c) To build up learner's autonomy ()
- d) To support the students' learning ()
- e) To bridge some learner's gaps ()
- f) To offer continuity in the program ()
- g) To give students extensive activities ()

Others:.....

5. What do you think is your English homework like?

- a) Boring ()
- b) Interesting ()
- c) Useful ()
- d) Relevant ()
- e) Varied ()
- f) Overloaded ()
- g) Tiring ()

Why:.....

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

- a) Graded readers ()
- b) Radio and TV broadcasts ()
- c) Newspapers or magazines ()
- d) Internet (chat, news, etc.) ()

e) Notebook or papers ()

f) DVDs, Cd-roms. ()

Others:.....

7. Do your parents supervise the development of your homework in English?

a) Yes ()

b) No ()

c) Sometimes ()

8. How much do you consider are your parents involved in your English homework in an average?

a) 100-80% ()

b) 70-50% ()

c) 40-20% ()

d) 10-0 % ()

Explain:.....

9. Which of the following strategies does your teacher use with your parents in extra class activities?

a) By praising good homework ()

b) By communicating positive feedback ()

c) By checking your parents' signature ()

d) By reporting them your difficulties ()

e) By involving them in homework ()

f) By monitoring parents' involvement ()

g) By evidencing your progress ()

Others:.....

10. How does your teacher guide your homework?

a) Giving the bibliography ()

b) Giving some examples ()

c) Giving homework strategies ()

d) Suggesting resources ()

e) Suggesting planning and organization ()

Why?.....

11. What is your level of English in the receptive skills and in the English subject?

SKILLS	Very good (20-18)	Good 17-15	Regular 14-12	Deficient 11-0
a) Listening				
b) Reading				
c) English Language				

THANKS FOR YOUR COLLABORATION



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

1. Do you help your children to do the English homework?

Yes () No ()

why:.....

2. How often do you or your wife/husband participate in the English homework?

- a) Every day ()
- b) Three times a week ()
- c) Twice a week ()
- d) Never ()

Why:.....

3. Do you know the type of homework that teachers sends to your son/daughter?

- a) Workbook based-tasks ()
- b) Extensive listening or reading ()
- c) Guided discovery tasks ()
- d) Grammar and vocabulary tasks ()
- e) Project work ()
- f) Based skill tasks ()
- g) Others ()

Which ones:.....

4. Do you know what the homework purpose is?

- a) To reinforce the knowledge ()
- b) To develop study habits ()
- c) To build up learner's autonomy ()
- d) To support the students' learning ()
- e) To bridge some learner's gaps ()
- f) To offer continuity in the program ()
- g) To give students extensive activities ()

Others:.....

5. What is your son or daughter's attitude towards homework?

- a) Boring ()
- b) Interesting ()
- c) Useful ()
- d) Relevant ()
- e) Varied ()
- f) Overloaded ()
- g) Tiring ()

Why:.....

6. Which of the following materials does your son/daughter work with to do homework?

- a) Graded readers ()
- b) Radio and TV broadcasts ()

- c) Newspapers or magazines ()
- d) Internet (chat, news, etc.) ()
- e) Notebook or papers ()
- f) DVDs, Cd-roms. ()

Others:.....

7. Do you supervise the development of son/daughter' homework in English?

- a) Yes ()
- b) No ()
- c) Sometimes ()

Why:.....

8. How would you qualify your involved in your son or daughter's extra-class activities?

- a) 100-80% ()
- b) 70-50% ()
- c) 40-20% ()
- d) 10-0 % ()

Explain:.....

9. How do you know about your son or daughter's progress about homework by part of the teacher?

The teacher:

- a) Praisesstudents' homework ()

- b) Communicates positive feedback ()
- c) Checks parents' signature ()
- d) reports learners' difficulties ()
- e) Involves you in homework ()
- f) Monitors your involvement ()
- g) Evidences students' progress ()

Others:.....

10. Do you know how does the teacher guide students' homework?

- a) Giving the bibliography ()
- b) Giving some examples ()
- c) Giving homework strategies ()
- d) Suggesting resources ()
- e) Suggesting planning and organization ()

Why?.....

11. What is your son/daughter's level in the receptive skills and in the English subject?

SKILLS	Very good (20-18)	Good 17-15	Regular 14-12	Deficient 11-0
d) Listening				
e) Reading				
f) English Language				

THANKS FOR YOUR COLABORATION

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